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Texas-Taiwan English Teachers Retraining Project

by Earl J. Rand

[Earl J. Rand has been for the past thirty months in Taipei, Taiwan as the Junior Linguistic Specialist in the University of Texas English Teachers Retraining Project at Taiwan Normal University. He is currently directing the project's activities.]

Since June 1962, the University of Texas, in a three-party contract with the United States Agency for International Development and the Ministry of Education of the Republic of China, has operated an English teachers retraining project in Taipei, Taiwan. The need for such a project arose because educators and scholars, both Chinese and American, felt that Chinese secondary school graduates were not as proficient in English as

they should have been after six years of English classes. The reasons for the deficiency were felt to be the use of traditional texts, a translation-grammar teaching method, very large classes, and often, the teacher's imperfect command of the target language.

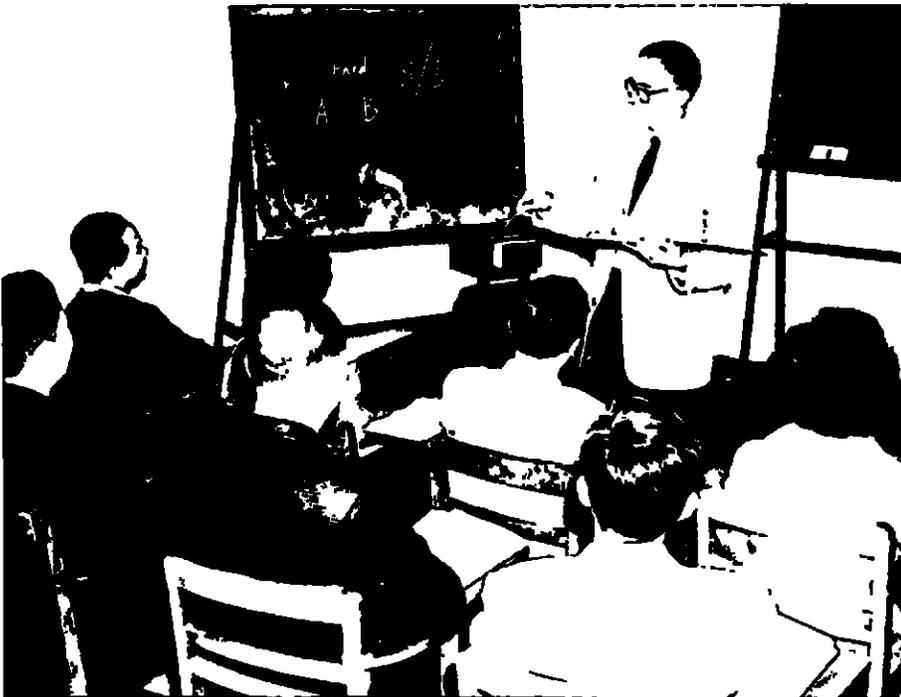
The project was initiated under Professor Archibald A. Hill of the University of Texas who acted as senior linguistic consultant after the first session. It should also be added that the project was immensely aided by the support of the Taiwan Normal University English Language Center, and its able director, Miss Lin Yü-Keng. Miss Lin and her staff also completed, during the life of the

project, a series of oral-aural textbooks for the government High Schools which will bring much of the project's point of view into the high school classroom. The project was thereafter under the direction of Professor David DeCamp, and Mr. Earl Rand acted as junior linguist. Professor DeCamp returned to the United States in July 1964, leaving Mr. Rand in charge for this fall. It is hoped that another Senior Linguistic Specialist will be assigned to the second phase of the project in February 1965.

THE FIRST PHASE

The project brought high school teachers to Taiwan Normal University in groups averaging 110 per session. Each session lasted eight weeks, during which the trainees received intensive instruction in English, in English structure, in linguistics, and in aural-oral teaching methods. A total of 1189 teachers were trained during the first phase of the project, a total slightly greater than half the number of English teachers in the public High Schools of the island.

During a typical week of an eight-week retraining session, the English teacher-students spent ten hours in drills, four hours in practice teaching, two hours in the language laboratory, and approximately three hours studying a programmed transformational grammar of English. During the session, they also saw and discussed the film series *Principles and Methods of Teaching a Second Language*. About half of the ten hours of lecture were spent in demonstrations, using the class as students. The drill classes were based on a generative approach to grammar, building long English



Earl Rand Teaching Drill Class

sentences, such as those the teacher must deal with in his own textbooks, out of simple basic sentences. A 220-page book, entitled *Oral Approach Drills*, containing those drills was printed. In the practice teaching class, the trainee taught lessons from his own textbooks, using a linguistic approach, under the supervision of a Chinese teacher who was in turn supervised by the advisory group. During the lab period, the student-teacher experienced a variety of language learning activities. The main text was A. A. Hill's *The New Linguistic Method (Drill Materials and Instructor's Handbook)*, Taipei, 1964, but we also found Paul Roberts' *English Sentences* useful, especially the exercises on ambiguity, dangling modifiers, and sentence modifiers.

During the first phase, little follow-up work was possible because the advisory group staff consisted only of Dr. DeCamp and Mr. Rand, and the eight-week retraining courses were very closely scheduled. During the second year of the first phase of the project, four Chinese teachers studied linguistics and teaching English as a foreign language at the University of Texas, returning to Taiwan with master's degrees in linguistics.

THE SECOND PHASE

With half the English teachers in Taiwan retrained and with the return of the four Texas-trained linguists in September 1964, the project entered a second phase. In this second phase, we are planning to concentrate on follow-up and extension, helping the retrained teacher in his own classroom and with his own students. A team, made up of a U.S. advisor, a Texas-trained linguist, and an

official from the Ministry of Education, visits a school for one week, observing classes during the day, having seminar-discussion meetings and giving demonstrations in the late afternoon or at night. Another facet of the second phase in Taiwan is evening extension courses for teachers in the cities and larger towns. On two evenings a week the teacher receives conversation and pronunciation drills from a native English speaker. On one evening a week he attends lectures, demonstrations, or movies. The evening program in Taipei is directed by Mr. Chauncey Ch'u, a Texas-trained linguist. Though this second phase is concentrating on teachers in their own environment, the eight-week retraining courses will continue, but less frequently.

Another aspect of this second phase is material preparation. In cooperation with American publishers, the project is reprinting, in a series, modern textbooks on English and on teaching methods and techniques. Under the direction of Mr. Charles Tang, also a Texas-trained linguist, we are preparing generative drills to accompany A. S. Hornby's 25 verb-patterns (in his *Advanced Learner's Dictionary of Current English*). We are beginning a pronouncing dictionary of American English using a Trager-Smith type of phonemic notation devised by A. A. Hill for Chinese and Japanese students.

One other aspect of our program is assisting the Friendship Corps, a large group of wives of U.S. Government employees here in Taiwan. They each spend one hour per week with a middle school English class. We are preparing materials for the Corps and giving lectures and demonstrations on how they may help their English class.

by a Director of Training, comprised nineteen administrative and instructional personnel.

Through the years a planned reduction of American personnel and corresponding augmentation of Turkish personnel has occurred. This change is a reflection of the original concept—a concept which envisioned a time when the school would be completely manned by Turkish administrators and instructors. At present, there are only nine Americans left (a Director, four supervisors, four teachers), but the Turkish staff has increased to thirty-three, principally with the addition of instructors. On July 1, 1965, the remaining American teachers are scheduled to leave, and all of the instruction will henceforth be performed by Turkish officers. American supervisory personnel will remain for several years, but will also be supplanted eventually by Turkish personnel.

IMPORTANCE OF ENGLISH

The student body consists almost entirely of officers and airmen of the Turkish Air Force (there is a handful of civilians and members of other services), who report in to the school Commandant, Colonel Haldun Seekin, from bases all over Turkey. They range from pilots to medical technicians, from majors to sergeants, but all have one common goal—to learn English. English is the medium with which the Turkish pilot learns his flying, communicates with the tower for landing instructions, and talks with flyers of other nationalities. The Turkish Air Force is exerting a massive effort to persuade its personnel to achieve fluency in English as rapidly as possible.

The achievement of English language proficiency is also of vital concern to the United States Air Force. Training under the Military Assistance Program conducted by USAF is made possible among NATO partners through a common oral and written medium of communication—the English language. A fundamental grasp of English is a necessary prerequisite for subsequent training the Turkish officer or airman receives.

The students come to the Air Language School to learn basic English in courses lasting from thirty to forty-four weeks. During their stay, they either live in the dormitories or in apartments in the adjacent city. Six hours a day, five days a week, they study English and nothing else. Four hours daily are devoted to formal classroom instruction; two hours are spent in the language laboratory.

The Turkish Air Force Language School

by Eldon E. Shupe, Jr.

[Eldon E. Shupe, Jr., is currently the American Director of the Turkish Air Force Language School. Prior to assuming this position he directed the country-wide English Language Program for USIA in Morocco.]

The Air Language School of the Turkish Air Force is situated at the western edge of Izmir (formerly Smyrna) in a striking setting. The circular bay laps at the rear of the campus, and on the opposite side are low, rolling mountains. The physical plant consists of a large classroom building, two dormitories and an auditorium.

The entire complex was completed late in 1963.

The language program has been conducted since its inception by English Language Services, Inc., of Washington, D.C., under contract with the United States Air Force. In the fall of 1960, ELS sent twenty-four Americans to join the Turkish faculty in administering and staffing the program. The American staff consisted of nineteen instructors, four supervisors (including an audio-linguist), and a director. The Turkish staff, headed

Once a week, movies with English sound tracks are shown in the auditorium.

After the student completes the course successfully, he may be sent directly to an airbase in the United States for a course in his particular military specialty. He may be sent to Lackland AFB, Texas, for further language training before entering such a course. Or he may be returned directly to his original unit, since the knowledge of English he has acquired may be sufficient for him to perform effectively with his unit.

TEACHING METHODS AND MATERIALS

Until recently, when the latest reduction of American teacher strength occurred, the student received half of his instruction from an American and half from a Turkish instructor. Typically, a student attends a formal class the first period, a laboratory hour the second, and another formal class the third, all with the same instructor, perhaps an American. In the afternoon, the same sequence is followed for the fourth, fifth, and sixth periods, but with a Turkish instructor. The American teacher is, in the meantime, instructing a different class, which has had a Turkish instructor all morning. The four remaining American teachers are still able to personally engage in instruction and afford the students exposure to both American and Turkish instruction.

Textbooks used in the school are the American Language Course Series, developed by English Language Services for the Air Training Command, and used at Lackland and other military language schools. The aural-oral approach is employed at the Air Language School. American instructors are selected on the basis of previous experience teaching English as a foreign language, and Turkish officers, with considerable language competence, are sent to Lackland AFB to complete an instructors' training course before joining the faculty at Izmir.

More than twelve hundred students have completed either the short course (thirty weeks) or the long one (forty-four weeks) since the original contingent of Americans arrived in 1960. With its thirty classrooms and six language laboratories containing 188 student positions, the school can accommodate 350 to 400 students at a time. Classes have been held rigidly to a maximum of twelve students (the average for the past four years has been eleven) to assure maximum opportunity for the student to learn English.

A major reason for the vitality of the language program has been the Counter-

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, D.C. 20036. 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.

part System described above which was conceived and implemented three years ago. Under this system, every American has a Turkish counterpart, from the director to the individual teacher. The system exceeded expectations largely because of the positive, cooperative attitude manifested by both Turkish and American staff members. The American supervisors, for example, equipped initially with much greater subject-matter knowledge and experience, have been able to train their Turkish supervisors with remarkable speed and efficiency. The teachers planned their daily assignments together and operated as an effective team. The two directors maintained close

liaison with regard to all aspects of the program. As was already noted, the Counterpart System will continue to operate on the directional and supervisory levels for several years.

In the future, the Air Language School will continue to fulfill its primary function of teaching basic English, but expansion into some technical courses is currently under consideration. As a cooperative venture, the school is an unqualified success. An attitude of mutual respect and friendship prevails among the faculty. The Counterpart System has worked so well that the Turkish staff will be able to operate the Air Language School effectively in a few more years.

New CAL Publications

Reference List of Materials for English as a Second Language, Part I: Texts, Readers, Dictionaries, Tests, edited by Sirarpi Ohannessian, with the assistance of Carol J. Kreedler and Julia Sableski. Washington, D.C., Center for Applied Linguistics, 1964. iv, 152 pp. \$3.00.

This volume, containing over 850 entries, is the first part of a two-part comprehensive annotated bibliography covering the years 1953-63. The material is divided into six sections: General Text Material; Text Material for Specific Language Backgrounds; Text Material for Specialized Fields; American Readers; Dictionaries; Tests and Examinations. The annotations include such information as level of instruction, age group for which the text is intended, and particular areas which the text covers, such as grammar, pronunciation, composition, drills and exercises, vocabulary, reading selections, cultural content.

The majority of entries appear in the first three sections. The section on general text material is devoted to materials prepared for multilingual situations, or for the general student of English, with no particu-

lar language background in view. The section on text material for specific language or cultural backgrounds is divided into thirty-six subsections and is arranged alphabetically according to the language background. The third section consists of texts for specialized fields, i.e. materials for students of mathematics, engineering, commerce, etc. The book also contains a complete author index.

Dissertations in Linguistics: 1957-63. Washington, D.C., Center for Applied Linguistics, 1964. ii, 19 pp. 25 cents.

This booklet, containing 268 titles, was prepared by the Center as a first step toward making information about Ph.D. dissertations in the field of linguistics more readily available. Each entry gives the author's name, the dissertation title, the university which granted the degree, and the year the degree was granted. A topical and analytical index appears at the end.

Dissertations in Linguistics was compiled from information made available to the Center by the Office of Scientific Personnel of the National Academy of Sciences-National Research Council.

Southern New England Linguistic Conference

by Richard N. Pierce

[Richard N. Pierce is a graduate assistant in Biblical Linguistics at the Hartford Seminary Foundation.]

The first annual Southern New England Linguistic Conference met on Saturday, November 14, 1964, at the Hartford Seminary Foundation (H.S.F.), Hartford, Connecticut. The attendance of over fifty persons included representatives from Brown University, Trinity College, University of Hartford, University of Connecticut: Storrs and Hartford campuses, Central Connecticut State College, Yale University, Fairfield College, The City University of New York, Columbia University, and the host institution. In addition several teachers of English from area secondary schools were present.

This conference was conceived to promote acquaintance and exchange among those in Southern New England whose teaching and studying involves the field of linguistics, and to stimulate student activity in the field of linguistic scholarship. All of the papers were read by students, and the program was moderated by a student. While this day's attendance inclined somewhat towards faculty personnel, it is to be hoped that the interest and participation of students will increase in future years, so that dialogue among students and teachers in the community of linguistic scholarship may be increased.

This first conference was planned by Drs. William J. Samarin and H. A. Gleason, Jr. of the Hartford Seminary Foundation and moderated by Robert C. Austin. Beginning about 10:00 a.m., the group heard Madeline Ehrman of Brown University discuss a study of the English modal auxiliaries, using data from the Standard Corpus of Present-Day English for Use with Digital Computers. There followed a paper by J. Edward Gates of H. S. F. on "Usage Orientation in a School-Dictionary for the Deaf," which dealt, among other problems, with the difficulties of communicating the social context of English idioms to the deaf person. Then Mildred Larson of H.S.F. spoke from her work with the Aguaruna language of Peru on "Bridging Non-Equivalent Semantic Structures in Bible Translation." The morning session ended with a report by Nancy Magaud of the City University of New York on "The Inference Process in Foreign Language

Study," based upon case work with junior-high learners of French in Greater New York. The afternoon session began at 1:30 p.m. as Virginia Morey of H.S.F. talked about "Linguistic Field Work Problems Among the Ata of the Philippines," in which she highlighted the role of cultural and linguistic differences in a specific situation. Going east to the Asian mainland for material, the group heard a paper setting forth the inadequacies of transformational grammar to properly treat the particle *dōu* 'all' in Mandarin Chinese, presented by Thomas Roberts of H.S.F. Third in the afternoon's papers was a consideration of "French Loan-Words in Sango: The Motivation of Borrowing," in which Charles Taber of H.S.F. adduced a clear case of the prestige value of the use or avoidance of loan-words. The final paper of the day was read by Michael G. Owen of Yale University on "Word Classes in Haitian Creole" which demonstrated a new way of classifying verbs in this language.

After a brief business meeting in which support for a second conference next year was indicated, the group adjourned to see the files of Hartford's Sango project financed by the U.S. Office of Education and Dr. Gleason's dictionary of linguistic terminology project.

ACLS Fellowships for Advanced Graduate Studies in Linguistics. The primary purpose of the fellowships is to offer assistance to candidates for the doctorate who have demonstrated high competence in linguistic studies but who, without such assistance, might have to prolong unduly the completion of their doctoral work.

Direct applications from students will not be received. Instead, the candidate must be nominated by his principal faculty adviser, with supporting statements from others closely familiar with the student's work in linguistics. Students who are candidates for the doctorate but who are at present employed away from their graduate schools may be nominated.

The fellowships will include subsistence, tuition and fees, and, where applicable, allowances for dependents and for travel required for field work.

The prospective sponsor should submit nominations to the ACLS, which will

then supply him with the necessary further information. The number of nominations to be made by a department or institution is not limited, but where there are multiple nominations some kind of priority ratings should be given, if possible. The nominee's major program, including dissertation, must emphasize linguistics, although the departmental designation need not be that of linguistics. The fellows will be expected to devote full time to their studies during the period of their tenure.

The deadline for receipt of nominations is March 15, 1965. Inquiries should be addressed to the American Council of Learned Societies, 345 East 46th Street, New York, New York 10017.

Pre-doctoral and post-doctoral grants. The National Science Foundation has made available to the 1965 Linguistic Institute at the University of Michigan twenty-five pre-doctoral and fifteen post-doctoral grants for study at the Institute. The American Council of Learned Societies has agreed to use of its application and selection facilities for this competition; these grants will be added to those which the Council makes every year for summer study in linguistics. Applications for these NSF grants may be obtained from the following address: Summer Study Aids in Linguistics, American Council of Learned Societies, 345 East 46th Street, New York, New York 10017. The deadline for submission of applications is March 15, 1965. Awards will be announced in mid-April.

The Toronto Institute of Linguistics will conduct its sixteenth annual session at Victoria University, Toronto, June 3 - July 2. The program is designed for missionary candidates under appointment to overseas service or work in North America in a language other than English. The student will be given instruction in the discrimination and imitation of speech sounds found in languages throughout the world. He will be coached in the construction of language-learning exercises, in supplementing formal study with a tutor or in a school, and in laying out his own program of studies. He will be given orientation to the linguistic factors involved in missionary activity, under the leadership of the principal, Donald N. Larson. For further information, write to the Secretary, Toronto Institute of Linguistics, Suite 200, 1835 Yonge Street, Toronto 7, Canada.

The Linguistic Reporter February 1965

Summer 1965 Language Programs at NDEA Centers

The U.S. Office of Education will allocate about \$360,000 to sixteen universities for the support of nineteen intensive language programs during the summer of 1965. The study programs will offer instruction in thirty-four modern foreign languages; instruction will also be available without NDEA support in certain other languages.

The primary focus of the summer programs will be on intensive language instruction although course work will also be given in related area disciplines. The majority of the enrollees will probably be graduate students, but as many as 400 special summer awards for undergraduate study will be offered.

Following is a list of the summer programs and the languages being offered

arranged by world area; for symmetry of presentation, offerings in single programs at Michigan and Texas are listed under two world areas. Classical languages, not necessarily supported by NDEA funds, are enclosed in brackets. Inquiries concerning either programs or undergraduate awards should be directed to the institutions concerned.

[A recent Office of Education publication summarizing the Language and Area Centers Program is available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402: Donald N. Bigelow and Lyman H. Legters, *NDEA Language and Area Centers. A Report on the First 5 Years*, OE-56016, Bulletin 1964, No. 41, 131 pp., 55 cents.]

WORLD AREA	DATES	LANGUAGES OFFERED
EAST ASIAN		
Columbia	June 21-August 27	Chinese (Cantonese, Mandarin), Japanese, Korean
Ohio State	June 21-August 27	Chinese, Japanese
Stanford	June 21-August 28	Chinese, Japanese
Washington, St. Louis	June 15-August 14	Chinese, Japanese
SOUTHEAST ASIAN		
Yale	June 21-August 27	Burmese, Chinese (Cantonese), Indonesian, Japanese, Tagalog, Thai, Vietnamese
SOUTH ASIAN		
Michigan	June 24-August 21	[Pali], [Prakrit], [Sanskrit]
Pennsylvania	June 14-August 6	Hindi-Urdu, Marathi, [Sanskrit], Tamil
Texas	June 2-August 22	Hindi
Wisconsin	June 21-September 10	Bengali, Hindi, [Pali], [Sanskrit], Tamil, Telugu, Urdu
NEAR & MIDDLE EASTERN		
Harvard	July 6-August 27	Arabic, Hebrew, Turkic, Turkish
Michigan	June 24-August 21	Arabic, [Avestan], Berber (Riffi or Tamazight), [Medieval Arabic], [Old Egyptian], [Old Persian], Pashto, Persian, Turkish
Texas	June 2-August 22	Persian
SUB-SAHARAN AFRICAN		
California, Los Angeles	June 21-August 13	Hausa, Swahili, Yoruba
Michigan State	June 21-September 3	Bemba, Hausa, Swahili, West African Pidgin English
SLAVIC & EAST EUROPEAN		
Colorado	June 14-August 20	[Old Church Slavonic], Polish, Russian
Fordham	June 21-August 13	Lithuanian, Polish, Russian
Indiana	June 23-August 12	[Old Church Slavonic], Polish, Russian, Serbo-Croatian
Michigan	May 5-August 18	Russian
LATIN AMERICAN		
New York University	June 21-mid-August	Portuguese
Texas	June 8-August 6	Portuguese
Wisconsin	June 21-August 14	Portuguese

Linguists wanted

UNDERGRADUATE LINGUISTICS PROGRAM needs qualified linguist. Courses include introduction to linguistics, grammar, and history of the English language. Salary and rank open. Address Lee A. Burrell, Jr., Chairman, English Dept., Wisconsin State University, Stevens Point, Wisc. 54481.

ASSISTANT PROFESSOR with knowledge of Russian and substantial background in structural linguistics. Send vita to Charles E. Bidwell, Chairman, Slavic Department, University of Pittsburgh, Pittsburgh, Pennsylvania 15213.

ENGLISH AS A SECOND LANGUAGE. The English Language Preparatory Division of Middle East Technical University, Ankara, Turkey, has several instructorships for 1965-66. Address inquiries to Paul L. Aiken, Jr., Assistant Director.

ENGLISH AS A FOREIGN LANGUAGE: American University of Beirut, Beirut, Lebanon, starting September 1965:

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

INSTRUCTORS to teach freshman-sophomore English. M.A. in English or English as a Foreign Language and experience in teaching English to foreign students.

Three-year contract provides round-trip travel, salary, fringe benefits. Send detailed résumé to Personnel Services Secretary, Near East College Association, 548 Fifth Ave., N.Y., N.Y. 10036.

ETHNO-LINGUIST to plan and carry out research at the National Museum of Canada, Ottawa. M.A. or Ph.D. in linguistics with research experience. Fringe benefits. Salary up to \$8,640. File application form CSC 100 with Civil Service Commission, Ottawa 4, Canada. Please quote competition number 64-717 on applications and correspondence.

DEPARTMENT CHAIRMAN to plan and head new undergraduate and graduate linguistics program. Ph.D. in linguistics. Further information from Mother Elizabeth McCormack, Dean, Manhattanville College of the Sacred Heart, Purchase, N.Y. 10577.

SOUTHERN ILLINOIS UNIVERSITY has vacancies in linguistics on graduate level starting September 1965. Ph.D. in linguistics or teaching English as a foreign language and teaching experience. One appointment for work in theoretical linguistics; another for applied linguistics in TEFL. Address inquiries to Daniel Cook, Department of English, Southern Illinois University, Carbondale, Illinois 62903.

book notices

Linguistic Bibliography for the Year 1962, and Supplement for Previous Years. Published by the Permanent International Committee of Linguists under the auspices of the International Council for Philosophy and Humanistic Studies with a grant from the United Nations Educational Scientific and Cultural Organization (UNESCO) and by the support of the National Science Foundation (GN-180) through the kind offices of the Center for Applied Linguistics. Utrecht/Antwerp, Spectrum, 1964. [Title page in French and English.] xiv, 471 pp. \$12.00.

The *Linguistic Bibliography* is an annual publication which attempts to cover all serious materials in the entire field of linguistics as well as certain related fields. Because of its comprehensive scope and careful execution this publication constitutes the most important publication of its type in the world. The Comité International Permanent des Linguistes (CIPL) was joined in late 1963 by the Center for Applied Linguistics under National Science Foundation Grant GN-180 in seeking to broaden and improve the publication. The present Volume, number 17, is the first to appear incorporating the broadened support and it displays several innovations both in quality and size. [For background material and a review of Volume 16, see the *Linguistic Reporter* February 1964.] The new Table of Contents has a more detailed section on "General Linguistics and Related Branches of Study" and some of the subsections of previous volumes have been further subdivided. In addition such subsections as "Bilingualism," "Child Language," and "Language Teaching" have been added. For the first time main entries are numbered to facilitate cross referencing. Cross reference numbers in italics have been introduced which refer to entries in previous volumes, cited again for the sake of listing reviews which have subsequently appeared on a particular entry. The entry format has been somewhat simplified, e.g. article titles are no longer given in italics, thus more clearly differentiating them from book titles. The total number of main entries has been increased from 8,580 in Volume 16 to 10,158 in the present volume. The number of periodicals covered has been increased from circa 800 to circa 880. The most conspicuous improvement is perhaps the "Russian" section which now contains 687 entries. This was made possible by Mr. N. E. Schrotten's visit to the Lenin Library in Moscow during 1964. His contribution is also apparent in other sections of the bibliography since he collected articles in Russian on various other subjects in addition to those on the Russian language.

The *Linguistic Bibliography* is now distributed in the United States by the Publications Section, Center for Applied Linguistics, 1755 Massachusetts Avenue, N.W.,

meetings and conferences

- February 4-6. Southern Conference on Language Teaching. Atlanta, Georgia.
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.
March 13-14. Linguistic Circle of New York, Annual National Conference on Linguistics, 10th. New York City.
March 26-27. Georgetown University Annual Round Table on Linguistics and Language Studies, 16th. Washington, D.C.
April 2-4. Association for Asian Studies, 17th. San Francisco, California.
April 8-10. Conference on College Composition and Communication. St. Louis, Missouri.
April 9-10. Northeast Conference on the Teaching of Foreign Languages, 12th. New York City.
April 22-24. College Language Association. Greensboro, North Carolina.
April 22-24. University of Kentucky Foreign Language Conference, 18th. Lexington, Kentucky.
April 27-30. National Association for Foreign Student Affairs, 16th. Philadelphia, Pennsylvania.

Washington, D.C. 20036, and by Stechert-Hafner, Inc., 31 East 10th Street, New York, New York 10003.

Modern Foreign Language Enrollments in Institutions of Higher Education, Fall 1963, by James M. Marron, Hanne Tierney, and James F. Dershem. New York, Foreign Language Research Center of the Modern Language Association of America, 1964. vi, 43 pp.

The present study, sixth in a series of college language enrollment surveys conducted by the Modern Language Association under contract with the U.S. Office of Education, covers 1780 institutions, of which 1257 are four-year colleges and universities and 523 are junior colleges. The body of the report consists of eighteen tables; some of these present data for all of the institutions covered by the survey, others give information separately for the four-year institutions and junior colleges. Enrollment trends are shown for modern languages generally, as well as enrollment trends for individual languages. Also included are enrollment data arranged by region and by state, and the individual figures for each of the participating colleges and universities.

Piedmontese: A Short Basic Course, by Gianrenzo Clivio. Waltham, Mass., Department of Classical and Mediterranean Studies, Brandeis University, 1964. iv, 92 pp. \$3.00.

Piedmontese, usually classified as a Gallo-Italian dialect, is the native language of the greater part of Piedmont, a territorial division of north Italy. In the larger cities it is

losing some ground because of the spread of Italian, which is the prestige language. The dialect of Piedmontese which forms the basis of this course is that spoken today in Turin. It is the standard form of the language and also the language in which most of the literature is written. The present course is intended to provide an introduction to spoken Piedmontese as well as to serve as a tool for those who desire only a reading knowledge. A few examples of Piedmontese literature have been included. The typical lesson consists of a dialog followed by notes on pronunciation or grammar and a series of drills. The Piedmontese material is presented in the normal orthography with a few departures from its spelling conventions for the sake of clarity and consistency.

The ABC's of Languages and Linguistics, by Jacob Ornstein and William W. Gage. Philadelphia, Chilton Books, 1964. xiii, 205 pp. \$5.00.

This book is directed towards the areas about which linguists are most often asked questions by nonspecialists. It makes an effort to dispel some common misconceptions about language and goes on to treat briefly theories of the origin of language, the relationships of languages, the growth of American structural linguistics, and some basic ideas of phonetics and phonemics, grammatical analysis, and writing systems; it gives "A Glance at Some Other Communication Systems," mentions problems of semantics, devotes its longest chapter of text to political problems involving language questions, and discusses proposals for an in-

ternational auxiliary language. The three final chapters are devoted to the need for more foreign-language learning in the United States and the possibilities for improving the situation. An appendix gives a "Reading List for Information about Linguistics" oriented towards the neophyte. There is a short index; the table of contents includes subtopics for each chapter.

Contained in the text is a list of 273 of the world's more important languages, with the countries where spoken, language-family affiliation, and approximate number of speakers. Other lists and tables for reference are interspersed in the text, notably: an IPA transcription of major allophones of American English; languages considered most useful at Department of State Foreign Service posts; comparison of amount of time required for Americans to learn German and Chinese.

The Learner's Russian-English Dictionary, by B. A. Lapidus and S. V. Shevtsova. 710 pp. *The Learner's English-Russian Dictionary*, by S. Folomkina and H. Weiser. 744 pp. Cambridge, Mass., The M.I.T. Press, Massachusetts Institute of Technology, 1963. Each volume \$7.95 cloth; \$2.95 paper.

These dictionaries of about 3500 words each cover the everyday vocabulary of the educated speaker of current standard Russian. Special attention is given to phrase units, idioms, and compound words whose meaning presents difficulties to the English-speaking student, and extensive information is provided about the inflection of words and about their accentual peculiarities. Also included are elaborate grammatical tables and lists of inflectional and derivational suffixes. In addition to a Foreword by Morris Halle, both volumes contain a "Guide to Russian Pronunciation" by V.A. Vassilyev of the Moscow State Institute of Foreign Languages, and an "Essay on the Relationship between Russian Sounds and Letters" by Morris Halle. [Both volumes are essentially reprints of Soviet editions.]

Longmans' Linguistics Library, published by Longmans, Green and Co. Ltd., 48 Grosvenor Street, London W.1., England is a new series of books written by scholars for specialists and others interested in or concerned with the study and teaching of language. Two of the first four volumes have appeared; others are in preparation.

The Linguistic Sciences and Language Teaching, by M.A.K. Halliday, Angus McIntosh, and Peter Strevens (344 pp., 35s.) is intended to show how linguistic knowledge may be applied so as to increase the effectiveness of native and foreign language teaching. The first part of the book gives an outline of those areas of linguistics and phonetics which may usefully be related to language teaching. In the second part the authors suggest how this understanding of language may be helpful to the teacher. The book ends with a consideration of some

special problems in the teaching of English and of foreign languages at home and abroad. No prior knowledge of linguistics and phonetics on the part of the reader is assumed.

General Linguistics: An Introductory Survey, by R. H. Robins (384 pp., 35s.) is intended to provide a general introduction to the subject for undergraduates and post-graduates. The book comprises nine chapters. The first two introduce the subject, including semantics. Two chapters are devoted to phonetics and phonology, after which the theory and practice of grammatical analysis is treated in some detail. Chapter 8 deals with linguistic comparison, first from the traditional historical point of view and second with regard to typological comparison. In the final chapter there is a brief discussion of the relations of linguistics to other academic disciplines such as anthropology, philosophy, psychology, and literary studies. The various chapters are provided with notes and up-to-date bibliographies for further reading.

The following books are scheduled for publication in 1965: *A Linguistic Study of the English Verb*, by F. R. Palmer; *Patterns of Language: Papers in General, Descriptive and Applied Linguistics*, by Angus McIntosh and M.A.K. Halliday.

CIC Far Eastern Language Institute at Ohio State

The Committee on Institutional Cooperation (CIC), composed of the Universities of Chicago, Illinois, Indiana, Iowa, Michigan, Michigan State, Minnesota, Northwestern, Ohio State, Purdue, and Wisconsin has announced that the third of four rotating Far Eastern Language Institutes will be held at The Ohio State University, June 21-August 27.

Language instruction will be offered in Chinese and Japanese and will include intensive first, second, and third year courses; phonetics; structure; and readings in social sciences, humanities, and literature. Additional offerings include a course in Chinese dialects and orthography and a course in Chinese and Japanese contrastive studies.

Approximately twenty-five scholarships will be awarded by the CIC Far Eastern Language Committee under a Ford Foundation grant. Applications should be sent not later than March 1, to Professor Eugene Ching, Chairman, East Asian Languages and Literatures, The Ohio State University, Columbus, Ohio 43210. NDEA Modern Foreign Language Fellowships are available for graduate work both at the Summer CIC Institute and for the academic year 1965-

Techniques and Procedures in Second Language Teaching, by Fe R. Dacanay; J. Donald Bowen, editor. (Philippine Center for Language Study Monograph Series, 3) Quezon City, Phoenix Publishing House, 1963. xxiv, 538 pp.

Intended for the training of teachers of English in the Philippines and based on the application of linguistics to language teaching, this monograph presents a detailed treatment of the subject in seven chapters, three of which are devoted to oral English, three to written English, and one to testing. Contains many practical suggestions on the presentation of materials with sample lessons and pictures.

A Dictionary of Iraqi Arabic: English-Arabic, edited by Beverly E. Clarity, Karl Stowasser, and Ronald G. Wolfe. (Arabic Series, 6) Washington, D.C., Georgetown University Press, 1964. 202 pp. \$5.00.

This dictionary, which was prepared under a contract with the U.S. Office of Education, presents primarily the usage of Muslim speakers from Baghdad, though some southern Iraqi usage is also included. Technical terms have been largely avoided. The Arabic material is given in the transcription used in W. M. Erwin's *Short Reference Grammar of Iraqi Arabic* (Arabic Series, 4).

66. All inquiries should be addressed to Professor Leon Twarog, Chairman, NDEA Modern Foreign Language Fellowship Committee, Department of Slavic Languages and Literatures, The Ohio State University. Prospective students, graduate and undergraduate, are encouraged to inquire at their home institutions about other financial assistance.

