

1959–1982

The *Linguistic*
Reporter

Volume 5

(1963)

CAL CENTER
FOR APPLIED
LINGUISTICS

THE INDIANA LANGUAGE PROGRAM

by M. Phillip Leamon

[Mr. Leamon, Coordinator for School Foreign Languages at Indiana University, also served as Assistant Director of the Honors Program for High School Students and was its University representative in Europe for the Units in France and Germany in the 1962 Summer Program. He is a member of the Advisory Committee to the new program described in this report.]

For some time Indiana University has been very interested in foreign language study, not only in its own departments, but in the schools of the state as well, and has been investigating ways of giving greater support to foreign language programs throughout Indiana.

The Coordinator

One result of the investigation was the appointment of a Coordinator for School Foreign Languages. The Coordinator, working with all the departments of foreign languages in the College of Arts and

Sciences, is a full-time faculty member, with no teaching assignment, who holds also an appointment in the School of Education. His primary responsibilities are to represent the University's foreign language programs in the schools and to represent the cause of secondary school foreign language programs in the University. This appointment reflects an effort at vertical harmony among different levels of instruction, as the Coordinator travels to the schools and welcomes school teachers and administrators to visit the foreign language programs on the campus. It implies too a willingness on the part of the College of Arts and Sciences and the School of Education to cooperate in this important area. Another advantage to the schools and to the University is that the Coordinator's office serves as a center for collection and dispersal of information to language teachers, students, and other interested persons, and maintains a modest library of texts and teaching materials.

The High School Honors Program

Another step toward a state-wide program of closer relations between the University and the schools was the development and support of the Indiana University Honors Program in Foreign Languages for High School Students, conceived and directed by David C. Munford, now with the University. Supported initially by a three-year grant of \$200,000 from the Carnegie Corporation, the Honors Program intends to become self-supporting within a period of five years. Working primarily with secondary schools in Indiana, the Program offers to selected students of advanced French, German, and Spanish, from schools teaching these languages in sequences of three years or more, a reward for their classroom achievement. This reward is an oppor-

tunity to accelerate progress toward practical mastery of the foreign language, particularly in its spoken form, through intensive study abroad, with scholarships given as needed. In the summer of 1962 some twenty-five students in each of the three languages studied under an American teacher and his staff of native assistants, four to six hours daily, five days per week, for about nine weeks, in St. Brieuc, France; Trier, Germany; and Oaxaca, Mexico.

This program was the result of two years of research and planning by the staff of Indiana University, and the decision to develop it at the University was based to some extent upon the presence and experience of the Coordinator.

The Indiana Language Program

The University's most recent and perhaps most comprehensive effort, based to a considerable degree upon the programs just mentioned and upon a philosophy developed over the past several years, was an appeal to the Ford Foundation to support a ten-year plan to be called the Indiana Language Program. The chairman of the planning committee for this proposal was William Riley Parker, Distinguished Service Professor of English at Indiana University, and former Executive Secretary and President of the MLA. Last spring the Ford Foundation agreed to support, to the extent of \$650,000, the first five years of the ten-year plan.

The goal of the Program is as follows: By 1972, modern foreign language instruction with *modern* methods and objectives in every public high school in Indiana, with an increasing number of schools offering *four years* or more of such instruction, and with every college-bound student counselled to study a for-



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foreign language, ancient or modern, for as long as possible.

To achieve this goal the schools must be persuaded to offer the necessary courses, the students must be persuaded to study the languages, and enough able teachers to accommodate this greatly expanding program must be recruited.

In an effort to accomplish these aims the cooperation of many people and organizations has been solicited: Indiana University's foreign language teachers and other faculty, members of the University Administration, other colleges and universities within the state, officials of the State Department of Instruction (in particular the Superintendent and his staff and the Title III Modern Foreign Language Supervisor), school officials and teachers, parents and students.

Some Specific Plans

Communication All elements of this Program must be in close touch with each other. Bulletins are to be issued and annual or semi-annual conferences are to be held. In addition, supplementing the work of the Coordinator for School Foreign Languages, other regular faculty members will travel to the schools to assure two-way communication.

Motivation. Communication can help motivate the teachers. Also, excellent teaching is to be identified, noticed, and otherwise rewarded. Inferior teaching too can be identified, and it is hoped that the teachers can be helped on a friendly, personal basis. Strong high school foreign language students will be encouraged through scholarships to continue the study of their foreign language in college with a view to teaching, and also will be encouraged to begin the study of the less-commonly taught languages as undergraduates.

Personnel file. To serve as a constant check on progress being made in any phase of the effort to upgrade the teaching and learning of foreign languages, a current file of information is being compiled. This roster will include names and addresses, details of education and training, foreign travel, teaching experience, special qualifications, in-service institutes or courses attended, and current teaching schedules.

Consultants. For information and stimulation and as a check on the wisdom of current practices and future plans, the University will bring in for consultation individuals from other institutions.

Experimentation and Research. Additional effort will be made at the local level, both in the University and in the University School, to encourage use of the latest, most effective methods and materials in the teaching of foreign languages and in the education of teachers. A Council on Language Research and Experimentation will be appointed to advise the Director on this particular phase of the Program.

Administration of the Program

To direct the Indiana Language Program the University appointed, as Associate Professor of Spanish and Portuguese, George E. Smith. Mr. Smith, Purdue University faculty member since 1951, was Title III Modern Foreign Language Supervisor for Indiana (September 1959 to August 1961) and a director of the Peace Corps Project in Chile, 1961-62. He brings to his new position wide experience, a thorough knowledge of Indiana and its schools, and interest in and

dedication to good foreign language teaching.

To share with Mr. Smith the responsibility for this comprehensive Program and its implementation, an Advisory Committee to the Indiana Language Program has been appointed. Its membership includes the Vice-President and Dean for Undergraduate Development (Chairman), the Associate Dean of the College of Arts and Sciences, the chairmen of the modern foreign language departments, the Chairman of the Committee on Linguistics, the Director of the Honors Program for High School Students, the Coordinator for School Foreign Languages, and Mr Smith

By working with programs already under way, with the State Department of Public Instruction and with other interested persons and institutions, the Indiana Language Program expects to see real gains in improving the teaching and learning of foreign languages throughout Indiana at all levels of instruction.

English as a Second Language in Dade County Public Schools

Mrs. Pauline M. Rojas, Consultant on Bilingual Education to the Dade County (Florida) Public Schools, writes: "More than 20,000, or about ten percent of public school pupils in Dade County, are children whose native language is not English. The majority are Spanish-speaking Cuban refugees, but there are many Puerto Ricans and other Spanish speakers among them and a sprinkling of representatives from French Canada, Poland, Germany, Hungary, Japan, etc.

"Dade County last year set up a well-structured program for teaching English to these pupils as rapidly and efficiently as possible. On entering the schools, the children are assigned to an appropriate age grade level group and are classified into one of three categories on the basis of their competency in using English for oral communication. Those who know English well are classified as independents and scheduled into regular classes where they receive the same instructional program offered to native-born American children. Those who know little or no English are classified as non-independents and assigned three hours of special instruction in English a day. The intermediate group receives special English instruction for two class hours a day. During the rest of the school day, the non-independents and intermediates take arithmetic or

mathematics, music, art, and physical education. They may also take other subjects in which their level of proficiency in English permits them to achieve a measure of success. As soon as they know enough English, they are transferred into regular classes.

"The special instruction in English consists of one hour of oral drill and one hour of reading and writing follow-up a day for both non-independents and intermediates and for the non-independents an additional hour of close, factual reading of social studies and science materials at a lower grade level . . .

"A necessary corollary of the direct attack on the pupil's language handicap is teacher training. In order to insure that the language needs of the pupils will receive the attention they require, efforts have been made to train teachers in the principles and practices of the audio-lingual approach. In-service training sessions are scheduled during the year and last summer a six-weeks' workshop, attended by 140 teachers, was held . . . A similar workshop is being projected for this summer.

"This program was put into operation during the school year 1961-62. By the end of the year, forty per cent of the non-English speaking pupils were classified as independent . . ."

Project English at Nebraska

The Curriculum Development Center for Project English at the University of Nebraska is in its first year of attempting to create an articulated program of instruction in language, literature, and composition for use in the elementary and secondary schools of the state. Much of its work to date has been concerned with the preparation of lesson materials in English phonology, morphology, and syntax. More work in these areas remains to be done, and the local staff of the Center would welcome the interest and aid of persons with formal training or other qualifications in applied English linguistics. Readers of the *Reporter* who wish further information about the Center's activities, or desire to participate in a consulting or advisory capacity, may write to Frank M. Rice, Associate Director, 208 Andrews Hall, University of Nebraska, Lincoln 8, Nebraska.

NCTE Meets in Miami

The 52nd annual convention of the National Council of Teachers of English met in Miami Beach, November 22-24, with pre-convention study groups in session November 19-21. Twenty-five hundred elementary, secondary, and college teachers of English were in attendance. Approximately 500 people registered in the eight study groups, one of which was devoted to "Language, Linguistics, and School Programs." The work of this group is an indication of the growing interest in the application of linguistic science to the teaching of English in this country, an interest also reflected in other sessions of the convention dealing with the implications of linguistics in such areas as the teaching of composition, grammar, reading, usage, English as a second language, and the like.

NCTE Spring Institutes

The National Council of Teachers of English announces two Institutes on Language, Linguistics, and School Programs to be held in Louisville, Kentucky, March 3-9, and in Atlantic City, N.J., April 21-27. The Institutes will provide participants with intensive study in the nature of English, new curriculum practices, and with reports of new research and scholarships. For further information address Special Language Institute, NCTE, 508 South 6th Street, Champaign, Illinois.

The Center for Applied Linguistics of the Modern Language Association of America is a non-profit professional organization established 1959 in Washington, D.C. The purpose of the Center is to serve as a clearinghouse and informal coordinating body in the application of linguistic science to practical language problems.

The *Linguistic Reporter*, the Center's bimonthly newsletter, is distributed free of charge to those who request it. Address all correspondence to Frank A. Rice, Editor, *The Linguistic Reporter*, Center for Applied Linguistics, 1346 Connecticut Avenue, N.W., Washington 6, D.C. Any article published in the *Reporter* may be freely quoted or reproduced, in whole or in part, without special permission.

Personalized English-Language Instruction

Joseph J. Woolket, professor of modern languages and Head of Department at the Agricultural and Mechanical College of Texas, writes: "In recent years, the A. & M. College of Texas has accepted increasing numbers of students from other countries who come for specialized training, either on their own resources or under the sponsorship of private or governmental organizations. We therefore faced the problem so common in American colleges of having students whose command of English was not adequate to profit as they should from lectures, laboratory work, and practical exercises.

"For a good many years a concentrated summer course has been available for these students to prepare them for regular classwork in the fall semester. One aspect of this preparation is relatively new and developed from the use of the language laboratory. Essentially the idea is to prepare the student for working with specific instructors.

"The students who come to A. & M. College mostly are graduate students whose program calls for work in a relatively few technical fields: Veterinary Medicine, Agronomy, Agricultural Economics, Soil Science, the physical and natural sciences, and a few engineering courses. Their ability to read textbooks far outstrips their oral-aural capabilities. Their courses depend heavily on lecture and laboratory work, but the number and identity of the instructors they are likely to encounter are relatively restricted and predictable.

"Students often have had difficulty understanding the idiolect of each instructor, his dialectal peculiarities, his style of speech, and general delivery. Consequently, we devised a program of preparing the student for each professor by recording tapes of sample lectures.

By listening to these tapes, the student is able to make adjustments necessary to help him understand the speech of his instructors almost from the beginning.

"Within the fields studied by most foreign students, the graduate professors were invited to co-operate in preparing one or two tapes covering a subject typical of their courses, and even recordings of actual lectures were made. The tapes were classified, labeled, and placed in the language laboratory. Students who knew approximately which instructors they were to work with were programmed periods of listening to the tapes. Thus they heard sample lectures in the idiolect which they were scheduled to hear during the coming semester. They were able to adjust their reaction to the mode of expression and understand what he was saying. They were encouraged to ask for explanation of idioms, general references, wisecracks, or unclear utterances . . .

"When the student entered the class, he was attuned to what he might expect from the professor. This system has succeeded in overcoming much of the confusion and discouragement that the foreign student often feels in a class in the English medium. This preparation also prepares the student for the variety of speech he encounters after subjection to a limited and standardized method of speech in which most of his English-language instruction was carried on."

State FL Bulletins

A four-page listing entitled "State FL Editors," available from the Foreign Language Program Research Center of the MLA, 4 Washington Place, New York 3, New York, gives the names of state foreign language bulletins, newsletters, and the like; with the names and addresses of the editors.

Summer 1963 Programs at NDEA Language and Area Centers

The U.S. Office of Education will allocate about \$2,000,000 to sixteen colleges and universities for the support of nineteen NDEA Language and Area Centers during the summer of 1963. The Centers will offer intensive language instruction in twenty-eight languages,

twenty-five of which will be supported by federal funds.

The primary focus of the summer programs will be on intensive language instruction, though course work will also be given in area studies. The majority of the enrollees will be graduate students but

thirteen programs will also enroll recipients of the one hundred special summer language fellowships for undergraduates.

Following is a list of the Centers and the languages being offered. Languages enclosed in parentheses are offered, but not supported by NDEA funds.

INSTITUTION	LANGUAGES OFFERED	INSTITUTION	LANGUAGES OFFERED
University of California Los Angeles, Cal.	Hausa, Swahili, Twi, Yoruba	Indiana University Bloomington, Ind.	Polish, Russian, Serbo-Croatian, Korean
University of Chicago Chicago, Ill.	Bengali, Hindi, Tamil, Telugu	University of Kansas Lawrence, Kansas	Chinese, Japanese
University of Colorado Boulder, Col.	Polish, Russian	University of Michigan Ann Arbor, Mich.	Chinese, Japanese, Russian, Serbo-Croatian
Columbia University New York, N. Y.	Chinese, Japanese, Korean	University of Pennsylvania Philadelphia, Pa.	Hindi-Urdu, Tamil, (Sanskrit)
Duquesne University Pittsburgh, Pa.	Swahili	University of So. Cal. Los Angeles, Cal.	Chinese, Japanese, (Russian)
Fordham University New York, N. Y.	Russian, (Polish), (Lithuanian)	Stanford University Stanford, Cal.	Chinese, Japanese
Harvard University Cambridge, Mass.	Chinese, Japanese, Korean, Arabic, Armenian, Hebrew	University of Utah Salt Lake City, Ut.	Arabic
University of Hawaii Honolulu, Hawaii	Chinese, Indonesian, Japanese, Korean, Tagalog, Thai, (Hawaiian), (Hindi)	Yale University New Haven, Conn.	Burmese, Indonesian, Javanese, Thai, Vietnamese

Change in Columbia Linguistics Program

In the academic year 1963-64 the following main innovations will take place in the linguistics program at Columbia University: (a) establishment of an undergraduate major in linguistics, (b) increase in the language requirements for admission, (c) division of the graduate courses into a basic and an advanced group, which cannot be taken concurrently, and (d) extension of the normal course of study for the M.A. degree to two years (except for students with undergraduate preparation in linguistics). For additional information address Professor Uriel Weinreich, Chairman, Department of Linguistics, 401-A Philosophy Hall, Columbia University, New York 27, New York.

Undergraduate Year in India

"Wisconsin Year in India," a special program for ten juniors in American colleges, 1963-64, is sponsored by the University of Wisconsin. The program consists of the study of Telugu in an inten-

sive summer course at the University of Chicago, 1963, followed by a year at Osmania University in Hyderabad where the students will study second-year Telugu, a special course on Indian society, an elective course from the Osmania curriculum, and will engage in an individual work project using Telugu. For information about applications and scholarships, address Program Coordinator, Undergraduate-Year-in-India Program, Indian Language and Area Center, University of Wisconsin, Madison 15, Wisconsin.

Linguistics Groups at Ohio State

Two extra-curricular linguistics groups at The Ohio State University hold regular meetings to hear guest speakers and discuss matters of common concern.

The Linguistic Circle meets once a month to hear an invited speaker, usually on a topic of general interest. Recent speakers on this series have been Sydney M. Lamb, "On the Nature of Linguistic Structure"; Francis L. Utley, "The Linguistic Component in Onomastics"; Paul

Garvin, "The Definitional Approach to Language"; and Robert Lees, "On the Notion 'Deviant Sentence'". The secretary of the Linguistic Circle is Paul Pimsleur.

The Linguistics Colloquium meets bi-weekly, and is run by graduate students under faculty supervision. Its purpose is to hear papers and conduct discussions which focus on rather specific linguistic problems. Recent speakers have included Fred Householder, "Research in Semantics", and S. Kuno, "Automatic Linguistic Analysis".

Peace Corps Volunteer, with its first issue Vol. 1, No. 1, November 1962, merges two newsletters, *Peace Corps News* and *The Volunteer*. The new publication will cover a wider variety of topics at greater length. Among new features will be a monthly section devoted to one host country or area; the special section for this issue is devoted to Colombia. The various articles contain occasional reference to language-matters. The publisher is Peace Corps, Washington 25, D.C.

What is a Scientific Linguist?

[The following statement was prepared in March 1962 by the Center for Applied Linguistics at the request of various government agencies that have occasion to employ linguists. Although the statement has not been officially endorsed by any professional organization in the field, it has been reproduced in *LANGUAGE, Journal of the Linguistic Society of America*, Vol 38, No. 4, Oct-Dec. 1962, pp. 463-4. It is reproduced here in the belief that it will be of interest to a wider audience]

A scientific linguist (also called a linguistic scientist, a linguist, or most commonly in the profession, simply a linguist) is a specialist in linguistics, the systematic study of the structure and functioning of languages. (A linguist in this technical sense must be distinguished from a linguist in the everyday sense of a polyglot, one who speaks several languages. Cf. *Webster's New International Dictionary*, which gives both definitions of "linguist.") A linguist is qualified by training and experience to carry out such operations as the following: (1) preparation of a full-scale description of the sounds, forms and vocabulary of a language (including unwritten languages previously undescribed); (2) comparative study of two or more languages to determine their relationships; (3) determination of the nature and range of dialect variation within a language; (4) study of the history of the sounds, forms, and vocabulary of a language; (5) development of the general theory of linguistics.

In addition to such activities, a qualified linguist is able to apply linguistic science to practical language problems by undertaking, often in collaboration with specialists from other disciplines, such operations as the following: (a) preparation of a contrastive analysis between two languages to point out the similarities and differences between them on which to base instructional materials for teaching one of the languages to speakers of the other; (b) preparation of textbooks for language learning based on linguistic analysis; (c) preparation of tests of proficiency in a language or of aptitude for certain kinds of language learning; (d) analysis of the writing system of a language to determine how closely it correlates with the pronunciation and grammar; construction of an orthography for an unwritten language; (e) preparation of materials for teaching literacy in a

given language; (f) analysis of language and the preparation of programs for machine translation from one language to another; (g) working out and evaluating language policies in government and education.

In recent years linguists have come to work more and more on topics which involve other disciplines, such as anthropology (with which linguistics has had a long association), psychology, mathematics, logic, speech pathology, and sociology; cross-disciplinary fields such as psycholinguistics, sociolinguistics and mathematical linguistics are now achieving recognition, and a small but growing number of linguists are specialists in them.

Education of Linguists

Normally the education of an American linguist takes place in a regular program of graduate studies at one of the dozen or so major university centers for linguistic study in the country. Requirements for the Ph.D. in linguistics vary somewhat from one university to another, but all require an introductory course in linguistics, work in phonetics and phonemics, historical linguistics, and the study of specific languages. Most include requirements of work in morphology-syntax, field methods, Indo-European comparative studies, and at least one non-Indo-European language. A Ph.D. thesis is usually a study of the types (1)-(4) listed above. One common type consists of a descriptive grammar, with texts and vocabulary, of an American Indian language.

The overwhelming majority of American linguists, in addition to taking graduate work at a major university, have attended one or more sessions of the Linguistic Institute which is sponsored every summer by the Linguistic Society of America, the chief professional organization in the field. This summer Institute, which has been held every year since 1938 at one university or another, brings together for intensive work in the field faculty and students from all over the country and usually several distinguished linguists from abroad. Some American linguists have received their training largely outside regular university programs by work with missionary organizations, special language programs, or even

self-study, but this pattern of education is becoming rarer.

Careers in Linguistics

A small but important and highly influential number of linguists are teaching in the linguistics departments of universities. A larger number teach in other departments, generally modern languages or anthropology, but occasionally in departments of psychology or speech. In recent years a steadily growing number of linguists have been employed in centers of instruction for Asian and African languages either on the teaching staff or with research projects, including the preparation of textbooks and dictionaries. A few work on research projects related to communication engineering, usually with government support.

Several government agencies, such as the Foreign Service Institute of the Department of State, hire linguists to supervise language training programs. Others, such as the Department of the Interior, have linguists to carry out research on American Indian languages, or to work in specialized fields such as the determination of geographical names for mapping and other purposes.

