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The Defense Language Program and DLI

by Joseph C. Hutchinson

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The Defense Language Institute (DLI) of the Department of Defense (DOD) was created to bring all language training in the Armed Forces (except at the Service academies) under the single manager authority of the Secretary of the Army and to standardize, improve, and increase economy in the conduct of foreign language training as well as in the Teaching of English as a Foreign Language (TEFL) to foreign military personnel. This new Institute was established to provide, as well, a central source of direction,

guidance, and assistance to all the Services and to represent the Department of Defense in language training matters to the academic community, to other governmental agencies, and to industry and other groups interested in language training.

Headquarters, DLI, became operational in July 1963 with a staff composed of Army, Navy, Air Force, and civilian personnel. The current director of DLI is Colonel Jack M. Duncan, U.S. Army. The academic adviser is Dr. Leroy James Benoit, formerly chief of language and area training for USIA.

The military Services require full-time foreign language training for nearly 7,000 personnel annually. About two-thirds of

these are students in the two schools operated by DLI — the West Coast Branch (DLIWC) in Monterey, California (formerly an Army school), and the East Coast Branch (DLIEC) (formerly a Navy school) co-located with DLI Headquarters in Washington. DLI contracts for training for the other students with the Foreign Service Institute (Department of State), Syracuse University, Indiana University, and seven commercial schools in Washington, D.C.

DOD requirements call for annual training in about 50 languages. The two DLI schools handle more than 20 languages in courses from six to twelve months in length, plus a few special courses shorter and longer than the basic courses. Students normally achieve the minimum professional proficiency required for such representational duties as military adviser and military attaché.

Official DLI methodology is described as intensive, inductive, audio-lingual, and based upon dynamic, linguistically oriented, contemporary doctrine. Emphasis is on aural comprehension and speaking with reading and writing as supporting skills. Classes are normally limited to eight students. Intensive training is given during six class and laboratory hours each day with assigned audio (also reading and writing later in the course) homework of from two to three hours.

All instructors are well-educated native speakers employed through Civil Service. Advanced degrees in linguistics have been earned by several faculty members in both schools.

The Commission on Accreditation of Service Experiences (CASE) of the



DLI Classroom: Air Force Major 'Furnisher' Model Home

American Council on Education has recommended to colleges and universities that they award academic credits for successful completion of DLI courses.

In addition to operational control of its own schools, DLI has the responsibility for exercising "technical control" over all other DOD language training. This "quality control" includes the authority to approve and set standards for training programs, training methods, instructor qualifications, course materials, training aids, course content and objectives, and aptitude and proficiency tests.

Enrollment in foreign language programs among the Services is estimated at about 100,000 each year. Part of these are in command-operated sub-programs conducted on duty time to meet missions requirements, such as the one at Fort Bragg, N.C., for special warfare units. The majority are enrolled in General Educational Development programs at Defense installations around the world, such as those conducted in U.S. Army Europe Education Centers.

TEFL ACTIVITIES

A special kind of foreign aid, the Military Assistance Program, has provided assistance in English language training to allied nationals for more than ten years. Not only must foreign military students be English-qualified to benefit from training in the U.S., but they need English to operate and maintain U.S. supplied equipment and to read the scores of maintenance and operations manuals supplied with the equipment. The Military Assistance Program has normally consisted of providing training instructors, instructional materials, language laboratories, and technical training services. This assistance goes to more than 90 schools in more than 45 countries with a total of about 100,000 foreign military students each year, of which about 15,000 later attend U.S. Service schools for specialized military training.

DLI conducted a recent world-wide study of English language training supported through the Military Assistance Program which resulted in standardization of TEFL activities among the Services and the consolidation of English language training in the United States at the U.S. Air Force English Language School, Lackland Air Force Base, Texas. Some 2,000 foreign students each year receive

additional intensive training at Lackland and qualify for technical and professional training.

DLI Headquarters develops training policies, supervises training activities, and manages projects related to technical control. The Training Division handles operations related to the actual conduct of language training, including the administration of course objectives and scheduling the individual training requirements of the Services. The Research and Standards Division is involved in tests, instructional materials, TEFL activities, training aids, and other elements of evaluation, standardization, and technical control.

Several projects now underway at DLI Headquarters are oriented toward major long-range improvements in various programs. One project which will have far-reaching results is the Overseas Language Training Program (OLTP). DLI is preparing instructional materials in six languages (French, German, Italian, Spanish, Chinese-Mandarin, and Korean) to be followed later by other languages and to consist eventually of three levels of 120 hours each. The first 120 hours would be made widely available to U.S. personnel in host countries through U.S. Armed Forces Institute (USAFI) channels. The courses are intensive, instructor-oriented for achievement of limited conversational ability. The plan is to present them to personnel immediately on their arrival overseas.

Another long-term project is the development of Defense Language Proficiency Tests in all four skills to replace the current Army Language Proficiency Tests, which are inadequate and outdated.

DLI Headquarters maintains professional liaison with the academic community and other professional groups and governmental agencies. In its role as intermediary among civilian and governmental agencies, the Center for Applied Linguistics has been helpful to DLI from the beginning, and several projects are now being conducted by the CAL under contract with DLI:

1. The CAL Clearinghouse for Self-Instructional Language Materials was established in July 1964, with major support from DLI.

2. Planning and development of a self-instructional prototype course in French is underway as a pilot study for a long-range plan to gradually replace the U.S. Armed Forces Institute Spoken Language Series of WW II fame with a programmed approach.

3. An Advisory Panel composed of distinguished experts in applied linguistics and related fields has been set up to provide DLI with advice during the various stages of development of the self-instructional courses.

4. Evaluation teams chosen and directed by CAL staff performed evaluations of all aspects of training in Arabic and Portuguese at DLIEC and DLIWC. The establishment of evaluative criteria was an important part of this pilot project.

5. Evaluation teams selected and directed by the CAL staff have provided detailed suggestions for DLI-produced instructional materials in the six OLTP languages now being developed.

DLI also monitors the language activities of George Washington University's Human Resources Research Office (HumRRO), which is under contract with the Army Chief of Research and Development. This group of behavioral scientists has been exploring areas of programmed instruction in spoken languages and has been particularly helpful to DLI in providing descriptive and statistical studies on student characteristics and on special facets of language training programs.

The job of standardizing various aspects of language training throughout DOD is a gigantic one. In fact, DLI has only begun to appreciate the magnitude of the problem. While limited resources have prevented a rapid approach to all aspects of the larger mission, substantial progress has been made toward solution of many basic problems. Much of DLI's attention and efforts have been directed to a wide range of evaluation and improvement activities leading to greater efficiency and economy in the management of its own full-time programs in response to Service needs. At the same time, it has barely begun the full assessment and planning of ways in which it can effectively accomplish the full technical control of DOD language training on a world-wide basis.

DLI does not expect that the dimensions of its task will diminish, for it is quite clear that all levels of Government now recognize the indispensability of being able to speak and understand the other person's language whether the former student is sitting at one end of the "hot line" in Washington, at one end of a negotiating table in Korea, at one end of a dining table in Berlin, at one end of a village council table in Viet-Nam, or at one end of a telephone in a joint training exercise in Turkey.

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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Training Foreign Language Teachers and Research in Language Teaching at Stanford University

by Robert L. Politzer

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I. TRAINING PROGRAM FOR LANGUAGE TEACHERS

The Stanford University program for training secondary school foreign language teachers is part of a small, research-oriented program for training secondary school teachers. It is an "internship program" lasting one full calendar year. During the summer quarter all participants are full-time students at the University. During the fall, winter, and spring quarters they become half-time students and part-time teachers in secondary schools in the Stanford area. The teaching practice of the interns is supervised by "master teachers" in the cooperating schools as well as by specialists from the Stanford faculty. Of the some 125-150 current participants, about 25 are foreign language teachers.