For further information on admission, accommodations and application forms write to Professor Ching.

The Linguistic Circle of New York is sponsoring the Tenth Annual National Conference on Linguistics to be held March 13-14 at the Biltmore Hotel, New York City. As in past years this meeting will be devoted to the reading and discussion of twelve to fifteen original papers on any topic in the area of theoretical or applied linguistics. All or most contributors are members of the Linguistic Circle but attendance is open to anyone interested in linguistics.

Requests for programs and other inquiries should be addressed to Leo Pap, Associate Professor of Foreign Languages, State University College, New Paltz, New York.

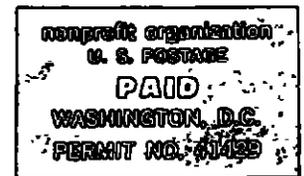
The Linguistic Reporter

Newsletter of the

Center for Applied Linguistics

1755 Massachusetts Avenue, N.W.

Washington, D.C. 20036



Return Requested

The Australian Language Research Centre of the University of Sydney issued its first three Occasional Papers in late 1964. Edited by Robert D. Eagleson and designed to record research work-in-progress by members of the Centre, these papers report results of work taken to a stage at which substantial data have accrued. Primarily intended for use within the Centre it is hoped, nevertheless, that the circulation of the papers to interested outsiders will stimulate other work, elicit further information, and corrections and suggestions for new approaches. Occasional Paper No. 1, *An Introduction*, 8 pp., by G. H. Russell, introduces the series. Paper No. 2, *Australianisms in Early Migrant Handbooks, 1788-1826*, 16 pp., is by Robert D. Eagleson. Paper No. 3, *The Currency of Aboriginal Words in Australian English*, 15 pp., is by W. S. Ramson.

Situated within the Department of English, the Centre was formed in September 1962. It consists of a group of scholars who meet regularly to exchange information on their research, to stimulate and coordinate efforts to further the study of the English language in Australia, and to provide a central repository in which archives may be organized and maintained.

Correspondence about the Occasional Papers should be addressed to the Editor,

c/o Department of English, University of Sydney, Sydney, N.S.W., Australia.

The 1965 Northeast Conference on the Teaching of Foreign Languages will take place at the Americana Hotel in New York City, on April 9 and 10. Chairman of the conference is Wilmarth H. Starr of New York University. The general theme is "Challenges to the Profession." The conference will open with a panel discussion of "The Case for Latin" by William Riley Parker of Indiana University. It will continue with reports of three Working Committees: "Study Abroad," chaired by Stephen A. Freeman of Middlebury College; "Bilingualism and the Conservation of Linguistic Resources," chaired by A. Bruce Gaarder of the U.S. Office of Education; "Articulation and Placement," chaired by Micheline Dufau of New York University. Principal speaker at the Friday banquet will be Kenneth W. Mildenerger, former Director of the Modern Language Association, Foreign Language Program and now Director of the Division of College and University Assistance, U.S. Office of Education.

The Reports of the Working Committees, mailed out in advance to each participant who preregisters for the conference, will be discussed in open forum. Since its first meeting in 1953, the Northeast Conference has become the largest

conference in the country dealing with the teaching of foreign languages, ancient and modern. Registration forms will be sent automatically in February to all previous registrants. Others may request forms from D. D. Walsh, Secretary-Treasurer, Northeast Conference, 4 Washington Place, New York 10003.

CAL Language Research in Progress File

The Center for Applied Linguistics has recently begun to assemble a continuing file of research relevant to the understanding of speech, language, and language learning and teaching. This file is being annotated, cross-referenced, and updated as projects proceed and are completed. Eventually, the file should provide information which can be made available to scholars working in the same or related fields. Scholars are invited to send information to the Center, addressed to Language Research in Progress. Such information should include name of the institution, principal investigator and other key staff, source of financial support, and a brief abstract stating goals and methods of the project. The Center would also like to receive progress reports and any other related documents, published or unpublished. Information concerning projects of colleagues and graduate students will be welcomed.

The Portuguese Language Development Group

by Henry W. Hoge

[Henry W. Hoge is Professor of Spanish and Portuguese at the University of Wisconsin-Milwaukee. He is currently (1964-65) on research leave from the University of Wisconsin-Milwaukee to prepare a study on the syntax of contemporary Brazilian Portuguese, a research project jointly sponsored by the University Research Committee and the U.S. Office of Education. He is a member of the advisory and executive committees of the Portuguese Language Development Group (PLDG).]

In a period of general expansion and strengthening of instructional programs in foreign languages, there has been a growing concern among the members of the academic community about the state of Portuguese (Luso-Brazilian) studies in the United States. An amorphous but real sense of urgency has manifested itself in the casual conversation of teachers of Portuguese, suggesting a need for emergency action.

Readers of this newsletter will require



Henry W. Hoge

no statement of justification for the need to expand Luso-Brazilian linguistic and cultural competency in this country. The geographic and demographic immensity of Brazil is well known; within this century, this subcontinent will predictably surpass the United States in population and will equal the combined population of all of the other Latin American republics; its potential and its problems are of a magnitude which staggers the imagination, but which are of great and increasing concern to the United States, both from a national security and humanitarian point of view; and, unnoticed except by a handful of specialists, Brazil has created a vast corpus of contemporary literature in which its social and economic problems and its aesthetic essence are available for study, but which are virtually inaccessible to those who have no competency in the Portuguese language.

The state of Luso-Brazilian studies in the United States is indeed precarious. Despite the continued high quality of instruction and slow (at times almost imperceptible) expansion of a few excellent graduate programs, it seems clear that effective steps should be taken to broaden the base of Portuguese language instruction in this country: to create, in short, strong undergraduate major and minor programs to serve as the most appropriate and efficient source of supply for graduate program candidates. It has become obvious that a drastic change in the developing pattern must take place to bear out Professor Parker's prediction that "... Portuguese will vie with Spanish in popularity at all levels."¹ The statistics are revealing: the table below presents the enrollment statistics for the period 1959-1963 for four less-commonly taught modern foreign languages:

College Enrollments in Neglected Languages 1959-63 :

	1959	1960	1961	1962	1963
Hebrew	3,177	3,794	4,694	5,021	5,538
Japanese	1,222	1,840	2,171	2,368	2,813
Chinese	867	1,953	2,291	2,165	2,444
Portuguese	800	1,015	1,332	1,802	2,051

The 1963 Portuguese enrollment of 2,051 compares remarkably, and most unfavorably, with the 1963 total in Spanish of 246,673 (of a grand total college enrollment in all MFL of 801,781). Even more startling is the reported U.S. total of 585 Portuguese students reported in grades 7-12 in 1962 compared with the 1,470,957 students enrolled in Spanish (of a total MFL enrollment in secondary schools of 3,255,448).²

THE CHICAGO MEETING

It is in the context presented above that a group of twenty specialists, in Chicago for the MLA convention, met in December of 1963 for a discussion of the most appropriate means to revitalize Luso-Brazilian studies. Professor Fred P. Ellison of the University of Texas organized and served as the discussion leader at this meeting. Present at this conference were representatives from all seven of the NDEA Spanish-Portuguese centers; present or represented in previous correspondence were spokesmen from twenty-five colleges and universities. Three current Portuguese materials research projects supported by the Office of Education were represented by the project directors: Professors Hulet (UCLA), Feldman (Univ. of Colorado) and Hoge (Univ. of Wisconsin-Milwaukee). A full discussion of all facets

of the problem led to the following conclusions and recommendations:

- (a) The Luso-Brazilian area has clearly failed to participate in or profit from the linguistic breakthrough of the past decade;
- (b) Scientifically prepared elementary teaching materials, audio-visual aids, graded oral proficiency tests and similar materials, in such plentiful supply for other languages, are virtually nonexistent for Portuguese;
- (c) Such materials as have been developed have been almost invariably restricted to local use with a limited number of students, resulting in a regrettable waste of talent and duplication of effort;
- (d) Basic linguistic research data in the structure of the contemporary language are urgently needed;
- (e) Emphasis must be placed on the development or expansion of an undergraduate student base in order to support and nourish the excellent but limited graduate program.

Further discussion established first priority for profession-wide concentration on the production of a first-level college textbook for Portuguese, to be constructed according to the most modern linguistic principles by a team of specialists, with orientation and guidance supplied by a larger advisory committee.

THE TEXAS CONFERENCE

Subsidized by a small grant from the Latin American Joint Committee of the American Council of Learned Societies-Social Science Research Council, a two-day PLDG conference was held at the University of Texas on May 2-3, 1964. With the assumption that additional members were to be added at a later date, the seventeen language and area specialists in attendance were established as the PLDG Advisory Committee. A two-phase project was outlined and approved. *Phase I* was to include:

- (a) Identification and solution of linguistic problems preliminary to the creation of a "Modern Portuguese" textbook;
- (b) Investigation of audio-visual teaching techniques and methodology for Brazilian Portuguese;
- (c) Selection of a team of writers for *Phase II*;
- (d) Coordination with Luso-Brazilian specialists in the U.S. and abroad.

Phase II would consist of the textbook project, bringing together a writing team for a summer and one semester (or possibly an entire academic year) to construct a basic course in accordance with the guidelines established by the Advisory Committee. An executive committee was appointed to proceed immediately with the initiation of *Phase I*. In July 1964, the executive committee (Fred Ellison, Univ. of Texas; Oscar Fernández, New York Univ.; Alberto Machado da Rosa, Univ. of Wisconsin; Henry Hoge, Univ. of Wisconsin-Milwaukee) met with the Latin American Joint Committee of the ACLS-SSRC and presented a *Phase I* project proposal for the PLDG. On July 28 this proposal was approved, and a grant was made by the ACLS-SSRC for a one-year period, beginning on September 1, 1964. This project, now being carried out under the direction of Professor Ellison, consists principally of the following elements:

1. The reproduction and distribution for trial and experimental use of the *Oral Brazilian Portuguese* text and tapes produced at the Univ. of Wisconsin-Milwaukee in 1963-64 by Henry W. Hoge and Peter Lunardini.

2. Syntactical research, to be conducted at the Univ. of Texas in supplementation of Professor Hoge's current syntactical analysis project (subsidized by the Language Development Branch of the Office of Education and to be performed during the 1964-65 academic year).

Even before completion of the project year, *Phase I* can be described as a most successful operation: the *Oral Brazilian Portuguese* text and tapes were reproduced and distributed as planned, and are now being used in ten leading institutions; the directors of these programs are supplying valuable data for the formulation of a detailed set of criteria for

the *Phase II* project; and in addition to the officially designated experimental sites, the trial text has been adopted for use in eight regular university teaching programs and ten Peace Corps intensive language training programs for Brazil. No single set of teaching materials in Portuguese has ever received such profession-wide distribution for trial or experimental use.

Phase I of the PLDG project was reviewed in a Portuguese Language Conference at the MLA convention in New York in December 1964. In view of the desirability of receiving a full report from all trial program sites, and in order to have on hand the data resulting from the syntactical research projects at Texas and the Univ. of Wisconsin-Milwaukee, the initiation of *Phase II* of the project has now been set for September 1966. In the interim, in response to the requests received and opinions voiced at the MLA conference, the UWM *Oral Brazilian Portuguese* text and tapes, as well as other materials produced at the Univ. of Texas, will be made available for use if desired and requested by any institution.

The PLDG now sees some reason to believe that this project, if it continues to receive the support of the profession as it moves into its final phase, can and will effect a radical change in the pattern of development of Luso-Brazilian studies.

1. William Riley Parker, *The National Interest and Foreign Languages* (Third Edition: Washington, U.S. Government Printing Office, 1962), p. 153.

2. Data synthesized from John Harmon et al., "Manpower in the Neglected Languages," *PMLA* LXXIX (1964), No. 4, Part 2, 91-106; and James M. Marron, et al., *Fall 1963 Modern Foreign Language Enrollments in Institutions of Higher Education* (New York, Modern Language Association, 1964).

3. See James N. Eshelman, "Secondary School Foreign-Language Enrollments and Offerings, 1958-62," *PMLA* LXXXIX (1964), No. 4, Part 2, 107-112.

The Center for Applied Linguistics is a nonprofit, internationally oriented professional organization, established in 1959 and incorporated in 1964 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, D.C. 20036. 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.

THE CENTER FOR APPLIED LINGUISTICS BECOMES INDEPENDENT

"The Modern Language Association recently announced the establishment of a Center for Applied Linguistics in Washington, D.C., which began operation on Monday, February 16, 1959, with Dr. Charles A. Ferguson of Harvard University its first Director. The Center, which is being financed in its initial stages by a \$200,000 grant from the Ford Foundation, will serve as a clearinghouse for universities, government agencies, and other institutions or individuals concerned with the application of linguistic science to practical language problems."—*The Linguistic Reporter*, Vol. 1, No. 1, April 1959.

Today the Center is no longer an integral part of the MLA; incorporation in late 1964 transferred top direction of CAL to a new Board of Trustees, who were convened for their first meeting on February 26, 1965. MLA, under this arrangement, is relieved of legal and fiscal responsibility for CAL operations. But CAL's valuable affiliation with MLA is continued and strengthened by the presence of MLA representation on the Center's Board of Trustees: the MLA Executive Secretary and three members of the MLA Executive Council.

Throughout its history, the Center has continued to receive its principal financial support from the Ford Foundation.

BOARD OF TRUSTEES

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In April 1959, the Center occupied two rooms at 1785 Massachusetts Avenue, had a full-time staff of two, and the first issue of the *Linguistic Reporter* was in press.

In April 1965, the Center occupies most of two floors of an annex to the Brookings Institution at 1755 Massachusetts Avenue with additional space leased at 1777 Mass. Ave., next door; has a full-time staff of almost fifty; and the forty-first issue of the *Linguistic Reporter* has just been mailed out to a combined domestic and foreign total of 14,500 subscribers.

OBJECTIVES AND ORGANIZATION

The Center was established in order to serve as a national clearinghouse and catalyst in the following loosely related areas: (1) teaching and research in English as a foreign language; (2) teaching and research in the major languages of Asia and Africa, and other languages not commonly taught in the United States; (3) the application of linguistic science to practical language problems; (4) the availability of trained

linguists for various teaching and research tasks; (5) cooperation among various governmental agencies concerned with language problems; (6) similar cooperation and coordination of information among various units of the academic community, and between government agencies and the language teaching profession in general. To deal with the many problems and tasks that have grown out of these areas of concern, the Center's internal organization has evolved from a simple-three-man office to the organization outlined below:

OFFICE OF THE PRESIDENT

Charles A. Ferguson, *President Director*
(on leave to June 1965)

Martin Joos, *University of Wisconsin*,
Visiting President Director (to June 1965)

OFFICE OF INFORMATION & PUBLICATIONS

Frank A. Rice, *Director*

OFFICE OF PLANNING & DEVELOPMENT

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(Miss) Sirarpi Ohannessian, *Director*

EDUCATION & RESEARCH PROGRAM

Alfred S. Hayes, *Director*

LANGUAGES PROGRAM

William W. Gage, *Acting Director*

DOCUMENTATION RESEARCH PROGRAM

Alfred Pietrzyk, *Director*

SELF-INSTRUCTIONAL LANGUAGE PROJECT

Catherine Garvey, *Project Director*

SPECIAL PROGRAMS. The Center also acts as the organizational home for the following special programs which it has sponsored but which receive policy direction from outside the Center and are separately financed:

TOEFL: A Program for the Testing of English as a Foreign Language. David P. Harris, *Program Director*

Inter-American Program in Linguistics and Language Teaching. Donald F. Solá, *Cornell University, Coordinator*

The Center performs secretariat functions for the following:
National Advisory Council on the Teaching of English as a Foreign Language [sponsored by the Center for Applied Linguistics], Sirarpi Ohannessian, *Secretary*

International Conference on Second Language Problems [jointly sponsored by the Center for Applied Linguistics; Bureau d'Etude et de Liaison pour l'Enseignement du Français dans le Monde, Paris; English-Teaching Information Centre of the British Council, London]

Committee on Linguistic Information, Charles A. Ferguson, *Chairman*

In late 1964 the **Automatic Language Processing Advisory Committee** of the National Academy of Sciences – National Research Council established its offices in the Center, with A. Hood Roberts, on leave from Western Reserve University, as *Executive Secretary*.

A Selective Annotated Bibliography on Child Language

by Julia A. Sableski

[Julia A. Sableski is a predoctoral graduate student in linguistics at the University of Washington; she received a B.S. in Linguistics from Georgetown University and was on the staff of the Center for Applied Linguistics, 1961-1963.]

The aim of this study is to acquaint linguists with a representative selection of linguistically oriented studies which have been conducted by educators, psychologists, and linguists in the area of child language acquisition. Attention has been given principally to research published in books and journals not readily available to linguists.

Because of the selective nature of the bibliography, many classic studies have been omitted, as well as are recent investigations which reflect methods and conclusions discussed in studies which have been included. Also excluded are studies of child language not directly concerned with the processes, stages, and development of language acquisition. Several general surveys containing more complete bibliographies have been included to permit readers who wish to investigate the field more thoroughly to find additional sources of information. Items 2, 8, 15, and 16 have been reprinted in *Psycholinguistics: A Book of Readings*, edited by Sol Saporta (New York: Holt, Rinehart, Winston, 1961).

[1] Bellugi, Ursula and Roger Brown eds. *The Acquisition of Language: Report of the Fourth Conference Sponsored by the Committee on Intellectual Processes Research of the Social Science Research Council*. Monographs of the Society for Research in Child Development 29.1 (1964). 191 pp. (Available from the Univ. of Chicago Press)

A collection of seven papers, with the discussions which followed them, presented by psychologists and linguists at the 1961 conference on First-Language Acquisition. Of particular interest are the following papers: 'The Development of Grammar in Child Language' by Wick Miller and Susan Ervin (see item 23); 'The Acquisition of Syntax' by Roger Brown and Colin Fraser (see item 7); 'Explorations in Grammar Evaluation' by Roger Brown, Colin Fraser, and Ursula Bellugi; 'The Development from Vocal to Verbal Behavior in Children' by Margaret Bullowa, Lawrence Gaylord Jones, and Thomas G. Bever; and 'Mediation Processes and the Acquisition of Linguistic Structure' by James J. Jenkins and David S. Palermo.

[2] Berko, Jean. 'The Child's Learning of English Morphology.' *Word* 14.150-77 (1958).

Report of experimental work with preschool and first grade children to determine the extent of their knowledge of the morphological rules of English. By presenting pictures and nonsense words, the experimenter had the children provide the following forms: the plural and possessive of nouns; the third person singular, progressive, and past tense of verbs; the comparative and superlative of adjectives; and compound nouns. Includes a detailed discussion of the morphological rules possessed by the children.

[3] ——— and Roger Brown. 'Psycholinguistic Research Methods.' *Handbook of Research Methods in Child Development*, Paul H. Mussen, ed. New York: John Wiley, 1960. 517-57.

Primarily a survey of the linguistic concepts necessary to the psychologist interested in the study of language acquisition by children. Includes discussions of and references to studies and experiments dealing with child language which have been conducted by linguists and psychologists.

[4] Bogoyavlenskii, D. N. *Psikhologiya usvoeniya orfografii* [*The Psychology of Learning Orthography*]. Moscow: Izd-vo Akad. Ped. Nauk RSFSR, 1957. 261-66.

Results of experiments to determine the degree of understanding of the augmentative, diminutive, and agentive suffixes attained by Russian children ages five and six. The subjects were able to determine the semantic differences between words with the augmentative and diminutive suffixes but had difficulty with the agentive. None of the children was able to explain the formal differences between the words. In a second experiment, children were able to correctly form diminutives of words which normally do not occur with that suffix, thus demonstrating that they had mastered the diminutive.

[5] Braine, Martin D. S. 'The Ontogeny of English Phrase Structure: The First Phase' *Language* 39.1-13 (1963).

Discussion of the first two-vocable utterances of three children. The utterances are described in terms of pivot words (a small class of words occurring in a fixed position in two-vocable utterances) and X-words (a larger class the members of which occur as single word sentences or in construction with the pivot words). It was found that each child had his own set of pivot words. The corpus for each child includes occasional utterances which are

more complex and are assumed to be examples of constructions of the second phase of development.

[6] Brown, Roger and Jean Berko. 'Word Association and the Acquisition of Grammar.' *Child Development* 31.1-14 (1960).

Report of an experiment in which adults and first through third grade children participated in a Word Association Test and a test for correct usage of parts-of-speech. It was found that in the WAT, adults provided response words belonging to the same parts-of-speech as the stimulus words, while such responses were fewer with young children. The tendency to associate words within a part-of-speech class increases with age, suggesting that this change in word associations results from the child's gradual organization of his vocabulary into such classes. The scores on both tests were closely related, leading to the conclusions that formal word associations and correct grammatical use of new words are two manifestations of the child's development in understanding English syntax.

[7] ——— and Colin Fraser. 'The Acquisition of Syntax.' *The Acquisition of Language*, Ursula Bellugi and Roger Brown, eds. 43-79. (Reprinted from *Verbal Behavior and Learning: Problems and Processes*, C. N. Cofer and B. S. Musgrave, eds. New York: McGraw-Hill, 1963.)

Reviews studies on children's mastery of the rules of word and sentence construction. The second section deals with techniques used to induce a generative grammar from the corpus of a child's utterances. The results of a study of the language of thirteen children between the ages of two and three years are presented in the third section. The authors conclude that child language is a systematic reduction of adult language.

[8] Carroll, John B. 'Language Development.' *Encyclopedia of Educational Research*, Chester W. Harris, ed. New York: Macmillan, 1960. 744-52.

Concise survey of linguistically oriented studies on the acquisition of language by children, with comments on the processes of language learning; research methodology; the learning of phonology, morphology, syntax, and vocabulary; stages of development; and extralinguistic factors which affect language development. Covers much of the traditional work in the field and includes a sixty-nine item bibliography.

[9] Chao, Yuen Ren. 'The Cantian Idiolect: An Analysis of the Chinese Spoken by a Twenty-eight-month-old Child.' *Semitic and Oriental Studies: A Volume Presented to William Popper...* Walter J. Fischel ed. Berkeley: Univ. of California Press, 1951. 27-44.

Synchronic account of the degree of mastery of Standard Mandarin by the author's

See *Child Language*, 5, Col. 1

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Varley, Joy. *Selective and Annotated Report on Films in the Field of Linguistics, Language Teaching, and Related Subjects*. Je Supp 12
Vent, Myron H. *AID Assists American University of Beirut with First Regional English Language Study and Teaching Center*. D 1
Wurm, S A. *Linguistics at the Australian National University*. O 6

B. publications noted

- Alabama Linguistic and Philological Series*. D 8
American Translators Association. *ATA Notes*. O 8
Arabic News. O 8
Bach, Emmon. *An Introduction to Transformational Grammars*. O 6
Bibliography of the Summer Institute of Linguistics. O 3
Biennial Review of Anthropology. Ap 5
Bloomfield, Morton W. and Leonard Newmark. *A Linguistic Introduction to the History of English*. F 6
Boas, Franz. *Introduction to the Handbook of American Indian Languages*. Je 6
Bobbs-Merrill Reprint Series. F 3
Bronstein, Arthur J. *The Pronunciation of American English. An Introduction to Phonetics*. F 6
Brown, James W., Richard B. Lewis, and Fred F. Harclerod. *Audio-Visual Instruction: Materials and Methods*. Je Supp 12
Bulletin de la Société de linguistique de Paris. Ap 5
Carroll, John B. *Language and Thought*. D 7
Center for Applied Linguistics. *Visual Aids for English as a Second Language*. O 7
Dale, Edgar. *Audio-Visual Methods in Teaching*. Je Supp 12
Dawson, Clayton L., Charles E. Bidwell, and Assya Humesky. *Modern Russian I*. O 7
DeFrancis, John. *Beginning Chinese*. Je 7
Dil, Anwar S. *Pakistan: Linguistics (1962)*. F 7, Ap 5
———. *Pakistani Linguistics (1963)*. D 7
Dissertation Abstracts. Ap 5
Educational Film Guide. Je Supp 12
EFLA Film Review Register. Je Supp 12
English Association. *The Year's Work in English Studies, 19—*. Ap 5
English-Teaching Abstracts. Ap 5

- Erwin, Wallace M. *A Short Reference Grammar of Iraqi Arabic*. Je 6
- Etmeckjian, James, ed. *A Graded West Armenian Reader: Selections from Armenian Literature*. Ag 6
- Farzan, Massud, Mohammad Ali Jazayery, and Herbert H. Paper, eds. *Modern Persian Reader I: Elementary*. F 7
- Felice, Emilio de. *La terminologia linguistica di G.I. Ascoli e della sua scuola*. Ap 5
- Ferguson, Charles A. *Glossary of Terms Relating to Languages of the Middle East*. F 8
- The Finite String*. F 7
- Finocchiaro, Mary. *English as a Second Language: From Theory to Practice*. O 7
- Forsdale, Louis, ed. *8mm. Sound Film and Education*. Je Supp 12
- Garvey, Catherine J. *Malagasy Introductory Course*. O 5
- Garvin, Paul L., ed. *Natural Language and the Computer*. Ap 7
- , trans. and ed. *A Prague School Reader on Esthetics, Literary Structure, and Style*. Je 6
- Gimson, A. C. *An Introduction to the Pronunciation of English*. F 6
- Gumperz, John J. and June Rumery. *Conversational Hindi-Urdu*. F 7
- Haas, Mary R. *Thai-English Student's Dictionary*. Je 7
- Hamp, Eric P. *A Glossary of American Technical Linguistic Usage, 1925-1950*. Ap 5
- Language and Learning*. Je 6
- Hornby, A. S., E. V. Gatenby, and H. Wakefield. *The Advanced Learner's Dictionary of Current English*. Ap 7
- Horne, Elinor C. *Intermediate Javanese*. Ap 7
- Huebener, Theodore. *Audio-Visual Techniques in Teaching Foreign Languages: A Practical Handbook*. Je Supp 12
- Idioma*. Ag 8
- The Incorporated Linguist*. Ag 5
- International Journal of American Linguistics*. Ap 5
- Joos, Martin. *The English Verb: Form and Meaning*. D 7
- Journal of West African Languages*. O 5, Je 6
- Khan, Masud Husain and Abdul Azim. *A Second Year Urdu Reader*. Je 7
- Kinder, James Screngo. *Audio-Visual Materials and Techniques*. Je Supp 12
- Knobloch, Johann, ed. *Sprachwissenschaftliches Wörterbuch*. Ap 5
- Ladefoged, Peter. *A Phonetic Study of West African Languages: An Auditory-Instrumental Survey*. D 7
- Lado, Robert. *Language Teaching: A Scientific Approach*. F 6
- Lehtinen, Meri. *Basic Course in Finnish* (Supervised and edited by Thomas A. Sebeok.) Ap 7
- Léon, Pierre and Monique Léon. *Introduction à la phonétique corrective*. Ag 6
- Le Page, R. B. *The National Language Question: Linguistic Problems of Newly Independent States*. D 7
- Library of Congress Catalog: Motion Pictures and Film Strips*. Je Supp 12
- Linguistic Bibliography for the Year 1961, and Supplement for Previous Years*. F 2
- Linguistic Circle of Canberra Publications*. O 6
- Linguistic Research Group of Pakistan. *Directory of Pakistani Linguists and Language Scholars*. Ap 5
- Linguistics: An International Review*. Je 8
- Marouzeau, J. *Lexique de la terminologie linguistique—français, allemand, anglais, italien*. Ap 5
- . *Slovar lingvističeskix terminov [Russian, French, German, English, Italian]*. Tr. by N. D. Andrejev. Ap 5
- Martinet, André. *Elements of General Linguistics*. Tr. by Elisabeth Palmer. D 7
- McCarus, Ernest N. and Adil I. Yacoub, eds. *Contemporary Arabic Readers I: Newspaper Arabic*. F 6
- McCarus, Ernest N. and Adil I. Yacoub. *Elements of Contemporary Arabic, Part I*. Ag 6
- Meillet, A. and Marcel Cohen, eds. *Les langues du monde*. Ap 5
- MLAbstracts*. Ap 5
- Mohrmann, Christine, Alf Sommerfelt, and Joshua Whatmough, eds. *Trends in European and American Linguistics, 1930-1960*. Ap 5
- Mohrmann, Christine, F. Norman, and Alf Sommerfelt, eds. *Trends in Modern Linguistics*. Ap 5
- Muller, Siegfried H. *The World's Living Languages: Basic Facts of Their Structure, Kinship, Location and Number of Speakers*. O 7
- New Trends in Linguistic Research*. Je 6
- Noss, Richard B. *Thai Reference Grammar*. O 7
- Obolensky, Serge, Debebow Zelelie, and Mulugeta Andualem. *Amharic Basic Course, Units 1-50*. D 7
- Olmsted, D. L., with Peter Park and Do-Sik Kim. *Korean Folklore Reader*. Je 7
- O'Neill, P. G. and S. Yanada. *An Introduction to Written Japanese*. Ap 7
- Pei, Mario and Frank Gaynor. *A Dictionary of Linguistics*. Ap 5
- Permanent International Committee of Linguists. *Linguistic Bibliography for the Year 19—*. Ap 5
- PMLA. Publications of the Modern Language Association of America*. Ap 5
- Redden, James, F. Bongo, and associates. *Lingala Basic Course*. Ap 7
- Reid, Seerley, and others. *A Directory of 3600 16mm. Film Libraries*. Je Supp 12
- . *U. S. Government Films for Public Educational Use*. Je Supp 12
- Rivers, Wilga M. *The Psychologist and the Foreign-Language Teacher*. Ag 6
- RLA Revista de lingüística aplicada*. O 5
- Sebeok, Thomas A., Alfred S. Hayes, and Mary Catherine Bateson, eds. *Approaches to Semiotics: Cultural Anthropology, Education, Linguistics, Psychiatry, Psychology*. O 6
- Sebeok, Thomas, ed. *Current Trends in Linguistics. Vol. 1, Soviet and East European Linguistics*. Ap 5, Ag 6
- Sobelman, Harvey and Richard S. Harrell, eds. *A Dictionary of Moroccan Arabic: English-Moroccan*. F 7
- Stevick, Earl W. *A Workbook in Language Teaching with Special Reference to English as a Foreign Language*. F 6
- Stewart, William A., ed. *Non-Standard Speech and the Teaching of English*. Ag 4
- Stowasser, Karl and Moukhtar Ani. *A Dictionary of Syrian Arabic (Dialect of Damascus): English-Arabic*. Je 6
- Stuart, C.I.J.M., ed. *Report of the Fifteenth (First International) Round Table Meeting on Linguistics and Language Studies*. Ag 7
- Studies in Linguistics*. Ap 5
- Summer Institute of Linguistics. *25th Anniversary Bibliography*. Ap 5
- Swift, L. B. and E. W. A. Zola. *Kituba Basic Course*. Ap 7
- Tietze, Andreas. *Turkish Literary Reader*. Je 6
- La traduction automatique*. Ap 5
- Translators' Index*. Ag 5
- U. S. Library of Congress. *Monthly Index of Russian Accessions*. Ap 5
- Vachek, Josef, compiler. *A Prague School Reader in Linguistics*. D 7
- Vachek, Josef (with the collaboration of Josef Dubsky). *Dictionnaire de linguistique de l'École de Prague*. Ap 5
- Valdman, Albert, Robert J. Salazar, and Marie Antoinette Charbonneaux. *A Drillbook of French Pronunciation*. Ag 6
- Voprosy jazykoznanija*. Ap 5
- Wittich, Walter Arno and Charles F. Schuller. *Audio-Visual Materials: Their Nature and Use*. Je Supp 12
- Wu, Pei-yi. *Selected Works of Chinese Literature, Volume 1*. F 5
- Young, John and Kimiko Nakajima. *Learn Japanese—Pattern Approach*. Je 7
- Ziadeh, Farhat J. *A Reader in Modern Literary Arabic*. O 7

C. languages

- African Ap 8, Ag 6
Algonquian D 5
Altaic Ag Supp 13
American Indian Ap 8, Je 6, O 5
Amharic Ap 6, D 7
Arabic F 8, Ap 6, Ag Supp 13, O 8, D 5
Arabic, Contemporary F 6, Ag 6
Arabic, Eastern F 8
Arabic, Egyptian Ap 6
Arabic, Iraqi Je 6
Arabic, Literary Ap 6, O 7
Arabic, Moroccan F 7
Arabic, Syrian Ap 6, Je 6
Armenian Ag 3
Armenian, Western Ag 6
Asian Ap 8
Australian O 6
Bambara Ap 6
Bantu Je 5, Ag 8
Bemba Ag 6
Bengali Ap 5, 6, Ag Supp 13, O 5
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Bengali, Dacca dialect Ap 5, Ag Supp 13
Berber D 5
Bini Ag Supp 13
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Chinese, Cantonese Ap 6
Chinese, Classical F 8
Chinese, Foochow Ag Supp 13
Chinese, Mandarin Ap 6, Ag Supp 13
Dutch Ag 7, Ag Supp 13
European Ap 8
Finnish Ap 7
French Ap 2, Ag 6, Ag Supp 13, O 1, D 4
German Ap 2, Ag Supp 13, O 1
Hausa Ap 6, 7, Je 5, Ag 6, Ag Supp 13
Hebrew Ap 6, O 5
Hebrew, Biblical F 8, Ap 6
Hebrew, Modern F 8, Ap 6
Hindi Ap 6, Ag Supp 13
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Igbo Ap 6, 7, Je 5, Ag 6
Indonesian Ap 6, O 6
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Japanese F 8, Ap 6, 7, Je 7, Ag 1, 7, Ag Supp 13, O 2
Javanese Ap 7
Kabyle Ap 6, Ag Supp 13
Kituba Ap 7
Korean F 8, Ap 6, Je 7, O 5
Krio Ag Supp 13
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Liberian O 8
Lingala Ap 7
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Maranao Ag Supp 13
Marathi Ag Supp 13
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Nepali O 5
Oceanic O 6
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Panjabi Ap 5
Pashto F 8, Ap 6
Persian F 7, Ap 6, D 5
Polish Ap 6
Portuguese Ap 6
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Russian Ap 6, O 7
Sango Ag Supp 13
Sanskrit Ap 6
Serbo-Croatian Ap 6
Sinhalese O 5
South Asian Ag Supp 13
South East Asian O 6
Spanish Ap 2, 6, Ag Supp 13, O 1, D 3
Swahili Ap 6, 7, Ag 6
Swedish Ag 7, D 4
Tamil Ap 6, O 5
Telugu Ap 6, Ag Supp 13
Thai Ap 6, Je 7, O 7
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Turkish Ap 6, Je 6, D 5
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Urdu Ap 5, 6, Je 7, Ag Supp 13
Vietnamese Ap 6, Ag Supp 13, O 5, 6, D 8
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West African Je 5, O 5, D 7
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D. institutions, organizations, activities

