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PEACE CORPS ENGLISH TEACHING PROGRAM

by Allene Guss

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The growing demand in Asia, Africa, and Latin America for English as a second language is being met, in part, through the work of 1433 Peace Corps volunteers now teaching English abroad. Their assignments range from teaching elementary English in primary and secondary schools to participating in university level teacher-training programs. According to the Statistics and Records section of the Peace Corps, 536 of these volunteers, designated as "TEFL volunteers," i.e.

teachers of English as a foreign language, are working in countries where English is not the medium of instruction within the school system. The other 897 are designated as "English Teachers" (rather than teachers of English as a foreign language), and their main duty is that of up-grading English language skills so that students can more easily grasp subjects taught in English.

The majority of the TEFL volunteers (51%) are teaching in African countries: Cameroun, Gabon, Guinea, Ivory Coast, Morocco, Senegal, Somali, Tanganyika, and Togo. Twenty-four percent are working in the Near East: Afghanistan, Iran, Nepal, and Turkey. The other TEFL volunteers are located in Latin America and Southeast Asia: Bolivia, Colombia, Costa

Rica, Dominican Republic, Peru, Venezuela, and Thailand. While the major work of these volunteers is that of teaching beginning English in the primary and secondary schools, some are involved in teaching literature, writing skills, and technical English.

Of the volunteers designated as English Teachers, 500 are at present working in the Philippines. Almost all of these volunteers (453) are teachers' aides, assisting the Filipino teacher in imparting English language skills, particularly pronunciation, idiom, and usage. The remaining 47 are teachers of remedial English helping entering college freshmen to improve their ability to understand, speak, read, and write.

English Teacher volunteers are also working in British Honduras, Ethiopia, Ghana, India, Liberia, Malaya, Nigeria, North Borneo/Sarawak, Nyasaland, and Sierra Leone. In these countries volunteers have a variety of assignments. They are teaching on all levels of the school system from primary to university, and are working as well in technical, trade, and adult education schools. Aside from their regular classroom duties they are involved in such extra-curricular activities as advising English clubs, and producing English-language plays.

VOLUNTEER TRAINING

Few of the volunteers now teaching abroad had TEFL training before joining the Peace Corps, although most of them are college graduates. They received their TEFL training at some thirty American colleges and universities which sponsored Peace Corps training projects. Fifteen of these schools are well known as TEFL training centers, and several TEFL specialists participated in training programs



Paul Conklin (courtesy of the Peace Corps)

both at their own institutions and at other colleges.

Training programs ranged from eight to twelve weeks (the Peace Corps now believes that a minimum period of at least ten weeks is necessary), and a total time of between 35 and 180 hours was devoted to TEFL training. (During training, all volunteers were designated as "TEFL," whether or not their future assignment would be in a country where English was the medium of instruction.) Classroom work included a combination of lectures, discussions, audio-visual instruction, written work, reading, and practice teaching. Although the course content was different at each university, all the programs included, in varying degrees, the following elements:

1. General linguistics, which introduced the volunteer to phonetics, phonemics, morphology and syntax;
2. The sound patterns and structure of English;
3. A contrastive analysis of English and the language of the host country;
4. Basic principles of second language learning;
5. Methodology of English language teaching, which included a comparison of the various techniques developed for teaching English;
6. Attention to the special problems that speakers of the language of the host country would encounter in learning English;
7. Practice teaching;
8. Preparation of teaching and testing materials;
9. Study of the audio-visual aids available and instruction in their use.

The texts and visual aids most widely used in TEFL instruction were: Henry A. Gleason, Jr., *An Introduction to Descriptive Linguistics*; W. Nelson Francis, *The Structure of American English*; Clifford H. Prator, *A Manual of American Pronunciation*; Charles C. Fries, *Teaching and Learning English as a Foreign Language*, Robert Lado and Charles C. Fries, *English Sentence Patterns and their English Pattern Practices*; and the film series *Principles and Methods of Teaching a Second Language*, sponsored and administered by the Modern Language Association of America, the Center for Applied Linguistics, and Teaching Film Custodians, Inc.

Although course content is left to the discretion of each university, Peace Corps

training officers have recommended that current TEFL training programs put more emphasis on the practical rather than the theoretical, with as much time as possible being devoted to practice teaching and material preparation.

VOLUNTEER SUPPORT

One of the problems faced by the volunteer overseas is the lack of teaching materials. The Volunteer Support division of the Peace Corps has assembled English Teaching Kits for use in TEFL programs. The kits include texts, grammars, recent publications on English teaching, and visual aids. Four or five of these kits are sent to the host country and kept on file for use by TEFL volunteers. (Because of the expense involved, the Peace Corps is at present unable to provide such kits for each of the volunteers.) The problem of having in each host country adequate audio-visual aids—tape recorders, tapes, projectors, slides and films—is one which as yet has not been solved. The division does, however, try to comply with requests from volunteers in the field for specific books and periodicals.

VOLUNTEER REPORTS

Few reports have come back from volunteers in the field on the effectiveness of the TEFL training they received in the United States prior to assignment, but volunteers who have returned after two years overseas have made some observations and evaluations. They report that not enough time during the training period was spent in practice teaching, and that they received very little precise information regarding the nature of teaching situations in the host country. These returned volunteers were among the first group trained in TEFL, and the Peace Corps has tried to provide subsequent TEFL training groups with more time and more information.

A problem still unresolved, but one which Peace Corps officials are working on, is the need for in-service training and refresher courses in the host country. One of the main comments of returned volunteers was that professional assistance in the field was lacking. Some TEFL trained volunteers were unable to make use of the techniques they learned because the texts used in teaching were dictated by the ministry of education or local school authorities. Other volunteers were required to prepare students for specific prescribed English examinations.

As yet there have not been enough re-

ports from education officials in host countries to adequately evaluate the effectiveness of Peace Corps English teaching, though most of the countries with TEFL programs have requested additional volunteer teachers.

As more volunteers return from the field, and as more information is gained from the host countries, the Peace Corps will be better able to gear TEFL training to the needs of the prospective teaching situations. They will also be better able to develop precise criteria for measuring the success of teaching in the field.

RETURNING VOLUNTEERS

During the coming year many of the TEFL trained volunteers will be returning to the United States. Anticipating that a number of these volunteers will want to continue in the TEFL field as a professional specialty, the Career Placement section of the Peace Corps is compiling a list of available positions both at home and abroad, and will help in placing the volunteers. Of those who have already returned, some have gone back to school for advanced degrees in TEFL, while others have accepted English teaching positions with government and private agencies. A few have returned overseas to teach English in United States island territories.

As the Peace Corps enters its fourth year, more attention is being given to the technical preparation of volunteers, which includes the teaching of English. But the 1433 Peace Corps volunteers now teaching English abroad, while not "professional" teachers of English, are helping to fill a wide gap in teaching English to many students who would otherwise have no English instruction at all.

The 'Linguistic Bibliography'

Linguistic Bibliography for the Year 1961, and Supplement for Previous Years. Published by the Permanent International Committee of Linguists with a grant from the United Nations Educational, Scientific and Cultural Organization. Utrecht-Antwerp, Spectrum, 1963 [title page in French and English] xlii, 378 pp. \$10.00.

The *Linguistic Bibliography* is an annual publication which attempts to cover all serious materials in the entire field of linguistics and in certain related fields. Although there are other useful bibliographical tools available to the linguist—

for example, the annual bibliography of the *Publications of the Modern Language Association* (PMLA)—the *Linguistic Bibliography*, because of its comprehensive scope and careful execution, constitutes the most important publication of its kind in the world and is an indispensable reference tool for every worker in the field of linguistics. It is widely used by European linguists, but for reasons that are not clear it is apparently not well known to American linguists, to judge from sales in the United States.

Of the sixteen volumes published to date, the first two, for 1939-47, fill the gap in linguistic documentation caused by World War II. Thereafter the volumes cover one year each. The sixteenth volume, for 1961, contains 348 pages of entries plus a 30-page index of authors. Over 800 periodicals were examined for suitable items and the total number of entries included is about 8,000. As in the preceding volumes, the titles are arranged by subject matter. Following sections on "General Works" and "General Linguistics and Related Branches of Study," the arrangement is by language within appropriate language groupings. Full bibliographical information, including indication of reviews, is given with each main entry. Occasional cross-references and annotations are provided and in certain cases a title is translated into English or French.

Despite its high level of excellence, the *Linguistic Bibliography* suffers from certain weaknesses. It is published about two years late, and there remain certain important domains for which the documentation offered is inadequate. A lack of a topical or cumulative index limits its usefulness.

For some time the Center for Applied Linguistics has been concerned with ways of helping the Comité International Permanent des Linguistes (CIPL) to remedy existing inadequacies and to consider long-term plans which would take advantage of new techniques in information retrieval. In the latter part of 1963 the Center was fortunate enough to receive a grant from the National Science Foundation (NSF) for this purpose, and with this support CIPL and CAL are setting in motion a number of measures which will assure more prompt publication and wider coverage of the *Bibliography*. The Center is also considering various proposals dealing with indexing and classification problems as well as improved methods of information retrieval.

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. All material published in the *Reporter* may be quoted in whole or in part, provided appropriate credit is given.

Formal Linguistics and Mathematical Logic at Pennsylvania

The Department of Linguistics at the University of Pennsylvania announces the establishment of a separate Ph.D. curriculum in Formal Linguistics and Mathematical Logic. The intention is to present within one program the full range of subjects involved in this newly developing field, and to study in each of the main subjects the approach and the material which relate it to the field as a whole. There has been an increasingly interesting relation among the methods and results in the formal analysis of natural languages, the investigation of the structure of formal systems, and certain fields of abstract logic and mathematics. The new program will include instruction in these subjects and will attempt to develop their interrelation. It will also consider applications to problems of science and utility.

The faculty, with each member's special field, is the following: P. J. Freyd (mathematics), N. Goodman (philosophy), Z. S. Harris (linguistics), H. Hiz (linguistics), H. Hoeningwald (linguistics, and chairman of the department), L. Lisker (linguistics), R. McNaughton (electrical engineering), G. H. Matthews (linguistics), G. Patterson (electrical engineering), T. A. Patton (philosophy).

Prerequisites for the program are (1) a knowledge of abstract algebra and (2) an undergraduate degree which should in most cases be characterized by one of the following: undergraduate mathematics sufficient to enter a graduate course in mathematics, or a survey of general linguistics and knowledge of two or more languages of a standard language group (with stress on grammar rather than literature), or a major in a science, or a major in philosophy with stress on logic, philosophy of science, or philosophy of language.

Required courses include methods in structural linguistics, formal linguistics,

mathematical logic, syntax and models of formal systems, theory of recursion, and at least one course from each of two specified groups.

Every student is expected to take at least one of the following seminars: seminar in formal linguistics, seminar in mathematical logic, seminar on foundations of linguistics. Each student should also take a minor specialization in one of the following subjects: computers and programming, mathematics, a language group or area, philosophy.

Students will have the opportunity of hearing lecturers from other universities at special colloquium meetings. Advanced research papers by faculty and by advanced students are currently issued in *Transformations and Discourse Analysis Papers*, published in a mimeographed form by the National Science Foundation Project in Linguistic Transformations. A small number of stipends may be available for students. Inquiries should be addressed to Curriculum in Formal Linguistics and Mathematical Logic, Department of Linguistics, University of Pennsylvania, Philadelphia 4, Pennsylvania.

Bobbs-Merrill Reprint Series

The Bobbs-Merrill Reprint Series in the Social Sciences consists of reprints of more than 1100 scholarly articles designed for convenient use by students and professionals in the social sciences. Of interest to the student of language and culture are the numerous reprints of articles in the fields of language and communication, general ethnology, and social organization. The articles are issued in an 8½ x 11 in format and are punched for inclusion in a ring binder. Prices are 25¢ or 50¢, varying with the reprint. For further information write to The Bobbs-Merrill Co., Inc., 4300 West 62nd Street, Indianapolis 6, Indiana.

The English Language Center in Naha, Okinawa

by James W. Ney

[Mr Ney is the English Language Consultant for the Michigan State University Group at the University of the Ryukyus in Naha, Okinawa. In 1961-62, he served as a consultant in English as a second language in Dade County, Florida, and lectured at the Canadian Linguistic Association's summer institute with the University of Montreal. Prior to this he served as a staff member with the English Language Institute in Ann Arbor, Michigan.]

Realizing the importance of an at least partly bilingual population, the United States military mission on Okinawa had considered setting up an English Language Training Center as early as 1957. To U.S. officials, it seemed easier to train a large labor force of local nationals to speak English than to train the ever-rotating military personnel in Japanese, since such personnel seldom stay more than three years in one place. Because more than 54,000 local nationals are employed by the U.S. military mission, by military personnel, or by foreign investors (the latter accounting for only 7,000), English training of this nature assumes great importance and extensive proportions. Thus, as at least 36 per cent of the wage earners on Okinawa are employed in positions directly requiring English, added impetus was given to the establishment of a language teaching center.

Not until fiscal year 1963, however, did any sizeable appropriation become available in the U.S. Administration's budget for this purpose. That year \$70,000 was designated for construction and \$20,000 for operating expenses, covering both the cost of textbooks and personnel. According to statements in that year's budget, the appropriation was "to provide (1) facilities for a language institute where Ryukyuan students can be taught the English language; and (2) a teaching staff for this purpose." The justification for the appropriation stated that "teaching and learning of English benefits not only the Ryukyuan economic and social development through furtherance of professional and technical training of Ryukyuan students in the islands and in the United States, but it also benefits greatly U.S. services and agencies who are the primary employers of Ryukyuan students."

Plans drawn up by American educators on the island provided more details: "The

purpose of the Center will be to provide realistic and practical programs of teaching and research in the English language, and to contribute toward the general improvement in English instruction at all school levels in the Ryukyus." The Center's activities were to lie in six different areas: (1) training English teachers in service at secondary schools; (2) teaching English conversation to adults; (3) reinforcing the instruction of spoken English to undergraduates at the University; (4) preparing teaching and testing materials; (5) maintaining a language laboratory and doing research in English teaching methods; and (6) providing facilities for community service projects as a general University extension service.

TEACHER TRAINING SEMINARS

In its emphasis, however, the Center was to be used principally to retrain the 677 English teachers already teaching in the junior and senior high schools throughout the Ryukyu Islands. Plans for the Center specified an operation which would handle 50 teachers at a time in an eight- to ten-week intensive language program, and in August of 1962 a four-week seminar was set up modeled after the pattern established by the English Language Exploratory Committee [now the English Language Education Council, Inc.] in Tokyo. Arrangements were made through the English consultant, Government of the Ryukyu Islands (GRI), to advertise for and screen candidates to attend the intensive training program. Attendance at the training seminar was voluntary; no educational authority required the attendance of the teachers nor was university credit offered for the program. (Since teachers who cannot command spoken English tend to stay away from this type of program, to be effective the program will have to be placed on a compulsory basis.) Nevertheless, under the operation as set up by the U.S. Civil Administration of the Ryukyus (USCAR) with the cooperation of GRI, trainees were given full support, including an allowance for food. They were housed in the University dormitories and taught in University classrooms, which included a fully-equipped language laboratory.

The program of the seminar was centered around the audio-lingual drill ses-

sions. In these sessions, the class was placed in the control of a relatively untrained American "trainer," generally the wife of an Okinawa-based serviceman. Working with the American trainer in the class was a qualified, experienced Ryukyuan teacher who had been trained in the United States. The responsibility of the Ryukyuan teacher was principally to answer any technical questions which might arise in the class, to assist the American trainer by pointing out errors which the student might make, and to make suggestions on the conduct of the class after each session, though in some cases the actual classroom situation did not permit realization of this relationship between the American and the Ryukyuan teacher.

The drill sessions met for two hours each morning plus one hour of laboratory. Between these sessions and in the afternoon, lectures on English phonetics and phonemics, modern English grammar, and teaching methods were given in Japanese by the Okinawan teachers. Besides these, discussion periods were conducted dealing with pedagogical problems peculiar to Ryukyuan English teachers. In the evening, Americans connected with the Civil Administration and the military lectured in English on such topics as "The Role of the English Teacher on Okinawa," "Vocational Training in the U.S.A.," "Telephone Manners," etc.

As many of the teachers were deficient in spoken English, the first seminar was judged to be a success since it gave the trainees ample practice with the spoken language. Furthermore, because many of these teachers equate the teaching of English with the teaching of reading, writing, and translating, the seminar gave them a new perspective in language teaching. However, it also raised some problems: How can the English teacher justify the use of audio-lingual techniques when both the high school and university entrance examinations emphasize reading, writing, translating from and into written English, and naming the parts of speech? How can the teacher best use a central Board of Education approved text which is not particularly adaptable to audio-lingual teaching techniques?

These teacher training seminars were repeated in March and August of the next year. In the August seminar, the attempt was made to place the Ryukyuan teachers in control of the audio-lingual drill sessions with the untrained Americans acting as language informants. Some resist-

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ance was met to this change on the grounds that the high school teachers being trained in the seminar had come there to be trained by native Americans and would settle for nothing less. Consequently, a compromise was arranged whereby one drill session would see the American teacher in charge. Some classes moved well under this arrangement; others moved slowly because the mechanics of switching from informant to teacher sometimes became difficult.

ADMINISTRATIVE ORGANIZATION

A set of plans submitted for the administration of the Center called for an American-trained Ryukyuan specialist in English as a second language as director. His appointment would be confirmed by the High Commissioner of the Ryukyu Islands on the recommendation of the Michigan State University (MSU) English Consultant and the USCAR Education Director. Under these plans, the Center would be set up as a functioning part of the University on the main campus, but would be a self-contained entity having control of its own finances and all policies relative to the employment of personnel. A three-man board, including one of the American-trained members of the English Department and the MSU English Consultant, would be set up to oversee the work of the Center. On the board would be two *ex officio* members to act as liaison officers with the University and the GRI Education Department.

Popular University of Warsaw Introduces Linguistic Orientation

[The following is a communication from Franciszek Korwin-Szymanowski, Director, and Zdzislaw Mikulski, Head, Foreign Language Department, at the Popular University of Warsaw, Poland.]

"... As a result of changes in its management and personnel it has become possible for the Popular University of Warsaw, an after working hours, non-academic educational establishment, to set about the task of introducing linguistic orientation in its Foreign Language Department. Thanks to the generous assistance of the American Embassy in Warsaw, American textbooks such as *Let's Learn English* and *English for Today* are being supplied to most of the classes and other forms of assistance are envisaged in the future, viz. further teaching materials, visiting lecturers, a teaching aids exhibition and a

visiting demonstration of the Embassy's language laboratory. "Over thirty teachers are employed in the Department teaching more than seventy groups, half of these being English. Classes meet twice a week with a total of four periods in one week and six consecutive years of study. "This kind of setup, though far from ideal, does seem to suggest some realistic prospects for personnel training and for scientifically designed teaching experiments like those in programming, classroom methods, contrastive pattern presentation, drills and testing. A modest language laboratory is being planned, to be subsequently enlarged and, as internal funds or some external forms of assistance become available, made to serve the more sophisticated needs of the learners..."

Following acceptance of these plans, which were drawn up by the MSU English Consultant, steps were taken to obtain a Ryukyuan director, to arrange for the funding of the operation, and to let contracts for the building of the physical plant. Plans for the building were drawn up and bids were let on June 26, 1963. Even before that, however, the Center had been activated, although the building was not scheduled for completion until December. Following the activation, a director, a business manager, four American-trained M.A.'s in English, English as a second language, and linguistics, and a secretary were placed on the payroll. Throughout all the steps in the establishment and operation of the Center, MSU personnel attached to the University of the Ryukyus provided consultation services and acted as liaison officers in bringing together all of the agencies concerned. In terms of the original plans, the Center is well on its way towards the fulfillment of its stated purpose. The August 1963 teacher training seminar was conducted under the auspices of the Center's staff. A textbook for the introduction of English into the elementary schools on Okinawa has been prepared, and tests have been constructed to test the material in this book. Besides this, all recipients of government scholarships who will study in the United States are being trained by the Center's staff. For the coming fiscal year, over 70 government scholarships of one type or another are planned.

Chinese Literature Series

The American Association of Teachers of Chinese Language and Culture, with offices at 125 East 65th Street, New York 21, N.Y., announces publication of its Literature Series A. No. 1 of the series is *Selected Works of Chinese Literature, Vol. 1*, edited by Pei-yi Wu. This volume is an anthology intended for use as a text for the study of Chinese at an advanced level; volume 2, which is in preparation, is under the editorship of Chou Tao-chi.

1964 Northeast Conference

The eleventh annual Northeast Conference on the Teaching of Foreign Languages will meet in Washington, D.C., at the Sheraton-Park Hotel on April 17-18.

The theme of this year's conference will be "Foreign Language Teaching: Ideals and Practices." This topic was chosen in response to the interest expressed at the 1963 Conference in Philadelphia in practical solutions to language teaching problems which arise at all levels of instruction as teachers try to bridge the gap between theory and practice.

The main theme has been subdivided into three parts, each assigned to a working committee composed of teachers and scholars concerned with the teaching of foreign languages. The reports will deal with Age Group I—Elementary School Programs; Age Group II—Secondary School Programs; and Age Group III—College Programs.

Material concerning the 1964 Northeast Conference will be sent automatically to all sponsors and registrants of the 1962 and 1963 conferences. Names and addresses of other interested persons, institutions, and organizations should be sent to the 1964 Conference Chairman, Alfred S. Hayes, Center for Applied Linguistics, 1755 Massachusetts Avenue, Washington 36, D.C.

Teachers College, Columbia University has announced a Teaching English as a Second Language Materials Development Project which will prepare and test materials designed to be useful for early elementary school children from a wide range of linguistic and cultural backgrounds. The project is jointly sponsored by Teachers College and the Council for Public Schools, Boston, Mass., with a grant from the U. S. Office of Education. Gerald Dykstra of Teachers College is project director.

book notices

A Linguistic Introduction to the History of English, by Morton W. Bloomfield and Leonard Newmark. New York, Alfred A. Knopf, 1963. xvii, 375, xx pp. \$9.95.

This textbook has a dual objective; it is intended to function both as an introduction to the development of the English language and as an orientation to linguistics. The approach of the authors has been to limit the factual historical material in the interests of familiarization with "sophisticated linguistic attitudes towards English and its history."

After the first introductory chapter, each chapter selects one branch of linguistic methodology and explores its concepts, relating them mainly to one of the different major periods in the development of the English language.

The sound system of present-day English serves to introduce the methods of descriptive phonology. The ideas of comparative linguistics accompany an outline of the Indo-European family of languages. Morphological analysis and grammatical categories are illustrated by Old English material. Dialect geography is applied to Middle English. Early Modern English provides the background for introducing the generative approach to grammar. Standardization, norms of usage, and ideas about language are coupled with the English of 1600-1850.

The historical sources and development of English vocabulary occupy the final chapter. Books for supplementary reading are listed under topical divisions in the "Selective Bibliography." There is an index of items discussed in the text as well as a general index.

Language Teaching: A Scientific Approach, by Robert Lado. New York, etc., McGraw-Hill, 1964. xv, 239 pp. \$3.95 softbound; \$5.95 hardbound.

This book is an introduction to some of the major areas the language teacher should understand in order to follow a scientific approach to his work. It emphasizes the crucial role of the teacher at a time when technological aids are often presented as ways of solving the teacher shortage. Part 1 deals with language and linguistics, language and culture, and presents a modern theory of second-language learning. Part 2 deals with the use of pat-

tern practice and oral drills, the teaching of pronunciation, reading, writing, vocabulary, cultural content, and literature. It also contains a section on language testing. Part 3 is a discussion of technological aids, e.g. the language laboratory, visual aids, teaching machines, and programmed learning.

An Introduction to the Pronunciation of English, by A. C. Gimson. London, Edward Arnold, 1962. xv, 294 pp. \$5.75.

This is a general introduction to the phonetics of British English. The early chapters deal with general phonetics and the relation of phonetics to other facets of linguistics. Chapter 6 discusses the history of English phonetic studies and the historical development of the English sound system. Most of the book is devoted to a description of the sounds of standard British pronunciation (RP). Allophones are specified in considerable detail, and some acoustic information is included in addition to the articulatory descriptions. Distributional characteristics of vowels and consonants, regional and social variants, the principal historical sources, and the spellings of the sounds all receive mention. Each description closes with a paragraph concerned with difficulties encountered by foreign learners. The last three chapters include a somewhat more discursive treatment of word accentual patterns, sentence accent and intonation, and alternations of sounds in connected speech. A five-page bibliography comes at the end.

The Pronunciation of American English: An Introduction to Phonetics, by Arthur J. Bronstein. New York, Appleton-Century-Crofts, 1960. xvi, 320 pp. \$5.25.

This is the most recent textbook dealing with the sounds of American English. Part I includes background information about the nature of standard English and about regional and social dialect variation, and introduces an IPA-based phonetic alphabet. Part II, the main body of the book, discusses in detail the consonant and vowel sounds which are characteristic of fairly careful pronunciation in the more usual types of educated American English. Common variations in usage are noted. Part III includes some explanation of the history of deviations between spelling and pronunciation and of the sources of certain variant pronunciations. This part also contains discussions of stress, rhythm, and pitch con-

tours. Appendix A is a brief summary of the history of English. Bibliographies of "Sources for Further Study" appear at the end of Part II and at the ends of chapters in the other parts.

A Workbook in Language Teaching with Special Reference to English as a Foreign Language, by Earl W. Stevick. New York and Nashville, Abingdon Press, 1963. 127 pp. \$2.25.

This workbook is designed for the training of both native-speaking teachers of English and also those who have learned it as a second language. Its three parts—The Sound System of English, Four Kinds of Drill, and Talking About Grammar—may be used consecutively as the basis of a semester course, or separately to suit varying needs in training or re-training teachers and outside reading. Each section provides a great variety of exercises on such things as the perception of English sounds, methods of transcription, formation of drills, preparation of graded reading lessons and follow-up exercises, and problems on various aspects of English structure. The first section contains numerous diagrams illustrating the articulation of English sounds and unfinished diagrams for completion.

Contemporary Arabic Readers I: Newspaper Arabic. Edited by Ernest N. McCarus and Adil I. Yacoub. Ann Arbor, University of Michigan Press, 1963. 280 pp. \$4.50.

This volume, which was produced under a contract with the U.S. Office of Education, is designed to introduce the student to the language of the modern Arabic press. Lessons 1-15, which are news reports, are accomplished by preparatory sentences, grammatical notes and exercises. The selections have a facing English translation. Lessons 16-20 are samples of expository prose on such subjects as economics and law. A cumulative vocabulary includes all the words occurring in the text.

[*Newspaper Arabic* is the first of a series of five *Contemporary Arabic Readers*. Vol. II, *Arabic Essays*, is available from the University of Michigan Press; price \$6.50. Vol. III, *Formal Arabic*, and Vol. IV, *Short Stories*, are available only in limited quantities. Address inquiries to Ernest N. McCarus, Department of Near Eastern Languages and Literatures, University of Michigan. Vol. V, *Modern Arabic Poetry*, is in preparation.]

meetings and conferences

- February 12-15. Conference on International Education, 5th. Washington, D.C.
March 20-22. Association for Asian Studies, 16th. Washington, D.C.
March 22-27. Society for Applied Anthropology, San Juan, Isla Verde, P.R.
March 28-30. Conference on College Composition and Communication, New York, N.Y.
April 3-4. Georgetown University Round Table on Linguistics and Language Teaching, 15th. Washington, D.C.
April 7-9. American Oriental Society New York, N.Y.
April 17-18. Northeast Conference on the Teaching of Foreign Languages, 11th Washington, D.C.
April 23-25. University of Kentucky Foreign Language Conference, 17th. Lexington, Ky.
April 28-May 1. National Association of Foreign Student Advisers, 16th. Minneapolis, Minn.
April 29-May 2. International Reading Association, 9th. Philadelphia, Pa.