Three types or "strands" of training make up the program: (1) professional preparation (including educational psychology, sociology, history, philosophy of education, and general introduction to various problems of secondary education); (2) special preparation in the subject matter area and special methodology; (3) practice. Strand 1 is shared by all participants; in strands 2 and 3 each subject must, of course, go his own way. It is these latter strands that are of particular interest here.

Students admitted to the Stanford pro-

gram have, typically, the B.A. in the subject which they are about to teach; students with a severe deficiency in preparation and severe lack of language skills are not accepted. One course each quarter is set aside for work in the language—either literature or pronunciation, according to the needs of the individual student. The methods course consists of an intensive introduction to linguistics and applied linguistics (with section meetings and individual reading assignments according to the language of specialization) given during the summer quarter. During the fall, winter, and spring quarters, the methods course deals with special problems such as language testing, methods of teaching literature in the secondary school, etc.

The program makes every effort to be "practice centered." Perhaps its most interesting feature is "micro-teaching." The micro-teaching technique was developed during a five-year teacher training study under the direction of Professors Robert N. Bush and Dwight Allen. It is not specifically designed for language teachers alone, but language teachers will quickly understand its underlying principle: Training a teacher means ultimately bringing about a specifically desired behavior in the classroom, just as training a student in a foreign language means creating a new repertory of behavioral responses. Many of the new linguistically oriented techniques of language teaching consist in isolating these new behavioral responses and teaching them methodically one by one—phoneme by phoneme, pattern by pattern. Another feature of these techniques is that each response is re-

warded (and if necessary, corrected) if and when it occurs, and that the student receives immediate feedback as to the nature of each specific response.

In the micro-teaching technique (which takes place during the initial training in the summer quarter), the trainees are asked to teach very short lessons, about 5 to 10 minutes at the most. Each lesson is taught to a "class" of about 5 students who are paid subjects and who have been chosen so that they have the language preparation which meaningfully corresponds to the level of the micro-lesson. Each micro-lesson attempts to deal with a specific teaching skill or a specific teaching problem, e.g. teaching a specific pronunciation problem, a pattern drill, asking questions about a text, introducing new reading material, etc. Immediately after the lesson, the trainee receives the critique of a supervisor as well as the evaluation of the students (the latter receive brief training in how to evaluate the teaching performance). It is also possible to video tape the micro-lesson so that the trainee—somewhat in the manner of the language student listening to his own pronunciation tape—can go over his own performance while discussing the critique with the supervisor. The feedback provided by the video taping, while not an essential part of the training technique as such, has proved particularly effective.

II. CENTER FOR RESEARCH AND DEVELOPMENT IN TEACHING

In September 1965, a Center for Research and Development in Teaching was established at Stanford with the support of the U.S. Office of Education. Some of the research projected in the Center will deal specifically with the evaluation and refinement of "practice centered" techniques that have been developed in the training program for foreign language teachers. As is well known, the Modern Language Association with the cooperation of Educational Testing Service has developed tests of language skills, applied linguistics, civilization and culture, and professional preparation. The Stanford Center will attempt to go one step further and develop instruments for the direct evaluation of teaching skills, instruments to be validated against student achievement. With the help of such instruments we shall attempt to evaluate the contribution of specific aspects of teacher train-

See Stanford, 4, Col. 1

ing, e.g. the role of the knowledge of linguistics or applied linguistics. The Center is also beginning to work out "practice oriented" syllabi for the training and/or retraining of teachers. The first of these syllabi (for teachers of French) will consist of a series of micro-teaching lessons. Each lesson will be preceded by a short statement concerning the linguistic and applied linguistic background of the material to be taught, a series of methodological considerations and hints.

Teacher training or retraining quite typically takes the form of parallel courses in language, applied linguistics, culture, and methodology. The practice element is presented in varying degrees, ranging from watching demonstration classes to actual teaching on the part of the participants. The syllabi being produced at Stanford should furnish the possibility of organizing teacher training around practice, and of integrating linguistics, applied linguistics, and methodol-

ogy in such a way that they aim toward application in the classroom. (Most of the participants in the teacher training program at Stanford—teachers and trainees alike—have become convinced that teacher training is more effective if from the very beginning goals and rewards are defined at least partially in terms of classroom performance and not exclusively in terms of achievement in certain subjects, no matter how close their relation to the performance of the classroom teacher may be.)

Evaluation of and experimentation with the "practice oriented" teacher training procedures, development of micro-teaching units, etc., should not be undertaken at Stanford alone. The Stanford program, training some 25 teachers (divided among French, German, Russian, and Spanish) can at best provide small pilot groups. We earnestly hope that we shall be able to enlist the help of other teacher training institutions and NDEA Institutes in a program of experimentation and research.

tion of the crucial importance of the training of teacher trainers, the value of the contribution of linguistics, and the need for Anglo-American cooperation. These points were in a certain sense symbolized at the Ditchley conference by the presence and active participation of the Directors of the English-Teaching Information Centre (London) and the Center for Applied Linguistics.

1966 Linguistic Institute To Be Held at UCLA

Coincident with its eight-week summer session, June 17 to August 12, the University of California, Los Angeles, will serve as the host institution to the Linguistic Institute of the Linguistic Society of America. Since its founding in 1928, the annual Linguistic Institute has been a prime mover in the development of linguistic scholarship in America, bringing together mature scholars and younger professors from this country and abroad with pre- and postdoctoral students and researchers, offering unique and specialized courses and seminars, frequently providing a testing ground for new trends, and supplying much-needed interdisciplinary contacts.

The 1966 Linguistic Institute, like its predecessors, will emphasize work on the frontiers of linguistic theory and in interdisciplinary fields. At the same time, however, effort will be made to lay additional emphasis on certain specified areas of linguistic scholarship where concentrated eminence promises more than standard achievement. These areas are linguistic theory (Prague School, British, transformational, and stratificational views presented by Daněš, Halliday, Chomsky, Stockwell, Lamb, and others), Indo-European comparative linguistics (Sanskrit, Avestan, Hittite, Tocharian, Gothic, and Old Church Slavic), anthropological, ethno-, and sociolinguistics (courses by Bright, Chafe, Labov, and Teeter), general and experimental phonetics (Fischer-Jørgensen, Ladefoged, and Lehiste), and mathematical linguistics (where an unusually extensive set of basic, service, and seminar-type courses are offered with both "algebraic" and "computational" emphases, taught by a distinguished faculty which includes some of the foremost authorities in these fields).

A general series of Forum Lectures is scheduled for Monday evenings, Wednes-

Anglo-American Conference on English Abroad

An Anglo-American conference on the Future of the English Language Abroad was held at Ditchley Park, Oxfordshire, from 19th to 22nd November under the auspices of the Ditchley Foundation, a non-profit corporation which sponsors educational conferences related to Anglo-American understanding. Members of the conference included representatives of the government departments and agencies concerned with the teaching of English abroad and interested foundations and other institutions.

The British team was led by Sir Paul Sinker, Director-General of the British Council, and the American team by Dr. Charles Frankel, U.S. Assistant Secretary of State for Educational and Cultural Affairs. The Chairman of the conference was Mr. Patrick Gordon-Walker, formerly British Foreign Secretary.

Reviewing the work of the conference, the Provost of Ditchley, Mr. H. V. Hodson, said: "The basic problem is how best to meet a world-wide demand for the teaching of English far in excess of the resources of manpower, money and material presently available . . . English is in demand all over the world, among peoples who have some other mother tongue, for three main purposes: as a means of in-

ternal communication in countries with a diversity of languages; for higher education, technical study and business; and for international communication."

Mr. Hodson reported that the conference recognized "the great value of Anglo-American co-operation at all levels, including the presence of British and American teachers working alongside each other in teacher-training or university institutions abroad . . . the demand is so great that only the closest co-operation between Britain and the United States, and with other countries having resources to offer, can fulfil the task."