Linguists are employed at centers of machine translation research at a number of places in the country, chiefly in university programs with U.S. Government support, but also in private industry.

One large group of American linguists is engaged either in the teaching of English as a foreign language in the United States or abroad, the preparation of textbooks of English, or in the planning and administering of English-teaching programs. Some of them are in positions with the United States Information Agency or other government agencies; others are with foreign governments, American universities, or other private organizations.

Another sizable number of linguists work with missionary organizations engaged in such operations as Bible translation, literacy programs, or the creation of orthographies for unwritten languages.

meetings and conferences

- March 9. Linguistic Circle of New York, National Conference on Linguistics, 8th. New York, N.Y.
- March 21-23. Conference on College Composition and Communication. Los Angeles, Cal.
- March 25-27. Association for Asian Studies, 15th. Philadelphia, Pa.
- March 26-28. American Oriental Society. Washington, D.C.
- April 5-6. Georgetown University Round Table Meeting, 14th. Washington, D.C.
- April 11-13. Indiana-Purdue Conference on Modern Language Learning. West Lafayette, Ind.
- April 15-16. Ontario Modern Language Teachers' Association. Toronto, Ont.
- April 22-26. National Education Association, Division of Audiovisual Instruction. Denver, Col.
- April 23-27. National Association of Foreign Student Advisers, 15th. Pasadena, Cal.
- April 25-27. University of Kentucky Foreign Language Conference, 16th. Lexington, Ky.
- April 26-27. Northeast Conference on the Teaching of Foreign Languages, 10th. Philadelphia, Pa.
- June 4-8. Permanent International Altaistic Conference, 6th. Matinkylä, Finland.
- July 26-27. Linguistic Society of America, Summer Meeting. Seattle, Wash.

African Language Courses Published By GPO

The U.S. Government Printing Office has just published and placed on sale the *Igbo Basic Course* developed by the Foreign Service Institute of the Department of State (described elsewhere on this page).

Additional basic courses in African Languages currently being developed by FSI will also be placed on sale as they are completed. These courses are: *Swahili*, widely used in Zanzibar, Tanganyika, Kenya, and the Republic of the Congo; *Amharic*, Ethiopia; *Twi*, Ghana; *Lingala*, Republic of the Congo (Leopoldville), *Kutuba*, Republic of Congo (Leopoldville) and Congo Republic (Brazzaville); *Kirundi*, Burundi (also understood in Rwanda); *Bambara*, Mali; *Moré*, Upper Volta, *Fula*, widely used in West Africa; *Yoruba*, western region of Nigeria; *Hausa*, northern region of Nigeria.

The Amharic and Swahili courses will be fully developed basic courses similar to the Foreign Service Institute Basic French, German, and Spanish texts. In the other courses the sound system and basic grammar are presented in short conversational units with explanation and drills within a vocabulary of 600-800 words.

These courses represent a pioneer effort in this country to apply the results of linguistic analysis and teaching experience to some of the special problems of African language teaching. They help fill a currently urgent need for instructional material in these languages.

For orders and order forms write directly to the Superintendent of Documents, U.S. Government Printing Office, Washington 25, D.C. Tape recordings to accompany these courses will be available through the Center for Applied Linguistics by special arrangement with the Foreign Service Institute. Tapes are not available from the Superintendent of Documents or the Foreign Service Institute.

African Studies at UCLA

The African Studies Center at the University of California, Los Angeles, will offer a special program in African Languages and Area Studies during an eight-week session, June 17—August 9. Courses offered will be: Hausa, Swahili, Twi, and Yoruba. For applications and information about financial assistance address African Studies Center, University of California, Los Angeles 24, California.

Igbo Basic Course, by L. B. Swift, A. Ahagotu, and E. Ugorji. Foreign Service Institute, Department of State, Washington, D.C., 1962. xiii, 498 pp. For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington 25, D.C. \$2.25.

Igbo (also called Ibo) is the principal language of the eastern region of Nigeria; it is spoken by some 4,000,000 people. This basic course (the first of a series—see elsewhere on this page) represents an effort to apply the results of linguistic analysis and pedagogical experience to the special problems of teaching a complex tonal language.

The essential phonological and grammatical structures are presented within a vocabulary of about 600 items. The materials consist of four parts: (1) tone drills; (2) twenty-four units containing dialogues, notes, and drills; (3) six units containing dialogues and short narratives; (4) vocabulary. The entire course will require about 600 hours of class and laboratory time.

Though designed for use with a native speaker of Igbo, there are accompanying tape recordings which will be available in the near future through the Center for Applied Linguistics.

Linguistics and Language Teaching in the United States—1940-1960, by William G. Moulton. Washington, D.C., U.S. Government Printing Office, 1962. 15 cents.

This essay (an offprint from *Trends in European and American Linguistics, 1930-1960*, pp. 82-109, Utrecht, Spectrum Publishers, 1961) gives a brief but highly informative account of the impact of linguistics on foreign language teaching in the United States, with indication of leading individuals, publications, institutions, and programs in foreign language teaching, including English as a foreign language.

BELLE MARTIN

The Center reports with deep regret the death of Belle Martin, editorial assistant on the staff of *The Linguistic Reporter*, on January 7 following a long illness.

English-Arabic Dictionary of Political, Diplomatic and Conference Terms, by M. Mansoor. New York, McGraw-Hill Book Co., Inc., 1961. xv, 353, [11] pp. \$15.

This dictionary of over 9,500 entries of specialized terms and expressions commonly used in the conduct of international affairs aims to be of particular use to diplomats, students of international relations, foreign service personnel, interpreters, and translators, as well as the student of modern Arabic. Arabic words are given with vowelling, and most nouns are accompanied by the plural. Many expressions are given multiple entries. Following the main text are three supplements: a list of national and international organizations and institutions; names of countries and their capitals; and an Arabic-English list of honorifics, civil ranks, and titles.

Al-Mujtana, An Anthology of Arabic Literature and History, compiled by M. Y. Kister and Ahmad Idris. [In Arabic]. Arabic Publishing House, P.O.B. 2935, Tel-Aviv, Israel, 1960. vi, 593 pp. \$4.

This volume presents passages of poetry and prose which trace the development of Arab and Muslim society since the Jahilyah, in its social, cultural, spiritual, and religious aspects. It is intended for the teaching of Arabic literature in Arab high schools. Following the reading selections are two supplementary sections. The first gives details about the books quoted with brief biographical notes about the authors; the second contains explanations of rare words or usages and information about persons and places mentioned in the texts.

Theory and Practice in English as a Foreign Language. (Selected Articles from *Language Learning*, No. 2). Ann Arbor, The Research Club in Language Learning, 1963. vii, 258 pp.

A selection of articles from *Language Learning* (1952-1961) grouped under six headings: Teacher Education; Approach and Techniques; Pronunciation; Vocabulary; Grammar; and Reading and Composition.

The Center has available for distribution copies of "Plans for a Ph.D. in Language and Language Learning," a seminar report by Alfred S. Hayes of the Center staff.

Summer Programs in Languages and Linguistics

The University of Washington, in cooperation with the Linguistic Society of America, will sponsor the 1963 Linguistic Institute during the summer quarter, June 24-August 23. The staff of the university together with a number of visiting lecturers will offer basic courses in descriptive, historical, and applied linguistics as well as advanced courses on the theory of phonemic and morphological analysis, language typology, sociolinguistics, structural semantics, experimental phonetics, transformational analysis, and field methods. A series of courses on linguistic structures includes Arabic, Chinese, Japanese and Korean, Spanish, Greek, and Tatar. Basic courses include teaching English as a foreign language and the application of linguistics to the teaching of foreign languages.

A number of summer study-aid grants are available from the American Council of Learned Societies, 345 East 46th Street, New York 17, N.Y. The deadline for submitting applications is March 1.

Seniors or first-year graduate students enrolled in programs leading to the Ph.D. are eligible for NDEA Title VI Fellowships in Linguistics. Address applications to the University of Washington, Department of Linguistics, Seattle 5, Washington.

Georgetown University's regular summer school program (divided into two sessions: June 18-July 25 and July 25-August 31) will offer intensive and semi-intensive instruction in French, German, Italian, Portuguese, Russian, and Spanish. Linguistic offerings include courses in general linguistics, phonetics and phonemics, morphology, English structure, applied contrastive linguistics, methodology of foreign language teaching, the teaching of English as a foreign language, and graduate courses in French, German, and Spanish structure, and linguistics applied to the teaching of Russian.

Special language courses are offered in English as a foreign language (June 18-August 31); a Latin program (June 18-August 9); a new inter-university program in Near Eastern languages (June 18-August 15), described elsewhere on this page, and a program in linguistics for missionaries (June 18-August 12).

For further information address the Director of the Summer School, Georgetown University, Washington 7, D.C.

Near Eastern Languages. An inter-university summer program in Near Eastern languages offered by Georgetown University June 18-August 25 will include introductory colloquial Moroccan Arabic; introductory, intermediate, and advanced Modern Standard Arabic; introductory Armenian; introductory and intermediate Persian; introductory and intermediate Turkish; a seminar in modern Arabic syntax; and a survey of Iranian linguistics.

The program is offered in cooperation with Columbia University, Harvard University, Johns Hopkins School for Advanced International Studies; Princeton University, the University of California at Los Angeles, the University of Michigan, and the University of Texas, with support from the Ford Foundation. For further information address Richard S. Harrell, Coordinator, Summer Program in Near Eastern Languages, Georgetown University, Washington 7, D.C.

The Inter-University Summer Program in South Asian Studies, a cooperative venture of the Universities of California at Berkeley, Chicago, Wisconsin, Michigan, and Minnesota, will be held at the University of Chicago, June 17-August 30. J.A.B. van Buitenen will be program director.

The program offers instruction in Hindi, Bengali, Tamil, and Telugu at the introductory and intermediate levels. Concurrently offered area courses include the Civilization of India, the Geography of South Asia and India, Indian Philosophy, Indian Art, and India as a Linguistic Area. For further information address The Director, Summer Program in South Asian Studies, Foster Hall 204/205, University of Chicago, Chicago 37, Illinois.

Yale University's Summer Language Institute will offer (June 24-August 16) a series of intensive courses in contemporary languages of Europe as well as course work in English as a foreign language and the teaching of modern languages.

The University's Institute of Far Eastern Languages will offer (June 17-August 23) intensive instruction in Chinese (Mandarin), Cantonese, Japanese, Indonesian, Korean, Burmese, Javanese, Thai, and Vietnamese.

For further information address The Registrar, Summer Language Institute, 126 Hall of Graduate Studies, Yale University, New Haven, Conn.

The Linguistic Reporter

Newsletter of the

Center for Applied Linguistics

1346 Connecticut Avenue, N.W.

Washington 6, D.C.

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CAL publications

Contrastive Studies in Linguistics A Bibliographical Checklist W. W. Gage	\$.75
English Overseas	\$.50
Hindi Basic Course Units 1-18 J. M. Harter & others	\$ 3.50
Hindi Basic Reader J. M. Harter & others	\$ 1.50
Interim Bibliography on the Teaching of English to Speakers of Other Languages Sirarpı Ohannessian	\$.75
Introducción a una comparación fonológica del español y del inglés D. N. Cardenas	\$ 1.25
Lessons in Contemporary Arabic Lessons 1-8 C. A. Ferguson & M. Ani	\$ 4.50
Mandarin Chinese Units 1-6 N. C. Bodman & H. M. Stimson	\$ 2.50
Second Language Learning in Asia, Africa, and Latin America	\$.50
Study of the Role of Second Languages in Asia, Africa, and Latin America	\$ 1.75

For a complete listing write to the
Publications Section at the Center.

DoD Sets Up DLI

Under a recent Department of Defense directive, the Army will assume responsibility for conducting a major portion of the full and part time language instruction (including English as a foreign language) now under way in the various military services. To discharge this responsibility the Department of the Army is establishing a Defense Language Institute (DLI) in Washington. Colonel James L. Collins, Jr., who has for the past three years been commandant of the U.S. Army Language School at Monterey, California, has been appointed Director; he will be assisted by a staff of civilian and military linguistic experts. DLI is expected to be fully operative by July 1 of this year.

Centralization under DLI will provide unified direction and control and will furnish the Defense establishments with authoritative information and guidance in the carrying out of all forms of language training. The Army's responsibility will include operation of all full-time military language schools and supervision of contracts for language training with commercial schools, colleges, universities, and other government agencies. In addition, the Army will provide criteria, set standards, and oversee all part time military language training. Over 100,000 persons a year are receiving language training under military auspices.

MLA Change of Address

NAME: Modern Language Association
of America

OLD ADDRESS: 6 Washington Square North,
New York 3, New York

NEW ADDRESS: 4 Washington Place,
New York 3, New York

EFFECTIVE DATE: February 1

The new headquarters will consolidate all MLA New York activities at one location, bringing together the Foreign Language Program Research Center, the Foreign Language Materials Center, and the MLA-NYU Foreign Language Test Development Center.

Audiovisual Instruction devotes its November 1962 issue to foreign language teaching with emphasis upon advances made since the September 1959 issue "What Do We Know About Teaching Modern Foreign Languages?" Contents include articles by Emma Birkmaier, Frederick D. Eddy, Elton Hocking, J. Collins Orr, Paul Pimsleur, Earle S. Randall, George E. Smith, and Albert Valdman. Of particular interest is J. Collins Orr's "Language Teaching and AV: A Selective Bibliography." *Audiovisual Instruction* is published by the Department of Audiovisual Instruction of the National Education Association, 1201 16th Street, N.W., Washington 6, D.C. Single copies 50 cents.

The Linguistic Reporter

Newsletter of the Center for Applied Linguistics of the
Modern Language Association of America

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1346 Connecticut Avenue, N.W., Washington 6, D.C.

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- UNESCO Conference on FLES Je 2
- Westport (Conn) English Project Ag 5
- Yaoundé Conference on Teaching Second European Language in Africa F 1

Undergraduate Honour Course in Islamic Studies at Toronto

by G. M. Wickens

[Mr. Wickens is Chairman, Department of Islamic Studies, at the University of Toronto]

Since the Ontario pattern of education differs markedly from that of most of the United States, certain preliminary explanations are essential to an understanding of several features in this Course, which was initiated in 1957 (although the Department took definitive shape only in 1961).

The Course is necessarily conceived on the same general academic lines as the University's other Honour courses in the humanities and the social sciences. Like all of them, it requires that a freshman shall have completed satisfactorily thirteen grades of the Ontario school-system (or their equivalent), with a minimum of 60%-plus over nine subjects in the final year; and like several of them, it strongly prefers that he shall have concentrated at

school in one or more languages, ideally in at least one classical and one modern language. Again, there is virtually nothing at the University of Toronto corresponding to the cumulative "credit" system in general use in the universities of the United States: with certain very limited exceptions, students are required to qualify from year to year in prescribed and integrated courses, the range and number of their electives outside these being strictly controlled. In the freshman-year, the Honour programme comprises three or four prescribed courses with the main Department and a like, or smaller, number from other Departments: in each of the three following years, however, the ratio progressively increases in favour of the prescribed courses within the main Department until it eventually reaches 6:1 or 7:1.

It will be obvious that such requirements confer many advantages on a teaching Department. In the main, freshmen enrolling in Islamic Studies are likely to be few but serious in intention, and even from these the Department tries to make a selection of those most likely to succeed. Moreover, such an intensive undergraduate training means that, even at the M.A. level, real graduate work can be started without lengthy make-up programmes (especially on the linguistic side, as will become apparent). Finally, the obligation to teach continuously four years of undergraduate courses necessitates that the University should make adequate provision for a sizable permanent staff: the present six members (it is envisaged that the figure shall rise to about ten) consequently enjoy a measure of confidence, cohesion and *esprit de corps* that enables them to offer a stable setting to both students and Visiting Professors (the latter assisting mainly with graduate work).

DESCRIPTION OF COURSE

The fundamental purpose of the Course is to provide an academic education at least comparable to that traditionally gained in other humanities and social science courses: it is not primarily to produce trained linguists or area-specialists, whether for the services, diplomacy or business. But a cardinal characteristic is our insistence, throughout the four undergraduate years, on mastery of the Islamic languages as the only sure tool (at least at the present time) for worthwhile work at any level in this area. Between four and nine hours weekly are spent in language-work in different Years throughout the whole Course, i.e., from 40% to some 75% of the whole class-time allocated to the Department.



Maxim M. Wickens

I: In the *First Year* two hours weekly are devoted respectively to survey courses in Islamic History, Islamic Institutions, and the Geography of the Islamic World. But four hours weekly are spent on Introductory Arabic. The aim here, in this First Year, is to make a rapid but comprehensive survey of the structure of Standard Arabic (neither obviously "classical" nor markedly "modern" in character) on the basis of a fairly limited active vocabulary. At the same time, the student is confronted from the outset with "real" Arabic and nothing else, both in written form (always totally unvocalised) and in oral delivery. The materials and methods employed owe little or nothing to traditional manuals or grammars: long personal experience and the fruits of modern linguistic researches are freely drawn upon to produce a course that is realistic, economical and precise in purpose. The nature of the First Year programme is such as to test fairly comprehensively the student's aptitude and sympathy for the field as a whole: those who hope to continue should begin to see their way before them, while those who drop out will have had a not altogether unrewarding experience. This is no less true of the linguistic course than of the other three courses of instruction. Outside courses occupy from seven to nine hours weekly during this First Year.

II: In the *Second Year* two hours weekly are given to the first stage (about 600 A.D. to about 1250 A.D.) of a study of Islamic History in some depth. But no fewer than seven hours weekly are spent in the study of Arabic. The division here is of an even three hours apiece for classical and modern materials respectively, with one hour for composition-and-sight work. While considerations of history, literature, ideas, religion, and socio-political life are by no means ignored, the main emphasis is on the cultivation of a conscious skill in reading and aural recognition. No set instruction is any longer given in grammar or pronunciation, but greater encouragement is now afforded to speaking and writing (of a necessarily formal character) in addition to recognition. This is a year of consolidation before the second major advance in the Third Year. Outside courses continue to occupy from seven to eight hours weekly.

III: The *Third Year* makes a change of pace and direction. The deeper study of Islamic History (about 1250 A.D. to

about 1880 A.D.) is continued at two hours weekly, and a one-hour weekly survey course is added, on Arabic Literature. Language courses, however, now occupy eight hours weekly, divided as follows: classical Arabic, two hours; Arabic composition-and-sight, one hour; colloquial (Egyptian) Arabic, two hours; intensive Persian or Modern Turkish (individual students make their selection with the advice of the staff), three hours. The introduction of the spoken language at this relatively late stage is contrary to what is usually taken to be modern accepted practice, but it is felt to be justified by the peculiarly complex situation of Arabic and by the professedly academic nature of the Course itself. Given this good Arabic foundation and growing personal maturity, most students make rapid progress in an initially relatively simple language like Persian; the same is true in slightly lesser degree of Turkish. In this Third Year, outside courses occupy from four to five hours weekly.

IV: The *Fourth Year*, like the Second, is one of consolidation, but at a markedly higher level. Two hours weekly are given to the study of Islamic History over the last eighty years or so, and one hour weekly is devoted to a survey course on Persian or Turkish literature (the choice to correspond with the second language elected in the Third Year). An undergraduate Dissertation is required of each student, this being a limited piece of independent research (on a theme chosen with the advice of the staff) making use of materials in the original language or languages. Language instruction as such now totals nine hours weekly, divided as follows: modern Arabic (much attention being given to style), two hours; Arabic composition-and-sight (with the same area of concern), one hour; colloquial Arabic (Egyptian and/or another dialect), two hours; Persian or (mainly) Ottoman Turkish (the choice of the Third Year must be continued), four hours. It has been our experience (over the past six years) that most students make almost as much progress in Persian or Turkish (classical, modern and colloquial) by the end of this Year as they have achieved in Arabic. If their average has been maintained at about 70% and above, they are normally considered acceptable as Graduate Students reasonably capable of working in two language areas. In this Fourth Year, the one outside course demands only one hour weekly.

While the Course is so obviously weighted, for reasons already given, in

terms of language-work (with history a fair second, and institutions, ideas and literature coming behind in that order), certain definite limitations are observed. Contrary to the traditional pattern, little or no time is given in the undergraduate programme to the first-hand study of Arabic poetry, the Koran or Islamic philosophy, though these are fully (and, we believe, appropriately) represented at the Graduate level. Another area of study that can be approached only as a Graduate programme is that of Indian Islam (including the study of Urdu language and literature, and Indo-Persian poetry and historiography).

GRADUATE PROGRAMMES

It will be mentioned that the Department's Graduate programmes naturally presuppose the Honour Course described above or its equivalent, and prospective Graduate Students in Islamic Studies from other universities usually need to spend at least two years in intensive make-up work before being allowed to embark on work for the Toronto M.A. Degree. The latter is awarded on the satisfactory completion of at least four Graduate courses over a period of one year or more. The Ph.D. programme presupposes completion of the M.A. programme, and requires a further five or more Graduate courses from within the Department and one from outside. In addition, and most importantly, the Candidate must present and defend a full-scale Thesis. The time-limits normally set for the Ph.D. Degree are from three to seven years. Once again, the more or less confident use of materials in the original languages is taken for granted both in the Graduate programmes and in the thesis. Additionally, for the Ph.D. programme there is a formal requirement of proficiency in at least two appropriate European languages.