Modern Persian Reader I: Elementary. Edited by Massud Farzan, Mohammad Ali Jazayery, and Herbert H. Paper. Ann Arbor, University of Michigan Press, 1963 viii, 205 pp. \$4.00.

This volume of twenty-five selections is intended for students who have had approximately two semesters of semi-intensive work in Persian. Each selection is provided with a phonemic transcription which represents a deliberate oral reading, a glossary, and a set of exercises.

[This reader is the first of a series of three Modern Persian Readers Vol. II, *Intermediate*, \$4.50, and Vol. III, *Advanced*, \$5.00, are both available from the University of Michigan Press.]

A Dictionary of Moroccan Arabic: English-Moroccan. edited by Harvey Sobelman and Richard S. Harrell. (Institute of Languages and Linguistics, Georgetown University, Arabic Series, 3) Washington, D.C., Georgetown University Press, 1963. 228 pp. \$4.00.

This dictionary, which was produced under a contract with the U.S. Office of Education, is intended for the educated American who is a layman in linguistic matters. The English entries are based on the English-German section of the *Dictionary of Everyday Usage, German-English, English-German*, edited by J. Alan Pfeffer. Nearly every entry is illustrated by one or more sentences. The transcription used is that explained in Harrell's *Short Reference Grammar of Moroccan Arabic*, (Arabic Series, 1).

Conversational Hindi-Urdu. Vol. 1 (in 2 parts) by John J. Gumperz and June Rumery; Vol. 2 by John J. Gumperz. [Berkeley, Calif., Center for South Asia Studies, Institute of International Studies, University of California, 1962-63.] Vol. 1, Parts 1 and 2, 372 pp., \$1.75 each part. Vol. 2, 241 pp., \$2.25.

[Audio-visual materials to accompany the text are available from the International Communication Foundation, 870 Monterey Pats Road, Monterey Park, California.]

This text, which was produced under a contract with the U.S. Office of Education, aims to create a new type of language course by combining audio-visual techniques with the spoken language method. Through use of filmstrips along with the language text and sound track, the student not only receives training in the basic language patterns but also gains some knowledge of the social and material context within which the language operates. The lesson plan consists of conversational material, pronunciation and grammar notes, and drills and review. Conversational situations were acted out and photographed on location in India and processed in the form of color slides and filmstrip sequences. Each conversational theme is thus developed visually and orally. The Hindi-Urdu material is presented in a transcription using letters of the roman alphabet.

[The Introduction to Vol. 1 contains a careful, non-technical discussion of the linguistic and other factors that lead the authors to consider Hindi and Urdu as a single unit—Hindi-Urdu.]

Pakistani Linguistics (1962), edited by Anwar S. Dil. Linguistic Research Group of Pakistan, G.P.O. Box 797, Lahore, Pakistan. 1963, viii, 210 pp. \$5.00.

A collection of several addresses and fourteen scholarly papers delivered at the First Pakistan Conference of Linguists and Language Scholars. The papers are concerned with languages and language problems of Pakistan; they range from descriptive analysis and historical sketches to suggestions for technical improvements in the script and the setting up of language and area institutes. Two of the papers involve contrastive studies for pedagogical purposes: Pashto/English, Bengali/Urdu.

This book is the second publication issuing from the Linguistic Research Group of Pakistan, which was established in 1961. The first was the *Directory of Linguists and Language Scholars* (Lahore, 1962); a third, *Studies in Pakistani Linguistics (1)*, is in press.

AMTCL 1964 Meeting

The Association for Machine Translation and Computational Linguistics (AMTCL) will hold its second annual meeting in Bloomington, Indiana, July 29-30. Anyone who wishes to be included on the program is invited to submit an abstract of his paper to the chairman of the program committee, Wallace L. Chafe, Department of Linguistics, University of California, Berkeley 4, Calif. Abstracts should be roughly 200 words long; each paper will be allotted fifteen minutes on the program. Abstracts must be received by April 1.

AMTCL, a professional organization established in 1963, is particularly concerned with linguistic applications of digital computers. Those interested in this field of knowledge are invited to join the Association. Annual dues are \$10.00. Dues should be sent to the secretary-treasurer, Harry H. Josselson, Department of Slavic Languages, Wayne State University, Detroit 2, Michigan.

The Finite String, AMTCL's newsletter, published its first number in January. The newsletter will report on grants, contracts, research, publications, and other activities in the field. The first issue contains an article "On the Aims of the Association" by David G. Hays, The RAND Corporation, President of AMTCL. The editor is A. Hood Roberts, Department of English, Western Reserve University, Cleveland, Ohio 44106.

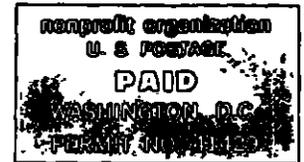
The Linguistic Reporter

Newsletter of the

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Return Requested

Colloquium on Quantitative Linguistics

A colloquium on the value of methods of quantitative analysis in linguistics will be held at the Centre de Philologie et de Littératures Romanes, Strasbourg, April 20-24. The purpose of the colloquium will be to determine in what measure research in this field is providing linguistics with new and valuable data. Sessions will be devoted to the following topics: the utilization of statistics in synchronic linguistics, the diachronic comparison of quantitative data, quantitative criteria in linguistic classifications, and the place of quantitative features beside qualitative data in linguistic communication. Papers will be given at each session, followed by discussion. For further information address the Centre de Philologie et de Littératures Romanes, 2, rue Geiler, Strasbourg, France.

Colloquium on Applied Linguistics

A colloquium on applied linguistics, organized by the Faculté des Lettres of the Université de Nancy and the Association pour l'Etude et le Développement de la Traduction automatique et de la Linguistique appliquée (ATALA) in collaboration with the Conseil de l'Europe, will be held in Nancy, October 26-31. The colloquium will address itself to three

topics: automation in linguistics (the utilization of semantic information); modern language pedagogy (linguistic theories and their possible applications); coordination of research in the European area. Correspondence should be addressed to the Secrétariat du Colloque de Linguistique Appliquée, 13, Place Carnot, Nancy, France.

Harvard Summer School announces programs in Near Eastern and Far Eastern Studies to be given this summer, June 29-August 21. The Near Eastern program will offer courses in Arabic (elementary, intermediate, Arabic syntax, and colloquial Eastern Arabic), Hebrew (elementary Biblical Hebrew, and elementary and intermediate Modern Hebrew), and modern Iranian dialects, especially Pashto and Kurdish. The Far Eastern program will offer instruction in Chinese (elementary, intermediate, readings in Current Chinese, and an introduction to Classical Chinese), Japanese (elementary, intermediate, and advanced), and introductory Korean. Both programs also offer courses in related studies, e.g., history, art. National Defense Foreign Language Fellowships (for language courses only) and Harvard Summer School Scholarships are available. For further information, write to the Director of the respective programs, Harvard Summer School, 629 Holyoke Center, Cambridge, Mass. 02138.

Conference on English for Speakers of Other Languages

A national Conference on Teaching English to Speakers of Other Languages will be held in Tucson, Arizona, May 8-9. Planned in cooperation with the National Council of Teachers of English (NCTE), the National Association of Foreign Student Advisers, the Speech Association of America, the Modern Language Association of America, and the Center for Applied Linguistics, the conference is designed to interest all persons involved in teaching English to speakers of other languages. In addition to general sessions, separate programs will be presented.

James R. Squire, executive secretary of the NCTE, 508 South Sixth St., Champaign, Illinois, is chairman of the national planning committee, Ruth Strang, professor of education at the University of Arizona, is local chairman. Preliminary program material and conference registration forms are available from Miss Sirarpi Ohannessian, Center for Applied Linguistics, or from Dr. Ruth Strang, College of Education, University of Arizona, Tucson, Arizona.

"A Glossary of Terms Relating to Languages of the Middle East" by Charles A. Ferguson is now available in a new edition from the Publications Section of the Center; price 10 cents.

United States Air Force Academy Language Program

by Colonel Alfonse R. Miele

[Colonel Miele is Professor and Head of the Department of Foreign Languages, United States Air Force Academy, Colorado. A previous article by Colonel Miele on language programs of the Armed Forces appeared in the October 1960 issue of the LINGUISTIC REPORTER.]

At the United States Air Force Academy, Colorado, the Head of the Foreign Language Department, in consultation with his staff, selects the instructors for his department. Those selected are all active-duty commissioned officers with education, experience, and demonstrated second language ability who have volunteered to teach at the Academy. When feasible, the Head of the Department personally interviews the prospective in-

structor. If the instructor candidate does not possess at least the M.A. degree, the Language Department, through the United States Air Force Institute of Technology, Wright-Patterson Air Force Base, Ohio, sponsors the candidate in a civilian university Master's program.

The new instructor normally arrives at the Academy during the months of July or August to begin a five- or six-year tour of instructional duty. In addition to an orientation program which describes the general organization and mission of the Academy, he also undergoes an intensive in-service training course of approximately fifty hours in the Department of Foreign Languages. This training consists of actually teaching his foreign language

to experienced instructors who have a different language specialty. The new instructor also observes experienced instructors teaching similar lessons. He absorbs the comments and suggestions of his colleagues, and by induction he begins to get a feeling for the philosophy of instruction which is: Language is a living thing.

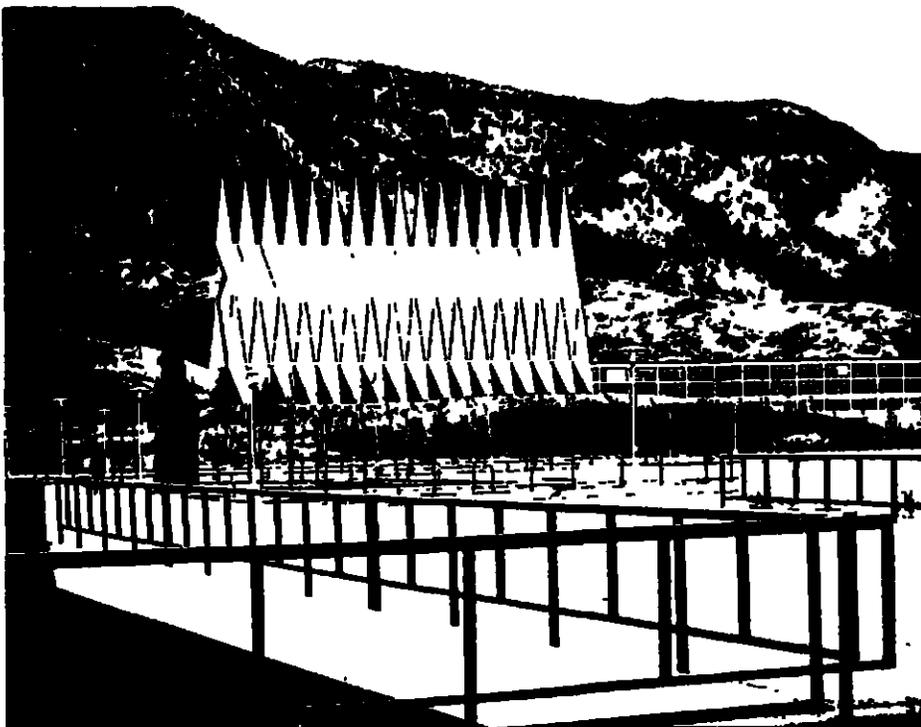
As a result of his summer training, a new instructor goes into the classroom with a relatively good idea of what his colleagues tried to impart to him. He is encouraged to visit other classes in the beginning weeks of the new academic year. He is left free to develop his own instructor personality.

The general lesson plan for each instructional hour consists of a brief warm-up period, stimulus and response habit drills and dialogues for the bulk of the hour, and a brief oral introduction to the next day's lesson. The foreign language becomes the main medium of classroom communication.

Prior to each week's lessons, the instructors meet in a lesson planning conference conducted by the course chairman or director. The objective is to have an open discussion on better ways to present the subject matter to cadets, to design meaningful testing devices, to apply and experiment with new teaching methods, and to further the team feeling of all the instructors.

THE PROGRAM RATIONALE

The first three or four weeks of the language program consist of an introduction to the sounds of the new language via a series of cartoon and pictorial stimuli designed to evoke questions and responses from the student. The materials for this introductory phase, which were developed by the language staff in



Courtesy U.S. Air Force Academy

3. *Access to documents.* A number of libraries have good general collections in linguistics and substantial holdings of periodicals in the field, but there are no comprehensive depository libraries in the field of linguistics in the United States and possibly not in the whole world. At the 1960 Symposium on a program for dissemination of Russian and East European linguistic literature, and at every meeting of the CLI, this point has been mentioned, and the consensus has been that it would be desirable to have several such libraries in the United States, either all with full coverage or split by subfields.

Access to unpublished M.A. and Ph.D. theses is a continuing problem in linguistics. Some universities which are centers of linguistic training do not make theses available by abstract and microfilm, and some do not even keep records of theses titles. However, the titles of all American Ph.D. theses in linguistics for each year since 1957 have been registered and are available at CAL. Also, a preliminary collection of M.A. thesis titles in linguistics and related fields was made by CAL in 1960-61. There is need now for a comprehensive project to make thesis titles, abstracts, and microfilms readily available.

4. *Abstracts and summaries.* Apart from *Dissertation Abstracts*, which covers only Ph.D. theses (about 60 percent of theses in linguistics), a limited number of article abstracts in certain journals (notably the *International Journal of American Linguistics (IJAL)* and *Voprosy jazykoznanija*), and book notices such as those in *Bulletin de la Société de Linguistique de Paris (BSLP)*, the field of linguistics has nothing at all to compare with the abstracting available in psychology, sociology, and the physical and biological sciences. This matter has repeatedly been discussed at CLI meetings and the majority opinion has been that abstracting is not feasible for linguistics, except in several subfields of applied linguistics where technical advances and the results of experimentation have created a special demand: *MLabstracts*, *English-Teaching Abstracts*, and *La traduction automatique*.

On the other hand, there has been general agreement that surveys and state-of-the-art papers are both urgently needed and presently feasible in linguistics. General surveys have been attempted on an annual basis (*The Year's Work in English Studies*, London; chapter "English Lan-

guage"), a semiannual basis (*Biennial Review of Anthropology*, Stanford University; chapter "Language"), and a one-time basis (*Trends in European and American Linguistics and Trends in Modern Linguistics*, CIPL). Most recently Indiana University, with support from NSF, has initiated a series of volumes intended to appear at regular intervals (*Current Trends in Linguistics*). The first volume in this series, subtitled *Soviet and East European Linguistics*, contains eighteen essays on topics of general, applied, and comparative linguistics in the Soviet Union, and five country surveys of linguistic work in eastern Europe.

5. *Basic tools.* In addition to the items suggested above, at least four basic tools of scholarship are needed: a handbook describing existing sources of information; a reference tool listing all the world's languages; a comprehensive dictionary of linguistic terminology; and an analytic classification of the field of linguistics. Steps have been taken toward the production of these tools, but several will need additional support. (A handbook of the type mentioned above is being edited for publication by CAL under an NSF grant.)

The need for a collection of information on all the world's languages has long been felt. In 1924, A. Meillet and M. Cohen published the first edition of *Les langues du monde*. Work on a new edition was begun in 1938, but did not reach completion until 1952. Parts of this enormous book were thus long out-of-date when published; it nevertheless remains the best compendium of language information.

Several organizations maintain unpublished files of information on various languages. The British and Foreign Bible Society, London, has been collecting language information for many years. Indiana University is developing a Languages of the World File, which is a compilation of essential data on some three thousand languages. A file of basic information on approximately three hundred languages is being built up at CAL. Other collections of data are at BEL in Paris and at ETIC in London. A project now under way at Indiana University aims at collecting all the names by which the languages and dialects of the world are referred to in English, French, German, Russian, and Spanish. A project begun in Leiden in 1959 as a Linguistic Survey of Asia and

continued, with U.S. Office of Education support, by Don Graham Stuart, Silver Spring, Maryland, will result in a volume *Preliminary Reconnaissance of the Languages of Asia*.

A number of dictionaries of linguistic terminology exist, none of them fully satisfactory. Marouzeau's *Lexique de la terminologie linguistique*, with forms cited in French, German, English, and Italian, is considered the best general dictionary, but is out-of-date. (An amended Russian translation by N. Andrejev appeared in 1960.) Under CIPL sponsorship, Eric P. Hamp produced *A Glossary of American Technical Linguistic Usage, 1925-1950*, Emilio de Felice produced a dictionary of Italian terms, and Josef Vachek produced one for Prague-school terminology. Johann Knobloch's *Sprachwissenschaftliches Wörterbuch*, which includes terms from a large number of languages, has begun to appear in fascicles, but presumably will not be complete for a number of years. The only general dictionary in English, that of Pei and Gaynor, is out-of-date and has serious limitations.

Several projects have been under way in this country for sometime. Large files have been accumulated by H. A. Gleason, Jr., of the Hartford Seminary Foundation, and by R. Stilwell of West Virginia University.

Several schemes for the classification of linguistic literature exist: The Library of Congress system and the Universal Decimal Classification are well known. The *Linguistic Bibliography* breaks down its citations under each language into a small number of headings. A much more refined classification has been developed by George L. Trager and is used in the periodical which he edits, *Studies in Linguistics*. The University of Texas proposal for a cumulative index to the *Linguistic Bibliography* includes a topical indexing scheme suitable for use with a mechanized information retrieval system.

6. *New information retrieval techniques.* Investigations looking toward the application of mechanized retrieval techniques in the field of linguistic research are getting under way. Indiana University, under Air Force Office of Scientific Research sponsorship, has been working on a Multilingual Retrieval System for Linguistic Documents. The University of Oklahoma, with NSF support, is developing a store of concordance data in a form retrievable for linguistic research.

Following is a list of all the publications mentioned in the article above:

Biennial review of anthropology. Stanford University Press, Stanford, Calif.

Bulletin de la Société de Linguistique de Paris. Librairie C. Klincksieck, Paris.

Dissertation abstracts. University Microfilms, Inc., Ann Arbor, Mich.

English Association. *The year's work in English Studies, 19—*. Oxford University Press, London.

English-Teaching Abstracts. The British Council English-Teaching Information Centre, London.

Felice, Emilio de. *La terminologia linguistica di G. I. Ascoli e della sua scuola*. Utrecht/Antwerp, Spectrum, 1954. 36 pp.

Hamp, Eric P. *A glossary of American technical linguistic usage, 1925-1950*. Utrecht/Antwerp, Spectrum, 1957. 62 pp.

International Journal of American Linguistics. Indiana University, Bloomington, Ind.

Knobloch, Johann, ed. *Sprachwissenschaftliches Wörterbuch. Lieferung 1*. Heidelberg, Carl Winter Universitätsverlag, 1961. 80 pp.

Marouzeau, J. *Lexique de la terminologie linguistique—français, allemand, anglais, italien*. 3rd ed. Paris, Paul Geuthner, 1951. 265 pp.

———. *Slovar' lingvističeskix terminov [Russian, French, German, English, Italian]*. Tr. by N. D. Andrejev. Moscow, Izd. Inostr. liter., 1960. 436 pp.

Meillet, A. and Marcel Cohen, eds. *Les langues du monde*. Rev. ed. Paris, H. Champion, 1952. 1294 pp. + maps.

MLabstracts. Orange County State College, Fullerton, California

Mohrmann, Christine, Alf Sommerfelt, and Joshua Whamough, eds. *Trends in European and American linguistics, 1930-1960*. Utrecht/Antwerp, Spectrum, 1961. 299 pp.

Mohrmann, Christine, F. Norman, and Alf Sommerfelt, eds. *Trends in modern linguistics*. Utrecht/Antwerp, Spectrum, 1963. 118 pp.

Pei, Mario and Frank Gaynor. *A dictionary of linguistics*. New York, Philosophical Library, 1954. 238 pp.

Permanent International Committee of Linguists. *Linguistic bibliography for the year 19—*. Utrecht/Antwerp, Spectrum.

PMLA. Publications of the Modern Language Association of America, New York. [The May number contains the *Annual Bibliography* for the preceding year.]

Sebeok, Thomas, ed. *Current trends in linguistics. Vol. 1, Soviet and East European linguistics*. The Hague, Mouton & Co., 1963. 620 pp.

Studies in linguistics. University of Buffalo, Buffalo, New York.

Summer Institute of Linguistics. *25th anniversary bibliography*. Glendale, California, 1960. 52 pp.

La traduction automatique. Bulletin de l'Association pour l'étude et le Développement de la Traduction automatique et de la linguistique appliquée, Paris.

Pakistani Linguists Meet in Lahore

The second annual Pakistan Conference of Linguists was held January 12-14 in Lahore under the auspices of the Linguistic Research Group of Pakistan. The conference brought together scholars in linguistic studies from all parts of Pakistan as well as visiting scholars from Iran, Great Britain, and the United States.

The first session of the conference was devoted chiefly to an inaugural address by Mr. Manzur Qadir, former Minister for External Affairs of the Government of Pakistan, and to the awarding of Honorary Memberships. Each of the following six sessions consisted of the presentation of scholarly papers and an address by the person presiding over the session. The final session was devoted to a symposium on the "Development of Linguistic Studies and Research in Pakistan" in which eight speakers participated; the symposium was summed up by the presiding officer, Professor Hamid Ahmad Khan, Vice-Chancellor of the University of the Punjab.

The linguistic papers presented covered a wide range of topics relating to the languages of Pakistan, including "Quantitative Vowel Gradation in Urdu and the Teaching of Rhythmical Reading of Verse," "Grammatical Reduplication in Standard Panjabi," "A Comparative Study of the Noun Phrase in Urdu and Bengali," and "A Linguistic Study of the Dacca Dialect." There were also reports on research projects under way, such as an Urdu word count and a dictionary of Urdu on historical principles.

Those presiding over sessions included Dr. Muhammad Shahidullah (Bengali Academy), Col. Majeed Malik (Central Urdu Development Board), Maulana Abdul Qadir (Pashto Academy), Dr. Abu Lais Siddiqi (University of Karachi), and Dr. G. Y. K. Niazi (Board of Intermediate and Secondary Education). Other Pakistani scholars taking part in the conference included Dr. Shaikh Inayatullah, Dr. Qazi Din Muhammad, Professor Muhammad Abdul Hai, Mr. A.

U.S. Library of Congress. *Monthly index of Russian accessions*. Washington, D.C.

Vachek, Josef (with the collaboration of Josef Dubaky). *Dictionnaire de linguistique de l'École de Prague*. Utrecht/Antwerp, Spectrum, 1960. 103 pp.

Voprosy jazykoznanija. Akademija Nauk SSSR, Moscow

Shakoor Ahsan, Sayyed Vazirul Hasan Abedi, Mr. Iftikhar Ahmad Khan, and Dr. Shaukat Sabzwari. Foreign scholars on the program included Fathollah Mujtabai (Iran); J. Burton-Page, D. P. L. Harper, D. Y. Morgan, J. D. Pearson (Great Britain); C. A. Ferguson, J. J. Hanichak (U.S.A.).

The Linguistic Research Group of Pakistan (LRGP), under whose auspices this conference and the preceding one were held, has published a *Directory of Pakistani Linguists and Language Scholars and Pakistani Linguistics (1962)*. It has two further volumes in press and plans also to publish the papers and addresses of the conference. For further information about the LRGP inquiries may be addressed to Professor Anwar S. Dil, GPO Box 797, Lahore, West Pakistan. Professor Dil was the convener of the conference, and he and his wife Professor Afia Dil have been the leading spirits in the formation and development of the LRGP.

The Central Institute of English, Hyderabad -7, India, has recently established a monograph series in which it will publish from time to time reports on research undertaken at the Institute and will present accounts of experiments in the use of new techniques and methods in the teaching of English. Monograph No. 1 "Report on a Verb-Form Frequency Count" gives an account of an investigation undertaken by the Methods Department of the Institute under Mr. H. V. George.

Columbia University will offer from July 6 to August 14, as part of its summer session, courses in linguistics, including an introduction to descriptive linguistics, historical linguistics and glottochronology, language and culture, and Chinese, Japanese, and Spanish linguistics. For further information write to the Director of the Summer Session, Columbia University, New York, N. Y. 10027.

Summer 1964 Program at NDEA Language and Area Centers

The U. S. Office of Education will allocate about \$250,000 to twenty universities for the support of twenty-two NDEA Language and Area Centers during the summer of 1964. The Centers will offer intensive language instruction in thirty-three languages.

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.

Following is a list of the Centers and the languages being offered arranged by

world area. Languages enclosed in brackets are offered, but not supported by NDEA funds.

For convenience of presentation, the single NDEA center at the university of Hawaii is listed under 3 world areas: East Asian, Southeast Asian, and South Asian.

WORLD AREA	LANGUAGES OFFERED	WORLD AREA	LANGUAGES OFFERED
EAST ASIAN		NEAR & MIDDLE EASTERN	
Colorado	Chinese, Japanese	California, Los Angeles	Arabic (Literary, Egyptian), Hebrew, Amharic, Persian, Turkish, Kabyle
Columbia	Chinese (Cantonese, Mandarin), Japanese, Korean	Harvard	Arabic (Literary, Syrian), Kurdish, Pashto, Modern Hebrew, [Biblical Hebrew]
Harvard	Chinese, Japanese, Korean	Utah	Arabic
Hawaii	[Chinese], [Japanese], Korean	SLAVIC & EAST EUROPEAN	
Southern California	Chinese, Japanese	Columbia	Polish, [Russian]
Stanford	Chinese, Japanese	Fordham	[Lithuanian], [Polish], Russian
SOUTHEAST ASIAN		Indiana	Polish, Russian, Serbo-Croatian
Cornell	Indonesian, Thai, Vietnamese	Kansas	Polish, Russian
Hawaii	Indonesian, Thai	Michigan	Polish, Russian
SOUTH ASIAN		LATIN AMERICA	
California, Berkeley	Hindi-Urdu, Hindi, Urdu, Bengali, Sanskrit, Tamil, Telugu	New York University	Portuguese
Duke	Hindi-Urdu	Tulane	Portuguese
Hawaii	Hindi	Wisconsin	Portuguese
Pennsylvania	Hindi-Urdu, Tamil, Sanskrit		
AFRICAN			
Duquesne	Igbo, Hausa, Swahili, Yoruba, Bambara		

NDEA Institute Program To Support English As a Second Language

The U.S. Office of Education will support pilot institutes in English as a second language to be held during the coming summer at the University of California, Los Angeles, and the University of Puerto Rico, Río Piedras. These institutes will enroll approximately 110 elementary and secondary school teachers who are engaged in teaching English to pupils for whom English is not the mother tongue.

An amendment to the National Defense Education Act approved by the President on December 18, 1963 broadened its authority to support institutes in English as a second language. This comparatively new educational specialty has evolved from recognition of the importance of language training for pupils who must learn English after entering schools in the United States. Among these pupils, problems formerly regarded as being of a disciplinary or academic nature are now identified as originating in difficulties of basic com-

munication and of cultural absorption within the school community.

Participants in both institutes will receive training in applied linguistics, methods of teaching English as a second language, and Spanish. (Puerto Rican participants for whom Spanish is the native language will receive special training in English.) Demonstration classes will be provided at appropriate levels with ample opportunity for supervised practice teaching.

The institute in Puerto Rico is designed to serve the Eastern United States. Half of the participants will be from the mainland, the other half from Puerto Rico. This institute is scheduled for seven weeks beginning late in June and will be directed by Professor María Arsuaga de Vilá of the Department of Spanish, University of Puerto Rico.