This conference was the fifth of a series of Anglo-American meetings which began with a British Council conference at Oxford University in 1955. The second one was conducted by the Center for Applied Linguistics in Washington, D.C., in 1959, under the sponsorship of the U.S. Information Agency in cooperation with the British Council [LINGUISTIC REPORTER, May 1959]. The third and fourth were held respectively at Cambridge University in 1961 [LINGUISTIC REPORTER, August 1961] and in Washington, D.C., in 1963.

In the course of this series of conferences there has come increasing recogni-

day afternoons, and Wednesday evenings (Wednesdays being free of classes). Plans also call for a Mathematical and Computational Series, with two lectures per week.

LSA SUMMER MEETING

On July 29–30, the annual Summer Meeting of the Linguistic Society of America will take place at UCLA. It will be preceded during the final week of July by the Annual Meeting of the Association for Machine Translation and Computational Linguistics, and followed during the first week of August by a projected Linguistic Institute Conference on Linguistic Method. Other special programs, such as a Linguistic Research Seminar on Foundations of Linguistics, are also being planned.

FINANCIAL AID

Financial aid will be available through grants from the American Council of Learned Societies (Summer Study Aids in Linguistics, American Council of Learned

Societies, 345 East 46th Street, New York, New York 10017), the National Science Foundation (administered through ACLS, see above), the Mathematical Social Sciences Board (inquiries to the Director of the Linguistic Institute), and the National Defense Education Act for "critical languages" (inquiries to appropriate department at UCLA). A limited number of Research Assistantships will be open in certain courses and programs; application should be made to the Director of the Linguistic Institute.

The administrative staff of the Institute includes Jaan Puhvel of UCLA, Director; Noam Chomsky of Massachusetts Institute of Technology, Associate Director; and Russell N. Campbell of UCLA, Assistant Director. Applications for admission should be sent to: Office of the Summer Sessions, Administration Building 1248, University of California, Los Angeles, California 90024. Holders of the Ph.D. degree should apply directly to the Director of the Linguistic Institute for guest privileges.

Séminaire Européen de Linguistique Générale et Appliquée

[The following is based on a communication from Guy Capelle, founder of the Bureau d'Etude et de Liaison pour l'Enseignement du Français dans le Monde (BEL) and presently Visiting Professor at the University of Michigan.]

The first Séminaire Européen de Linguistique Générale et Appliquée was held at Besançon from July 12 to August 6, 1965. It was organized by the recently created Association Française de Linguistique Appliquée, with the support of the Direction de la Coopération, a department of the French Ministère de l'Éducation Nationale. About 130 participants from more than twenty countries attended the four-week Séminaire. The participants represented a great variety of training and interests, and the courses and seminars offered ranged from general linguistics to psycholinguistics, and from language teaching to discussions on aphasia. An important group of university professors, teachers, doctors, and mathematicians attended a special intensive course for beginners in linguistics, given by M. E. Company of BEL.

Interest in the Séminaire was greatly enhanced by the fact that five eminent specialists from abroad had agreed to teach regular courses: Professors Coseriu (Tübingen), Semantics, Romance linguistics; Huddleston (University College, London), Scale and category grammar;

Koutsoudas (Indiana), Transformational grammar; Malmberg (Lund), General phonetics; Sebeok (Indiana), Phonemics, Taxonomy.

The French members of the faculty offered the following courses: Professors Alexandre (Paris, Langues Orientales), Introduction to the description of two Bantu languages, Problems in African linguistics; Bresson (Paris, Ecole des Hautes Etudes), Psycholinguistics; Capelle (BEL), Applied linguistics—French; Dubois (Tours), Lexicography, Aspects of French grammar; Moreau (IBM, Paris), Artificial and natural languages. A Russian course specially designed for linguists was taught by Gentilhomme of the Centre National de la Recherche Scientifique.

Courses were scheduled from 7:30 a.m. to 3:30 p.m., leaving the late afternoons and evenings free for lectures and group discussions. These were conducted by the professors already mentioned and by a few distinguished visitors, including Professors Fonagy (Budapest), Fourquet (Sorbonne), Gsell (Grenoble), Halliday (University College, London), Leon (Toronto), Martinet (Sorbonne), Pimsleur (Ohio State), Quemada (Besançon), and Peuchot (IBM, Paris).

In spite of very short notice, this first

European linguistic institute aroused great interest in linguistic circles in Europe. The organizers expect a larger number of participants to attend the second institute in Grenoble, next July. It is hoped that the British Association of Applied Linguistics will organize an institute in 1967 and 1968, each country thereafter being responsible for the organization of such meetings for a period of two years, under the sponsorship of the International Association of Applied Linguistics.

A. Hood Roberts Joins CAL as Associate Director

In January, A. Hood Roberts joined the staff of the Center for Applied Linguistics as Associate Director. Formerly assistant professor in the English Department of Western Reserve University, Dr. Roberts has been resident in Washington, D.C. since mid-1964, on leave from Western Reserve as Executive Secretary of the Automatic Language Processing Advisory Committee of the National Academy of Sciences—National Research Council. Dr. Roberts' publications include *A Statistical Linguistic Analysis of American English* (1965). He continues as Executive Secretary of ALPAC and is also editor of the *Finite String*, the newsletter of the Association for Machine Translation and Computational Linguistics.

Recent CAL Documents

The following CAL documents are available for distribution in limited quantities. Requests should be addressed to the appropriate Office or Program.

"A Statistical Profile of the Linguistic Community," by Charles A. Zisa; December 1965, 11 pp.; from *Roster of Linguists*.

"Periodicals of Interest to Teachers of English to Speakers of Other Languages"; December 1965, 3 pp.; annotated list of 22 periodicals; from *English Program*.

"Language Research In Progress, Report No. 2"; December 1965; 39 pp.; cross-referenced list of documented language research projects current June–November 1965; from *Education and Research Program*.

"Supplement" to "Selective Bibliography of Materials Relating to Programmed Instruction in Foreign Languages," by Janet D. Griffith and Catherine J. Garvey (=LINGUISTIC REPORTER, Supplement No. 15, June 1965); January 1966, 4 pp.; includes new section on programmed instruction in reading; from *Clearinghouse for Self-Instructional Language Materials*.

MLA FL Proficiency Tests

The MLA Foreign Language Proficiency Tests were developed by the Modern Language Association of America in cooperation with the Educational Testing Service, under a contract with the United States Office of Education. The central objective of the tests is to provide a means for measuring proficiency based on performance rather than solely on earned credit hours of study. The development project produced two 31-test batteries (Forms A and B) in five languages (French, German, Italian, Russian, and Spanish) covering seven competencies (Listening Comprehension, Speaking, Reading, Writing, Applied Linguistics, Civilization and Culture, Professional Preparation); subsequently a third battery of similar tests (Form C) was developed for all the languages except Italian.

Through 1965, about 36,000 individuals had taken partial or complete batteries of the tests. Most of these were participants in NDEA foreign language institutes, but increasingly the tests are being employed by institutions of higher education and other educational agencies.

The tests are administered by Educational Testing Service under an agreement with the U.S. Office of Education, and the Office of Education contracts annually with the MLA to maintain professional surveillance over the use and status of the tests. MLA Directors of Testing include Wilmarth H. Starr, 1962-64 (who was also in charge of the original test development program), Joseph G. Astman, 1964-65, and F. André Paquette, current director.