INTERDEPARTMENTAL CO-OPERATION

Through interlocking committees, the Department enjoys increasingly close relations with other similarly organized Departments, Centres, etc. at the University of Toronto. This is making it possible for our students, both graduate and undergraduate, to develop their interests systematically in relation to such fields as Political Economy, Anthropology, Medieval Studies, Russian and East European Studies, Italian and Hispanic Studies, and so on. Conversely, students from within these fields are able to take advantage either of less concentrated undergraduate

courses (including language-work) offered by us outside the Honour Course programme, or of courses from within that programme itself and from our Graduate programmes (wherever they are able to participate therein on terms of rough equality with our own students). The Department's uncompromising stand, here as elsewhere, on the primacy of language-study is respected both by the other Departments concerned and by the University authorities in general.

CONCLUSION

No one familiar with the special problems of Islamic Studies, particularly at the present stage in their development, would expect us to claim that our graduated students, even at the highest level, are finished Islamists. This general statement, moreover, is equally applicable to their language-attainments in particular. Our Honour B.A.'s have a good general knowledge of Arabic and Persian or Turkish: as regards speaking, their skill is as good as might be expected from those not primarily concerned with speech and not resident in the culture; their ability to handle the modern written languages is particularly good; they are, too, well on the road to competence in dealing with the classical forms, but textual and contextual problems (having in themselves often little or nothing to do with language as such) inevitably make the acquisition of true proficiency a life-long process here. These four assessments (the general, the three particular) would hold basically true of our M.A.'s and Ph.D.'s with, of course, relative adjustments of level.

Congress of Humanistic Scholars

The Ninth International Congress of the International Federation for Modern Languages and Literatures—perhaps better known under its French title *Fédération Internationale des Langues et Littératures Modernes (FILLM)*—will be held in New York City August 25-31, with New York University as the host institution. This occasion marks the first time the Federation has met outside of Western Europe. The theme of the meeting is "Literary History and Literary Criticism." Sponsoring organizations are the American Council of Learned Societies, which is supplying funds to help bring scholars from overseas; the MLA; and the Modern Humanities Research Association.

The Center for Applied Linguistics of the Modern Language Association of America is a non-profit professional organization established 1959 in Washington, D.C. The purpose of the Center is to serve as a clearinghouse and informal coordinating body in the application of linguistic science to practical language problems.

The *Linguistic Reporter*, the Center's bimonthly newsletter, is distributed free of charge to those who request it. Address all correspondence to Frank A. Rice, Editor, *The Linguistic Reporter*, Center for Applied Linguistics, 1346 Connecticut Avenue, N.W., Washington 6, D.C. Any article published in the *Reporter* may be freely quoted or reproduced, in whole or in part, without special permission.

English as a Foreign Language at Sydney

by C. Ruhle

[Mr. Ruhle is Lecturer in English as a Foreign Language in the Department of Education, The University of Sydney]

For the last five years the Department of Education of Sydney University has included among its offerings a course of study in English as a foreign language. The course resulted from discussions held in 1957 with the Commonwealth Office of Education and since its inception it has received assisting funds from the federal government. Originally it was intended for Asian teachers of English coming to Australia under the Colombo Plan, but although South-East Asia has provided the majority of students (and will very probably continue to do so), an increasing number of students is being attracted from other areas.

A modest beginning was made in 1958 with twelve teachers from Thailand. The

years between 1958 and the present have seen a doubling, a trebling and a quadrupling of the initial student figure. And with numerical increase has come diversification of language background. Among our fifty-four students in 1962 some seventeen languages were represented. Of these students forty-two were Colombo Plan students. For the first time our intake included five students from Africa under the Commonwealth Scholarship and Fellowship Plan. Of the remaining seven, four were Australians.

OBJECTIVES OF THE COURSE

Broadly stated, the objectives of the course are to provide an orientation in basic descriptive linguistics and cross-cultural comparison, to give a systematic

See *Sydney*, 4, Col. 1



Mr. Ruhle with students from Kenya and Nyasaland

account of English phonological and grammatical structure, to develop a critical awareness for the selection, organisation and grading of teaching materials in English and to survey and demonstrate classroom procedures for presenting and drilling English structures from beginning to advanced levels. The course includes two practice teaching periods in which students are required to present and drill selected pronunciation and syntactic materials. Terminal examinations cover theory and practice.

Overseas students divide into two groups: (a) graduates who are awarded the University's Diploma in Education on successful completion of the course, and (b) non-graduates who receive a University Certificate. Students are also required to follow special courses in English literature, Australian cultural background, educational psychology and sociology of education. For other students (e.g. English speaking graduates who take the Course as part of their Diploma in Education) certain exemptions are allowed. Without going into detail it can be said that there is a considerable degree of flexibility to allow for differences in educational attainment, proficiency in English and for such other courses as a student may elect or have to take.

The principal texts used are R. Lado, *Linguistics Across Cultures*; Y. Shen, *English Phonetics*; J. Sledd, *A Short Introduction to English Grammar*; N. Brooks, *Language and Language Learning*; and *Selected Articles from Language Learning, Series 1*.

STAFF COMMITMENTS

I hasten to add that this bare descriptive account conceals no complacency. For the major part of the course, the staff is the writer (lecturer), a Senior Tutor and a Tutor. Teaching commitments are heavy and restrict the time available for the pursuit of research into contrastive analysis and structurally controlled methods of promoting written composition in which the lecturer and senior tutor have particular interests. Another activity which we would very much like to extend is the improvement of the English of our overseas students. As already mentioned, from 1959 onwards students have come to us from diverse language areas. Attainment in English has ranged from those who control it natively or near natively through a series of gradations to

those whose audio-lingual skills could bear considerable improvement for their effective participation in the course and their future competence as specialist teachers. We have tried to meet this need, but plainly we have not done enough.

FUTURE WORK

Our growing pains are compelling us to look carefully at the shape of our future work. A Select Committee appointed by the Faculty of Arts is expected to report some time in 1963 on problems and possible solutions. Will there be continued operation within the Department of Education? Will the course lead to a

New Program for Testing English Proficiency

On May 4, at a meeting at Meridian House in Washington, D.C. a decision was taken to initiate a program for the development and overseas administration of English language proficiency tests for foreign students who wish to study in the United States. Major financial support for the first stages of the program is provided by a recently announced Ford Foundation grant of \$250,000 to the Modern Language Association of America for this purpose.

The awarding of the grant is the result of a series of meetings and negotiations which followed a conference in May 1961 called jointly by the Institute of International Education, the National Association of Foreign Student Advisers, and the Center for Applied Linguistics [see the *Linguistic Reporter* August 1961]. Participants at that conference included members of the sponsoring organizations, testing specialists, representatives of universities involved in English language testing, and government agencies. The purpose of the conference was to discuss the desirability of a central testing program which would be widely accepted by academic institutions in the United States, and interested governmental and private agencies.

At a subsequent meeting in January 1962 a National Council on the Testing of English as a Foreign Language was formed [see the *Linguistic Reporter* April 1962]. This organization is a body with members drawn from university and professional associations, government agencies, and testing organizations. It will be responsible for the general policy making and guidance of the testing program. The present chairman of the Council is

separate Diploma in English as a Foreign Language? These and other matters will receive close examination and it would be presumptuous of me to anticipate what recommendations may be made.

Given the geographical position of Australia and the infrequent visits to these parts of fellow practitioners in the field of English language teaching the written word is often the only means of communication. I say this with regret, but it is a regret tempered by the recollection of courteous and helpful replies and of materials and information made generously available. To all I extend our most grateful thanks.

Damon Boynton, Dean of the Graduate School, Cornell University.

At the May 4th meeting of the Council, David P. Harris of Georgetown University was named director of the program, which will be housed at the Center for Applied Linguistics in Washington, D.C. Under Dr. Harris's supervision specialists in testing will prepare an omnibus battery, testing a wide range of English proficiency and yielding meaningful sub-scores in addition to the main score. The battery will contain subtests for the measurement of control of English structure, auditory comprehension, vocabulary and reading comprehension, and writing ability. It is planned to administer the tests in the country of the student's origin, and to have three administrations per year, a new form being used for each administration. It is anticipated that the first form will be administered early in 1964. The publication, administration, and scoring of the tests will be carried out by Educational Testing Service of Princeton, N.J. The services of the new program will be made available to all institutions of higher learning in the United States, and it is hoped that eventually the tests will be given in some 200 overseas centers to as many as 22,500 students annually.

Tagalog at UCLA

Beginning this coming fall the University of California at Los Angeles will offer each semester a course in beginning Tagalog. The materials to be used are those prepared at UCLA's Philippine Center for Language Study under a contract with the U.S. Office of Education.

NAFSA Conference 1963

On Tuesday to Saturday, April 23-27, the National Association of Foreign Student Advisers (NAFSA) held its fifteenth annual conference in Pasadena, California. The conference was attended by over 500 delegates, of whom approximately fifty belonged to NAFSA's English Language Section. Also present were twenty-five guests from foreign countries, including foreign student advisers and specialists in language teaching. The theme of the conference was "Cultural Dimensions of International Education."

The first two days were devoted to discussions centering round the application of anthropological concepts to international education with sessions on "The Cultural Context of the Foreign Student," "Swazi Culture: A Case Study," and "The Case of the African Student in the United States." Among the sessions participated in by members of the English Language Section was one devoted to English language testing abroad, in which there was discussion of some of the problems raised by conditions of teaching and test administration overseas.

At sessions organized by the English Language Section, four foreign guests presented the European point of view in language teaching. The British point of view was presented by George E. Perren of the British Council and E. Glyn Lewis of the Ministry of Education in Britain. Denis Girard, Inspecteur général d'anglais in Morocco, presented the French point of view, and Antoni Prejbisz of the Ministry of Education in Poland spoke about English language teaching in his country. In other sessions attention was paid to programmed learning, electronic devices, and transformational grammar in relation to the teaching of English as a foreign language.

The *Journal of Programed Instruction*, a new quarterly with its first issue December 1962, is intended "to advance the techniques, applications, theories, and methods of programed instruction as a means of furthering scientific knowledge of the learning process and improving the rational basis of instruction." The *Journal's* primary interest is in controlled empirical studies; all articles must be original contributions. Correspondence should be addressed to the editor: Lincoln F. Hanson, The Center for Programed Instruction, Inc., 365 West End Avenue, New York 24, N.Y.

Besançon Meeting on Second Language Problems

An international meeting on second language problems, held at Besançon, France, March 18-20, brought together representatives of the Center for Applied Linguistics, the English-Language Information Centre (ETIC, London), the Bureau d'Etude et de Liaison pour l'Enseignement du Français dans le Monde (BEL, Paris), and a group of specialists and administrators concerned with the field of second language teaching. The Center for Applied Linguistics sponsored the meeting; the Université de Besançon was the host institution. B. Quemada of the Centre de Linguistique Appliquée, Université de Besançon, attended and had responsibility for the local arrangements. The meeting was opened by an address of welcome by F. E. Ponteil, Rector of the Université de Besançon.

MAIN PURPOSE OF THE MEETING

The main purpose of the meeting was to discuss and exchange information on activities, research, and developments in second language teaching during 1962, with particular reference to the teaching of English and French as second or foreign languages. Two evening sessions were devoted to the showing of films on language teaching and teacher training pro-

duced in France, the United Kingdom, and the United States. The meeting concluded with a series of recommendations and a decision to meet again in 1964. The meeting at Besançon in effect continued the work of the Nijmegen meeting of February 21-24, 1962 [see the *Linguistic Reporter* April 1962] which was itself a continuation of work begun under the World Language Survey described in the April 1961 issue of the *Reporter*.

Following is a list of the participants: G. Capelle (BEL), M. Dabene (Saint-Cloud), C. Dilke (BBC), C. A. Ferguson (CAL), M. J. Fox (Ford Foundation), R. Jacobs (Southern Illinois), A. N. Jeffares (Leeds), A. H. King (British Council), A. Legrand (UNESCO), E. G. Lewis (Ministry of Education, London), L. J. Lewis (London), N. H. Mackenzie (Univ. College of Rhodesia and Nyasaland), André Martinet (Sorbonne), N. A. McQuown (Chicago and Seville), S. Ohannessian (CAL), G. E. Perren (ETIC), C. H. Prator (UCLA), B. Quemada (Besançon), J. A. Quinn (Ford Foundation), P. Roberts (Cornell Project, Rome), Mme. Romeyko (Radio-Télévision Française), D. F. Solá (Cornell), H. E. Urist (USIA).

Seminar on Computational Linguistics

An Intensive Summer Seminar on Computational Linguistics will be held at the RAND Corporation in Santa Monica, California, July 8 through August 30. The Seminar is supported by a grant from the National Science Foundation. Additional support is provided by Air Force Project RAND.

The purpose of the Seminar is to familiarize linguists from the faculties of various universities with methods of computational linguistics, including machine translation, information retrieval, and the use of computers in linguistics research. Acquaintance with these techniques will enable participants to teach computational linguistics at the graduate level, and to conduct linguistic research with computational aid.

David G. Hays, a member of RAND's Mathematics Department, will be Seminar Director. Other staff members of the Seminar will be: Charles F. Hockett, Cornell University; Sydney M. Lamb, University of California at Berkeley; Eugene D. Pendergraft, University of Texas; and

Theodore W. Ziehe, the RAND Corp.

The participants will be sixteen Americans from twelve universities and a few individuals from European universities and institutes. The course will consist of lectures by the staff on their own work in computational linguistics, lectures by a number of outside speakers, group discussions of relevant topics, a basic course in problem organization and description for the computer, and a workshop.

Seminar, a monthly journal published in India (Post Box 338, New Delhi-1), devotes its December 1962 issue to "a symposium on the possibilities of a single script through romanisation." Participants in the symposium and their articles are the following: Punya Sloka Ray, "The Problem"; P. B. Pandit, "Tradition and Technology"; K. M. Panikkar, "Impracticable"; C. D. Deshmukh, "Political Issue"; D. P. Pattanayak, "Drawbacks"; Brij Mohan, "The Nagari Script"; Ranjit Gupta, "Further Reading," a select bibliography.

meetings and conferences

June 4-8. Permanent International Altaistic Conference, 6th. Matinkyla, Finland.

June 14-15. Canadian Linguistic Association. Quebec, P. Q.

July 24-27. International Federation of Teachers' Associations, 32nd. Edinburgh, U.K.

July 26-27. Linguistic Society of America, Summer Meeting. Seattle, Wash.

August 18-21. Speech Association of America. Denver, Colo.

August 25-31. International Federation for Modern Languages and Literatures, 9th. New York, N.Y.

August 27-31. International Congress of Onomastic Sciences, 8th. Amsterdam, Netherlands.

August 29-31. International Institute of Iberoamerican Literature, 11th. Austin, Texas.

September 15-21. International Congress of Slavists, 5th. Sofia, Bulgaria.

October 2-4. American Council on Education, 46th. Washington, D.C.

book notices

Persian Basic Course, Units 1-12, by Serge Obolensky, Kambiz Yazdan Panah, and Fereidoun Khaje Nouri Washington, D.C., Center for Applied Linguistics, 1963. x, 387 pp. \$4.00.

This course is a reprint of part of a course developed by the Foreign Service Institute of the Department of State. The materials consist of an introduction and twelve units. Each unit consists of essentially three parts: basic sentences, grammatical notes, and drills. Following each unit is a section presenting the basic sentences and selected drills in the standard Persian orthography.

Although the course is designed for use with a native speaker of Persian, there are accompanying tape recordings which are available through the Center for Applied Linguistics.

Swahili Basic Course, by E. W. Stevick, J. G. Mlela, and F. N. Njenga. xxvi, 560 pp. \$3.00.

Twi Basic Course, by J. E. Redden, N. Owusu, and associates. xvi, 224 pp. \$1.25.

Order the above volumes from the Superintendent of Documents, U.S. Government Printing Office, Washington 25, D.C.

These texts, appearing in the Foreign Service Institute Basic Course Series (edited by Carleton T. Hodge), are part of a program in the preparation of teaching materials for certain languages of sub-Saharan Africa undertaken by the FSI under a contract with the U.S. Office of Education. The first text to appear, the *Igbo Basic Course*, was noted in the February issue of the *Reporter*.

Swahili is a Bantu language spoken by relatively large numbers of people living in East Africa (Tanganyika, Kenya, and parts of Uganda) and used throughout the Eastern Congo as a trade language. Unlike other Bantu languages, Swahili is not a tone language.

The *Swahili Basic Course* consists of an introduction, devoted principally to the phonology, and 150 units, each unit divided into a dialogue (with notes) and a series of exercises. At the end is a Swahili-English vocabulary.

Critical Languages Program at Princeton

Princeton University will make its resources available to students from thirty-two other eastern and midwestern colleges and universities this fall in a Co-operative Undergraduate Program for Critical Languages, financed by a \$125,000 three-year grant from the Carnegie Corporation.

The program will provide language instruction and related regional studies to fifteen to twenty students of Arabic, Chinese, Japanese, Persian, Russian, and

Turkish. The students will stay either one or two years as regular undergraduate members of the Princeton student body and then return to their original colleges. Requirements for admission to the program are a distinguished academic record and one year of a critical language or its equivalent at an intensive summer course.

The program may eventually be expanded to forty to fifty students a year, and in 1964 students from colleges other than the original thirty-two will be eligible.

Indiana Linguistics Series

"Indiana University Studies in the History and Theory of Linguistics" has been launched by the Indiana University Press. The series is under the direction of a board of editors consisting of Dell H. Hymes of the University of California at Berkeley, John Lotz of Columbia University, Thomas A. Sebeok of Indiana University, and Rulon Wells of Yale University.

The series will consist of original contributions as well as of reissues of renowned books long out of print and collections of papers and articles by and about prominent linguists. Already published is *The Discovery of Language*, a reprint of *Linguistic Science in the Nineteenth Century*, by Holger Pedersen.

Scheduled for publication in the fall is *Speech—Its Function and Development*, by Grace Andrus de Languna. (These volumes are being made available in both paperback and clothbound editions.) Among books planned for future release are *Portraits of Linguists by Linguists*, edited by Thomas A. Sebeok, and a selection of papers by Franz Boas, edited by Dell H. Hymes.

The University of Malaya has received a Ford Foundation grant of \$525,000 to help provide graduate training for teachers and to conduct research on teaching problems arising from the use of four languages—Malay, Chinese, Tamil, and English.

Twi is spoken by about 4,000,000 people living in Ghana and in contiguous areas to the west. It has a number of dialects, all mutually intelligible, with various names (e.g. Fanti Twi). An attempt is being made to substitute the name Akan for the name Twi. Akan is an ethnographic term referring to all the peoples of the area and consequently is not felt to favor any one group or form of the language above the others.

The *Twi Basic Course* presents Ashanti Twi, spoken in the central area and by far the largest dialect. The transcription used is a modified form of the standard Twi orthography, with added diacritical marks to indicate tone. The course consists of an introduction, setting forth the phonology; twenty units; and a Twi-English glossary. Unit 1 consists of drills, chiefly on the tones; Units 2-20 consist of a brief dialogue followed by notes and drills.

Although the Swahili and Twi courses are designed for use with native speakers of the languages involved, there are accompanying tape recordings which will be available in the near future through the Center for Applied Linguistics.

A Course in Tswana, by Desmond T. Cole and Dingaan Mpho Mokaila. Washington, D.C., Georgetown University Institute of Languages and Linguistics, 1962. xii, 130 pp.

Tswana (also called Sechwana) is a Bantu language spoken by about 1,000,000 people living in the Bechuanaland Protectorate and adjacent areas in the western Transvaal, northern Cape, and northwestern Orange Free State provinces of South Africa. The text was prepared under a contract with the U.S. Office of Education.

The main text consists of eighty-six brief lessons, each lesson devoted to a single grammatical point and illustrated by a series of unrelated sentences. A few lessons are labelled Vocabulary for Review. There are no drills or exercises.

The organization of the material is based on the assumption that the course will be taught with the assistance of a native speaker of Tswana working under the guidance and supervision of a trained linguist who has some knowledge of the language. Though the tones are marked throughout the text, there is no explanation of the phonology or grammar. These matters are to be learned inductively, with help from the linguist.

Language Laboratory Facilities, by Alfred S. Hayes for the Electronic Industries Association. Office of Education Bulletin 1963, No. 37. OE-21024. vii, 119 pp. Washington, D.C., U.S. Government Printing Office. 50 cents.

The general scope and purpose of this publication (which was prepared under an NDEA contract) is indicated by the subtitle "Technical Guide for Selection, Purchase, Use, and Maintenance." It sets forth conclusions reached by representatives of education and the electronics industry concerning many pedagogical and technical matters. The author, then foreign-language consultant, is now a member of the Center staff.