The institute at UCLA is being held in the most densely populated Spanish-speaking area of the Southwest. This institute opens on June 22 and will oper-

ate for eight weeks. It will be directed by Professor J. Donald Bowen of the University's English Department.

Teachers attending the institutes from public schools receive stipends of \$75 per week and allowances of \$15 per week for each dependent. Participants from private schools are not eligible for stipends and allowances, but attend the institutes at no charge.

General guidelines for the institutes were recommended by a panel of consultants appointed by the Commissioner of Education and representing the Modern Language Association, the National Council of Teachers of English, English departments of leading universities, the Office of Education, and the New York City and Dade County (Miami, Florida) school systems.

The institutes are to be administered through the National Defense Modern Foreign Language Institutes Program. Cost of both institutes is estimated at \$150,000.

book notices

Natural Language and the Computer, ed. by Paul L. Garvin. New York, McGraw-Hill Book Co., 1963. xi, 398 pp. \$12.75.

This book, which is a collection of seventeen papers by mathematicians, logicians, linguists, and experts in computer science, grew out of a lecture series held at the University of California, Los Angeles, in the fall semester of 1960-61. Its purpose is to survey the field of language-data processing; the term "language" here designates a natural language such as English or Russian, not an artificial language of the sort devised by mathematicians or logicians.

Kituba Basic Course, by L. B. Swift and E. W. A. Zola. xxv, 470 pp. \$2.25; *Lingala Basic Course*, by James Redden, F. Bongo and associates. xiv, 293 pp. \$1.50. Washington, D.C., Foreign Service Institute, Department of State, 1963. For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C.

These textbooks, which were prepared under a contract with the U.S. Office of Education, are members of a series which includes the following titles, all for sale by the Superintendent of Documents: Hausa, Igbo, Swahili, Twi, Yoruba.

Kituba, also known as Kikongo ya Leta and Munukutuba, is a vehicular or trade language spoken by some 1,500,000 persons along the lower reaches of the Congo and its tributaries. There are two main dialect regions, an eastern and a western, both with a large common core of usage. While not normally considered a tone language, Kituba makes some use of accent and pitch differences to distinguish words.

The *Kituba Basic Course*, which presents essentially the western dialect, consists of an introduction, thirty-five units, and a Kituba-English vocabulary. Units 1-10, called a "primer," contain dialogues, grammar notes, and drills; in the rest of the units there are dialogues and narratives, but few notes and no drills. The standard Kituba orthography is used throughout, with added symbols to indicate accent and pitch patterns where necessary.

Lingala, usually called Mangala by Africans, is a lingua franca or trade language spoken along the Congo River from Leopoldville to about a hundred miles from Stanleyville. There is a certain amount of dialect variation, reflecting the varied linguistic backgrounds of the speakers. Lingala is a tone language.

The *Lingala Basic Course*, which presents the speech of a person from Leopoldville, consists of an introduction, twenty-four units, and a Lingala-English glossary. The units contain dialogues, grammar notes, and drills. The transcription system used is the regular Lingala orthography plus diacritical marks to indicate tone and other features.

meetings and conferences

April 3-4. Georgetown University Round Table on Linguistics and Language Studies, 15th. Washington, D.C.

April 7-9. American Oriental Society. New York, N.Y.

April 17-18. Northeast Conference on the Teaching of Foreign Languages, 11th. Washington, D.C.

April 23-25. University of Kentucky Foreign Language Conference, 17th. Lexington, Ky.

April 28-May 1. National Association for Foreign Student Affairs, 16th. [Prior to January 1, 1964 called National Association of Foreign Student Advisers.]. Minneapolis, Minn.

April 29-May 2. International Reading Association, 9th. Philadelphia, Pa.

May 8-9. National Conference on the Teaching of English to Speakers of Other Languages. Tucson, Ariz.

August 3-10. World Congress of Anthropologists and Ethnologists, 7th. Moscow, USSR

August 16-23. International Congress of Phonetic Sciences, 5th. Munster, Germany

Tape recordings to accompany these textbooks will be made available in the near future through the Center for Applied Linguistics.

Intermediata Javanese, by Elinor C. Horne with the assistance of Kustani and Koentjaraningrat. (Yale Linguistic Series, 4) New Haven and London, Yale University Press, 1963. xxi, 505 pp. \$5.00.

This book, which supplements Mrs. Horne's *Beginning Javanese* (Yale Linguistic Series, 3), illustrates the language in connected passages of both conversation and prose. The Javanese material is presented in the conventional orthography and in a phonemic transcription. Each passage is accompanied by textual notes and glosses of new words. Each chapter contains oral and written exercises. The work was developed under a contract with the U.S. Office of Education.

An Introduction to Written Japanese, by P. G. O'Neill and S. Yanada. London, English Universities Press; New York, David McKay, 1963. viii, 243 pp. 42s

This book is intended to take the student with little or no knowledge of Japanese to a stage at which he can handle character dictionaries and the like with some facility. The main body of the book consists of sixteen graded reading exercises using a total of 680 Chinese characters. All these exercises are written in the present-day simplified script, and each is preceded by a list of new characters and followed by a romanized version of the text and notes on grammatical points. Four more lessons, in which no new characters are introduced, show printed and semi-cursive handwritten forms of the script, and include variant forms of the characters and old, traditional *kana* spellings. English translations are given

for the texts of all twenty lessons, followed by a glossary and an index to notes on grammatical points. Finally, there is a list containing the 1,878 Chinese characters in standard use, together with older full forms and common variants.

The Advanced Learner's Dictionary of Current English, by A. S. Hornby, E. V. Gatenby, and H. Wakefield. 2nd ed. London, Oxford University Press, 1963. xxxii, 1200 pp.

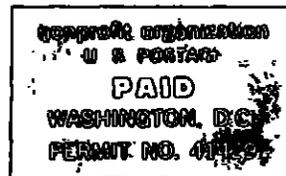
A revised and reset edition of a well-known dictionary compiled to meet the needs of advanced students of English as a foreign language. Some archaic words likely to be met in literary works have been included, as have scientific and technical words that occur commonly in ordinary periodicals. Introductory notes include information on spellings, stylistic values, pronunciation and stress, grammatical terminology, and verb patterns to which the verb entries refer. The dictionary contains some 1000 illustrations and diagrams.

Basic Course in Finnish, by Meri Lehtinen (supervised and edited by Thomas A. Sebeok). (Indiana University Publications, Uralic and Altaic Series, 27) Bloomington, Indiana University; The Hague, Mouton & Co., 1963. xxxiii, 657 pp. \$15.00.

This textbook, prepared under a contract with the U.S. Office of Education, is designed for a first-year course emphasizing the spoken language. It consists of twenty-eight chapters containing: Basic Sentences, Dialogues, Grammar and Drills, Conversations and Readings. There are also five review chapters. The Finnish material is given in the standard Finnish spelling, with one added special symbol. There are two appendices, a glossary, and an index. Tape recordings are in preparation.

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Center for Applied Linguistics
1755 Massachusetts Avenue, N.W.
Washington 36, D.C.

copy of volume 10



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ALFAL Meets in Chile

The first meeting of the Asociación de Lingüística y Filología de América Latina (ALFAL) was held at Viña del Mar, Chile, from January 20 to 25. About 150 representatives from all over Latin America and Spain attended; United States linguists present included Ralph Boggs, Robert Lado, Stanley Robe, Sol Saporta, Donald Solá, William Stewart, and Albert Valdman. The participants were graciously attended by their Chilean hosts in an impressive physical setting.

Approximately forty papers were delivered during the week. In addition to plenary sessions, group meetings took place on topics such as Dialectology, Native Languages of Latin America, etc. In general, the Latin American linguists seemed to be informed about and critical of the Bloomfieldian tradition in the field, but they appeared to be less familiar with recent proposals regarding theories of generative grammar. It is planned that the papers will appear in published form.

Officers elected for three-year terms were J. Mattoso Câmara, President, and Gastón Carrillo Herrera, Secretary. Correspondence may be addressed to the latter at Casilla 695, Viña del Mar.

The next meeting of ALFAL is scheduled to be held next year in Punta del Este, Uruguay, in celebration of the centennial anniversary of the birth of Andrés Bello.

NSF Support for Linguistics

The National Science Foundation (NSF) through its research grants program supports basic research in linguistics. The Foundation's guide for submission of research proposals is available from the NSF Division of Social Sciences. Closing dates are February 1, May 1, and October 1; processing a proposal requires about three months.

NSF also has a program of awards fellowships in linguistics at all levels of graduate study. For information on applications and closing dates, write to the Division of Scientific Personnel and Education, National Science Foundation, Washington, D.C. 20550.

The University of Alberta will hold its sixth Summer School of Linguistics, July 2-August 14, under the joint sponsorship of the University and the Canadian Linguistic Association. The curriculum is designed to meet the needs of beginning as well as more advanced students. In addition to courses in general linguistics, applied linguistics, and English studies, the program will emphasize anthropological linguistics, with courses in American Indian linguistics, culture and language, and field methods in linguistics. All inquiries should be directed to G. N. O'Grady, Associate Director, Summer School of Linguistics, University of Alberta, Edmonton, Alberta, Canada.

Language Department at York

The new University of York at Heslington Manor, York, England, announces the establishment of a Department of Language. The general aim of the department will be to advance understanding of linguistic structures and processes, and to promote the efficient teaching of languages. The department will pay particular attention to the linguistic problems of emergent countries and of the British Commonwealth.

It is intended that undergraduate courses will be provided in linguistics, the psychology of language, language and society, and the structure and history of the English language. In addition, service courses will be provided in European, African, and Asian languages. At the graduate level, research and teaching will be concerned primarily with multilingual situations in various parts of the world, and with the training of language teachers for such areas.

Professor Robert B. Le Page, at present Head of the Department of English at the University of Malaya, has been appointed to be Professor of Language and Head of the Department at York effective May 1964.

The Center has available for distribution upon request copies of "Programs in English for Foreign Students: Summer 1964," a report prepared by the Center staff.

Linguistic Considerations of the Verbal Behavior of the Brain Damaged Adult

by Martha L. Taylor

[Mrs. Taylor is Director of the Department of Language Rehabilitation, New York University Medical Center, and Instructor in the New York University School of Medicine. The following article is a rewritten abstract version of a paper delivered at the 1962 annual conference of the National Association of Foreign Student Advisers (now National Association for Foreign Student Affairs) in Washington, D.C.]

Until very recently, few specialists outside the fields of speech pathology and neurology have concerned themselves with the analysis of pathological verbal behaviors. However, recent research in the field of psycholinguistics might afford confirmation of the speculation that we may discover something about "normal" language by studying aberrations of verbal behavior. In some ways, the communication disorders related to brain damage offer the linguist favorable conditions for descriptive analysis since these conditions usually exist in persons who once functioned normally, the conditions are generally static, the recovery period is usually slow enough to allow observations of gradual linguistic modification over a prolonged period of time, and impairment of verbal function may exist in all language modalities in a wide range of severity.

APHASIA AND DYSARTHRIA

The two major categories of verbal impairment resulting from brain damage are aphasia and dysarthria. Aphasia is an organic impairment of the verbal behavior manifest in the encoding or decoding of language. Dysarthria is an organic impairment of speech production on the basis of neuromuscular impairment of the speech musculature. One or more aspects of the motor production of

speech may be impaired. Both the terms are used here to refer to those acquired conditions which are permanent residual disabilities of the brain damage as opposed to those transient types of language disabilities which resolve themselves during the first three to six months following damage.

Aphasia and dysarthria as diagnostic terms categorize general types of communication disorders but do not specify the specific parameters and modalities of verbal behavior which have been impaired, the degree of impairment, or the specific symptoms of the disorder. These factors vary greatly from patient to patient, and there may be a number of combinations of symptoms in a given patient. For example, an aphasic patient may be totally unable to decode written stimuli, but may retain his auditory comprehension intact. Other aphasic patients may manifest an occasional difficulty in the sequence of words when speaking, or may confuse letters which look the same in print. A mildly impaired dysarthric patient may be unable to precisely articulate consonant clusters in certain stress positions while speaking at an average rate of speech. A severely impaired dysarthric patient may be completely unable to produce any sounds which can be identified as phonemes.

SYMPTOMS OF APHASIA

Since aphasia may be reflected in such a broad spectrum of language behaviors, whereas dysarthria is restricted to the acoustic result of oral output, aphasic symptoms may be of greater interest to the linguist. The observable symptoms of aphasia may be described without the use of medical terminology, according

to the parameters of time, amount, order, choice, sequence, and stress in language decoding and encoding. For example, a common symptom of aphasia is the decreased ability in auditory comprehension of long utterances. The same utterance, if reduced to two separate utterances, will be more easily comprehended. This is an example of impairment in the factors of time and amount. Any linguistic element or combination of elements, from the phoneme to the complete utterance, may be impaired.

There are some particularly interesting linguistic symptoms common to a large percentage of the aphasic population. The aphasic tends to overuse descriptive modifiers but uses few different modifiers as compared to normal speakers. The subject words of a sentence seem to be retained best, and the most frequent utterances are often reduced to single word sentences. Even the most severely impaired aphasic person will often retain the ability to count in series, to recite the days of the week, the months of the year, or to sing words to songs. Some retain profanity to the exclusion of all other language. Many are unable to use a second language and will revert to functioning in their native language, even when that language has not been used for forty or fifty years.

ANOMIA AND AGRAMMATISM

There is a particular kind of aphasic symptom, called anomia, which causes the patient to lose the ability to use substantive words. The patient may omit nouns, and in their stead use pronouns or become circumlocutious. This common symptom is the exception to the

See *Aphasia*, 2, Col. 1

generally observed order of losses. The patient retains all of the function words of the language but, without nouns, cannot communicate effectively.

More commonly observed is the "agrammatic" patient, who has retained nouns but has lost the structural elements of language. One study of agrammatism concluded that the aphasic subjects generally had a small repertory of structural patterns, a tendency toward simplification of verb forms, a loss of the ability to find the syntactic model which corresponds to a limited choice of grammatical words, a difficulty with various inflectional endings following a definite order but based on grammatical function, not on phonological similarity, and less difficulty with noun plurals than with possessives. Naturally, aphasic disorders affecting structure will be reflected more markedly in a highly inflected language than in less inflected languages. The intonational aspects of verbal expression have attracted some attention, and it has been speculated that some aphasic patients may suffer an intonational disorder which restricts the verbal parts which the patient can assign to his disordered melody. The melodic variations which emphasize syntactic relations in an utterance may be lost.

Virtually all aphasic patients manifest some degree of inability to understand auditory stimuli. In many instances, patients complain of inability to hear well, even though audiometric testing does not confirm their complaint. Some patients ask to have the radio much louder than normal, despite the fact that they do not have any hearing loss. Among aphasic patients who have difficulty in understanding spoken language there is a tendency to "overtalk."

LANGUAGE RECOVERY

Many aphasic patients improve their language skills with training. It is not known, however, what specific conditions determine the kind and extent of language recovery that will take place, and there is an urgent need for controlled experiments which will seek to investigate precisely which factors contribute to recovery from aphasia. However, certain empirical observations can be made:

1. Exposure to language training, in almost all cases, regardless of severity of damage, improves the patient's communication effectiveness in at

least one of the language modalities. Auditory comprehension usually improves even when all other modalities fail to show improvement.

2. The length of retraining necessary for maximum level of recovery is usually over one year.
3. Patients improve most when exposed to frequent and short periods of teaching rather than to infrequent and long teaching sessions.
4. Aphasics learn best when the stimulus is exaggerated. Bold type in reading and amplification of auditory stimuli appear to facilitate learning.
5. A breakdown of each language task into its smallest units is essential to effective language teaching of aphasics. Critical losses of skill at an earlier step in the hierarchy of language function which have been missed in the recovery process sometimes deter learning higher skills.
6. There appears to be a relationship between self correction facility and learning skill.
7. The order in which the various parts of speech are recovered appears to respect the order of loss. Going from

highest probability of appearance in residual language and first to be relearned to lowest probability of appearance in residual language and last to be relearned, the sequence is the following: nouns, verbs, adverbs, adjectives, prepositions, pronouns, conjunctions, and articles. Those parts of speech having the highest probability of remaining intact in the aphasic's post-morbid residual language are those that are first relearned during the recovery process.

8. Language disorders following brain damage cut across all modalities.

The extent to which clusters of language skills are affected by brain damage should cast considerable light on the organization of these skills in normal language function, and, hopefully, this cursory and simplified description of the verbal behavior of the brain damaged adult will stimulate some serious questioning on the part of the linguist as to possible areas of study and application. The descriptive tools and information of linguistic science would contribute significantly to the speech pathologist's task of evaluating and rehabilitating brain damaged persons with verbal disorders.

TOEFL: Program for the Testing of English as a Foreign Language

by Lois McArdle

[Miss McArdle is Administrative Assistant for the TOEFL Program.]

In May 1961, the Center for Applied Linguistics in cooperation with the Institute of International Education and the National Association of Foreign Student Advisers (now the National Association for Foreign Student Affairs) sponsored a two-day Conference on Testing the English Proficiency of Foreign Students [see the *Linguistic Reporter* August 1961]. The conference members, aware of the growing numbers of foreign students arriving each year for study in the United States and concerned about the lack of a generally suitable and acceptable testing instrument for English as a foreign language, agreed unanimously upon the need for a new test, developed exclusively to assist educational institutions, government agencies, and private organizations in determining the English proficiency of foreign candidates for study. The conference members also established the requirements for such a test and for the program to administer it.

A second conference held the following January established the National Council on the Testing of English as a Foreign Language [see the *Linguistic Reporter* April 1962]. This organization assumed responsibility for the formation of the testing program prescribed by the original conference, and in June 1963, with the aid of a grant from the Ford Foundation to the Modern Language Association of America for this purpose, the Program on the Testing of English as a Foreign Language, known as TOEFL, was established with David P. Harris as director [see the *Linguistic Reporter* June 1963]. In August 1963, the Program moved its offices to the Center for Applied Linguistics.

Since TOEFL, unlike other testing programs for English as a foreign language, is sponsored by a national council composed of organizations concerned with the selection and training of foreign students, its policy has been developed by actual users of the test. As a result of this policy, the TOEFL test differs from

existing tests for English as a foreign language in several ways: It yields reliable subscores on component language skills as well as a total English proficiency rating; it is prepared by test specialists and experienced teachers of English as a foreign language; it is given on a world-wide basis three times a year, with a new form developed for each regularly scheduled administration.

TEST CONTENT

The TOEFL test is a five-part diagnostic battery which takes approximately three and one-half hours to administer. It is entirely objective and includes the following five sub-tests:

1. *Listening Comprehension*, which tests the student's ability to understand spoken English. The candidate is tested on his comprehension of statements and questions, short informal conversations, and part of a prepared university lecture. The material is presented on records with care that the utterances are made at a rate of speed natural for the kind of situation represented.

2. *Structure*, which is a test of the student's recognition of the grammatical patterns characteristic of informal spoken English. The problems are based on typical errors of foreign students.

3. *Vocabulary*, which tests the vocabulary required for efficient general reading at the college level. In some problems, the student is asked to select the best word to complete a sentence; in others, to choose the nearest equivalent of the word or phrase given.

4. *Reading Comprehension*, which present short reading passages and questions about them. The passages represent the kinds of reading assignments a student is likely to be given at a University.

5. *Writing Ability*, which tests formal style and usage. The student is asked either to identify forms which are inappropriate for written English or to choose the most effective way to complete a sentence. Though their inclusion in a test for the foreign learner is new, the problem types have been used in similar tests for native speakers of English. It will be necessary to carry out extensive studies to determine to what extent success on this sub-test relates to success in actual college writing. However, comparisons between foreign student and native American performance on this sub-test show that both groups seem to react in very much the same way to problems of style.

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. Manuscripts, books for review, and editorial communications should be sent to the Editor: Frank A. Rice, Center for Applied Linguistics, 1755 Massachusetts Avenue, N.W., Washington 36, D.C. Communications concerning subscriptions should be directed to the Subscriptions Secretary at the same address. Permission is granted for quotation or reproduction from the contents of the *Linguistic Reporter* provided acknowledgment is given.

While the Listening Comprehension and Structure sections of TOEFL deal with aspects of the aural-oral process, no direct test of speaking ability is included. The National Council recognizes the importance of such a test but also recognizes the need for additional research into and validation of objective techniques for measuring oral ability. The Council is committed to research in this area and in the area of language aptitude testing, with the aim of supplementing the present TOEFL battery with more direct measures of oral production and language aptitude.

FIRST TOEFL ADMINISTRATION

The first form of the TOEFL test was administered on February 17th of this year. It was given in 34 countries at 58 centers to a total of 964 students, 592 of them regular candidates and 372 special, non-fee candidates tested for comparison purposes.

Of the February examinees, several hundred were applicants for Department of State grants awarded through the Bureau of Educational and Cultural Affairs. Most of the other candidates were "self-sponsored" students who learned of TOEFL from U.S. colleges and universities, some 80 of which are already recommending or requiring that foreign applicants take the test.

TEST VALIDITY AND RELIABILITY

As mentioned, 372 students were tested on the February testing date for comparison purposes. Columbia University, New York University, and the University of Michigan volunteered to assist by administering the test to groups of foreign students who were already enrolled. Each university was asked, before testing, to rank its students in five or six categories on the basis of English proficiency as

determined by its own testing programs or other judgments of the ability of these students to pursue regular academic programs. The results of this special comparison testing showed correlation coefficients ranging from .76 to .87, indicating a very close relationship between TOEFL scores and judgments about English competency made by these universities after the student's enrollment.

Of particular interest is a reliability coefficient for the first form of TOEFL of .97, based on a sample of 548 students who took the test overseas. The reliability indices of the various sub-tests range from .88 to .92, indicating that the part-scores are meaningful and may be used with confidence.

INSTITUTIONAL TESTING

At a recent meeting of the National Council, it was agreed that U.S. schools will be offered an opportunity to try out the TOEFL test on their own campuses this fall. This will permit them to make an evaluation of the suitability of the test in meeting their own particular needs. Each school will be allowed to administer the test in this way only once, with a minimal fee charged to cover the administration costs and score reporting.

TOEFL will be administered once again in 1964, on November 2. For 1965, the dates which have been set are January 16, May 1, and October 2. The May 1 date was deliberately chosen to coincide with College Board testing, since it seemed to the National Council worthwhile experimenting with a combined TOEFL-College Board administration.

Those interested in obtaining more information about TOEFL should write to the TOEFL Program Office, 1755 Massachusetts Avenue, N.W., Washington, D.C. 20036.

Fifth International Conference on Second Language Problems

by Sirarpi Ohannessian

[Miss Ohannessian, a specialist in problems connected with English as a second language, is Assistant Director, Center for Applied Linguistics.]

The fifth annual International Conference on Second Language Problems was held in Rome from March 18 to 21. The Rome conference, like the four which preceded it, was sponsored by the Center for Applied Linguistics with the cooperation of the English-Teaching Information Centre (ETIC) of the British Council, London, and the Bureau d'Etude et de Liaison pour l'Enseignement du Français dans le Monde (BEL), Paris.

Participants at the conference included linguists and language teachers from a number of countries and a few administrators from government agencies concerned with problems of second language learning. The agenda included reports on activities, research and new developments in the field from Britain, France, the United States, Sweden, Italy, Spain, Latin America, Canada, and the Philippines, as well as a report on the work of UNESCO.

Papers were presented and discussions held on such subjects as "langues des spécialités" and restricted languages; the preparation of second language teachers; the transfer of language program responsibility to host countries; "intercomprehensibility" for various types of spoken language; "ivory tower" linguistics; and English as a medium of instruction for other subjects. At a session entitled "International Organizations for Applied Linguistics" there were reports and discussions on the proposed Centre Européenne de Linguistique Appliquée (CELA) and on the plans for the creation of a wider organization (proposed at a conference in Stockholm held in October 1963), to be entitled L'Association Internationale de Linguistique Appliquée (LAILA).

On March 21 the conference participants were received by His Holiness Pope Paul VI [The text of an address given by His Holiness follows this article.]

Before adjourning the conference participants tentatively decided to hold their next meeting in Ireland.

Local arrangements for the Rome conference of 1964 were made by Dr. Paul Roberts of Cornell University, Director of the Cornell Project at the Consiglio di

Studi Americani. Participants at the conference were: F. Agard (Cornell), G. Capelle (BEL), Mme G. Capelle (BEL), J. Catford (Edinburgh), E. Chinol (Naples), J. M. Cowan (Cornell), A. Culioli (Paris), J. M. Cullen (Ford Foundation), H. Evrard (Ministry of Education, Paris), C. Ferguson (CAL), M. Fox (Ford Foundation), H. Freeman (AID), A. Gimson (University College, London), D. Girard (BEL); M. Gorosch (Stockholm University), J. Groebli (Peace Corps), M. Janacek (Saint-Cloud), A. King (British Council), R. Lado (Georgetown), A. Legrand (UNESCO), E. G. Lewis (Ministry of Education, London), A. McIntosh (Edinburgh), S. Ohannessian (CAL), C. Ó Huallacháin (Franciscan College, Gormanston, Eire), R. Payne (Ford Foundation), G. Perren (British Council), B. Pottier (University of Strasbourg), C. Prator (UCLA), R. Quirk (University College, London), B. Quemada (Besançon), P. Roberts (Consiglio di Studi Americani), B. Sibayan (Philippine Normal College), P. Strevens (Leeds), Sra. B. Tedeschini-Lalli (Consiglio di Studi Americani), R. Titone (Pontificio Ateneo Salesiano, Rome), W. F. Twaddell (Brown), H. E. Urist (USIA), M. Vent (AID), S. Weinstein (ESI), H. R. Wilson (Royal Military College, Ontario).

PREVIOUS ICSLP CONFERENCES

The first two international conferences on second language problems, the work of which has been continued in the subsequent annual meetings, were held in London, in January and again in December of 1960. Both were held in connection with the World Language Survey, which, through a grant from the Ford Foundation, was conducted during the period December 1959 - March 1961 by the Center for Applied Linguistics in collaboration with the British Council and BEL. The main aim of the Survey was to investigate the problem of second language learning as a factor in national development in countries of Asia, Africa, and Latin America.

The third International Conference, held in Nijmegen, Holland, in 1962 (see the *Linguistic Reporter*, April 1962), and the fourth in Besançon, France, in 1963 (see the *Linguistic Reporter*, June

1963), as well as the Rome conference, have continued to be concerned with these problems.

Address by Pope Paul VI

[Following is the full text of the address given by His Holiness Pope Paul VI to the participants at the fifth ICSLP conference. The address was printed in full on page 1 of L'OSSERVATORE ROMANO, Sunday, March 22, 1964.]

Chers Messieurs,

A l'occasion de votre rencontre romaine organisée par le Centre de linguistique appliquée, vous avez exprimé le désir d'être reçus par le Pape. C'est bien volontiers qu'il accède à votre requête, et de tout coeur Il vous dit combien Il est heureux de s'entretenir quelques instants avec vous, bien que ses nombreuses occupations ne Lui laissent malheureusement pas le loisir de prolonger autant qu'Il le voudrait cet agréable moment.

Chaque année, vous avez coutume de vous réunir entre spécialistes pour aborder divers problèmes linguistiques, en particulier celui de l'étude des deuxièmes langues dans les pays en voie de développement. Ces problèmes d'expression sont loin d'être étrangers, vous le savez, à l'Eglise catholique. Et les récentes sessions conciliaires ont montré l'importance qu'y attache l'épiscopat du monde entier. C'est que les catholiques vivent une religion qui s'appuie sur un message divin exprimé en paroles humaines: il leur faut donc faire effort, de siècle en siècle, pour transmettre cette révélation dans une langue qui soit intelligible à tous, et qui en même temps traduise fidèlement le donné originel, tel qu'il a été reçu et transmis par les générations successives de croyants.