The American Association of Teachers of Arabic held its annual meeting on December 28, 1965, in conjunction with the Modern Language Association convention in Chicago, the first meeting conducted under the AATA's new constitution, ratified the preceding April. Over thirty-five people were present at the meeting, and most of them took an active part in the discussions following the four papers presented. Charles A. Ferguson (CAL) reported on the Arabic Teachers' Workshop held in Ann Arbor in June 1965, Majed F. Sa'id (Princeton) reported on the activities of the ACLS-SSRC Subcommittee on Arabic Teaching, William G. Cowan (Brown) read a paper in Arabic on the teaching of Arabic in the United States, and F. André Paquette (MLA) spoke on the pitfalls involved in

preparing language proficiency tests. After the meeting, which lasted from 2:00 to 6:00 p.m., the group adjourned for a social period followed by dinner together.

Plans were made by the Executive Board to have a full day's meeting next December in New York, with the morning devoted to papers and discussion and the afternoon and evening to the business meeting and a dinner. A committee was appointed to explore the possibilities of a newsletter or journal and report back by the April meeting of the American Oriental Society, where the AATA will again have an informal meeting. The present officers of the Association, who will serve until December 1966, are: chairman, George Makdisi (Harvard); treasurer, Nicholas Heer (Washington); secretary, Sami Hanna (Utah).

book notices

Linguistics and English Grammar, by H. A. Gleason, Jr. New York, Holt, Rinehart and Winston, Inc., 1965. xv, 519 pp. \$7.95.

This book is concerned with the interpretation of linguistics to the English teacher and the relation of linguistics to the traditional segments of the English curriculum—to literature, to composition, but particularly to grammar.

The book is divided into three parts, each quite different in nature. In Part I, "Historical Backgrounds," the author sketches the content of and attitude toward English grammar in the American school system from colonial times to the present. He also traces the origin and development of modern linguistics both in Europe and America, and outlines current trends in theoretical and applied linguistics. The section concludes with a chapter describing the methodology of different grammar texts, and some of the general principles which underlie various grammatical systems. The approaches covered are: school grammar, scholarly traditional grammar, phonologic syntax, immediate constituent analysis, and transformational generative grammar.

Part II, "Topics in English Syntax," which is the largest section of the book, begins with an explanation of language structure and language system, and goes on to treat such subjects as parts of speech, syntactic relations, structure signals, clauses, relations between sentences and the processes associated with these relations. Three chapters deal with generative grammar. Sample generative grammars, both transformational and non-transformational, are presented and discussed. Throughout this section the author explains the terminology of the various ap-

proaches to grammatical analysis and gives numerous examples of the subject matter under discussion. He also carefully points out both the theoretical and methodological similarities and differences among the approaches he treats.

The third part of the book, "Points of Contact and Implications," deals with dialectal language variation as well as "styles" of oral language; changing syntactic patterns, specifically from Early Modern English to present-day English; and language comparison, using examples from German and English. Literary form, and poetic and expository style are also treated. The last chapter enumerates some of the problems that must be considered in re-evaluation and reform of the entire language segment of the American school curriculum.

In a selected bibliography the author provides appraisals of works on linguistics, English grammar, and related topics.

Conference on Critical Languages in Liberal Arts Colleges, University of Washington, 6-7 April 1965. Washington, D.C., Association of American Colleges, 1965. ii, 59 pp. 50 cents.

This conference, which was jointly sponsored by the Far Eastern and Russian Institute of the University of Washington and the Association of American Colleges with support from the U.S. Office of Education, brought together 21 linguists, language teachers, and administrators, who addressed themselves to the problems of introducing critical or "neglected" languages into the curricula of small liberal arts colleges. Discussion centered around materials included as appendices in this volume: a report on the experimental teaching of critical languages at Kalamazoo College (P. Boyd-Bowman), and selected lists of available teaching materials for *Arabic* (W. G. Cowan), *Chinese* (N. C. Bodman), *Hindi-Urdu* (G. B. Kelley), *Japanese* (E. Jordan), *Portuguese* (H. W. Hoge and J. L. Wyatt), and *Russian* (L. I. Twarog).

Social Dialects and Language Learning: Proceedings of the Bloomington, Indiana, Conference, 1964, edited by Roger W. Shuy. Champaign, Illinois, National Council of Teachers of English, 1965. 157 pp. \$1.75. [Also available from the Center for Applied Linguistics by special arrangement with NCTE.]

This publication contains the formal papers presented at a conference on the English language problems of the culturally underprivileged held at Indiana University, August 3-5, 1964. The conference was co-sponsored by NCTE and the Illinois Institute of Technology; financial support was provided by the U.S. Office of Education. The 25 participants included linguists, psy-

chologists, sociologists, and educators. The 19 papers (plus a concluding summary) are grouped under 6 headings: Social Dialectology, 2 papers; Reports on Field Projects, 3; Reports on School and College Teaching Programs, 3; Social Factors in Learning Standard English, 3; Reactions of Related Behavior Sciences, 4; Implications for Future Research, 4. Condensations of the general discussion follow many of the papers. Almost half the papers (7) are devoted specifically to language problems of the Negro in urban areas.

Language Programs for the Disadvantaged: Report of the NCTE Task Force on Teaching English to the Disadvantaged, by Richard Corbin and Muriel Crosby, Co-chairmen. Champaign, Illinois, National Council of Teachers of English, 1965. viii, 327 pp. \$2.95. [Also available from the Center for Applied Linguistics by special arrangement with NCTE.]

In February 1965, NCTE established a task force of 22 experts who observed and reported in detail on 190 programs for teaching language and literacy to the disadvantaged, both rural and urban, in all sections of the United States. The report is set forth in 16 chapters and 5 appendices arranged in 6 parts: the Problem; Programs; Commentary on the Findings; Points of View; General Recommendations; Appendices. With the exception of visits to teacher education programs, the observers concentrated on preschool, elementary, secondary, and adult programs.

Research on Language Teaching: An Annotated International Bibliography, 1945-64, by Howard Lee Nostrand, David William Foster, and Clay Benjamin Christensen, 2nd ed., rev. Seattle and London, University of Washington Press, 1965. xxi, 373 pp. \$10.00.

This book is divided into three parts: Bibliographies; Periodicals and Serials; Research Completed and in Progress, followed by author and subject indexes. Part III is further subdivided into seven sections: methodology of research; methods, materials, and equipment; psychology of language and language learning; linguistics; teaching the cultural and intercultural context; languages in the curriculum; teacher qualifications and training. The material was developed under a contract with the U.S. Office of Education.

Introduction to Bengali, Part I, by Edward C. Dimock, Jr., Somdev Bhattacharji, and Suhas Chatterjee. Honolulu, Hawaii, East-West Center Press, 1965. xv, 383 pp. \$5.00. [Accompanying tapes will be made available through the Center for Applied Linguistics.]

The Bengali language is spoken by upwards of 70,000,000 people in the eastern part of the Indian subcontinent; it is a rec-

meetings and conferences

- February 3-5. Southern Conference on Language Teaching, 2nd. Atlanta, Georgia.
 March 12-13. Linguistic Circle of New York, Annual National Conference on Linguistics, 11th. New York City.
 March 18-19. Conference on Teaching English to Speakers of Other Languages, 3rd. New York City.
 March 24-26. Conference on College Composition and Communication. Denver, Colorado.
 March 25-26. Georgetown University Annual Roundtable on Language Teaching and Linguistics, 17th. Washington, D.C.
 March 31-April 2. Northeast Conference on the Teaching of Foreign Languages, 13th. New York City.
 April 4-6. Association for Asian Studies, 18th. New York City.
 April 29-30. University of Kentucky Foreign Language Conference, 19th. Lexington, Kentucky.
 May 2-6. National Association for Foreign Student Affairs, 17th. Chicago, Illinois.
 May 4-7. International Reading Association, 11th. Dallas, Texas.

ognized language in both the Republic of India and the Republic of Pakistan. The aim of this book is to introduce the spoken language; the written language is treated in Part II, a reader (in preparation). The text consists of a 50-page introduction to the phonology, followed by 22 lessons, each with sections: conversation, grammar, drills, vocabulary. The Bengali material is presented in a romanized transcription, though accompanied (in the conversations) by the traditional writing system from Lesson 7 on.