- Advisory Committee on Automatic Language Processing O 3
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Department of Germanic Languages and General Linguistics O 5
American Association of Teachers of Chinese Language and Culture F 5
American Council of Learned Societies Ap 3, D 5
American Translators Association (ATA) O 8
American University of Beirut D 1
American Volunteer Teacher's Association Ag 1
Asociación de Lingüística y Filología de América Latina (ALFAL) Ap 3, 8
Association pour l'Etude et le Développement de la Traduction automatique et de la Linguistique Appliquée (ATALA) F 8
L'Association Internationale de Linguistique Appliquée (LAILA) Je 4
Association for Machine Translation and Computational Linguistics (AMTCL) F 7
Australian National University O 6
BOOKS USA Ag 5
British Council English-Teaching Information Centre (ETIC) Ap 3, Je 4
British and Foreign Bible Society Ap 4
Bureau d'Etude et de Liaison pour l'Enseignement du Français dans le Monde (BEL) Ap 3, Je 4
California, University of (Los Angeles) Ap 6, O 2, D 3
Center for Applied Linguistics (CAL) F 3, 8, Ap 2, Je 4, Ag 2, 5, O 4
Central Institute of English (India) Ap 5
Centre d'Enseignement Supérieur (Congo) Ag 8
Centre Européenne de Linguistique Appliquée (CELA) Je 4
Centre de Philologie et de Littératures Romanes F 8
Círculo Lingüístico de la Universidad de Concepción O 5
Clearinghouse for Self-Instructional Language Materials O 6
Colloquium on Applied Linguistics F 8
Colloquium on Quantitative Linguistics F 8
Columbia University Ap 5, Je 3
Horace Mann-Lincoln Institute of School Experimentation Je Supp 12
Teachers College F 5
Comité International Permanent des Linguistes (CIPL) F 3, Ap 3
Committee on Linguistic Information (CLI) Ap 2
Conference on Algonquian Linguistics D 5
Conference on Teaching English to Speakers of Other Languages, 1st F 8, Ag 4, 2nd D 6
Conseil de l'Europe F 8
Council of Europe Conference, October 1963 D 5
English Language Center (Naha, Okinawa) F 4
English Language Study and Teaching Center (Beirut) D 1
Fédération Internationale des Traducteurs O 8
Free University (Amsterdam) Ag 8
John Simon Guggenheim Memorial Foundation Je 8
Harvard University
Summer School F 8, Je 8
Ibadan, University of
Institute of African Studies O 5
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Institute of Linguists (London) Ag 5
International Business Machines (IBM) Je Supp 12

International Conference on the Armenian Language Ag 3
 International Conference on Second Language Problems, 5th Je 4
 International Congress of Phonetic Sciences, 5th D 2
 Inter-University Committee on Travel Grants Ag 5
 Inter-University Intensive Near and Middle East Language Program D 5
 Joint Automatic Language Processing Group O 3
 Kansas, University of
 Intensive English Center Ag 8
 Language Data Processing Program Je 8
 Language Learning Conference, 5th O 8
 Languages of the World File D 8
 Leeds, University of (England) Je 6, O 2
 Linguistic Association of Liberia O 8
 Linguistic Institute O 4, D 5
 Linguistic Research Group of Pakistan (LRGP) Ap 5
 Linguistic Society of America D 5
 Michigan State University Ag 1
 African Studies Center Ag 6
 Michigan, University of Je 3, 8, D 5
 Modern Language Association of America F 8
 Nancy, Université de F 8
 National Academy of Sciences-National Research Council O 3
 National Advisory Council on the Teaching of English as a Foreign Language D 2
 National Association for Armenian Studies and Research (NAASR) Ag 3
 National Association of Foreign Student Advisers (NAFSA) F 8
 National Council of Teachers of English (NCTE) F 8
 National Council on the Testing of English as a Foreign Language Je 2
 New York State Education Department Foreign Area Materials Center Je 8
 New York University Je 3
 Northeast Conference: 1964 F 5
 North Dakota, University of D 8
 Oklahoma, University of Ap 4
 Opus Dei O 1
 Pennsylvania, University of F 3
 Philippine Center for Language Studies Ag 1
 Philological Society (England) Ap 3
 Popular University (Warsaw) F 5
 Program for the Testing of English as a Foreign Language (TOEFL) Je 2
 Puerto Rico, University of (Rio Piedras) Ap 6, D 3
 Queens College of the City University of New York Ag 7
 Roster of Linguists Ap 3
 Ryukyu Islands Education Department English Language Center Ag 2
 Ryukyus, University of the Ag 1
 Seido Language Institute O 1
 Simon Fraser University D 6
 Social Science Research Council (SSRC) O 4
 Committee on Sociolinguistics O 4
 Sociolinguistics Seminar, Indiana University O 4
 Sony Corporation O 1
 South Viet Nam, Ministry of Education D 8
 Speech Association of America F 8
 Stockholm University D 4
 Summer Institute of Linguistics (SIL) Ap 3, O 3, D 8
 Texas, University of
 Linguistics Research Center Ap 3
 UNESCO Je 4
 United States Government
 Agency for International Development (AID) Ag 2, D 1
 Air Force Academy Ap 1
 Foreign Service Institute
 School of Language and Area Studies D 6
 Library of Congress Ap 3
 National Science Foundation (NSF) Ap 3, 8, O 4
 National Register of Scientific and Technical Personnel Ap 3
 Office of Education Je Supp 12
 NDEA Ap 6, Ag Supp 13
 NDEA Summer English Institutes D 3
 Office of Naval Research Ap 3
 Peace Corps F 1
 State, Department of
 Foreign Service O 5
 Washington, University of Ag 5
 Welsh College of Advanced Technology (Cardiff) Ag 8
 West African Language Conference, 4th Je 5
 West African Linguistic Society Je 6
 West Indies, University of the O 2
 Wisconsin, University of Ag 5
 World Congress of Phoneticians, 2nd Ag 7
 York, University of (England) Ap 8

granddaughter at the age of twenty-eight months. Material from earlier ages is occasionally cited for purposes of comparison. Detailed descriptions of the child's phonology, grammar, and vocabulary are presented, with comments on situations in which some of the words and sentences occurred.

[10] Ervin, Susan M. and Wick R. Miller. 'Language Development.' *Child Psychology: The Sixty-second Yearbook of the National Society for the Study of Education, Part 1*. Chicago: Univ. of Chicago Press, 1963. 108-43.

Survey of research on child language, with concentration on the development of phonology and syntax. Many examples are included, and there is some discussion of research techniques and theories of language acquisition. Emphasis is on recent work. Studies carried out in the Soviet Union are summarized. The bibliography, which contains 104 items, consists primarily of recent and current studies.

[11] Feofanov, M. P. 'Ob upotreblenii predlogov v detskoj rechi' ['On the Use of Prepositions in Child Speech']. *Voprosy Psikhologii* 3.118-24 (1958).

Results of an experiment conducted with children ages three to seven years in which their use of prepositions in describing pictures and actions was analyzed. Indicates that the earliest prepositions occurring were those which are most frequent in adult Russian and which have the broadest semantic range. These early prepositions were used in relations which are concrete and visible to the children.

[12] Gili Gaya, Samuel. *Funciones gramaticales en el habla infantil*. (Consejo Superior de Enseñanza de Puerto Rico, Publicaciones Pedagógicas, Serie II, Número 24.) Río Piedras: Univ. de Puerto Rico, 1960. 60 pp.

A study of the acquisition of Spanish grammar based on the comments of fifty preschool children (ages four to seven) in response to a set of pictures and on one hundred and forty spontaneous conversations of first and fourth grade pupils. The researchers establish five stages in the development of morphology and syntax. The relative frequency of verb forms among seven to fourteen year olds is presented in chapter three.

[13] Guillaume, P. 'Le développement des éléments formels dans le langage de l'enfant.' *Journal de Psychologie Normale et Pathologique* 24.203-39 (1927).

Discussion of the acquisition of intonation, grammatical morphemes, verb formation, and derivation by French children. The author points out that the first formal feature of language mastered by the child is that of intonation. Children tend to regularize verbs according to the pattern followed by the largest number of verbs,

not necessarily according to the patterns of the most frequently occurring forms.

[14] Irwin, Orvis C. 'Language and Communication.' *Handbook of Research Methods in Child Development*, Paul H. Mussen, ed. New York: John Wiley, 1960. 487-516.

Summarizes research methods frequently used by non-linguists in the investigation of the speech sounds and general language development of infants and children. Much of the work discussed is concerned with speech handicaps. Includes a complete review of the author's research on the phonetics of child language and bibliography.

[15] Jakobson, Roman and Morris Halle. 'Phonemic Patterning.' *Fundamentals of Language*. 's-Gravenhage: Mouton, 1956. 37-44.

Presentation of a theory of the order in which children acquire phonemic distinctions. The child is said to first make the maximal distinction between a diffuse stop (usually /p/ or /b/) and a compact vowel (/a/). He then develops the sound system by gradually making more minute and specific contrasts between the features which are distinctive in the language he is learning. Suggests that the features are learned in the order of their occurrence as distinctive features in the languages of the world.

[16] Leopold, Werner F. 'Patterning in Children's Language Learning.' *Language Learning* 5.1-14 (1953-54).

Based primarily on the author's study of his children's language acquisition (see next item), this article summarizes the development of phonology, morphology, syntax, and vocabulary. The author stresses the importance of Jakobson's view that sound acquisition develops in terms of distinctive features and points out that many syntactic features are mastered before morphological devices. Contains some comments on the effects of bilingualism on the language development of children.

[17] ———. *Speech Development of a Bilingual Child: A Linguist's Record*. 4 vols. Evanston, Ill.: Northwestern Univ. Press, 1939-49.

Classic account of the acquisition of English and German by the author's daughter Hildegard from the age of eight weeks to the age of seven years, with some comments on the development of speech in a younger child, Karla. Vol. I deals with the growth of vocabulary in the first two years. The development of phonology is discussed in Vol. II, while Vol. III treats the acquisition of grammar. A diary of Hildegard's speech from age two comprises the fourth volume.

[18] Lewis, Morris Michael. *Infant Speech: A Study of the Beginnings of Language*. 2nd rev. ed. New York: Humanities Press, 1951. 383 pp.

Comprehensive study of the development of language in the first two years. Based

primarily on the author's observation of one child and his survey of the work in the field of child language conducted before the first edition (1936).

[19] McCarthy, Dorothea. 'Language Development in Children.' *Manual of Child Psychology*, Leonard Carmichael, ed. 2nd ed. New York: John Wiley, 1954. 492-630.

Detailed survey of studies in children's language acquisition with particular emphasis on the relation of language development to psychological development. Sentence length and vocabulary growth are discussed, but little is said about the acquisition of a phonemic system. The substantial bibliography concentrates on work published from 1915 to 1952.

[20] Menyuk, Paula. 'A Preliminary Evaluation of Grammatical Capacity in Children.' *Journal of Verbal Learning and Verbal Behavior* 2.429-39 (1963).

[21] ———. 'Syntactic Rules Used by Children from Preschool through First Grade.' *Child Development* 35.533-46 (1964).

[22] ———. 'Syntactic Structures in the Language of Children.' *Child Development* 34.407-22 (1963).

The research reported in items 20 through 22 is based on descriptions as self-contained systems of the language of preschool, nursery school, and first grade children. Using a transformational model, the author prepared grammars of the language elicited from each of the three groups and then compared these grammars to determine the extent of usage of phrase structure rules, transformation rules, and rules restricted to the grammars of children.

[23] Miller, Wick and Susan Ervin. 'The Development of Grammar in Child Language.' *The Acquisition of Language*, Ursula Bellugi and Roger Brown, eds. 9-34.

Reports the first results of a systematic observation of the language acquisition of five children beginning at the age of two and continuing for approximately one year. Descriptions of the children's two-word sentences, acquisition of word class markers, and use of prosodic features are included, as well as discussion of the differences in the development of the children and the general developmental sequences observed.

[24] Sokhin, F. A. 'O formirovanii yazykovykh obobshchenii v protsesse rechevogo razvitiya' ['On the Formation of Linguistic Generalizations in the Course of Speech Development']. *Voprosy Psikhologii* 5.112-23 (1959).

Posits three stages of development in the formation of grammatical generalizations by two to three year old children. In an experiment dealing with a preposition indicating a space relation, it was found that at stage

See *Child Language*, 6, Col. 1

one, understanding a phrase depends almost entirely on the situation; at stage two, non-linguistic factors continue to be necessary to understanding in some cases; and at stage three, understanding depends only on the structure of the phrase.

[25] Strickland, Ruth G. *The Language of Elementary School Children: Its Relationship to the Language of Reading Textbooks and the Quality of Reading of Selected Children*. (Bulletin of the School of Education, Indiana University, Vol. 38, No. 4.) Bloomington, Ind. 1962. 131 pp.

Contains an analysis of the language of children in the first through sixth grades, with a comparison of the structures used in readers and those found in the speech of the children. The analysis includes types of fillers for the syntactic units termed "slots" and "movables"; studies of the length of phonological units and sentences; and discussion of the use of movables and subordination.

[26] Templin, Mildred C. *Certain Language Skills in Children: Their Development and Interrelationships*. Minneapolis: Univ. of Minnesota Press, 1957. 183 pp.

Presents norms on the development of articulation of speech sounds, sound discrimination, vocabulary and sentence structure for 480 children from three to eight years of age. Factors related to language development, such as age, sex, and hearing, were carefully controlled in this study. Sound discrimination is not discussed in terms of phonemes; the analysis of the development of syntax is based on adult speech.

[27] Velten, H. V. 'The Growth of Phonemic and Lexical Patterns in Infant Language.' *Language* 19.281-92 (1943).

Report of the development of phonemic contrasts, syllable structure, function words and suffixes, and vocabulary in the speech of the author's daughter. Most of the material is concerned with English but some comments are included which reflect the influence of the French and Norwegian also used in the household. The author proposes parallels between the development of a child's language and diachronic linguistics.

[28] Weir, Ruth Hirsch. *Language in the Crib*. The Hague: Mouton, 1962. 216 pp.

Analysis of the pre-sleep monologues of the author's two-and-a-half year old son over a period of three months. Phonology, morphology, syntax, and vocabulary of the child's speech are described, and the complete corpus, phonetically transcribed, is given in the appendix. In a Foreword to the book, Roman Jakobson points out the similarity between drills presented in foreign language textbooks and this child's practicing of pronunciation and grammar.

Séminaire Européen de Linguistique Générale et Appliquée

The first Séminaire européen de Linguistique Générale et Appliquée will be held at the Université de Besançon, July 12-August 6. The Seminar will be organized and conducted by L'Association Française de Linguistique Appliquée under the sponsorship of the Association Internationale de Linguistique Appliquée, which was formed at Nancy in October 1964. The faculty will include noted European and American linguists.

Courses will be offered at various levels, including advanced courses, seminars, and special lectures on a variety of subjects. Course offerings will include general linguistics, theory of applied linguistics, applied linguistics and language

teaching, general phonetics, phonemics, communication theory, programming, lexicography, taxonomy, African linguistics, and the description of French. The majority of courses will be conducted in French, though some will be conducted in English. A special library will be at the disposal of the Seminar participants.

Total cost of the Seminar, which includes tuition, housing, and library fees, will amount to 600 francs (approximately \$125) per student.

Further information about the Seminar as well as applications for admission can be obtained from L'Association Française de Linguistique Appliquée, 9 rue Lhomond, Paris 5ème, France.

Recent CAL Publications

Information Sources in Linguistics: A Bibliographical Handbook, compiled and edited by Frank Rice and Allene Guss. Washington, D.C., Center for Applied Linguistics, 1965. viii, 44 pp. \$3.50 cloth; \$1.50 paper.

A handbook describing existing sources of information in linguistics and certain related fields. Intended principally for the student of linguistics at the upper undergraduate and graduate level, the handbook provides coverage of all the major traditional fields in linguistics (e.g., descriptive, historical, dialectology, applied linguistics, phonology, grammar); of most of the major theoretical approaches to linguistic analysis (e.g. Prague School, tagmemics, transformation analysis); and of the major fields of linguistics and related disciplines (e.g. linguistics and anthropology, linguistics and psychology, linguistics and mathematics). Categories included under the subject divisions are: bibliographies; periodicals; monographs; congresses and proceedings; maps, atlases, handbooks; histories and surveys; theory and method. Contains 537 entries, an author index, and an analytical table of contents.

Recommendations of the Work Conference on Literacy, held for the Agency for International Development, United States Department of State, at Atrile House, Warrenton, Virginia May 23-28, 1964. Prepared and edited by Alfred S. Hayes. Washington, D.C., Center for Applied Linguistics, 1965. vii, 49 pp. 75 cents.

A report on a conference held by the Center for Applied Linguistics and attended by a team of linguists and literacy experts to consider problems of adult literacy as they have emerged in the developing countries. The main body of the report is given over to an outline of research needs in the form of thirty-one recommended research

projects, and to guidelines for use by AID in handling literacy problems in various national situations. Introductory chapters summarize discussions of literacy and national development and literacy research.

Visual Aids for English as a Second Language. Rev. ed. Washington, D.C., Center for Applied Linguistics, 1965. 24 pp. 25 cents.

An annotated bibliography divided into five main sections, the first including general background material, the following devoted to charts and pictures; films; filmstrips and slides; games and miscellaneous aids. The booklet also contains an index of journals, publishers, and distributors.

International Conference on Computational Linguistics

An International Conference on Computational Linguistics will be held in New York City, May 19-21. Papers on mathematical foundations or on results of linguistic investigations carried out with the help of computers will be presented. The sponsoring societies are Association for Machine Translation and Computational Linguistics, Association pour l'Etude et le Développement de la Traduction automatique et de la Linguistique appliquée (France), Asociación Latino-americana para la Investigación Lingüística Mediante Equipos Mecánicos-Electrónicos, KVAL (Research Group for Quantitative Linguistics, Sweden), Information Processing Society of Japan. For further information, write to Dr. David Lieberman, IBM Research Center, P. O. Box 218, Yorktown Heights, New York.

book notices

Language in Culture and Society: A Reader in Linguistics and Anthropology, edited by Dell Hymes. New York, Harper and Row, 1964. xxxv, 764 pp. \$12.50.

This anthology includes sixty-nine selections of various lengths covering a vast range of topics dealing with the wider anthropological implications of linguistics. Excerpts chosen to cover the history, present state, and future prospects of the concerns of anthropologists with language have been grouped in ten Parts, representing the editor's analysis of the main foci of these concerns: 1. The scope of linguistic anthropology; 2. Equality, diversity, relativity; 3. World view and grammatical categories; 4. Cultural focus and semantic field; 5. Role, socialization, and expressive speech; 6. Speech play and verbal art; 7. Social structure and speech community; 8. Processes and problems of change; 9. Relationships in time and space; 10. Toward historical perspective.

The editor's introduction to each of these sections is designed to place the selections in perspective, show the development and range of the interests represented by them, and also to demonstrate their relevance to the rest of anthropology. Nearly every item is followed by a Reference Note, summarizing the pertinent literature, and in many cases extending in scope to related topics and fields of general linguistic interest not directly covered by the selection. Including these Reference Notes, over a quarter of the volume is devoted to bibliography.

Linguistics and the Teaching of Reading, by Carl A. Lefevre. New York, McGraw-Hill, 1964. xxi, 252 pp. \$6.50.

What is proposed in this book is a "whole-sentence method that applies a scientific description of American English utterances to the problems of teaching reading" (p. vii). Central to this approach is the idea that "A language can only be understood as a structural system capable of generating meaning-bearing patterns [and that] reading is a language-related process that requires taking in, all at once, patterns of structure and meaning well above the level of the word" (p. 161). Following an outline of the general theory underlying this approach, the book goes on to deal with intonation patterns, syntactic structures, word-form classes, and spelling-sound relationships.

African Languages in Schools, edited by G. Fortune. (University College of Rhodesia and Nyasaland, Department of African Languages, Occasional Paper No. 1) Salisbury, S. Rhodesia, 1964. vi, 145 pp. 7s. 6d.

Selected papers delivered at two conferences held at the University College of

meetings and conferences

April 8-10. Conference on College Composition and Communication. St. Louis, Missouri.

April 9-10. Northeast Conference on the Teaching of Foreign Languages, 12th. New York City.

April 13-15. American Oriental Society. Chicago, Illinois.

April 15-17. American Ethnological Society. Lexington, Kentucky.

April 22-24. College Language Association. Greensboro, North Carolina.

April 22-24. University of Kentucky Foreign Language Conference, 18th. Lexington, Kentucky.

April 27-30. National Association for Foreign Student Affairs, 16th. Philadelphia, Pennsylvania.

May 6-8. International Reading Association, 10th. Detroit, Michigan.

May 19-21. International Conference on Computational Linguistics. New York City.

June 18-19. Canadian Linguistic Association. Vancouver, British Columbia.

July 30-31. Linguistic Society of America, Summer Meeting. Ann Arbor, Michigan.

Rhodesia and Nyasaland in August 1962 and June 1963. The papers are grouped under three headings: Linguistics and Language Teaching, Syllabuses and Methods, and Literature. The main attention is given to the languages of Southern Rhodesia: Shona and Ndebele/Zulu. Appendices list the members of the 1962 and 1963 conferences and the resolutions of the 1963 conference.

On Teaching English to Speakers of Other Languages, Series 1: Papers Read at the TESOL Conference, Tucson, Arizona, May 8-9, 1964, edited by Virginia French Allen. Champaign, Illinois, National Council of Teachers of English, 1965. xv, 158 pp. \$2.50. [May be ordered from the Center for Applied Linguistics.]

The present collection of papers is the first in a projected series of annual TESOL conference proceedings. The forty-two papers, which were delivered orally at the conference, are presented here in five sections: (1) TESOL as a Professional Field, (2) Reports on Special Programs, (3) Some Key Concepts and Current Concerns, (4) Materials: Their Preparation and Use, and (5) What to Do in the Classroom: Devices and Techniques. Preceding the papers is a discussion of the background to the emergence of this conference.

Spoken Norwegian. Revised. By Einar Haugen and Kenneth G. Chapman. New York, Holt, Rinehart and Winston, 1964. xvi, 416, xxviii pp. \$7.50.

This thoroughgoing revision of the 1944 edition consists of twenty-five lessons, a vocabulary, and an index of grammar and pronunciation topics. Each lesson contains

a conversation, given in the normal Norwegian orthography (though the more radical forms of the 1939 official norm have not been adopted) with "English Equivalents" and a "Listening Script" in transcription. Lessons 1-4 contain a pronunciation section; Lessons 2-25 contain a grammar section. All lessons contain drill materials of various kinds, oral and written—pattern practice, questions, conversation practice, exercises. Lessons 2-25 are provided with supplementary conversations. Disc recordings and tape recordings are available to accompany this text. The revision was supported by a contract with the U.S. Office of Education.

Reviews of Data on Science Resources, published by the National Science Foundation (NSF), devotes its December 1964 issue to a report on "Salaries and Professional Characteristics of U.S. Scientists, 1964." NSF, through its National Register of Scientific and Technical Personnel, collects data directly from individual scientists on their academic training, employment, economic, and other professional characteristics. This is the first report which includes linguistics as a separate field. The 8-page report is for sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402; price 5 cents.

[Since September 1963 the Center for Applied Linguistics has administered the linguistics section of the NSF Register through the Center's Roster of Linguists.]

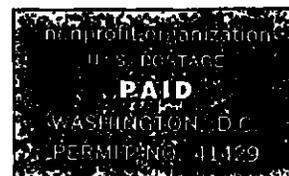
The Linguistic Reporter

Newsletter of the

Center for Applied Linguistics

1755 Massachusetts Avenue, N.W.

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CAL Documentation Research

Documentation Research, a new program of the Center for Applied Linguistics, explores approaches to the transfer of linguistic information, with an emphasis on the processing of linguistic documents. Among the primary objectives are studies aimed at the improvement of crucial procedures and tools in linguistic documentation (e.g. the *Linguistic Bibliography*, classifications and terminologies, mechanized systems), selective bibliographical coverage, as well as long-range planning in cooperation with interested professional groups such as the Permanent International Committee of Linguists (CIPL); the Committee on Linguistic Information (CLI), for which the Program maintains the secretariat; and the International Federation for Documentation (FID).

The Program is administered by Alfred Pietrzyk, Director, assisted by Mrs. Kathleen Lewis, Bibliographer.

Psycholinguistics Seminar

A Psycholinguistics Seminar will be held at the Communication Sciences Laboratory, Department of Speech, University of Florida, June 7-18. The purpose of the seminar is to provide an intensive training program in psycholinguistics for pre- and post-doctoral students who show high research potential. The faculty will include Wallace E. Lambert, Center for Advanced Study in the Behavioral Sci-

ences; Norman A. McQuown, University of Chicago; Sol Saporta, Center for Advanced Study in the Behavioral Sciences; Henry Lee Smith, Jr., State University of New York at Buffalo; Joseph M. Wepman, University of Chicago; and George J. Wischner, University of Pittsburgh; Paul Moore, Seminar Director, Donald Dew, Harry Hollien, Michael Levy, and Norman Markel, University of Florida.

The seminar is supported in part by a training grant from the Vocational Rehabilitation Administration, and traineeships and scholarships will be available to a limited number of qualified students. Applicants should write to Paul J. Jensen, Coordinator, Psycholinguistics Seminar, Communication Sciences Laboratory, University of Florida, Gainesville, Florida 32603.

NDEA New Title XI Includes English as a Second Language

In October 1964, amendments to the National Defense Education Act (NDEA) included appropriations and an extension of the Act through the fiscal year ending June 30, 1968. In these amendments, Part B of Title VI was deleted and Title XI - Institutes was added.

Under the new Title XI, four NDEA institutes in English as a second language are planned for the summer of 1965, to be attended by a total of 220 participants. The institutes will be held at the University of Arizona, Tucson, June 17-

August 4; the City University of New York, Brooklyn College, New York, June 28-August 13; Columbia University, Teachers College, New York, July 5-20; and the University of Puerto Rico, Río Piedras, June 21-August 6.

The funds authorized under Title XI are for the support of institutes under four main categories. The first category includes history, geography, modern foreign languages, reading, and English. English as a second language comes under the heading of modern foreign languages.

Title XI authorizes \$32,750,000 for the year ending June 30, 1965, and for each of the three succeeding fiscal years. It also continues to provide for stipends of \$75.00 a week for persons attending the institutes plus \$15.00 a week for each dependent.

For further information on Title XI NDEA Summer Institutes, write to Language Institute Section, Division of College and University Assistance, U.S. Office of Education, Washington, D.C. 20202.

Studies in Linguistics and Language Learning, a monograph series of the University of Washington, issued its first volume in late 1964: *Lexical and Grammatical Interference in the Speech of a Bilingual Child*, by Paul F. Kinzel (110 pp., \$2.00). Orders and inquiries should be addressed to the Linguistics Department, University of Washington, Seattle, Washington 47406.

Yázigi: Brazil's Leading Institute of Languages

by F. Gomes de Matos

[F. Gomes de Matos is Professor of Linguistics at the Universities of Recife and Paraíba, Brazil. He is also a delegate to the Inter-American Program in Linguistics and Language Teaching. A previous article by Professor Gomes de Matos, "Linguistics in Brazilian University Curriculum," appeared in the October 1963 issue of the LINGUISTIC REPORTER.]

The Instituto de Idiomas Yázigi, with headquarters in São Paulo, Brazil's largest city, and with fifty schools located in the country's main regions, is an outstanding example of successful foreign language teaching in South America.

Living up to its motto "Teaching languages to bring peoples together," the Yázigi Institute offers oral instruction in English, French, German, Italian and Brazilian Portuguese as a foreign language. In São Paulo alone the Institute has



English Class at Yázigi Institute

sixteen schools attended by 3,000 students.

Yázigi's rapidly growing prestige is due to such factors as its strong sense of national unity in methodological orientation, production of its own materials, meticulous teacher training programs and its ambitious Department of Studies and Research.

The Yázigi Method, as it is referred to in Brazil, stresses the learning of the spoken language through simple but contextually motivating lessons. Sound pedagogical procedures coupled with constantly updated linguistic orientation enable Yázigi's teachers to impart beginning level foreign language habits with good results. Students in Yázigi schools are also provided with audio-visual tools for home learning reinforcement.

The uniformity of basic approach throughout the Yázigi schools has made it possible for the Institute to revise its textbooks continually and through teamwork efforts to produce better materials. At present Yázigi has a three-stage English Course, totaling sixty-one lessons, and French, German, Italian and Portuguese materials covering two stages.

Newer trends in textbook construction and the evergrowing rapport between methodology and applied linguistics are under constant consideration by Yázigi's Executive Board: a praiseworthy example is the production of a fully revised series of books for the English Course. The high-caliber training given to Yázigi's instructors has been placing heavier de-

mands on materials and vice versa: teachers are required to become acquainted with the more accessible works in the field of applied linguistics and to demonstrate adequate competency in the handling of classroom techniques and procedures.

NATIONAL ADVISORY COMMITTEE

In December 1964 the Institute held its first National Convention, making it possible for regional school directors and representatives of the teaching staff from all parts of Brazil to discuss problems and express their views on professional needs and aspirations. The five-day meeting was highlighted by the inauguration of Yázigi's National Advisory Committee—an unprecedented event in the history of foreign language teaching in Brazil—composed of six members, three of whom represent Brazilian education and culture and three of whom are connected with the teaching of linguistics in the universities of Brasília and Recife, in addition to holding key positions in the Inter-American Program in Linguistics and Language Teaching.

The role already being played by such advisers involves the setting up of more realistic policies for the Department of Studies and Research and the raising of Yázigi's pioneering linguistic publication, *Estudos*, to the status of a truly significant Brazilian journal of theoretical and applied linguistics under the general editor-

ship of Prof. Joaquim Mattoso Câmara, Jr., Brazil's best known linguist and president of the Asociación de Lingüística y Filología de América Latina.

FUTURE PLANS

Yázigi's plans for the near future, as described by its president, Fernando Silva, include the establishment in São Paulo's Experimental School of a research-and-training center provided with an audio-visual laboratory in order to stimulate experimentation with different pedagogical approaches. Great emphasis is to be placed on the production of contrastive materials (Portuguese-English) by teacher-trainees who display unusual interest in descriptive linguistics.

Yázigi's interest in encouraging realistic foreign language teaching in Brazil can also be illustrated by two significant forthcoming events. One of these is the sponsoring of the First Seminar of Linguistic Orientation for Secondary School Teachers, to be held in Rio de Janeiro in July under the joint auspices of Yázigi, the Ministry of Education and Guanabara State Education Department. This two-week seminar, which will focus on principles of linguistics and the contributions of applied linguistics to the Brazilian

situation, will be the first of its kind to draw the attention of secondary school teachers to the relevance of linguistics to foreign language teaching problems. In addition to the participation of leading Brazilian specialists, there will be a number of guest lecturers from abroad.

The second event will be Yázigi's financing the participation of a number of its teacher-trainers in the Instituto Lingüístico Latino-americano to be held in Montevideo, December 27, 1965-February 28, 1966. (This is the first time that an institute comparable to the summer Linguistic Institute held in American universities will be held in a Latin American country. All courses will be given in either Spanish or Portuguese.)

A long-cherished dream of Yázigi's Executive Board as well as of all those who are connected with the Institute is to change it into a nonprofit organization, a characteristically Brazilian Center of Applied Linguistics, in order to contribute to the cause of better foreign language teaching across national frontiers. As an institution which has already received official government recognition in the form of an agreement with the Ministry of Education, the Yázigi Institute is certainly destined to play a major role in the development of linguistics and language teaching in the Americas.

with the heaviest concentrations in New York (162), California (156), and the District of Columbia (106). 147 American linguists are scattered throughout various foreign countries. Approximately 20 per cent of the total number of linguists are women.

As was anticipated, most linguists (930) are employed by educational institutions. The next largest group (100) of employed linguists are to be found in nonprofit organizations. Almost as many (98) are employed by governmental agencies (both federal and other). Private industry accounts for another 64, and 126 report that they are not employed (including those who are at present students). The exact work-activities of the respondents have not yet been completely analyzed.

For those contemplating a career in linguistics, it may be of interest to note that of the 1301 respondents reporting a degree, 729 indicate that they have received a Ph.D., 407 have a master's, with only 162 at the bachelor's level.

Linguistic principles of second language pedagogy is reported as the primary area of specialization by 290; history of specific languages, by 167; and structural analysis, by 146.

The median salary of linguists employed full-time is \$9,000, the lowest of all science groups participating in the National Register. The median salary for all scientists in the Register is \$11,000.

As this is the first year the National Register has included linguists as a group, these statistics cannot be compared with those of previous years. For those who may wish to make inter-disciplinary comparisons, the National Science Foundation has published many of the findings of the Register in *Reviews of Data on Science Resources* (Vol. I, No. 2, December 1964), which is obtainable from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402; price five cents.

1. The Roster of Linguists, a register of specialists in linguistics and related fields, which has been maintained by the Center for Applied Linguistics since 1960, readily yields information about individual linguists but is not easily usable to obtain a profile of the entire community.

2. The 1964 National Register includes American citizens and those foreign nationals resident in the United States.

3 See "What is a Scientific Linguist?" *The Linguistic Reporter*, February 1963. (Reprints of this article are available upon request.)

1800 American Linguists?

by Charles Zisa

[Charles Zisa, a Research Assistant on the staff of the Center for Applied Linguistics, is in charge of the Roster of Linguists.]

Although no count has been kept of the relative frequency of the many questions the Center for Applied Linguistics receives daily, certainly two very common ones are: How many linguists are there in the United States? and, How are linguists employed? Until now, the only possible answers to these questions have been educated guesses.¹

Last year, for the first time, a questionnaire directed specifically toward linguists was circulated by the Center for Applied Linguistics as part of the fifth biennial circularization of the National Register of Scientific and Technical Personnel of the National Science Foundation. The National Register, a comprehensive program for the registration of U.S. scientists, serves as a source of sta-

tistical information useful in estimating supply, level of training, type of work performed, and related data on qualified personnel in critical science fields, and especially as a means for identifying and locating such personnel in the national interest. The questionnaires circulated during 1964 have been analyzed and the information they contain has been made available. It is now possible to provide a statistical profile of the linguistic community.

Of the almost 2500 individuals who returned completed questionnaires, 1351 were classified as linguists² on the basis of criteria developed by the Center for Applied Linguistics.³ It can be estimated that using these data as a base, along with previous surveys, the total number of linguists in the United States is about 1800. Linguists are to be found in every state save North Dakota and Wyoming,

The Center for Applied Linguistics is a nonprofit, internationally oriented professional organization, established in 1959 and incorporated in 1964 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, D.C. 20036. 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.