Chapters I-IV discuss various types of language laboratory systems (with a glossary of terms), advantages provided by the language laboratory, and considerations that enter into planning an installation. Chapter V ("Purchasing a Language Laboratory"), which constitutes almost half the book, is a detailed discussion of technical specifications, frequently in technical language. Chapters VI-VII are concerned with checking of performance, and service and maintenance. The book closes with an appendix setting forth a sample procurement specification. Footnotes throughout the book contain useful bibliographical data.

What's What: A List of Useful Terms for the Teacher of Modern Languages, compiled by Donald D. Walsh. New York, The Modern Language Association of America, 1963. 31 pp. \$1.00.

This is a glossary with 291 main entries covering selected terminology from the fields of language teaching, language laboratories, programmed instruction, testing, linguistics and psycholinguistics, and other closely allied subjects. Also included is a basic bibliography of 53 items relevant to language teaching.

Modern English Structure, by Barbara M. H. Strang. New York, St. Martin's Press, 1962. x, 201 pp. \$4.00.

The first five chapters of this book serve as a basic introduction covering fundamental points about the nature of language. Linguistic analysis, phonetics, and the structure of English, including a chapter on the phonemic system of standard British pronunciation. The remaining

four chapters constitute a brief sketch of the grammatical function of English words. The various major classes and the linguistic basis for setting them up are presented, with consideration given both to the clearly delimited central core members of each class and also to important areas of marginal overlap. The book makes use of a wide range of recent linguistic theory and discussion, but this is expressed for the most part in terminology compatible with more traditional grammatical descriptions. Each chapter includes exercises. The bibliography serves as a guide to further reading.

Linguistics and Reading, by Charles C. Fries. New York, Holt, Rinehart and Winston, 1963. xxi, 265 pp. \$5.00.

This book presents a non-technical descriptive survey of modern linguistic knowledge, an analysis of the nature of the reading process in the light of that knowledge, and a linguistic examination of the kinds of materials to which the reader must develop high-speed recognition responses. The book does not deal with linguistics as content material or with the teaching of linguistics. Chapter headings are the following: Past Practice and Theory in the Teaching of Reading; Linguistics; Language Meanings and Language Signals; The Nature of the Reading Process; Phonics, Phonetics, Phonemics, and the Alphabet; English Spelling; Materials and Methods. A final section, Notes (pp. 216-55), contains extensive bibliographical material.

Foreign and Second Language Teaching in the USSR, by E. Glyn Lewis. (ETIC Occasional Paper, No. 1) 16 pp. Available from The British Council English-Teaching Information Centre, State House, High Holborn, London, W. C. 1. free.

During February and March 1962 three specialists from the United Kingdom—C. Cunningham, F. C. Gregory, and E. Glyn Lewis—visited the Soviet Union at the invitation of the Russian government to study the teaching of foreign languages and bilingual education. The delegation was shown schools and pedagogical institutes of various kinds in Moscow, Leningrad, and the Republic of Georgia. Mr. Lewis's report covers types of educational provision, language policy and attitude of teachers, organization, teacher training, methodology, teaching materials and aids, and bilingual and multilingual education.

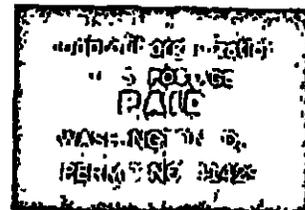
The Linguistic Reporter

Newsletter of the

Center for Applied Linguistics

1346 Connecticut Avenue, N.W.

Washington 6, D.C.



English at Manchester

The University of Manchester has introduced a one-year course of study leading to a Diploma in the Teaching of English Overseas. While it will be applicable to the teaching of English as a second or foreign language in any country, the course is intended to be particularly relevant to those countries where English is used as a main medium of instruction. It is expected to attract students who will afterwards become trainers of teachers of English overseas. Applications are invited from both overseas and British candidates.

The course of study will include general linguistics, contemporary English, and the teaching of English overseas. The diploma will be granted on the basis of written and oral examinations, a dissertation, and an examination in teaching.

Linguistics at Ohio State

Beginning with the academic year 1963-64, Ohio State University will offer courses leading to the B.A. and M.A. in linguistics. For the B.A., in addition to basic course work, at least one course in a non-Indo-European language and one course in historical linguistics will be required; for the M.A., in addition to basic course work, an elective either from a language area (history, phonology, and structure of individual languages or

families of languages) or a related area (anthropology, psychology, speech, etc.) is required.

Graduate assistantships and fellowships are available. For further information, write to William S-Y. Wang, Chairman, Division of Linguistics, The Ohio State University, Columbus 10, Ohio.

The Linguistic Circle of Queens College of the City University of New York was organized in February 1962 by a group of faculty members representing a number of academic departments. Mrs. Martha Kornblum is the executive secretary. The Circle takes an inter-disciplinary approach to the problems of language and linguistics, and most of the meetings have been concerned with specific linguistic problems presented by faculty members within the framework of their own subject or area of research. Following are the programs held thus far. Ernestine Friedl "Linguistics in Anthropological Research"; Milton Horowitz "A Linguistic Approach to Some Basic Problems in Psychology"; John Newman "The Whorfian Hypothesis: An Explication and Defense"; Edgar Gregerson (Columbia) "A Linguistic Description of a Central African Language Group"; Maximilian Ellenbogen "The Origin of Language: A Phonetic-Semantic Theory"; Harold Blatt "Linguistics and the Modern Scientist."

The Linguistics Circle of Pittsburgh was formed early this year as an official University of Pittsburgh activity, largely through the efforts of Gerd Fraenkel, professor of English and chairman of the committee on linguistics. Recent speakers before the group have included Harvey Sarles (Western Psychiatric Institute), "Language, Paralanguage and Kinesics"; Alan Markman, "What is Structural Linguistics?"; and Gerd Fraenkel, "Generative Grammar, Theory and Practice."

The University of Alberta will offer in its summer session (July 2—August 15) a program in linguistics including courses in culture and language, general linguistics, general phonetics, linguistic geography and lexicography, and Modern English grammar. For further information write to E. Reinhold, Department of Modern Languages, University of Alberta, Edmonton, Alberta, Canada.

St. Albans School, Washington, D.C. is sponsoring a summer seminar in African languages and area. Courses will include history, contemporary problems, and instruction in French and Swahili. The seminar will meet in Washington June 17—July 19, followed by a study tour in Africa July 21—September 8. For further information write to John C. Davis, St. Albans School, Washington 6, D.C.

LINGUISTICS AND PHILOSOPHY

by Jon Wheatley

[Mr. Wheatley is Director of Research in Philosophy at Queen's University, Kingston, Ontario and is an intermittent member of the school of 'Linguistic Philosophy'. He has read several papers before groups of linguists and at linguistic congresses as well as publishing extensively in philosophical journals.]

Linguists study language in itself or else compare languages in different ways. These activities give rise to secondary areas of interest such as how to teach languages successfully and the problems of mechanical translation from one language to another. Officially, none of this concerns philosophers; they are interested, we are sometimes told, in plumbing Reality. But a worker must understand his tools and the plumb line in such operations is, of necessity, language. For this reason, among others, studies in language, explicitly recognised as such or not, have formed part of the work of every major philosopher from Plato to the present day. Some philosophers now even go so far as to say that the study of the plumb line, i.e., aspects of language, is the whole philosophical task.

In previous centuries, philosophical studies in language have often, though not always, been confined to investigations into what words *mean*, but in the present century this sort of investigation has been seen to be insufficient. It is not, philosophers now realize, that words statically *mean* things so much as that they are available as tools in *doing* things, though the things they do are linguistic. More radically, it has been asserted that what a word means is a function of what it can and does do, making the notion of meaning parasitic on the possible function or role of words within utterances. To take an example which favours this case, the word 'damn' does not mean any-

thing in any tight sense (i.e. we certainly cannot complete the sentence function " 'Damn' means . . ." to make it a true sentence), yet it has a role or a function as an expletive, an intensifier and so on. The question of whether this aspect of the use we make of words holds through all language to the extent that we can describe language exclusively in terms of function or role of utterances without leaving anything out, that is, describe language adequately without mentioning meaning, is still a matter of hot debate. Certainly Professor G. Ryle, the leader in this type of philosophy at Oxford, claims that we can, but his position does not command universal assent. However, without prejudging the outcome of that debate, it can be seen that philosophers are at least no longer exclusively interested in meaning and have become interested in the function of words and larger units of utterance.

The philosopher's concern with language in the way described has placed the interests of some philosophers in an area adjacent to, though not identical with, the area which interests descriptive linguists. That is, philosophers have found that to accomplish their purposes, they must investigate language and its function as such and describe it in detail: "It is only by the realistic description of use [of language] that we can hope to achieve a rational grasp of our concepts" (G. J. Warnock), or more iconoclastically, "Philosophy . . . can in the end only describe [the actual use of language]" (L. Wittgenstein). In following these and similar aims, philosophers have, in the recent past and for the most part, held themselves further aloof from the interests of linguists than is necessary or, I suspect, profitable. What they have done,

all too often, is worked in great detail on the function of one particular word (or concept, as they would prefer to say) or one very narrow type of utterance. Though much useful work has been done by philosophers in this way, the more general work in language of Wittgenstein and Austin has shown that the limited compass of such investigations has often led to error.

There is, therefore, a good case to be made that the interests of descriptive linguists and at least some philosophers are sufficiently close to benefit from a greater degree of interpenetration and perhaps more joint meetings. Wittgenstein's *Philosophical Investigations* has, of course, been widely read by linguists but has been almost as widely misunderstood; it is unfortunate that Wittgenstein's work positively invites misunderstanding and is, in any case, almost impossible to understand in isolation. However, not all writings by philosophers are as hard to understand as Wittgenstein's. The late Professor J. L. Austin's book, *How To Do Things With Words* should, in my opinion, be required reading for descriptive linguists. On the other side of the picture, I have personally found the work of Firth, Chomsky, Fries and others of great help in philosophical work. For someone who, like myself, attempts to span the two disciplines, it is a sad sight to see linguists making mistakes in areas where there is a large corpus of highly sophisticated philosophical literature (structural meaning is a case in point) and equally upsetting to see philosophers making foolish mistakes in areas where linguists have done much good work (as has happened with the notions of ungrammatical and nonsense).

The Center for Applied Linguistics of the Modern Language Association of America is a non-profit professional organization established 1959 in Washington, D.C. The purpose of the Center is to serve as a clearinghouse and informal coordinating body in the application of linguistic science to practical language problems.

The *Linguistic Reporter*, the Center's bimonthly newsletter, is distributed free of charge to those who request it. Address all correspondence to Frank A. Rice, Editor, *The Linguistic Reporter*, Center for Applied Linguistics, 1755 Massachusetts Avenue, N.W., Washington 36, D.C. Any article published in the *Reporter* may be freely quoted or reproduced, in whole or in part, without special permission.

Teaching English as a Foreign Language

by Albert H. Marckwardt

From the *Foreign Language Courier*, No. 30, June 1963. Reprinted by permission of the author and the editors of the *Foreign Language Courier*.

[Mr. Marckwardt is professor of English and director of the English Language Institute, University of Michigan.]

For many years the teaching of English as a foreign language (TEFL, as it is usually abbreviated today) offered after-hours employment to many Americans, but few thought of it as a career opportunity. World War II changed all that. In the early 1940's, TEFL extended far beyond the Americanization and citizenship classrooms; it became a weapon, often a potent one, in our cultural relations armory.

English classes in the Binational Centers in such Latin-American countries as Mexico, Colombia, Chile, and Venezuela drew hundreds and even thousands of students. With the onset of peace, these activities spread to all parts of the world, aided frequently by the TEFL specialists in the Fulbright program. Even during the war, a knowledge of English on the part of the armed forces of our allies was desirable, and with the establishment of such post-war alliances at NATO and SEATO, the need continued. Technical assistance in a host of fields again demanded that our experts, often with little or no foreign-language competence, be able to communicate with their host country counterparts. The Peace Corps Volunteers constitute the latest cadre of English teachers whom we have exported.

Nor have TEFL activities been confined to foreign countries. Immigrants still need to learn English to help them adjust to their new environment, and when some political event like the Hungarian uprising or the Cuban turmoil

brings in refugees in large numbers, our teaching resources are strained to the utmost. We have been teaching English to thousands of Cubans in Dade County, Florida. The Puerto-Rican problem in our large cities is as much linguistic as anything else.

Finally, we must recognize the extent to which American colleges and universities have instituted courses in English for their foreign students. The bulge in foreign-student enrollment which developed after the war necessitated the creation of special English courses for them on scores of campuses and the development of intensive programs such as Michigan's English Language Institute on some others. All told, nearly 150 colleges and universities in this country offer some sort of English training for students whose native language is not English.

A recent survey of manpower involved in just the U.S. Government sponsored TEFL projects indicates a total of 1,653 teachers and 286 specialists. The term *specialist* as it is used here applies to someone capable of training teachers of English in a foreign country, writing text materials, devising language tests, serving as an educational adviser to a foreign ministry, or any combination of these. These same government agencies have projected their requirements over a five-year period and estimate that by 1967-68, no less than 3,587 teachers and 478 specialists will be required.

The problem that faces us is one of recruitment and training. At present no more than nine or ten institutions in this country have well-developed B.A. or M.A. programs to prepare teachers of English as a foreign language. A doctorate in this field, necessary for the top specialists, can be obtained at only three.

The combined annual degree output of these institutions seems to be about 150, but at least half of these are foreign teachers of English who return to their countries. We seem to be geared to an annual degree granting capacity of 250, a figure which might be sufficient for our government, university, and local requirements, if the bulk of the trainees were actually available to us.

Foreign language teachers in the United States would constitute an excellent source of supply for short-term involvement in these activities, but one factor needs to be considered. The teaching of English as a foreign language involves primarily a linguistically oriented approach. It is accepted that the minimum ingredients of a teacher-training program are courses in the structure of English, introductory linguistics, and methods and materials for teaching English as a foreign language. If the foreign-language teacher in this country is willing to undergo even such a minimal program, it is likely that he can embellish his own career by adding to it a rewarding foreign experience.

Information Retrieval in Linguistics

The Committee on Linguistic Information, together with more than a dozen specialists from Europe and Latin America, representing universities, computer and research centers, libraries, and international organizations, at a recent meeting in Paris took the first steps toward the creation of a long-range intensive program of information retrieval in linguistics and related fields.

The meeting, which was sponsored jointly by the Center for Applied Linguistics and the *Maison des Sciences de l'Homme*, was held at the Centre pour Conférences Internationales on June 19-21. The group reviewed existing channels of information in the field as well as several proposals for improvement of information retrieval in linguistics, and then devoted some attention to theoretical considerations and to possible long-term lines of development.

The participants of the meeting agreed to take certain immediate steps toward (1) the preparation of an international register of specialists in linguistics, in the teaching of English and French as second languages, and in major Asian and African languages; (2) the strengthening of the international *Linguistic Bibliography*,

which is the best documentary research tool in linguistics at present; and (3) the creation of international channels of communication in this field.

In addition, attention was focused on the importance of research studies of the actual patterns of flow of information at the present time in linguistics and related fields and on the desirability of long-range projects directed toward the clarification of the "internal logical structure" or the "semantic organization" of the field of linguistics.

A number of European centers represented expressed their desire to utilize their own facilities in contributing to comprehensive programs of information retrieval in linguistics, among them the Centre de Linguistique Appliquée of Besançon and the Research Group for Quantitative Linguistics of Stockholm. A regional meeting was planned for spring of 1964 in Paris for discussion of possible European operations in this field within the framework of the activities of the Committee on Linguistic Information

The Committee has met four times since its first meeting in Bloomington in 1960, but, apart from the presence of Professor Christine Mohrman at one of the meetings and the inclusion of M. Jean Meyriat on the Committee, this was the first meeting with European colleagues in the field.

book notices

Spoken Kannada, Lessons 1-12, by William Bright, Shantha Rau, and Meera Narvekar. Center for South Asia Studies, Institute of International Studies, University of California, Berkeley, California, 1960. vii, 184 pp.

A beginning course in Kannada (also called Kanarese), a Dravidian language spoken by about fifteen million people in Mysore State in South India. Each lesson typically contains: Basic Sentences, Supplementary Vocabulary, Phonetics, Grammar, Comprehension Practice, Conversation Stimulus. Numerous drills. The Kannada material is presented in transcription. All the conversations and drills have been tape recorded.

Introduction to Spoken Telugu, by Leigh Lisker. (Program in Oriental Languages, Series B—Aids—No. 18) New York, American Council of Learned Societies, 1963. xxvii, 345 pp. \$5.00. Order from Columbia University Press, New York.

See Books, 4, col. 1

meetings and conferences

- August 13-16. International Conference on General Semantics. New York, N. Y.
- August 18-21. Speech Association of America. Denver, Colo.
- August 20-26. International Congress of Psychology, 17th. Washington, D.C.
- August 25-31. International Federation of Modern Languages and Literatures, 9th. New York, N. Y.
- August 29-31. International Institute of Iberoamerican Literature, 11th. Austin, Texas.
- August 29-September 4. American Psychological Association. Philadelphia, Pa.
- September 15-21. International Congress of Slavists, 5th. Sofia, Bulgaria.
- October 2-4. American Council on Education, 46th. Washington, D.C.
- October 24-26. African Studies Association, 6th. San Francisco, Calif.
- November 3-6. American Speech and Hearing Association. Chicago, Ill.
- November 21-24. American Anthropological Association, 62nd. San Francisco, Calif.
- November 28-30. National Council of Teachers of English, 53rd. San Francisco, Calif.

personalia

The following is a list of linguists who are changing their institutional affiliation as of September 1963. It contains only those changes that have been brought to the attention of the Editor. An asterisk (*) marks a Fulbright award.

	FROM	TO
Garland H. Cannon	Chicago Teachers College North	Queens College, N.Y.
*Seymour B. Chatman	California, Berkeley	Copenhagen
John J. Chew, Jr.	Foreign Service Institute	Buffalo
William A. Coates	English Language Services	Rochester
Mary Jane Cook	San Jose State	New Mexico
Alva L. Davis	Delta College	Illinois Institute of Technology
*Robert J. Di Pietro	Georgetown	Madrid
*Eugene Dorfman	Washington	Universidad Central, Quito
C. Douglas Ellis	Toronto	McGill
Edward T. Hall	Washington School of Psychiatry	Illinois Institute of Technology
Rufus S. Hendon	New York University	Columbia
Charles W. Kreidler	Michigan	Georgetown
Pierre Léon	Besançon	Ohio State
Albert H. Marckwardt	Michigan	Princeton
Samuel E. Martin	Washington	Yale
Wick R. Miller	Center for Human Learning, Berkeley	Utah
Leonard D. Newmark	Ohio State	California, La Jolla
Charles E. Osgood	Illinois	California, La Jolla
Herbert Penzl	Michigan	California, Berkeley
Herbert Pilch	Yale	Freiburg
Robert L. Politzer	Michigan	Stanford
Donald G. Reiff	Washington	Rochester
B. Hunter Smeaton	Los Angeles State	Alberta
John C. Street	Washington	Wisconsin
Oswald Szemerényi	London	Washington
Gerald E. Williams	Stanford	Rochester

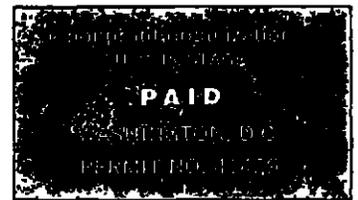
The Linguistic Reporter

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Washington 36, D.C.



BOOKS — from page 3

Telugu is a Dravidian language spoken by about forty million people living in Andhra Pradesh, one of the constituent states of the Indian Union. This textbook presents the spoken Telugu used by educated people living in the coastal area.

The book consists of a Phonetic Preface, thirty Lessons, and a Telugu-English Vocabulary. The Telugu material is presented in transcription, not in the Telugu writing system, and is designed to be used in conjunction with a native speaker of the language. Each lesson concentrates on a specific grammatical feature. Typically the lesson consists of a brief conversation, followed by vocabulary, pronunciation, grammar notes, drills and exercises, and a word list.

Lessons in Colloquial Egyptian Arabic (revised edition), by Richard S. Harrell, Laila Y. Tewfik, and George D. Selim. (Georgetown University, Institute of Languages and Linguistics, Arabic Series, 2) Washington, D.C., Georgetown University Press, 1963. [245] pp. \$5.50.

This book is intended to provide intermediate reading and conversation material, with grammatical notes. It is not designed for use as a beginning text.

The book is arranged in five sections. Sections I and II deal with pronunciation; section III (lessons 1-3) presents preliminary grammatical points; section IV (lessons 4-19) contains model sentences for specific grammatical points, section V (lessons 20-40) consists of dialogs with notes. Most of the lessons have grammatical notes; some have exercises. The usefulness of this material is impaired by the book's lack of continuous pagination.