These materials were prepared in the South Asia Language and Area Center of the University of Chicago under contract with the U.S. Office of Education.

Beginning Cairo Arabic, by Walter Lehn and Peter Abboud. Prelim. ed. The Middle East Center, University of Texas, 1965. x, 298 pp. [Text and accompanying tapes available in limited quantities from Walter Lehn, Director, The Middle East Center, University of Texas, Austin, Texas 78712.]

This textbook provides material for first-year instruction at the college or university level in the everyday language of cultivated Cairenes. The book is planned in such a way that every lesson, every grammar note, and every group of drills is based in previously introduced material. No lesson forms a self-contained unit. Following an introductory lesson with commonly-used greetings, etc., the book contains 30 lessons. Each lesson is divided into two major parts: Conversation and Grammar (the latter includes patterns, notes, and drills). A concluding section contains an outline reference grammar. The Arabic material is given in transcription, with an unconventional handling of 'emphasis', whose distribution is indicated by a broken underscore under the consonants and vowels affected.

These materials were produced under a contract with the U.S. Office of Education.

Legal and Documentary Arabic Reader, with Explanatory Notes, Exercises, Vocabularies and Model Answers, compiled, edited, and annotated by M. Mansoor. Leiden, E. J. Brill, 1965. 2 vols. (577 pp.)

The purpose of this work is to introduce the student to modern standard Arabic with concentration on the style employed in formal documents and international treaties. Volume I consists of 38 Basic Units and 24 Supplementary Texts, presented in unvoweled Arabic; each of the Basic Units is accompanied by a Vocabulary and Notes (completely voweled) and a series of exercises. Volume II comprises a Key (i.e. a translation) to the Basic Units and Supplementary Texts, plus cumulative vocabularies, English-Arabic and Arabic-English. The work was developed under a contract with the U.S. Office of Education.

Linguistic Bibliography for the Year 1963, and Supplement for Previous Years. Published by the Permanent International Committee of Linguists . . . with a grant from UNESCO and by the support of the National Science Foundation through . . . the Center for Applied Linguistics. Utrecht/Antwerp, Spectrum, 1965. [Title page in French and English.] xlvii, 560 pp. \$15.00.

The present volume (Vol. 18) of this comprehensive annual bibliography contains almost 11,000 entries covering more than 1000 periodicals as well as books, monographs, etc. Many review citations provide continuity with previous volumes. [For a fuller account of the *LB*, see the LINGUISTIC REPORTER, February 1965, p. 6.]

Available in the U.S. from the Publications Section, Center for Applied Linguistics, 1755 Massachusetts Avenue, N.W., Washington, D.C. 20036 and from Stechert-Hafner, Inc., 31 East 10th Street, New York, New York 10003.

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Contrastive Structure Studies of English and Italian

The Sounds of English and Italian, by Frederick B. Agard and Robert J. Di Pietro. (Contrastive Structure Series.) Chicago, University of Chicago Press, 1965. vii, 76 pp. \$2.00

The Grammatical Structures of English and Italian, by Frederick B. Agard and Robert J. Di Pietro. (Contrastive Structure Series.) Chicago, University of Chicago Press, 1965. vii, 91 pp. \$2.00.

These are the latest volumes in the series of contrastive structure studies developed under a contract between the U.S. Office of Education and the Center for Applied Linguistics. Studies previously published by the University of Chicago Press as parts of its Contrastive Structure Series are those for German [LINGUISTIC REPORTER, December 1962] and for Spanish [LINGUISTIC REPORTER, August 1965].

The introductory chapter of the first book stresses the need to look into pronunciation problems caused by interference from American English. The sound systems of the two languages are outlined in Chapter 2, while Chapter 3 discusses the interpretations usually put on Italian phonemes by Americans and the features which differentiate these English sounds from the Italian ones. The fourth chapter brings up further complications

involving the English complex vowel nuclei, differing stress patterns, and common vowel alternations. Chapter 5 presents the consonant sequences found in Italian and the problems which some of these present for speakers of English. The last fifteen pages of text are devoted to the patterns of intonation found in the two languages, treated in terms of basic patterns and significant departures from them, with emphasis on points where the use of an American intonation in speaking Italian may express an unintended attitude.

The second book is a concise sketch organized from the point of view of Italian grammar, with statements of what is similar in English and how the English patterns differ from those of Italian. The comparison begins with the grammatical categories exhibited by word classes. The book next treats constructions containing more than one word—verb phrases, substantival phrases, and other simple phrases. It then proceeds to clause structure and uses of subordinate clauses, and finally deals with expressions of comparison and negation. At each step the authors succinctly highlight the problems most likely to plague the English learner of Italian. An appendix contains a chart of common irregular verbs in Italian.

NSF Support for Linguistics

The National Science Foundation (NSF) through its research grants program supports basic research in linguistics. The Foundation's guide for submission of research proposals is available from the NSF Division of Social Sciences. Closing dates are no longer used, and proposals are accepted at any time. Processing requires three to six months.

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

Linguists wanted

THE ENGLISH DEPARTMENT of George Peabody College for Teachers has openings for June or September 1966, to teach introductory and sequence courses in linguistics, semantics, and the teaching of English as a second language. (Also openings for English literature, speech, and world literature.) Applicants should possess advanced degrees. For further information write to John E. Brawton, Chairman, English Department, George Peabody College for Teachers, Nashville, Tennessee 37203

INDIAN LINGUIST wanted by the Indian Institute of Technology, Kanpur. Interested candidates should send qualifications with three references to Professor Rajendra Prasad, Department of Humanities and Social Sciences, Indian Institute of Technology, Kanpur, U.P., India

The English Language Division of Robert College, Istanbul

by Sheldon Wise

[Sheldon Wise has been Director of the English Language Division of Robert College since 1958. He co-authored *English for Yugoslavs* with Charles E. Bidwell (Washington, 1954) and *Spoken English* International Edition, Book IV with David T. Thomson (Kyoto, 1962).]

The teaching of English has long been regarded as one of the most significant contributions to Turkish education made by Robert College, an American college founded in Istanbul, Turkey, in 1863. The College's English Language Division (ELD), established in 1958, offers a one-year, full-time English program to men and women students who are qualified for admission to the College except that they know little or no English. The course is also offered to boys seeking admission to Robert Academy, the College's secondary school located on the same campus.

The ELD program is designed to give the students sufficient command of spoken and written English to take courses taught in English in such areas as the humanities, science, and mathematics.

In its present stage of development, the ELD program includes: (a) a systematic presentation and thorough drilling of English phonology, grammar, and spelling, using the oral approach with the visual support of texts in which all the early material is presented in phonemic transcription, (b) the reading of short stories, plays, novels, and nonfiction with the aid of specially prepared, detailed glossaries and tapes; and (c) an introduction to composition.

The first semester is devoted mainly to developing aural comprehension and

speaking habits. The students spend twenty hours a week in class and five in the language laboratory, with additional hours of class and lab for the weaker students. During the second semester, class hours are reduced and reading assignments increased. By March, the students are reading unsimplified books and concentrating on assimilating the 100-200 new words and phrases encountered daily. Following an introduction to punctuation in mid-March, compositions are written regularly in class.

NEW MATERIALS

In 1962, with a grant from the Ford Foundation, work was begun on a new series of spoken English texts specially designed for the ELD program. Ten volumes, covering the first 300 hours of instruction, have now been completed. Entitled *Spoken English for Turks (SEFT)*, these books include: (a) a step-by-step introduction to English phonology with some 170 drills, largely in Book I; (b) an ordered presentation of the basic structures of spoken English in phonemic transcription in the form of nearly 700 grammar "notes" accompanied by about 900 drills; (c) more than 150 dialogues using only structures previously introduced; and (d) a systematic treatment of English spelling, consisting of some 120 drilled spelling "points" in Books VII to X.