English-Teaching Information Centre

The English-Teaching Information Centre (ETIC), established and maintained by the British Council, aims to serve as a clearinghouse, study centre and bureau for the diffusion of information about all aspects of teaching English as a second or foreign language throughout the world. Its services are freely available to all those professionally concerned in Britain or overseas, whether as teachers, trainers of teachers, research workers, administrators or writers. The Director of ETIC is G. E. Perren.

ETIC has established a network of communication with individuals and institutions in more than a hundred countries where English is taught as a second or foreign language. In Britain it maintains close relations with relevant university departments and with centres of training and research.

Although ETIC does not itself conduct educational or linguistic research, it is concerned with providing materials for research and with encouraging relevant research projects. It may initiate and conduct surveys of special problems for this purpose.

LIBRARY AND ARCHIVES

The Centre possesses a specialised reference library of about 8,000 volumes, covering all aspects of teaching English, as well as such allied subjects as linguistics, psychology and educational theory and practice related to language teaching. The library includes a comprehensive collection of textbooks and courses used overseas, and holds an international selection of over 120 periodicals dealing with education, language-teaching and linguistics.

In addition to the library of published books, archives of unpublished materials

are maintained. These comprise data from over 125 countries about English teaching, including reports, records and statistics, and information about experimental projects and current research. Material from the archives may readily be consulted by all those professionally concerned.

A register of current research and experiment into English-teaching problems is being developed. This will enable individuals and institutions with common interests to be put into direct touch with one another and to avoid unnecessary duplication of work, and will make new material more widely known.

PUBLICATIONS

At the present time ETIC produces three kinds of publications:

English-Teaching Abstracts: a quarterly review of published articles and papers relevant to teaching English as a second language. Each issue contains 40-50 summaries drawn from about 20 periodicals which are regularly scanned.

English-Teaching Bibliography: a select classified and annotated bibliography listing books in print covering a wide field. Sections cover courses and textbooks as well as psychology, linguistics, the theory and practice of language teaching and the English language. In loose-leaf form, the bibliography is kept up to date by periodic supplements.

ETIC Occasional Papers: short studies aiming to provide information on subjects of current interest or to survey special problems. Titles now in print are: "Foreign and second language teaching in the USSR," by E. Glyn Lewis, 1962, 16 pp; "English as second language: Academic courses in Great Britain 1964/5; Teaching, linguistics and phonetics, Eng-

lish studies," 1964, 31 pp; "Linguistic problems of oversea students in Britain," by G. E. Perren, 1963, 15 pp.

At present these publications are distributed free to correspondents at home and overseas, although in the future a charge may have to be made for them. The Center for Applied Linguistics serves as the United States distributor for the *Abstracts* and the *Bibliography*. The *Occasional Papers* are distributed only by ETIC.

All correspondence should be addressed to: English-Teaching Information Centre, The British Council, State House, 63 High Holborn, London, W.C.1, U.K.

Centre de Linguistique Appliquée de Dakar

[The following account is based upon a communication from Jacques Golluet, Secrétaire Général du C.L.A.D., Université de Dakar-Fann, Sénégal.]

The Centre de Linguistique Appliquée de Dakar (CLAD) was established in June 1963 at the Université de Dakar, Sénégal, to conduct research in the various languages of French-speaking West Africa, particularly Senegal, and to apply the results of such research to the teaching of French and English. Other objectives of CLAD include the preparation of teaching materials and the training of African specialists in linguistic research and language teaching techniques. CLAD will also act as an information center for language problems in that area of West Africa.

The first study undertaken by CLAD concerned the teaching of French in Senegal with emphasis on the interference of Wolof in written and spoken French. In June 1964, a report was issued entitled "L'enseignement du français au Sénégal en milieu scolaire, Enquête 1964." The report will be published later this year. CLAD is continuing the study of the teaching of French to the various linguistic groups of Senegal and an investigation of the teaching of English has also been undertaken. CLAD is also setting up a Comité pour l'établissement de Systèmes Graphiques pour les langues Sénégalaises, with the objective of devising writing systems for the following languages: Wolof, Toucouleur, Diola, Sérér, and Bambara-Mandingo. The work of the Committee is scheduled for completion by the end of 1966.

Sixth International Conference on Second Language Problems

by Sirarpi Ohannessian

[*Mrs Ohannessian, a specialist in problems connected with English as a second language, is Director of the English Program, Center for Applied Linguistics*]

The sixth annual International Conference on Second Language Problems was held in Dublin, Ireland, from March 24 to 27. It was attended by thirty-five participants from France, Great Britain, the United States, Senegal, Germany, and Ireland. The host was Father Colmán Ó Huallacháin, O.F.M., of An Teanglann, Gormanston College, Co. Meath, Ireland.

At the opening session the participants were welcomed by Dr. P. J. Hillery, Minister of Education for the Republic of Ireland. A number of the sessions that followed were devoted to reports on significant developments in second language teaching, such as new policies and programs, research, materials and techniques. Other topics on the agenda included language testing, problems facing university departments in the training of teachers of English as a second language, the preparation of African teachers of English and French, the teaching of an additional European language in Sub-Saharan Africa, the relationship between developing national languages and English, and a proposed survey of varieties of educated English throughout the world.

The conference is an informal annual meeting mainly concerned with problems in the use, teaching, and learning of a second language, especially the languages of wider communication in Asia, Africa, and Latin America. It is sponsored jointly by the Center for Applied Linguistics (CAL), the Bureau d'Etude et de Liaison pour l'Enseignement du Français dans le Monde (BEL), Paris, and the English-Teaching Information Centre of the British Council (ETIC), London. Each year a limited number of people are invited to attend the meeting. So far over 80 people from some 15 countries have attended the six conferences, beginning with two in London in 1960; Nijmegen, 1962; Besançon, 1963; Rome, 1964. [See the *Linguistic Reporter*, April 1962, May 1963, June 1964.]

The majority of participants are specialists in the field of second language teaching drawn from universities, foundations, or government agencies in France,

Great Britain, and the United States. At each conference there are a few specialists invited from other countries, such as Canada, Sweden, and Italy; international organizations such as UNESCO; and one or two participants from areas with second language problems. The participants this year were: P. Alexandre, Ecole Nationale des Langues Orientales Vivantes, Paris; R. A. Becher, Nuffield Foundation, London; T. de Bhaldraithe, Univ. College, Dublin; G. Capelle, BEL; Mme G. Capelle, BEL; A. Culioli, Univ. de Paris; A. Davies, Univ. of Edinburgh; H. Evrard, Ministry of Education, Paris; C. A. Ferguson, CAL; W. N. Francis, Brown Univ.; Mrs. M. D. Gadsden, Peace Corps;

Centro Italiano di Linguistica Applicata

by Renzo Titone, S.D.B.

[*Rev. Renzo Titone, Director of the Italian Center for Applied Linguistics, teaches in the Graduate School of Education, Salesian University of Rome, Italy. He is at present Visiting Professor of Applied Linguistics at Georgetown University, Washington, D.C.*]

The Centro Italiano di Linguistica Applicata (CILA) was established in Rome on 22 November 1964 by a group of foreign language teachers and university professors interested in the development of research and organization in the field of applied linguistics. The need for such an institution has been felt especially lately, as Italian teachers of foreign languages have been pressed by the urgent necessity of improving the methodology of foreign language teaching in the schools.

CILA has the following main objectives:

(1) To supply Italian language teachers with up-to-date clearinghouse services in the field of applied linguistics: Information will be conveyed to all those interested by means of a bulletin and through a series of publications, reports, and translations intended to offer an adequate overview of progress being made in this field throughout the world.

(2) To encourage teacher experimentation in methods and techniques with a view to devising new procedures for the teaching of modern foreign languages or testing accepted ones.

(3) To organize and coordinate re-

D. Girard, BEL; J. Golliet, Centre de Linguistique Appliquée de Dakar; D. W. Grieve, Dorset, England; D. P. Harris, TOEFL; A. H. King, British Council; R. B. Le Page, Univ. of York; E. G. Lewis, Dept. of Education and Science, London; Miss W. H. B. MacBride, Univ. of Dublin; A. H. Marckwardt, Princeton Univ.; A. McIntosh, Univ. of Edinburgh; D. Y. Morgan, British Council; T. Ó Dombhalláin, Dept. of Education, Dublin; Miss S. Ohannessian, CAL; Father C. Ó Huallacháin, Franciscan College, Gormanston, Eire; F. R. Palmer, Univ. College of North Wales; G. E. Perren, British Council; J. A. Quinn, Ford Foundation; R. Quirk, Univ. College, London; J. Roggero, Ministry of Cooperation, Paris; W. F. Twaddell, Brown Univ.; M. A. Vent, AID; H. P. Walz, Heidelberg; P. G. Wingard, Univ. of Manchester.

search under the special initiative of CILA members.

(4) To foster development in the study of neglected languages.

(5) To promote the establishment of courses, institutes in applied linguistics at the university level, and the holding of conferences and refresher courses in the trends and methods of contemporary applied linguistics, especially for benefit of primary and secondary school teachers.

The organization of the CILA is that of a research center. It has a threefold organizational basis: (a) a *Permanent Central Committee* composed of a director, an organizational and administrative secretary, and a limited number of researchers; (b) *nonresident collaborators*, who are invited to offer their support in well-defined research projects and field work (these are generally in-service foreign language teachers); (c) *specialist consultants*, i.e. experts in linguistics and teaching methodology, who are occasionally turned to for advice about special projects.

CILA, in order to achieve maximum efficiency in its field of interest, aims at establishing cooperative relations with similar foreign or international centers and associations, particularly such organizations as AILA (Association Interna-

See CILA, 5, Col. 1

Clearinghouse for Self-Instructional Language Materials A Project of the Center for Applied Linguistics (Together with a Selective Bibliography)

by Janet D. Griffith and Catherine J. Garvey

In July 1964, the Center for Applied Linguistics established the Clearinghouse for Self-Instructional Language Materials with major financial support from a contract (No. DA-44-196-AMC-0015 (E)) with the Defense Language Institute, Department of Defense. The purpose of the Clearinghouse is to provide information on programmed instruction in foreign languages (including English as a foreign or second language) to government agencies, educational institutions, and others interested in the development, testing, and use of programmed foreign language instructional materials.

PROGRAM CHARACTERISTICS

In order to limit the scope of Clearinghouse activities and clarify the distinction between programs and other kinds of materials used in foreign language instruction, the following list of program characteristics has been followed. Materials that do not meet all, or nearly all, these criteria are not considered as programs.

1. The *terminal objectives* of the program—the skills and behaviors the student is to acquire through instruction by the program—are *precisely specified and measurable*. For example, F. Rand Morton has stated as one of the terminal objectives of his Spanish program "Mastery of standard phonological system of language as demonstrated by use of discriminatory abilities in echoic vocal behavior similar to those of a 10 year old native speaker."

2. The terminal objectives are stated in terms of specific behaviors; these are then analyzed and a *sequence of relatively small, incremental steps* leading to them is developed. Each step in the program sequence builds upon what the student has learned in preceding steps. The incremental nature of programmed materials, in which successful completion of each progressively difficult step is the condition for moving to the next, more advanced step in the sequence, distinguishes them from such materials as regular language laboratory tapes.

3. At each step, the student *responds*, generally actively, to the material presented. The material in each step is designed to elicit a specific response from the student, so that his progress toward the terminal objectives of the program proceeds under the control of the program sequence. Having the student respond to the material at every step also ensures a very high response rate (up to as many as several hundred responses in an hour) and makes him an active participant in the learning situation.

4. After each response the program generally provides a *confirmation* or model of the correct response, enabling the student to check his response and correct any error he may have made.

5. The student determines his own rate of progress through the programmed materials; he is *self-paced*, rather than forced to proceed at the rate of the entire class. An exception to this pattern of self-pacing is found in some foreign language programs in which the student must learn to make oral responses quickly and automatically and so is allowed only a limited amount of time in which to respond.

6. The student makes relatively *few errors*. Each step in the sequence should be clearly written and carefully sequenced so that the student can proceed through the program without making frequent errors. A low error rate probably contributes to sustained motivation on the part of the student, as well as reducing the opportunity for repeating and possibly learning incorrect responses.

7. All or most student learning can take place without the intervention of a teacher; programs are intended to be *primarily self-instructional*. A frequent compromise between total self-instruction and teacher instruction is to have a large proportion of class work conducted self-instructionally, with the teacher holding conversation sessions with the students in order to check their progress and give them guided practice in conversational situations.

8. The last major characteristic of a program is *program testing*. An essential step in the development of an effective instructional program is constant testing with students and revision on the basis of the findings of these trial administrations. Through this

Janet D. Griffith is Project Associate, Clearinghouse for Self-Instructional Language Materials. Catherine J. Garvey is Director of the Self-Instructional Language Project.

procedure, the program's effectiveness in achieving a specified set of objectives with a specified student population can be ensured.

CLEARINGHOUSE ACTIVITIES

One of the main activities of the Clearinghouse has been to collect information on programs already developed and in use at the present time. Copies of available programs have been obtained and placed on display for inspection in the Clearinghouse offices. Individual programs have been examined and descriptive information sheets have been prepared.

Books, journals, and research and theoretical papers relevant to programmed foreign language instruction have also been collected and are available for study. Selective bibliographies are being compiled.

As new programs are developed or received, and as additional information becomes available, the information sheets and the bibliographies are revised or expanded. Both the information sheets and bibliographies may be obtained by interested individuals and organizations, who may be placed on a mailing list to receive them.

Another main project of the Clearinghouse is a survey of the use of programmed foreign language instruction in a number of American colleges and universities. This survey was begun in September 1964 and will continue through the summer of 1965. Preliminary results are reported in the Report on Clearinghouse Activities to March 1965.

In addition to collecting information on programs already available, the Clearinghouse is interested in new program development projects and, when possi-

ble, samples of newly-developed materials are obtained for display. Also, at the request of several program developers, information on their recently developed programs is being made available to potential users in order to encourage experimental use of the materials.

In an effort to locate information on program development and use in other countries, correspondence is being conducted with persons active in programming in various parts of the world.

Another activity, initiated recently, is the collecting of programs for teaching English as a native language, particularly for elementary reading instruction and for speakers of non-standard English. Copies of several such programs have already been obtained, and in cooperation with the CAL Research in Progress project, information is being collected on other programming activities in this area. No information sheets are available on programs for teaching English as a native language.

In addition, the Clearinghouse is interested in gathering further information on the use of foreign language programs in schools and colleges and on program development projects, and will welcome information from those who are using programmed foreign language or English materials (particularly literacy or reading programs) or who are developing such materials. Such information should be addressed to Janet D. Griffith, Clearinghouse for Self-Instructional Language Materials, Center for Applied Linguistics, 1755 Massachusetts Avenue, N.W., Washington, D.C. 20036.

The Clearinghouse will undertake further activities as new problems and information needs emerge.

Selective Bibliography of Materials Relating to Programmed Instruction in Foreign Languages

THE FOLLOWING bibliography has been compiled from books, journals, and papers collected by the Clearinghouse for Self-Instructional Language Materials. It is selective both in the subjects covered and in the titles included under each subject. It is primarily intended for use by persons who are active in language teaching but who are not necessarily familiar with the principles and methods of programmed instruction and their application to language teaching. The subject categories have been chosen to provide general background information and to cover the general area of foreign language programming and the development of individual programs.

The selection of individual titles within each category reflects several different concerns. A few papers and books written some years ago are included because of their historical importance. A number of general books on programmed instruction have been listed because of their usefulness to those who are not already familiar with the field. Many of the references include extensive bibliographies.

The list of titles on research in foreign language teaching is far from exhaustive, as the Clearinghouse has not attempted a comprehensive survey of research in this area. In addition to research reports which relate more directly to programmed foreign language

instruction, a few papers on student factors in language learning and on basic principles of language teaching have been included because they are relevant to all foreign language instruction, whether programmed or instructor-based.

1. Programmed Instruction

1.1. General References

BERLIN CONFERENCE. *Bericht über die internationale Konferenz programmierter Unterricht und Lehrmaschinen, Berlin 1963*. Berlin: F. Cornelsen Verlag, 1964.

Many of the papers are in English, including several on the state of programming activities and program use in different countries.

DECECCO, John P. *Educational technology: Readings in programmed instruction*. New York: Holt, Rinehart & Winston, 1964.

A collection of readings on programmed instruction, emphasizing the relationship between the psychology of learning and programmed instruction. Includes groups of papers on such subjects as stimulus factors, response mode, individual differences, and the function of knowledge of results in programmed learning. Also has several papers on the evaluation and use of programs in the schools.

Fry, Edward B. *Teaching machines and programmed instruction*. New York. McGraw-Hill, 1963.

A useful introduction to programming and teaching machines, which includes pictures and descriptions of several kinds of program presentation devices. Different chapters deal with program objectives, programming techniques, and a number of problems in program construction and evaluation. Also includes, in an appendix, Fry's detailed list of program characteristics, Classification of variables in a programmed learning situation.

GLASER, Robert & Reynolds, James H., eds. *Teaching machines and programmed learning, Volume II: Data and directions*. Washington, D.C.: Department of Audio-Visual Instruction, National Education Association. [In press.]

The successor volume to the Lumsdaine and Glaser book listed below, with papers on program development and research since 1960. Scheduled for publication in July 1965.

GREEN, Edward J. Programmed learning. *Encyclopaedia Britannica*: 1964.

A very brief, clear summary of the field of programmed instruction.

LUMSDAINE, A.A. & Glaser, Robert, eds. *Teaching machines and programmed learning: A source book*. Washington, D.C.: Department of Audio-Visual Instruction, National Education Association, 1960.

Includes reprints or abstracts of most of the papers written on programmed instruction to that time, including a number that are not available elsewhere. One of the most important books in the field.

LYSAUGHT, Jerome P. & Williams, Clarence M. *A guide to programmed instruction*. New York: John Wiley & Sons, 1963.

A clearly written, useful introduction to programs and programming, organized in order of the steps taken in constructing a program. Meant to be used as an introduction both for those who plan to write programs and for those who wish to become familiar with programming methods in order to make effective use of programs written by others.

MARKLE, Susan Meyer. *Good frames and bad: A grammar of frame writing*. New York: John Wiley & Sons, 1964.

A program on programming. Discusses and utilizes linear, branching, and other styles of programming, and includes a section on program editing, containing a number of practical problems for the student to work out. [The author is active in program writing (Dr. Markle has also written the junior high school vocabulary development program, *Words*, and other programs) and in the general field of programmed instruction.]

RESNICK, Lauren B. Programmed instruction and the teaching of complex intellectual skills: Problems and prospects. *Harvard Educational Review*, 1963, 33, 439-471.

A discussion of the application of the principles of programming to the analysis of complex intellectual

behaviors, and the development of techniques for shaping these behaviors from simpler ones.

SKINNER, B. F. The science of learning and the art of teaching. *Harvard Educational Review*, 1954, 24, 86-97. Also in A. A. Lumsdaine & R. Glaser, eds., *Teaching machines and programmed learning: A source book*. [Listed above.]

———. *Teaching Machines*. *Science*, 1958, 128, 969-977. Also in A. A. Lumsdaine & Glaser, eds., *Teaching machines and programmed learning: A source book*. [Listed above.]

These two papers by B. F. Skinner were central to the beginning of widespread interest and activity in programming in the past decade.

STOLUROW, Lawrence M. *Teaching by machine*. Washington, D.C.: Office of Education Cooperative Research Monograph No. 6, OE-34010, 1961.

An examination of programs, programming principles, and teaching machines of different degrees of adaptability, in their relationship to various characteristics of the learner. Includes a chapter on research findings and an extensive bibliography.

WILEY, JOHN & SONS. *A guide for Wiley authors in the preparation of auto-instructional programs*. New York: John Wiley & Sons, 1963.

Guidelines for program writing, developed by one of the most active program publishers.

1.2. Lists of Available Programs

CENTER FOR PROGRAMED INSTRUCTION. *Programs, '63: A guide to programed instructional materials available to educators by September 1963*. Washington, D.C.: Office of Education, OE-34015-63, 1963.

Programs, '63, a list of 352 programs available at that time, gives information on publisher, price, program format, and other program characteristics, and includes a sample page or pages for each program.

———. *Programed instructional materials-'64-'65*. New York: Bureau of Publications, Teachers College, Columbia University. [In press.]

This supplement to *Programs, '63* is expected to be ready in June 1965.

HENDERSHOT, Carl H. *Programmed learning: A bibliography of programs and presentation devices*. Bay City, Michigan: Carl H. Hendershot, 4114 Ridgewood Drive, 1964.

Lists individual programs and information on their cost, publisher, availability, etc., though no samples of programs are included. Also has information on publishers and program presentation devices. Supplements to this bibliography are issued periodically.

1.3. Reviews of the Literature and Research

HOLLAND, James G. Research on programming variables. In R. Glaser & J. H. Reynolds, eds., *Teaching machines and programmed learning, Volume II: Data and directions*. [Listed above, sec. 1.1.]

A review of the research on programming variables, written by a colleague of B. F. Skinner's and the co-

author with Skinner of the program, *The analysis of behavior*.

JOINT PUBLICATIONS RESEARCH SERVICE. *Teaching machines and programmed learning in the Soviet bloc. (A Survey of the Published Literature, 1962-1963)*. U.S. Department of Commerce, February 18, 1964.

Summarizes published Soviet literature on programming activities and teaching machines, including reports on several foreign language programs and presentation devices. Includes bibliography of Soviet literature in the field

SCHRAMM, Wilbur. *The research on programed instruction: An annotated bibliography*. Washington, D.C.: Office of Education, OE-34034, 1964.

Includes, in addition to the annotated bibliographic listings, an introduction summarizing the results of research on different program variables.

SILBERMAN, Harry F. *Self-teaching devices and programed materials*. Santa Monica: System Development Corporation, Publication SP-663, 1962.

Reviews and summarizes the research on programming variables and the studies comparing programs with other methods of instruction. Also includes a discussion of trends and problems in the field of programming, as well as a bibliography.

1.A. Program Evaluation

JOINT COMMITTEE ON PROGRAMED INSTRUCTION AND TEACHING MACHINES. *Criteria for assessing programed instructional materials*. *Audio-Visual Instruction*, 1963, 8, 84-89.

The 1962 Interim Report of the Joint Committee on Programed Instruction and Teaching Machines established by the American Educational Research Association, the American Psychological Association, and the Department of Audio-Visual Instruction, NEA. Provides guidelines for program selection by teachers and others not closely familiar with programmed instruction. Has been printed in a number of journals concerned with education.

LANE, Harlan L. & Geis, George. A program for reviews and a review of a program in linguistics. In Harlan L. Lane, et al., *Experimental analysis of the control of speech production and perception: 6*, Ann Arbor: University of Michigan, Department of Psychology-Behavior Analysis Laboratory, 1964. 15 p.

A list of questions to be asked by the reviewer of a program, illustrated by utilizing them in a review of *A Programed Introduction to Linguistics*, by Cynthia D. Buchanan.

ROTHKOPF, Ernst Z. Some observations on predicting instructional effectiveness by simple inspection. *Journal of Programed Instruction*, 1963, 2, 19-20.

"Twelve educators were asked to predict the effectiveness of seven self-instructional arrangements of anthropological information from simple inspection of the programs. The rank correlation between these predictions and observed effectiveness was $-.75$." [Journal abstract.]

A REPLICATION of Rothkopf's experiment and a discussion of the significance of the results of both experiments can be found in the following: MARKLE, Susan M. It figgers. *NSPI Journal*, 1965, 4 (2), 4-5.

STOLUROW, Lawrence M. Problems in evaluating automated instruction *Teachers College Record*, 1961, 63, 66-70. Reprinted and abridged in J. P. DeCecco, *Educational technology: Readings in programmed instruction*. [Listed above, sec. 1.1.]

Stresses the danger of unduly restricting programmed instruction by the adherence to rigid evaluative criteria based on presently available programs. Also emphasizes the need for basic research in the field and the importance of fitting programs into broader educational systems.

TRACEY, William R. Program reviewers checklist. *NSPI Journal*, 1965, 4 (1), 6-7.

A series of suggested questions to be used by a program reviewer in discussing different features of a program. The *NSPI Journal*, in which the checklist appears, is attempting to publish one or more program reviews in each issue. The checklist also appeared in the December 1963 issue of the same journal.

2. Studies on Foreign Language Teaching

ASHER, James J. Vision and audition in language learning. *Perceptual and Motor Skills*, 1964, 19, 255-300.

A report on a series of experiments on the transfer of learning from one sensory modality to another, between audition and vision. Uses paired-associate material from several languages.

DELATRE, Pierre. Research techniques for phonetic comparison of languages. *IRAL*, 1963, 1, 85-97.

———. Comparing the prosodic features of English, German, Spanish and French. *IRAL*, 1963, 1, 193-210.

———. Comparing the vocalic features of English, German, Spanish and French. *IRAL*, 1964, 2, 71-97.

———. Comparing the consonantal features of English, German, Spanish and French. *IRAL*, 1964, 2, 155-203.

A series of four papers on Delattre's use of speech spectrography, synthetic speech, and other techniques of phonological analysis in research on problems of pronunciation in foreign language learning.

GOROSCH, Max & Axelsson, Carl-Axel. *English without a book*. Berlin: Franz Cornelsen Verlag, 1964.

A report on the research and development of partially-programmed audio-visual materials for teaching English to Swedish elementary school children.

GOTTSCHALK, Günther H. An experiment in the machine scoring of workbook exercises. *Modern Language Journal*, 1964, 48, 356-360.

An experiment using a commercially available teaching machine in an effort to determine the cost and feasibility of student self-scoring of homework.

GRAVIT, Francis W. & Valdman, Albert. *Structural drill and the language laboratory*. Bloomington: Indiana University, 1963.

The Report of the Third Language Laboratory Conference, held at Indiana Univ. March 29-31, 1962.

LANE, Harlan, et al. *Experimental analysis of the control of speech production and perception, Vols. 1-6*. Ann Arbor: University of Michigan, Department of Psychology-Behavior Analysis Laboratory, 1961-1964.

A series of progress reports, each describing several completed studies on the analysis of speech characteristics. They include a number of reports on research related to second language learning, particularly problems in analyzing and teaching pronunciation.

MUELLER, Theodore H. & Leutenegger, Ralph R. Some inferences about an intensified oral approach to the teaching of French based on a study of course dropouts. *Modern Language Journal*, 1964, 48, 91-94.

Students who dropped out of a televised audio-lingual section of first semester French were compared with students who completed the course, using student interviews and scores on the Seashore Measures of Musical Talents test.

NOSTRAND, Howard Lee, et al. *Research on language teaching: An annotated international bibliography for 1945-61*. Seattle: Univ. of Washington Press, 1962.

A supplement to this work, listing research undertaken since the first bibliography, is presently being compiled by the University of Washington.

PIMSLEUR, Paul; Mace, Larry; & Keislar, Evan. *Preliminary discrimination training in the teaching of French pronunciation*. Los Angeles: Univ. of California, 1961

A report of laboratory research testing the hypothesis that preliminary training in discriminating good from poor foreign language pronunciation will enable students to acquire better pronunciation than students who have not had prior discrimination training. Discrimination training materials used in the research were programmed, requiring active responses from the student and providing immediate confirmation of them

PIMSLEUR, Paul; Mosberg, Ludwig; & Morrison, Andrew L. Student factors in foreign language learning. *Modern Language Journal*, 1962, 46, 160-170.

A review of the experimental literature on the effect of various student characteristics such as intelligence, verbal ability, pitch discrimination, and motivation on foreign language learning.

PIMSLEUR, Paul; Sundland, Donald M.; & McIntyre, Ruth D. *Under-achievement in foreign language learning*. Final Report to Office of Education on Contract OE-2-14-004, dated April 1963.

A study of the characteristics of high-school students whose grades in foreign language courses were at least one grade-point lower than their average in other subjects.

REICHARD, Joseph R. *Experimentation in the development of more effective methods of teaching foreign languages by making extensive use of electro-mechanical aids*. Oberlin College, September 1962. Final Report to Office of Education.

A report of an experiment to determine whether an instructor using a number of electro-mechanical aids can, without impairment of student achievement, teach twice as many students as he had previously.

RIVERS, Wilga M. *The psychologist and the foreign-language teacher*. Chicago: Univ. of Chicago Press, 1964.

An examination of the assumptions of audio-lingual language instruction in terms of psychological learning theory and research.

SAWYER, Jesse; Ervin, Susan; Silver, Shirley; D'Andrea, Joanne; & Aoki, Haruo. *The utility of translation and written symbols during the first thirty hours of language study*. Berkeley: University of California, 1962. Report of research performed under contract with U.S. Office of Education

A report of an experiment to determine whether the presence of a written text and the use of translation at the start of foreign language instruction impair or facilitate learning of different foreign language skills, and the effect of different orders of presentation of translation and untranslated materials on learning. The students were taught spoken Japanese, using a text printed in a modified phonetic script.

SCHERER, George A. C. & Wertheimer, Michael. *A psycholinguistic experiment in foreign-language teaching*. New York: McGraw-Hill, 1964.

The report on a two-year experiment comparing audio-lingual with more traditional instruction in the first two years of college German. Various tests were developed and administered to test student proficiency in the different language skills.

TORREY, Jane. *The learning of grammar: An experimental study of two methods*. Progress Report on U.S. Public Health Service Research Grant No. 07167. New London, Conn.: Connecticut College, February 1965.

A laboratory experiment on the learning of word order in a foreign language, comparing learning from pattern drills with learning of vocabulary plus grammar. Three types of Russian sentences and eleven form-classes of Russian words were used for the experimental material.

YOUNG, Clarence W., & Choquette, Charles A. An experimental study of the relative effectiveness of four systems of equipment for self-monitoring in teaching French pronunciation. *IRAL*, 1965, 3, 19-49.

The four systems used were: 1 & 2: No student recording and playback; one condition had feedback through activated earphones (AF), one had inactivated feedback (IF); 3 & 4: Student recording and playback; one condition had short delay (1.5 seconds) from beginning of student utterance (SD); other had long delay (LD). Four experiments, using high school and college students having no previous experience with French, are reported.

3. Programmed Foreign Language Instruction

3.1. General Papers

WORKING COMMITTEE II of the 1962 Northeast Conference on the Teaching of Foreign Languages. Programmed learning: "A new look at learning" In William F. Bottiglia, ed., *Reports of the working committees*, Oxford, Ohio: American Classical League Service Bureau, 1963, 19-60.

A summary for foreign language instructors of the field of programmed instruction, with particular reference to problems of programming foreign languages. Includes extensive samples from two language programs, a list of research projects in progress, and a selected bibliography.

CARROLL, John B. A primer of programmed instruction in foreign language teaching. *IRAL*, 1963, 1, 115-141.

This paper is divided into two major sections: a general introduction to programmed instruction; and the application of programmed instruction to the teaching of foreign languages, including comments on several of the foreign language programs available, and a discussion of some problems faced in the development of programs and the use of programs in the schools.

LANE, Harlan L. Programmed learning of a second language. *IRAL*, 1964, 2, 249-301.

This paper, written by a Skinnerian psychologist, includes a survey of the psychological and linguistic research on a variety of problems related to programmed instruction in foreign languages, such as discrimination training. The discussion is divided into two sections in which Lane, following Skinner's formulation, treats formal repertoires (in which the stimulus and response are directly related in a one-to-one fashion) and thematic repertoires (corresponding more closely to the ability to form meaningful utterances). A table summarizes available programs in foreign languages, characterizing them in the terms of this theoretical outlook. Also includes an extensive bibliography of research relating to programmed instruction in foreign languages.

3.2. Programming Principles, Research, and Development

BARCUS, Delbert, Hayman, John L., Jr.; & Johnson, James T., Jr. Programming instruction in elementary Spanish. *Phi Delta Kappan*, 1963, 44, 269-272. Reprinted and abridged in J. P. DeCecco, *Educational technology: Readings in programmed instruction*. [Listed above, sec. 11.]

Report on the development and use in the Denver public schools of a program for teaching Spanish reading and writing to sixth grade students who had already completed a year of audio-lingual instruction in the language.

BELL, Robert & McDonald, Pearl S. *Experimental use of self-instructional courses in Russian and Spanish by secondary school students*. Arlington, Virginia: Arlington County Public Schools, April 1964.

A report on the use of the Audio-Lingual Language Programming Project (ALLP) Spanish and Russian programs with twelve Arlington high school students in a summer session course.

CARROLL, John B. *Programmed self-instruction in Mandarin Chinese*. Wellesley, Massachusetts: Language Testing Fund, 1963.

A report on Carroll's development and use of a Mandarin Chinese program with his language program presentation device called the Audio-Visual Instructional Device.

——— & Leonard, Graham. *The effectiveness of programmed "Grafdrills" in teaching the Arabic writing system*. Cambridge, Massachusetts: Laboratory for Research in Instruction, Graduate School of Education, Harvard University, 1963.

The "Grafdrills" were developed from the Phonetic Script section of the Modern Language Aptitude Test and used in several experiments comparing their effectiveness with that of other methods of teaching the writing of Arabic script.

EGLI, William. Some linguistic aspects of programming English as a foreign language. Paper read at the International Conference on Modern Foreign Language Teaching, Berlin, September 2, 1964.

This paper, and those by Julian Watts and Jerome B. White listed below, deal primarily with the development of four EFL programs by General Programmed Teaching Corporation—Europe for publication by Encyclopaedia Britannica. Egli's paper discusses the choice of content for the programs.

MARQUARDT, William F. Programmed instruction: General principles for the teaching of English as a second language. *Language Learning*, 1963, 13 (2), 77-83.

Discusses some of the principles of programming in relation to the programming of foreign languages, particularly English as a foreign language.

MARTY, Fernand. *Programming a basic foreign language course: Prospects for self-instruction*. Roanoke, Virginia: Audio-Visual Publications, 1962.

This is one of several publications by Fernand Marty about his development of *Active French: Dialogues* and *Active French: Foundation Course*. Discusses the programming principles he followed, some of the techniques used, and gives a description of the course materials developed to that time (these have since been revised).

MORTON, F. Rand. The language laboratory as a teaching machine. *International Journal of American Linguistics*, 1960, 26, 113-166. Also appears as Volume I of Publications of the Language Laboratory, Series Preprints and Reprints, Ann Arbor, University of Michigan, no date.

One of the few papers by Morton that is readily available. Includes a statement of his programming principles and a description of his 1953-54 experiment in elementary Spanish instruction at Harvard, which forms the basis, in content and procedure, of the ALLP Spanish program. Provides an introduction to Morton's work and that of the Audio-Lingual Language Programming Project.