CHANGE OF ADDRESS

name Center for Applied Linguistics
of the Modern Language Association of America
old address 1346 Connecticut Avenue, N.W.
Washington 6, D.C.
new address 1755 Massachusetts Avenue, N.W.
Washington 36, D.C.
effective date August 1

Conference on National Language Tape Repository

On May 23-24, the Center for Applied Linguistics sponsored a conference to discuss the desirability and feasibility of establishing a central language tape repository. The decision to hold such a conference stemmed from the need to make more readily available existing language tape recordings, particularly in the uncommon languages, which are either unavailable through normal distribution channels, or available only at varying degrees of inconvenience to supplier and user, both usually educational institutions.

Some fifty conferees, representing universities, government agencies, publishing houses, and tape duplicating services, convened at the Gramercy Inn in Washington, D.C. Representatives of the various groups discussed in considerable detail both their own problems and those which would be encountered by a central language tape repository. In both plenary and subcommittee meetings, possible objectives of such a central facility, previously presented to members of the con-

ference, were examined and refined. A resolution recommending the establishing of a central language tape facility was unanimously approved, and recommendations and guidelines for the implementation of agreed objectives were suggested. An interim steering committee was chosen to direct the implementation of the resolutions and guidelines.

Programming Foreign Languages

A course in the programming of foreign languages is being given this summer at the University of Michigan by Waldo E. Sweet of the Department of Classical Studies. The objective is to learn how to write an acceptable program for language learning. The course is intended for those who wish to learn about programming through writing and testing an experimental program of their own, and for those who wish to prepare programs for classroom use.

Language Books in Paperbacks

by Frank A. Rice

The mounting surge of paperbacks has carried with it a fair number of books about language. The following list contains some of the titles that have come to the attention of the Editor.

The books fall into a number of classes on the basis of their publishing history. Some are reissues of books that had (or still have) an otherwise identical twin with a stiff back and hard covers. Some are reprints, often by photo-offset from the original edition, of books long out-of-print. A few are first publications. The almost uniform apparel is the eye-catching and colorful cover.

From the standpoint of subject matter (for purposes of this listing) the books fall into four classes.

1. *Linguistics*. Books about language as viewed by linguistic science: historical, comparative, descriptive; or linguistics as a whole.
2. *Languages*. Books about a single language.



From I. J. Gelb, *A Study of Writing*
(Courtesy University of Chicago Press)

3. *Language and other disciplines*. Books that discuss language from the standpoint of another discipline, e.g. anthropology, communication theory, philosophy, psychology, etc.

4. *Language and general education*. Books intended mainly for classroom use at the college level and aimed at raising the level of linguistic awareness of the student. Most of these consist of selected essays; many contain exercises, topics for discussion or further

investigation, suggestions for written assignments, and the like.

This listing does not include instructional materials for foreign languages, books on grammar and composition, literary criticism, scholarly texts, etc.

The list is set forth under the four subject headings given above, and under each heading the items are listed alphabetically by title. Each entry is provided with a brief descriptive annotation. Following the list is an index of publishers and series.

LINGUISTICS

The Discovery of Language: Linguistic Science in the Nineteenth Century. Holger Pedersen. Tr. by John W. Spargo. Midland MB-40. \$2.95.

Originally published as *Linguistic Science in the Nineteenth Century*, this celebrated classic gives a detailed and scholarly account of linguistic history with special emphasis upon the development of Indo-European comparative linguistics.

Essays in Linguistics. Joseph H. Greenberg. Phoenix P-119. \$1.25.

Essays on the methodology of language description, historical linguistics, and the relationship between language and culture. First published in 1957.

The Gift of Language. Margaret Schlauch. Dover. \$1.85.

First published in 1942 as *The Gift of Tongues*, this book is intended for the general reader; the principal emphasis is on historical and comparative linguistics.

An Introduction to Linguistic Science. Edgar H. Sturtevant. Yale Y-17. \$1.45.

Originally published in 1947, this book is intended for readers with no previous knowledge of linguistics. Extremely clear and readable.

Language: A Modern Synthesis. Joshua Whatmough. Mentor MD-209. 50¢.

Aims to bring together in a new synthesis current views about language developed in many different fields of knowledge, such as communication theory, statistics, symbolic logic, acoustics, and neurology. First published in 1956.

Language: An Introduction to the Study of Speech. Edward Sapir. Harvest HB-7. \$1.25.

A classic in the study of language phenomena. First published in 1921 and now outdated in part, it is still full of important insights into the nature of language. Minimum use of technical terms; discussions based to a great extent on English.

Linguistic Change: An Introduction to the Historical Study of Language. E. H. Sturtevant, with a new introduction by Eric P. Hamp. Phoenix P-60. \$1.35.

First published in 1917 as a textbook for students beginning the scientific study of language. Now rather out of date.

Linguistics and Your Language. Robert A. Hall, Jr. Anchor A-201. \$1.45.

Second, revised edition of *Leave Your*

See Paperbacks, 2, Col. 1

Language Alone (Ithaca, 1950). Part of the book (pp. 57-190) is a clear and non-technical statement of the theories, principles, and methods of linguistic science. The rest of the book sets forth the author's case against the normative approach of traditional grammar.

The Miracle of Language. *Charlton Laird. Premier D-51. 50¢.*

An attempt, written in popular style, to promote a modern scientific understanding of language. Many examples are drawn from English. First published 1953.

Perspectives in Linguistics. *John T. Waterman. Phoenix P-106. \$1.95.*

An account of the background of modern linguistics, tracing the study of language from ancient times through medieval thought to the developments of the nineteenth and twentieth centuries. First published in 1963.

Phonetics. *Bertil Malmberg. Dover T-1024. \$1.00*

A very readable introduction to the study of the sounds of language, with chapters on acoustic phonetics, articulatory phonetics, combinatory phonetics, experimental phonetics, phonemics, and evolutionary (or historical) phonetics. Based on the third edition of the author's *La phonétique* (1954), revised and adapted for an English-speaking audience. First published in 1963.

The Story of Language. *Mario Pei. Mentor MQ-492. 95¢.*

Originally published in 1949, this book discusses in popular style the development of language from the dawn of history to the mid-twentieth century.

Structural Linguistics. *Zellig S. Harris. Phoenix P-52. \$2.25.*

Originally published as *Methods in Structural Linguistics* (Chicago, 1951), this book presents methods of research arranged in the form of successive procedures, rather than a theory of structural analysis. It is intended both for students of linguistics and for persons interested in linguistics as a science; they will agree with the author (*Preface*): "This book is, regrettably, not easy to read."

LANGUAGES

American English. (College Ed.) *Albert H. Marckwardt. Oxford. \$1.95.*

Presents a synthesis of the growth and

development of the English language in America, taking into account differences between British and American English, the way American English reflects the American tradition and the American character, and regional and social variations within American English itself. First published in 1958.

The Beginnings of American English: Essays and Comments. *Milford McLeod Mathews, ed. Phoenix P-123. \$1.50.*

This book consists largely of quotations from writers of the eighteenth and nineteenth centuries who commented on differences between American and British English. First published in 1931.

Growth and Structure of the English Language. *Otto Jespersen. Anchor A-46. 95¢.*

Traces the various influences and forces that have contributed to Modern English, with particular emphasis upon Scandinavian, French, and Classical elements. First published in 1905; this is the 9th ed. (1938).

How Spanish Grew. *Robert K. Spaulding. California. Cal-70. \$1.50.*

Traces the evolution of the Spanish language from pre-Roman Spain to the modern period (1808-) with consideration of political and social influences on its evolution. First published in 1943.

The Story of Our Language. *Henry Alexander. Dolphin C-383. 95¢.*

This book discusses certain features of Old and Middle English with consideration of Modern English, British and American. Originally published in 1940, this is the revised edition of 1962.

LANGUAGES AND OTHER DISCIPLINES

Culture, Language, and Personality. *Edward Sapir. California Cal-5. \$1.50.*

Nine essays from the *Selected Writings of Edward Sapir in Language, Culture and Personality* ed. by David G. Mandelbaum (California, 1949). The first three essays deal with language, Sapir's principal field of study. First published in 1958.

The Decipherment of Linear B. *John Chadwick. Vintage V-172. \$1.10.*

A non-technical account of the decipherment of the Mycenaean Linear B script, with chapters on Minoan inscriptions, life in Mycenaean Greece, and a

biographical sketch of Michael Ventris, the scholar who deciphered Linear B. First published in 1958.

Language and Communication. *George A. Miller. McGraw-Hill 42001. \$3.45*

Aimed at upper-class undergraduate or graduate courses in the psychology of communication, this book is intended to bring together the more important approaches to the study of communicative behavior. Chapters 1-5 are mainly concerned with linguistic approaches. Following each chapter are discussion questions and selected references. First published in 1951.

Language and Society. *Joseph Brum. Random House SS-8. 95¢.*

The central concern of this book is with the nature of language and its functions in the socio-cultural order. First published in 1955.

The Language and Thought of the Child. *Jean Piaget. Tr. by Marjorie Gabain. pref. by E. Claparède. Meridian M-10 \$1.45.*

This remarkable book is important not only because it constitutes the first systematic investigation of child thought and child language but also because of its influence on subsequent investigation. Originally published in French in 1923.

The Logical Syntax of Language. *Rudolf Carnap. Tr. by Amethe Smeaton. Littlefield, Adams 211. \$1.95.*

This book is a systematic exposition of the syntax of languages that employ formal symbols instead of words. It is not (except marginally) concerned with word-languages, either real historical word-languages (such as German and Latin) or artificial ones (such as Esperanto). First published in German (1934) as *Logische Syntax der Sprache*; published in English translation in 1937.

Lost Languages. *P. E. Cleator. Mentor MT-427. 75¢.*

First published in 1959, this book deals with the decipherment of lost languages through bilingual inscriptions or by internal analysis, from the Egyptian hieroglyphs to Linear B. Concludes with a chapter entitled "Among the Undeciphered."

On Human Communication. *Colin Cherry. Science Editions 087-S. \$1.95*

First published in 1957, this book is intended as an introduction, for the non-expert, to the study of communication. It consists of a series of chapters dealing with the evolution of communication sci-

ence; signs, language, and communication; analysis of signals, statistical theory of communication; the logic of communication; and cognition and recognition.

The Silent Language. Edward T. Hall. Premier D-117. 50¢.

This book is concerned with the non-verbal behavior (the "silent language") through which we communicate to other people our attitudes toward time, spatial relationships, work, play, and learning. Written from the standpoint of cultural anthropology, with considerable emphasis upon problems of cross-cultural communication. First published in 1959.

A Study of Writing. I. J. Gelb. Phoenix P-109. \$2.95.

A systematic presentation of the history and evolution of writing with chapters on general problems, such as the future of writing and the relationship of writing to speech, art, and religion. The aim of the study is to lay a foundation for a full science of writing. First published in 1952; this is the revised edition of 1963.

The Use and Misuse of Language. S. I. Hayakawa, ed. Premier T-166. 75¢.

A selection of articles, addressed to the non-specialist, concerned with how people use words and how words affect those who use them.

LANGUAGE AND GENERAL EDUCATION

Aspects of American English. Elizabeth M. Kerr and Ralph M. Aderman. Harcourt, Brace & World. \$2.25.

Intended for use in a college English course, this book contains selections dealing first with principles of language, then language from a series of aspects: historical, regional, literary and colloquial, and social and class. Of the authors represented, many are well-known linguists. Included are study questions and topics for papers. First published in 1963.

English As Language: Backgrounds, Development, Usage. Charlton Laird and Robert M. Gorrell. Harcourt, Brace & World. \$2.75.

The sixty selections in this book include articles to encourage the development of a modern understanding of language, materials for the study of English from about the year 1000 to today, and a selection of modern controversial discussions of usage. Includes headnotes, suggestions for study and discussion, and topics for investigation and reports.

The Center for Applied Linguistics of the Modern Language Association of America is a non-profit professional organization established 1959 in Washington, D.C. The purpose of the Center is to serve as a clearinghouse and informal coordinating body in the application of linguistic science to practical language problems.

The Linguistic Reporter, the Center's bimonthly newsletter, is distributed free of charge to those who request it. Address all correspondence to Frank A. Rice, Editor. The Linguistic Reporter, Center for Applied Linguistics, 1755 Massachusetts Avenue, N.W., Washington 36, D.C. Any article published in the Reporter may be freely quoted or reproduced, in whole or in part, without special permission.

Essays on Language and Usage. Leonard F. Dean and Kenneth G. Wilson, eds. 2nd ed. Oxford. \$3.25.

A collection of essays reprinted from various sources intended to provide a linguistic foundation for the study of rhetoric and composition. The selections deal with English, its dictionaries, history, structure, usage, and style. There is a concluding section "Aids to Study." This edition first published in 1959.

Exposition and the English Language: Introductory Studies. James L. Sander-son and Walter K. Gordon, eds. Appleton-Century-Crofts. \$3.95.

An anthology of forty-four essays de-

signed for use in freshman courses whose purpose is the development of writing skills. Some of the essays are on linguistic topics, e.g. grammar, dialect differences. Included are questions, vocabulary drill, and exercises. First published in 1963.

Introductory Readings on Language. Wallace L. Anderson and Norman C. Stageberg. Holt, Rinehart & Winston. \$3.50.

Designed primarily as a text for freshman English, this book consists of forty-two essays, reprinted from various sources, with headnotes, suggested assignments, and lists of further readings. In the main the selections are non-technical. First published in 1962.

PUBLISHERS AND SERIES

The following list identifies the publishing company or the particular paperback series. The code of letters and figures which follows the publisher or series indication in the listings above represents the order number. For example:

Language: An Introduction to the Study of Speech. Edward Sapir. Harvest HB-7. \$1.25.

Harvest identifies the imprint, Harvest Books, of the publisher, Harcourt, Brace & World, Inc.; HB-7 is the order number.

Anchor. Anchor Books, Doubleday & Co. Inc., 575 Madison Ave., New York 22, N.Y.

Appleton-Century-Crofts, Inc., 34 W. 33rd St., New York 1, N.Y.

California. University of California Press, Berkeley 4, Calif.

Dolphin. Dolphin Books, 575 Madison Ave., New York 22, N.Y.

Dover. Dover Books, 575 Madison Ave., New York 22, N.Y.

Harvest. Harvest Books, Harcourt, Brace & World Inc., 750 Third Ave., New York 17, N.Y.

Harcourt, Brace & World, Inc., 750 Third Ave., New York 17, N.Y.

Holt, Rinehart & Winston, Inc., 383 Madison Ave., New York 17, N.Y.

Littlefield, Adams & Co., 128 Oliver St., Paterson 1, N.J.

McGraw-Hill Book Co., Inc., 330 W. 42nd St., New York 36, N.Y.

Mentor. Mentor Books, New American Library of World Literature, Inc., 501 Madison Ave., New York 22, N.Y.

Meridian. Meridian Books, The World Publishing Co., 2231 W. 110th St., Cleveland 2, Ohio.

Midland. Midland Books, Indiana University Press, P.O. Box 367, Bloomington, Ind.

Oxford University Press, Inc., 417 Fifth Ave., New York 16, N.Y.

Phoenix. Phoenix Books, University of Chicago Press, 5750 Ellis Ave., Chicago 37, Ill.

Premier. Premier Books, Fawcett Publications, Inc., 67 W. 44th St., N.Y. 36, N.Y.

Random House, 457 Madison Ave., New York 22, N.Y.

Science Editions, Inc., 605 Third Ave., New York 16, N.Y.

Vintage. Vintage Books, Inc., Random House, 457 Madison Ave., New York 22, N.Y.

Yale University Press, 149 York St., New Haven, Conn.

Linguistics in Brazilian University Curriculum

by Francisco Gomes de Matos

[Mr. Gomes de Matos is Professor of Linguistics at the University of Recife, Brazil, and Linguistic Supervisor of AID's Intensive Portuguese Program at the Recife Binational Center]

The Brazilian *Lei de diretrizes e bases da educação nacional* (Law of Norms and Foundations for National Education) passed December 20, 1961, was a major turning point in the history of general educational reform and scientific advancement in Brazil.

The purpose of this article is to show how influential that law was in the official establishment of linguistics in the Brazilian university curriculum, since up to that time the science of language was offered either as an extra-curricular subject or as an adjunct to regular courses given by departments of foreign languages.

It may be said that the first step toward the official recognition of linguistics in Brazil was the creation of the Federal Council on Education, an administrative organization appointed by the president and working in cooperation with the Ministry of Education. Among the powers given to the Council was that of setting up a minimum curriculum for colleges, and it was within such a curriculum that linguistics was to have its place in the sun in academic circles.

Another noteworthy development brought about by the new law was greater flexibility and realism regarding the organization of course plans by the teachers themselves, instead of the former pattern whereby teachers had to conform to a pre-established or preconstructed model of course outline.

PIONEERING EFFORTS

Linguistics was chosen to be one of the new disciplines because of the pioneering efforts of one individual and two universities: Dr. Joaquim Mattoso Câmara, Jr., Brazil's foremost linguist, who has taught linguistics at the University of Brazil (Rio de Janeiro) since the establishment of a chair of General Linguistics there in 1949. Dr. Câmara had to fight opposition and indifference on the part of many philological circles and has succeeded in producing the first Brazilian contributions to the field through books on principles of

The influence of this linguist was paramount in the awakening of a keen interest in linguistic matters in the Anthropology Division of the National Museum, which now boasts of a very active Linguistics Branch working in close collaboration with the Summer Institute of Linguistics (Oklahoma). The example of the University of Brazil was followed by the University of Brasilia, the most modern and experimental type of academic institution in the country. Again the SIL group helped set up a full-scale linguistics program having an even broader scope, leading to a Ph.D. degree. The first linguist to teach basic courses in Brasilia was Dr. Sarah Gudschinsky; after she had completed her contract two other American linguists replaced her, Loraine Bridgeman and Dr. Irvine Davis, both from SIL. A distinguished Brazilian linguist, Dr. Aryon Rodrigues, has also joined the Brasilia Linguistics Department. These linguists are working together in several projects, one of which is the planning of intensive courses in applied linguistics for Brazilian professors who may be called upon to hold chairs of linguistics in the eighty-odd teachers colleges scattered all over the country.

Other Brazilian universities active in linguistics are the University of São Paulo, which sponsors an Anthropology Meeting every year in July with Linguistic Round Table discussions; the University of Bahia, with a good phonetics laboratory; and the University of Recife.

THE UNIVERSITY OF RECIFE

The pattern followed by the University of Recife may give an over-all view of the situation in the country. At Recife, linguistics is given as a two-semester course for first-year students preparing to be teachers of foreign languages; the subject matter covered is *Basic Concepts of General Linguistics, Linguistics and Learning a Foreign Language, and Applications of Linguistics to Foreign Language Teaching*. However, the almost impossible task of acquainting students with the fundamentals of linguistics in two semesters may convince Brazilian authorities of the need to expand the program into at least a two-year course.

native language is Portuguese and the difficulty of obtaining books from official sources. It may be well to add that the posts of the United States Information Service all over Brazil have contributed a great deal to the dissemination and understanding of linguistics and sounder methodological approaches—it would be no exaggeration to state that the USIS-sponsored Seminars for Teachers of English have been and will continue to be the best testing ground for potential applied linguists. Our own experience in lecturing in linguistics all over the country has shown that there is an ever growing interest and a sincere response on the part of audiences when a linguistic topic is presented in a noncontroversial and intelligible fashion. Another important role is being played, though less conspicuously, by the *Linguistic Reporter*, in bringing to far corners of Brazil a wealth of otherwise inaccessible linguistic knowledge and information.

The highly optimistic trends in linguistics in Brazil have been strengthened by the creation of the Inter-American Program in Linguistics and Language Teaching. This cooperative enterprise will do much to raise Brazil to a higher position in the linguistic world.

[The Inter-American Program in Linguistics and Language Teaching, mentioned in the paragraph above, is sponsored by the Center for Applied Linguistics and the Committee on International Exchange of Persons, Washington, D.C.—ED.]