C'est ce qui fait l'éminente dignité en même temps que la fragilité des mots humains, chargés, en plus de leur signification immédiate, de tout un patrimoine culturel et historique en dehors duquel le langage ne peut être compris dans sa pleine intelligibilité.

Et Nous en venons ainsi à ce qui fait l'objet même de votre rencontre, le problème des secondes langues comme indispensable moyen d'expression. S'il est clair en effet qu'un langage donné est d'abord le nécessaire instrument d'échange de la pensée dans un groupe déterminé, il devient aussi par là même un facteur d'unité de cette communauté humaine. Mais qui ne voit la nécessité, pour cette communauté même, si elle ne

See ICSLP, 5, Col. 1

Selective and Annotated Report on Films in the Fields of Linguistics, Language Teaching, and Related Subjects

by Joy Varley

[Miss Varley is a Research Assistant on the staff of the Center for Applied Linguistics.]

Introduction

This report is intended to be a guide to films available in the fields of linguistics, language teaching, and related subjects such as the teaching of reading, writing, language laboratory and audio-visual techniques, acoustics, and communication theory. The films noted here have been chosen from many which came to the writer's attention over a period of some four months of research; it is not intended to be a complete list of all films available in the field. Most of the films have been viewed by the writer.

All films listed are available for purchase, and in most cases they may also be rented from the producer or a film library. When possible the following information is given for each film: running time, black-and-white or color, purchase price, rental price, date of film, producer, and sales or rental source. Rental prices vary, and hence the price in some case may differ from that quoted here. Some producers, such as Encyclopaedia Britannica Films, do not rent their films directly but these films may in some cases be rented from film libraries. Certain producers have rental plans with an option to buy, or will lend films to prospective purchasers for preview either free or at a low price.

There are several publications which are indispensable to those wishing to rent films. *A Directory of 3660 16mm. Film Libraries*

is published by the U.S. Office of Education. There are also several very good catalogues, including the *U.S. Government Films for Public Educational Use*, the *Library of Congress Catalog: Motion Pictures and Film Strips*, and the catalogs of the film libraries and producers. Further information on these publications, as well as a number of others which provide valuable background information on films, is given in the Bibliography. A list of addresses of all producers and rental sources mentioned in the body of this report follows the Bibliography. Many film distributors have offices in major cities. Local telephone business offices and I.B.M. offices have films available for free showing. Also many public school systems and state departments of education have film libraries, but generally restrict the films to the local school systems. Often, public libraries have film libraries.

This report is restricted to 16mm. sound films. A great deal of work has been done at the Horace Mann-Lincoln Institute of School Experimentation, Teachers College, Columbia University, New York, on 8 mm. films, and a book has been published called *The 8 mm. Sound Film and Education*, details of which are given in the bibliography.

The body of the report is set out as follows:

1. General Linguistics
- 2.1 Language Teaching: General
- 2.2 Language Teaching: English
- 2.3 Language Teaching: Teaching Aids
- 3 Reading and Writing
4. Communication Theory and Semantics
5. Speech, Hearing, and Sound

1. General Linguistics

Two television series are available for purchase or rental on a package or individual film basis. Both series are kinescopes, that is, films made from a television picture and the reproduction is therefore not quite as clear as that of an original film. However, kinescopes can be shown in the same way as films and are quite as effective.

The first of these is intended for persons with no background in linguistics: *The Wonderful World of Language*, a series of ten 30-minute films made in 1960 by Carroll E. Reed of the University of Washington. The series includes one film on the history of writing, one on dialects, one on the history of English, one on language structure and one on prescriptive linguistics. For further information and a copy of a television guide write to Telecourses.

The second series is also for persons with no background in linguistics but is more detailed: *Language and Linguistics*, a series of thirteen 30-minute films made in 1960-61 by Henry Lee Smith, Jr. of the State University of New York at Buffalo. It includes films on writing, language learning, dialects, grammar, historical linguistics, reading, and semantics. Some of these are described in greater detail below under other headings. For further information and a descriptive brochure, write to the NET Film Service. Purchase price, \$125 per film.

Language by Gesture. Produced by University of Michigan, Television Center, 30 minutes, black-and-white, kinescope. Kenneth Pike demonstrates his method for learning to speak another language using

only a native speaker, no translator. Albert Marckwardt acts as commentator in this unrehearsed meeting between Dr. Pike, speaking Mixtec, and a native speaker of an Ilocano dialect.

2.1 Language Teaching: General

Principles and Methods of Teaching a Second Language is a film series on the subject of language teaching methodology. It describes the application of modern principles of linguistics to the teaching of modern foreign languages including English as a second language and is designed to instruct teachers. The series consists of five black-and-white films running approximately 32 minutes each. The series was sponsored and produced by the Modern Language Association of America, the Center for Applied Linguistics and Teaching Film Custodians, Inc. The films are: 1. *The nature of language and how it is learned*; 2. *The sounds of language*; 3. *The organization of language*; 4. *Words and their meanings*; 5. *Modern techniques in language teaching*. For information on purchase or rental, write to Teaching Film Custodians. Purchase price: Complete series \$850; individual units \$170 each. Teaching Film Custodians has descriptive brochures and worksheets which accompany each film. An *Instructor's Manual* to accompany the series is available from the Center for Applied Linguistics. Price \$1.00.

A film which deals specifically with Spanish but which illustrates methods which can be applied to all modern foreign languages, is the following: *The Two O'Clock Class*, produced by Holt, Rinehart and Winston, 22½ minutes, black-and-white, ca. 1960. \$125. This film was made in an unrehearsed classroom teaching situation and shows the teacher and students working on units 16 and 17 of *Español: Entender y Hablar*. It shows an effective use of the aural-oral approach and demonstrates the ways drills and pattern practices can be used. It also shows the use of a tape recorder in a classroom situation. An accompanying descriptive guide contains questions for discussion.

In *The Linguistic Approach to Language Learning*, a film in the *Language and Linguistics* series, Henry Lee Smith, Jr. points out the difference between written and spoken language and contrasts the stress systems of English and German with the stress system of French. Also discussed is the meaning of "grammatical correctness" and linguistic change.

2.2 Language Teaching: English

The United States Information Agency has sponsored several films concerned with the teaching of English as a second language. At present four are available for rental or purchase. They were originally prepared for

use in the USIA overseas English Teaching Program, to be shown to non-native teachers of English.

Teaching English Grammar. Produced by Paul Alley Productions, 19 minutes, black-and-white, 1960. \$68.55. This film shows the use of drill methods to teach grammar through pattern practice rather than through learning and applying rules. Examples of simple and complex patterns are given.

Teaching English Naturally. Produced by Caravel Films, 17 minutes, black-and-white, 1960. \$62.10. This film explains and demonstrates the informant-drill technique for teaching conversational English. (At the time of writing, this film is being remade and should appear shortly under the title *Teaching English Speech*.)

Teaching English Pronunciation. Produced by Herbert Kerkow, Inc., 20 minutes, black-and-white, 1963. Approximately \$60. This film shows several classes in English as a foreign language. The teacher demonstrates and the students learn to speak by recognizing sounds and words, imitating them, and repeating them until they are learned.

Teaching English Conversation. Produced by Craven Film Corporation, 20 minutes, black-and-white, 1963. Approximately \$60. This film demonstrates the basic principles of the "learning-speaking" method. The teacher demonstrates at conversational speed, the students imitate. Gradually, difficulty is increased and controls are relaxed. Three teachers of English explain and demonstrate their methods with large classes and small groups.

Inquiries about all four of the above films should be addressed to Norwood Studios.

2.3 Language Teaching: Aids

Under this heading are included language laboratories, teaching machines and programmed learning, and audio-visual methods and materials.

The following film, though it does not deal specifically with language teaching, can serve as a general introduction to the field: *Teaching Machines and Programmed Learning*. Produced by the National Education Association, 28 minutes, color, 1961. In this film, which accompanies the textbook of the same name by A. A. Lumsdaine and Robert Glaser (DAVI-NEA, 1960), B. F. Skinner explains the main characteristics of teaching machines; A. A. Lumsdaine reviews the various types of machines available and current trends in the preparation of materials; Robert Glaser explains possible effects of teaching machines on the educational system.

A film which reports on the result of a research investigation is *One Step at a Time*. Produced by the American Institute for Research, 28 minutes, color, 1961. The film reports on the preparation and tryout of materials for self-instruction in 17 high

schools. It also answers a number of questions about the techniques involved.

The following films were made especially for language teachers, and concentrate on the theory of language laboratories and audio-visual aids.

Language Teaching in Context. Produced by Wayne State University, 25 minutes, color, 1959. \$200. This film demonstrates the use of audio-visual methods in the teaching of foreign languages and shows the different kinds of materials used for French instruction in the language laboratory at Wayne State University.

To Speak with Friends. Produced by NET Film Service, 28 minutes, black-and-white. Stressing the importance of a knowledge of foreign languages, this film shows such recent innovations as the oral-aural method, television, foreign language films, and language laboratories.

Following are two films on language laboratory techniques.

New Dimensions in Language Teaching. Produced by Monitor, 11 minutes, color, 1960. \$125. This film was made at Whittier College, California, and shows details of the laboratory design and layout. Students are seen using the equipment in the "audio-lingual" approach to spoken language learning. John E. Medaris explains the recording principle involved.

The Language Laboratory in Action. Produced by Monitor, 14 minutes, color, 1960. \$125. This film shows the operation of a language laboratory in a high school, showing teacher and students working with equipment. The film includes an animated explanation of the dual channel tape recording principle, and shows the teacher at work with groups of students, helping individuals, and preparing duplicate tapes.

3. Reading and Writing

The problem of teaching children to read has been under discussion for many years, and it is not surprising that there exist many films on the subject.

From the Bookshelf is a series of twenty 28-minute films, black-and-white, made in 1960 by L. C. Hunt at Pennsylvania State University. The films deal with every stage of the problem, from grade 1 word recognition to grade 6 level choice of books and discussion with the teacher. For rentals and other information, write to the Psychological Cinema Register. Rental price, \$5.75 each.

Reading Improvement is a series of five 10- or 11-minute, black-and-white films, produced by Coronet Films. The films are: 1. *Comprehension skills*; 2. *Defining the good reader*; 3. *Effective speeds*; 4. *Vocabulary skills*; 5. *Word recognition skills*. The rental price from libraries is approximately \$2.00 each.

The following is a film of an experiment conducted by O. K. Moore and Alan Ross Anderson at Yale University: *Early Reading and Writing*, produced by William D. Stoneback for Basic Education Inc., 3 parts, 15, 18, 16 minutes each, color. Rental price approximately \$25. Sales price \$450 This film reports one phase of a research program which is attempting to combine theoretical investigations of human high-order problem-solving and social interaction with experimental applications. The film shows results of some new teaching methods, using electric typewriters Part 1 shows preschool children, ages three to five, learning to read and write. Part 2 illustrates the teaching method. Part 3 gives an indication of the rate at which learning can take place by showing one child at two stages in the training. She began at age two years seven months and is shown at age two years eleven months reading a story, printing the alphabet and typing on an electric typewriter The film also shows the child's progress over the next 14 weeks.

Individualizing Reading Instruction in the Classroom. Produced by Teachers College, Columbia University, 22 minutes, black-and-white, 1957. Rental price \$4.75. Sales price \$90 from the Psychological Cinema Register. This film shows first-graders learning to read with both individual and group instruction. It shows how teachers arrange programs to provide these methods of instruction, how they test for understanding, and how they help with "word attack" and phonics. Encouragement of fluency in oral reading and the sharing of enjoyment through related experiences are shown.

Reading Development in the Secondary School. Produced by G. C. Barnette for Learning Through Seeing, Inc. 20 minutes, black-and-white. This film, which concentrates on the development of reading skills at the high school level, shows the use of various devices such as the tachistoscope, the tape recorder and reading speed controllers, as well as tests and dictionaries. In describing general class activities, it shows the usefulness of discussion groups and individual study.

Better Reading. Produced by Encyclopaedia Britannica Films, 13 minutes, black-and-white and color, 1952. Sales price \$60. black-and-white; \$120 color. This film shows the methods used by a reading clinic to help an intelligent high school boy whose work suffers from slow reading habits.

Three films from Henry Lee Smith's *Language and Linguistics* series are concerned with the problem of reading and writing. The first, *Language and Writing*, explains the difference between written and spoken language and discusses common misconceptions. *Linguistic Science and the Teaching of Reading* discusses the various methods of teaching the English spelling system, and

suggests a remedy to the reading problem, using linguistic structures as a basis. *The Alphabet* analyzes the English writing system and discusses the history and nature of other writing systems, including Sanskrit, Chinese, Arabic, and hieroglyphics.

Another film which deals with the history of writing is *Language and Communication*. It is described in the following section.

4. Communication Theory and Semantics

There are several film series on communication theory and semantics, some of them originally made as television series and existing in kinescope.

Dr. Irving Lee's *Talking Sense* series consists of six 30-minute TV films made by WOI-TV in association with the Fund for Adult Education They are available from the Audio-Visual Center at Indiana University at a rental price of \$4.75 each. The films are: 1. *Do you know how to make a statement of fact?*; 2. *Just what is general semantics?*; 3. *On the difference between words and things*; 4. *The man who knows it all*; 5. *What is a good observer?*; 6. *Why do people misunderstand each other?*

Dr. S. I. Hayakawa's TV series *Language in Action* supplements his book of the same name. It consists of thirteen 30-minute films covering many aspects of human communication The films are available for \$125 each from NET Film Service.

Language and Meaning, one of the films in the *Language and Linguistic* series, is concerned with semantics. It defines the role of structure in determining meaning in language, and is also concerned with paralinguistics and kinesics as supplementing spoken language. The application of linguistic science to the analysis of a psychiatric interview is illustrated.

Language and Communication. Produced by Moody Institute of Science, 16 minutes, color. \$145. This film, one of the *Moody Debt to the Past* series, points out the use of gestures, of spoken language, and of writing as tools for communication. The history of writing is shown from its beginnings as pictographs, through ideographs and finally to phonetic script.

Dr. Lennox Grey collaborated in the production of *Making Yourself Understood*, produced by Encyclopaedia Britannica Films, 14 minutes, black-and-white, 1954. \$75. This film demonstrates by animation and dramatization five elements in communication: *who is saying what to whom, how and with what effect.*

Communications Primer. Produced by Ray and Charles Eames for Coast Visual Education Co., 22 minutes, black-and-white, 1954. This film illustrates communication theory by use of the Shannon model which includes an information source, coding transmission channel, receiver, decoder, and des-

tinuation. The importance of past experiences of the recipient is pointed out as determining the meanings accepted or understood by communication.

5. Sound, Speech, and Hearing

Columbia University, Columbia-Presbyterian Medical Center and the Haskins Laboratories in New York with NDEA support collaborated to make a series of X-ray films in slow motion with stretched sound. The first of these is: *Some Aspects of the Speech Event*, produced by Haskins Laboratories, 11 minutes, black-and-white. This film shows the motion of the speech organs in the pronunciation of English words. Four other films were made on specific languages—Hungarian, Mandarin Chinese, Russian and Damascan Arabic. Each film stresses the important articulatory phenomena of the particular language, such as emphasis in Arabic and palatalization in Russian. The films run about 15 minutes each. They may be rented from the Psychological Cinema Register for approximately \$2.00 each. For information regarding purchase and a brochure describing methods of filming and giving the script for each film, write to Haskins Laboratories.

The American Speech and Hearing Association distributes *Film Theater Card Packets* (each packet containing details on about 20 films) to its members at its annual convention. Additional packets are available at \$1.50 each to members of the Association; \$2.50 to non-members. The films are mostly in the area of anatomy and physiology, hearing and speech disorders.

How the Ear Functions. Produced by K. K. Bosse, 11 minutes, black-and-white. This film, which is also available with French or Spanish sound track, explains the structure and function of the ear, using photography, animation and sound effects. Rental price \$2.25 and sales price \$50 from the Psychological Cinema Register.

The Ears and Hearing. Produced by Encyclopaedia Britannica Films, 10 minutes, black-and-white. \$60. This film describes the physiology of the ear, using photography and animation. Also covered are some causes of hearing disorders, and the use of hearing aids.

Fundamentals of Acoustics. Produced by Encyclopaedia Britannica Films, 10 minutes, black-and-white. \$60. This film explains most aspects of sound, including production, modification between the source and the hearer (which may be caused by velocity, refraction, range of hearing, etc.), and the phenomenon of hearing.

To accompany the text *The Speech Chain*, Bell Telephone Laboratories has produced a film suitable for senior high school or junior college level speech classes: *The Speech Chain*, 19 minutes, color, 1963. This film examines various aspects of the speech

event, from the production of sounds, through their transmission to their reception by the ear. Animation and X-rays are used. The film can be borrowed free from any local telephone business office.

Fun with Speech Sounds. Produced by Coronet Films, 11 minutes, black-and-white. This film for young children deals with the English vowels and consonants. It shows how to produce difficult sounds and how sounds can be practiced by repetition and classroom participation.

Learning about Sound. Produced by Encyclopaedia Britannica Films, 8 minutes, black-and-white. \$45. This film for young children explains the nature of sound and demonstrates three methods by which sound can be produced: the vibration of a string, the vibration of a hard surface, and vibration of an air column. It also explains how sound travels and how it is heard.

In *The Sounds of Language*, a film in the *Language and Linguistics* series, Henry Lee Smith, Jr. explains how languages have their own significant sound systems, and how linguists analyze them. He discusses phonetics and phonemics and the speech organs.

One of the films in the *Principles and Methods of Teaching a Second Language* series, *The Sounds of Language*, explains the sound systems of languages and shows how students learning a foreign language, tend to carry over the sound system of their own language into the target language. The concept of phonemic contrasts is explained. A class in Spanish for English speakers illustrates some of the problems encountered and suggests how to deal with them.

Bibliography

Brown, James W. Lewis, Richard B., and Harclerod, Fred F. *Audio-Visual Instruction: Materials and Methods.* New York: McGraw-Hill, 1959. \$8.95. *Manual*, \$3.75

Chapter 8 is concerned with films, and has a section on how to locate them. Reference Section IV at the end of the book has a list of addresses of all sources mentioned in the book.

Dale, Edgar. *Audio-Visual Methods in Teaching.* Rev. ed. New York: Holt, Rinehart and Winston, 1954. \$8.75.

The first section of the book is concerned with general audio-visual theory. Chapter 15 deals exclusively with films. There is a bibliography at the end of the chapter and a list of sources of films.

Educational Film Guide. New York: H. W. Wilson Co., 1954-58. Supplements through 1962. \$20.00.

A basic library guide which gives the location and distribution source of almost every educational film produced. Annual volume is accumulated from quarterly issues

EFLA Film Review Register. Educational Film Library Association, 250 West 57th Street, New York 19. \$4 to EFLA members; \$5 to non-members.

An extensive evaluation, mailed out periodically to subscribers. Films are annotated by visual educationists.

Forsdale, Louis, ed. *8mm. Sound Film and Education.* Proceedings of a conference held at Teachers College on November 8, 9, and 10, 1961. New York: Columbia University, Teachers College, Bureau of Publications, 1962. \$2.50.

Twenty-five articles under eight subject headings. Contains bibliography.

Huebener, Theodore. *Audio-Visual Techniques in Teaching Foreign Languages: A Practical Handbook.* New York: New York University Press, 1960. \$3.25.

Gives the history of AV aids, their types and situations in which they can be used. Contains a bibliography and list of educational film producers.

Kinder, James Screngo. *Audio-Visual Materials and Techniques.* 2nd ed., New York: American Book Co., 1959. \$7.75.

Contains three chapters devoted to motion pictures. Appendix H has an extensive list of film sources, libraries, etc. Appendix I gives addresses of film producers and distributors mentioned in text

Library of Congress Catalog: Motion Pictures and Film Strips. Washington, D. C.: Library of Congress, 1953-57. \$20.00. Continued quarterly, with annual and quinquennial cumulations, at \$7.50 plus \$.50 postage per year

Includes listing by title and subject index of all educational motion pictures and filmstrips released in the United States and Canada, and catalogued at the L. C. Short annotations of each title. Bibliographical information on each medium given.

Reid, Seerley, and others. *A Directory of 3600 16 mm. Film Libraries.* Bulletin 1959, No. 4. U. S. Department of Health, Education, and Welfare, Office of Education. Washington, D. C.: U. S. Government Printing Office. \$1.00.

The libraries are listed alphabetically by state and by town within the state. Each library has a notation as to the number and type of films it has available; restrictions on distribution are also noted.

U. S. Government Films for Public Educational Use. Circular No. 655 (OE-34006) U. S. Department of Health, Education and Welfare, Office of Education. Washington, D. C.: U. S. Government Printing Office, 1961. \$2.75.

Contains information about U. S. Government films and film services, TV and foreign use of films, alphabetical list of films

with annotations, subject index to films, and sources for borrowing, renting, and buying.

Wittich, Walter Arno and Schuller, Charles F. *Audio-Visual Materials: Their Nature and Use.* 3rd ed. New York: Harper, 1962. \$8.75.

Chapter 13 is concerned with 16mm. films and gives background, mechanics, and advantages of films as tools for instruction. Has a good index and source list for all AV materials.

Addresses

American Institute for Research, Pittsburgh, Pennsylvania.

American Speech and Hearing Association, 1001 Connecticut Avenue, N.W., Washington, D. C.

The Audio-Visual Research Institute, 1346 Broadway, Detroit, Michigan.

Basic Education, Inc., 20 Augur Street, Hamden, Connecticut.

Coast Visual Education Co., 5620 Hollywood Boulevard, Hollywood 28, Calif.

Coronet Instructional Films, Inc., 65 East Water Street, Chicago 1, Illinois.

Encyclopaedia Britannica Films, 1150 Wilmette Avenue, Wilmette, Illinois.

Haskins Laboratories, 305 East 43rd Street, New York, New York.

Holt, Rinehart & Winston, Inc., Foreign Language Department, 383 Madison Avenue, New York 17, New York.

Indiana University, Audio-Visual Center, Bloomington, Indiana.

Learning Through Seeing, Inc., P.O. Box 368, Sunland, California.

University of Michigan, Television Center, 310 Maynard Street, Ann Arbor, Mich.

Monitor Language Laboratories, 5034 Wisconsin Ave., N.W., Washington 16, D. C.

Moody Institute of Science, P. O. Box 25575, 11428 Santa Monica Boulevard, Los Angeles 25, California.

National Education Association, Department of Audio-Visual Instruction, 1201 16th Street, N.W., Washington, D. C.

NET (National Educational Television) Film Service, Audio-Visual Center, Indiana University, Bloomington, Indiana.

Norwood Studios, Inc., 926 New Jersey Avenue, N.W., Washington, D. C.

The Psychological Cinema Register, Pennsylvania State University, University Park, Pennsylvania.

Teaching Film Custodians, 25 West 43rd Street, New York 36, New York.

Telecourses, University of Washington, Seattle 5, Washington.

Wayne State University, Audio-Visual Production Center, 680 Putnam, Detroit 2, Michigan.

veut pas demeurer repliée sur elle, mais ouverte au monde, d'utiliser aussi un langage qui lui permette de s'exprimer d'une manière intelligible aux autres et d'en recevoir communication enrichissante de leurs expériences. S'il n'y a donc pas de communauté sans une langue parlée par tous ceux qui en font partie, il ne peut y avoir non plus d'autosuffisance linguistique, sous peine de cloisonnement domageable dans une impossible autarcie.

Tout peuple voudra donc respecter et développer sa langue originelle, qui relie entre eux ses membres actuels et les enracine dans la chaîne des générations, mais il voudra encore se donner un instrument capable d'exprimer le meilleur de lui-même et d'entrer en rapport avec les autres par le moyen d'une langue, pour lui secondaire, mais principale dans le monde, par l'aire géographique considérable de son emploi, en même temps que par l'importance des groupements humains qui l'utilisent. Ce n'est point là attitude servile à l'égard d'autrui, mais tout simplement modeste et réalisme dans la reconnaissance du besoin des autres. Et c'est en même temps travailler à nouer de fructueux échanges, et à rapprocher les esprits et les cœurs, par une plus grande compréhension réciproque, source de concorde et de paix.

L'Eglise catholique elle-même, vous ne l'ignorez pas, s'efforce d'adapter ces principes linguistiques dans sa vie de tous les jours. C'est ainsi que le Concile oecuménique du Vatican vient de reconnaître l'égalité des langues vernaculaires pour la proclamation de la Parole de Dieu et pour le culte liturgique. Et en même temps l'Eglise tient à conserver, dans ses actes officiels, ce traditionnel instrument d'expression et de culture qu'est la langue latine, légitimement tenue en honneur dans l'Eglise occidentale, et illustrée par ses plus grands docteurs.

Nous vous avons livré, chers Messieurs, quelques pensées qui Nous sont venues à l'esprit en prenant connaissance du programme de vos travaux; elles vous diront l'intérêt que Nous éprouvons pour vos problèmes, et le plaisir que Nous avons eu à Nous entretenir un instant avec vous.

En vous assurant de Notre prière et de Notre sympathie pour vos personnes et pour vos efforts, Nous appelons de grand coeur sur vous et sur vos familles l'abondance des divines grâces, en gage desquelles Nous vous donnons Notre Bénédiction Apostolique.

Fourth West African Language Congress

by Lloyd B. Swift

[*Mr Swift is a linguist on the staff of the School of Language and Area Studies, Foreign Service Institute, Department of State.*]

The Fourth West African Language Congress was held March 16-21 on the campus of the University of Ibadan, Ibadan, Nigeria, under the auspices of the West African Languages Survey. The conference brought together scholars from Cameroun, Congo (Leopoldville), Dahomey, France, Germany, Ghana, Great Britain, Guinea, Mali, the Netherlands, Nigeria, Senegal, Sierra Leone, and the United States.

The Congress was opened by the Hon. Aja Nwachukwu, Federal Minister of Education of the Federation of Nigeria, who reviewed linguistic developments in West Africa and issued an eloquent call for the formation of a West African Linguistic Society, later implemented in a resolution of the Congress. Each day of the Congress provided opportunity in a morning session for the presentation and discussion of papers, in afternoon work sessions for the less formal discussion of linguistic problems of particular languages or language groups with informants provided from among the students at the university, and in the evenings for a variety of social and cultural activities. The afternoon of the final day was devoted to a business session, followed by a public lecture by Dr Greenberg, chairman of the West African Languages Survey.

Papers were submitted in either French or English and were duplicated in advance and made available to the participants. The majority of papers dealt with specific linguistic points as related to specific languages. The languages thus treated included: Fula, Twi, Avatime, Yoruba, Edo (Bini), Ijo, Agatu, Hausa, Ron, Basa, Gē, Kasem, Kofagi, Pajade, Wolof, and Igbo. Other papers dealt with groups of languages, particularly the Gur group, and with more general subjects.

Attendance by scholars from abroad was very good. A complete list of the nearly 100 scholars who registered would require too much space, but linguists familiar with the field will recognize at once the names of Greenberg, Crabbe, Wolff, Welmers, Hodge (U.S.A.); Rowlands, Carnochan, Green, Spencer, Ar-

nott (Great Britain); Kahler-Meyer, Jungraithmayr (Germany), Siertsema (Netherlands), Alexandre, Lacrois (France), Houis, Golliet, Calvet (Senegal), Ansre, Posner, Bendor-Samuel, Wilson, Steward (Ghana), Schachter, Armstrong, Laver, Williamson, Bamgbose (Nigeria), Bot Ba Njock (Cameroun). Particularly appreciated by the Congress was the participation of many scholars whose primary fields lie outside of linguistics but who brought, either through papers or through discussion, insights in the general area of West African languages. Participants of this category contributing papers included Dr. Okoreaffia (University of Nigeria, Nsukka), and Mallam Ibrahim Sow (Guinea). Missionaries, students, Peace Corps volunteers, and members of the faculties of Nigerian universities and technical schools completed the list of participants.