——— et al. *Programming of audio-lingual language skills for self-instructional presentation. Selected work papers presented at the first conference of language programmers*. Ann Arbor: University of Michigan, Publications of the Language Laboratory, Series Preprints and Reprints, Volume VI, 1961.

A selection of papers presented at the April 1961 conference held at the University of Michigan. Includes papers by most of those active in foreign language programming at the time, several of whom have not published elsewhere. The most complete account of the field of foreign language programming in 1960-61.

MUELLER, Theodore H. *Trial use of the ALLP French Program at the University of Akron, 1963-64*. Akron: University of Akron, 1964.

A detailed report on Mueller's use and revision at the University of Akron of the French program he developed under the Audio-Lingual Language Programming (ALLP) Project directed by F. Rand Morton. A second report, on the revision and use of the final version of the program, will be submitted to the U.S. Office of Education in August 1965.

NEWMARK, Gerald *A new design for teaching foreign languages using dramatic motion pictures and programmed learning materials*. Santa Monica: System Development Corporation, Publication SP-1027, 1962.

On the development of a multi-media system for teaching foreign languages (Spanish) to elementary school students, emphasizing instruction in listening comprehension and a general audio-lingual approach.

———. *Research in programmed instruction in Spanish with seventh-grade students*. Santa Monica: System Development Corporation, Technical Memorandum TM-895/103/00, 1964.

A report of research conducted by System Development Corporation, in which a published Spanish program was used with seventh-grade students and systematically revised on the basis of student performance in order to increase the program's effectiveness. A series of remedial branches and fast tracks for the various language skills were developed, and students assigned to different branches on the basis of diagnostic tests administered at intervals through the program sequence.

ROCKLYN, Eugene H.; MOREN, Richard I.; & ZINOVIEFF, Andre. *Development and evaluation of training methods for the rapid acquisition of language skills*. HumRRO Research Report 9, January 1962. Alexandria, Virginia: Human Resources Research Office of the George Washington University.

A report on the development of the Contact I prototype program for teaching a limited amount of Russian for frontline questioning to members of the armed forces.

ROCKLYN, Eugene H. The evaluation of self-instructional foreign language courses. Paper presented at the Annual Convention of the National Society for Programmed Instruction, San Antonio, Texas, April 1-4, 1964. Mimeo., 13 p.

A discussion of some principles of program evaluation and a report on the final evaluative testing of the Contact II Russian program.

These reports of the research on the development of the HumRRO Contact Russian and Chinese programs are summarized and updated in the following paper.

———. Application of programmed instruction to foreign language and literacy training. Paper presented at the Conference on the Military Applications of Programmed Instruction, North Atlantic Treaty Organization Science Committee, Naples, Italy, Apr. 20-23, 1965.

SALTZMAN, Irving J. Programmed self-instruction and second language learning. *IRAL*, 1963, 1, 104-114.

Dr. Saltzman is an experimental psychologist active in foreign language programming. This paper discusses some of the research undertaken by Saltzman and his colleagues in developing their program, *Beginning Russian*.

———. *The construction and evaluation of a self-instructional program in Russian*. Indiana University. Final Report on Office of Education Title VII Project No. 658, no date.

A detailed report on the content, development, and underlying principles of the entirely self-instructional, one semester introductory Russian course being prepared by Saltzman and others at Indiana University.

SAPON, Stanley M. Programmed learning and the teacher of foreign languages. In the Final Report of the Seminar in Language and Language Learning, Department of Romance Languages and Literatures, University of Washington, 1962.

A brief discussion of some problems and issues in the development of foreign language programs and the training of foreign language teachers.

SCHAEFER, Halmuth H. A vocabulary program using "Language redundancy." *Journal of Programed Instruction*, 1963, 2, 9-16.

A description and report on Schaefer's German vocabulary program, in which an increasing number of German words and structures were substituted for English ones in Poe short stories. A discussion of the same research appears in the report of the Berlin Conference. [Listed above, sec. 1.1.]

VALDMAN, Albert. Toward self-instruction in foreign language learning. *IRAL*, 1964, 2, 1-36.

Discussion of the content and use of the Multiple Credit Elementary French (MCEF) program developed by Valdman, Belasco, and Cintas at Indiana University.

WATTS, Julian A. Administering and testing a series of self-instructional language programmes. Paper read at the International Conference on Modern Foreign Language Teaching, Berlin, September 4, 1964.

This paper, like those by Egli and White, describes the development of the GPTC-EB programs in English as a foreign language, Watts being primarily concerned with developmental testing of the programs. He includes a discussion of a formula for figuring pre-test to post-test gain scores, based on the ratio of actual gain to maximum potential gain.

WHITE, Jerome B. Foreign language learning in the light of programming theory and technique. Paper read at the International Conference on Modern Foreign Language Teaching, Berlin, September 2, 1964.

This paper, like those by Egli and Watts, focuses on the development of the GPTC-EB EFL programs. It also includes some general remarks on foreign language programming and discussion of the other language programs developed by GPTC.

3.3. Reviews of Programs and Publications

CARROLL, John B. Reviews of: Fernand Marty, *Programming a basic foreign language course: Prospects for*

self-instruction; and: F. Rand Morton et al., *Programming of audio-lingual language skills for self-instructional presentation*. *Contemporary Psychology*, 1962, 7, 437-439.

———. Sorcerer's apprentice at large. *Contemporary Psychology*, 1964, 9, 188-90.

A review of *Writing Russian Script*, by Irving J. Saltzman.

SALTZMAN, Irving J. One man's average is another man's genius? *Contemporary Psychology*, 1964, 9, 238.

A comment on Carroll's review of *Writing Russian Script*.

VALDMAN, Albert. Reviews of: Fernand Marty, *Programming a basic foreign language course: Prospects for self-instruction*; and: Eliane Burroughs, *A programmed course in French phonetics*. *French Review*, 1963, 36, 419-422.

4. Journals Publishing Articles Relevant to Programmed Instruction in Foreign Languages

AV Communication Review. Department of Audio-Visual Instruction, National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036.

Audio-Visual Instruction, Department of Audio-Visual Instruction, National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036.

Contemporary Psychology: A Journal of Reviews. American Psychological Association, 1200 17th Street, N.W., Washington, D.C. 20036. [The Instructional Media section, edited by A. A. Lumsdaine, occasionally publishes reviews of foreign language programs and of publications on programming.]

IRAL. International Review of Applied Linguistics in

Language Teaching. Julius Groos Verlag, Gaisbergstrasse 6-8, 69 Heidelberg, Germany.

Journal of Programed Instruction. The Center for Programed Instruction of the Institute of Educational Technology, Teachers College, Columbia University, New York, New York 10027.

Mitteilungen über Programmierte Instruktion. Marianne Hitz, Jahnstrasse 101, 61 Darmstadt, Germany.

Modern Language Journal. The National Federation of Modern Language Teachers Associations, 450 Ahnaip Street, Menasha, Wisconsin 54952.

NSPI Journal. [The Journal of the National Society for Programmed Instruction] Trinity University, 715 Stadium Drive, San Antonio, Texas 78212.

Programed Instruction. [Bulletin of the Center for Programed Instruction.] The Center for Programed Instruction of the Institute of Educational Technology, Teachers College, Columbia University, New York, New York 10027.

Programmiertes Lernen und Programmierter Unterricht. Franz Cornelsen Verlag, Binger Strasse 62, 1 Berlin 31, Germany.

5. Materials Available from the Clearinghouse

Descriptive information sheets on programs available for teaching foreign languages. These give publisher, cost, student level, program content, and other descriptive information on commercially available foreign language programs and several programs that are not yet published but are available for experimental use. No information sheets are currently available on programs for teaching English. Also available is the *Report on Clearinghouse Activities to March 1965*.

tionale de Linguistique Appliquée), CAL (Center for Applied Linguistics), UNESCO, the Conseil de l'Europe, etc.

The current year (1965) will be marked by activities such as the following:

(1) Studies carried out by the members of the Permanent Committee: Problems of style from the standpoint of modern linguistic analysis; The contributions of A. Martinet to modern phonology; Problems in the analysis, selection, and grading of the basic grammatical structures of contemporary French; A critical examination of recent trends in the analysis of English grammar; Motivation in foreign language learning (this project is already completed).

(2) A project is underway to initiate

Second National Conference On Teaching English to Speakers of Other Languages

[The following is based on a communication from Edward M. Anthony, Chairman of the Department of General Linguistics, University of Pittsburgh, and a member of the TESOL Conference Planning Committee]

More than 750 people attended the Second Annual Conference on Teaching English to Speakers of Other Languages, held in San Diego, California, March 12-13. As in the case of the 1964 Tucson Conference, the meeting 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. Those listed as participants in the formal programs represented institutions located in nineteen states, Puerto Rico, the District of Columbia, and three foreign countries—an indication of the breadth and appeal of the Conference.

Cecil Hardesty, San Diego County Superintendent of Schools, welcomed the group at the Friday general session. He was followed by W. Freeman Twaddell of Brown University, who stressed the problems of vocabulary analysis and its relationship to language teaching, and Robert Lado of Georgetown University, who discussed the principles of applied linguistics. Sirarpi Ohannessian of the CAL, Planning Committee Chairman, presided.

a "Collana di Linguistica Generale e Applicata," a series which will contain original works as well as translations from English, French, and German.

(3) A "Glossario di Linguistica Applicata," by R. Titone is being published serially in the periodical *Le Lingue del Mondo* (Via Capodimondo, Firenze). It will eventually appear as the first volume of the above series.

(4) While no bulletin is being published as yet, CILA issues a monthly *Comunicato*, carrying news of the linguistic world, résumés of articles of interest published in different periodicals, and bibliographies.

Those interested in further information about the activities of CILA are invited to write to the Secretary, CILA, Via Val Maira 20, Roma, Italy.

The Saturday general session featured talks by Clifford Prator of the University of California at Los Angeles, who reviewed the teaching of English overseas, and Afton Dill Nance of the California State Department of Education, who spoke about the problems of teaching English to speakers of other languages in California. A report by David P. Harris, Director of the Program for the Testing of English as a Foreign Language, concluded the session. James R. Squire of NCTE presided.

Morning and afternoon speakers and panel programs on both Friday and Saturday ranged from pure linguistics and concepts of applied linguistics to teacher training, teaching problems on various educational levels and in various locations, and opportunities for service in the U.S. and abroad.

A set of consultant sessions on Friday afternoon allowed participants to discuss their teaching problems with specialists in several areas. Also on Friday some twenty organizations, governmental, professional, and private, gave those attending an opportunity to meet with their representatives and discuss their programs. Commercial and noncommercial exhibits were available to those interested.

At the banquet on Friday evening, the group was privileged to hear a talk "English Language Capability: A World Demand," by Philleo Nash, Commissioner, Bureau of Indian Affairs, United States

Department of the Interior. William Work of the Speech Association of America introduced Mr. Nash.

The summation and planning session on Saturday was devoted to a consideration of the development of an independent association for teachers of English to speakers of other languages.

General Chairman of the Local Committee, Robert A. Bennett of the San Diego Public Schools, and his colleagues were responsible for the excellent arrangements in San Diego.

Linguists wanted

ANTHROPOLOGICAL LINGUISTICS at the University of Western Australia. Senior Lecturer beginning 1966; salary range £2,750 to £3,250; to conduct course in anthropological linguistics, supervise advanced students, carry out research.—Junior or Senior Research Fellow in Australian aboriginal languages beginning 1965; salary range £1,900 to £3,250; to record and study aboriginal languages, conduct and supervise research.—Post-Graduate research scholars in Australian aboriginal languages, three appointments beginning 1965; salary range £982 to £1,065; to study and present thesis in aboriginal languages.—Fares to and from Australia will be paid. Write to The Registrar, The University of Western Australia, Nedlands, Western Australia.

AUSTRALIAN NATIONAL UNIVERSITY has vacancy effective 1965 for new post of Lecturer in Linguistics to teach undergraduate courses in general linguistics and to engage in research. Applicant should have a good general knowledge of linguistic theory; some teaching and research experience desirable. Preference will be given to candidates with special interest in anthropological linguistics or in contemporary syntactic theory. Salary range £2,400-£3,170 p.a. Further information and summary forms which must accompany an application from C. G. Plowman, Registrar, School of General Studies, The Australian National University, P.O. Box 4, Canberra, A.C.T., Australia.

PH.D. IN ENGLISH AS A SECOND LANGUAGE or doctoral candidate who has completed all graduate credits for degree in the field, to teach in a new program in Applied Linguistics beginning September 1965. Woman preferred. Opportunity for research in bilingual and bicultural (French-English) area. Further information and application forms from Dr. Monika Kehoe, Marianopolis College, 3647 Peel St., Montreal 2, Canada.

meetings and conferences

- June 18-19. Canadian Linguistic Association. Vancouver, British Columbia.
- June 24-August 18. Linguistic Institute of the Linguistic Society of America, 18th. Ann Arbor, Michigan. [Write: O. L. Chavarría-Aguilar, Department of Linguistics, University of Michigan, Ann Arbor, Michigan 48104.]
- July 12-August 6. European Seminar on General and Applied Linguistics, 1st. Besançon, France. [Write: L'Association Française de Linguistique Appliquée, 9 rue Lhomond, Paris, 5ème, France.]
- July 12-23. Seminar on Linguistic Orientation, 1st. Rio de Janeiro, Brazil. [Write: F. Gomes de Matos, Rua da Aurora, 103 - 1.º, Recife, Pernambuco, Brazil.]
- July 30-31. Linguistic Society of America, Summer Meeting. Ann Arbor, Michigan.
- August 17-20. Congress of the International Federation of Modern Language Teachers. Uppsala, Sweden.
- August 26-31. World Congress of Phoneticians, 2nd. Tokyo, Japan.
- September 1-9. International Congress on Romance Linguistics and Philology, 11th. Madrid, Spain.
- September 5-10. International Congress of Dialectologists, 2nd. Marburg, Germany.

Linguistics at the University of Victoria

Beginning in September 1965, the Department of Linguistics of the University of Victoria, B.C., will offer programmes leading towards the degree of B.A. Several of the courses are also open to students who are not following a programme in linguistics but who are interested in some particular aspect of linguistics such as phonetics, the study of the English language, introductory courses in linguistics.

The Department of Linguistics advises its students at the undergraduate level to follow one of three routes: Linguistics and English; Linguistics and Modern or Classical Languages; Linguistics and Anthropology. Courses include introduction to linguistics, culture and language, general linguistics, seminar in linguistics, seminar in languages, the growth and structure of modern English, field methods in linguistics, Indo-European, and contrastive linguistics. Inquiries may be addressed to Professor M. H. Scargill, Head, Department of Linguistics, University of Victoria, Victoria, B.C., Canada.

LEXICOGRAPHICAL CENTRE FOR CANADIAN ENGLISH

The Department of Linguistics has a special interest in the Lexicographical Centre for Canadian English, a research centre supported by the Canadian Lin-

guistic Association. The Centre possesses a unique collection of materials for the study of the vocabulary of Canadian English and is open to scholars from all countries. The Director is M. H. Scargill.

Kenneth Mildenerger Returns to the MLA

On 1 September 1965, Donald D. Walsh will retire as Director of the MLA Foreign Language Program and Kenneth W. Mildenerger will become Director of Programs. In this capacity he will take responsibility for the educational and research activities of the Modern Language Association in both English and the modern foreign languages. Since 1962, Mr. Mildenerger has been Director of the Division of College and University Assistance of the United States Office of Education. From 1959-1961 he was Chief of the Language Development Section of the U.S. Office. From 1952-1958 he was successively Research Associate, Associate Director, and finally Director of the MLA Foreign Language Program.

As Director of Programs for the MLA, Mr. Mildenerger will be the principal liaison between the Association and foundations and the federal government.

book notices

Kirghiz Manual, by Raymond J. Hebert and Nicholas Poppe. (Indiana University Publications, Uralic and Altaic Series, 33.) Bloomington, Indiana; The Hague, Mouton & Co., 1963. vii, 152 pp. \$3.00.

Intended to serve as a reference grammar with readings and a glossary for those wishing to learn to read the modern language. The book consists of 15 lessons devoted to the grammar, followed by 20 graded reading selections drawn from literature published since the Soviet Revolution. The Kirghiz material is given in the modified Cyrillic alphabet now in use, with accompanying transcription in the grammar lessons. Kirghiz is spoken by about one million people, most of them in the Kirghiz SSR. The manual was produced under a contract with the U.S. Office of Education.

Modern Mongolian: A Primer and Reader, by James E. Bosson. (Indiana University Publications, Uralic and Altaic Series, 38.) Bloomington, Indiana; The Hague, Mouton & Co., 1964. ix, 256 pp. \$3.50.

Designed to serve as a textbook for the person who wishes to acquire a reading knowledge of Modern Mongolian (i.e. the official written language of the Mongolian People's Republic), this book includes a comprehensive outline of the grammatical structure of the language and a selection of reading materials chosen from such sources as folktales, modern short stories, and fictional essays; political material has been avoided as much as possible. Individual vocabularies accompany lessons 1-10; notes on difficult constructions, etc., accompany lessons 11-30. The text concludes with a glossary and an index of suffixes and particles. All the Mongolian material is given in its present Cyrillic orthography; no transcription. This work was produced under a contract with the U.S. Office of Education.

Mongol Reader, by William M. Austin, John G. Hangin, and Peter M. Onon. (Indiana University Publications, Uralic and Altaic Series, 29.) Bloomington, Indiana; The Hague, Mouton & Co., 1963. xii, 264 pp. \$3.00.

Primarily designed as a second-year course in Mongol, this reader may also be used by those desiring a knowledge of written Mongol only. To this end, all the vocabulary (about 2,800 items) is given as new, and an outline summary of Mongol grammar, spread through the first nine units, has been included. Because of various inadequacies in the Cyrillic script devised for present-day Mongol, a morphophonemic transcription is given for the text of the first six units and for the vocabularies throughout. Units 11-19

contain modern written material from Outer Mongolia, taken chiefly from newspapers; the text of the remaining units (1-10, 20-30) was composed by Hangin and Onon from their knowledge of Mongol stories; history and civilization. Following the text is a Mongol-English glossary. This new and revised edition (first ed. 1956) was produced under a contract with the U.S. Office of Education.

Introductory Linguistics, by Robert A. Hall, Jr. Philadelphia, Chilton Books, 1964. xiii, 508 pp. \$7.50.

This elementary textbook presents the fundamentals of linguistics in eighty lesson-length chapters, treating the major topics usually included in beginning courses. Chapters 1-5 are general background; 6-40 cover descriptive linguistics; 41-43, "Linguistic Geography"; 44-45, "Writing and Language." Principles of historical linguistics are introduced in Part IV (Chapters 46-66), "Linguistic Change." This section deals with types of possibilities for changes, and also with pidgin and creolized languages. The last fourteen chapters explore wider relationships involved in the study of language. There is a 15-page bibliography of works cited. Frequent cross-references are provided in the text.

The author's stated objective is ". . . to present the fundamentals of linguistics, and especially those aspects which are accepted by most or all scholars, in such a way as to serve as a basis either for obtaining a basic understanding of the nature and functioning of language, or for going on to advanced study with the help of more detailed and technical presentations."

The Structure of Language: Readings in the Philosophy of Language, by Jerry A. Fodor and Jerrold J. Katz. Englewood Cliffs, N.J., Prentice-Hall, 1964. xii, 612 pp. \$9.95.

"Our primary incentive in compiling this anthology has been to bring to the attention of philosophers basic papers in the theory of language which suggest a new approach to philosophizing about language" (p. vii). Underlying this approach is the conception that "basing the philosophical study of language upon the theoretical insights and concrete results of empirical linguistics is the only way to obtain a philosophy of language sharing the systematic orientation characteristics of Positivism and the attention to details of usage characteristic of Ordinary Language Philosophy but which, unlike both, determines its generalizations and theoretical constructions on the basis of an adequate methodology" (pp. vii f.). To this end, the compilers have assembled a collection of twenty-three articles, nearly a third of them here published for the first

time. Most of the papers are by linguists; heavy emphasis is given to the transformational, generative approach to grammar. Following the Introduction, the papers are grouped under five headings: linguistic theory; grammar; extensions of grammar; semantics; psychological implications. Each section is preceded by an editor's introduction which presents background information and/or discusses the main problems treated in the section. The anthology is also intended to serve as a text for courses in the philosophy of language at the advanced undergraduate and graduate levels.

Phonetics: History and Interpretation, by Elbert R. Moses, Jr. Englewood Cliffs, N.J., Prentice-Hall, 1964. xi, 239 pp. \$6.75.

Intended for the more advanced undergraduate or graduate student, this historical and evaluative treatment of the phonetics field documents the development of the science in its various phases and provides detailed accounts of research and experimentation in progress in various phonetic laboratories throughout the world, especially in Europe. Chapters are devoted to the history of phonetics, the history of palatography, the phoneme, the vowel, phonetics and psychology, acoustic phonetics, phonetics in linguistics, phonetic instrumentation. Each chapter is provided with an extensive working bibliography.

Dictionary of Russian Personal Names, with a Guide to Stress and Morphology, compiled by Morton Benson. Philadelphia, University of Pennsylvania Press, 1964. v, 175 pp. \$4.75.

This is the first definitive treatment of the morphological structure and stress of Russian surnames, approximately 23,000 of which are listed in the Dictionary with their stressed syllables indicated. Ascertaining the position of the accent on Russian surnames is often a vexing problem for the foreigner, and this work will for that reason be welcome to students and teachers of Russian. The dictionary also contains a chapter on Russian given names, and deals with corresponding diminutives and patronymics. Compilation of this work was supported by a contract with the U.S. Office of Education.

The New Appleton Dictionary of the English and Portuguese Languages, edited by António Houaiss and Catherine B. Avery. New York, Appleton-Century-Crofts, 1964. 1,321 pp. \$11.75.

This dictionary is divided into two parts: English-Portuguese and Portuguese-English, containing a total of approximately 120,000 entries. Up-to-date American and Brazilian usage is stressed, and pronunciations for both the English and Portuguese main entries are given in phonetic transcription.

African Studies at Northwestern

The Program of African Studies at Northwestern University is conducted by an interdepartmental committee; participating departments include African Languages and Linguistics, Anthropology, Economics, Geography, History, Political Science, and Sociology. The Director is Gwendolen Carter (Political Science).

The program is concerned with the systematic study of African peoples and culture in the past and in their contemporary setting. A major objective is the development of bibliographic resources for research; the holdings of the present African collection comprise over 30,000 books, subscriptions to more than 300 periodicals, and subscriptions to 30 newspapers from all parts of the Sub-Saharan continent.

Course offerings in the Department of African Languages and Linguistics (Jack Berry, Chairman) include Twi and Yoruba (elementary, intermediate, advanced), African Linguistics (phonology, typology, historical and comparative), Field Procedures, African Literature, Research in African Linguistics, and a seminar in African Sociolinguistics.

Students enrolled in the Program of African Studies receive their degrees in the participating departments; no degrees are awarded in African studies as such. Applications for admission and inquiries about financial aid should be addressed to the Graduate School, Northwestern University, Evanston, Illinois 60201.

Foundations of Language: International Journal of Language and Philosophy, published its first number in January. It will appear quarterly; the subscription price is \$11.75 per year. Subscriptions and business correspondence should be addressed to D. Reidel Publishing Company, P.O. Box 17, Dordrecht, The Netherlands. The journal has a seven-man board of editors and thirty-four consulting editors; John W. M. Verhaar, Ateneo de Manila, Manila, Philippine Islands, is managing editor; J. F. Staal, Universiteit van Amsterdam, Amsterdam, The Netherlands, is review editor. The editors invite contributions which deal either with the foundations of language, study the impact of language on various disciplines, or render the results of research in particular areas fruitful for other fields of study. Normally only articles in English will be accepted.

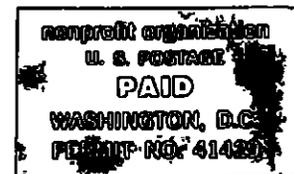
The Linguistic Reporter

Newsletter of the

Center for Applied Linguistics

1755 Massachusetts Avenue, N.W.

Washington, D.C. 20036



The University of Montreal will offer this summer (July 5–August 13) a special program: *Linguistique appliquée à l'enseignement des langues*. The program will cover a variety of subjects: Methodology of Applied Linguistics, Programmed Learning and Teaching Machines, Pronunciation of French, Teaching French as a Second Language, Teaching English as a Second Language, Teaching French Pronunciation, Audio-visual Methods and the Language Laboratory, Teaching Spoken French in Secondary Schools, Teaching Written French in Secondary Schools. The program will be under the direction of Guy Rondeau, professor of applied linguistics at the University of Montreal. For information write to Guy Rondeau, Department of Linguistics, c/o Extension Department, University of Montreal, P.O. Box 6128, Montreal 3, Canada.

Journal of Linguistics, the journal of the Linguistics Association of Great Britain, published its inaugural issue in April. The *Journal* is concerned with all branches of linguistics, both theoretical and applied, and will contain papers reporting original work, reviews of current books, and brief notes and comments on points arising out of recent publications. Contributions are welcomed from linguists in all countries.

Articles should normally be written in English, but articles in French, German, and Russian may also be considered. All articles and books for review should be sent to the Editor, Professor J. Lyons, David Hume Tower, George Square, Edinburgh 8, U. K. One volume of the *Journal* will be published each year in two parts. The subscription price is 40s.; U.S.A. \$7.50; single parts are available at 25s. each; U.S.A. \$4.50. Orders may be sent direct to the publisher, Cambridge University Press, Bentley House, 200 Euston Road, London, N.W. 1, England; or in U.S.A. or Canada, to the Cambridge University Press, American

1965 Guggenheim Fellowships in Linguistics

The John Simon Guggenheim Memorial Foundation recently announced its fellowship awards for 1965. Of the 313 fellowships, totaling \$2,115,700, seven were awarded in the general area of linguistics. They are: James Barr (Princeton Theological Seminary) *The semantics of biblical language*; Larry D. Benson (Harvard) *Old English narrative techniques*; Martin D. S. Braine (Walter Reed Army Institute of Research) *A comparison of the ontogeny of English and Hebrew grammatical structure*; Roger William Brown (Harvard) *The child's acquisition*

Branch, 32 East 57th Street, New York, N.Y. 10022.

The Linguistics Association of Great Britain was founded in 1959 to promote the study of linguistics and to provide for its members both a forum for discussion and facilities for cooperation in furtherance of their interest in linguistics. The Association meets twice yearly at different places; original papers are presented and special topics are discussed at symposia and colloquia. Particulars of the Association and application forms for membership may be had from the Honorary Secretary, Mr. C. J. E. Ball, Lincoln College, Oxford, England.

of grammar; Stanley B. Greenfield (Oregon) *Syntax in Old English poetry*; Herbert L. Kufner (Cornell) *Contrasts in linguistic structure between English and German*; Gertrud L. Wyatt (Psychological and Speech Therapy Services, Wellesley Public Schools) *Language development and language disorders in children*.

Since its establishment in 1925, the Guggenheim Foundation has granted eighty-four other awards in linguistics. The Foundation is now located at 90 Park Avenue, New York, N.Y. 10016.

UNIVERSITY OF ESSEX LANGUAGE CENTRE

by Peter Strevens

[Peter Strevens is Professor of Applied Linguistics in the University of Essex, Colchester, and Director of the University's Language Centre. He was formerly Professor of Contemporary English at Leeds and has also worked in the Universities of Edinburgh and Ghana.]

The concept of a Language Centre is a radical departure from the conventional ways of dealing with foreign languages. Most universities in Britain and Europe have departments of French, of German, of Russian, of Spanish, etc., each of which offers, broadly speaking, a degree course in literature and/or philology. At Essex, by contrast, no modern language

departments have been set up in the usual sense. Instead, a Department of Literature has been established which does not restrict itself to English Literature but studies also literature written in the languages of the current areas of choice for Comparative Studies: Russian, Spanish and Portuguese. Similarly, all language work is concentrated into a Language Centre.

The Language Centre is unusual not only in uniting the study and teaching of several different languages into a single department but also in accepting that some of the language teaching will be

offered to absolute beginners. Departments of French and German normally accept students only if they have A-level G.C.E. results at a high standard, and they can reasonably regard the provision of beginners' courses as being outside the function of a university department. But less fortunate languages, like Russian and even Spanish, have for long recognised that if they relied for their students upon the trickle of applicants already possessing A-level, or even O-level, they would have very few students indeed. Many such departments perforce accept students with no previous knowledge of the language, although the staff sometimes regard the basic teaching of beginners as a chore which they would prefer not to have to carry out; many of them recognise, too, that they are not always properly prepared for this highly specialised task.

The Language Centre at Essex is prepared to consider for any of its main courses students with no previous experience of a given language. In order to deal with them as effectively as possible we propose to make use of the most modern methods of teaching, including the use of language laboratories, audio-visual courses, and any other aids that can make the task more rapid and efficient.

Foreign languages are being taught in the Language Centre as a *tool*. Thus, students in Comparative Studies may elect to study the literature and government of Latin America; in order to do this they



JOHN CONSTABLE: Wivenhoe Park, [Colchester] Essex
 Courtesy the National Gallery of Art, Washington, D.C.
 Widener Collection

need a sufficient command of Spanish or Portuguese. In our present degree framework the languages are not being taught as an end in themselves, nor does philology play any significant part in our courses, which concentrate on providing for the students the ability to understand the spoken language, to speak it acceptably, and to read and write it; in short, to be able to *use* the language in their degree studies.

The Language Centre has four functions, which may be summarised as follows:

1. Foreign language teaching for undergraduate and postgraduate courses.
2. Research and development in the linguistic sciences, language teaching and allied fields.
3. Professional and vocational courses, e.g. in-service and 're-training' courses for language teachers; postgraduate courses for translators and interpreters, etc.
4. Foreign language and other courses for groups outside the University (e.g. Russian for businessmen, etc.)

FOREIGN LANGUAGE TEACHING

Practical language teaching is already being given in Spanish, Russian and French, for students in the Schools of Comparative Studies and Social Studies. It should be explained that students reading for a degree in Comparative Studies concentrate, in their first degree year, upon the Literature and Government of Britain, while for their second and third years they not only specialise in *either* Literature *or* Government, but also choose, as an area for comparison, either North America, or Latin America, or the Soviet Union. Undergraduates who elect to study Latin America or Russia are admitted for a preliminary year of full-time study in the Language Centre, unless they already have Spanish or Portuguese or Russian to a high standard (at least A-level). During this year they spend some 20 hours per week on language work. Once they embark upon their degree course proper, further 'follow-up' work will be provided to extend their linguistic ability and enable them to tackle more advanced texts in government and literature, in their chosen foreign language.

Undergraduates reading Social Studies may choose in their first year between Mathematics and a foreign language. Those choosing a language may take either Russian, Spanish, or French, and

they receive a total during the year of about 70 hours of instruction. Clearly this can bring the students to only a limited objective; ability to write the language is therefore subordinated to ability in understanding, speaking, and reading it. As far as possible the later stages of the teaching will be related to the specialised requirements of the degree courses. If they wish they will be able to select a language option in the second and third years.

Students of Physical Sciences will be encouraged to take a short intensive language course, probably in Russian or German, at the end of their second year.

RESEARCH AND DEVELOPMENT

The major difficulty in establishing a Language Centre along these lines is the shortage of suitable teaching courses. During the coming years we shall be developing a wide range of courses specially adapted to our particular needs in the various languages we offer. But before this process of development can go far a great deal of research must first be carried out. The Nuffield Foundation, on the recommendation of the National Committee for Research and Development in Modern Languages, has made an award of £40,700 over the next four years for a programme of analysis and description of contemporary spoken and written Russian. This award includes a contribution towards the collection of texts in the special registers of literature, government, politics, economics and sociology in several languages. We are also interested in stylistics (the area where literature and linguistics converge), and in the English language problems of immigrant children. Individual research by members of staff and by postgraduate students will also be encouraged. It is a basic assumption of the work in the Language Centre that advances in language teaching must make use of the latest research in phonetics and linguistics, as well as in techniques of teaching.

PROFESSIONAL AND VOCATIONAL COURSES

In October 1966 we hope to establish a one-year M.A. course with two 'wings': one for existing teachers of foreign languages in this country who wish to acquire specialist training in applied linguistics and modern techniques of language teaching, the other for teachers of English as a foreign language. Another course projected for the future is one for graduate translators and interpreters. Brit-

ain is short of such courses at the university level and with the present growth of international organisations and specialised meetings we feel that there is an urgent need to be met.

The University has not yet decided whether it will offer a course of initial teacher training for graduates, and, if so, what form it would take. But if such a course is established the Language Centre would expect to offer a contribution to the training of those who propose to specialise as teachers of foreign languages.

EXTERNAL COURSES

It has always been the intention that the facilities of the Language Centre should be so used as to make available courses outside the University, as well as within its degree framework. Starting in 1965 we hope to offer a series of courses in various languages for businessmen and other groups. These will be practical courses aimed at the needs of particular people. Plans are not yet complete, but one possible pattern that is being considered is of courses lasting 10 weeks, at 10 hours per week (e.g. 2 hours per evening, 5 evenings a week), repeated four times a year. We are already contemplating courses in Russian and several other languages, but the introduction of each course will depend on the support which can be expected for it, since these courses must be financially independent of central University funds.

This is a time of far-reaching changes in the nature of foreign language teaching and in the pattern of the national provision for learning languages. Essex hopes that its Language Centre will contribute to current developments both by its teaching courses within the University and outside, and also by the establishment of strong programmes of research in general and applied linguistics.

Psycholinguistics Seminar at Gainesville

A two-week Communication Sciences Seminar in Psycholinguistics, sponsored by the Vocational Rehabilitation Administration, was held at the University of Florida, Gainesville, June 7-18. The Seminar Coordinator was Dr. Paul J. Jensen, of the Communication Sciences Laboratory in the Department of Speech.

Thirty-six pre- and post-doctoral participants from over twenty institutions attended, representing the fields of linguistics, experimental and clinical psy-

chology, speech pathology, audiology, and anthropology. Six outside speakers were invited to address the Seminar: Sol Saporta (University of Washington) linguistics; Norman A. McQuown (University of Chicago) paralanguage and body motion; Wallace E. Lambert (McGill University) aspects of bilingualism; George Wischner (University of Chicago) learning, communication, and verbal conditioning; Henry Lee Smith, Jr. (State University of New York at Buffalo) linguistics; and Joseph Wepman (University of Chicago) analyses of verbal behavior. Local staff members who addressed the Seminar included Harry Hollien, associate Director of the Communication Sciences Laboratory, and Paul Jensen, Donald Dew, Norman Markel, and John Levy, as well as Charles Morris of the Department of Philosophy.