MLA Foreign Language Materials Center

With support from a grant from the Carnegie Corporation, the Modern Language Association of America has set up a Foreign Language Materials Center, through which the MLA is expanding its services to modern language teachers and to publishers and suppliers of teaching materials in each of the ten languages covered by the *MLA Selective List of Materials*. The ten languages are the following: French, German, Italian, Modern Hebrew, Norwegian, Polish, Portuguese, Russian, Spanish, and Swedish. Facilities will be provided for listening to tapes, viewing films, and examining books and other teaching materials. Visitors will be welcome at all times. For further information write to Glen Willbern, Director

Surveys and Studies

1. Boris I. Gorokhoff, D.C. B. I. Gorokhoff. Review of language development in the Soviet Union. December 1, 1962 to February 15, 1963. \$400.
2. Modern Language Association of America, N. Y. A. T. MacAllister. Study of the preparation of foreign-language teachers in the light of NDEA Institute experience. January 18, 1963 to August 18, 1963. \$24,504.
3. Association of American Colleges, D.C. F. L. Wormald. Survey of non-Western studies in liberal arts colleges. February 4, 1963 to February 4, 1964. \$35,000.
4. National Academy of Sciences, National Research Council, D.C. M. H. Trytten. Analysis of doctorate survey data in modern foreign languages and linguistics. March 15, 1963 to September 14, 1963. \$2,542.
5. Stanford University, Stanford Calif. Patrick C. Suppes and Ruth Weir. Application of quantitative analysis and computer data processing technology to problems of second-language acquisition. May 1, 1963 to June 30, 1964. \$67,689.
6. Modern Language Association of America, N.Y. Donald D. Walsh. Evaluation of the effectiveness of the 1963 NDEA language institutes. March 11, 1963 to June 11, 1964. \$48,980.
7. University of Florida, Gainesville, Fla. Ralph R. Leutenegger. Auditory factors in foreign language acquisition. May 1, 1963 to September 1, 1963. \$3,335.
8. Library of Congress, D.C. Howard F. Cline. A proposal to compile bio-bibliographical and language competence data on United States specialized personnel with Latin American competence and to prepare for publication a directory of such persons. May 15, 1963 to December 30, 1964. \$50,000.

Methods of Instruction

9. Regents of the University of Michigan, Ann Arbor, Mich. Harlan L. Lanc. Experimental analysis of the control of speech production and perception: II. February 1, 1963 to January 31, 1965. \$128,891.
10. Regents of the University of California, Los Angeles, Calif. Evan R. Keislar. Sequence of discrimination

and differentiation training in the teaching of French in the early primary grades. April 1, 1963 to October 1, 1964. \$33,930.

11. Arlington County School Board, Va. Ray E. Reid. Experimental use of self-instructional courses in Russian and Spanish by secondary-school students. June 1, 1963 to September 30, 1963. \$7,294.
12. President and Fellows of Harvard College, Cambridge, Mass. John B. Carroll. Research to determine the effectiveness of programmed Grafdrills in teaching the Arabic writing system. August 23, 1962 to October 31, 1963. \$3,249.

Specialized Materials for the Commonly-Taught Languages

13. American Council of Learned Societies, N.Y. Paul Horecky. Compilation of *Selected English and West European Language Publications on Russia and the Soviet Union: An Annotated Bibliography*. September 1, 1962 to August 31, 1964. \$11,250.
14. Bowdoin College, Brunswick, Me. Gerard J. Brault. Revision and expansion of Bowdoin French materials. October 1, 1962 to September 30, 1963. \$12,889.
15. Regents of the University of Michigan, Ann Arbor, Mich. F. Rand Morton. Development and testing of self-instructional programs in Chinese, French, Spanish and Thai. October 15, 1962 to January 15, 1964. \$155,116.
16. The Ohio State University, Columbus, Ohio. Leon I. Twarog. Word count of spoken Russian: the Soviet usage. June 1, 1963 to August 15, 1964. \$18,214.

Specialized Materials for the "Neglected" Languages

17. Foreign Service Institute, Department of State, D.C. Carleton T. Hodge. Basic course in Serbo-Croatian and a basic course in modern Hebrew. July 10, 1962 to April 30, 1964. \$23,094.
18. Yale University, New Haven, Conn. John U. Wolff. Cebuano-Visayan lessons. September 3, 1962 to September 4, 1963. \$19,765.
19. Hartford Seminary Foundation, Hartford, Conn. H. A. Gleason, Jr. Introductory teaching materials for Panjabi. September 17, 1962 to December 18, 1963. \$11,844.

NDEA TITLE VI PROJECTS FOR FISCAL YEAR 1963

The present supplement summarizes a report recently released by the Language Research Section, Language Development Branch, U.S. Office of Education, on projects initiated during the fifth year of the Language Development Program. During this year thirty-three contracts were negotiated in support of twenty-nine new projects designed to improve instruction in modern foreign languages in the three general areas authorized by Title VI, Section 602, of the National Defense Education Act: surveys and studies, research and experimentation, and the development of specialized materials.

All projects have been developed through negotiations leading to a contract between the U.S. Office of Education and an institution or individual. Among the considerations and criteria involved in approval of projects are: appropriateness to the intent of research authority in Section 602 of the NDEA, relative urgency of need for the proposed work, soundness of plan, and professional competence of the investigator. The advice and counsel of leading scholars and specialists is sought constantly in the development of the program.

The following list groups the thirty-three projects in four categories: Surveys and Studies; Methods of Instruction; Specialized Materials (for the commonly-taught languages: French, German, Italian, Russian, Spanish); Specialized Materials (for the "neglected" languages).

For each project the following information is presented: (1) contractor, (2) principal investigator or project director, (3) title, (4) term of the contract, (5) cost of the contract. A topical and analytical index appears at the end.

For the first four years of the Language Development Program the following publications are available from the Superintendent of Documents, U.S. Government Printing Office, Washington 25, D.C.: *Research and Studies, Report of the First Two Years*, OE-12011, 30 cents; *Research and Studies, Projects Initiated 1961*, OE-12014, 25 cents; *Language Development Research and Studies: Fiscal 1962*, OE-12014-62, 20 cents; *Completed Research, Studies, and Instructional Materials*, OE-12016, 20 cents.

20. Yale University, New Haven, Conn. Samuel E. Martin. Advanced Japanese conversation. August 29, 1962 to December 31, 1963. \$20,737.
21. University of Arizona, Tucson, Ariz. Don C. Bailey. Plan and budget for publication of *A Glossary of Japanese Neologisms*. September 15, 1962 to December 15, 1962. \$1,518.
22. Colorado State University Research Foundation, Fort Collins, Colo. Ved Prakash Vatuk. Panjabi Readers: Levels I and II. September 16, 1962 to June 15, 1964. \$12,604.
23. Modern Language Association of America, Center for Applied Linguistics, D.C. Charles A. Ferguson. Preparation of a Malagasy manual. November 15, 1962 to May 15, 1964. \$22,982.
24. President and Fellows of Harvard College, Cambridge, Mass. A. Richard Diebold, Jr. A dictionary of spoken Cantonese (Cantonese-English; English-Cantonese). February 15, 1963 to February 15, 1966. \$36,852.
25. Seton Hall University, South Orange, N.J. John De-Francis. Intermediate Chinese for secondary schools: audio-lingual instructional materials. February 1, 1963 to February 1, 1964. \$26,005.
26. Roosevelt University, Chicago, Ill. Lorenzo D. Turner. Composition and duplication of *The Anthology of Krio Folklore and Literature* with notes and inter-linear translation in English (produced under contract SAE-8906). February 15, 1963 to May 15, 1963. \$912.
27. University of Texas, Austin, Tex. Walter Lehn. Preparation of a text, *Spoken Egyptian (Cairo) Arabic*. June 1, 1963 to January 1, 1965. \$24,166.
28. Regents of the University of Michigan, Ann Arbor, Mich. Joseph K. Yamagiwa. Plan and budget for publication of instructional materials in Japanese language. May 22, 1963 to August 22, 1964. \$18,437.
29. University of Wisconsin, Madison, Wis. Henry W. Hoge. An elementary course in Brazilian Portuguese; oral intensive teaching materials. June 3, 1963 to August 31, 1963. \$7,840.
30. Calvin College, Grand Rapids, Mich. Walter Lagerwey. Modern Dutch: a first-year college-level audio-lingual course for the Dutch language. June 1, 1963 to August 31, 1965. \$19,195.
31. Yale University, New Haven, Conn. Alexander M. Schenker. *Beginning Polish: A Basic Text in Polish, Phase I*. June 15, 1963 to June 14, 1964. \$6,754.
32. San Francisco State College, San Francisco, Calif. Kai-yu Hsu. Annotated reader and recordings for third-year students of Chinese. June 15, 1963 to April 15, 1964. \$2,754.
33. University of Chicago, Chicago, Ill. C. M. Naim. Introductory Urdu course. June 27, 1963 to June 26, 1964. \$17,342.

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Office of Education Support for Language and Area Centers, 1963-64

The U.S. Office of Education has allocated \$2,309,387 to thirty-four colleges and universities for the support of fifty-five Language and Area Centers during the 1963-64 academic year.

The fifty-five Centers to benefit from this allocation include fifty-three that have had such support in the current academic year and two others that will be receiving support for the first time next year. The latter are the Center for Southern Asian Studies at Duke University, Durham, North Carolina, and the African Language and Area Center, Columbia University, New York City.

The purpose of the Language and Area Centers authorized under the Language Development Program of the National Defense Education Act is to expand and strengthen instruction in critically needed modern languages and related studies in the social sciences and humanities.

Funds allocated by the Office of Education to support the Centers are used mainly for instruction. Participating institutions are required to contribute at least half the cost of operating the Centers.

The Centers will offer instruction in about seventy languages, approximately

sixty of which will be supported with Federal funds. The largest proportion of funds will support instruction in seven major critical languages and related studies: Arabic, Chinese, Hindi-Urdu, Japanese, Portuguese, Russian, and Spanish.

The fifty-five Centers are divided by world area as follows: Far Eastern 11; Slavic and East European 10; Middle Eastern 8; Latin American 7; South Asian 7; African 5; Southeast Asian 3; Soviet-Far Eastern 2; Uralic-Altai 2.

A list of the Centers and the languages to be supported in 1963-64 follows.

INSTITUTION	SUPPORTED LANGUAGES	INSTITUTION	SUPPORTED LANGUAGES
University of Arizona Tucson, Ariz.	Chinese, Japanese, Hindi	State University of Iowa Iowa City, Iowa	Chinese, Japanese
University of California Berkeley, Calif.	Hindi-Urdu, Persian, Tamil, Telugu, Czech, Hungarian, Polish, Russian, Serbo-Croatian	Johns Hopkins University School of Advanced International Studies Washington, D.C.	Arabic
University of California Los Angeles, Calif.	Afrikaans, Fanti, Fulani, Hausa, Sotho, Swahili, Twi, Yoruba, Nahuatl, Portuguese, Quechua, Arabic, Armenian, Chagatai, Georgian, Hebrew, Kabyle, Kirghiz, Persian, Shilha, Tamazight, Turkish, Uigur, Uzbek	University of Kansas Lawrence, Kansas	Chinese, Japanese
University of Chicago Chicago, Ill.	Chinese, Japanese, Bengali, Hindi-Urdu, Munda, Persian, Tamil	University of Michigan Ann Arbor, Mich.	Chinese, Japanese, Arabic, Persian, Turkish, Polish, Russian
University of Colorado, Boulder, Colo.	Czech, Hungarian, Polish, Russian	Michigan State University East Lansing, Mich.	Hausa, Twi, Yoruba
Columbia University New York, N.Y.	Hausa, Swahili, Portuguese, Czech, Russian, Serbo-Croatian, Chinese, Japanese, Korean, Finnish, Hungarian, Minor Uralic Languages of the Soviet Union	New York University New York, N.Y.	Portuguese
Cornell University Ithaca, N.Y.	Hindi-Urdu, Sinhalese, Telugu, Burmese, Indonesian, Javanese, Thai, Vietnamese, Chinese (Hokkien, Mandarin), Japanese	University of Pennsylvania Philadelphia, Pa.	Bengali, Hindi-Urdu, Marathi, Nepali, Tamil, Telugu, Polish, Russian, Serbo-Croatian, Ukrainian
Duke University Durham, N.C.	Hindi-Urdu	University of Pittsburgh Pittsburgh, Pa.	Chinese
Duquesne University Pittsburgh, Pa.	Hausa, Swahili	Portland State College Portland, Ore.	Arabic, Hebrew, Persian, Turkish
University of Florida Gainesville, Fla.	Portuguese, Spanish	Princeton University Princeton, N.J.	Arabic, Persian
Fordham University New York, N.Y.	Russian	Univ. of Southern Calif. Los Angeles, Calif.	Chinese, Japanese, Russian
Harvard University Cambridge, Mass.	Chinese, Japanese, Korean, Tibetan, Arabic, Persian, Turkish, Russian, Serbo-Croatian	Stanford University Stanford, Calif.	Chinese, Japanese
University of Hawaii Honolulu, Hawaii	Chinese, Japanese, Korean, Indonesian, Javanese, Thai	University of Texas Austin, Texas	Hindi, Telugu, Arabic, Hebrew, Persian, Portuguese, Spanish
Howard University Washington, D.C.	Swahili, Tswana, Yoruba	Tulane University New Orleans, La.	Portuguese, Spanish
University of Illinois Urbana, Ill.	Russian	University of Utah Salt Lake City, Utah	Arabic, Persian, Turkish
Indiana University Bloomington, Ind.	Russian, Serbo-Croatian, Ukrainian, Estonian, Finnish, Hungarian, Korean, Turkish	Vanderbilt University Nashville, Tenn.	Russian
		University of Washington Seattle, Wash.	Chinese, Japanese, Russian, Tibetan
		University of Wisconsin Madison, Wis.	Hindi-Urdu, Kannada, Telugu, Portuguese, Spanish
		Yale University New Haven, Conn.	Burmese, Tagalog, Thai, Vietnamese

meetings and conferences

- October 24-26. African Studies Association, 6th. San Francisco, Calif.
- October 31-November 9. International Conference on Foreign Language Instruction and International Cultural Exchange, 3rd Braunschweig, Germany (Federal Republic)
- November 3-6. American Speech and Hearing Association, Chicago, Ill.
- November 21-24. American Anthropological Association, 62nd. San Francisco, Calif.
- November 28-30. National Council of Teachers of English, 53rd San Francisco, Calif.
- December 26-31. American Association for the Advancement of Science, 130th. Cleveland, O.
- December 27-28. American Association of Teachers of Italian, Chicago, Ill.
- December 27-29. American Association of Teachers of Slavic and Eastern European Languages, Chicago, Ill.
- December 27-29. American Folklore Society, Detroit, Mich.
- December 27-29. Modern Language Association of America, 78th. Chicago, Ill.
- December 28-29. American Dialect Society, Chicago, Ill.
- December 28-30. American Association of Teachers of Spanish and Portuguese, 45th. Chicago, Ill.
- December 28-30. Linguistic Society of America, Chicago, Ill.
- December 29-30. American Association of Teachers of French, Chicago, Ill.
- December 29-30. American Association of Teachers of German, Chicago, Ill.

Publications of the Linguistic Circle of Canberra

The Linguistic Circle of Canberra, which has recently been established, will issue three series of publications, Series A: Occasional Papers; Series B. Monographs; Series C: Books. There will be no fixed number of publications per year, but it is expected that there will be at least two issues every year. The publications will deal with various aspects of linguistics, with a strong leaning towards subject matters connected with Oceanic (i.e. Malayo-Polynesian, New Guinea and Australian) Linguistics.

The editors of the series are S. A. Wurm, Senior Fellow in Linguistics, J. Harris, Lecturer in Linguistics, and N. G. Malmqvist, Professor of Chinese and Head of the School of Oriental Studies, all of The Australian National University, Canberra, Australia.

No. 1 of the Series A: Occasional Papers, entitled "Some Remarks on the Role of Language in the Assimilation of Australian Aborigines," by S. A. Wurm, has recently been published. The price is 2/- Australian currency, or 25 cents U.S.A. currency, post paid.

The following manuscripts are at present being prepared and considered for publication: *Text Book of Police Motu*, by J. Harris, for Series C; *Text Book of*

New Guinea Pidgin (Neo-Melanesian), by S. A. Wurm, for Series C, *Dictionary of Arosi, Solomon Islands*, by C. E. Fox, with grammatical introduction by A. Capell, for Series C. Further manuscripts for the three series are in preparation.

All correspondence concerning the publications of the Linguistic Circle of Canberra, including orders and subscriptions, should be addressed to: The Secretary, Linguistic Circle of Canberra, School of Oriental Studies, The Australian National University, Box 197, Canberra City, A.C.T., Australia.

IRAL, International Review of Applied Linguistics in Language Teaching, published its first number in mid 1963. It will appear four times a year, with articles in English, French, and German dealing with current theory and research in the several fields relevant to language learning. *IRAL* is published by Julius Groos Verlag, Heidelberg P.B. 629, Germany; annual subscription for overseas, DM 35 (individual), DM 39 (institutional). The editor is H. P. H. Walz (Heidelberg); coeditor A. P. van Teslaar (SHAPE, Paris). The first number has articles by John B. Carroll, William G. Moulton, Hans Glinz, and A. P. van Teslaar.

Hausa Basic Course, by Carleton T. Hodge and Ibrahim Umaru. xx, 399 pp. \$2.00.

Yoruba Basic Course, by Earl W. Stevick and Olaleye Aremu. xxxviii, 343 pp. \$1.75.

Both volumes are for sale by the Superintendent of Documents, U.S. Government Printing Office, Washington 25, D C.

These texts, appearing in the Foreign Service Institute Basic Course Series (edited by Carleton T. Hodge), were prepared under a contract with the U.S. Office of Education. Other texts in African languages that have appeared in the series are the *Igbo Basic Course*, the *Swahili Basic Course*, and the *Twi Basic Course*; all are for sale by the Superintendent of Documents

Hausa is the major language of the northern region of Nigeria. It is also spoken by scattered groups of Hausas and as a trade language in large areas of West Africa. Yoruba is the major language of the western region of Nigeria.

The *Hausa Basic Course* consists of an introduction, thirty units, two appendixes, and a Hausa-English vocabulary. Each unit consists of basic sentences—short dialogues to be memorized; notes explaining various features of the grammar; and grammatical drills. The Hausa material is presented in latin letters with additional symbols to indicate vowel length and tone.

The *Yoruba Basic Course* consists of an introduction, devoted mainly to a description of the phonology; three series of tone drills; forty-nine lesson units; and a Yoruba-English glossary. Grammatical notes and exercises accompany each lesson unit. The Yoruba material is presented in latin letters with diacritical marks to indicate tone and some other features.

Although these courses are designed for use with native speakers of the languages involved, there are accompanying tape recordings which will be made available in the near future through the Center for Applied Linguistics.

Chinese Character Indexes, by Ching-Yi Dougherty, Sydney M. Lamb, and Samuel E. Martin. Berkeley, Calif., University of California Press, 1963. 5 vols. \$27.50.

Developed primarily for use in the machine translation and machine aided

analysis of the Chinese language, these indexes will also be valuable research tools for scholars and students of Chinese. The volumes contain approximately 12,000 characters and variants, ranging from the classical to the vernacular, including newly coined scientific terms and officially adopted abbreviations. The characters are arranged in five different systems: by telegraph code, by romanization, by radical numbers, by total stroke counts, and by the four-corner system. Standard and current pronunciations are included as well as a concordance of the five systems of romanization. Each character is given one to three meanings. A cross-reference system shows the relationship between alternate representations of a single character. Those wishing more detailed information about a given character are referred directly to the proper location in one of two comprehensive dictionaries, one in English and one in Russian.

A Functional View of Language. *The Waynesflete Lectures 1961.* By André Martinet. Oxford University Press, 1962. viii, 163 pp. 21/-.

This book is a series of five essays in the field of general linguistics: I. Realism versus Formalism, II. Towards a Functional Syntax, III. Linguistic Typology, IV. Linguistic Variety, V. Linguistic Evolution. Professor Martinet takes frequent issue with the highly formalistic approach characteristic of much contemporary structural description.

A Reference Grammar of Modern Turkish, by Lloyd B. Swift. (Indiana University Publications, Uralic and Altaic Series, 19.) Bloomington, Indiana University, 1963. v, 278 pp. \$4.00.

The material in this volume (which was prepared under a contract between the Foreign Service Institute and the U.S. Office of Education) is based on the speech of educated Turks and to a lesser extent on books published in Turkish and in other languages about Turkish. The main portion of the book consists of six chapters: Phonemics, Morpho-Phonemics, Word Formation, Nominal Inflection, Predicate Inflection, and Syntax. An appendix contains sample analyses of typical sentences. The book closes with a detailed index.

The material is based on a modern linguistic analysis, e.g. the attention given to such items as pitch, stress, and juncture, but the style is relatively non-technical; linguistic terms that may be un-

familiar to the user are explained either in the text or in the Notes. The Turkish examples chosen are such as are likely to be easily understood by the intermediate student. The grammar emphasizes linguistic forms of high frequency and regularity, leaving forms of limited usage or atypical behavior to the dictionary or to special treatises, e.g. on the Arabic element in Turkish. (It is worth noting that this book is not intended for use as a teaching text.)

Uzbek Structural Grammar, by Andrée F. Sjoberg. (Indiana University Publications, Uralic and Altaic Series, 18.) Bloomington, Indiana University, 1963. xii, 158 pp. \$3.50.

Uzbek is a Turkic language spoken by about 7,000,000 people, a little more than 5,000,000 of whom live in Uzbekistan (Uzbek SSR). Uzbek has a number of dialects that can be divided into four major groupings, the most important of which, socially and historically, includes the dialects of the main urban centers of Central Asia—Tashkent, Bukhara, Samarkand, etc. The dialect described in this study is the educated speech of Tashkent, which is the literary standard today. The Uzbek material is presented in phonemic transcription. Uzbek is today officially written in the Cyrillic alphabet.