Although based very loosely on *Konulusan Ingilizce* by Robert E. Lees and other "General Form" textbooks pub-



View of Robert College

lished by the American Council of Learned Societies in 1954, the *SEFT* books have more varied activities within each lesson and more drills, dialogues, and detailed comparisons of English and Turkish structure. All explanatory material is given in both English and Turkish. Most technical terms in the Turkish have been borrowed or adapted from Turkish grammars used in the schools. The English transcription has been simplified and made to conform as closely as possible to Turkish orthography. Insights provided by transformational grammar have been utilized in the presentation of grammar and in numerous "conversion drills." Pronunciation drills, grammar examples, dialogues, and special grammar checkup drills are recorded on tape for the language laboratory. All ten books and all tapes are now being revised for 1966-67.

Under an agreement reached early in 1964, the English Preparatory School of Middle East Technical University in Ankara is now using the entire ELD program, including texts, tapes, glossaries, daily assignments, and tests. With an enrollment of about 1,000 students and a faculty of forty, making it almost eight times as large as the ELD, the Preparatory School has had striking success in preparing students to pursue all their later courses at the University in English.

Other Turkish schools, such as Ataturk University in Erzurum and Hacettepe Medical Institute in Ankara, have also begun using parts of the ELD program, especially the *SEFT* texts. Most of the nearly 300 Peace Corps volunteers currently teaching English in Turkey are familiar with *SEFT* through their TEFL training at Robert College during the past two summers. Many of the volunteers

have requested the texts for special classes for adults and as reference materials for normal classwork.

WORK IN PROGRESS

ELD is currently engaged in a thorough reworking of *Advanced Spoken English*, which was based on Book II of the "General Form" and which includes nonfictional reading. When finished in 1968, this material, presented in conventional orthography and covering 250 more hours of instruction, will make up forty of the ninety lessons of *SEFT*.

Although ELD is still seeking to improve the course with more appropriate, structured reading and composition materials, it has been found that students completing the program are able to compete successfully with students who have spent three or more years in schools where English is the medium of instruction.

Institute for the Study of English in Africa

by John Povey

[John Povey, for many years resident in Africa, is presently assistant professor in the program for English as a Second Language at the University of California at Los Angeles. He recently returned from an extensive tour of Africa during which he investigated the teaching of English in the universities.]

In June 1964, at the Diamond Jubilee celebrations of Rhodes University in Grahamstown, South Africa, the University Council announced the establishment of an Institute for the Study of English in Africa (ISEA). The title is explained in the first number of the Institute's Proceedings: "Our designation makes no special claim for ourselves. It is simply a reminder of the true extent of our chosen field of study and of the continental setting of the local problems which are necessarily our first concern."

The general aim of ISEA is to improve the standards of spoken and written English in the Republic of South Africa. In that country only about 1,500,000 out of 16,000,000 have English as their first language, but it is the second language of virtually the whole population. The concern of ISEA covers both the teaching of English in the English-medium schools and the whole area of teaching English as a second language. This instruction

would be for those who speak Afrikaans or one of the seven major Bantu languages of the Republic.

The chairman of ISEA is Professor Guy Butler, chairman of the Department of English, a distinguished poet, and a man passionately aware of the importance of English to South Africa. The director is Dr. William Branford, who holds the chair of English Language at Rhodes. His background includes training in the social sciences, a fact which will aid ISEA to consider the social aspects of its investigations.

The initial funds for ISEA were provided by the national English language newspapers and the Oppenheimer Foundation. More importantly, these companies have covenanted to contribute fixed sums for several years. This will permit ISEA to make more definite future commitments. The total budget for the first year's operations (about R10,000, i.e. approximately \$14,000) will seem small by the standards of many American projects but carefully budgeted it will suffice to initiate some valuable research. The support of the University itself also permits ISEA to draw upon faculty members for its programs.

The aims of ISEA may be divided into

the theoretical and the practical. There is to be fundamental research in language teaching, especially in the second language situation. There are also plans for workshops and annual conferences that will be of immediate and specific help to teachers in the classrooms. The first major undertaking of ISEA was a teacher refresher course in September 1964. The discovery that half the junior high school teachers had not majored in English themselves gave some indication of the extent of problems ISEA has to combat.

The 1965 conference concentrated on the teaching of English to Afrikaans-speaking pupils and its major theme was that of mother-tongue interference. Two papers were read by Professor L. W. Lanham of the University of Witwatersrand, whose own researches in Johannesburg have been of key importance for mapping points of interference between English and the major mother-tongues of the Republic. The panel of speakers included representatives of six different universities and four teacher-training colleges. Support on this scale from sister institutions augurs well for the future of ISEA.

Individual projects are undertaken both by full-time research students and by

members of the Department of English at Rhodes University. Members of ISEA are at present working on four projects. Mr. K. M. Durham is investigating the difficulties experienced by teachers in the teaching of poetry. Dr. André de Villiers is preparing material for communications courses Rhodes University provides special training in English for students in such Faculties as Commerce and Law. Professors Butler and Branford are preparing a report for the English Academy on *The English Language and the English Speaking Matriculant* which may be of special interest since several Departments of Education in the Republic are at present rethinking their language syllabuses and examinations. Mr. J. S. Claughton is making a pilot study of the teaching of English pronunciation at a training school for African elementary teachers. It is hoped that this will lead to further studies in this all-important field. ISEA hopes also to appoint in 1966 a research officer for a contrastive study of English and Afrikaans.

ISEA offers scholarships for those wishing to pursue research at Rhodes University on the English language or the teaching of English.

The Proceedings of the Institute are to be published annually. No. 1 appeared in December 1964, No. 2 in December 1965, and No. 3 is planned for July 1966.

ISEA enjoys close liaison with the Department of Education of the Province of the Cape of Good Hope and with the English Academy of Southern Africa, which plans for July 1966 an important conference on the future of English in the Republic, which will be addressed by a number of distinguished overseas visitors.

Literacy Documents Wanted

The Center for Applied Linguistics is beginning to collect published and unpublished documents relating to both world and domestic literacy. Of special interest are reports produced in connection with literacy campaigns and projects in developing countries and in the United States. Readers of the *Reporter* are invited to send copies of such documents or any information concerning possible sources. Include, if possible, information concerning teaching materials, regardless of language. Address Mrs. Loren Nussbaum, Education and Research Program, Center for Applied Linguistics.

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. (Individuals faced with currency restrictions or similar limitations are invited to write to the Editor.) Manuscripts, books for review, and editorial communications should be sent to Frank A. Rice, Editor, THE LINGUISTIC REPORTER, 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 acknowledgement is given.

University of Michigan Center for Research on Language and Language Behavior

by Eric M. Zale

[Eric M. Zale is Associate Director for Dissemination Center for Research on Language and Language Behavior, University of Michigan, Ann Arbor, Michigan, on leave from Eastern Michigan University, Ypsilanti, Michigan, where he is Associate Professor of English.]

The demands made by modern society for greater linguistic competence from an ever-increasing number of people have overtaxed the scientific research funds and facilities of our universities. Scholars have contributed time, talent, and energy toward the improvement of methods and materials, but a greater effort is needed to coordinate the production of scientists and educators concerned with the many facets of language study and to carry out comprehensive research operations for an effective synthesis.

The Center for Research on Language and Language Behavior (CRLLB) at the University of Michigan is one of the newest organizations devoted to such integrated language research. The current program includes projects in acoustics, communication sciences, first- and second-language acquisition, educational psychology. English studies, linguistics, physiological acoustics, phonetics, psychoacoustics, psycholinguistics, psychometrics, and speech pathology. The Center was established in February 1965 under a contract with the U.S. Office of Education; it is the outgrowth of the Behavior Analysis Laboratory organized in 1961 by Dr. Harlan L. Lane, associate professor of psychology and Director of CRLLB. CRLLB has a staff of nearly 70 full- and part-time employees.