The daily sessions were scheduled from nine to five, with several evening sessions, including a visit to the Communication Sciences Laboratory, to see demonstrations of machines for the study of the voice and larynx. The variety of disciplines represented by the speakers and the participants led to a great deal of discussion and exchange of information, both inside and outside the formal sessions. The subjects most discussed included current theories in linguistics and psychology, treatment of retarded and autistic children, aphasia, language development, and semiotics.

CAL Publishes New Edition of "University Resources"

University Resources in the United States for Linguistics and Teacher Training in English as a Foreign Language. 1965. Washington, D.C., Center for Applied Linguistics, 1965. 112 pp. 50 cents.

This fourth revised, and considerably expanded, edition of *University Resources* establishes a new format for the presentation of information on programs in Linguistics, Teacher Training in English as a Foreign Language, and English for Foreign Students. The seventy-seven universities included are listed in alphabetical order, with separate sections for each of the above categories. Under each section the following information is presented: department, department chairman, degrees offered; staff, with academic rank and field of specialization; course offerings or course areas; summer workshops, seminars, institutes, etc.; research programs or projects. A tabular index of all the universities listed and their programs appears at the end of the volume.

The Center for Applied Linguistics is a nonprofit, internationally oriented professional organization, established in 1959 and incorporated in 1964 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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A Tri-National Teacher Retraining Program in Greece

by John Dennis

[For the past two years, 1963-65, John Dennis, on leave from the Department of English, San Francisco State College, has directed the English language program of the United States Educational Foundation in Greece (Fulbright Foundation, Athens). In September 1965, he will resume teaching at San Francisco State College.]

Greece is probably the only country in the world today with a Prime Minister who is also the Minister of Education. It is hardly accidental, then, that the largest single piece of legislation enacted thus far by the present government is an omnibus education law. The "new law," as it is still called several months after its passage, calls for a number of drastic reforms in the structure and nature of national education. Among the urgent matters which this legislation deals with is the status of foreign languages in the curricula of national secondary schools. Both English and French have been promoted; they are now basic subjects. However, there is a serious shortage of English language teachers in the public schools, and many of those teachers in service are not entirely proficient in their ability to use and teach English.

Consequently, the Greek Ministry of Education requested the Fulbright Foundation and the British Council to design, staff and finance in part a retraining program in Athens for 70 Greek teachers of English during the academic year 1964-65. There were only 120 national secondary teachers of English when the program began in October 1964, and many of them were newly appointed and therefore ineligible for retraining. Thus, the 70 teachers who accepted the Ministry's offer represented most of those eligible.

The program was designed and directed by Professor John Dennis. In order to

give maximum service to the participants, a decision was made to present two programs of nine weeks duration; the first from October to December 1964, and the second from February to April 1965. While on leave to attend the program, participants received their salaries from the Ministry as well as a cost of living allowance and free textbooks from the Fulbright Foundation. During the course of both programs the Ministry paid participants over 500,000 drachmae (\$17,000) in salaries; the Fulbright Foundation, apart from staff salaries, contributed approximately the same amount. The first program was housed in the Hellenic-American Union, the American government's binational center; the second in the British Council's new quarters on Kolonaki Square.

Each program was taught by a staff of eight. The Fulbright Foundation provided five teachers: Professor Dennis; Mrs. Fraida Dubin from the University of California, Los Angeles; Mr. Richard Rystrom, from Diablo Valley College, Concord, California; Miss Georgia Economou, formerly of Hunter College, New York; and Miss Ilse Shapiro, formerly of Georgetown University, Washington, D.C. The British Council staff members were Mr. J.Y.K. Kerr, Director of Studies of the British Council Institute, Athens, and Mr. Alfred Bonar, who teaches at the British Council Institute and at the University of Athens. Mr. Athanasios Papaconstantinou, former president of the Supreme Council of Education, represented the Ministry of Education. Each teacher taught his "specialty," but the staff proved so talented, flexible and

highly-integrated that divisions of subject matter became largely a matter of convenience.

Each program consisted of 22 class hours a week and included these courses: teaching English phonology (American and British), teaching English structure, teaching reading and vocabulary, teaching translation, applied English linguistics, audio-visual materials, Greek educational law, and observation of demonstration classes. Participants did daily assignments deriving from class discussions and a variety of books which included texts by Prator, Jones, Praninskas, Stevick, and Whitehall. The film series, *Principles and Methods of Teaching a Second Language* (sponsored and produced by MLA, CAL and TFC), was also used. Every teacher taught his peers at least once in each methodology class, and all teachers created one complete unit of classroom instructional material as a term project. A diploma was awarded to each teacher by the three sponsoring agencies at the end of each program.

At the end of the first program, the participants submitted an evaluation of the course, which was presented to the Ministry of Education. The staff also presented ratings of the participants for the use of the Ministry in making assignments and promotions. The instructional materials prepared by the Greek teachers were edited, duplicated and distributed to English teachers in the national schools by the Fulbright staff. Two weeks of follow-up visits took place in February 1965, especially to those teachers in provincial areas. Each staff member covered a region of Greece and spent a day or part of a day in observation and consultation with his Greek colleague.

The second program was very similar to the first one, but surely more effective because of the practical wisdom gained from the first program. The same kind of evaluations and follow-up visits were made.

The professional impact of these two programs has been made evident by the comments of the participants and by their demonstrated improvement as teachers of English. Perhaps the greatest achievement of the programs was the creation of a professional identity among the Greek teachers of English in the national schools. In April 1965, they launched an English language teachers association, the first of its kind in Greece.

Conference on Yiddish Dialectology

by Wita Ravid

[Wita Ravid is a member of the staff of the Language and Culture Atlas of Ashkenazic Jewry, Columbia University.]

A conference on Yiddish dialectology sponsored jointly by the YIVO Institute for Jewish Research and the Language and Culture Atlas of Ashkenazic Jewry, Columbia University, was held in New York, June 10-13.

One group of papers dealt with specific dialect areas. U. Weinreich, director of the Atlas, speaking on "The Geographic Makeup of Belorussian Yiddish," presented an outline of the dialect and examined three separate influences that had been acting upon it since the middle of the 18th century. M. I. Herzog, associate director of the Atlas, in his paper, "Yiddish in the Ukraine: Isoglosses and Historical Inferences," showed how features of this dialect could help in establishing a detailed relative chronology of the main phonological innovations of East-European Yiddish. S. Noble (YIVO) dealt with the differentiation of dialects in a single Galician community, while Y. Mark (Great Yiddish Dictionary) presented an analysis of Lithuanian Yiddish.

A considerable part of the conference was devoted to Western Yiddish. F. Guggenheim-Grünberg of Zurich, who had recently expanded her studies of Swiss Yiddish to include other Western varieties, reported on her work among rural Jews in Switzerland and southwestern Germany, and played examples of taped folklore materials. The report of R. Zuckerman, who had made two field trips

to France on behalf of the Atlas, compared Alsatian Yiddish with Alsatian German. M. Hutterer, of Eötvös University, Budapest, who specializes in the study of German and Yiddish dialects in Hungary, spoke on the "Theoretical and Practical Problems of Western Yiddish Dialectology." He pointed out that Western Yiddish dialects have not only a geographic, but also a significant social dimension. S. Lowenstein, an assistant interviewer for the Atlas, reported on his investigations among Jews of Germany.

Four papers were concerned with general problems. M. L. Wolf spoke on "Regional Variation in the Grammar of the Yiddish Substantive." E. Green examined "Stress Contrasts in the Slavic Component of Yiddish." M. Schaechter dealt with "The Gap Between Written Language and Dialects." (All three speakers are members of the Atlas staff.) E. Stankiewicz, of the University of Chicago, outlined a program for a geographic approach to the study of Yiddish personal names.

A final group of papers examined methodological problems. Here belong the papers of Y. Mark and M. Hutterer, already mentioned above; the report on the preparation of introductory maps for the Atlas, by W. Ravid; and a review of preparations for the Atlas ("Designing the Language and Culture Atlas of Ashkenazic Jewry"), by U. Weinreich, who reported, among others, on the use of electronic equipment not only for data processing, but for the automatic production of maps as well.

Computer Programs for Distributional Study of Linguistic Units

At the English Language Center, Michigan State University, three computer programs have been developed to aid the linguist in his study of the distribution of linguistic units. Originally, these programs were developed to aid in assigning a level of difficulty of structural patterns in readings for the teaching of English as a second language. These programs do, however, have a much wider application for linguistic studies.

Written in FORTRAN 63, a fairly common computer programming language, these three computer programs are

capable of performing the following operations: The first program, which is named *sort*, sorts and counts strings of up to seven units in length according to the symbols on the strings. The second program, named *clisor*, performs the same operation as program *sort* but it is capable of handling strings of 14 units in length. The third program, named *clause*, performs three operations: it counts and sorts individual code symbols on the strings and prints out the total number of their occurrences by their position on the

See Computer Programs 5, Col. 1

NDEA Title VI Projects for Fiscal Year 1965

During the fiscal year ended June 30, 1965, the seventh year of the Language Development Program, sixty-six contracts were negotiated in support of forty-eight 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 sixty-six contracts in

three categories: Surveys and Studies (Nos. 01-14); Methods of Instruction (Nos. 15-24); Specialized Materials for the Uncommonly Taught Languages (Nos. 25-66).

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; *Language Development Research and Studies: Fiscal Years 1963 and 1964*, OE-12014-64, 30 cents; *Completed Research, Studies, and Instructional Materials: List No. 4*, OE-12016-64, 45 cents.

Surveys and Studies

01. Filomena Peloro del Olmo, Glen Ridge, N.J. Filomena Peloro del Olmo. Survey of FLES programs to determine the need for films depicting new teaching methods. October 16, 1964 to March 13, 1965. \$5,851.
02. Janice Calkin, Greenwich, Conn. Janice Calkin. Consultant to project director under Project No. 1, above. November 12, 1964 to December 1, 1964. \$581.
03. David E. Caldwell, Studio City, Calif. David E. Caldwell. Preparation of script to accompany pictorial survey of FLES programs. December 18, 1964 to March 15, 1965. \$950.
04. Modern Language Association of America, N.Y. Glen D. Willbern. A survey of foreign language requirements in institutions granting bachelors' and higher degrees, 1964-65 (including pretest survey of two months). February 1, 1965 to January 31, 1966. \$32,150.
05. Modern Language Association of America, N.Y. Glen D. Willbern. Foreign language enrollments in institutions of higher education, fall 1964. February 1, 1965 to January 31, 1966. \$14,811.

06. Modern Language Association of America, N.Y. Donald D. Walsh. Historical surveys of the teaching of Italian, Portuguese, and Russian in the United States February 1, 1965 to June 30, 1966. \$10,500.
07. Modern Language Association of America, N.Y. Glen D Willbern. Foreign language enrollments and offerings in public and nonpublic secondary schools, fall 1964. February 1, 1965 to January 31, 1966. \$32,546.
08. Regents of the University of Michigan, Ann Arbor, Mich. Harlan L. Lane. Center for Research on Language and Language Behavior. February 1, 1965 to January 31, 1966. \$374,657.
09. Association of American Colleges, Inc., Washington, D.C. F. L. Wormald. Report on conference on critical language instruction in liberal arts colleges. April 1, 1965 to June 30, 1965. \$2,070.
10. Modern Language Association of America, N.Y. Donald D. Walsh. A study of national language institutes and teacher training programs. April 1, 1965 to December 31, 1965. \$54,840.
11. Indiana University Foundation for and on behalf of Indiana University, Bloomington, Ind. Thomas A. Sebeok. To prepare a pre-publication manuscript of Vol. 4 of CURRENT TRENDS IN LINGUISTICS, subtitled *Ibero-American and Caribbean Linguistics*. September 15, 1964 to March 14, 1966. \$28,674.
12. American Council of Learned Societies, N.Y. Stephen A. Freeman. An evaluation of the NDEA Title VI modern foreign language fellowships, and the Fulbright-Hays Act fellowships for language study abroad. June 1, 1965 to December 31, 1965. \$52,500.
13. New York University, N.Y. Wilmarth H. Starr. A study of potential advantages and of techniques in the proposed joint American-European modern foreign language teacher training institutes. June 1, 1965 to October 31, 1965. \$10,041.
14. Jack Lieb Productions Inc., Chicago, Ill. Jack Lieb. Production and direction of a 27-minute 16mm color film on foreign languages in the elementary school. April 2, 1965 to August 31, 1965. \$45,316.

Methods of Instruction

15. Regents of the University of Michigan, Ann Arbor, Mich. Paul Denlinger. Audio-lingual language program testing (ALLPT). July 15, 1964 to September 14, 1965. \$34,110.
16. Indiana University Foundation for and on behalf of Indiana University, Bloomington, Ind. Albert Valdman. Implementation and evaluation of a multiple-credit intensive audio-lingual approach in elementary French (supplementary amendment). July 15, 1964 to July 14, 1965. \$20,751.
17. Regents of the University of California, Berkeley, Calif. Pierre Delattre. The general phonetic characteristics of languages. July 15, 1964 to July 14, 1965 \$83,579.
18. University of Akron, Akron, Ohio. Theodore Mueller. Revisions of the ALLP French program resulting from trial use at the University of Akron in 1963-64. August 10, 1964 to August 9, 1965. \$19,528.
19. Culver-Stockton College, Canton, Mo. Jules Keller. The adaptation of the audio-lingual approach, as developed at Indiana University by Dr. Albert Valdman, to the teaching of elementary French in a small liberal arts college: Phase II. September 9, 1964 to September 8, 1965. \$17,453.
20. Board of Trustees of the Leland Stanford Jr. University, Stanford, Calif. Patrick Suppes. Application of learning theory to problems of second language acquisition with particular reference to Russian. September 1, 1964 to August 31, 1965. \$63,151.
21. Regents of the University of Michigan, Ann Arbor, Mich. Erwin M. Hamson. Audio-lingual language program testing, French and Spanish (ALLPT-FS). September 1, 1964 to December 1, 1965 \$69,458.
22. Board of Directors of Lindenwood College for Women, St. Charles, Mo. F. Rand Morton. The trial use of the ALLP-II Spanish self-instructional program as the sole instructional medium for first year Spanish students in a liberal arts college. September 15, 1964 to September 14, 1965. \$31,409.
23. 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 II. October 1, 1964 to September 30, 1965. \$16,028.
24. City College University Research Foundation, N.Y. Aaron S. Carton. The "method of inference" in foreign language comprehension, learning and retention: Phase II. October 1, 1964 to December 31, 1965. \$39,622.

Specialized Materials for the Uncommonly Taught Languages

25. Regents of the University of Michigan, Ann Arbor, Mich. Ernest N. McCarus. Composition and preparation of camera copy of *Instructional Materials in Kurdish and Arabic*. August 1, 1964 to January 31, 1966. \$7,461.
26. Regents of the University of Wisconsin, Madison, Wisc. Henry W. Hoge. The syntax of contemporary Brazilian Portuguese. August 1, 1964 to August 7, 1965. \$19,575.
27. University of Hawaii, Honolulu, Hawaii. Howard P. McKaughan. Continuation of project for preparation of *A Marenao Dictionary*: Phase II, August 15, 1964 to August 14, 1965. \$34,741.
28. University of Chicago, Chicago, Ill. C. M. Naim. Continuation of the project to produce an introductory Urdu course: Phase II. September 15, 1964 to July 31, 1965. \$12,317.

29. Regents of the University of California, Berkeley, Calif. Y. R. Chao. Continuation of the project for preparing text, *Readings in Spoken Chinese: Phase II*. September 15, 1964 to September 14, 1965. \$42,072.
30. McGill University, Montreal, Quebec, Canada. M. A. R. Barker. *A Newspaper Wordcount, Newspaper Reader, Poetry Reader, and Comprehensive Course in Urdu and A Basic Course in Baluchi*. September 15, 1964 to September 14, 1965. \$43,105.
31. Regents of the University of California, Berkeley, Calif. W. M. Brinner. Composition and duplication of an Eastern Armenian reader. September 14, 1964 to September 14, 1965. \$4,853.
32. University of Pennsylvania, Philadelphia, Pa. W. Norman Brown. Duplication of a Hindi grammar and reader. September 15, 1964 to July 31, 1965. \$5,260.
33. Frederic Burk Foundation for Education for and on behalf of San Francisco State College, San Francisco, Calif. Kai-Yu Hsu. Chinese-Mandarin instructional material development project. September 15, 1964 to September 14, 1965. \$44,912.
34. Indiana University Foundation for and on behalf of Indiana University, Bloomington, Ind. Denis Sinor. Basic course in Mongolian: conversational dialogues structural grammar notes, pattern drills, related materials and vocabularies. September 15, 1964 to September 14, 1965. \$18,032.
35. Cornell University, Ithaca, N.Y. Gerald B. Kelley. Project to prepare first and second year teaching materials in Oriya. September 15, 1964 to March 14, 1965. \$56,897.
36. Indiana University Foundation, for and on behalf of Indiana University, Ind. Thomas A Sebeok. Developmental work on materials in West Siberian Uralic languages. September 15, 1964 to September 14, 1965. \$16,680.
37. Ohio State University Research Foundation, Columbus, Ohio. Robert T. Harms. Grammatical sketch of the Komi (Zyryan) language. September 15, 1964 to August 31, 1965. \$5,046.
38. Yale University, New Haven, Conn. David Horne. Composition and duplication of *Beginning Cebuano*. November 1, 1964 to October 31, 1965. \$9,550.
39. Northwestern University, Evanston, Ill. Jack Berry. A dictionary of Krio: Phase II. December 1, 1964 to November 30, 1965. \$32,095.
40. University of the State of New York, Albany, N.Y. Ward Morehouse. Survey and cataloguing of slide materials in South Asian language and area studies: Phase II. December 1, 1964 to November 30, 1965. \$25,505.
41. University of Pennsylvania Press, Philadelphia, Pa. W. Norman Brown. Duplication of a Gujarati reference grammar. February 1, 1965 to August 31, 1965. \$5,833.
42. Yale University, New Haven, Conn. Elinor C. Horne. Javanese-English dictionary. February 1, 1965 to July 31, 1966. \$71,194.
43. Regents of the University of California, Los Angeles, Calif. J. Donald Bowen. Duplication services for intermediate readings in Tagalog. March 1, 1965 to February 28, 1966. \$10,506.
44. University of Chicago, Chicago, Ill. Norman H. Zide. Project to produce a reference grammar of Hindi and Urdu: Phase II. March 1, 1965 to August 31, 1966. \$43,575.
45. University of Chicago, Chicago, Ill. Punya Sloka Ray. Project to produce a reference grammar of Bengali: Phase II. March 1, 1965 to August 31, 1966. \$42,577.
46. University of Chicago, Chicago, Ill. Punya Sloka Ray. Project to study the Dacca standard and Calcutta standard dialects of Bengali and to produce preliminary teaching materials for the Dacca dialect: Phase II. March 1, 1965 to August 31, 1966. \$29,106.
47. Seton Hall University, South Orange, N.J. John DeFrancis. Intermediate Chinese reader and advanced Chinese reader for secondary schools. March 1, 1965 to February 28, 1967. \$6,490.
48. Foreign Service Institute, Department of State, Washington, D.C. James R. Frith. Cambodian language textbook and tapes. February 24, 1965 to March 31, 1966. \$3,629.
49. Foreign Service Institute, Department of State, Washington, D.C. James R. Frith. Duplication of FSI *Turkish Basic Course*. February 24, 1965 to June 30, 1966. \$1,207.
50. University of Chicago, Chicago, Ill. Norman A. McQuown. Yucatec and Quiche (Mayan) teaching materials: Phase II. May 1, 1965 to October 31, 1966. \$52,068.
51. Cornell University, Ithaca, N.Y. John V. Wolf. Preparation of first year teaching materials in Indonesian. May 1, 1965 to August 31, 1966. \$35,706.
52. University of Pittsburgh, Pittsburgh, Pa. Edward M. Anthony. Development of introductory Thai materials for university students: Phase I. June 1, 1965 to November 30, 1966. \$68,025.
53. Regents of the University of Wisconsin, Madison, Wisc. Usha S. Nilsson. Teaching Materials in Hindi: *Intermediate Hindi Reader* and an anthology of *Readings in Modern Hindi Literature*. May 1, 1965 to October 31, 1966. \$17,143.
54. Regents of the University of Wisconsin, Madison, Wisc. Mitighatta G. Krishnamurthi. Teaching materials in South Asian languages (Kannada): second-year reader. May 1, 1965 to May 31, 1966. \$11,728.
55. Regents of the University of Wisconsin, Madison, Wisc. Richard H. Robinson. Provisional syllabus (with analytical notes and reading lists) for an introductory course on Indian civilization. May 1, 1965 to October 1, 1965. \$8,398.
56. Regents of the University of Wisconsin, Madison, Wisc. G. C. Narang. Research in South Asian languages (Hindi-Urdu): second-year reader. May 1, 1965 to April 30, 1966. \$14,268.

57. University of Pennsylvania, Philadelphia, Pa. W. Norman Brown. *Urdu Grammar and Reader*. May 1, 1965 to March 31, 1966. \$10,350.
58. University of Chicago, Chicago, Ill. Reuben W. Smith. *Syllabus for a one-year college Islamic Civilization course*. May 1, 1965 to September 30, 1966. \$17,121.
59. Columbia University, N.Y. William Theodore de Bary. *Teaching materials and texts for undergraduate area studies (China and Japan): Phase I*. May 1, 1965 to September 30, 1966. \$92,302.
60. University of Illinois, Urbana, Ill. Braj B. Kachru. *Reference Grammar of Kashmiri*. July 1, 1965 to December 31, 1966. \$33,847.
61. University of Illinois, Urbana, Ill. Robert B. Lees. *Hindi Syntax: An Introduction to Graded Sentence Structures of Hindi for English Speakers*. July 1, 1965 to December 31, 1966. \$33,847.
62. Yale University, New Haven, Conn. David Horne. *Composition and duplication of A Manual of Japanese Writing*. June 1, 1965 to September 30, 1966. \$11,188.
63. Georgetown University, Washington, D.C. R. Ross Macdonald. *Short reference grammar of Indonesian*. July 1, 1965 to June 30, 1966. \$29,749.
64. Hartford Seminary Foundation, Hartford, Conn. William J. Samarin. *Readings in Sango*. June 1, 1965 to October 31, 1965. \$5,294.
65. Indiana University Foundation for and on behalf of Indiana University, Bloomington, Ind. Albert Valdman. *Basic materials in Haitian Creole*. June 1, 1965 to January 1, 1967. \$33,447.
66. Regents of the University of Michigan, Ann Arbor, Mich. Kenneth Pike. *Studies in African linguistics*. June 1, 1965 to January 1, 1967. \$48,157.

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strings. It counts the total number of all code symbols, and it also counts the number of strings occurring by their length. As the programs are now written, they permit a total number of 99 symbols to be counted and sorted. In any of these programs, the percentages of occurrence of any symbol in any position or the percentages of occurrences of any string can also be calculated.

In using these programs, the linguist himself must manually code whatever linguistic material he wishes to subject to this kind of study. In comparison to the time spent shuffling cards if this program is not used, the time required to code material is slight. In the study of three written English texts already completed, approximately 100 sentences could be manually coded by the linguist in one hour. All three of the texts contained a total of 1099 sentences which could be processed in any one of the computer programs in approximately 41 seconds of computer time. The amount of time necessary to process any given body of data, however, and the limitation on the amount of data processed at a single time depends on the particular computer being used.

Due to the ease of writing programs for numerical data, two digit integers were used as code symbols to represent linguistic units on the strings. Thus, in the study already undertaken, the code numbers were assigned values as follows:

- 01—statement pattern, main clause
- 02—yes-no question, main clause
- 03—question-word question, main clause
-
- 20—conjunction, subject position
- 30—conjunction, object (complement) position
- 40—conjunction, predicate (verb plus object) position
-

Thus 21 is an instance of a compound subject in a main clause of a statement; 22 is a case of a compound subject in a yes-no question; 23 is a case of a compound subject in a question-word question, and so on.

These programs would adapt themselves readily to problems in tagmemics where the positions on the strings could be used to represent slots and the symbols themselves could be used to represent fillers. They are also readily adaptable to problems in linguistics requiring the study of a corpus and especially those problems

in which statistical information is desired. In the very near future, it is planned to code Old English texts in this fashion to study the patterning of the verb in relation to other sentence elements. In a study of this nature, it is expected that the percent occurrence of the verb in one position compared to its percent occurrence in another position will be of significance.

Contrastive Structure Studies of English and Spanish

The Sounds of English and Spanish, by Robert P. Stockwell and J. Donald Bowen. (Contrastive Structure Series.) Chicago, The University of Chicago Press, 1965. xi, 168 pp \$2.75.

The Grammatical Structures of English and Spanish, by Robert P. Stockwell, J. Donald Bowen, and John W. Martin. (Contrastive Structure Series.) Chicago, The University of Chicago Press, 1965. xi, 328 pp. \$3.75.

These volumes are devoted to the understanding of "the obstinate pressures of English speech habits" as a source of difficulties for American students of Spanish, entailing problems which must be faced by any teaching method.

The Sounds of English and Spanish starts out with two chapters presenting a background discussion of the consequences involved by any choice in language where various possibilities are open, the restrictions imposed by different linguistic systems, the kinds of inter-system differences that comparison can reveal, and the importance for teaching of problems occasioned by such differences in inherent difficulty relative to other factors which govern pedagogical emphasis in teaching pronunciation. An appendix gives the authors' ideas about what to concentrate on in the classroom situation. The third chapter compares Spanish and English stress and pitch phenomena and sentence rhythm. The short fourth chapter on concepts of articulatory phonetics is followed by the detailed exposition and comparison of the consonant and vowel systems of the two languages, largely organized according to the degree to which carrying over English habits impedes one's functioning in Spanish. Chapter 8 consists of a four-page summary of the principal points of contrast.

There is a Glossary of Terms, a list of Abbreviations and Symbols, and a Supplement by John W. Martin, one of the authors of the second volume, describing

Linguists who desire to use these programs may do so. The programs themselves or information regarding them may be obtained from James W. Ney, Assistant Professor, or Harry A. Whitaker, graduate assistant, The English Language Center, 1 Center for International Programs, Michigan State University, East Lansing, Michigan 48823.

the organization of the sounds of Spanish and English in systems of distinctive features. There is a four-page index.

The Grammatical Structures of English and Spanish begins with a discussion of several ways of considering the "grammar" of a language. In succeeding chapters the authors treat sentence structures viewed as a series of slots, inflection and word formation in the two languages, the possible forms of noun phrases in both, Spanish verb forms and the way this system is related to that of English. Chapters 6 and 7, the latter the longest in the volume, consider the sentence elements that are associated with verbs, and the restrictions as to which ones may occur with various sorts of verbs. The eighth chapter relates affirmative declarative active sentences with nouns as subjects and objects in normal order to sentences of other types; the ninth deals with complex sentences and their transformational relationships to underlying sentences. Next follows an outline of the types of non-match of lexical forms—with examples of non-corresponding English and Spanish items—and a general typology of matching versus non-matching in the grammars of the two languages.

The appendix discusses criteria relevant for determining the sequence in which grammatical points are taught, and suggests ways in which grammatical contrasts may serve as the basis for drills. References cited, list of Abbreviations and Symbols, and twelve-page Index complete the book.

These two works form part of a project for a series of contrastive structure studies developed pursuant to a contract between the U.S. Office of Education and the Center for Applied Linguistics. The companion volumes for German were published in 1962 by the University of Chicago Press [LINGUISTIC REPORTER, December 1962] and those for Italian have been announced for the coming fall.

Linguists wanted

GRADUATE AND UNDERGRADUATE LINGUISTICS PROGRAMS need linguist for Anglo-Saxon and Modern English descriptive grammar. Ph.D., salary \$9,000-\$14,000. Address inquiries to Orville Baker, Chairman, Department of English, Northern Illinois University, DeKalb, Illinois 60015.

LINGUIST to help plan and teach undergraduate and graduate programs in English linguistics and TEFL in French-Canadian university. Should know French. Will consider applicants available in 1966. Write to Robert M. Browne, Chairman, Department of English, University of Montreal, Montreal, Quebec, Canada.

UNIVERSITY OF WITWATERSRAND has vacancy for Senior Lecturer or Lecturer in Linguistics effective January 1966. Senior Lecturer, R3750x150-R4950; Lecturer R2700x150-R4050. Annual vacation savings bonus. Further information and application forms from the Registrar, University of the Witwatersrand, Jan Smuts Avenue, Johannesburg, South Africa.

Arabic Teachers' Workshop

During the period June 8-18, fourteen teachers of Arabic took part in an Arabic Teachers' Workshop at the University of Michigan in Ann Arbor. The Workshop, which was sponsored and financed by the Inter-University Program in Middle Eastern Languages, was devoted to the problems of elementary courses in Modern Standard Arabic in American colleges and universities. Although there have been a number of conferences on Arabic teaching in the last few years, this is the first professional workshop of this kind.

The Workshop participants agreed unanimously on the need for strong emphasis on oral practice in elementary Arabic instruction and discussed a number of questions related to this. Three aspects of Arabic teaching were the focus of the Workshop: the content of elementary courses; methods of teaching; and bibliography. Draft reports on each of these aspects were prepared by working committees, and it is hoped that the reports will be edited for publication before the annual meeting of the American Association of Teachers of Arabic scheduled for December in Chicago. On the issue of methods two outside consultants contributed to the discussions: Professor W. Freeman Twaddell of Brown University

and Professor David L. Wolfe of the University of Michigan.

In addition to the regular sessions of the Workshop, a demonstration class, conducted by Professor Moukhtar Ani, of Georgetown University, was held for an hour and a half every day, with one day's class viewed by the Workshop participants on closed-circuit television. Since most of the participants were also authors of Arabic textbooks and all were concerned with methods of teaching, the demonstration classes served as a starting point of a great deal of discussion.

Counting past experience and present positions, the participants in the Workshop represented Arabic teaching at twelve universities, two government agencies, and an oil company. Dr. Charles A. Ferguson of the Center for Applied Linguistics served as the chairman of the Workshop. The other participants were: Peter Abboud, Univ. of Texas; Daud Abdo, Univ. of Illinois; Catherine Bateson, Harvard Univ.; James A. Bellamy, Univ. of Michigan; Caesar Farah, Indiana Univ.; Sami Hanna, Univ. of Utah; Thomas Irving, Univ. of Minnesota; Noury Al-Khaldy, Portland State College; Maan Madina, Columbia Univ.; John Ruedy, UCLA; Kamil T. Said, Defense Language Institute; James A. Snow, Univ. of Michigan.

book notices

Spoken Marathi: Book I, First-year intensive course, by Naresh B. Kavadi and Franklin Southworth. Philadelphia, University of Pennsylvania Press, 1965. 252 pp. \$5.00. (Published in Great Britain, India, and Pakistan by the Oxford University Press, London, Bombay, Karachi.)

Marathi is spoken by 35,000,000 people in the state of Maharashtra, India and its capital city, Bombay. *Spoken Marathi* is based on the Poona dialect, a standard variety of Marathi that does not differ significantly from that of Bombay.

Spoken Marathi consists of fifty short conversations and twenty-five grammar units with exercises. The conversations are written to include "high frequency items and grammatical constructions in natural colloquial contexts." Conversations are followed by substitution and variation drills, questions and answers based on the content of the lesson, and conversation stimuli which are an attempt to approximate a true conversational situation, with the student free to respond with sentences he has learned already or to improvise new sentences. This text, intended

primarily for use with a native speaker, has been tested in a course at the University of Pennsylvania.

Phonemic transcription is utilized throughout for both segmental phonemes, and for stress and intonation contours. Pronunciation is discussed without technical description in a preface.

Grammar explanations are limited to notes in twenty-five of the units and to a summary of Marathi grammar included as an appendix. Another appendix contains English-Marathi and Marathi-English glossaries.

This work was prepared under a contract with the U.S. Office of Education.

Studies in the Psychology of Second Language Learning, by Renzo Titone. (*Quaderni di Orientamenti Pedagogici*, 8.) Zürich, Pöschel-Verlag, 1964. 181 pp. \$1.75. Order from Libreria Ateneo Salesiano, Via Marsala, 42, Rome, Italy.

A collection of six studies and investigations intended as an elementary introduction to the psychology of second language learning: *The Psychology of Second-Language Learning — Second-Language Learning in Early Childhood — Second-Language Learning in Adolescents — Grammar Learning as Induction — The Aural Discrimination of Foreign Language Phonemes — Problems in Phonetic Perception and Transcription. Summaries in Italian, French, German, and Spanish.*

Kirundi Basic Course, based on Kirundi texts and exercises provided by Raymond Setukuru, Terence Nsanze and Daniel Ndimpanye, edited by Earl W. Stevick. Washington, D. C., Foreign Service Institute, Department of State, 1965. 1st, 526 pp. \$2.75. For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Kirundi, also known as Rundi, is a Bantu language spoken by two million people in Burundi and the Congo. It shares a high degree of mutual intelligibility with Kinyarwanda, the language of Rwanda. Considered together, the cluster Kirundi-Kinyarwanda ranks third among Bantu languages, after Swahili and Lingala, with respect to number of speakers.

The lessons are preceded by a 44-page synopsis of the principal features of Kirundi grammar. Emphasis is placed on segmental phonemics, verb morphology, and concord, the most complex aspects of Kirundi structure. The synopsis is based on the analysis in *Essai de grammaire Rundi* by A. E. Meeussen (Tervuren: Musée Royal, 1959).

Each of Units 1-28 consists of a basic dialog, explanations of grammar, pattern practices, and suggestions for free conversation. Vocabulary supplemental to the basic vocabulary introduced in each dialog is included in appendices to eleven of the units. Unit 1 contains a descriptive sketch of

Kirundi tonemes and their grammatical functions. Unit 29 is composed of short dialogs; Unit 30 consists of paragraphs on historical and political subjects followed by questions and answers. Grammar notes and glosses are in English while directions for use of the exercises are written also in French. A Kirundi-English glossary is included at the end of the text.

The *Kirundi Basic Course* was prepared under a contract with the U.S. Office of Education. Accompanying tapes will be made available through the Center for Applied Linguistics.

Orthography Studies: Articles on New Writing Systems, by William A. Smalley and others. (*Helps for Translators, Vol. VI*) London and Amsterdam, United Bible Societies in cooperation with The North-Holland Publishing Company, 1964. vii, 173 pp.

With the exception of two papers written specifically for this volume, the contents are reprinted from *The Bible Translator*. The introductory article outlines the nature of writing and some of the characteristics of writing systems, as well as the relationship between written and spoken language. The remaining sixteen articles are divided into five sections: Principles of Orthography, Compromise Between Conflicting Writing Systems, Adaption to Culturally Dominant Systems, Special Problems Involving Tone, and Dialect, Transliteration, Word Division, Grammar, Questions. A selected, annotated bibliography of works on phonemics and writing systems is also included.