The book, which was prepared under a contract with the U.S. Office of Education, consists of an Introduction followed by seven chapters: Phonology, Phonotactics and Morphophonology, Forms and Functional Classes, Derivation, Inflection, Phrase Structure, and Clause Structure. An analytical table of contents compensates for the lack of an index. The style is technical—the language of modern structural linguistics.

A Short Reference Grammar of Moroccan Arabic, by Richard S. Hurrell. With an Appendix of Texts in Urban Moroccan Arabic by Louis Brunot. (Georgetown University, Institute of Languages and Linguistics, Arabic Series, 1.) Washington, D.C., Georgetown University Press, 1962. xxiii, 263 pp. \$4.50.

This book, which was prepared under a contract with the U.S. Office of Education, is intended for the student who has already had an introductory course in Moroccan Arabic. It is a systematic presentation of the principal grammatical facts of the language; no exercises or glossaries are included. Theoretical considerations and technical terminology

have been held to a minimum. The form of Arabic described is the educated urban speech of the northwestern part of Morocco—Fez, Rabat, and Casablanca.

The book consists of three parts—Phonology, Morphology, and Syntax—followed by an Appendix of forty-three pages of texts with notes. An analytical table of contents compensates for the lack of an index. Considerable use is made of paradigms at those points where the language lends itself to that form of statement.

Teaching English Pronunciation to the Twi-Speaking Student, by Paul Schachter. Legon, Ghana University Press, 1962. v, 60 pp. 6/- [Also distributed by Oxford University Press. 85 cents.]

A careful presentation of the pronunciation problems which Twi speakers have in learning English. The Akwapem dialect of Twi and the "Received Pronunciation" of British English are used as the basis for discussion. The first part of the booklet, "Speech Sounds," explains the sound systems of the two languages and the corresponding points of difficulty. The second part, "Sound Patterns," treats the distribution of consonants and the phenomena of stress and intonation. Phonemic transcriptions in IPA symbols are used, and much material is presented in simple, clear charts and diagrams.

The Teaching of Anthropology, ed. by David G. Mandelbaum, Gabriel W. Lasker, and Ethel M. Albert. (American Anthropological Association Memoir 94.) Trade edition published by the University of California Press. xxvi, 611 pp. \$8.50.

This work is the outcome of a project on educational resources in anthropology carried out by the Department of Anthropology at the University of California, Berkeley. Part VI, pp. 271-332, treats "The Teaching of Linguistics in Anthropology." In "Objectives and Concepts in Linguistic Anthropology," Dell H. Hymes assesses the broader implications of the teaching of linguistics. The specific aims of introductory courses are discussed in Floyd G. Lounsbury's article "Methods and Course Progression," in which he argues for the priority of depth over breadth. Kenneth L. Pike furnishes some more specific suggestions in "Choices in Course Design." One article in a later section, David L. Olmstead's "Special Problems of a Small Anthropological Staff," pp. 539-544, also comments on the teaching of linguistics.

The Linguistic Reporter

Newsletter of the

Center for Applied Linguistics

1755 Massachusetts Avenue, N.W.

Washington 36, D.C.



Center Publishes *Linguistic Reading Lists*

Linguistic Reading Lists for Teachers of Modern Languages, edited by Charles A. Ferguson and William A. Stewart. Washington, D.C., Center for Applied Linguistics, 1963. v, 114 pp. \$2.50.

This volume contains a short general bibliography of works on linguistics and language study, followed by separate bibliographies for French, German, Italian, Russian, and Spanish. Each bibliography consists of about a hundred carefully selected and annotated books and articles which linguists would recommend to teachers of these languages. There is no restriction in the content of the works; the lists include, for example, descriptive linguistic studies, dictionaries, studies in historical linguistics, and sample textbooks, as well as general background works and studies of a specialized nature, such as orthography and style.

The authors and their bibliographies are the following: André Martinet and

Stanley Lampach (French); Herbert L. Kufner and William G. Moulton (German); Frederick B. Agard and Robert J. Di Pietro (Italian); Edward Stankiewicz and Dean S. Worth (Russian); William A. Stewart (Spanish).

Linguistic Reading Lists is one of the products of the contrastive structure studies project undertaken by the Center for Applied Linguistics under a contract with the U.S. Office of Education.

Cercle Linguistique de Montréal

Fondé en mai 1961, le *Cercle linguistique de Montréal* s'est fixé comme but l'analyse et la description objective du franco-canadien. Au cours de ses deux premières années d'existence il a, sous la présidence de M. Gilles Lefebvre, précisé les limites de son champ d'action et défini son orientation. Il compte actuellement vingt-sept membres.

Un certain nombre de travaux ont été mis en marche: enquête dans la région

montréalaise sur les morphèmes de l'interrogation en franco-canadien; enquête plus vaste et plus systématique dans la même région sur le vocabulaire disponible chez les écoliers franco-canadiens; dépouillement de journaux de la même région en vue d'établir un corpus à partir duquel une étude sera faite des anglicismes dans les textes de publicité.

Devant l'intérêt manifesté par les professeurs de langues des écoles secondaires et des collèges classiques pour la linguistique, le *Cercle linguistique de Montréal* a décidé de donner son appui à la formation d'une Société de linguistique appliquée qui aurait pour but de montrer ce que la linguistique peut apporter à l'enseignement des langues.

Le bureau de direction actuel du *Cercle linguistique de Montréal* se compose de MM. Guy Rondeau, du Département de linguistique de l'Université de Montréal, président; Gilles Bibeau, vice-président; André Dugas, secrétaire; Antoni Boulet, trésorier, et Jean-Claude Corbeil, conseiller.

Die Sprachenschule der Bundeswehr

by Werner Lieck

[Mr Lieck, Director of the Language School of the German Armed Forces, is a qualified theoretical linguist with many years of practical experience in the teaching of English and French as second languages. He maintains appropriate liaison with other language training establishments in NATO and with other, nonmilitary, institutions]

BACKGROUND AND MISSION

Instruction in foreign languages up to the intermediate level is given in many institutions and troop units of the German Armed Forces, but up to the advanced level of proficiency it is conducted only at the Sprachenschule der Bundeswehr (Language School of the German Armed Forces), which was set up at Bad Godesberg near Bonn in May 1958, and which moved to Eurskirchen in April 1959.

The primary mission of the School is

to provide foreign language instruction for members of the German Armed Forces. The students are intended for assignment as military attachés or to the offices of military attachés, for service with integrated staffs, for attendance at NATO training courses, or for other duties where German is not the official language of communication.

ORGANIZATION AND COURSES

The School is under the supervision of the Administrative and Legal Affairs Division of the German Ministry of Defense. Headed by a Director, it includes a Department of Western European Languages, a Department of Eastern European Languages, a Course Development Department, and a Teacher Training Department, each of which is supervised by a department head.

The school conducts the following courses: courses in English and French, and courses in Russian as well as other Eastern European languages (12 weeks); special short courses in the languages mentioned above (6-8 weeks); special courses (of varying duration) in Western European languages, other than English or French, as required; teacher training courses (8 weeks); special courses in German (4-12 weeks) for selected foreign nationals.

All language instruction incorporates pertinent area study material. Teacher training courses provide for the instruction of specially selected personnel in teaching methods, in the application of inductive methods of teaching "structure," and in the audio-oral approach, which uses exclusively the target language. The end-of-course examination requires the trainee to demonstrate his practical ability to teach.

PROFICIENCY LEVELS

The language courses of the German Armed Forces are designed to bring the student to a recognized standard of proficiency. For internal administrative purposes there are five of these levels.

Examinations on the highest proficiency level require the student to demonstrate his ability to interpret on military topics both consecutively and simultaneously as well as to translate military documents.

To study Western European languages at the School, the student must already have achieved the so-called "proficiency level B," which normally requires 600 hours of instruction. The language proficiency level is determined by one of the semiannual "General Language Proficiency Tests" for members of the German Armed Forces. In the case of



Sprachenschule der Bundeswehr: Typical Classroom Scene

Eastern European languages, no previous language study is called for.

INSTRUCTION AND MATERIALS

Several of the teachers are native speakers of the language they teach. In the case of the non-native speakers, most have spent long periods in a country the language of which they teach.

Students spend a weekly average of 32 hours in class, and, except where special requirements have to be met, are given instruction and practice in the following subjects: general language, including structure, pronunciation, and style; special military and technical terminology; area background; conversation, discussion, and debating. The number of hours allocated to each of these subjects each week depends on the different proficiency levels.

Most of the instructional material is produced by the Course Development Department of the School, which is entrusted with the following tasks: preparing workbooks, texts, teacher's manuals, and other instructional material, such as tapes, charts, etc.; developing testing material for the semiannual language proficiency tests; cooperating in the investigation and establishment of principles and methods for language instruction. Development of instructional material for foreign language correspondence courses to be offered to German Armed Forces personnel is planned for the near future.

The School makes extensive use of audio-visual aids. There are three language laboratories with a total of 45 booths, each equipped with headphones, a tape recorder, and a microphone. There are also numerous other audio-visual aids available, such as tape recorders, record players, closed-circuit TV, and film and slide projectors.

The School library contains approximately 1,800 titles in the reference section and subscribes to 88 different periodicals and newspapers. Another 5,700 volumes are available for classroom use and private reading.

Training military and civilian personnel in foreign languages has been the School's mission for five years, and has involved many an unforeseen problem. A high degree of success, however, has been achieved through the adoption of modern methods of language instruction. By increasing the number of persons competent in foreign languages, the School helps to strengthen mutual understanding and cooperation among nations.

Simposio Interamericano de Lingüística y Enseñanza de Idiomas

by Yolanda Lastra

[Miss Lastra, a Mexican linguist with a doctorate from Cornell University and currently Assistant Professor at Georgetown University, was the assistant coordinator of the Symposium described below]

The first Inter-American Symposium in Linguistics and Language Teaching was held at Cartagena, Colombia, August 19-25. About one hundred language specialists from Latin America, the Caribbean, and the United States, as well as five European observers, were present. The purpose of the Symposium was to create an international program that would foster cooperation among institutions and scholars of the hemisphere and give impetus to linguistic research and language teaching.

The Symposium was sponsored by the Center for Applied Linguistics, Washington, D.C., the Committee on International Exchange of Persons, Washington, D.C., the Instituto Caro y Cuervo, Bogotá, and the Comisión para Intercambio Educativo, Bogotá. Funds were made available by the Ford Foundation, the U.S. Department of State, and the Colombian Ministry of Education. The general coordinator for the symposium was Donald F. Solá of Cornell University.

At an inaugural session held at the Palacio de la Inquisición where public officials and representatives of the sponsoring Colombian institutions welcomed the delegates, Alberto Escobar of the University of San Marcos, Lima, addressed the participants, encouraging them to discuss different theories and approaches as a basis for mutual understanding and to work together in the solution of common problems.

One of the purposes of the Symposium was to present information on existing institutional and professional resources. Ten regional coordinators had been assigned information-gathering responsibility, and in the months preceding the Symposium they had interviewed university officials, professors, and persons engaged in research and language teaching, as well as officials in ministries of education. Their reports, which the Instituto Caro y Cuervo plans to publish together with all other papers read at the Symposium, were presented during the morning sessions of the first two days. [A general account of the Symposium, the text of two of the addresses, and the list of

recommendations have already appeared in *Noticias Culturales*, No. 33, October 1, 1963, published by the Instituto.] Other papers included reports by Luis Flórez of the Instituto Caro y Cuervo on the Ethno-Linguistic Atlas of Colombia; by Fernando A. Martínez, also of the Instituto, on his continuation of the dictionary of Spanish begun by Cuervo; and by Donald Burns on the work of the Summer Institute of Linguistics. Guillermo Luis Guitarte read a paper on the history of linguistics in Latin America. A comparable paper on the history of linguistics in the United States was given by Joaquim Matoso Câmara. Other technical papers included "Problems of Translation of Linguistic Terminology" (Emma Suárez); "Training of the Language Teacher in Latin America" (Adriana Gandolfo); "Dialectology and the Teaching of the Official Language" (José Pedro Rona). Papers by American scholars included "Descriptive Linguistics and Language Teaching" (William A. Shipley, Joseph Grimes, and Paul Garvin) and "Towards a New Definition of the Teacher's Role in Foreign Language Study" (Lawrence B. Kiddle and Albert Valdman). Bernard Quemada of the University of Besançon gave a paper on lexicography. John W. Martin, director of the Instituto Lingüístico Colombo-Americano, led a round-table discussion on the teaching of English in Latin America. A round-table discussion on standard languages was led by Luis J. Cisneros, another on the use of computers for linguistic research by Paul L. Garvin, and a round-table discussion of the plenary session on the role of linguistics and language teaching in institutional development was moderated by Ramón de Zubiría.

On the fifth day, the delegates formally established the Inter-American Program in Linguistics and Language Teaching and approved a set of fifteen resolutions ranging from general propositions to very specific recommendations. The resolutions were directed to the relationship between linguistics and language teaching; the relative importance of national, indigenous, and foreign languages; methods of language instruction and teacher training; and the human and social significance of language.

On the sixth day, the assembly elected an Executive Committee of seven mem-

bers: Alberto Escobar, Universidad de San Marcos, Lima, Perú; Robert Lado, Georgetown University, Washington, D.C.; Luis J. Prieto, Universidad Nacional, Córdoba, Argentina; Aryon Dall' Igna Rodrigues, Universidade de Brasília, Brasília, D.F., Brasil; Angel Rosenblat, Universidad Central, Caracas, Venezuela; Donald F. Solá, Cornell University, Ithaca, N.Y.; Ramón de Zubiría, Universidad de los Andes, Bogotá, Colombia. Professor Rosenblat is the Chairman of the Committee and Professor Solá serves as the Executive Secretary.

The last day was taken up with meetings of the various committees which will carry on the work of the Symposium and will organize a second meeting to be held at Indiana University in the summer of 1964.

The Symposium provided an opportunity for those members of the new Asociación de Lingüística y Filología de América Latina who were present to hold a meeting and for interested persons to join this association.

Further information on the Inter-American Program in Linguistics and Language Teaching and copies of the recommendations in Spanish, Portuguese, English, Dutch, and French may be obtained from Professor Donald F. Solá, 320 Wait Avenue, Cornell University, Ithaca, N.Y., U.S.A.

ALFAL To Hold Meeting

The first Latin American meeting of the Asociación de Lingüística y Filología de América Latina (ALFAL) will be held in Viña del Mar, Chile, on January 20-25.

Papers and discussion during the conference will center upon the following topics: The Language Problem in Latin America, The Present State of Linguistic and Philological Studies in Latin America, The Methodological Problems in Dialect Investigations in Latin America, The Indian Languages in Latin America, and The Present Trends in the Study of Latin American Literature.

ALFAL was organized in August 1962, during the Ninth International Congress of Linguists at Cambridge, Mass. The purpose of the association is to encourage the study of linguistics and philology, and to facilitate the interchange of information between linguists and philologists in Latin America. All correspondence should be addressed to the General Secretary, Gastón Carillo Herrera, Casilla 695, Viña del Mar, Chile.

The Center for Applied Linguistics of the Modern Language Association of America is a non-profit professional organization established 1959 in Washington, D.C. The purpose of the Center is to serve as a clearinghouse and informal coordinating body in the application of linguistic science to practical language problems.

The *Linguistic Reporter*, the Center's newsletter, is published six times a year, in February, April, June, August, October, and December. It is distributed free of charge to those who request it. Address all correspondence to Frank A. Rice, Editor, *The Linguistic Reporter*, Center for Applied Linguistics, 1755 Massachusetts Avenue, N.W., Washington 36, D.C. Articles published in the *Reporter* may be quoted in whole or in part, provided appropriate credit is given.

Applied Linguistics in Ireland

by Colmán L. Ó Huallacháin, O.F.M.

[*Father Ó Huallacháin is Adviser on Linguistics to the Department of Education of the Republic of Ireland. Previously he was teacher of Irish at Gormanston College, Gormanston, Co. Meath, Ireland*]

Under the direction of a full-time Adviser on Linguistics to the Department of Education of the Republic of Ireland, a survey of the Irish language is presently being conducted. The purpose of the survey, which has been under way for some months, is to provide a basis for a new audio-lingual course for teaching Irish as a second language in the schools of the English-speaking parts of the Republic. (The ancestral language has been an essential feature of the school system—primary, secondary, and university—for over forty years.)

Recordings are being made in the Irish-speaking districts of six hundred 1,000-word spontaneous conversations. A high percentage of these are of the speech of children whose native language is Irish. The typescripts of the conversations are being analyzed to reveal the most necessary normal syntactic units. A count of verb forms (with a record of the context of each) is to be made by machines next year.

Meanwhile five hundred people from all over the English-speaking districts have indicated the 400 English words they consider most useful for discussing twenty themes, such as: indoor recreation, illnesses, buying and selling, religion, sport. Thus 200,000 words have been collected from two hundred primary school children, one hundred secondary school children, one hundred vocational school children, and one hundred adults. A parallel collection has been made for the vocabulary of Irish, collected from five hundred native speakers of Irish in the same kind of groups. Machine counts of the first part of this material began

on November 1st. It is hoped that by early next year this will give a frequency list of English words—resembling the *vocabulaire de disponibilité* of *français fondamental*, or of *Grunddeutsch*.

Indications of the principal kinds of interference noticed among learners are being sought by means of error analysis. Last summer ten examples of interference were noted and written down by some two hundred and fifty examiners of students at the primary, secondary, and university levels. This autumn six hundred teachers of Irish in the immediately post-primary classes are submitting similar lists of ten errors each. It is felt that the evidence of the results of transferring English speech habits to the second language being learned will help those planning courses overcome the problems of learners systematically.

Meanwhile the Adviser on Linguistics has introduced the audio-lingual teaching of French, Spanish, and German into the secondary schools, using the texts of Holt, Rinehart and Winston in pilot schemes.

Courses in the audio-lingual method are to be given to teachers, commencing next summer, at *An Teanglann*, a language centre being established for that purpose, and for research, at Gormanston College, Co. Meath. These courses are to be run in conjunction with the cultural missions of the various nations interested in forwarding knowledge of their particular language.

As the Irish have experience of problems of language in a school system which was reorganized with the coming of independence, and at the same time as they are native speakers of a world language, their many teachers going to emergent nations in coming years could cause the present linguistic projects to have repercussions far beyond the homeland.

Intensive Courses in English at the University of Ceylon

by Carlton Samarajiva

[Mr. Samarajiva is a teacher-trainer at Peradeniya Teachers' College, Ceylon, and is presently following a course in the teaching of English as a foreign language at the University of Sydney, N.S.W., Australia. This article is based upon his experience in teaching the Intensive Courses in English at the University of Ceylon for three years.]

"A University course is almost useless without an ability to use English books, which form an abundant source of knowledge. A knowledge of English is essential to read the books in the University library. What you learn from books and discussions is more important than what you learn from lectures. The aim of this course is to enable you to read easily and freely and to understand what has been read."

In these simple words, Dr. Hector Passé, Professor of English and present Dean of the Faculty of Arts of the University of Ceylon, Peradeniya, explained to some 200 undergraduates why they had arrived at Peradeniya two months before the 1960 academic year commenced. These students, whose knowledge of English was far below par, formed a large proportion of the new admissions that year—an important year in the history of the University because for the first time since its inception, the Swabashas were to be used as the media of university instruction in the Arts Faculty. (Swabasha is the term widely used in Ceylon to denote the national languages, viz. Sinhalese and Tamil.) Hitherto all university instruction (except in the Department of Sinhalese and Oriental Languages, where the national languages were used in a limited way) was imparted in the English medium. In 1960, in pursuance of the Government's Swabasha policy, the University was committed to providing instruction in Sinhalese and Tamil. Although over a decade had passed since the Swabashas were progressively used as the media of instruction in all schools, the University was not prepared for a smooth switch from English to the Swabashas. This was because not even the basic textbooks in the various subjects, not to speak of reference books, had been translated into the national languages. Nor is the availability of books in Sinhalese and Tamil (the latter to a lesser extent) even now by any means sufficient. So, a knowledge of English was (and is) considered an essential pre-

requisite for a good University education because of the need for undergraduates to read widely, with understanding, criticism, and intelligence. Although the undergraduates had studied English as a second language from their fourth year in school, their mastery of the language was found to be quite inadequate, and therefore the University was faced with the task of imparting a university education to hundreds of students who could not read English books with understanding.

AN INTENSIVE COURSE IN ENGLISH

Helped by a substantial grant from the Rockefeller Foundation and by a smaller one from the Asia Foundation, the University authorities organised almost overnight what was termed "An Intensive Course in English for Swabasha-Educated Undergraduates." On the outcome of this course much depended, and the project, which started on an experimental basis, showed at the end of the two months that about 40 per cent of the students who had followed the course had gained "an ability to read and understand books at the university level."