Particularly noteworthy among the papers presented were several which contributed additional data from specific West African class-languages in support of Greenberg's reconstruction of the genetic relationships of languages of the Niger-Congo family. The paper by Gilbert Ansre on Avatime, in particular, displayed a language clearly closely related to the Kwa group yet possessing a noun class system distinctly Bantu in appearance. Dr. Greenberg's public lecture also cited significant new data from his own researches.

Another theme recurring in several papers, especially in a group dealing with certain aspects of Twi, was a promising trend among certain African linguists to apply the insights of generative syntax to problems in African linguistics.

Many participants expressed themselves as particularly grateful for the provision of work-sessions with informants. Among the subjects of such work-sessions were Yoruba, Igbo, Bantu languages of Eastern Nigeria, Tiv, Hausa, Fula, and others.

Social activities, in addition to a reception given by the Vice Chancellor of the University, Dr. Dike, included a special presentation by Mr. Ogunmola and company of the Yoruba opera "The Palm Wine Drunkard."

See Africa, 6, Col. 1

The final session of the Congress, the business session, adopted among others a resolution calling for the establishment of a West African Linguistic Society and setting up machinery, through the existing organization and facilities of the West African Languages Survey, for the speedy formulation of a constitution. In addition it was recommended that the Society, when formed, should assume major responsibility for the *Journal of West African Languages*, launched in 1964 by Cambridge University Press and the Center for African Studies of the University of Ibadan, as well as for the accompanying monograph series, the first two volumes of which have been announced for publication in 1964. Thus the West African Linguistic Society gives promise of springing fully panoplied from existing organizations and publishing ventures, and seems likely to conduct its first annual meeting in connection with the Fifth West African Languages Congress in Accra in 1965 already equipped with a constitution and bylaws, a journal, and a monograph series in being. At the same time the new society will represent a permanent base for expanding progress in the field of West African linguistic studies and publication.

English for Overseas Students at Leeds

The University of Leeds has for some time had a committee, advised by Professor P. D. Strevens (Professor of Contemporary English) and Mr A. Laing (Warden to Overseas Students) studying ways of meeting the difficulties experienced by some overseas students who arrive insufficiently prepared in English and whose academic work suffers as a result. It has been accepted as a long-term aim that eventually all students coming from overseas should present themselves before the session begins for assessment tests in their ability to understand, speak, read and write English, with special reference to the particular needs of their course; those found deficient would be required to attend an intensive remedial course, with such follow-up work as might be prescribed.

As a first step towards this ideal, an Experimental Vacation Course in English for Overseas Students was held from 7th to 22nd September 1963. Twenty-seven students attended, residing at El-

lerslie Hall, under the direction of Mrs. Barbara M. Strang (Lecturer in English, University of Newcastle upon Tyne). A number of experimental tests of attainment in English were tried out and intensive teaching was given by Mrs. Strang and the three Tutors using both conventional methods and language laboratory techniques.

This pilot course proved to be extremely valuable to the students concerned not only by improving their competence in the use of English but also by helping in their general social and personal acclimatisation to life in Leeds and at the University. The Director's Report on the course proposes a number of changes in the methods and organisation for any future courses and suggests a considerable number of improvements based on this year's experience. In a report to the University Senate Professor Strevens said that the success achieved in the pilot course was due to the devoted work of the Director and Tutors, the staff of the Residence, the assistance of the British Council (which contributed half the estimated costs of the course), and the Warden to Overseas Students and his staff.

book notices

Introduction to the Handbook of American Indian Languages, by Franz Boas. Foreword by C. I. J. M. Stuart. Washington, D.C., Georgetown University Press, *Institute of Languages and Linguistics*, 1963 xiv, 70 pp. \$1.75.

Boas' *Handbook of American Indian Languages* (1911-1922, Parts 1 and 2) has been long out of print and virtually unobtainable. The classic Introduction is still regarded as a remarkably acute discussion of the problems of descriptive linguistics

New Trends in Linguistic Research. Strasbourg, Council for Cultural Cooperation of Europe, 1963. 105 pp. U.S. sales agent: Manhattan Publishing Co., 225 Lafayette St., New York 12, N.Y.

A collection of four articles: A guide to linguistic tape recording (E. Zwirner), *Le français fondamental* (G. Gougenheim, P. Rivenc, Mrs Hassan), On basic grammatical structures (B. Pottier), Linguistic research and language teaching (P. D. Strevens).

A Prague School Reader on Esthetics, Literary Structure, and Style, selected and translated from the original Czech by Paul L.

Garvin. Washington, D.C., Georgetown University Press, 1964. xi, 163 pp. \$3.50.

This book contains selections from the writings of Bohuslav Havránek, Jan Mu-kařovský, Felix Vodička, Jiří Veltruský, and Vladimír Procházka, as well as a critical bibliography of Prague School writings on esthetics, literary structure and style. The selections, covering theory of language and esthetics, and the application of that theory to both prose and poetry, illustrate the attempts made to extend structuralism beyond the bounds of technical linguistics.

Language and Learning. HARVARD EDUCATIONAL REVIEW, Vol. 34, No 2, Spring 1964. A Special Issue. \$2.75. Order from the REVIEW's Subscription Office, Longfellow Hall, 13 Appian Way, Cambridge, Massachusetts. 02138.

This 240-page special issue consists mainly of a series of articles which, taken together, may serve as a prelude to a re-examination of what should constitute formal verbal learning from kindergarten through college. The contributors include several linguists: U. Bellugi, D. L. Bolinger, R. Brown, J. B. Carroll, J. L. Dillard, H. A. Gleason, Jr., M. Joos, E. Lenneberg, R. I. McDavid, Jr., P. M. Postal. The issue also contains reviews of a dozen books related to language and learning.

Turkish Literary Reader, by Andreas Tietze. (Indiana University Publications, Uralic and Altaic Series, 22) Bloomington, Indiana, 1963. viii, 275 pp. \$4.00.

This book, which was prepared under a contract with the U.S. Office of Education, is designed for the second-year student of Turkish. The texts were selected from the literature of the past forty years, and include both prose and poetry. Each text is accompanied by introductory remarks and footnotes; an appendix treats several general topics and contains grammatical notes. The vocabulary contains all the words occurring in the texts.

A Short Reference Grammar of Iraqi Arabic, by Wallace M. Erwin. (Arabic Series, 4) Washington, D.C., Georgetown University Press, 1963. 392 pp. \$5.00.

This book, which was prepared under a contract with the U.S. Office of Education, presents an outline of the phonology, morphology, and syntax of colloquial Iraqi Arabic as spoken by educated Muslims in Baghdad. The Arabic material is given in a roman transcription.

A Dictionary of Syrian Arabic (Dialect of Damascus): English-Arabic, by Karl Stowasser and Moukhtar Ani. (Arabic Series, 5) Washington, D.C., Georgetown University Press, 1964. xi, 269 pp. \$5.00.

This dictionary of approximately 15,000 entries represents an essentially colloquial vocabulary geared to the needs of the native speaker of American English. A combination of synonymous and contextual definition is employed. The Arabic material is presented in transcription, which is explained in the Introduction along with certain features of the phonology. The volume was produced under a contract with the U.S. Office of Education.

A Second Year Urdu Reader, by Masud Husain Khan and Abdul Azim. Berkeley, Calif., Center for South Asia Studies, Institute of International Studies, University of California, 1963. x, 191 pp. \$2.85.

This book, which was produced under a contract with the U.S. Office of Education, contains five short stories selected from the works of Prem Chand, Krishn Chandar, and R. S. Bedi. An introductory note, in English, about each author precedes the text of the stories. The selections are given in the Urdu writing system, followed by a vocabulary in transcription. There are notes explaining difficult constructions, and exercises for writing and conversational practice.

Thai-English Student's Dictionary, compiled by Mary R. Haas. Stanford, Calif., Stanford University Press, 1964. xxix, 638 pp. \$8.50.

In compiling this dictionary particular attention has been paid to items likely to be found in standard prose source materials, including the daily newspapers. The entries—about 20,000 in all—are given in the traditional Thai spelling followed by a phonemic transcription in roman letters. Where pertinent a restrictive label indicates the levels of usage, both social and technical. Also included are common place names and common abbreviations. The work was developed under a contract with the U.S. Office of Education.

Beginning Chinese, by John DeFrancis. Rev. ed. (Yale Linguistic Series, 1) New Haven and London, Yale University Press, 1963. xxxi, 498 pp. cloth \$6.00; paper \$2.75.

An introduction to spoken Chinese (Peking dialect) designed for use at both the high school and college levels. An extensive section on the sounds of Chinese is followed by a series of twenty-four lessons, some devoted to review. Based on a vocabulary of about 600 items, the lessons include dialogues, a great variety of drill material on pronunciation and grammar, and extensive notes and explanations. The Chinese material is given in the *pinyin* romanization, with an introduction to Chinese characters in lessons 25-26. Appendices include a comparative transcription table (*pinyin*, Yale, Wade-Giles), supplementary vocabulary, a study guide, a glossary, and an index.

meetings and conferences

- June 11-12. International Conference on the Armenian Language, 1st. Cambridge, Massachusetts.
- June 15-16. Canadian Linguistic Association. Charlottetown, Prince Edward Island, Canada.
- July 16-18. Conference on Indigenous Languages of North America. Edmonton, Alberta, Canada.
- July 31-August 2. Linguistic Society of America, Summer Meeting. Bloomington, Indiana.
- August 16-23. International Congress of Phonetic Sciences, 5th. Munster, Germany.
- August 3-10. World Congress of Anthropological and Ethnological Sciences, 7th. Moscow, USSR.
- August 24-25. International Colloquium on Algebraic Linguistics and Automata Theory. Jerusalem, Israel.
- August 24-29. Congress of the International Polyglot Federation. Douglas, Isle of Man, U.K.
- August 24-29. International Congress of Classical Studies, 4th. Philadelphia, Pennsylvania.
- August 31-September 5. International Conference on Modern Foreign Language Teaching. Berlin, West Germany.
- August 31-September 9. International Congress of Americanists, 36th. Barcelona-Madrid-Seville. Spain.

Korean Folklore Reader, by D. L. Olmsted with the collaboration of Peter Park and Do-Sik Kim (Indiana University Publications, Uralic and Altaic Series, 16) Bloomington, 1963. vii, 97 pp. \$2.00

A collection of nineteen tales presented in Korean orthography together with the text in phonemic transcription and an English translation. The work was developed under a contract with the U.S. Office of Education.

Learn Japanese—Pattern Approach, by John Young and Kimiko Nakajima. Tokyo, University of Maryland, 1963-64. 2 vols. 396 pp. Vol. 1, \$3.60; vol. 2, \$4.10. Order from the Book Dept., Univ. of Maryland, Far East Div., Box 924, APO 925, San Francisco, California.

The material in this text, which is based upon a contrastive study of English and Japanese, makes extensive use of an approach which helps the student utilize the language by making substitutions within familiar patterns. Associating the patterns, or moving from one pattern to another, is accomplished through principles of transformation. The first volume is concerned with spoken Japanese, presented in the Hepburn romanization with superscript symbols to indicate pitch levels; the second volume introduces written Japanese, using both *kana* and *kanji* symbols. Two more volumes are in preparation.

linguists wanted

ENGLISH AS A FOREIGN LANGUAGE *University of Kabul, Afghanistan, starting July or December 1964. Instructor or Assistant Professor to teach courses in linguistics and methods of teaching English as a foreign language. Doctor's degree and experience. Send vita to Francis Shoemaker, Teachers College, Columbia University, New York, N.Y. 10027.*

LECTURER IN ENGLISH to teach English as a second language, beginning October 1. Qualifications in English and linguistics. Salary range \$4,800-8,100; transportation and housing provided; 2 or 3 year contract. Applications to the Dean, Faculty of Arts, Haile Sellasie I University, P.O. Box 399, Addis Ababa, Ethiopia

RESEARCH FELLOW IN LINGUISTICS to carry out and direct research in linguistics and supervise postgraduate students. No teaching load. Salary range £A1,980-2,680. Three-year appointment extendable to five years. Candidates specializing in or intending to specialize in Oceanic Linguistics will be given preference. Further information from the Registrar, Institute of Advanced Studies, The Australian National University, Box 4, G.P.O., Canberra, A.C.T., Australia.

The Linguistic Reporter

Newsletter of the
Center for Applied Linguistics
1755 Massachusetts Avenue, N.W.
Washington 36, D.C.

Return Requested

Guggenheim Fellowships in Linguistics

The John Simon Guggenheim Memorial Foundation recently announced its grants for 1964. Of the 307 fellowships awarded, eight were in the field of linguistics. They are: Henrik Birnbaum, (California, Los Angeles) *A linguistic study of Old Russian documents written in Novgorod or the Novgorod area during its occupation by Swedish troops in 1611-1617*; Isidore Dyen (Yale) *Studies on the language limit problem*; Demetrius J. Georgacas (North Dakota) *Studies toward a modern Greek-English dictionary*; Mary R. Haas (California, Berkeley) *Studies in the genetic relationships among American Indian languages*; Alvin M. Liberman (Connecticut) *Studies in language and perception*; William G. Moulton (Princeton) *A study of the sound systems of the German dialects spoken in Switzerland*; Gene M. Schramm (California, Berkeley) *Studies in the generative morphophonemic analysis of literary Hebrew with primary emphasis on the verbal system*; Francis J. Whitfield (California, Berkeley) *Studies in glossematic theory and its applications in the field of Slavic linguistics*.

Since its establishment in 1925, the Guggenheim Foundation has granted seventy-six other awards in linguistics.

Linguistics: An International Review published its first number in October 1963. It will appear at irregular intervals, with articles on linguistic theory and practice, a review section, and a list of publications received. The subscription price is \$3.00 per issue; single issues, \$4.00. Materials for publication and editorial correspondence should be sent to the publishers: Mouton & Co., P.O. Box 1132, The Hague, The Netherlands. Subscriptions are obtainable from booksellers, subscription agencies, or directly from the publishers.

The Foreign Area Materials Center of the New York State Education Department, established in December 1963, is concerned with the development of materials in teaching about foreign areas, primarily at the undergraduate level.

Under a contract with the U.S. Office of Education, the Center has initiated a two-year project to produce a basic set of approximately 800 color slides for use in South Asian language and area courses. Other materials planned or in preparation include reviews of documentary films on foreign areas, and syllabi, reprints, and bibliographies for distribution to college teachers offering courses in Asian, African, Latin American, and Russian, and East European studies.

The Center is under the direction of

Ward Morehouse and Don Peretz, Consultants in Foreign Area Studies, New York State Educational Department. Further information about the Center and its activities can be obtained by writing to Miss Edith Ehrman, Manager, Foreign Area Materials Center, 423 West 118th Street, New York, New York 10027.

Language Data Processing

A special program on Language Data Processing will be held August 10-21 at Harvard University Summer School. Under the joint direction of Anthony G. Oettinger and Gerald Salton, the program is designed for those with a degree in mathematics, linguistics, or the computer sciences, or with equivalent experience. For further information write to the Language Data Processing Program, Harvard Summer School, 626 Holyoke Center, Cambridge, Mass. 02138.

The University of Michigan will offer as part of its summer session, June 18-August 15, a Linguistics Program consisting of graduate and undergraduate courses in the Department of Linguistics with related courses from other departments. For further information write to Herbert H. Paper, Chairman, Department of Linguistics, University of Michigan, Ann Arbor, Michigan.

Project ELES, RYIS: English Language in the Elementary Schools, the Ryukyu Islands

by James W. Ney

[Mr Ney is the English Language Consultant for the Michigan State University Group at the University of the Ryukyus in Naha, Okinawa. His article "The English Language Center in Naha, Okinawa," to which the present article forms a kind of sequel, appeared in the February 1964 issue of the LINGUISTIC REPORTER.]

In March of 1963, preparation began at the request of the High Commissioner of the Ryukyu Islands on materials to be used in the introduction of English language instruction throughout the Ryukyu Islands. The preparation of this material was the first step taken towards solving the problems in adding a new course of studies to the Ryukyuan elementary

schools. It was deemed a necessary step because neither the course of studies developed for the elementary schools in the Philippines under the direction of the Philippine Center for Language Studies nor any other existing materials proved readily adaptable to the situation on Okinawa.

Plans for the preparation of the materials called for the development of a student manual of the size and type already used in Okinawan schools and an accompanying teacher's manual. After a series of consultations, it was decided to prepare the materials for the fourth-grade level. Reason for this lay in the stage of development of most fourth graders and

in curriculum considerations. (Generally, in Japanese-type educational systems, the even-numbered years are not so heavily stocked with new material.)

To carry out the plan, a budget of \$3,260 was secured from the United States Civil Administration of the Ryukyus for developing the materials alone. (Publication costs were borne by another stipend.) Concomitant with this, the Michigan State University English consultant at the University of the Ryukyus was given the task of supervising and coordinating the project. To implement the plans, two University of Ryukyus instructors who had received an M.A. in linguistics or its equivalent from American universities were set free of half their teaching loads and placed on the project's payroll. One of these instructors was put in charge of sketching a comparison of the phonemes of the two languages involved (the local dialects of Japanese, and English) and developing materials for pronunciation exercises; the other was given the responsibility for vocabulary and structure drills. A third American-trained M.A. in linguistics was placed in charge of drawing up probable vocabulary and situations in which to place the drills. He also was responsible for checking current fourth-grade textbooks to see what type of vocabulary and situations fourth graders were handling in their classes.

A series of consultations with all personnel involved led to the decision that the material would be designed around straight audio-lingual drills. No reading or writing would be introduced in the elementary school years; when the students reached junior and senior high



LOCAN PHOTO

A Class of Fourth Graders at Mawashi Elementary School in Naha, Okinawa

school they would have sufficient opportunity to study both reading and writing.

Furthermore, because many of the teachers who would ultimately be using the materials are relatively untrained in audio-lingual drill techniques it was decided to include both suggested directions to the students and directions to the teacher at the beginning and end of each drill, which would be blocked off in a step by step procedure. In addition, it was decided to produce the text both in English and Japanese because of the close cooperation of Americans both on the project and in the classroom. (An American Volunteer Teacher's Association provides native informants for many Okinawan public school classrooms.)

Using the guide lines described here, a 600-page teacher's manual was produced composed entirely of pronunciation drills and vocabulary-structure drills which were correlated with pictures in the accompanying student manual. Pronunciation drills include many minimal pairs which for the students are treated as nonsense syllables. In a single pilot class conducted during the composition of the material, lessons written in this fashion proved to be effective. By September of 1963, the student manuals were all off the press and a sufficient amount of the teacher's manual was printed to start classes. By October, the entire copy for the manual was completed for printing by photo-offset.

STARTING THE CLASSES

Starting English classes in the elementary schools created some serious non-academic difficulties. In February of 1961, the present High Commissioner of the Ryukyus had broached the subject of offering English instruction in the elementary schools, but public reaction had been adverse to teaching English on this level. To mitigate this adverse reaction, the decision was made to offer the classes on a voluntary attendance basis. Students to attend the classes would be recommended by their teachers with the consent of their parents. For the pilot class, this produced a 50 percent response of all fourth graders in the school where the class was given. The response might easily have been larger since each class session was audited by groups of students leaning in the windows and clustering about the doors. The response was so good that one group of students interrupted the

teacher's Sunday morning sleep-in with a request for additional instruction in English.

Once the method of starting classes in the elementary schools was determined, a series of negotiations were started with the Government of the Ryukyu Islands Education Department to arrange for the operation of an expanded pilot project in the public schools for the fall semester. These negotiations were conducted under the auspices of the newly established English Language Center and by its director, Katsunobu Sunagawa, who during the course of the discussions personally publicized the project by using available time on radio, TV, and in the newspapers.

The conclusion to the negotiations was reached in late August of 1963. Under the agreements drawn up and later approved by the High Commissioner of the Ryukyu Islands, English was to be introduced in selected schools under contract with the English Language Center. The Education Department of the Government of the Ryukyu Islands would cooperate with Center personnel in establishing the classes in the schools. Teachers would be drawn from those elementary school personnel who possessed certificates in English. They would be trained in special sessions conducted by the Center personnel on the job and would ultimately be taken into the Center for three or four weeks of intensive training. Funding for the whole opera-

tion, even down to the fees for the principal and the head teacher, would be accomplished through the Center's business office and out of its budget with support from the U.S. Civil Administration of the Ryukyus

As of January 1964, ten classes had been opened in Ryukyuan elementary schools, two of these are on the island of Miyako, midway between Okinawa and Formosa. Total enrollment exceeded 300. All of these classes are set up on an experimental basis with Center personnel keeping a close check on all of the classes and visiting them weekly where possible. At the end of the first semester of work in February, tests were administered to the students to determine the net gain in English ability that the students showed. Careful tabulation is being kept so that such features as the location of the school, urban vs. rural, and age and sex differences are compared with the learning rate of students.

In the coming years, plans call for a gradual increase in the number of students taking English at the fourth-grade level. While the number of students at this level is being expanded, materials for the fifth and sixth grades will be developed, and the students who take English in the fourth grade will continue English during their fifth and sixth year at school. In the seventh year they will join the already established programs for junior and senior high school students.

Work Conference on Literacy

The Agency for International Development (AID) of the U.S. Department of State recently contracted with the Center for Applied Linguistics to hold a Work Conference on Literacy, which took place at Airlie House, Warrenton, Virginia, May 23 through May 28. Charles A. Ferguson, Director of the Center, served as chairman of the meetings, which were attended by some twenty experts in the field. The conference was supported under AID's new program in research and analysis, in response to appeals for assistance originating in the developing countries. The participants, working in both subcommittee and plenary sessions, produced guidelines for AID education officers as well as proposals for needed research.

The final report to AID will elaborate these guidelines, which are designed to assist AID education officers in helping ministries of education, as well as other

interested organizations and groups, to cope successfully with the many problems posed by increasing demands for mass literacy. The guidelines include answers to such questions as: "How does the language situation in a particular country affect the approach to literacy?"; "After people have acquired the basic skills of literacy, what steps should be taken to maintain these skills?"; "What are the desirable stages of a large-scale literacy program, and what are the principal problems?"

Research projects in both linguistics and psychology were proposed, as well as social surveys and follow-up studies of specific programs. Among the linguistically-oriented projects suggested is one which recognizes that many existing language descriptions are of little value to literacy workers. They are often difficult to read and interpret, the information needed is often buried in a mass of less

relevant detail, and they often ignore some aspects of the language which are of vital importance in the context of literacy, such as phonological units longer than phonemes or constructions longer than a single sentence. New linguistic analyses were therefore suggested which would avoid these defects. Three languages of widely divergent structure would be chosen for the prototype project, and the resulting analyses would be evaluated by a committee of linguists and educators both before and after their use in specific literacy programs.

Research proposals requiring the techniques of the psychological laboratory included a study of the relative advantages of different combinations of auditory and visual stimuli in teaching reading and writing to people of different ages. Such a study could yield, among other things, valuable insights into the problem of when to introduce writing. Suggested research requiring the services of linguists, psychologists, and educators included studies of the utilization of programmed instruction.

A number of social surveys were suggested, including an analysis of the distribution, for a given population, of motivation to become literate, and the position within the traditional social structure of the sub-groups thus determined. Information of this kind can be important in determining what segments of the population are likely to profit most from becoming literate and hence serve as focal points for the wider dissemination of literacy skills.

Besides a number of observers, participants in the conference were: Mushtaq Ahmed, Literacy House, Lucknow, India; G. Linwood Barney, Jaffray School of Missions; Jack Berry, Northwestern University; John B. Bowers, UNESCO, Paris; James L. Brain, Syracuse University; Richard W. Cortright, Laubach Literacy Fund; Charles A. Ferguson, Center for Applied Linguistics; Philip J. Foster, Comparative Education Center, University of Chicago; Sarah C. Gudschinsky, Summer Institute of Linguistics; Alfred S. Hayes, Center for Applied Linguistics; Yolanda Lastra, Institute of Languages and Linguistics, Georgetown University; Paul T. Luebke, AID (Tehran); Nancy S. Meltzer, Project Literacy, Cornell University; Joe E. Pierce, Portland State College (Oreg.); Frederick J. Rex, National Council of Churches, New York; Andr e F. Sjoberg, South Asia Center and Linguistics Program, University of Texas.

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. Manuscripts, books for review, and editorial communications should be sent to the Editor: Frank A. Rice, Center for Applied Linguistics, 1755 Massachusetts Avenue, N.W., Washington 36, D.C. Communications concerning subscriptions should be directed to the Subscriptions Secretary at the same address. Permission is granted for quotation or reproduction from the contents of the *Linguistic Reporter* provided acknowledgment is given.

International Conference on the Armenian Language

An international conference on the Armenian language was held at Harvard University and the Massachusetts Institute of Technology, Cambridge, Massachusetts, June 11-13. Participants were from Europe and the United States, and papers were contributed by scholars in Soviet Armenia. The meeting was planned to coincide with the tenth anniversary of the National Association for Armenian Studies and Research (NAASR), which was founded in 1954 to foster Armenian studies and culture on an active, continuous, and scholarly basis in America primarily through the medium of established institutions of higher learning.

The first session, on "The Armenian Language in Its Historical and Classical Development" was chaired by Professor V. L. Parsegian (Rensselaer Polytechnic Institute). Three papers were read at this session. "Hebraisms in Armenian," by Dr. C. Dowsett; "Armenian Language of the Classical Period," by Professor F. Feydit (Ecole Nationale des Langues Orientales Vivantes, Paris); and "Armenian in Comparative Philology: Data and Problems," by Professor R. Godel (Geneva). Professor Feydit gave his address in Western Armenian, and the fact that both he and Professor Godel used the language with easy native control appeared to be of special significance to a large number of participants.

The second session, chaired by the Most Reverend Archbishop Tiran Nersoyan (St. Nersess Armenian Theological School, Evanston), was devoted to linguistic problems in the translation of theological works. Papers were read by Dr. R. W. Thomson (Harvard), Mr. H. Nersoyan (Columbia), Mr. M. E. Stone (Harvard), and the Rev. A. A. Bedikian.

Discussion of points arising out of

papers of the first two sessions took place in a general evening session devoted to "The Role of the Armenian Language Today" and "Research Areas and Problems," with Professor R. Jakobson (Harvard and M.I.T.) as chairman and moderator. Participants were Professor R. N. Frye (Harvard) and all the speakers of the previous two sessions.

A special session, chaired by Professor M. G. Sevag (Pennsylvania), was devoted to "Armenian Language Research in Armenia." Two papers written by scholars in Armenia for the conference were read: "Phases in the Development of the Armenian Language," by Professor G. B. Jahoukian; and "The Development of Armenian Linguistics in Soviet Armenia," by Professor A. S. Gharibian. In addition, Dr. A. S. Avakian (Massachusetts University Extension) read a paper on "Phonetic Structure of the Armenian Alphabet and Its Relationship to Word Origins and Orthography of the Language."

The last session was devoted to "Teaching of Armenian Today: Problems, Methods, Needs." The session was chaired by Miss S. Ohannessian (Center for Applied Linguistics). Papers were read by Professor N. Garsoian (Columbia) on the teaching of classical and Eastern Armenian; by Professor J. Etmekjian (Queens College) on the teaching of Western Armenian; and by Professor P. Svajian (Brooklyn College) on "A Philosophy for Teaching Armenian and Related Immediate Measures." Professor E. P. Varandyan (Ohio State) joined the participants on the panel during the discussions.

The proceedings of the conference, including discussion from the floor, will be published by NAASR, which has its offices at 1430 Massachusetts Avenue, Cambridge, Massachusetts 02138.