1964 MLA International Bibliography of Books and Articles on the Modern Languages and Literatures, compiled by Paul A. Brown and Harrison T. Meserole. New York, Modern Language Association of America, 1965. 343 pp. \$5.00 to members; \$7.50 to libraries. Order from New York University Press, 32 Washington Place, New York 10003.

A listing of more than 16,000 classified and cross-referenced entries on publications in English and the modern languages and literatures. Following the bibliography is an index of every author, editor, or compiler represented, together with the number of every item in which that name appears. The index was prepared by electronic data processing equipment at the Syracuse University Computer Center.

Corrections: The account of the English-Teaching Information Centre in the June issue of the LINGUISTIC REPORTER, page 3, contains the following errors: Under Library and Archives: for about 8,000 volumes read over 9,000 volumes; for over 120 periodicals read about 200 periodicals. Under Publications: for 40-50 summaries read 50-60 summaries; for 20 periodicals read 200 periodicals.

meetings and conferences

- August 26-31. World Congress of Phoneticians, 2nd. Tokyo, Japan.
 September 1-9. International Congress on Romance Linguistics and Philology, 11th. Madrid, Spain.
 September 5-10. International Congress of Dialectologists, 2nd. Marburg, Germany.
 October 10-16. Congress of the International Federation for Documentation, 31st. Washington, D.C.
 November 18-21. American Anthropological Association, 64th. Denver, Colorado.
 November 25-28. National Council of Teachers of English, 55th. Boston, Massachusetts.

personalia

The following is a list of linguists who are changing their institutional affiliation as of September 1965. It contains only those changes that have been brought to the attention of the Editor. An asterisk (*) marks a Fulbright award.

	FROM	TO
Yehoshua Bar-Hillel	Hebrew U (Jerusalem)	Michigan (Fall); California, San Diego (Spring)
P.F.R. Barnes	UC of North Wales	U of Reading
Peter Boyd-Bowman	Kalamazoo C	SU of New York, Buffalo
*F. N. Brengelman	Fresno State C	US Educ Found (Athens)
Guy Capelle	BEL (Paris)	Michigan
D. B. Crystal	UC of North Wales	U of Reading
William O. Dingwall	Georgetown	Indiana
Nancy L. Fargo	Indiana	Inter-American U
Charles A. Ferguson	Washington (Seattle)	CAL
John Figueroa	UC of the West Indies	Indiana
Jacques Gollet	Centre de Linguistique Appliquée de Dakar	U de Lyons
Barbara Hall	MIT	California, Los Angeles
David P. Harris	TOEFL	Georgetown
*Brian F. Head	Texas	U de Coimbra
Kenneth Hill	California, Berkeley	Michigan
Fred Householder, Jr.	Indiana	Hawaii
Martin Joos	CAL	Wisconsin
*Norman B. Levin	Howard	U de Tunis
*Raven I. McDavid, Jr.	Chicago	U Mainz
Samuel Martin	Yale	Hawaii
P. H. Matthews	UC of North Wales	U of Reading
*Edgar N. Meyer	SU of New York, Buffalo	Tokyo U of Educ
Kenneth Mildenerger	US Off of Educ	MLA
Raleigh Morgan, Jr.	Howard	Michigan
*Richard Narváez	Minnesota	U de Navarra
William Neuser	Columbia	CAL
F. R. Palmer	UC of North Wales	U of Reading
*John A. Pettit	Marietta C	U de Gran Colombia
*Paul Pimsleur	Ohio State	U Heidelberg
Paul Postal	MIT	Queens C (New York)
A. Hood Roberts	Washington, D.C.	Western Reserve
Sol Saporta	Cntr for Advanced Study of the Behavioral Sciences	Washington (Seattle)
Gene M. Schramm	California, Berkeley	Michigan
Hansjakob Seiler	U Köln	Cntr for Advanced Study of the Behavioral Sciences
*Howard W. Tessen	Utah State	U de Asunción
James L. Wilson	Ohio	Indiana
Albert Valdman	Indiana	UC of the West Indies
Uriel Weinreich	Columbia	Cntr for Advanced Study of the Behavioral Sciences
Victor H. Yagvo	MIT	Chicago
Karl Zimmer	North Carolina	California, Berkeley

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C. A. Ferguson Returns to CAL

On June 23, Charles A. Ferguson returned to Washington, D.C., to resume his duties as Director of the Center for Applied Linguistics. For the past academic year Dr. Ferguson has been Visiting Professor in the Department of Linguistics of the University of Washington, Seattle. During Dr. Ferguson's absence, Martin Joos, Professor of Linguistics and German at the University of Wisconsin, was Visiting Director of CAL.

Seminar: A Journal of Germanic Studies, its first issue dated Spring 1965, is jointly sponsored by the Germanic Section of the Australasian Universities Language and Literature Association and the Canadian Association of University Teachers of German. It will be issued twice a year, with articles in English, French or German. The subscription rate is \$3.00 or £1/10/- (Australian) per year. Subscriptions should be sent to SEMINAR, Victoria College, Toronto 5, Ontario, Canada, or to SEMINAR, Newcastle University, Tighe's Hill 2N, New South Wales, Australia. Manuscripts should be submitted to the Editor, R. H. Farquharson of Victoria College, or to the Associate Editor, J. M. Ritchie of Newcastle University. SEMINAR's scope of interest includes all aspects of Germanic languages and literatures.

The first issue contains an article by Carroll E. Reed, "Vowel Length in Modern Standard German," and a note by R-M. S. Heffner, "Pronunciation of German Long *ä*."

Seminar, a monthly journal published in India (Post Box 338, New Delhi-1), devotes its April 1965 issue to "Language: A symposium on the issues involved in the language controversy." Participants in the symposium and their articles are the following: S. Natarajan, "Pertinent Facts"; C. Rajagopalachari, "English for Unity"; Ram Manohar Lohia, "Hindi—Here and Now"; Pravinchandra J. Ruparel, "Historical Survey"; Hector Abhayavardhana, "Political Implications"; Punya Sloka Ray, "A Single Script," George Verghese, "A Possible Solution."

[SEM INAR devoted its December 1962 issue to a "Symposium on the possibilities of a single script through romanisation."]

The University of Windsor has announced a new graduate program of interdisciplinary studies in communications in which the departments of Electrical Engineering, English, Modern Languages, and Psychology will participate. The fields of research include communication systems, computers, information theory, learning and perception, linguistics, and literary

style and content. For further information about financial assistance, courses, or research facilities, write to the head of one of the participating departments or the Director, Interdisciplinary Studies in Communications, University of Windsor, Windsor, Ontario, Canada.

Elementary Modern Hebrew (spoken and written) will be offered by the Department of Near Eastern Languages and Literatures, University of Michigan, in the 1965-66 academic year. Advanced courses will be offered in subsequent years. The program will be under the direction of Associate Professor Gene Schramm.

Education Grant to CAL

The Center for Applied Linguistics is pleased to announce the receipt of a grant of \$15,000 from the Fund for the Advancement of Education (established by the Ford Foundation). The grant, which is for a six-month period beginning July 1, 1965, is in partial support of planning a program of research and development in the application of contributions from linguistics and related disciplines to the teaching of English as a native language and to the introduction into the schools of curricula reflecting modern knowledge about language.

Language Books in Paperbacks II

by Frank A. Rice

[Frank A. Rice is Director, Office of Information and Publications, Center for Applied Linguistics, and Editor of the LINGUISTIC REPORTER.]

The present bibliographical study is a revised and enlarged version of my "Language Books in Paperbacks" which was published in the October 1963 issue of the LINGUISTIC REPORTER. The original version enjoyed a rather surprising popularity, and I was encouraged to prepare this new version in the hope that it would meet with an equally gratifying response.

My October 1963 study contained 34 titles; the list has now grown to 73. As with the first list, most of the books are either paperbound editions of books that

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

The titles are here arranged under five categories, and within each category alphabetically by title. Each title is provided with a brief descriptive annotation.

1. *Linguistics*. Books about language as viewed by linguistic science, e.g. historical, comparative, descriptive, or linguistics as a whole.

2. *Languages*. Books about a single language or group of languages.

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

LINGUISTICS

A Dictionary of Linguistics. Mario A. Pei and Frank Gaynor. Wisdom Library WL-63. \$1.65.

A general dictionary of linguistic terminology. Though neither definitive nor exhaustive and now somewhat out of date, it is at present the only work of its kind in the English language. First published in 1954.

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

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

4. *Applied linguistics*. Books that deal with the application of linguistic principles to language study and teaching.

5. *Language and general education*. Books intended mainly for classroom use at the college level and aimed at raising the student's level of linguistic awareness. Most of these are collections of selected essays; many contain exercises, topics for discussion or further investigation, suggestions for written assignments, and the like.

Certain kinds of books are deliberately excluded, e.g. instructional materials for foreign languages, books on grammar and composition, literary criticism, scholarly texts, dictionaries, etc.

For convenience in ordering the books, an index of publishers and series is appended to the list. (Note: None of these books are sold or distributed by the Center for Applied Linguistics.)

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

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

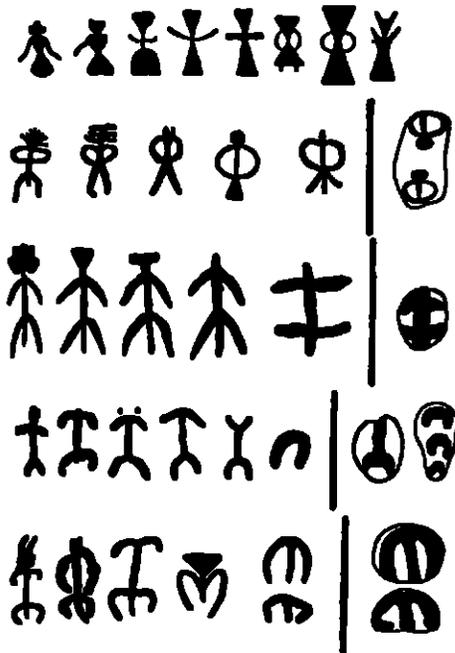
The Gift of Language. Margaret Schlauch. Dover. \$1.95.

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

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

First published in 1947, this book is intended for readers with no previous know-

See Paperbacks, 2, Col. 1



From I. J. GELB: *A Study of Writing*
Courtesy University of Chicago Press

The Center for Applied Linguistics is a nonprofit, internationally oriented professional organization, established in 1959 and incorporated in 1964 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. Annual subscription, \$1.50; air mail, \$3.50. 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, D.C. 20036. 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.

PAPERBACKS—from page 1

ledge of linguistics. Extremely clear and readable.

Language: A Modern Synthesis. Joshua Whatmough. Mentor MP-209. 60¢.

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

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

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

Language Change and Linguistic Reconstruction. Henry M. Hoeningwald. Phoenix P-178. \$1.50.

Analyzes certain formal properties of language change and makes explicit some of the procedures that lead to the reconstruction of change and to the discovery of lost language structures. First published in 1960.

Language in the Modern World. Simeon Potter. Rev. ed. Penguin A-470. 95¢.

Aims to present the findings of present-day linguistics to the nonspecialist. First published in 1960.

Language: Its Nature, Development and Origin. Otto Jespersen. Norton N-229. \$2.45.

Beginning with a survey of the history of linguistic science, this book goes on to discuss the linguistic development of the child, varieties of linguistic change and their causes, general linguistic tendencies, and the origin of speech. First published in 1922.

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

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

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

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

Linguistics: The Study of Language. Chapter Two of Linguistics and Reading. Charles C. Fries. Holt, Rinehart & Winston. \$1.50.

A nontechnical survey of the development of linguistic science in each of three periods: 1820-1875, 1875-1925, 1925-1950; with a concluding section on linguistic activity for the years 1950-1960. (*Linguistics and Reading* (Holt, Rinehart & Winston, 1963) explores the applications of linguistic knowledge and understanding to the problems of teaching reading.)

The Miracle of Language. Charlton Laird. Premier R-271. 60¢.

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

Modern Linguistics. Simeon Potter. Norton N-223. \$1.25.

An introduction to general linguistics for the nonspecialist, with chapters on various aspects of sound systems, words and their components, sentence structure, linguistic geography, semantics, and usage. First published in 1957, this 1964 edition brings the bibliography up to date.

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

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

The Philosophy of Grammar. Otto Jespersen. Norton N-307. \$1.95.

A connected presentation of the author's views of the general principles underlying the grammars of all languages. Concerned primarily with linguistic study. Based on direct observation of speech and only secondarily on written or printed documents. First published in 1924.

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

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

Semantics: Studies in the Science of Meaning. Michel Bréal. Tr. by Mrs. Henry Cust. With a new introduction by Joshua Whatmough. Dover T-1228. \$2.00.

The first modern study of the historical evolution of the meaning of words. Attempts to isolate laws that describe how and why word-meanings change. Includes a 50-page analytical preface by J. P. Postge. First published in French (1897) as *Essai de sémantique*; English translation 1900. Bréal introduced the term "semantics" into linguistic studies.

Speech: Its Function and Development. Grace Andrus de Laguna. Midland MB-50. \$2.95.

This book investigates speech as a part of organized society, presents a theory of the origins of speech, and concludes with a treatment of speech as a form of individual behavior. First published in 1927.

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

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

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

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

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

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

The Tongues of Men and Speech. J. R. Firth. Oxford LLL-2. \$1.65.

Written in a clear and expository style, these two works "give an introduction to linguistics in general but they also supply the key to Firth's linguistics in particular and therefore by extension to much of current British linguistics as a whole" (p. x). *Tongues of Men* first published in 1937; *Speech* in 1930.

LANGUAGES

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

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

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

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

Communal Dialects in Baghdad. Haim Blanc. Harvard. \$4.00.

A structural description of three dialects of Arabic—Muslim, Jewish, Christian—spoken in Baghdad, with comparisons with other dialects of the Mesopotamian area. First published in 1964.

Dialects—U.S.A. Jean Malmstrom and Anabel Ashley. NCTE. \$1.00.

A careful and relatively nontechnical treatment of regional variety in American English. Contains suggestions for study, bibliographies, maps. First published in 1963.

Early English: A Study of Old and Middle English. John W. Clark. Norton N-228. \$1.55.

A nontechnical book designed to introduce and supplement more detailed treatments of the grammar, history, literature, etc., of Early English. First published in 1957.

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

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

A History of the English Language. G. L. Brook. Norton N-248. \$1.45.

Beginning with a chapter on the nature of language, this book traces the development of English in general, its phonology, spelling, accent, syntax, and semantics. Where

A Notice to All Subscribers: Effective with Volume 8, Number 1, February 1966, the *Linguistic Reporter* will carry an annual subscription charge of \$1.50 (\$3.50 by airmail). Early in November a subscription renewal request form with an enclosed return envelope will be mailed out to all present subscribers. Subscribers who wish to renew but who are faced with currency restrictions or similar economic limitations are invited to write to the Editor.

appropriate, the chapter arrangement follows the sequence Old English, Middle English, Modern English. A final chapter discusses present-day trends. For the general reader. First published in 1958.

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

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

Introduction to Romance Languages and Literature: Latin, French, Spanish, Provençal, Italian. Erich Auerbach. Tr. from the French by Guy Daniels. Cap-44. \$1.65.

An introduction to the various languages covered as well as to the general field of Romance philology and literature. First published in 1948 as *Introduction aux études de philologie romane*, this 1961 edition, revised by Henry B. Richardson, brings the bibliography up to date.

Our Language. Simeon Potter. Penguin A-227. 95¢.

A nontechnical treatment of English: its history, sounds and spelling, vocabulary and syntax, standards of usage, and British and American English. First published in 1950; this is the revised edition of 1961.

The Story of English. Mario Pei. Premier T-167. 75¢.

A survey of the English language from Old English to the present day, with speculations about its role in the future. For the general reader. First published 1952.

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

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

LANGUAGE AND RELATED DISCIPLINES

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

Nine essays from the *Selected Writings of Edward Sapir in Language, Culture and Personality* ed. by David G. Mandelbaum (California, 1949). The first three essays deal

with language. Sapir's principal field of study. First published in 1958

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

A nontechnical account of the decipherment of the Mycenaean Linear B script, with chapters on Minoan inscriptions, life in Mycenaean Greece, and a biographical sketch of Michael Ventris, the scholar who deciphered Linear B. First published in 1958.

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

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

Language and Myth. Ernst Cassirer. Tr. by Susanne K. Langer. Dover. \$1.25.

A philosophical monograph analyzing the relation of language to the myth-making tendencies of mankind. A reprint of the first edition (1946).

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

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

Language and Thought. John B. Carroll. Prentice-Hall. \$1.50.

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. First published in 1964.

The Language and Thought of the Child. Jean Piaget. Tr. by Marjorie Gabain; pref. by E. Claparède. Meridian M-10. \$1.35.

This remarkable book is important not only because it constitutes the first systematic investigation of child thought and child lan-

See Paperbacks 4, Col. 1

guage but also because of its influence on subsequent investigation. Originally published in French in 1923

Language, Thought & Culture. Paul Henle, ed. *Ann Arbor AA-97* \$1.95.

A collection of nine essays reflecting the concern with language on the part of linguists, anthropologists, psychologists, sociologists, philosophers, and literary critics. The individual authors are: Roger W. Brown, Irving M. Copi, Don E. Dulaney, William K. Frankena, Paul Henle, Charles L. Stevenson. First published in 1958.

Language, Thought, and Reality: Selected Writings of Benjamin Lee Whorf. Edited and with an introduction by John B. Carroll. Foreword by Stuart Chase. *M.I.T. MIT-5*. \$1.95.

This book brings together most of Whorf's writings which are pertinent to his hypothesis that the structure of a person's language influences the way in which he understands reality and behaves with respect to it. First published in 1956.

Linguistics and Style. John Spencer, ed. [Two monographs] **On Defining Style: An Essay in Applied Linguistics**, by Nils Erik Enkvist [and] **An Approach to the Study of Style**, by John Spencer and Michael Gregory. *Oxford LLL-6*. \$1.25.

The concern of this volume is the relationship between linguistic and literary studies. The first monograph examines and discusses the history of stylistics, various definitions of style, presents theories, principles, and procedures of analysis, and remarks on applied linguistics and the foreign student's problems. The central concern of the second monograph is with the contribution that can be made to the study of style by the theories, procedures, and attitudes of general and descriptive linguistics. First published in 1964

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

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

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

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

Man, Culture, and Society. Harry L. Shapiro, ed. *Galaxy GB-32*. \$2.25.

An introduction to anthropology consisting of a series of chapters by different authors and intended for the general reader. Of particular linguistic interest is Harry Hoijer's chapter "Language and Writing." First published in 1956.

Mankind, Nation and Individual from a Linguistic Point of View. Otto Jespersen. *Midlund MB-56*. \$1.95.

A series of lectures on the influence of the individual upon language, the relation between dialect and standard language, correctness, and varieties of language such as slang, taboo words, and poetry. By 'Nation' is meant here a linguistic community intermediate between Mankind at large and the Individual. First published in 1946.

The Mathematical Theory of Communication. Claude E. Shannon and Warren Weaver. *Illini IB-13*. 95¢.

Weaver, in his nonmathematical interpretation of Shannon's technical paper, often refers to the special field of the communication of speech. First published in 1949.

Mirror for Man. Clyde Kluckhohn. *Premier R-255*, 60¢; *McGraw-Hill 35071*, \$1.95.

In this introduction to cultural anthropology for the layman, Chapter 6, "The Gift of Tongues," is of particular linguistic value. First published in 1949.

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

First published in 1957, this book is intended as an introduction, for the nonexpert, to the study of communication. It consists of a series of chapters dealing with the evolution of communication science; signs, language, and communication; analysis of signals, statistical theory of communication; the logic of communication; cognition and recognition.

Psycholinguistics: A Survey of Theory and Research Problems. Charles E. Osgood and Thomas A. Sebeok, eds., WITH *A Survey of Psycholinguistic Research, 1954-1964*, by A. Richard Diebold, Jr., AND *The Psycholinguists*, by George A. Miller. *Indiana*. \$4.75.

Psycholinguistics, a seminar report first published in 1954, begins with an orientation to three approaches to language study: linguistics, learning theory, and information theory, and goes on to present theoretical analyses and suggested research within specific areas. Diebold's *Survey* gives an "intellectual history" of psycholinguistics, with extensive bibliography. Miller's essay sets forth the author's personal views concerning the scope and purpose of psycholinguistic studies.

The Silent Language. Edward T. Hall. *Premier R-204*. 60¢.

This book is concerned with the nonverbal behavior (the "silent language") through which we communicate to other people our attitudes toward time, spatial relationships, work, play, and learning. Written from the standpoint of cultural anthropology, with

considerable emphasis upon problems of cross-cultural communication. First published in 1959.

Thought and Language. Lev Semenovich Vygotsky. Ed. and tr. by Eugenia Hanfmann and Gertrude Vakar. *M.I.T. MIT-29*. \$2.45.

A study of the relationship between thought and speech changes during the child's intellectual development. Includes analyses of the theories of Piaget and Stern. Originally published in Russian in 1934; in English translation in 1962.

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

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

Word and Object. Willard Van Orman Quine. *M.I.T. MIT-4*. \$2.45.

An examination of the notion of meaning and the linguistic mechanisms of reference from the standpoint of logic and philosophy. First published in 1960.

APPLIED LINGUISTICS

Learning a Foreign Language: A Handbook Prepared Especially for Missionaries. Eugene A. Nida. *Free Press*. \$2.50.

A guide for individual language study, written from the point of view of modern descriptive linguistics though with a minimum of technical vocabulary. Chaps. 1-5 treat the principles and procedures in language study; chaps. 6-9 deal with some of the fundamental features of languages. Illustrations are drawn principally from languages with which missionaries are primarily concerned. This is the revised edition of 1957.

A Linguistic Theory of Translation: An Essay in Applied Linguistics. J. C. Catford. *Oxford LLL-8*. \$1.40.

This volume sets up a theory of translation, which is defined as "the replacement of textual material in one language by equivalent textual material in another language" (p. 20). Based on lectures given in the School of Applied Linguistics at Edinburgh University, to which is added an opening chapter on general linguistic theory. First published in 1965.

The Practical Study of Languages: A Guide for Teachers and Learners. Henry Sweet. *Oxford LLL-1*. \$2.00.

A classic study, founded on the conviction that "the scientific basis of the practical study of languages is what may be called 'living philology', which starts from the accurate observation of spoken languages by means of phonetics and psychology . . ." (p. 1). First published in 1899.

The Principles of Language-Study. *Harold E. Palmer. Oxford LLL-5. \$1.50.*

Nine essential principles are identified and discussed in detail. Palmer was one of the leading specialists in the theory and practice of teaching English as a foreign language in the first part of the present century. First published in 1921.

Readings in Applied English Linguistics. *Harold B. Allen, ed. 2nd ed. Appleton-Century-Crofts. \$4.50.*

A collection of sixty-two articles representative of current linguistic thought and applications. This edition (1964) gives wider coverage to transformation grammar and to linguistics and the study of literature. Aimed specifically at the teacher or prospective teacher of English.

The Sounds of English and German. *William G. Moulton. Chicago. \$2.75.*

The Grammatical Structures of English and German. *Herbert L. Kufner. Chicago. \$2.00*

The Sounds of English and Spanish. *Robert P. Stockwell and J. Donald Bowen. Chicago. \$2.75.*

The Grammatical Structures of English and Spanish. *Robert P. Stockwell, J. Donald Bowen, and John W. Martin. Chicago. \$3.75.*

Contrastive linguistic analyses describing the similarities and differences between English and German and Spanish, respectively, and intended to offer a basis for the preparation of instructional materials, the planning of courses, and the development of classroom techniques. The style is moderately technical. The studies are part of the Contrastive Structure Series (Charles A. Ferguson, General Editor), a project of the Center for Applied Linguistics undertaken under contract with the U.S. Office of Education. The German volumes were first published in 1962; the Spanish volumes in 1965. (Other volumes forthcoming in the series contrast English with French, Italian, and Russian.)

A Workbook in Language Teaching, with Special Reference to English as a Foreign Language. *Earl W. Stevick. Abingdon. \$2.25.*

Designed for teacher training, this book contains a systematic presentation of the sound system of English, presents basic kinds of drills, and discusses the problem of dealing with grammatical explanations. Numerous diagrams illustrate the articulation of English sounds. First published in 1963.

LANGUAGE AND GENERAL EDUCATION

Aspects of American English. *Elizabeth M. Kerr and Ralph M. Aderman. Harcourt, Brace & World. \$2.45.*

Intended for use in a college English course, this book contains selections dealing first with principles of language, then language from a series of aspects: historical, regional, literary and colloquial, social and class. Of the authors represented, many are

well-known linguists. Included are study questions and topics for papers. First published in 1963.

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

The sixty selections in this book include articles to encourage the development of a modern understanding of language; materials for the study of English from about the year 1000 to today; and a selection of modern controversial discussions of usage. Includes headnotes, suggestions for study and discussion, and topics for investigation and reports. First published in 1961.

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

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

PUBLISHERS AND SERIES

The following list identifies the publisher or the paperback series. The code of letters and figures, e.g. HB-7, which follows the publisher or series indication is the order number.

(*Note: All the books listed in this study must be ordered from the publisher or a bookseller. None of the books are sold or distributed by the Center for Applied Linguistics.*)

Abingdon. Abingdon Press, 201 Eighth Avenue South, Nashville, Tennessee 37203
Anchor Anchor Books, Doubleday & Co., Inc., 277 Park Avenue, New York, New York 10017
Ann Arbor. University of Michigan Press, Ann Arbor, Michigan 48106
Appleton-Century-Crofts, Inc., 60 E 42nd Street, New York, New York 10017
California University of California Press, Berkeley, California 94704
Cap. Capricorn Books, G. P. Putnam's Sons, 200 Madison Avenue, New York, New York 10016
Chicago. University of Chicago Press, 5750 Ellis Avenue, Chicago, Illinois 60637
Dolphin. Dolphin Books, 277 Park Avenue, New York, New York 10017
Dover. Dover Books, 180 Varick Street, New York, New York 10014
Free Press. Free Press of Glencoe, a Division of Macmillan Co., 60 Fifth Avenue, New York, New York 10011
Galaxy. Galaxy Books, Oxford University Press, Inc., 417 Fifth Avenue, New York, New York 10016
Harcourt, Brace & World, Inc., 757 Third Avenue, New York, New York 10017
Harvard. Harvard University Press, 79 Garden Street, Cambridge, Massachusetts 02138
Harvest. Harvest Books, Harcourt, Brace & World, Inc., 757 Third Avenue, New York, New York 10017
Holt, Rinehart & Winston, Inc., 383 Madison Avenue, New York, New York 10017
Illini. University of Illinois Press, Urbana, Illinois 61803

"Aids to Study." This edition first published in 1959.

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

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

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

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

Indiana. Indiana University Press, 10th and Morton Streets, Bloomington, Indiana 47401
Littlefield, Adams & Co., 128 Oliver Street, Paterson, New Jersey 07501
McGraw-Hill Book Co., Inc., 330 W 42nd Street, New York, New York 10036
Mentor. Mentor Books, New American Library of World Literature, Inc., 501 Madison Avenue, New York, New York 10022
Meridian. Meridian Books, The World Publishing Co., 2231 W. 110th Street, Cleveland, Ohio 44102
Midland. Midland Books, Indiana University Press, 10th and Morton Streets, Bloomington, Indiana 47401
M.I.T. M.I.T. Press, Kendall Square Building, Cambridge, Massachusetts 02142
NCTE National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61822
Norton. W. W. Norton & Co., Inc., 55 Fifth Avenue, New York, New York 10016
Oxford. Oxford University Press, Inc., 417 Fifth Avenue, New York, New York 10003
Penguin Penguin Books, Inc., 3300 Chipperr Mill Road, Baltimore, Maryland 21211
Phoenix. Phoenix Books, University of Chicago Press, 5750 Ellis Avenue, Chicago, Illinois 60637
Premier. Premier Books, Fawcett Publications, 67 W. 44th Street, New York, New York 10036
Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632
Random House, 457 Madison Avenue, New York, New York 10022
Science Editions, Inc., 605 Third Avenue, New York, New York 10016
Vintage. Vintage Books, Inc., Random House, 457 Madison Avenue, New York, New York 10022
Wisdom Library. Wisdom Library Paperbacks, Philosophical Library, Inc. Distributed by Book Sales, Inc., 352 Park Avenue South, New York, New York 10010
Yale Yale University Press, 149 York Street, New Haven, Connecticut 06511

The following Fulbright lectureships in applied linguistics and TEFL are offered for 1966-67. Address inquiries to: Linguistics & Teaching of English, Committee on International Exchange of Persons, 2101 Constitution Avenue, N.W., Washington, D.C. 20418.

CHINA: September 1966-June 1967. Consult with Ministry of Education and universities on development of teaching methods and materials.

COLOMBIA: February-November 1966. Lecture and conduct regional seminars and in-service programs for teachers. *Fluent Spanish essential*

CONGO: October 1966-July 1967. Three awards. Universities of Brazzaville, Elisabethville, and Lovanium. Lecture on teaching methods and on American and English literature. *Fluent French essential.*

ECUADOR: May 1966-January 1967 (coastal universities); October 1966-July 1967 (highland universities); three awards. Conduct teaching seminars and assist in preparing teaching materials.

IRAN: September 1966-August 1967: Two awards. Universities of Pahlavi (Shiraz) and Tehran. Lecture on English language and American literature.

IRAQ: September 1966-June 1967, University of Baghdad. Lecture on teaching methods and conduct demonstration classes

ISRAEL: September 1966-June 1967, Tel Aviv University. Initiate three-year teacher-training program, help develop curriculum and textbooks for Israeli school system.

ITALY: July 1966-June 1967, Faculty of Education, University of Rome. Lecture in teaching methods and participate in Italy-wide teacher-training program conducted by Council on American Studies. *Fluent Italian required.*

JAPAN: September 1966-June 1967. Lecturer-researcher to strengthen training program for teachers in six national universities.

JORDAN: July 1966-July 1967, University of Jordan. Assist in Freshman English program and in planning teacher-training program.

KOREA: September 1966-June 1967, Pusan University or Seoul University. Lecture in teaching methods and help implement audio-lingual methods in schools

THAILAND: June 1966-March 1967, University of the Northeast. Lecture in teaching methods. Help develop English language curriculum, Faculty of Philosophy.

TUNISIA: October 1966-June 1967, Bourguiba School. Lecture in teaching methods and American civilization; serve as chairman of English Department. *Fluent French required.*

YEMEN: Any 9-month period. Develop and supervise English-teaching program in Taiz

by Eric P. Hamp

[Eric P. Hamp is Professor of Linguistics at the University of Chicago, and served as reporter for the Conference on Neglected Languages held in Evanston, Illinois, at Northwestern University, January 16-17, under the auspices of the U.S. Office of Education. The following article is excerpted from Professor Hamp's report.]

The making of dictionaries raises problems and questions of desiderata different from those of other types of research.

The very size of a dictionary project presents complications up and down the line. One may ask whether the dollar cost itself may not warrant special types of application and treatment, separate from those applicable to other projects. Even the most routine, modest, and unexperimental lexicographic enterprise is a work *de longue haleine*. Coupled with this, the very nature of the task makes it difficult to divide it up into segments which are mechanically amenable to the contracting possibilities open under the Law to the NDEA. It is essential that any project have an end product that can be purchased if it is to be contracted for under NDEA. On the other hand, contracts cannot be let that need to run till doomsday for completion. The dilemma is immediately apparent: Probably a contract for a section of a dictionary, say A-C, is not a good way to approach the problem. If we add to this the fact that in scholarship it is always hard to predict in advance how much time will be needed for an adequate treatment of the task, the problem becomes even more acute. Deadlines are the besetting problem of the scholarly community; the longer the job, the less certain the estimate and the greater the chance of nondelivery because of a critical manpower accident. Scholars are prone to underestimate the time required for a job.

Certain practical strategems can be employed in order to alleviate the troubles: For example, results can be delivered piecemeal and in somewhat informal shape; conceivably, stacks of slips or punched cards, or IBM concordance print-outs could be presented as fulfillment of one segment of work if such materials are then to pass to a further stage of preparation. A superficially appealing product should not be the prime aim of the effort.

Evaluation Procedure. In view of these and other difficulties, it is likely that dic-

tionary projects should have the benefit of a separate and specially designed evaluation procedure. For one thing, it is difficult even for primary experts in the relevant field to estimate and evaluate a proposed dictionary project and the intended participants. Neither the proponents of the project nor those called upon to judge it are likely in many cases to have had prior experience in just that sort of work. The whole art of lexicography, outside of the large commercial houses, which have no interest in such projects as these, is still poorly charted. For example, it seems that it is better to estimate on the basis not of the number of entries in the proposed dictionary, but of the "concentric circles" of corpus that will be accounted for.

In light of the difficulties with evaluation procedures, it seems best not to try to attach priorities, or rankings, to dictionary projects. Washington's present custom is to hold a case, together with the evaluations furnished on it, until about the middle of the fiscal period. If there are no competitors and if it is a projected contribution of permanent value, the case is then approved.

Students' Dictionary. A primary need for most languages is still the students' general purpose dictionary; this desideratum has been recognized by those in the field ever since the language programs originated in World War II. It might seem that because the end product is a modest sized book, such a project is a job of modest proportions. This could conceivably be true in a field that has been well explored, where primary research tools already exist and large unabridged lexicons of high quality are available (if only in archive or file form), where the range of the consumer's needs is well understood, and where trained manpower is plentiful. But it is hard to think of any instance outside the few best known languages where such is the case. Paradoxically, a students' dictionary is properly a longer job than a large reference dictionary. For the shorter work should be an extract or abridgment, according to a clearly formulated, thoroughly researched plan, of a full, relatively complete register of the resources of a language. It is possible that for some languages with an important literary tradition even a modest

short work should cover in some measure earlier historical stages of the language. All of this requires time, effort, erudition, and artistry. Attempts have been made to bridge gaps on less, but it is not certain how satisfied a good author can reasonably feel with such a performance.

Bilingual Dictionaries. The question of the students' dictionary leads us, moreover, squarely into the problem of the bilingual dictionary, which is a very troublesome and thorny problem. Eventually, it seems, we shall need to explore, and on a national scale, other sources of help in this area—conceivably the National Science Foundation or other large and sustained fund sources. We have quite apparently not yet solved the technical problem of how to produce a steady stream of bilingual dictionaries. There is need to develop a planning system in recommending proposals submitted for evaluation whereby successful projects would be lodged at universities where experience in such work is already on hand. Formal courses in lexicography are now substantially lacking in linguistic curricula in the United States. The whole field of lexicography is poorly developed in the American tradition of systematic linguistic scholarship. Modest as their results in some ways may be, the Russians seem to have made much better progress than we have with the problem of turning out a steady supply of bilingual dictionaries; moreover, we know that they have studied problems of technical and theoretical lexicology, semantics, and translation much more intensively than we have. We should plan to inspect, evaluate, and learn from their products seriously and attentively.