The threefold objective of CRLLB is to combine investigation, application, and dissemination in order to develop new techniques that will enable people of all ages and abilities to learn languages most effectively. To accomplish these objectives CRLLB is engaged in a broad program of research, development, and dissemination activities.

RESEARCH PROGRAM

CRLLB's current research program is organized into five general areas: (1) speech production and perception, (2) language development, (3) behavioral engineering, (4) molar aspects of language behavior and (5) language structures. Progress Report No. 1, "Studies in Language and Language Behavior," filed with the Office of Education in October 1965, contains 14 completed research articles, one monograph, and 19 research projects in progress. Major proposals for research in Negro dialect and validation of programmed instruction are under consideration.

Several projects are presently being conducted with the use of the Speech Auto-Instructional Device (SAID), an electronic device which was developed by a group of CRLLB scientists for teaching the control of pitch, loudness, and rhythm in pronunciation. Ongoing research with SAID will extend the usefulness of the speech-teaching device and will find means to check, in addition to prosody, the student's individual vowel and consonant responses by using information from his own voice, speech mus-

See CRLLB, 4, Col. 1

cles, and breath. This work may also contribute significantly to the development of an automatic speech recognition system.

In addition to research, CRLLB is involved in several dissemination projects under the direction of Dr. Eric M. Zale, Associate Director for Dissemination. One of these is the establishment of a new language journal, *Language and Language Behavior Abstracts*, which it is hoped will appear early in 1966. Another is a computer storage and retrieval system which would initially catalog language and language behavior research in this country and, eventually, from countries around the world.

CRLLB also maintains a large store of

reprints of articles written by its staff of researchers; these materials are available to interested scholars. Two CRLLB services in the University of Michigan community are: (1) an annual edition of language research in progress, and (2) an annual list of meetings of all organizations which would be of interest to scholars in the field of language and language behavior.

Under the direction of Dr. Robert D. Tarte, Associate Director for Administration, CRLLB conducts an administrative program which includes projects for the development of workshops, teacher training institutes, colloquia, etc., as well as establishment of working relationships with local, state, national, and international agencies.

Linguistics and Language Teaching, sponsored by IAPLLT. This meeting followed the Cartagena, Colombia (1963) and Bloomington, Indiana (1964) Symposia, the first wide-scale attempts to bring together specialists and key figures from the Americas. Seventy-seven delegates and three observers (one from Europe), representing sixteen countries, attended. The Symposium was held concurrently with the First Congress of ALFAL. This permitted specialists and students in different fields of linguistics to establish personal contact with colleagues from other countries and regions of the Americas.

Papers on a variety of topics were presented by delegates, and the discussions that followed each paper gave participants a chance to exchange views. Seven permanent technical committees of IAPLLT held all-morning sessions from January 6 to 12: Literacy (presided over by Sarah C. Gudschinsky, Brazil), Indigenous and Creole languages (Jorge Suárez, Argentina), Ibero-American linguistics and dialectology (Juan Lope Blanch, Mexico), Foreign language teaching (F. Gomes de Matos, Brazil), National languages (Louis Jaime Cisneros, Peru), Theoretical and applied linguistics (Luis J. Prieto, Argentina), and Computational linguistics (José Pedro Rona, Uruguay).

General assemblies took place on January 6, 7, and 12. The second assembly was devoted to discussion of internal matters and included the election of three members to IAPLLT's Executive Committee, which is now composed of: Norman A. McQuown, U.S.A., Chairman; Aryon Dall'Igna Rodrigues, Brazil, Executive Secretary; Angel Rosenblat, Venezuela; Robert Lado, U.S.A.; Rafael Torres Quintero, Colombia; Donald F. Solá, U.S.A.; and Juan Lope Blanch, Mexico.

The Fourth Inter-American Symposium will be held in Mexico in the winter of 1967 in conjunction with the Second Linguistic Institute.

The Tenth International Congress of Linguists will be held in Bucharest, Roumania, August 28–September 2, 1967. Correspondence may be addressed to Comité d'organisation du X-ème Congrès des Linguistes, 20, I.C. Frimu, Bucharest 22, Roumania.

First Latin American Linguistic Institute

by F. Gomes de Matos

[F. Gomes de Matos is Chairman of the Foreign Languages Committee of the Inter-American Program in Linguistics and Language Teaching and Professor of Linguistics at the Catholic University of São Paulo, Brazil.]

The First Latin American Linguistic Institute was held from December 27, 1965 to February 28, 1966, at Montevideo, Uruguay, in conjunction with the centennial commemorations of the death of Andrés Bello, one of the great humanists of the Americas. The Institute was jointly sponsored and organized by the Inter-American Program in Linguistics and Language Teaching (IAPLLT) and the Asociación de Lingüística y Filología de América Latina (ALFAL), with the Uruguayan Universidad de la República as host institution. José Pedro Rona, of the Universidad de Montevideo, served as Director of the Institute.

Sixteen specialists from Latin America, the United States, and Europe (West Germany) gave thirty courses, including general linguistics, history of linguistics, phonetics and phonology, structural and functional grammar, transformational-generative grammar, semantics, etymology, lexicology, stylistics, linguistic geography, linguistic typology, language and culture, Tupi-Guaraní languages, applied linguistics, English grammar, Spanish structure, contrastive structures of Spanish and Portuguese. In addition to the courses, there was a seminar on computational linguistics, a display of publications

on linguistics and philology, and round-table discussions dealing with topics suggested by the students.

In spite of a number of difficulties, e.g. inadequate library facilities and the unavailability of important linguistic works for purchase by the students, the Institute represents a significant pioneering effort toward the launching of similar projects which will certainly do much to raise the standards of scientific linguistic study and research in Latin America.

There were a number of opportunities for financial assistance. About one hundred students applied for the fellowships offered by IAPLLT. Sixteen students were selected, representing Mexico, Brazil, Colombia, Peru, Chile, Panama, Ecuador, and Venezuela. At the urging of members of IAPLLT, particularly José Pedro Rona and Donald F. Solá, a number of institutions and government agencies also offered financial help for students; a total of fifty such fellowships were awarded. Other assistance included the contribution of the Republic of Uruguay for student housing and free meals at a government-run cafeteria.

A Second Latin American Linguistic Institute is planned for the winter of 1967 in Mexico.

THIRD INTER-AMERICAN SYMPOSIUM

Held in conjunction with the Institute was the meeting from January 4 to 14 of the Third Inter-American Symposium on