National Conference on Teaching English to Speakers of Other Languages

by Carol J. Kreidler

[Mrs. Kreidler is Program Associate on the staff of the Center for Applied Linguistics. During the period 1961-63 she was Coordinator, Intensive Course, English Language Institute, University of Michigan.]

On May 8-9 approximately 700 persons gathered in Tucson, Arizona to attend the first national Conference on Teaching English to Speakers of Other Languages. The conference was planned in cooperation with the National Association for Foreign Student Affairs, the National Council of Teachers of English, the Speech Association of America, the Modern Language Association of America, and the Center for Applied Linguistics. James R. Squire of NCTE was chairman of the planning committee; Ruth Strang of the University of Arizona was local chairman. The Tucson meeting was the result of a recommendation of a pilot conference sponsored by the Center for Applied Linguistics and held in Washington, D.C., last September to discuss the advisability of establishing a professional organization for teachers of English as a foreign language.

Realizing the growing interest in the problems of the teaching of English as a foreign language in the elementary and secondary schools as well as to foreign students, and recognizing the various degrees of sophistication in linguistics and applied linguistics of those in attendance at the conference, the program committee planned papers and discussions to interest all of those present.

Approximately 300 people attended the two sessions devoted to basic concepts in applied linguistics with special emphasis on teaching English as a second language. Papers, panels, and discussion groups were also offered on teacher training, overseas programs, research in language learning, and the applications of transformational grammar. For the classroom teacher, sessions on the teaching of literature, composition, beginning reading, and cultural orientation were available. Sessions were also devoted to methods and materials for teaching Spanish speaking children, and for use in adult education classes, as well as to the problems of intermediate level students.

Discussion groups on teaching English

in elementary, secondary, adult education, and college or university classes provided an opportunity for individuals to discuss their teaching problems with consultants. In informal get-togethers with representatives of various associations and agencies, participants were able to discuss the programs of the sponsoring organizations, government agencies, and other associations interested in teaching English as a second language.

At the first general session Charles A. Ferguson, Director of the Center for Applied Linguistics, and Albert H. Marckwardt, Professor of English at Princeton University, addressed the gathering. Dr. Ferguson pointed out the professional interests of the teacher of English as a foreign language shares with other teachers of English and with teachers of foreign languages and expressed the hope that the conference would enable the teacher of English as a foreign language to discover his profession.

Dr. Marckwardt discussed the teaching of English as a foreign language from its beginnings, giving a picture of the field as it stands today, and suggesting new directions for future work. Among his suggestions were modification of present day ideas of contrastive analysis, preparation of contrastive analyses of cultures, work with levels of style, and further investigation of the processes of language learning.

At the banquet session Francis J. Coligan, Director of the Policy Review and Research Staff of the Bureau of Educational and Cultural Affairs of the Department of State, surveyed the field of English teaching with special reference to the participation of various government agencies.

James E. Officer, Associate Commissioner of Indian Affairs, addressed the second general session with a discussion of the Bureau of Indian Affairs and its attempts to establish English language capability in its people.

During the business meeting, recommendations of the five sponsoring organizations were presented for consideration. The organizations felt that any association of teachers of English as a foreign language at the present time was premature. They recommended that the inter-

est groups of the sponsoring organizations work cooperatively to further their common interests in English language teaching. It was further recommended that a second national conference co-sponsored by the same organizations be held next year in another section of the country and probably at an earlier date. Every participant at the first national conference will receive a questionnaire designed to elicit reactions to this conference and to obtain suggestions for future programs.

The proceedings of the conference, which will include many of the papers presented, will be published this fall under the editorship of Virginia French Allen, Teachers College, Columbia University. Each person who registered for the conference will receive a copy. Plans will be announced later through the *Linguistic Reporter* and other appropriate journals regarding the sale of the proceedings to others.

New CAL Publication

Non-Standard Speech and the Teaching of English, edited by William A. Stewart. (Language Information Series, 2) Washington, D.C., Center for Applied Linguistics, 1964. 32pp 50 cents.

This publication brings together three papers dealing with the teaching of standard English to speakers of substandard varieties of the language, as well as of English-based pidgins or creoles.

The first two papers are by linguists. The essay by William A. Stewart, "Foreign Language Teaching Methods in Quasi-Foreign Language Situations," is intended to serve as a general introduction to the problem. Lee A. Pederson's paper, "Non-Standard Negro Speech in Chicago," a summary of a partial study in depth of the Chicago situation, supplies a more detailed illustration of one specific case. The last paper, "Some Approaches to Teaching English as a Second Language," is by an English teacher, Charlotte K. Brooks. Mrs. Brooks' practical concern with the teacher's attitudes toward non-standard speech and its users becomes especially meaningful once the linguistic aspects of the situation are understood.

The papers by Stewart and Pederson were originally given at the 1964 annual conference of the National Association for Foreign Student Affairs. Mrs. Brooks' paper was originally given at the 1963 annual meeting of the National Council of Teachers of English.

NDEA TITLE VI PROJECTS FOR FISCAL YEAR 1964

During the fiscal year ended June 30, 1964, the sixth year of the Language Development Program, forty-seven 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 forty-seven 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 previous years of the Language Development Program the following publications are available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402: *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-12016-63, 35 cents.

SURVEYS AND STUDIES

1. **John Fletcher Wellemeyer, D.C.** John Fletcher Wellemeyer. Preparation of surveys in language and area studies for undergraduates and preparation of a pamphlet on the needs of the federal government for language skills. November 25, 1963 to June 30, 1964. \$15,855.
2. **Department of State, Bureau of Intelligence and Research, D.C.** Daniel Fendrick. Language and area study programs in America universities (revised). December 1, 1963 to July 31, 1964. \$6,532.
3. **Modern Language Association of America, N.Y.** John Hurt Fisher. Activities related to the MLA foreign lan-

guage proficiency tests for teachers and advanced students. March 1, 1964 to June 30, 1965. \$45,288.

4. **Modern Language Association of America, N.Y.** Glen Willbern. Foreign language enrollments in public secondary schools, grades 7-12, 1963-64, and pilot study of sequences completed in foreign language courses by secondary school graduates of June 1963. September 23, 1963 to December 31, 1964. \$67,998.
5. **Modern Language Association of America, N.Y.** Glen Willbern. Maintenance of the roster of teachers and students of neglected languages. October 4, 1963 to December 31, 1964. \$35,283.

6. **Modern Language Association of America, N.Y.** Glen Willbern. Foreign language enrollments in junior and senior colleges and universities, fall 1963. October 4, 1963 to October 31, 1964. \$27,142.
7. **Modern Language Association of America, N.Y.** Donald D. Walsh. Evaluation of the National Defense Language Institutes, academic year 1963-64 and summer 1964. March 15, 1964 to December 15, 1964. \$45,403.
8. **Yale University, New Haven, Conn.** Roy Andrew Miller. A survey of intensive programs in the uncommon languages, summer 1964. June 22, 1964 to September 30, 1964. \$11,318.
9. **Harvard University, Cambridge, Mass.** John B. Carroll. The foreign language proficiency of language majors near graduation from college. March 30, 1964 to October 31, 1964. \$30,988.
10. **University of Utah, Salt Lake City, Utah.** Aziz Atiya. Study-conference on teaching of Arabic at the secondary school level. October 15, 1963 to December 15, 1963. \$1,978.

METHODS OF INSTRUCTION

11. **University of Akron, Akron, Ohio.** Theodore Mueller. French by programmed learning. August 15, 1963 to August 14, 1964. \$10,636.
12. **New York University, N.Y.** Aaron S. Carton. The "method of inference" in foreign language comprehension, learning, and retention: Phase I. September 9, 1963 to September 8, 1964. \$40,768.
13. **Culver-Stockton College, Canton, Mo.** Thomas C. Stevens. The adaptation of the audio-lingual approach to teaching of elementary French in a small liberal arts college: Phase I. September 3, 1963 to September 2, 1964. \$18,045.
14. **Kalamazoo College, Kalamazoo, Mich.** Peter Boyd-Bowman. Experimentation with taped materials and native informants to develop for small colleges some programs of independent study in the neglected languages: Phase I. October 4, 1963 to September 30, 1964 \$9,088.
15. **Folsom Unified School District, Folsom, Calif.** Thomas A. Doran. A program for coordinating the teaching and learning of biology and Spanish. February 14, 1964 to November 13, 1964. \$6,925.
16. **Inglewood Unified School District, Inglewood, Calif.** Quentin R. Bryan. Experimental use of University of

Michigan audio-lingual self-instructional course in spoken American Spanish. October 15, 1963 to August 31, 1964. \$7,259.

SPECIALIZED MATERIALS FOR THE COMMONLY-TAUGHT LANGUAGES

17. **University of Pittsburgh, Pittsburgh, Pa.** J. Alan Pfeffer. A spoken German idiom count. September 1, 1963 to August 31, 1964. \$39,254.
18. **Board of Regents of the University of Washington, Seattle, Wash.** Howard Lee Nostrand. Experiment in determining cultural content and survey of language teaching research. September 23, 1963 to July 22, 1964. \$16,211
19. **Indiana University Foundation for and on behalf of Indiana University, Bloomington, Ind.** Albert Valdman. Continuation and completion of the implementation and evaluation of a multiple-credit intensive audio-lingual approach in elementary French. July 1, 1963 to June 30, 1964. \$40,422.
20. **Board of Regents of the University of Washington, Seattle, Wash.** Howard Lee Nostrand and Donald F. Riecks. An experiment in filmed recitations for use in teaching French: Providing an opportunity for the French student to experience vivid examples of good literature. July 15, 1963 to July 14, 1964. \$10,336.
21. **University of Colorado, Boulder, Colo.** George A. C. Scherer. Word frequency in the modern German short story. December 8, 1963 to June 7, 1965. \$18,811

SPECIALIZED MATERIALS FOR THE "NEGLECTED" LANGUAGES

22. **Michigan State University, East Lansing, Mich.** Jack Berry. A dictionary of Krio: Phase I. September 15, 1963 to September 14, 1964. \$23,970.
23. **Research Foundation of the State University of New York, Albany, N.Y.** Ward Morehouse and Walter Spink. Survey and cataloguing of slide materials in South Asian language and area studies: Phase I. December 4, 1963 to November 30, 1964. \$11,450.
24. **Calvin College, Grand Rapids, Mich.** Walter Lagerwey. Revision and duplication of *Guide to Dutch Studies*. October 7, 1963 to August 31, 1964. \$2,146.
25. **University of Chicago, Chicago, Ill.** Norman A. McQuown. Yucatec and Quiche (Mayan) teaching materials. October 15, 1963 to July 15, 1965. \$38,449.

26. **Seton Hall University**, South Orange, N.J. John DeFrancis. Advanced Chinese and beginning Chinese reader for secondary schools. February 14, 1964 to August 13, 1965. \$41,768.
27. **University of Southern California**, Los Angeles, Calif. Theodore H. E. Chen. Production of materials for teaching Japanese language in secondary schools: Phase I. February 14, 1964 to June 30, 1965. \$38,146.
28. **Board of Regents of the University of Washington**, Seattle, Wash. Laurence C. Thompson. Plan and budget for duplication of a *Vietnamese Grammar*. March 6, 1964 to January 7, 1965. \$7,506.
29. **Regents of the University of Wisconsin**, Madison, Wisc. Richard H. Robinson. Teaching materials in South Asian languages (Telugu): Second-year readers. March 6, 1964 to September 6, 1965. \$10,633.
30. **Regents of the University of Michigan**, Ann Arbor, Mich. Ernest N. McCarus. First level Arabic. Elementary literary Arabic for secondary schools: Supplemental and revised. May 1, 1964 to September 30, 1964. \$7,299.
31. **University of Chicago**, Chicago, Ill. Norman H. Zide. Proposal for a project to produce a reference grammar of Hindi and Urdu: Phase I. September 1, 1963 to February 28, 1965. \$37,160.
32. **University of Chicago**, Chicago, Ill. Punya Sloka Ray. A project to produce a reference grammar of Bengali: Phase I. September 1, 1963 to February 28, 1965. \$29,531.
33. **University of Pennsylvania**, Philadelphia, Penna. W. Norman Brown. Plan and budget for duplication of *Spoken Marathi*. July 15, 1963 to December 14, 1964. \$3,306.
34. **University of Hawaii**, Honolulu, Hawaii. Howard P. McKaughan. A Maranao dictionary. July 1, 1963 to June 30, 1964. \$22,372.
35. **Michigan State University**, East Lansing, Mich. Charles Kraft. Preparation of materials for an introductory course in Hausa. July 1, 1963 to December 31, 1964. \$32,910.
36. **New Haven College**, West Haven, Conn. Roger W. Westcott. A Bini Grammar: Volume III, Lexemics. July 1, 1963 to September 30, 1963. \$7,295.
37. **Yale University**, New Haven, Conn. William S. Cornyn. Continuation and completion of *Spoken Burmese* and *A Student Burmese-English Dictionary*. July 1, 1963 to September 30, 1964. \$23,438.
38. **McGill University**, Montreal, Quebec, Canada. M. A. R. Barker. A newspaper word count, newspaper reader, poetry reader, and comprehensive course in Urdu: Phase I. August 15, 1963 to August 14, 1965. \$26,650.
39. **Frederic Burk Foundation for Education for and on behalf of San Francisco State College**, San Francisco, Calif. Leo Chen. Instructional materials in the Foochow dialect designed for adult beginners. September 1, 1963 to February 28, 1965. \$31,847.
40. **Frederic Burk Foundation for Education for and on behalf of San Francisco State College**, San Francisco, Calif. Kai-yu Hsu. Preparation of audio-lingual instructional materials in Chinese-Mandarin for beginning students in Chinese-Mandarin. September 15, 1963 to August 31, 1964. \$35,479.
41. **Regents of the University of California**, Los Angeles, Calif. Joseph R. Applegate. Preparation of a reference grammar of Kabyle. September 15, 1963 to September 14, 1964. \$18,891.
42. **American Council of Learned Societies**, N.Y. John Lotz. Developmental work on materials produced in Uralic and Altaic languages and areas under contract no. SAE-8355. July 1, 1963 to September 30, 1964. \$63,000.
43. **Hartford Seminary Foundation**, Hartford, Conn. William J. Samarin. A dictionary of Sango. September 1, 1963 to September 1, 1964. \$10,096.
44. **Board of Regents of the University of Washington**, Seattle, Wash. Turrell V. Wylie. Composition and duplication of a *Tibetan Manual*. December 16, 1963 to December 15, 1964. \$5,549.
45. **University of Chicago**, Chicago, Ill. Punya Sloka Ray. Proposal for a project to study the Dacca standard and Calcutta standard dialects of Bengali and to produce preliminary teaching materials for the Dacca dialect. September 1, 1963 to February 28, 1965. \$29,020.
46. **Regents of the University of California**, Berkeley, Calif. Yuen Ren Chao. Project for preparing text readings in spoken Chinese: Phase I. August 1, 1963 to July 31, 1964. \$38,223.
47. **University of Chicago**, Chicago, Ill. Edward C. Dimock, Jr. A plan and budget for composition and reproduction of instructional materials in South Asian languages. October 1, 1963 to June 30, 1964. \$10,206.

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Study Opportunities in Soviet Union and Eastern Europe

The Inter-University Committee on Travel Grants has announced opportunities for study and research in the Soviet Union and other East European countries for the summer of 1965 and the 1965-66 academic year.

Grants to the Soviet Union are open to graduate students, young faculty members, and post-doctoral researchers in all fields of study. Applicants must be American citizens and must show, in addition to competence in their field, proficiency in the Russian language commensurate with the needs of their proposed programs. Periods of study or research of one semester, one academic year or one calendar year can be arranged. All applications for this program must be filed by November 1, 1964.

Grants to Bulgaria, Czechoslovakia, and Hungary are open to graduate students, post doctoral researchers and faculty members in all fields of study who are citizens of the United States or permanent residents who can give evidence of their intention to become citizens. Applicants must be proficient in the language of the country in which they intend to

The Institute of Linguists, located in London, is the only professional and examining body for linguists in the United Kingdom. Established in 1910 as a non-profit membership organization, the principal aims of the Institute are to promote the study and practice of modern languages, to create and maintain professional standards for practicing linguists, and to provide a focal point for discussion of problems affecting the study and practice of modern languages. The Institute's membership includes lecturers, teachers, technical, scientific, commercial and literary translators, and interpreters.

Among the services available from the Institute are a register of modern language tutors and an appointments register for those seeking or offering translating and interpreting services. In addition, the *Translators' Index*, first published in 1962, lists the names, addresses, and subject-language specialties of members of the Translators' Guild, a group of professional translators within the general membership of the Institute.

The official journal of the Institute of Linguists, *The Incorporated Linguist*, edited by S. C. Cave, appears quarterly,

study. The deadline for applications for the 1965-66 academic year is November 1, 1964, and June 1, 1965, for exchange beginning in February 1966.

For the summer of 1965, grants for language study in the Soviet Union are available for teachers of Russian under the Summer Exchange of Language Teachers program. Applicants must be U.S. citizens, and at the time of application, be employed as teachers of Russian in an elementary or secondary school, college or university in the United States. Applications and supporting documents must be completed by November 15, 1964.

The Inter-University Committee on Travel Grants, formed in 1955, is a multi-university organization whose objective is to strengthen American education in all fields through study and research in the Soviet Union and the countries of Eastern Europe. Information about the Committee and applications can be obtained by writing to Stephen Viederman, Deputy Chairman, Inter-University Committee on Travel Grants, Bloomington, Indiana 47405.

and includes articles on translation and language teaching. Also included are book reviews, especially of technical, bilingual, and monolingual dictionaries, and a section on news and notes in the field. Beginning with the July 1964 issue the journal will publish an annual listing of the dictionaries and glossaries held in the Institute's library. *The Incorporated Linguist*, which started publication in 1962, replaced *Linguists' Review*, the official publication of the Institute from 1924-1961.

Further information can be obtained by writing to The Secretary, Institute of Linguists, 3 Craven Hill, London, W.2, England.

BOOKS USA is a non-profit organization formed in August 1963 to give Americans an opportunity to send collections of useful paperback books abroad as goodwill gifts to areas of the world where books are badly needed. The Board of Directors of BOOKS USA selects the paperbacks, which are distributed in packets of ten books each. A packet costs \$4.00; there are fourteen such packets, covering such topics as American history, govern-

ment, literature, with two packets devoted to learning English. Distribution is handled by the Peace Corps and the U.S. Information Agency. For further information write to BOOKS USA, Inc., P.O. Box 1960, Washington 1, D.C.

Martin Joos To Be CAL Visiting Director

Charles A. Ferguson, Director of the Center for Applied Linguistics, will spend the academic year 1964-65 at the University of Washington, Seattle, where he will be Visiting Professor in the Department of Linguistics and will give three courses in the Department. During Mr. Ferguson's absence, Martin Joos, Professor of Linguistics and German and current chairman of the Department of German at the University of Wisconsin, will be Visiting Director of CAL.



U Wisc News Service

Martin Joos

Mr. Joos has edited linguistic and English-teaching books for the American Council of Learned Societies, has lectured abroad to local teachers of English, and has taught in several Linguistic Institutes of the Linguistic Society of America. His publications include *Acoustic Phonetics*, a Linguistic Society of America monograph (1948); *Readings in Linguistics* (1957, 3rd ed. 1963); *The Five Clocks* (1962); and *The English Verb: Form and Meanings* (forthcoming 1964). He also wrote the 201 Cryptography definitions in *Webster's Third New International Dictionary*.

African Studies at MSU, 1964-65

The African Studies Center of Michigan State University, in cooperation with the Department of Oriental and African Languages and Linguistics, has announced an expanded African languages program for 1964-65.

Instruction in African Languages has been a prominent part of the African Studies Center since its inception in 1960. In 1962, the first intensive summer program of instruction in African languages sponsored by the U.S. Office of Education was held at the Center.

In response to the increasing interest in African studies, the African Studies Center has expanded to six the number of African languages in which formal instruction will be provided. Individual instruction in other African languages may also be arranged. The six languages are the following, all at the introductory level except as indicated: Bemba, Hausa (introductory, intermediate, advanced), Igbo, Swahili, Yoruba (introductory, advanced), Wes Kos (West African Pidgin English).

The languages will be taught according to modern methods, utilizing the services of a trained linguist, a native speaker, and the language laboratory. Each course is designed to bring the student to a fair degree of fluency in the language by the end of his first year of study.

It is expected that there will soon be opportunity for intermediate and advanced language study to be continued in Africa. Plans for another intensive summer program are also being discussed.

For students who wish to specialize in African language work, a graduate program in linguistics with an emphasis on African languages is offered in the Department of Oriental and African Languages and Linguistics. Courses include introductory linguistics, introduction to the structure of Bantu languages, articulatory phonetics, advanced phonology, advanced morphology-syntax, and field methods in linguistics.

The African Studies Center, in conjunction with various departments, also offers a variety of non-language courses dealing with Africa in such areas as anthropology, economics, education, geography, history, political science, and sociology. For further information write to Charles C. Hughes, Director, African Studies Center, Michigan State University, East Lansing, Michigan 48823.

book notices

Elements of Contemporary Arabic, Part I, by Ernest N. McCarus and Adil I. Yacoub. Ann Arbor, Ann Arbor Publishers, 1962. [227] pp. \$5.00.

This introduction to Contemporary Arabic (often called modern Literary Arabic) is intended to present the essentials of grammar necessary to read the Arabic of newspapers as well as to converse in literary Arabic within a limited range of subjects. The instructional approach is the oral method. A 41-page introduction to pronunciation with contrastive materials from English where pertinent is followed by a series of five lessons, each of which contains a situation dialog, grammatical notes, and numerous exercises. The dialogs are presented both in transcription and Arabic script. A word is given with full vowelization when first introduced, thereafter it is left unvocalized. Appendices summarize noun and verb inflection.

A Graded West Armenian Reader: Selections from Armenian Literature, adapted and edited by James Etmekjian. American Council of Learned Societies and National Association for Armenian Studies and Research, 1963 xv, 187 pp. \$4.00. Order from NAASR, 1430 Massachusetts Avenue, Cambridge 38, Mass.

This reader, which is designed for those who know the Armenian alphabet and who have an elementary knowledge of Armenian grammar, contains eight selections from the works of well-known Armenian authors of the late 19th and early 20th centuries. Each selection is preceded by a note about the author; the exercises accompanying each selection are grouped together at the end of the book. A visible vocabulary has been provided at the bottom of each page of text. An Armenian-English vocabulary includes all the words in the book.

The Psychologist and the Foreign-Language Teacher, by Wilga M. Rivers. Chicago, University of Chicago Press, 1964. viii, 212 pp. \$4.00

An examination of the theory behind the approach to foreign-language teaching known as the audio-lingual method and its major assumptions about the foreign-language learning process, followed by an examination of these in the light of psychological learning theory. Where criticism seems warranted, recommendations are made for the improvement of the techniques under discussion. This systematic and carefully documented study concentrates specifically

on the problems of teaching foreign languages in high schools, but many of the conclusions will apply to students at other levels of instruction. In order to make the discussion more comprehensible to the general reader, an appendix on psychological learning theory has been included.

Current Trends in Linguistics, edited by Thomas A. Sebeok. Vol 1 Soviet and East European Linguistics. The Hague, Mouton & Co., 1963. xii, 606 pp. \$19.50

This volume, which is part of a project supported by a grant from the National Science Foundation, is divided into two parts. Part One, Selected Topics in Soviet Linguistics, contains nineteen essays under the headings "General," "Applied," and "Languages, Language Families, and Areal Groupings." Part Two, Linguistics in Eastern Europe, consists of five country surveys. Other volumes in this series are projected. The second, *East Asian Linguistics*, is in preparation.

A Drillbook of French Pronunciation, by Albert Valdman, Robert J. Salazar, and Marie Antoinette Charbonneaux. New York, Harper and Row, 1964. ix, 293 pp. \$4.75.

This book is designed to guide the student to the acquisition of accurate pronunciation habits and eventually to near-native fluency by a series of graded steps. Attention is first focused upon articulatory features of French that keep French phonemes apart and then on features which distinguish French phonemes from near-equivalents in English. The pronunciation exercises are of two basic types: discrimination and production drills. The latter are ordered from one-syllable utterances to material of sentence length. Most of the book is concerned with what the authors call the *normal style*. The *formal style*, which is used in careful speech, in reading, etc., is presented in Chap. 16.

Accompanying the book, according to the publisher's brochure, are a set of twenty 20-minute tapes, a Workbook, and a Teacher's Guide.

Introduction à la phonétique corrective, by Pierre and Monique Léon. (Collection le français dans le monde—B.E.L.) Paris, Hachette and Larousse, 1964. xiii, 98 pp.

This brief manual, which is intended for use by teachers of French as a foreign language, begins (chap. i) with an examination of the isolated sounds of the phonological system. Each sound is described from the standpoint of articulation and in its relation to similar sounds. The next section (chap. ii) deals with the phonetic and linguistic organization of the sounds, moving from

syllable to group, and from group to phrase. Each chapter contains suggested correction procedures and also comparisons with phonological features of a number of other languages. Articulation, distributions and oppositions, intonation, and other features are illustrated by diagrams and tables. Theoretical explanations and technical terms are kept to a minimum. Drill materials based on the general presentation of this booklet can be found in Monique Léon, *Exercices systématiques de prononciation français: Phonématique et phonétique* (Paris, Hachette et Larousse, 1964).

(B.E.L., in the series title, stands for Bureau d'étude et de liaison pour l'enseignement du français dans le monde.)

Report of the Fifteenth (First International) Round Table Meeting on Linguistics and Language Studies, edited by C. I. J. M. Stuart. (*Monograph Series on Languages and Linguistics, 17*) Washington, D.C., Georgetown University Institute of Languages and Linguistics, 1964. xvii, 222 pp \$4.00.

This international meeting, in celebration of the one hundred and seventy-fifth anniversary of Georgetown University, brought together speakers and participants from diverse geographical areas as well as linguistic interests. The twelve papers delivered at the meeting discuss current research in syntax outside the United States, achievement in linguistic theory, and subject-matter relations between linguistics and other disciplines. Luncheon addresses were given by Martin Joos and Charles A. Ferguson.

Dutch and Swedish at Queens

Instruction in Dutch and Swedish will be offered this coming academic year by the Department of Germanic Languages, Queens College of the City University of New York. The Dutch course, which is new this year, will be taught by Peter H. Salus; the Swedish course by Robert Raphael.