A teaching staff of fourteen instructors drawn from the University and from a Teachers' College and from secondary schools administered the course, which was drawn up by the local staff. Those students who did not reach the expected standard at the end of the course were put through a continuing course when they attended classes throughout their first academic year. The vast majority of these were found to have reached the required standard at the end of the 1960-61 academic year. The experiment therefore proved effective as a means of imparting a reasonably adequate mastery of English with the clearly defined aim of "being able to read and understand."

After the experience gained from the initial course, similar courses with some adjustments and improvements were drawn up for future groups of undergraduates, the fourth of its kind being conducted for the 1963 entrants, more and more of whom know less and less English.

A sub-Department of the English Department has been instituted under the directorship of an English teaching specialist, Miss Chitra Wickremasuriya. Its specific purpose is planning and adminis-

tering intensive courses in English to the undergraduates who are now being drawn largely from the rural schools. In the past, almost all undergraduates came from the better city schools, where the standard of English was remarkably high.

As to the nature of these courses, they are carefully graded and cover all aspects of language learning—speaking, reading, and writing. The reading passages consist of selections from the kind of books the undergraduates have to read for their various courses of study. The grammar lessons, which are related to the reading lessons, deal with the basic patterns of expression with which university students must familiarise themselves. Since pronunciation cannot be dispensed with in any type of language course, it forms an integral part of the course. Exercises in comprehension include writing short outlines of the reading passages, answering intensive and extensive questions on them, and writing compositions on general topics.

The students spend five hours each day of the two-month period in the classroom learning the language, while separate hours are set apart for library work. A special section of the library has books selected to meet the needs of the different groups of students. Social and recreational activities, too, are planned to enable the students to utilise the language or hear it being spoken as frequently as possible.

AIM OF THE PROGRAM

In spite of this range of activities, the aim is the limited one of enabling the undergraduates to read and understand books written in English. This aim is of special relevance to the undergraduates in Ceylon—indeed to all students pursuing tertiary courses of study in Technical Colleges or Teachers' Colleges and similar institutions. It springs from the sheer paucity of reading materials in the national languages, which have now become the media of instruction not only in all schools but also in many tertiary institutions. (The switch to the Swabashas in the Science Faculties of the University will also take place sooner or later.)

The second great difficulty preventing a more ambitious aim than merely reading competence in English is the lack of adequately trained teachers. The vast majority of the English teachers in the rural schools have had no professional training. Nor is their own English of a satisfactory standard. Most of these teachers have

barely passed the English paper at the G.C.E (Ceylon) Examination and are appointed to schools as "English Assistants" without any kind of training at all. Overcrowding in classrooms make effective teaching even more difficult and added to this is the lack of well planned syllabi and textbooks. These are some of the difficulties that make a more ambitious English teaching objective quite difficult to achieve in Ceylon.

The University's intensive courses have served as a means of evaluating the effectiveness of the English teaching programme at the school level. A great portion of university teaching is necessarily remedial. The students' mistakes provide valuable insights into problems of teaching English in Ceylon and they could serve as guides to arrangements and emphasis in the content of schemes of work. What mistakes arise from a complete lack of certain English sounds in Sinhalese and Tamil? What mistakes are caused by a transference of native language habits? These are some of the questions which the students' mistakes help to answer. (Miss Chitra Wickremasuriya has made a survey of such mistakes in two articles, "Some Common Mistakes in Written English," published in the *Journal of the National Education Society of Ceylon*, March 1961 and June 1961.) A student who writes "The man married the elephant to a tree" has produced a grammatically correct sentence but has transferred a Sinhalese usage; in Sinhalese the equivalent term for "marry" also means "tie". The student who writes on "The Coasts

New CAL Publications

The Teaching of Arabic in the Arab World, by Mahmoud Roushdi Khater. Washington, D.C., Center for Applied Linguistics, 1963. 14 pp. free.

This little booklet is the text of an address given at a conference for teachers of Arabic held in Washington, D.C., on December 29, 1962, at the annual meeting of the Modern Language Association of America. The author, who is Associate Professor, Faculty of Education, Ein-Shams University, Cairo, Egypt, U.A.R., discusses the objectives of teaching Arabic in the Arab world, organization of the curriculum, methodology, teaching materials, and the preparation of teachers. The discussion focusses primarily on the teaching of Arabic in the elementary, intermediate, and secondary schools in the United Arab Republic.

of Ceylon" when asked to write on "The Cost of Living in Ceylon," and the student who writes "People breed through their noses" reveal among other things a pronunciation difficulty. These mistakes also show the need for a contrastive analysis of Sinhalese and English and of Tamil and English. The only attempt made so far at such a contrastive analysis was by Hector Passé in his thesis for the Ph D. and in his excellent little book, *The Use and Abuse of English*, published in 1955. Dr. Passé has listed typical Ceylonese departures from the King's English under the heads "Translation Errors" and "Incorrect Usage or Ignorant English." He draws his illustrations from conversations, essays, and scripts of undergraduates, and Ceylon newspapers, which of course would represent the English of those who used it as their first language, rather than as their second, when English was the medium of instruction in Ceylon. The present need is to deal with the problem when English is only a second language in the country.

The University sub-Department is now in a position to advise and guide the schools in matters connected with specific aspects of teaching English as a second language, particularly in the University Entrance classes where prospective undergraduates spend two valuable years. Some enterprising schools have already begun administering intensive courses on the lines of those conducted at the University. This is a hopeful sign that the experiment at the University has not been useless.

University Resources in the United States for Linguistics and the Teaching of English as a Foreign Language. Washington, D.C., Center for Applied Linguistics, 1963. 45 pp. 25 cents.

This third, revised, and considerably expanded edition of *University Resources* gives information about undergraduate and graduate programs in linguistics, programs for Americans and for foreign nationals in the teaching of English as a foreign language, courses in English for foreign students, research projects, and key personnel involved in the programs. The main part of the booklet is an alphabetical listing of the universities and colleges (about eighty in all), followed by information on summer institutes. A tabular index for quick reference appears at the end.

Linguists wanted

UNIVERSITY OF AUCKLAND has vacancy for a Senior Lecturer in Linguistics in the Department of Anthropology. Applicant should have training in modern descriptive linguistics, some teaching or research experience in Malayo-Polynesian or New Guinea languages desirable. Salary range £1,700-2,000. Further particulars from the Registrar, University of Auckland, Box 2175, Auckland, New Zealand

AUSTRALIAN NATIONAL UNIVERSITY has vacancies for a Senior Fellow and Research Fellow in Linguistics at the Institute of Advanced Studies to carry out and direct research in linguistics and supervise post-graduate students. Neither position carries a teaching load. Salary range for Senior Fellows £A3,000-3,550, for Research Fellows £A1,781-2,450. Preference will be given to candidates specializing or intending to specialize in Oceanic Linguistics. Further information and application forms from the Registrar, Institute of Advanced Studies, The Australian National University, Box 4, G.P.O., Canberra, A.C.T., Australia

ENGLISH AS A FOREIGN LANGUAGE: American University of Beirut, Beirut, Lebanon, starting September 1964.

ASSISTANT PROFESSOR to teach courses in structural linguistics and English, serve as consultant to intensive English program, help plan graduate program in English and Teaching English as a Foreign Language Ph.D. or Ed.D. in linguistics, and teaching experience

INSTRUCTORS to teach freshman-sophomore English. M.A. in English or English as a foreign language and teaching experience. Three-year contract provides round-trip travel, salary, fringe benefits. Send detailed resume to Faculty Recruitment Secretary, Near East College Association, 548 Fifth Ave., N.Y. 36, N.Y.

LANGUAGE SCHOOL of the German Armed Forces has vacancies for qualified native American linguists with experience in teaching English as a second language, textbook development, or teacher training. Address inquiries to Bundesminister der Verteidigung, Bonn/Rhein, Ermekeilstrasse 27, West Germany.

Corrections to the Publications List of the Center which appeared on page 4 of the *Linguistic Reporter*, Supplement No. 10, October 1963: Under HINDI BASIC COURSE, pagination and price should read 363 pp \$3.50. Add to list: HINDI BASIC READER, by J. Martin Harter and others. 1960. 83 pp. \$1.50.

meetings and conferences

- December 26-31. American Association for the Advancement of Science, 130th. Cleveland, Ohio
- December 27. American Studies Association. Chicago, Ill.
- December 27-28. American Association of Teachers of Italian. Chicago, Ill.
- December 27-29. American Association of Teachers of Slavic and Eastern European Languages. Chicago, Ill.
- December 27-29. American Folklore Society. Detroit, Mich.
- December 28. College English Association. Chicago, Ill.
- December 28-29. American Dialect Society. Chicago, Ill.
- December 28-30. American Association of Teachers of Spanish and Portuguese, 45th. Chicago, Ill.
- December 28-30. American Philological Association. Pittsburgh, Pa.
- December 28-30. Linguistic Society of America. Chicago, Ill.
- December 29-30. American Association of Teachers of French. Chicago, Ill.
- December 29-30. American Association of Teachers of German. Chicago, Ill.
- January 4-10. International Congress of Orientalists, 26th. New Delhi, India
- January 20-25. Asociación de Lingüística y Filología de América Latina. Viña del Mar, Chile
- January 24. Bibliographical Society of America. New York, N.Y.
- February 12-15. Conference on International Education, 5th. Washington, D.C.

1964 Linguistic Institute to Develop New Concept

Indiana University announces that the Linguistic Institute for the summer of 1964 will be held in Bloomington, Indiana, June 17-August 14, under the joint sponsorship of Indiana University and the Linguistic Society of America. Since 1928 the annual Linguistic Institutes have brought together scholars and students in a way that is unlikely on any one campus during the academic year.

The plans for the 1964 Institute reflect the decision taken by its director, Professor Thomas A. Sebeok, to develop a new concept of the summer institute corresponding to the changing needs of students of linguistics and the new status of linguistic scholarship in the United States.

The 1964 Institute will differ from its predecessors most obviously in the number and variety of its staff and its course offerings. While attempting to maintain or even exceed the high standards of quality set by previous Institutes, Professor Sebeok has assembled a faculty of some fifty linguists, including seven from other countries, has arranged about sixty regular courses, and in addition to these, has scheduled special seminars, lecture series, and national and international conferences.

Three features of the general coverage

of courses represent rather ambitious aims. The Institute has attempted to provide course work, first, in all the major traditional fields of linguistics (descriptive, historical, dialectology, general linguistics, applied linguistics, phonology, grammar, lexicology); second, in most of the major theoretical approaches to linguistic analysis (e.g. Prague School, tagmemics, transformational analysis, "prosodics"); and third, in the major fields of linguistics and related disciplines (e.g. Language and Society, Language and Biology, Language and Literature). At the same time a broad coverage of languages and groups of languages is represented, ranging from Albanian to Nahuatl and from Comparative Tai to Semitic.

One special feature of the Institute will be seven sets of public lectures given by outstanding visiting linguists. Each lecturer will spend a week at the Institute, give four lectures, and make himself available for consultation with students who have registered for this beforehand. It is planned that the lectures will be published in a single volume, the third in the series *Current Trends in Linguistics* (Moulton & Co.). The lecturers are Noam Chomsky, Mary R. Haas, Charles F. Hockett, Yakov Malkiel, William G.

Moulton, Kenneth L. Pike, and Uriel Weinreich.

In addition to the regular course offerings and public lectures, the Institute will include a number of restricted seminars. These will be devoted to special topics or programs, including language data processing, Russian language for linguists, sociolinguistics, and others. The participants in these seminars will be selected either by invitation of the seminar chairman or by application and review; many of the participants will be senior scholars.

Finally, the Director has attempted to provide centralized physical facilities for the Institute, which will make possible much more effective communication and interaction among those associated with the Institute. Most of the students and faculty will be housed in a single new building complex which will also contain the Institute classrooms, a special branch library set up for the Institute, and facilities for eating and for the daily coffee hour.

The administrative staff of the Institute, in addition to Professor Sebeok, includes Dr. Charles A. Ferguson, Associate Director; Professor Albert Valdman, Assistant Director; and Mrs. Lucia Sauer, Assistant to the Director. All applications for admission should be sent to Mrs. Sauer at Rayl House, 1825 East Third Street, Bloomington, Indiana; other communications should be sent to Professor Sebeok at the same address.

State-USIA Language Policy

A comprehensive foreign language policy recently set forth jointly by the Department of State and the United States Information Agency contains, as one of its important features, a system of appointment salary differentials designed to encourage candidates for the Foreign Service to acquire a useful degree of language skill prior to appointment. Under this system, a candidate's base salary may be adjusted upward by as much as five salary steps if he demonstrates a sufficient degree of foreign language competence. Such increases may result in promotion to a higher class. Incentives are also provided for personnel already employed.

In addition to positive inducements in the form of salary differentials, the policy also provides negative incentives in the form of restrictions on the promotion and overseas assignment of officers who do not possess a required level of proficiency in designated languages.

The Aims and Methods of Scholarship in Modern Languages and Literatures, edited by James Thorpe. New York, The Modern Language Association of America, 1963. ix, 69 pp. \$1.00.

A collection of essays addressed primarily to students. The essays discuss four forms of scholarship—linguistics (William G. Moulton), textual criticism (Fredson Bowers), literary history (Robert E. Spiller), and literature criticism (Northrop Frye). In each case, the writer offers his ideas about fundamental questions facing the modern scholar: the range of purpose open to him, the basic problems confronting him, the presuppositions underlying his work, the methods and procedures available to him.

Introduction to Nepali: A First-Year Language Course, by T. W. Clark. Cambridge, England, W. Heffer & Sons, 1963. xvii, 421 pp. £4 4s.

Nepali is the official language of the Himalayan kingdom of Nepal and also the lingua franca of its diverse tribes. According to the 1952-54 census, the population of the hill areas of Nepal is 5,867,000, and of these some 84 per cent speak Nepali. This book is based on the dialect of Kathmandu, in both its spoken and written styles.

The book is divided into three Sections. Section I (pp. 1-66) is concerned primarily with pronunciation and provides an ordered series of graded drill exercises, with some words and phrases and vocabulary and grammar notes. The Nepali material (in this Section as well as in Section II) is presented in a transliteration system. Printed below each utterance of more than one syllable is a notation that marks word, phrase or sentence stresses and the relative pitch of the various units of the utterance. Section II (pp. 67-322) presents the grammar in a formal fashion, with considerable use of listings and paradigms. The forms are introduced at the beginning of each chapter followed by sets of sentences and a piece of continuous writing. They are all translated and where appropriate provided with notes. At the end of each chapter are translation exercises. There is no material for conversation practice. Section III

(pp. 323-421) presents the devanagari script as used in Nepali, with analysis of a large number of conjunct characters. The sentence and other material is taken from Sections I and II.

Taped recordings of all the material in the book are held in the School of Oriental and African Studies, London.

Hungarian Basic Course [Vol. I] Units 1-12, by Augustus A. Koski and Ilona Mihályfy. Foreign Service Institute, Department of State, 1962 [1963] xii, 266 pp. For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington 25, D.C. \$1.25.

This text, which was prepared under a contract with the U.S. Office of Education, appears in the Foreign Service Institute Basic Course Series, edited by Carleton T. Hodge. Volume II, containing Units 13-24, is scheduled for publication in the near future.

The Hungarian Basic Course aims at providing an introduction primarily to the spoken language, though the vocabulary and structure necessary for the use of written materials are included. The standard Hungarian orthography is used throughout. The materials are contained in a series of lessons, or units. Each unit includes a set of basic sentences that are intended for memorization; notes on pronunciation, in the first seven units; notes on grammar; an extensive series of drills; materials for conversation practice; and narratives designed for reading.

These materials are specifically designed for use with a native speaker of Hungarian working under the supervision of a linguist. Accompanying tape recordings are available through the Center for Applied Linguistics.

Dialects—U.S.A., by Jean Malmstrom and Annabel Ashley. National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois. ix, 62 pp. \$1.00 paper; \$2.25 hardbound.

This book presents a careful and relatively non-technical treatment of regional variety in American English. Following a first chapter that discusses the field of linguistic geography in a general fashion, the book goes on to consider in greater detail linguistic geography in the United States, forces underlying dialect distribution in the U.S.A., the main dialect areas of the U.S.A., the influence of foreign language settlements, and dialect in literature. The book contains suggestions for study, bibliographies, two maps, and an index.

Language in Africa, Papers of the Lever-Hulme Conference on Universities and the Language Problems of Tropical Africa, held at University College, Ibadan. Edited by John Spencer. Cambridge, University Press, 1963. vii, 167 pp. \$4.00.

Twelve short informative papers on African language problems, originally read by their English, French, and African authors at a conference held 29 December 1961 to 6 January 1962, are presented in this little work together with the reports of four working parties at the conference. The papers deal with the language diversity of Sub-Saharan Africa, the position of languages of wider communication, languages in education, the role of linguistics, and the place of the universities in all this. The papers range from specific descriptive studies to broad, historical essays. The book includes a list of African conferences on language 1950-1962, a list of the Conference participants, and a detailed index.

Trends in Modern Linguistics, edited on the occasion of the Ninth International Congress of Linguists . . . by Christine Mohrmann, F. Norman, and Alf Sommerfelt. Uirecht and Antwerp, Spectrum Publishers, 1963. 118 pp.

Seven essays by different authors on aspects of linguistic development from 1930-60. R. H. Robins' "General Linguistics in Great Britain, 1930-1960" is mainly an account of the work and influence of J. R. Firth, Hisanosuke Izui reviews linguistic research in Japan in his "Recent Trends in Japanese Linguistics"; Malcolm Guthrie's "African Languages" is a concise statement on developments in linguistic work in the African field; G. B. Milner, in his "Oceanic Linguistics," is concerned with developments in this field since 1945; John Chadwick gives a brief account of the latest developments in Mycenaean studies in his "Mycenaean Greek"; Roman Jakobson's brief "Efforts Toward a Means-End Model of Language in Inter-War Continental Linguistics" throws light on the history of structuralism in Europe; in "Recent Trends in the Study of Celtic Languages," Alf Sommerfelt surveys recent developments in the field of Celtic studies.

[This is the second of two *Trends* volumes, the first being *Trends in European and American Linguistics, 1930-1960*, edited by Christine Mohrmann, Alf Sommerfelt, and Joshua Whatmough, Spectrum, 1961, 299 pp.]

The Linguistic Reporter

Newsletter of the

Center for Applied Linguistics

1755 Massachusetts Avenue, N.W.

Washington 36, D.C.

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Conference Discusses Professional Organization for TEFL

A pilot conference to discuss the advisability of establishing a professional organization for teachers of English as a foreign language was held in Washington, D.C., on September 12. The conference, which was sponsored by the Center for Applied Linguistics, was the direct result of a decision reached at a business meeting of the English Language Section of the National Association of Foreign Student Advisers (NAFSA) at the annual NAFSA conference held at Pasadena, California, this past April. Present at the meeting were members of the National Council of Teachers of English (NCTE), the Speech Association of America (SAA), and the Center for Applied Linguistics. The decision stemmed from the stated need for cooperation among those involved in the various facets of the profession and the need for the dissemination of professional information and technical knowledge to everyone involved in the teaching of English as a foreign language.

The participants, who represented professional organizations, universities, government agencies, and elementary, secondary, and adult education divisions of public school systems, voted unanimously to call a national conference in the spring

of 1964 for all those professionally interested in teaching English to speakers of other languages. Subsequently, it was arranged to hold such a conference on May 8 and 9, 1964, in Tucson, Arizona.

An interim committee was chosen to organize the conference, which will be under the joint auspices of NAFSA, NCTE, SAA, and the Modern Language Association of America

IIE Shipboard Program for Asian Students

For the past eight years the Institute of International Education has administered on board ships of the American President Lines a Shipboard Orientation Program designed to provide a brief introduction to American life, culture, and language for Asian students coming to study in American and Canadian colleges and universities.

The program is conducted on each ship by a three-man team of directors, who receive round-trip transportation in return for their services. There will be two or three summertime sailings: each team goes out on one ship and returns on another, with a three-week stopover in the Orient. Each group of directors combines the qualifications of a foreign student adviser, a teacher of English as a second language, and a teacher of Amer-

ican culture. Persons interested in the position of Shipboard Director for the summer of 1964 are invited to write for further details to IIE's West Coast Regional Office, 291 Geary Street, San Francisco, California, 94102.

Chinese Language Information Center

The Foreign Language Materials Center of the Modern Language Association of America is in the process of setting up within its offices at 4 Washington Place, New York 3, N. Y., a Chinese Language Information Center. The new Center, which is under the direction of Henry C. Fenn, former director of the Institute of Far Eastern Languages at Yale University, will gather all available instructional materials for both Chinese and Japanese, will publish the *Newsletter* of the recently formed Chinese Language Teachers Association, and will provide consultation on problems connected with Chinese language programs.

Manchu at Indiana

This year for the first time the Program in Uralic and Altaic Studies of Indiana University is offering instruction in Manchu, an important literary language of the Altaic group. The classes are being given by Eric David Francis.