Certain potential resources are now lying idle in desuetude where they were left when some mishap or more urgent pressure cut off an old dictionary project. These old bodies of files should be gathered together, dusted off, evaluated, and reassigned for ultimate integration into a new project or conceivably farmed out for whatever completion they may now promise to yield. At least, they should not be wasted.

There is a growing need for certain kinds of specialized dictionaries, e.g. for legal and political terminology. Moreover, specialized dictionaries based on new research would be particularly welcome and appropriate; most terminologies of the social sciences presuppose fresh research in those disciplines of a sort that is not so marked in the case of terminologies of the more established sciences.

meetings and conferences

- October 27-30. African Studies Association. Philadelphia, Pa.
- November 18-21. American Anthropological Association, 64th. Denver, Colo.
- November 25-28. National Council of Teachers of English, 55th. Boston, Mass.
- November 26-28. American Association of Teachers of French. San Francisco, Calif.
- December 17-January 6, 1966. International Congress of Africanists, 2nd. Dakar, Senegal.
- December 20-21. American Folklore Society. Denver, Colo.
- December 26-31. American Association for the Advancement of Science. Berkeley, Calif.
- December 27. American Dialect Society. Chicago, Ill.
- December 27-29. American Association of Teachers of Slavic and East European Languages. Chicago, Ill.
- December 27-29. Modern Language Association of America, 80th. Chicago, Ill.
- December 27-30. Speech Association of America. New York City
- December 27-February 21, 1966. Linguistic Institute. Montevideo, Uruguay. [Write: J. P. Rona, cebollati 1710, apartado 304, Montevideo, Uruguay.]
- December 28-29. American Association of Teachers of Italian. Chicago, Ill.
- December 28-30. American Association of Teachers of Spanish and Portuguese, 46th. Chicago, Ill.
- December 28-30. Linguistic Society of America. Chicago, Ill.
- December 29-30. American Association of Teachers of German. Chicago, Ill.

Brazilian Linguistics Seminar

The first Brazilian Linguistics Seminar was held in Rio de Janeiro, July 12-23, under the joint auspices of the Yáziqi Institute of Languages [LINGUISTIC REPORTER June 1965] and the Brazilian Ministry of Education. Over 200 teachers from thirteen states attended the seminar.

Three courses were given: History of Linguistic Ideas and Concepts, Orientation in Applied Linguistics, and Principles of Tagmemics. In addition to the courses, there were nine lectures, covering such topics as French phonetics, the task of linguistics in Brazil, and Brazilian Portuguese grammar. The staff included Professors Joaquim Mattoso Câmara, Jr., F. Gomes de Matos, and Sarah Gudschinsky.

A second seminar is tentatively planned for July 1966 in São Paulo.

CEEB Adopts TOEFL

On August 4, final papers were signed transferring responsibility for the operation of the TOEFL program from the National Council on the Testing of English as a Foreign Language to the College Entrance Examination Board, in association with Educational Testing Service. The program office, which since the inception of the TOEFL program in mid-1963 had been located in Washington in

the Center for Applied Linguistics, was closed on August 20th and all its operations moved to ETS in Princeton, New Jersey. All correspondence and requests for information or score reports should be addressed to TOEFL, Educational Testing Service, Princeton, New Jersey.

The transfers of TOEFL to CEEB/ETS does not affect scheduled dates for test administrations. The dates for 1965-66 remain October 2, January 10, and April 25. The dates for 1966-67 will be announced early next spring.

Linguistics at Reading

A Department of Linguistic Science will be established at the University of Reading in October 1965. The Professor and Head of Department will be F. R. Palmer, and the other staff members P. H. Matthews, P. F. R. Barnes and D. B. Crystal. Miss W. P. Finlay of the Department of French will cooperate with the Department.

Linguistics will be taught to undergraduates as a first year subject and as a special subject for certain Honours courses. From 1966, Linguistics will form one half of Joint Honours Courses, being taken together with a modern language. For further information write to F. R. Palmer, Department of Linguistic Science, University of Reading, Reading, England.

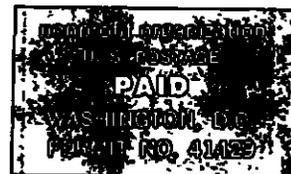
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Washington, D.C. 20036



book notices

Teaching English as a Second Language: A Book of Readings, edited by Harold B. Allen. New York, McGraw-Hill Book Company, 1965. xi, 406 pp. \$6.75.

This book brings together fifty papers on both the theory and the methodology of English as a second language. The readings are grouped in nine sections: theories and approaches, teaching English speech, teaching English structures, teaching English vocabulary, teaching usage and composition, teaching the printed word, methods and techniques, teaching with audio-visual aids, and testing. An "overview" by the editor precedes each section.

The views of both American and British linguists and language teachers are represented in this collection. The majority of the papers first appeared in either *Language Learning* (Michigan) or *English Language Teaching* (London), though some were initially published in Australian, Canadian, and Philippine journals.

Using American English, by Leonard Newmark, Jerome Mintz, and Jan Lawson Hinely. New York, Harper & Row, 1964. vi, 251 pp. \$3.65.

This book of exercises for teaching English as a foreign language to students at an intermediate or advanced level is intended to provide materials that will be interesting and useful to students of diverse language backgrounds. Part One, "Using American Conversation," consists of twenty dialogues with four alternate phrasings for each sentence of the dialogues in order to supply the

student with the varying forms he will encounter in the conversational situations covered. Part Two, "Using Written English," contains twenty-one essay-excerpts on varied topics, which are accompanied by partially obliterated versions from which the student is to reconstruct the original.

Language and Communication in the Commonwealth, by G. E. Perren and Michael F. Holloway. Commonwealth Education Liaison Committee. London, Her Majesty's Stationery Office, 1965. 54 pp. 35 cents.

Originally prepared as a paper for the Third Commonwealth Education Conference, held in Ottawa in 1964. The text outlines the major problems of language and communication in the countries of the British Commonwealth, focusing on the general difficulties of areas where language policy, particularly in education, appears most crucial to national development. There are brief sketches of the language situation in India, Malaysia, and Africa, as examples of the differing roles of national and second languages. The last two chapters treat current programs and projects and future needs.

Oral Brazilian Portuguese, by Henry W. Hoge and Peter J. Lunardini. Milwaukee, University of Wisconsin-Milwaukee, 1964. xi, 424 pp. \$4.25. Accompanying tapes: 50 7-in. reels, 7.5 ips, \$160.00. Order text and tapes from University Bookstores, University of Wisconsin-Milwaukee, Wisconsin 53211.

Each unit of *Oral Brazilian Portuguese* contains a dialog written in the traditional orthography, a vocabulary or structure expansion supplement, and an exercise to facilitate memorization. The dialog portion is

followed by grammar explanations and structural summaries, drills and exercises. The first four of nineteen units are devoted to problems of pronunciation and orthography. Portuguese-English vocabulary items and irregular verb conjugations are listed at the end of each unit as they are introduced, as well as in a complete appendix at the end of the book.

These materials were developed under a contract with the U.S. Office of Education, and have been tested in Peace Corps training programs at the University of Wisconsin-Milwaukee.

Foreign Language Teaching: Challenges to the Profession. Reports of the Working Committees, Northeast Conference on the Teaching of Foreign Languages, 1965. Edited by G. Reginald Bishop, Jr. Princeton, N.J., Princeton University Press, 1965. 128, 20 pp. \$2.50. Order from Modern Language Association of America, 4 Washington Place, New York 10003.

This publication presents the reports which served as the basis for discussion at the twelfth annual Northeast Conference on the Teaching of Foreign Languages, April 8-10, 1965. The contents are: "The Case for Latin," an essay by William R. Parker, reprinted from *PMLA*, Vol. LXXIX, No. 4, Part 2; "Study Abroad"; "The Challenge of Bilingualism"; and "From School to College: The Problem of Continuity."

Subscribers: Please see notice, page 3

Foreign Service Institute's First Summer Intern Program

by Richard B. Bojar

[Richard B. Bojar, a graduate student in Formal Linguistics and Mathematical Logic at the University of Pennsylvania, was a participant in the Program described below.]

Feeling that the problems of language teaching had been receiving too little attention among students of linguistics, and that there should be more communication concerning these problems between universities and agencies principally concerned with language teaching, the Foreign Service Institute of the Department of State, one of the government's largest language teaching agencies, initiated this past summer, June 14–September 3, its first Summer Intern Program

for graduate students in linguistics. The program, conceived by Howard E. Soltenberger, now Acting Director of FSI, and administered by a committee of senior staff members headed by James R. Frith, currently Acting Dean of the School of Language and Area Studies of FSI, was designed to allow each intern to work with a senior staff member of FSI in such areas as textbook construction, language analysis, and class supervision.

The interns numbered six, selected from a group of forty-two applicants. They represented a broad spectrum of universities and linguistic persuasions; they also had widely differing degrees

of experience in language teaching. They were: Karen Courtenay, of UCLA, working with Earl W. Stevick of the FSI Near Eastern and African Languages Department; Bruce L. Derwing, of the University of Indiana, working with Ronald A. C. Goodison, of the East European Languages Department; Gary Prideaux, of the University of Texas, collaborating with Eleanor H. Jordan, of the Far Eastern Languages Department; Herbert C. Furnell, Jr., of Cornell University, working with Richard B. Noss, also of the Far Eastern Languages Department; Robert L. Rankin, of the University of Chicago, collaborating with C. Cleland Harris, of the Romance Languages Department; and Richard B. Bojar, of the University of Pennsylvania, working with Lloyd B. Swift, of the Near Eastern and African Languages Department.

A summer-long seminar, coordinated by Dr. Stevick, introduced the interns, firstly, to the scope of FSI operations, both in Washington and abroad, and then proceeded to discussions concerning language testing, the preparation of written materials, the training of linguistically-naïve native-speaking instructors, the use of the language laboratory, problems specific to certain languages or language groups, and certain teaching techniques, e.g. the use of model villages. Perhaps the most interesting of the seminar sessions was concerned with comparison of various teaching methods: the now traditional "dialogue method," programmed instruction, and a method of Dr. Stevick's now being experimented with, which has been dubbed the "microwave method."

Each intern was principally concerned,



Foreign Service Institute Class Drill with Model Village

however, with a specific project on which he worked under the guidance of his staff supervisor. These were quite varied, with respect both to the languages involved and to the methods of instruction employed, and some of them were quite experimental in nature. The languages concerned were Hausa, Czech, Japanese, Thai, Rumanian, and Turkish.

Miss Courtenay wrote a Hausa course based on Dr. Stevick's "microwave method," adapting an existing course of this type in Swahili for use with Hausa. Because of the great differences between Hausa and Swahili, considerable adaptation was found to be necessary. The method she used is based on the premise that the time-lag between the first introduction of material to the student and the student's use of that material in real communication should be as short as possible; and that the student should be encouraged to use as much of the target language as he can control to communicate facts about himself that are true in real life, and opinions that are actually his own. Where it does not concern the student personally, communication in the target language is restricted to facts pertinent to the country in which the language is spoken or to the country in which the student is studying.

Mr. Derwing, working with Dr. Goodison and the FSI Czech instructor, Mr. Uhler, designed and wrote the initial stages of a course in Czech. Mr. Derwing's course is "situationally oriented": Instead of first deciding what grammatical constructions to teach and in what order, and then finding more or less real situations to fit the constructions, Mr. Derwing first decided what "tasks" a Foreign Service officer would find it necessary to perform in Prague (i.e. in what types of situations the officer would need to use Czech as a tool for gaining information) and then designed each unit to enable the student competently to perform one of these tasks. A list was kept of the grammatical constructions introduced in each unit, so that, when an ordering of grammatical features is decided upon, it should not be difficult to piece the units together into a course. He also experimented with model-village techniques in the teaching of Czech nominal and verbal morphology.

Mr. Prideaux, working with Dr. Jorden, spent most of his time in writing supplementary drills for existing Japanese materials. Some of these drills were of a

novel type, involving a type of linguistic realism as opposed to situational realism. Dr. Jorden has long been concerned that the comprehension of the language student, in speaking with native speakers of his partially-acquired language, may not be as good as his production; for, in producing, the student can himself control what will be said, what the topics of conversation will be, etc., while in listening, he is wholly at another's mercy. She has therefore devised drills of the following sort: The student is told to ask the native speaker a question; the native speaker replies, not with a simple sentence, but with a long stretch of speech containing some irrelevancies; the student is then asked what the answer to his question was. For example, the student might ask, "How old is Mr. Tanaka?" and be answered with, "Well, he was twelve when I was six, so he must be thirty-eight now." The student must then say that Mr. Tanaka is thirty-eight (and not twelve or six). Mr. Prideaux wrote a number of such drills, as well as some of a more conventional type, and helped to record and conduct them.

Mr. Purnell, working with Dr. Noss, wrote grammatical drills for existing Thai dialogues. He also spent about a week in experimenting with adaptations of Dr. Stevick's methods to Thai and in attempting a combination of these with more "ordinary" methods.

Mr. Rankin became quite impressed with the success of a Spanish programmed course in the inculcation of correct pronunciation, and so he and the FSI Rumanian instructor, Mr. Chiacu, working under the supervision of Dr. Harris, wrote the first units of a Rumanian Course based on the pattern of some Spanish materials Dr. Harris is now writing. The phonological portions of

each unit, as well as some of the introductions of grammatical features, are programmed.

Mr. Bojar and Mr. Swift worked on a programmed 100-hour course in Turkish. Unlike the courses on which the other interns worked, this course was designed to be used not at FSI in Washington but rather at the American Embassy in Ankara, teaching American government employees the fundamentals of Turkish. Mr. Bojar feels that a short course should be fundamentally different from the typical FSI intensive course in that the graduates of the short course will find it much more necessary than the graduates of an ordinary FSI course to be in a position to learn more of the language from native speakers in the street. Such a short course, therefore, should present the student with many patterns that he cannot be expected to master. Programming was chosen because it was felt both that programming was a method that deserved more experimentation and that a programmed course could be more easily administered at a diplomatic post abroad than any other type of course. Mr. Bojar also experimented with trivial data-processing equipment (card-sorters, primarily), to explore some uses of automation in the production of course material.

As indicated above, the principal aim of FSI in instituting the Summer Intern Program was to encourage graduate students in linguistics to interest themselves in the problems of language teaching and language learning; correspondingly, the aim of the interns was to learn something (in some cases, more) about these problems. The various methods adopted in the interns' projects are an indication, I think, of the breadth of thinking, both on their part and on that of FSI, that has gone into the problems.

Second International Congress of Dialectologists

by Eric P. Hamp

[Eric P. Hamp is professor of linguistics at the University of Chicago.]

The Second International Congress of Dialectologists was held in the pleasant university town of Marburg, Germany, 5-10 September 1965. The organizing committee, headed by Professor Dr. L. E. Schmitt, Director of the Forschungsinstitut für deutsche Sprache "Deutscher Sprachatlas," is to be congratulated not

merely for affording pleasant, spacious, and hospitable accommodation for the deliberations, but most especially for designing a program that allowed enough time for serious papers to be delivered at a thoughtful pace and to be discussed at sufficient length to bring out some meaningful scholarship. The daily program comprised (apart from opening and closing sessions, and a mid-week excursion

sion to Fulda) section meetings 9:00-10:45 a.m. and 3:00-5:45 p.m., and a plenary session 11:00-12:30.

The four presentations at the plenary sessions were: H. E. Keller (Utrecht), "Actualité de la lexicologie dialectale (Où va la lexicologie romane?)" ; E. Koschmieder (München), "Akzent, Intonation und Quantität"; W. G. Moulton (Princeton), "The Mapping of Phonemic Systems"; G. Bonfante (Torino), "Italian Dialects in Historical Perspective."

Brief versions of the papers contributed and invited to the section meetings had been circulated as preprints. An hour was then allotted to each paper: twenty minutes for elaboration by the author, without repeating unnecessarily the content of the preprint, and the balance of the hour for discussion and the author's reply. Many of these discussions, of which résumés will appear in the Proceedings, ranged wide and came to grips with fundamental problems in serious debate. One had to choose from among eight or nine simultaneous papers, and hence miss many an attractive title; but the choice, once made, offered one the hope of a solid hour for serious exploration of a topic.

The following language areas were represented among the papers: English, German, Dutch, Frisian, Norwegian, Icelandic and Faeroese, Italian, Portuguese, Rumanian, Russian, Serbo-Croatian, Ukrainian, Sorbian, Lithuanian, Yiddish, Welsh, Greek, Albanian, Old Armenian, *Romance, *IE, Sanskrit, Balto-Slavic; Hungarian, Vogul-Ostyak, Lappish, Turkish, Maltese; the only real exotics appeared to be Berber, Japanese, Tai, Dravidian, Malagasy, Nguni Bantu, and Swahili. It is clear where the center of gravity still is. Theoretical topics ranged the gamut; at least (perhaps at most) three papers were interested in generative approaches to dialectological problems.

In addition to Moulton, nine Americans read papers: Georgacas, Hamp, Haugen, Klimas, Li, McDavid, Obrecht, O'Neill, Polomé (if your reporter has not miscounted).

At the concluding session an International Committee of Dialectologists (ICD) was constituted. The purpose of the ICD is to organize international congresses of dialectologists and to establish and maintain contact between specialists.

Dialectology seems to have reached an international milestone.

The Center for Applied Linguistics is a nonprofit, internationally oriented professional organization, established in 1959 and incorporated in 1964 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. Annual subscription, \$1.50; air mail, \$3.50. 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, D.C. 20036. 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.

A Notice to All Subscribers: Effective with Volume 8, Number 1, February 1966, the *Linguistic Reporter* will carry an annual subscription charge of \$1.50 (\$3.50 by airmail). Subscribers who wish to renew but who are faced with currency restrictions or similar economic limitations are invited to write to the Editor.

BEL: Bureau d'Etude et de Liaison pour l'Enseignement du Français dans le Monde

by D. Girard

[D. Girard, Associate Director of BEL from 1963 to 1965, is now Director, following Guy Capelle, founder of BEL, who is presently Visiting Professor at the University of Michigan.]

BEL (Bureau d'Etude et de Liaison pour l'Enseignement du Français dans le Monde) was established in 1959 on the combined initiative of the Ministry of Foreign Affairs (Direction Générale des Affaires Culturelles et Techniques) and the Ministry of Education (Direction de la Coopération avec la Communauté et l'Etranger). It is set in the framework of the National Pedagogical Institute (Institut Pédagogique National). The aim of BEL is the study and development of methods and teaching materials for the teaching of French language and civilisation in foreign school systems—in other words, linguistic and pedagogical research applied to the teaching of French as a foreign and second language. It is at the same time a center for research and the application of research, training, and liaison.

To carry out these tasks BEL has the following sections:

Information Section. This section has the responsibility of organising a specialised library and information center for the benefit of researchers and teachers of French and modern languages. The library now has more than 5,000 volumes on modern language teaching, language psychology, general and applied linguistics, and French literature and civilisa-

tion, as well as teaching materials (methods, textbooks, visual aids, audiovisual materials, etc.) published both in France and abroad for the teaching of French as a foreign or second language. It also puts at the disposal of its visitors over 100 specialised periodicals on linguistics and language teaching.

Language Teaching Section. This section is composed of a team of teachers (fifteen to twenty) all having had teaching experience abroad and each having his or her own field of specialisation (linguistics, phonetics, grammar, psycholinguistics, educational psychology, etc.). These teachers make the maximum use of research carried out in the Universities and only undertake "pure" research themselves when the particular field happens to be unexplored. In every case research carried out by BEL has immediate application to modern language teaching. Typical projects are the writing of textbooks for particular countries, the transition from the spoken to the written language, the teaching of French civilisation, etc. These teachers also undertake the training of student teachers who have been put in their charge.

Publications Section. This section has three main responsibilities: (a) the distribution of pamphlets and teaching notes prepared by the Language Teaching Section for the purposes of experimentation;

See BEL, 4, Col. 1

(b) the preparation for publication of booklets intended for teachers of French as a foreign language; (c) the editing of the periodical *Le Français dans le Monde*.

Teacher Training Section. This section has five main responsibilities: (a) to organize training sessions both in France and abroad aimed at the specific needs of the teachers and countries involved; (b) to conduct a longer training session (a year) for teachers who will themselves later assume teacher training duties; (c) to arrange the participation of BEL in numerous other teacher training sessions; (d) to welcome both French and foreign specialists and arrange individual training sessions for them; (e) to provide the secretariat for the Teacher Training Committee and to prepare and distribute *Stages pour l'enseignement du français langue étrangère*, an annual announcement which describes the training sessions organized in France for teachers of French as a foreign language.

Liaison Section. This section provides for liaison between: (a) specialists in the teaching of French as a foreign language, University research workers, and specialised Centers and teachers; (b) BEL and various French organizations such as CREDIF (Centre de Recherches et d'Etudes pour la Diffusion du Français), CIEP (Centre International d'Etudes Pédagogiques) at Sèvres, CREC (Centre de Recherche pour l'Enseignement de la Civilisation), the Alliance Française, various University Institutes and Centers of Applied Linguistics; (c) BEL and a number of foreign organizations interested in the teaching of foreign languages (Center for Applied Linguistics in Washington, English-Teaching Information Centre in London, Centre de Linguistique Appliquée at Dakar, international organizations like UNESCO and the Council of Europe, etc.). Liaison is carried out in such ways as welcoming visitors who are on their way through Paris, advising technical missions abroad, participating in colloquia and international meetings, teacher training, and continuous correspondence carried on with numerous correspondents abroad.

In the last year or so, BEL's practical concern in the teaching of foreign languages in French schools has shown a marked increase. In an attempt to discover the practical results of the different language teaching methods used in

French schools, three batteries of tests (one for each of the school terms) were produced to test the overall competence in English of the pupils in their first year of English at Secondary school. An experimental first year course for English in the French Primary schools has also been produced for use in a limited number of schools. Envisaged is a full three-year course of English for Primary school pupils and a consequent reshaping of

Secondary school courses in English.

BEL also annually conducts a two-week introductory course on audio-visual techniques in the teaching of English as a foreign language. The course is open to French teachers of English and teachers from other European countries and African countries.

All correspondence should be addressed to: BEL, 9, rue Lhomond, Paris 5^e, France.

Ford Foundation Grant to CAL

The Center for Applied Linguistics is pleased to announce the receipt of a grant of \$3,000,000 from the Ford Foundation. The grant, which is for a five-year period beginning October 1, 1965, will be used mainly to expand current CAL activities to improve the teaching of English as a second language in developing nations and of critical

foreign languages not commonly taught in the United States. It will also support a major new aspect of CAL activities: improvement of the teaching of English and reading in the United States, with special reference to school problems of disadvantaged children with a background of nonstandard speech.

The English Language Center at Michigan State University

by James W. Ney

[Mr. Ney is an assistant professor in the English Language Center at Michigan State University. From 1962 to 1964 he served as English Consultant with Michigan State University at the University of the Ryukyus on Okinawa. Prior to that, he was associated with a Canadian linguistic institute, the Dade County schools in Florida, and the English Language Institute of the University of Michigan.]

"Experience with foreign student academic performance indicates that the foreign student language problem cannot be ignored indefinitely nor left to its own resources to resolve itself." (From a report on the establishment of the English Language Center at Michigan State University.) To deal with this problem, universities have generally adopted one of two expedients: either they have opened noncredit courses within an already established department or they have set up a language center or institute.

Michigan State University decided upon the latter and started the operation of the English Language Center in the fall of 1961. In its first term, the Center had 42 full-time and part-time students. Now the Center has grown until in the fall of 1965, there were 149 full-time and part-time students of 13 different nationalities. In its organization,

the Center is administered by three specialists in English as a second language, or linguistics. One of these, Mr. Shigeo Imamura, serves as the director. Most of the teaching in the Center is performed by 24 graduate assistants, usually drawn from the English and Linguistics departments of the University.

The Center was established with two goals in mind. To quote an early report: "The English Language Center at Michigan State University was set up to deal with the needs of two types of students: those foreign students who wish to improve their English before undertaking a course of study towards a degree, and those who wish to learn English during a short course before returning to their own countries." The second of its stated goals has resulted in a formal relationship with the European Language and Educational Centers Foundation. Under this relationship, the English Language Center channels American language students to the European Centers, and the European Centers send students to the MSU Center.

One of the greatest problems in the center-type operation is the obtaining of published material for a five-hour per

day intensive language course: there are very few textbooks in English as a foreign language suitable for an intensive language program. Such a program requires a carefully sequenced and integrated set of materials, and most of the current texts have been designed for classes which meet only one or two hours per day and which are taught by a single teacher. As a result, much of the material used in the Michigan State Center has been developed within the Center itself.

The Michigan State program consists of five one-hour classes per day: pronunciation, grammar, conversation, composition, and language laboratory. Students are assigned to sections in these classes on the basis of their ability as measured by the University of Michigan English Language Proficiency Test and the Aural Comprehension Test plus a short composition. All foreign students who have been admitted to MSU are screened by the Center, and those who are deficient in one or two areas such as pronunciation or composition are required to take a part-time program in these areas. Students who score low in all areas are required to be enrolled in the intensive program without credit.

In the elementary and intermediate sections, the University of Michigan Lado-Fries materials are used for the grammar, conversation (pattern practice), and language laboratory classes. In the pronunciation classes, the majority of pronunciation problems faced by the students are covered in a series of eleven lessons developed by S. Imamura. These lessons are completed in approximately four weeks at three hours per week. The remainder of the time in the pronunciation classes is devoted to note-taking, discussion and dictation exercises, which were instituted in the belief that students entering the university should receive some practice which would help them grasp material presented in lectures and conferences. For these classes, not only dictation but also discussion exercises had to be developed by the Center. In the main, culturally oriented topics such as "American Education" or "Religion in the United States" have been used in these sessions.

For the composition classes, R. P. Barrett has developed a complete series of "ladder exercises" which are designed to give the student practice in specified problem structures at different stages in his mastery of written English. These exercises are used in addition to fre-

quently assigned composition topics which force the student to practice free composition.

For the advanced conversation classes, audio-lingual literary materials are currently being developed by J. W. Ney. These materials are composed of selected literary readings and essays which are rewritten to a specified level of lexical and grammatical difficulty. Pronunciation, grammar and vocabulary drills are then prepared using the vocabulary and structures in the readings. In addition, the readings are divided into sections which can be covered in a single hour, and questions with carefully selected and controlled structures are composed on the material in each section. In the class period, the students read the selections in unison, do audio-lingual drills, and

answer questions. It is felt that this procedure has permitted the development of audio-lingual drills which are interesting to the advanced students because of the readings on which they are based. Furthermore, these readings also aid the students in the difficult problem of acculturation. For instance, one of the readings, by A. H. Raskin, deals with the social problems caused by automation in the U.S.A., and attempts at a solution of these problems. Besides this reading, selections from Mark Twain and Bertrand Russell have also been developed.

For the future, a continued development of the MSU materials is envisioned, and in addition, a greater concentration of effort in the production of new materials for elementary and intermediate classes is being planned.

Recent CAL Publications

Transformational Generative Grammar: A Bibliography, by William Orr Dingwall. Washington, D.C., Center for Applied Linguistics, 1965. xlii, 82 pp. \$1.00.

This bibliography contains the most up-to-date listing of books, articles, dissertations, and unpublished papers dealing with all aspects of the theory of transformational generative grammar, or its application to the analysis of a particular language. The 962 entries are listed alphabetically by author, with subject designations, such as PHON and SYNT, indicating the major emphasis of the work. An index of languages and language families is also included.

Linguistic Society of America Meeting Handbook: Fortieth Annual Meeting, December 1965. Washington, D.C., Center for Applied Linguistics, 1965. lii, 61 pp. \$2.00.

This handbook has been prepared by the Center for Applied Linguistics to serve as a guide to those attending the Fortieth Annual Meeting of the Linguistic Society of America, December 28-30, 1965, as well as to provide a permanent record of the papers presented at that meeting. The handbook consists of the official program of the meeting; the abstracts of the thirty-seven papers scheduled for delivery; and an author index.

All registrants at the Fortieth Annual Meeting of LSA will receive the handbook as part of their registration material. Following the meeting the handbook will be placed on public sale by the Center for Applied Linguistics.

Dissertations in Linguistics: 1957-64, prepared and edited by Amy E. Shaughnessy. Washington, D.C., Center for Applied Linguistics, 1965. 28 pp. 25 cents.

This booklet, containing 373 titles, was prepared by the Center as a step toward making information about Ph.D. dissertations in the field of linguistics more readily available. Each entry gives the author's name, the dissertation title, the university which granted the degree, and the year the degree was granted. A topical and analytical index appears at the end.

Dissertations in Linguistics was compiled mainly from information made available to the Center by the Office of Scientific Personnel of the National Academy of Sciences-National Research Council.

A Bibliography of Contrastive Linguistics, compiled and edited by John H. Hammer in consultation with Frank A. Rice. Washington, D.C., Center for Applied Linguistics, 1965. v, 41 pp. \$3.50 cloth; \$1.50 paper.

This unannotated bibliography of nearly 500 books, articles, and dissertations is intended to provide teachers and textbook writers with access to a body of information which can be of service in the preparation of instructional materials, the planning of courses, and the development of classroom techniques. Following a short general section, the entries are arranged alphabetically by language, Afrikaans-Zulu, with cross-references and an author index. The bibliography incorporates the materials of William W. Gage's 1961 checklist, *Contrastive Studies in Linguistics*.

Linguists wanted

LINGUIST WITH PH.D. wanted for Arabic Language Study Program in the Middle East. The Commission on Ecumenical Mission and Relations of the United Presbyterian Church needs a married man for a minimum term of five years to establish a language training center for an interdenominational group of missionaries in Beirut. Also need qualified teachers of English as a second language. For further information write to the Rev. Alan G. Grips, Recruiting Secretary, Room 935, 475 Riverside Drive, New York, New York 10027.

ENGLISH LANGUAGE DIVISION of Robert College, Istanbul, Turkey, has positions available for September 1966, including several openings for instructors of English as a foreign language. Applicants should have some teaching experience, preferably in English as a foreign language, and undergraduate or graduate major must have been English or linguistics. Appointments are generally for three years, with transportation paid. Send a detailed resume to the Recruitment Secretary, Robert College of Istanbul, 548 Fifth Avenue, New York, New York 10036. Application procedure must be completed by February 28, 1966.

UNIVERSITY OF WISCONSIN-MILWAUKEE Departments of Linguistics and English have a position open for 1966-67. Ph.D. required, to teach two courses in the English Department on the Structure of English and one course in the Linguistics Department, subject dependent on the applicant's interests. Salary \$9,000 to \$10,000, rank Assistant Professor; excellent prospects for promotion. Write to W. K. Percival, Chairman, Department of Linguistics, University of Wisconsin-Milwaukee, Milwaukee, Wisconsin 53211.

LANGUAGE COORDINATOR for instruction in Bihari, Hindi, Kannada, Malay, Malayalam, Marathi, Oriya, Tamil, Telugu, and Thai for Peace Corps Volunteer Training Programs. Supervise native informants and be responsible for all aspects of language instruction for a 3½ month period. Must have linguistic training and relevant field experience in the particular area where the language is spoken. Also, **TEFL COORDINATORS** with both formal TEFL training and overseas experience. Address inquiries to Mrs. Judith Kirkendall, University Relations and Training Division, Asia and North Africa, Peace Corps, 806 Connecticut Avenue, N.W., Washington, D.C. 20525.

THE OBERLIN SHANSI MEMORIAL ASSOCIATION is seeking a person with training in linguistics and language teaching experience to serve as director for its program in Madurai, South India. The program is carried on in cooperation with American and Lady Doak Colleges with recent Oberlin graduates teaching extra-syllabus English courses and participating in various types of cultural exchange. For further information write The Oberlin Shansi Memorial Association, Wilder Hall, Oberlin, Ohio.

INSTRUCTORS needed for the Division of Linguistics, College of Guam. Good salary, housing, and travel opportunity. Enriching experience in applied linguistics, meet students with multilingual, multicultural background. For further information, write Dr. Antonio C. Yameshita, President, College of Guam, Box EK, Agaña, Guam 96910.

DIRECTORS OF LANGUAGE INSTRUCTION (two positions) at Staff Development Centers in Kaduna and Enugu, Nigeria, to teach English as a foreign language, train Nigerian counterpart instructors, test and evaluate program materials, and organize and coordinate instruction in other languages (French, Hausa, Igbo). Candidates should have practical experience in teaching and directing TEFL programs abroad and academic background in TEFL and/or applied linguistics. Two-year appointments, starting June 1966. Salary 10% over present earnings, transportation, benefits. Write to Andre E. Rhesault, Director of Overseas Programs, English Language Services, Inc., 800 18th Street, N.W., Washington, D.C. 20006.

GRADUATE LINGUISTICS PROGRAM at University of North Carolina seeks linguist with Ph.D. to take charge of three-year program in structural linguistics, beginning September 1966. Interest in historical linguistics and Slavic and/or Oriental languages welcome. Salary \$8000 to \$9500, rank Assistant Professor. Address inquiries to Dr. Walter W. Arndt, Chairman, Department of Linguistics, Slavic, and Oriental Languages, University of North Carolina, Chapel Hill, North Carolina.

PH.D. OR DOCTORAL CANDIDATE to teach history of English language, principles of linguistics, and grammar and usage, and to participate in training teachers of elementary and high school English. Title and salary dependent on qualifications. Fringe benefits. Immediate opening or for 1966. Send inquiries to Louis Fraiberg, Department of English Language and Literature, University of Toledo, Toledo, Ohio 43606.

LINGUIST, M.A. level or above, to work in Peace Corps language programs at University of Hawaii Peace Corps Training Project for Southeast Asia. Position open in February 1966. Address applications to Donald M. Topping, Dept. of Linguistics, University of Hawaii, Honolulu, Hawaii.

The Experiment in International Living seeks leaders for summer groups which travel to some forty-five countries in Europe, South America, Asia, Australia, Africa, and the Middle East for about eight weeks. Groups consist of ten members of precollege, college, and postcollege ages. Leaders in general should be American-born and educated, between 25-45, experienced in living abroad, in teaching or group work, in simple living and camping. Leaders to French, German, Spanish, and Italian speaking areas must be fluent in the language. Other languages are also needed: Hebrew, Serbo-Croatian, Polish, Portuguese, Japanese. All expenses paid plus honorarium: \$200 for first-time leaders; \$300 for subsequent service. Those invited must attend an expense-free weekend of training held fall, winter or spring in Vermont, Missouri, or California. Address inquiries to: Leadership, The Experiment in International Living, Putney, Vermont 05346.

Subscribers: Please see notice, page 3