II World Congress of Phoneticians will meet in Tokyo, August 26-31, 1965. A tentative program lists sections on theoretical and applied aspects of phonetics, the phonetics of particular languages, and the phonetics of Japanese. The Proceedings, to be published later, will include all papers read at the Congress. Correspondence concerning participation should be addressed to Dr Masao Onishi, Phonetic Society of Japan, 652 Daita-Itchome, Setagaya, Tokyo, Japan.

meetings and conferences

- August 31-September 5. International Conference on Modern Foreign Language Teaching. Berlin, West Germany.
- August 31-September 9. International Congress of Americanists, 36th. Barcelona (August 31-September 2), Madrid (September 4-5), and Seville (September 8-9), Spain.
- November 9-22. American Anthropological Association, 63rd. Detroit, Michigan
- November 26-28. National Council of Teachers of English, 54th. Cleveland, Ohio
- December 27-29. American Folklore Society. New York. New York.
- December 27-29. Modern Language Association of America. New York. New York.
- December 27-30. Speech Association of America. Chicago, Illinois.
- December 28-30. Linguistic Society of America. New York, New York.

personalia

The following is a list of linguists who are changing their institutional affiliation as of September 1964. It contains only those changes that have been brought to the attention of the Editor. An asterisk (*) marks a Fulbright award

	FROM	TO
Edward M. Anthony	Michigan	Pittsburgh
J. Berry	Michigan State	Northwestern
J. C. Catford	Edinburgh	Michigan
O. L. Chavarría-Aguilar	Indian Institute of Technology, Kanpur	Michigan
Heles Contreras	Universidad de la Concepción, Chile	Washington
William G. Cowan	Foreign Service Institute	Brown
Edward T. Erasmus	Michigan State	Kansas
Charles A. Ferguson	Center for Applied Linguistics	Washington
L. Harries	London	Wisconsin
Einar Haugen	Wisconsin	Harvard
Carleton T. Hodge	Foreign Service Institute	Indiana
*Vladimir Honsa	Indiana	Instituto Caro y Cuervo, Bogotá
Martin Joos	Wisconsin	Center for Applied Linguistics
Sydney M. Lamb	California, Berkeley	Yale
R. B. Le Page	Malaya	York
Fred Lukoff	Asia Foundation, Seoul, Korea	Washington
James W. Marchand	Vanderbilt	Cornell
Harvey Pitkin	California, Berkeley	Columbia
I. Richardson	California, Los Angeles	Michigan State
Sol Saporta	Washington	Center for Advanced Study of the Behavioral Sciences
M. H. Scargill	Alberta, Calgary	Victoria, British Columbia
James H. Sledd	Northwestern	Texas
P. D. Strevens	Leeds	Colchester
W. H. Whiteley	Wisconsin	Dar-es-Salam
Hans Wolf	Michigan State	Northwestern

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Bantu Linguistics in Brazzaville

A program in Bantu linguistics will be offered in Brazzaville (Congo) by the Centre d'Enseignement Supérieur as a regular subject for the Licence ès-Lettres degree, beginning in October. The program, which aims at providing a comprehensive introduction to general linguistics through the study of Bantu languages, will include phonemic and morphological analysis and typology, as well as experimental phonetics. Special reference will be made to little known languages of western equatorial Africa. The staff will include André Jacquot (Maître de Recherches, Section Linguistique de l'Institut de Recherches Scientifiques au Congo) as Lecturer, and Jean-Pierre Makouta-Mboukou (Assistant des Facultés des Lettres) as Assistant (Phonetics). For further information write to M. le Directeur, Centre d'Enseignement Supérieur, Boîte Postale 69, Brazzaville, Congo

"Computational Linguistics," a new department in the *Communications of the ACM*, will welcome papers concerned with the theory or practice of linguistic processes effected by computers. Reports on the results of research and expository or survey articles are both appropriate contributions. The editor of the department is Anthony G. Oettinger, Computations Laboratory, Harvard University, Cambridge 38, Massachusetts.

Idioms, an international modern language review, published its first number in January. It will appear every two months, with articles in English, French, German, Italian, Spanish, and Russian dealing with the practical use of language, especially the six languages listed above. Each issue also contains book reviews and a listing of new books. The editors are Attilio Borgognoni of Milan, and Wolf Friedrich and Gunther Haensch of Munich. The annual subscription price is DM 9.80 (without the Russian section, DM 8.-); single issues, DM 3.- (without the Russian section, DM 2.50). Subscriptions should be sent to Max Hueber Verlag, 8 München 13 (West Germany), Amalienstrasse 77/79

The Welsh College of Advanced Technology, Cardiff, Wales, will offer during the Session 1964-65 a one-year course leading to a Postgraduate Diploma in Linguistic Science. The Course will be given in the Department of English and Liberal Studies (D. F. Bratchell, Head)

The course, which is open to students from Britain and overseas alike, will consist of lectures, seminars, and tutorials, alternating with periods of practical work in the language laboratory. Course content will include general, historical, and comparative linguistics and, for qualified students, second-language teaching and language-laboratory techniques. The diploma will be awarded after one session

of full-time study successfully completed by examination.

The College also offers one-year courses leading to the following qualifications: Postgraduate Diploma in the Teaching of English as a Foreign Language, Postgraduate Diploma in English Studies for Foreign Students, and an Advanced Certificate in English Studies for Foreign Students.

English as a Foreign Language at Kansas

Beginning this fall, the University of Kansas is offering a one-semester Intensive Course in English as a Foreign Language. The program, which will be under the direction of Edward T. Erasmus, will also be open to students who propose to do their academic work at other institutions. Instruction will be provided at the beginning, intermediate, and advanced levels. For further information write to the Intensive English Center, University of Kansas, Lawrence, Kansas 66045.

The Free University, Amsterdam, The Netherlands, has recently installed a language laboratory for use in graduate studies in English as well as teaching English literature with audio-visual techniques. M. Buning, Head of the Language Laboratory, will welcome suggestions and relevant material relating to these fields.

The Seido Language Institute

by Desmond P. Cosgrave

(Mr. Cosgrave, who holds a Ph.D. degree from the Catholic University of America, is director of the Seido Language Institute)

The growing demand for instruction in spoken foreign languages is slowly bringing about a radical change in the traditional language teaching methods of Japanese schools, and the Seido Language Institute is one of several schools in Japan which have recently initiated linguistically oriented teaching programs. Located in the city of Ashiya, midway between the two great industrial and commercial centers of Kobe and Osaka, the Institute has an enrollment of over eight hundred students who are studying English, French, Spanish, German or Italian under the guidance of a linguistically trained

staff of seventeen foreign instructors who share the teaching work with a number of young Japanese graduates who are also studying linguistics at neighboring universities. Seido is under the direction of Opus Dei

The idea for such an institute was first developed in 1960, and by the spring of 1962 all of the necessary teachers had been recruited and a modern three-story building erected at the present site. With the official endorsement of the Prefectural education authorities, the Institute was then opened for classes in the summer of the same year

LANGUAGE LABORATORY

We were very fortunate in having an opportunity to plan the whole layout of

the building ourselves, and we were thus able to incorporate a number of features which were well suited to the teaching methods to be employed. For example, at that time the language laboratory as a teaching aid was, with a few notable exceptions, still in the embryonic stages in this country. We designed a 32-position laboratory in conjunction with the Sony Corporation of Japan which consists of two equal sections: SE (self evaluation) and DB (direct broadcast). The SE section, which is used for pronunciation drills and short dialogs, enables the student to record his own voice and compare it with that of the native speaker. For other structure drills and longer dialogs, in which the student does hearing and repetition work broadcast directly from the console, the DB section is used. The master tape recorder, earphones, student microphone, and student tape recorder, were carefully selected to ensure the most faithful sound reproduction possible. In addition, special amplifiers were installed for the purpose of activating the large stereophonic earphones with which each booth was equipped. This laboratory, which is very economical in terms of installation costs, has now been in continuous trouble-free operation, five hours a day for almost two years, and has served as a model for many subsequent Japanese laboratories installed by the Sony Corporation under the name: Seido Language Laboratory System.

TEACHING METHODS AND MATERIALS

The basic teaching methods employed at the Institute follow very closely the ideas embodied in the oral structural approach. The patterns of the target language are presented orally following a



Courtesy Seido Language Institute

A Class at the Seido Language Institute

its executive head is the founder (1934) and general director, Dr. William Cameron Townsend. Field offices in México, Guatemala, Ecuador, Perú, Bolivia, Colombia, Brazil, The Philippines, Australia, New Guinea, Viet Nam, Ghana, and the U.S.A. and Alaska decentralize the administrative load.

"Quality control research output is under the jurisdiction of its hard professional core, including some twenty Ph.D.'s in linguistics. These academic leaders hold on-the-field seminars in which tentative research results of the membership are tested against prime data from informants, and processed for most effective development of ideas of theoretical import—from which the Institute derives its name—to staff the six intensive training institutes at the Universities of Oklahoma, North Dakota, and Washington, and in Australia, England, and Germany. . . .

"The Institute has the broadest network of linguistic research being undertaken by any private Institute in the world today. It is from this broad base of work with 300 languages that its newest theoretical concepts are growing. At the same time it is training over 500 students yearly in its summer courses—but it cannot know, in advance, to which of some two thousand unstudied languages a student might choose to go. It has been necessary, therefore, for the Institute to prepare these students for entrance into any unknown language by teaching them general theoretical principles applicable to all. Such a challenge forced us to develop, also, useful practical techniques for applying such theories. From these our textbooks have developed. The rapid oscillation from theory to practice and from practice to theory has therefore become one of the most characteristic attributes of the Institute. . . .

"The research outlook for the Institute is bright. Work has been underway extensively for some time in North and South America, New Guinea, and the Philippines, and with smaller research crews in Australia, and Viet Nam. In order to get a wider spread of empirical data needed for theory testing, however, we look forward to research coming out of our newly-opened field in West Africa, and to the development of new research centers in other parts of Asia or the Pacific. . . ."

Sociolinguistics Seminar at Indiana

A group of seventeen linguists and sociologists met in a daily seminar for eight weeks this summer at Indiana University to explore a number of topics of common interest and to project some lines of sociolinguistic research. The seminar, which was sponsored by the Social Science Research Council (SSRC) with the aid of a grant from the National Science Foundation, was held in conjunction with the Linguistic Institute, and was able to make use of the services of a number of outside consultants and special guests, chiefly linguists but also social scientists of other disciplines such as anthropology and psychology. In preparation for the seminar, members of the staff of the Center for Applied Linguistics compiled an annotated bibliography of about 700 books and articles in the field; after some revision by participants in the seminar this bibliography will be published by the Center for Applied Linguistics.

PAPERS

Also in preparation for the seminar several scholars wrote papers to serve as a basis for discussion. William Bright, University of California at Los Angeles, wrote a summary report of the colloquium on sociolinguistics held at UCLA last May. John J. Gumperz, University of California, Berkeley, Einar Haugen, now at Harvard University, and Everett C. Hughes, Brandeis University, wrote papers on various aspects of language and society. Discussion of these papers and several others during the first two weeks of the seminar succeeded in clarifying some of the basic issues and in making it possible for the linguists and sociologists to communicate with one another with less difficulty.

RESEARCH PROBLEMS

During the course of the summer most of the seminar sessions were devoted to the presentation of individual research problems and discussion of them. Examples of topics treated are: Phonological indices to social stratification: Subjective dimensions of linguistic change (William Labov, Columbia University); An extension of Greenberg's linguistic diversity measures (Stanley Lieber, University of Wisconsin); Types of multilingual communities (Heinz Kloss, Forschungsstelle für Nationalitäten- und Sprachenfragen); Language and dialect (Haugen); Multilingualism and language shift (Josh-

ua A. Fishman, Yeshiva University). In addition to some sixteen presentations of this kind, the participants circulated about fifty reprints or copies of papers for comment and mutual education.

WORKING GROUPS

About halfway through the summer the seminar set up three working groups to meet outside the regular sessions and to prepare statements for the consideration of the whole group and possible later publication. The first group, on linguistics and social theory in general, was chaired by Leonard D. Savitz, Temple University; the second, on multilingualism, by Fishman; and the third, on language standardization and planning, by Chester L. Hunt, Western Michigan University. All three working groups produced a succession of drafts and revised drafts which were considered in some detail by members of the groups and the seminar as a whole.

IMPORTANCE OF THE FIELD

After a fairly slow start and considerable difficulty in establishing interdisciplinary communication, the participants all became convinced of the importance of the whole field of research which was being opened up; some emphasizing its importance for basic linguistic theory, others its importance for various kinds of social theory, and several maintaining the view that a more or less autonomous field of sociolinguistics or the sociology of language was coming into being. The seminar concluded with a series of recommendations, including the continuance of an SSRC Committee on Sociolinguistics to foster and coordinate research activities in the field, the publication of a monograph containing papers submitted to the seminar or arising directly from its activities, and the establishment of certain kinds of cross-disciplinary fellowships at several levels.

Charles A. Ferguson, Director of the Center for Applied Linguistics, served as chairman of the seminar, which included as active participants, in addition to those named above: Jack Berry, Northwestern University; Paul Friedrich, University of Chicago; Nathan Keyfitz, University of Chicago; Ranier Lang, University of California at Los Angeles; Leonard Lieberman, Michigan State University; William A. Stewart, Center for Applied Linguistics; and John Useem, Michigan State

University. Outside consultants who stayed several days each were: Susan M. Ervin, University of California, Berkeley; Joseph P. Greenberg, Stanford University; and Wallace E. Lambert, McGill University.

CAL Publishes Malagasy Course

Malagasy Introductory Course, by Catherine I. Garvey with the assistance of Jacky Radifera, Miresille Razafindrakaza, and others. Washington, D.C., Center for Applied Linguistics, 1964. xv, 233 pp. \$4.00.

Malagasy is the national language of the Malagasy Republic (Madagascar), an island in the Indian Ocean off the east coast of Africa. Merina, the dialect represented in this course, is the dialect of the largest ethnic group, the Merina, who are located on the central plateau of the island. This dialect is widely understood throughout the island, where a number of similar dialects of Malagasy are spoken. Malagasy is written in the roman alphabet, and the material presented in this course is in the conventional orthography, modified in some sections by markings for stress.

The course is divided into twenty-six lessons, two of which are review. The lessons (except for the reviews) are divided into four parts: dialogue, or narrative; pronunciation practices, or work study; drills and grammar statements; additional practice dialogues. The course is designed for use with a native speaker of Merina, though accompanying tapes will be available in the near future through the Center for Applied Linguistics.

The course was developed under a contract between the Center for Applied Linguistics and the U.S. Office of Education.

RLA, Revista de lingüística aplicada, a publication of the Círculo Lingüístico de la Universidad de Concepción, Chile, issued its first number in December 1963. Its main purpose is to provide a means of communication between the linguist and the language teacher. The annual subscription price is U.S. \$1.00. Subscriptions should be sent to Sergio Echeverría W., RLA, Casilla 287, Concepción, Chile. Materials for publication should be sent to the Comité de Redacción (Heles Contreras and Gerardo Hernán Alvarez) at same address.

New Language Incentive Program for Foreign Service

The Department of State has established a new incentive program to improve the foreign language skills of Foreign Service personnel, particularly in so-called "hard" languages. The new program includes both salary incentives for junior officers entering the service with language skills; and special incentives for officers already in the Service who undergo training in certain "hard" languages (twenty-nine languages, including Polish, Rumanian, Bengali, Swahili, Chinese and Japanese, etc., are designated "hard" languages).

Newly appointed Foreign Service personnel who bring a useful language skill into the Foreign Service will receive salary increases for this skill. They may qualify for these incentives after being appointed to the Foreign Service by passing tests in any of thirty-eight languages used today in the Foreign Service. Larger increases will go to those who qualify in "hard" languages, and more than one language.

Salary increases will also be given to officers now in the Service who take training in certain languages for which the Department has a critical need. At present, these languages are Hebrew, Bengali, Burmese, Korean, Nepali, Sinhalese, Tamil, and Vietnamese. This list will be changed periodically in line with Department needs.

In addition, certain professional advantages will be offered to officers already in the Service who successfully complete study of any "hard" language. A number of top-ranking positions at many of the posts in hard-language areas, including Ambassadorial and Deputy Chief of Mission positions, have been designated as "language officer" positions. They will, in effect, be reserved for officers with competence in the area's language.

About half of all Foreign Service Officers serving abroad are assigned to areas where French or Spanish is spoken. The Department, therefore, encourages the majority of its officers to acquire proficiency in one of these languages. Other languages which have a similar broad usefulness include German, Portuguese, and Italian.

The "hard" language areas include the countries of Eastern Europe, the Near East, Asia, the Far East, and Africa north of the Sahara. At present, about 45 percent of the Foreign Service Officer positions in those areas are designated "lan-

guage officer" positions and are reserved, whenever possible, for officers speaking the language of that post.

The list of Foreign Service "hard" languages is as follows: Amharic, Arabic, Bengali, Bulgarian, Burmese, Cambodian, Chinese, Czech, Finnish, Greek, Hebrew, Hindi/Urdu, Hungarian, Icelandic, Indonesian/Malay, Japanese, Korean, Nepali, Persian, Polish, Rumanian, Russian, Serbo-Croatian, Sinhalese, Swahili, Tamil, Thai/Lao, Turkish, Vietnamese.

Conference on Indigenous Languages of North America

On July 17 and 18 at the University of Alberta, Edmonton, the Department of Germanic Languages and General Linguistics sponsored a discussion meeting attended by about twenty linguists interested in furthering research on Amerindian languages. Papers were read dealing with questions of language relationships and historical developments, and with practical considerations in undertaking investigations of these languages. Participants also discussed the opportunities presented by the proposed organization of a new research center at the University for the study of the native languages of Western Canada, and the needs for exchange of materials gathered with other workers in the same general area.

The Journal of West African Languages, published by the Cambridge University Press in association with the Institute of African Studies, University of Ibadan, issued its first number in January. It will appear twice yearly, with articles in English or French on linguistic aspects of West African languages, especially those for which published data are scarce or non-existent. A supplementary monograph series is planned for material which is too bulky to appear in a volume of the Journal. The subscription price per issue is 18s. each part (U.S.A. \$3.00); for two issues, 30s. (U.S.A. \$5.50); to include two monographs, 60s. (U.S.A. \$11.00). Subscriptions should be directed to the Cambridge University Press (American Branch: 32 East 57th Street, New York 22, N.Y.). All contributions and editorial correspondence should be sent to the Editors of the Journal at the Institute of African Studies, University of Ibadan, Nigeria.

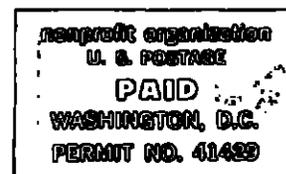
The Linguistic Reporter

Newsletter of the

Center for Applied Linguistics

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Return Requested

Arabic News, a newsletter devoted to teaching Arabic in secondary schools, published its first number in February. It will have three issues a year and will carry information about programs, materials, and personnel in the field. The editor is Clemens L. Hallman, Director, Division of Science, Mathematics and Foreign Languages, State Department of Public Instruction, Indianapolis, Indiana 46204.

The American Translators Association (ATA) will hold its fifth annual meeting at the Drexel Institute of Technology in Philadelphia, November 20-21. The theme of the meeting will be "The American Translator Comes of Age." Among the topics to be discussed are translation and linguistics, literary translation, professional status for translators, and scientific and technical translation.

The American Translators Association was established in 1959 and is affiliated with the *Fédération Internationale des Traducteurs*. It serves as a forum and clearinghouse to advance the standards of translation and to promote the intellectual and material interests of translators and interpreters in the United States.

The activities and services of the ATA include the maintenance of a Registry of American Translators and a Job Roster. *ATA Notes*, a forum, miscellany and news bulletin, is published at irregular

but frequent intervals and is distributed free to members.

Membership in the ATA is open to any person actively engaged in translating, interpreting or professionally related fields, as well as to persons or organizations interested in the objectives of the Association. Further information can be obtained by writing to ATA, Box 489, Madison Square Station, New York, New York 10010.

The Linguistic Association of Liberia was founded on 31 January 1964, at a meeting at Cuttington College, Suakoko, Liberia. Eighteen persons were present, representing Cuttington College, the University of Liberia, and several mission organizations; they are concerned with linguistic research, literature programs, and instruction in a variety of indigenous Liberian languages and of English as a second language.

The first officers of the new Association are John Gay of Cuttington College, President; John Wealar of Cuttington College, Secretary-Treasurer; and William E. Welmers of the University of California, Los Angeles, Liaison Secretary.

The purpose of the Association is to provide facilities for intercommunication and technical assistance to researchers in the languages of Liberia, including Liberian forms of English and English as a

second language, and also to provide for more effective communication between the small group of linguists in Liberia and the community of linguistic scholarship in other parts of Africa and in the rest of the world.

Dues for the first year are \$2. Besides covering minor administrative expenses, the dues are expected to help in establishing an archive of materials on the indigenous languages of Liberia. Interested persons should write to the Liaison Secretary (Department of Near Eastern and African Languages, University of California, Los Angeles 24, Calif.). (From *Language*, January-March 1964, p. 109.)

Language Learning Conference. Indiana and Purdue Universities have announced the fifth in a series of Language Learning Conferences to be held March 11-13, 1965, at Indiana University, Bloomington, Indiana. The Conference title is "Language Learning: The Individual and the Process." Among topics to be discussed will be the psychology of language learning and systems for individualizing instruction. Co-chairmen for the Conference will be Professors George E. Smith and M. Phillip Leamon of Indiana University. Registration fee is to be \$10.00. For further information write to: Indiana Language Program, 300 Kirkwood Hall, Indiana University, Bloomington, Indiana 47403:

AID Assists American University of Beirut with First Regional English Language Study and Teaching Center

by Myron H. Vent

[Mr. Vent is with the Education and Human Resources Development Service, Office of Technical Cooperation and Research, Agency for International Development.]

Recognizing the contribution which the teaching of English as a second foreign language abroad makes to economic and social development and the increasing need for assisting the various developing countries to direct their own programs of English teaching, the Agency for International Development (AID) earlier this year gave a grant to the American University of Beirut to establish the first regional English Language Study and Teaching Center. It is expected that the AUB Center when completely staffed and

in full operation will serve some sixteen countries in the Near East and Africa.

According to the plans of its present Director, Dr. Richard C. Yorkey, the Center will undertake action research and gather and disseminate the theory and experience of applying linguistic science to teaching English as a foreign language. It will serve as an area center for the training of English teaching supervisors, teacher trainers, and teachers with primary concern for the specific needs, problems, and purposes of English language instruction in the Middle East and those African countries participating in the AID/AUB Regional Training Program [see Note at the end of this article].

Faculty members of both the Departments of English and Education will cooperate in the Center's program. The Dean of the School of Arts and Sciences exercises administrative responsibility. Fully staffed the Center will have, in addition to its director, three full-time professors and a secretary, with teaching personnel drawn from the two departments previously mentioned.

The activities of the Center will fall into three main programs:

1. *Research and Development Program.* The purpose of this program will be (a) to undertake and apply research in linguistics to English language learning problems; (b) to gather and disseminate information and materials in teaching English as a second language, with specific reference to the curriculum, syllabuses, texts, and tests of countries served by the Center; (c) to publish monographs and an English Language Teaching Newsletter for ministries, supervisors, inspectors, and teachers of English. Anticipated research and development projects include curriculum analyses and revision, contrastive studies of phonology and grammar, remedial reading methods and materials, specialized teaching materials for specific countries, language testing, and teacher training methods and materials including programmed instruction.

2. *Teacher Training Program.* The purpose of this program will be to train supervisors, instructors, and teachers of English in three separate programs: (a) a two-year program leading to the Degree of Master of Arts in Teaching English as a Second Language; (b) a one-year pro-



Courtesy American University of Beirut

View of Campus, American University of Beirut

gram leading to the Diploma in Teaching English as a Second Language; (c) a six-week Summer Institute Certificate. Course work will include general language teaching theory and its specific application in the participant's country.

3. *Country Assistance Program.* The purpose of this program will be (a) to consult with and advise government ministries on problems of English language curriculum, syllabuses, texts, tests, and teaching materials; (b) to prepare and test teaching materials for the specific needs of countries that request help; (c) to conduct in-service teacher training programs in the host countries at their request.

Except for courses in Arabic language and literature, all instruction in AUB's various schools and departments is in English. With over 3,000 students coming from as many as fifty different countries, the University has had considerable experience in the teaching of English as a second or foreign language. The one-year University Orientation Program, with its complete language laboratory, provides special instruction for students who meet all academic requirements except fluency in English. It is expected that the Orientation Program will provide some of the practice teaching needed by students at the Center. The Orientation Program also provides at close hand considerable opportunity for research, testing, and experimentation. Since many of the private schools in Lebanon use English as a medium of instruction, other opportunities for practice teaching and observation will also be available.

The establishment of the Center has the enthusiastic support of the University's administration and board of trustees. Overseas missions of AID have also reacted favorably. Most heartening was the commendation which the Agency received from the National Advisory Council on the Teaching of English as a Foreign Language. At its Fourth Meeting in May, the Council not only commended the Agency, it recommended "that United States Government agencies make fullest use of this program and that academic institutions in the U.S. support the program with manpower and other resources." Both the Agency and the Center welcome this support and hope that the resources of the Center will be utilized to the fullest extent possible.

NOTE: The AID/AUB Regional Training Program provides under contract for a maximum of 665 full-cost scholarships annually for students from sixteen countries in the Near East and Africa. One hundred and ninety of these are for students in the field of education, twenty of which are reserved for teachers of English. Countries presently par-

ticipating in this program are: Afghanistan, Cyprus, Ethiopia, Iran, Iraq, Jordan, Kenya, Lebanon, Libya, Morocco, Nepal, Pakistan, Sudan, Syria, Tunisia, and Yemen.

For a more detailed account of this program, see Myron H. Vent, "AID and AUB: Partners in Middle East Development," *Higher Education* 19:6.8-12 (April 1963).

Fifth International Congress of Phonetic Sciences

by Ernst Pulgram

[Mr. Pulgram is Professor of Romance and Classical Linguistics at the University of Michigan. He attended the Congress described below as delegate of his University and read a paper on 'Consonant clusters, consonant sequences, and the syllable.']

The Fifth International Congress of Phonetic Sciences was held in Münster, Germany, August 16-23. Only a few of the 315 scholars (of whom 41, or 13 per cent, were from the United States) that registered for this Congress did not actually attend, conspicuous among them those from the USSR, who stayed away *en bloc*. The following 38 countries were represented: Algeria, Argentina, Australia, Austria, Belgium, Brazil, Canada, Chile, Czechoslovakia, Denmark, East Germany, Finland, France, Great Britain, Hungary, Iceland, India, Ireland, Italy, Japan, Korea, Lebanon, Netherlands, Nigeria, Norway, Peru, Philippines, Poland, Rumania, Senegal, South Africa, Spain, Sweden, Switzerland, U.S.A., Venezuela, West Germany, Yugoslavia. All meetings, plenary and sectional, took place in one building of the University of Münster, in the former Schloss, which was destroyed during the Second World War and completely rebuilt: the outside walls are again those of the Schloss, but the inside is entirely refurbished for its present educational purpose.

There were plenary sessions (in the morning) and sectional meetings (in the afternoon). The plenary sessions were organized, at least in the planning, in such a way as to reduce the time assigned to the speaker and to allow more time for discussion. This was to be accomplished by having the speaker give but a relatively brief résumé of his paper, and devoting the remainder of the hour, more or less, to questions and comments—on the assumption that all members of the audience had read the full text by the time of the meeting. But since the audience had not had enough leisure to do this, and

since there were not enough copies of the text easily available, the speakers found themselves obliged either to read their papers *in toto*, which considerably shortened discussion time available, or to deliver somewhat more extensive abstracts than they had prepared. Fortunately, all the speakers accommodated themselves skillfully to the unexpected requirements, but whatever they did was in fact a *pis aller* in comparison with the original plan—which is, I believe, an excellent one and should be employed in future congresses. To realize it, however, the organizers of a congress would have to provide copies of the papers some weeks in advance to all registered participants, who would be expected to have done their homework before arriving at the congress. Then the plenary session could be devoted largely to an intelligent and lively exchange of views rather than to the ritualistic reading of papers—which are going to be printed in the Proceedings anyhow. Hence I should recommend the operation conceived, if not perfectly implemented, by this Congress.

Individual radio listening devices (of the "walkie-talkie" kind, but small and handy) were provided for each seat in the auditorium, with simultaneous translation into French, English, and German.

The sectional meetings were scheduled in such a way that about nine took place at the same time, between 3:00 and 6:00 every afternoon. In each section, four papers (or fewer) were read, all on more or less related subjects, e.g., intonation, or syllabic structure, etc. Since the chairmen were careful to synchronize the beginnings and the ends of the papers in the various sections, it was possible to move from one section to another in search of speakers and papers instead of remaining with a given subject. Here, too, what seems to me a welcome innovation was attempted; while each paper was allotted 40 minutes altogether, only 10 or 15 min-

utes of that total were intended to be used by the speaker, the rest for discussion. There were the inevitable few who long-windedly kept talking, but on the whole the design of questioning the speaker and commenting on his remarks at some length led to a worthwhile and interesting use of the time; no one seemed ever bored or fidgety. Of course, in this manner a three-hour session could encompass but four papers at the most, rather than the customary ten or more pressed into that span of time. I cannot say that I was distressed by the loss of quantity, and I doubt anyone ever will be—as long as the organizers employ some care in the selection of the contributions and exclude those sometimes found on programs merely *honoris causa*.

All persons who took part in the discussion were at once issued a form on which they were asked to write down their comments, which are to be printed in the Proceedings along with the papers themselves. And it seems that the volume of Proceedings will be published with very little delay, thanks to the foresight and the industry of the organizers of the Congress. It would serve little purpose if I were to comment from memory on the scholarly qualities of the reports and papers that I heard; this will be done more thoroughly by the reviewers of the Proceedings. But I may say that the standards of the Congress were high, both in theoretical and experimental phonetics; the inevitable exceptions, papers not really good or not germane to the business of the Congress, were more than counter-balanced by excellent and stimulating performances. It is worth noting that those theoretical phoneticists and phonemicists in both the synchronic and diachronic areas who do not keep pace with the enormous progress that experimental and quantifying phonetics has made in the last two decades especially, are found to be increasingly, and in some instances disastrously, obsolescent in their views. Conversely, there is some danger then that the experimenters and manipulators of the physical data of speech may tend to become oblivious to the fact that language is, in addition to being a system of physical phenomena, also a system of social behavior, one of whose pervading and inevitable characteristics is constant change. The static and the dynamic aspects of language study must be made to supplement one another when the results

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.

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of research are given, no matter how useful or necessary may be their separation during the process of investigation.

All participants seemed to be pleased with the labors of the Congress. But the Congress at play also deserves notice. Thanks are due to the Organizing Committee, to the University and its Rector, and to the city of Münster and its mayor for their hospitality, for a number of re-

ceptions and excursions, and for a very *gemüthlichen* ball.

The participants will remember the Münster Congress with pleasure and satisfaction. I cannot possibly name all, or even know all, and thank by name all, who are responsible for its success; but it may not be unfair to single out the president, Eberhard Zwirner, and the secretary, Wolfgang Bethge.

Report on 1964 NDEA Summer English Institutes

by David P. Harris

[Mr. Harris is Director of the Program for the Testing of English as a Foreign Language (TOEFL).]

During the summer of 1964 the U.S. Office of Education supported two pilot institutes in English as a second language which were held at the University of California, Los Angeles, and the University of Puerto Rico, Río Piedras. Authorized under an amendment to the National Defense Education Act approved by the President in December 1963, the institutes enrolled a total of 110 elementary and secondary school teachers and supervisors concerned with the teaching of English to pupils for whom English is not the first language.

The Puerto Rican institute, under the direction of Professor María Arsuaga de Vilá of the Department of Spanish, was a 7-week program commencing in late June. Participants were drawn half from the mainland and half from Puerto Rico. The institute at UCLA, an 8-week program also beginning in late June, was directed by Professor J. Donald Bowen of the University's English Department. Participants came almost entirely from southwestern schools enrolling Spanish-speaking pupils.

Modeled after previous NDEA foreign language institutes, the English institutes included daily instruction in applied linguistics, in the methodology of language teaching, in anthropology with emphasis on problems of cultural assimilation, and in Spanish (or, in the case of the Puerto Rican teachers, English). Demonstration classes were also provided, with opportunities for supervised practice teaching by the participants. Co-curricular activities at both institutes included a series of lectures by visiting specialists and, in Puerto Rico, observation of classes in local schools where English is a second language.

Under an Office of Education contract, the official evaluation of the two institutes was carried out by a team consisting of Sirarpi Ohannessian (Center for Applied Linguistics), William Slager (University of Utah), and David P. Harris (TOEFL), chairman.

Provision has been made for further NDEA English institutes in the summer of 1965, and proposals from a number of universities are now under consideration by the Language Development Branch of the Office of Education.

Applied Linguistics at Stockholm University

[The following article has been abstracted from a report prepared by Dr. Max Gorosch, Director of the Section for Applied Linguistics, Stockholm University.]

The Section for Applied Linguistics of the Institute of General and Applied Linguistics at Stockholm University is concerned mainly with the practical problems encountered in teaching a foreign language and ways of overcoming these problems. The Section conducts research into teaching and teaching methods, especially teaching that makes use of audio-visual (AV) and programmed material, and also conducts courses for teachers and students on methods of using such material. Outlined below are some of the Section's projects during recent years.

1. *English Without a Book* is designed to teach children between the ages of 7 and 11 some basic elements of English, especially pronunciation and intonation, without the aid of a teacher, as not all teachers at this lower school level are competent to teach a foreign language. *English Without a Book* makes use of sound film strips, using the film strip to present a situation in the form of a picture and the tape to enable the children to hear a phrase or phrases containing the essential message of the picture at the same time. There is a recorded pause on the tape to enable the children to repeat the phrase that has just been heard.

Four series, each consisting of twelve 7-8 minute sound film strips, were produced. Between 1957 and 1961, the material was used on an experimental basis in about 40 Swedish schools, under the sponsorship of the Swedish Royal Board of Education. The results of this experiment have been published in mimeotype by the Section and will be printed by Fr. Cornelsen Verlag, West Berlin, under the title "English Without a Book." The Swedish publishing house, Almqvist and Wiksell, Stockholm, also has issued the material as part of a course for 10-year olds, and about 60 per cent of the schools in Sweden now make use of it under the title "Hello Everybody 1:4 Audiovisuell kurs."

2. *A similar experiment in French teaching.* During the years 1960-1962, the Section experimented with the St. Cloud Method "Voix et images de France" at the upper school level, under

the sponsorship of the Swedish Board of Education. As a result of these experiments, an AV course for first-year French was published by Svenska Bokförlaget, Stockholm. This course, entitled "Franska i bild, tal och text," is now being used in many Swedish schools.

3. *Language courses for the Swedish Agency for International Aid.* In June 1962, the Swedish Agency for International Aid commissioned the Director of the Section to produce a concentrated course in Swedish for students from developing countries who were studying in Sweden. This enterprise included the production of materials, the setting of up a language laboratory, and the training of teachers. The course started in February 1963, using sound film strips, picture booklets, audio-visual and visual self-instructional material. A second completely revised edition is being produced based on the experiences of two extensive courses. A test battery, including audio-lingual and audio-visual material, was constructed and used in April 1963.

In February 1963, the same Agency commissioned the Section to develop methods and materials and to train teachers for intensive courses in French and English for experts assigned to technical cooperation projects in Africa and Asia. These courses, which started in July 1963, used the same kinds of material and techniques as the above-mentioned course in Swedish. These courses, however, concentrate very much on terms employed in a particular profession, to enable professional people to talk easily together about their work and the tools of their trade. One such course, for example, concentrates on engineering terms, to enable Swedish Engineering School teachers to use English as a teaching language in Liberia, Nigeria, and Pakistan. Another course aims at teaching fishermen to speak French so that they can go to Tunis as fishery teachers.

One sideline that has come out of this activity is the possibility of teaching by phone. Some experts were unable to get away from their work long enough to attend language courses, and in such cases conversation lessons, often in the form of realistic interviews, were organized over the phone by a native speaker on subjects about which the experts had had the chance to prepare themselves through

books, brochures and other teaching materials sent to them in advance.

4. *An experiment in automatization and programming.* In the fall term of 1962, a group of 30 students of French from Stockholm University followed a course in French phonetics given by Dr. Gorosch. The course consisted of lectures on the main differences between French and Swedish pronunciation, together with practical exercises such as repeating model phrases played on a tape. In the spring term of 1963, another group of 30 students followed a course with exactly the same content taught by self-instructional methods in a language laboratory with Dr. Gorosch sitting at the control table. The results for the theoretical written exam showed a 15 per cent superiority for the group that had followed the self-instructional course.

5. *Language courses for the blind.* As a result of experiments made during 1963 with a boy who had lost both eyes and both hands in an accident, the Section is trying an audio-lingual method of language teaching. A tape recorder has been specially constructed with 30-40 channels, thus solving the problems of storage of information. The problem of information retrieval is now being studied, but it is possible to record a complete dictionary, a grammar, and a series of lessons and exercises on this machine, with "auditive" indexes enabling the students to find the position of each word or chapter. The same tape recorder permits repetition ("saying after") of small bits or whole sentences, by the comparative recording method, without back-playing, thanks to a simple endless-loop system combined with the multichannel tape.

6. *Language teaching for technical schools.* One result of the Common Market has been an enormous increase in international technical cooperation. Swedish industrial concerns feel an increasing need for technicians who can speak two or more foreign languages and who are really familiar with the technical terms connected with their jobs. The Section has therefore made up semi-programmed instructional material (audio-visual and audio-lingual, bilingual word lists, and self-instructional exercises) dealing with different subjects, e.g. motor mechanics and tool machines, and these are being tried out by technicians and salesmen as preparation for trips abroad or receiving visitors. Courses in technical language which make use of the language

laboratory and are similar to those carried out for the Swedish Agency for International Aid have also been given.

7. *Teacher training.* In addition to the projects outlined above, the Section is also concerned with teacher training. The pupils are mainly students from Stockholm University and teachers of modern languages; some are also responsible for further training in the great export industries. Lectures on the auditive method of language teaching, on problems of applied linguistics, and on the use of all kinds of AV and programmed aids are of interest to most Swedish teachers.

8. *Council of Europe Conference, October 1963.* On October 22-25, 1963, the Section was the host to a conference of experts organized by the Council of Europe, which dealt with two main topics: "Formation des professeurs de langues vivantes et stages de perfectionnement" and "Langues des spécialités." A full report of the proceedings has been published by the Council of Europe.

One result of this conference was a recommendation to form "The International Association for Applied Linguistics" (L'Association Internationale de Linguistique Appliquée, L'AILA) to provide for international cooperation in this field.

Conference on Algonquian Linguistics

On August 24-27, at the National Museum of Canada, Ottawa, the Ethnology Division sponsored a Conference on Algonquian Linguistics. It is believed that this was the first conference in history devoted entirely to one family of American Indian languages. The conference was attended by twelve linguists, very nearly the total for all of North America, who are actively engaged in research on Algonquian linguistics. Papers were read dealing with specific languages and with questions of internal relationships and historical developments within the Algonquian family. Participants also discussed current research needs and priorities, and ways and means to facilitate publication of manuscripts. Participants propose to remain a continuing, though informal, body, through exchange of correspondence and materials. The twelve-odd papers read at the conference will be published as a special issue of Contributions to Anthropology in the Anthropological Series of the National Museum of Canada.

1965 Linguistic Institute To Be Held at Michigan

The University of Michigan announces that the Linguistic Institute for the summer of 1965 will be held in Ann Arbor, Michigan, June 24-August 18, under the joint sponsorship of the University and the Linguistic Society of America. Founded in 1924 to advance the scientific study of language, the Linguistic Society began its summer institutes in 1928. These institutes bring together leading scholars and students in greater concentration than is possible at any one institution during the academic year. The University of Michigan has included programs and institutes in linguistics in its summer sessions since 1936.

The 1965 Institute, like its predecessors, will make available to students of linguistics libraries, laboratories, and extensive research collections. There will be contacts with workers in many fields of linguistics and courses designed at all levels in many aspects of linguistic study.

The newcomer to linguistic studies will be offered a full range of introductory courses. Particular attention will be given to applying the principles of structural analysis to individual languages, both ancient and modern. The procedures of the linguist working under field conditions will be demonstrated by the analysis of languages elicited from native informants. A laboratory course will feature the sound spectrograph and other instruments used in analyzing speech. For more advanced students and scholars a wide variety of advanced courses and seminars will be available as well as use of the relevant research collections of the University of Michigan, such as the Middle English Dictionary.

Another feature of the Summer Institute will be the Forum Lectures. As in the past, these lectures will offer participants in the Institute the opportunity to hear and discuss original research papers presented by distinguished scholars. There will be three Forum Lectures each week.

FINANCIAL AID

The American Council of Learned Societies offers a number of study-aid grants to students in the field of linguistics or in related fields to attend summer sessions at certain universities in the United States and Canada. Awards will not be made for the study of a specific language except as part of a linguistics program. For fur-

ther information and application forms, write to Summer Study in Linguistics Program, American Council of Learned Societies, 345 East 46th Street, New York, New York 10017.

Under Title VI of the National Defense Education Act, financial support is available to students who are already studying or who plan to study one of the so-called 'critical languages'. Applications should be addressed to the Horace H. Rackham School of Graduate Studies, University of Michigan.

Students of the Big Ten and the University of Chicago should consult with their advisors and graduate schools concerning provisions of the CIC Traveling Scholar Plan.

The Director of the Institute is Professor Herbert H. Paper of the University of Michigan. Other administrative staff members are Professor Sol Saporta of the University of Washington, Associate Director; and Professor O. L. Chavarría-Aguilar of the University of Michigan, Assistant Director. Undergraduate applicants should apply to the Director of Admissions, 1220 Student Activities Building, University of Michigan, Ann Arbor, Michigan. Graduate students should apply to the Horace H. Rackham School of Graduate Studies at the University. All other information concerning the Linguistic Institute should be directed to Professor O. L. Chavarría-Aguilar, Assistant Director of the Linguistic Institute, Department of Linguistics, University of Michigan, Ann Arbor, Michigan 48104.

The Inter-University Intensive Near and Middle East Language Program will meet in Ann Arbor, Michigan, concurrently with the Linguistic Institute (see above). Intensive language courses will be available, at various levels, in Arabic, Berber, Persian, and Turkish. Persons interested in further information should write to Professor George G. Cameron, Near Eastern Languages and Literatures, University of Michigan, Ann Arbor, Michigan 48104.

Correction: In the October *Linguistic Reporter*, page 3, col. 1, line 17 from the bottom: for J. R. Bell read J. R. Pierce. The Editor regrets this error.

meetings and conferences

- December 18-23. UNESCO meeting of Experts on the Mother Tongue and the Preparation of Alphabets for Literacy. Ibadan, Nigeria.
- December 27. American Dialect Society. New York City.
- December 27-28. American Association of Teachers of Italian. New York City.
- December 27-29. American Association of Teachers of Slavic and East European Languages. New York City.
- December 27-29. American Folklore Society. New York City.
- December 27-29. Modern Language Association of America, 79th. New York City.
- December 27-30. Speech Association of America. Chicago, Illinois.
- December 28-29. American Association of Teachers of French. New York City.
- December 28-30. American Association of Teachers of Spanish and Portuguese, 46th. New York City.
- December 28-30. American Philological Association. Providence, Rhode Island.
- December 28-30. Linguistic Society of America. New York City.
- December 29-30. American Association of Teachers of German. New York City.
- March 11-13. Language Learning Conference, 5th. Bloomington, Indiana.
- March 12-13. Conference on the Teaching of English to Speakers of Other Languages, 2nd. San Diego, California.

Department of State Summer Program in Linguistics

The Foreign Service Institute of the Department of State has announced its first summer intern program for graduate students in linguistics, to be offered by the School of Language and Area Studies in Washington, D.C., June 14-September 3, 1965. Up to six candidates who are American citizens and have completed a minimum of one year of graduate study in linguistics will be appointed to the Department of State for a maximum of twelve weeks and will be given an appropriate exempted civil service grade level.

The Foreign Service Institute is the principal training center of the U.S. Government for its civilian officers and employees working in international affairs. In Washington, a staff of some twenty professionally trained descriptive linguists design and direct training conducted by 100 native-speaking instructors in 25 to 30 languages.

Each student in the summer intern program, working under one of the senior members of the linguistic staff, will participate in practical projects of language analysis, textbook construction, pedagogical experimentation, and supervision of intensive language classes. He will also be assigned an individual working project related to the development of teaching materials. A seminar for interns on the application of linguistics to language

teaching will be conducted by the faculty of the Institute.

Candidates for the intern program must complete government application form S.F. 57 (available at any Civil Service Office or Post Office) in duplicate. The application, accompanied by a statement concerning previous courses in linguistics and future academic or professional interests, as well as a letter of recommendation from the department head or other appropriate member of the university faculty, should be mailed no later than December 31, 1964 to Howard E. Sollenberger, Dean, School of Language and Area Studies, Foreign Service Institute, Department of State, Washington, D.C. 20520. Candidates will be notified of selection by February 23, 1965.

Conference on English for Speakers of Other Languages

The second annual conference on Teaching English to Speakers of Other Languages will be held at the El Cortez Hotel in San Diego, California, March 12-13, 1965.

Planned in cooperation with the National Association for Foreign Student Affairs, the National Council of Teachers of English, the Speech Association of

America, the Modern Language Association of America, and the Center for Applied Linguistics, the conference is designed to interest all persons involved in the many aspects of teaching English to speakers of other languages. In addition to general sessions, separate programs on a variety of topics of interest to teachers at the elementary, secondary, adult education, and university levels are planned. There will also be sessions of interest to teacher trainers and administrators of programs.

Chairman of the national planning committee is Miss Sirarpi Ohannessian, Director, English Program, Center for Applied Linguistics, 1755 Massachusetts Avenue, N.W., Washington, D.C. 20036. Mr. Robert A. Bennett, Specialist in Language Arts, San Diego City Schools, Park Boulevard at El Cajon, San Diego 3, California, is chairman of the Committee for Local Arrangements. Preliminary information and registration forms are available from committee chairmen and any of the sponsoring organizations.

Simon Fraser University

Simon Fraser University is a new university due to open in September 1965 with an initial enrollment of 2,000 students. The campus will be on top of Burnaby Mountain, approximately 7 miles from the centre of Vancouver, B.C., Canada.

Under the Department of Modern Languages, courses will be offered leading to the B.A. in languages and the M.A. in linguistics. Undergraduate courses in linguistics will be a necessary part of the B.A. programme. The department will be responsible in particular for intensive language courses, the training of language teachers, and linguistics. Research and teaching will centre primarily on general and descriptive linguistics and language teaching, but there will be opportunities for field work on the native languages of British Columbia, and it is hoped that some area linguistics will be introduced in the near future. Considerable emphasis will be placed on experimentation in language instruction, applied linguistics, and other areas of language study.

Graduate assistantships will be available and, in addition, applications from qualified persons in all ranks are invited. For further information write to G. L. Bursill-Hall, Head, Department of Modern Languages, Simon Fraser University, 570 Dunsmuir Street, Vancouver 2, B.C., Canada.

book notices

Elements of General Linguistics, by *André Martinet with a Foreword by L. R. Palmer. Tr. by Elisabeth Palmer. Chicago, University of Chicago Press, 1964. 205 pp. \$6.50*

A general introduction to modern structural linguistics. Written for students and the cultivated public, as well as for linguists. Many illustrations are taken from French. Chapters deal successively with language and languages, the description of languages, phonological analysis, significant units, the variety of languages and linguistic usage, and the evolution of languages. Also included are a brief bibliography and a terminological index. Originally published as *Éléments de linguistique générale* (Paris, 1960).

A Prague School Reader in Linguistics, compiled by *Josef Vachek. (Indiana University Studies in the History and Theory of Linguistics) Bloomington, Indiana, Indiana University Press, 1964. 485 pp. \$12.50.*

This volume makes accessible to the linguistically trained reader a number of basic papers on general linguistic issues by members of the linguistic group known as the "Prague School." The papers—40 in all—are given in their original languages if they were written in English, French, or German; papers originally written in Czech or Russian are given in English translation. Most of the papers originated between 1928 and 1948.

A Phonetic Study of West African Languages: An Auditory-Instrumental Survey, by *Peter Ladefoged. (West African Language Monographs, 1.) Cambridge, At the University Press in association with the West African Language Survey, 1964. xix, 74 pp. 18s.; U.S.A. \$3.00.*

The first of a projected series of monographs on West African languages to be based chiefly on linguistic research carried out

under the auspices of the West African Languages Survey. This monograph presents phonetic data on sixty-one languages, derived from a variety of instrumental techniques. The main part of the book consists of descriptions of phonetic elements which have distinctive function in West African languages, concentrating on phenomena which are unusual or of general theoretical interest. The remainder of the book consists of sixteen pages of plates (spectrograms, palatograms, pressure records, photographs), two appendices which identify the languages studied and summarize the phonological contrasts of each, a bibliography, and an index

Language and Thought, by *John B. Carroll. Englewood Cliffs, N.J., Prentice-Hall, 1964. x, 118 pp. \$3.95 cloth; \$1.50 paper.*

Using scientific linguistics as a foundation and point of departure, and designed for use in an introductory course in psychology, this text presents the topic under the following headings: language and communication, the nature of language, the learning of language, aspects of language behavior, individual differences in language behavior, cognition and thinking, and language and cognition. A major theme running through the book is that speech is a consequence of some kind of thought or cognition, even though language structure may channel or influence thought.

Amharic Basic Course, Units 1-50, by *Serge Obolensky, Debebow Zelelie, and Mulugeta Andualem. Washington, D.C., Foreign Service Institute, Department of State, 1964. xviii, 501 pp. For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. \$2.25.*

Amharic, the official language of the Ethiopian Empire, is spoken natively by perhaps 6,000,000 people in a small but populous area of the country that includes the capital, Addis Ababa. Although it is not the only language spoken in Ethiopia, Amharic

is gaining ground throughout the whole country due to the growing development of communications and the spread of education.

In this textbook the Amharic material is presented in a transcription based directly on spoken Amharic (the Amharic writing system will be introduced in the second volume, which is in preparation). The typical unit contains basic sentences (in dialog form), structure sentences, grammatical notes, extensive drills, questions and answers, and a narrative. Tape recordings to accompany the course will be available in the near future through the Center for Applied Linguistics.

The National Language Question: Linguistic Problems of Newly Independent States, by *R. B. Le Page. London, Oxford University Press, 1964. vi, 81 pp. \$1.75.*

This little paperback, issued under the auspices of the Institute of Race Relations in London, attempts to outline an objective approach to the language problems facing the new nations. After chapters on the Function of Language for the Individual, Language in Society, and the Colonial Hangover, the author presents two case histories in some detail. India and Malaysia. There is a Select Bibliography of nine items. The author, now at York University, has taught at the University of Malaya and has carried out socio-linguistic research in the Caribbean.

Pakistani Linguistics (1963), edited by *Anwar S. Dil. Lahore, Linguistic Research Group of Pakistan, 1964. 316 pp. \$5.00.*

A collection of several addresses and fourteen scholarly papers delivered at the second Pakistan Conference of Linguists [see the *Linguistic Reporter* April 1964]. The papers, which are mainly devoted to languages and language problems of Pakistan, concentrate principally on descriptive analysis. Also included are the addresses given at the Symposium on the Development of Linguistic Studies and Research in Pakistan, which constituted the final session of the Conference.

The English Verb: Form and Meanings, by *Martin Joos. Madison and Milwaukee, Univ. of Wisconsin Press, 1964. x, 253 pp. \$5.00.*

This presentation of the functioning of the English verbal system deals specifically with semi-formal usage of educated speakers of British English. The description is based on the account of a murder trial given by the British writer Sybille Bedford in *The Trial of Doctor Adams*.^{*} A large proportion of her book reproduces the actual words spoken during the trial, on the basis of the official court transcript as supplemented by her own voluminous notes in which she concentrated on recording *how* things were said. About one fifth of *The Trial* appears as citations to substantiate the analysis of verbs which is being put forth.

A 49-page chapter describes the use of non-finite verbs; in it are also discussed the relations to the core of the verb system of other expressions involving infinitives, such as *be going to*, *have to*, and *used to*.

The main part of the book is a linguistic study of English finite

verbs—the tightly-knit inner system within which the potentialities extend as far as phrases like "should have been being read." The possible forms are covered by the schema:

Category	Tense	Assertion	Phase	Aspect	Voice	Function
Markers	-D	WILL etc.	HAVE	-N	BE -ING	BE -N SHOW etc.

(The hyphenated pieces indicate what the shape of a next following verbal form will be.)

One of the major contentions of the study is that the modification introduced by the presence of any marker is a limitation on the possible reference of the verb phrase as a whole. The discussion in the final chapter serves largely to illustrate the workings of this principle for the eight modals: *will*, *shall*, *can*, *may*, *must*, *ought to*, *dare*, and *need*, whose semantic values are analyzed by symbolic logic.

Planned as an introduction to the methods and results of modern linguistics for the general reader, the book is also intended for readers who either are professional linguists or are accustomed to using linguistic results for various practical purposes, e.g. the designing of English teaching materials.

^{*}Grove Press, Black Cat Book BA-81; U.K. title is *The Best We Can Do*, Penguin Book No. 1838.

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SIL Branch in Vietnam

The Education Minister of South Vietnam has signed an agreement with the Summer Institute of Linguistics (SIL) which provides for a program of cooperative research into the languages and dialects of Vietnam's ethnic minorities. Minister Bui Tuong Huan signed the agreement on behalf of the Vietnamese government; Dr. Richard S. Pittman represented SIL.

Under the terms of the agreement, SIL's Vietnam branch, affiliated with the University of North Dakota, will undertake a program of field research and linguistic investigation as well as practical services. The program will concern itself with the following matters: research studies of the languages of ethnic minorities of South Vietnam, including minorities from North Vietnam who have migrated to the south; comparative studies of these languages; instrumental recordings; collection of ethnological and ethnobotanical data; collection and investigation of data on legends, myths, poetry, and regional folklore; cooperation with the Ministry of Education and other organizations in the task of collecting, publishing, and disseminating the results of the research.

The SIL members will also cooperate with the Vietnamese government in the preparation of primers and vocabularies of the mountain languages, bilingual primers (for use in the government's literacy program), and the translation of materials on public health, agriculture, etc., into minority languages.

Vietnamese officials in charge of liaison with SIL are Dr. Truong Buu Lam of the Institute of Historical Research, and Dr. Nguyen Dinh Hoa of the Saigon University Liberal Arts College. SIL's Vietnam Branch is located at 5 Suong Nguyet Anh Street, Saigon.

Alabama Linguistic and Philological Series

The University of Alabama Press has recently launched an Alabama Linguistic and Philological Series, which will publish books in two categories: reprints of linguistic and philological classics long out of print; and new, original contributions to scholarship in these fields. The first three volumes are reprints: *Essentials of English Grammar* by Otto Jespersen; *Etudes phonologiques dédiées à la mémoire de M. le Prince N. S. Trubetzkoy*, with a preface by Carroll E. Reed; *Introduction à l'étude comparative des*

langues indo-européennes by A. Meillet, with a preface by George C. Buck. The fourth volume is an original contribution: *Die schwachen Verben des Althochdeutschen, Band I: Lang-, mehr-, und kurzsilbige jan-Verba* by Frithjof A. Raven.

The *Languages of the World File*, located at Indiana University, published its first fascicle, "Sino-Tibetan Fascicle One" in the March 1964 issue of *Anthropological Linguistics*. Fascicles on Indo-Pacific, African, and Native American languages have appeared in the April, May, and June issues respectively; fascicles on other languages will be published in subsequent issues. A preface to the current series, "Languages Now Spoken by Over a Million Speakers," appeared in the November 1961 *Anthropological Linguistics*.

The *Languages of the World File*, which is a compilation of essential data on some 3000 languages, is an NDEA Office of Education project begun in 1959 under the directorship of William R. Parker and Kenneth W. Mildemberger. The File was first developed at the Office of Education in Washington, D.C., and then at George Washington University, also in Washington. Currently at Indiana University, it is under the directorship of Charles and Florence M. Voegelin.