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- Hymes, Dell, ed. *Language in Culture and Society: A Reader in Linguistics and Anthropology*. Ap 7
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- Kavadi, Nareah B. and Franklin Southworth. *Spoken Marathi: Book 1, First-year Intensive Course*. Ag 6
- La Linguistique*. D 7
- Lapidus, B. A. and S. V. Shevtsova. *The Learner's Russian-English Dictionary*. F 7
- Lefevre, Carl A. *Linguistics and the Teaching of Reading*. Ap 7
- Linguistic Bibliography for the Year 1962, and Supplement for Previous Years*. F 6
- Linguistic Society of America Meeting Handbook Fortieth Annual Meeting, December 1965*. D 5
- Longmans' Linguistics Library*. F 7
- Marron, James M., Hanne Tierney, and James F. Dershem. *Modern Foreign Language Enrollments in Institutions of Higher Education, Fall 1963*. F 6
- Moses, Elbert R., Jr. *Phonetics. History and Interpretation*. Je 7
- Newmark, Leonard, Jerome Mintz, and Jan Lawson. *Using American English*. O 8
- Nichols, Ann Eljenholm. *English Syntax: Advanced Composition for Non-Native Speakers*. D 7
- Ohanessian, Sirarpi, ed., with Carol J. Kreidler and Julia Sableski. *Reference List of Materials for English as a Second Language, Part I*. F 3
- Ollman, Mary J., ed. *MLA Selective List of Materials for Use by Teachers of Modern Foreign Languages in Elementary and Secondary Schools, with Supplements*. D 6
- Ornstein, Jacob and William W. Gage. *The ABC's of Languages and Linguistics*. F 6
- Perren, G. E. and Michael F. Holloway. *Language and Communication in the Commonwealth*. O 8
- Reviews of Data on Science Resources*. Ap 7
- Rice, Frank and Allene Guss, eds. *Information Sources in Linguistics: A Bibliographical Handbook*. Ap 6
- Robins, R. H. *General Linguistics: An Introductory Survey*. F 7
- Seminar*. Ag 8
- Seminar: A Journal of Germanic Studies*. Ag 8
- Shaughnessy, Amy E., ed. *Dissertations in Linguistics: 1957-64*. D 5
- Shen, Yao and Ruth H. Crymes. *Teaching English as a Second Language: A Classified Bibliography*. D 7
- Smalley, William A. and others. *Orthography Studies: Articles on New Writing Systems*. Ag 7
- Stevick, Earl W., ed. *Kirundi Basic Course*. Ag 6
- , *Shona Basic Course*. D 7
- and Linda Hollander, eds. *Chinyanja Basic Course*. D 7
- Stockwell, Robert P. and J. Donald Bowen. *The Sounds of English and Spanish*. Ag 5
- and John W. Martin. *The Grammatical Structures of English and Spanish*. Ag 5
- Studies in Linguistics and Language Learning*. Ap 8
- Swift, Lloyd B., Kailu Tambadu, and Paul G. Imhoff. *Fula Basic Course*. D 7
- Titone, Renzo. *Studies in the Psychology of Second Language Learning*. Ag 6
- University Resources in the United States for Linguistics and Teacher Training in English as a Foreign Language: 1965*. Ag 3
- Visual Aids for English as a Second Language*. Ap 6
- SEE ALSO: Articles by Griffith and Garvey Je Supp; Rice O 1; Sableski Ap 4.

C. languages and linguistics

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- SEE ALSO: Articles by Griffith and Garvey
 Je Supp; Rice O 1; Sableski Ap 4.

D. institutions, organizations, activities

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SEE ALSO: Article by Griffith and Garvey Je Supp.

NDEA Intensive Language Programs, Summer 1966

The U. S. Office of Education is allocating approximately \$409,000 to 22 universities for the partial support of 24 intensive language programs during the summer of 1966. Primary emphasis will be on accelerated instruction in 40 modern languages, although coursework in related area disciplines, literature, and linguistics will also be available. These programs, authorized under Title VI of the National Defense Education Act, are administered by the Office of Education's

Institutional Assistance Section, Division of Foreign Studies.

Approximately 500 undergraduate National Defense Foreign Language Fellowships for summer study have been allocated to the NDEA programs. An equal number of graduate awards are available for intensive summer language courses in conjunction with academic-year work in non-Western language and area studies.

Inquiries should be addressed to the institutions listed below.

WORLD AREA	DATES	LANGUAGES OFFERED
EAST ASIAN		
Columbia	June 20-August 26	Chinese (Classical and Cantonese), Japanese, Korean
Hawaii	July 5-August 12	Classical Japanese, Kambun
	June 20-July 29	Chinese, Indonesian, Japanese, Korean, Thai
	June 20-September 9	Chinese, Hawaiian, Hindi, Indonesian, Japanese, Korean, Sanskrit, Tagalog, Thai
	August 1-September 9	Chinese, Indonesian, Japanese, Korean, Thai
Kansas	June 13-August 19	Classical Chinese, Chinese, Japanese
Middlebury	June 22-August 31	Chinese
Minnesota	June 13-August 19	Chinese, Japanese
Stanford	June 20-August 27	Cantonese, Chinese, Japanese
Yale	June 27-August 19	Chinese, Japanese, Korean
SOUTHEAST ASIAN		
Cornell	June 16-August 26	Burmese, Classical Chinese, Chinese, Indonesian, Tagalog, Thai, Vietnamese
SOUTH ASIAN		
Chicago	June 20-September 2	Bengali, Hindi, Kannada, Tamil, Telugu, Urdu
Pennsylvania	June 20-August 13	Hindi-Urdu, Sanskrit, Tamil
Texas	June 7-August 27	Hindi, Persian
NEAR & MIDDLE EASTERN		
Columbia	June 20-August 12	Arabic (Standard and Egyptian), Armenian, Avestan, Georgian, Hebrew, Ottoman, Persian, Turkish, Uzbek
Harvard	July 5-August 26	Arabic (Classical and Modern), Hebrew (Biblical and Modern), Turkic
Utah	June 21-August 20	Arabic
SLAVIC & EAST EUROPEAN		
Fordham	June 20-August 12	Russian
	July 5-August 12	Lithuanian, Polish
Indiana	June 21-August 11	Polish, Russian, Serbo-Croatian
Michigan	May 5-June 28	Russian, Serbo-Croatian
	June 29-August 17	Russian
	June 29-August 25	Special Russian Tour for Advanced Students
LATIN AMERICAN		
Illinois	June 21-August 13	Special Program in Spanish and Latin American Librarianship
New York University	June 20-August 12	Portuguese
Texas	June 7-July 16	Portuguese, Spanish
	June 7-August 6	Portuguese, Spanish
Wisconsin	June 20-August 13	Portuguese
SUB-SAHARAN AFRICAN		
California, Los Angeles	June 20-August 12	Afrikaans, Hausa, Swahili, Zulu
Duquesne	June 13-August 5	Bantu (Linguistics), Hausa, Lingala, Swahili, Wolof, Yoruba, Xhosa (Zulu)
Syracuse	June 19-August 13	Seminar for College Faculty in African Area Studies & Swahili

MLA Assesses NDEA

NDEA and Modern Foreign Languages, by John S. Diekhoff. New York, Modern Language Association of America, 1965. xvi, 148 pp. \$1.50.

This report studies the impact of the National Defense Education Act (NDEA) upon the language profession in the United States over the past half-dozen years. As a piece of contemporary history, the report is a case study of the interaction between Federal support and a subject matter discipline. The various sections of the report deal with issues still under discussion and with several major parts of the NDEA Language Development Program: research, fellowships, language and area centers, the institutes and other aspects of teacher education, and the provisions for support of specialist supervisors in state offices of education and for the purchase of teaching materials and equipment. Other chapters summarize the achievements that NDEA support has made possible in language education, and summarize the recommendations of the report.

The author is a Milton scholar and currently Professor of English and Associate Dean, Faculty of Arts and Sciences, Western Reserve University. He was invited to undertake the study partly because of a specific prior decision that the study should not be made by a member of the foreign language teaching profession. The study was made possible by a grant from the Carnegie Corporation of New York to the MLA.

Completed Research, Studies, and Instructional Materials in Modern Foreign Languages: List No. 5. Specialized Teaching Materials and Reports on Research, Studies and Surveys Produced Under Contract with the U.S. Office of Education. (OE 12016-65) Washington, D.C., U.S. Government Printing Office, 1965. 85 pp. 50 cents.

This publication lists reports on 376 projects produced under contract with the Language Development Program of the NDEA from 1959 to 1965 and completed by July 1965. The reports are arranged under four main headings—studies and surveys, methods of instruction, specialized materials for the commonly taught languages, and specialized materials for the uncommonly taught languages (in alphabetical order by language). Supplementing the bibliographical information on each item is an indication of where and how the items can be obtained and the extent of their availability. There is a cross-referenced index at the end.

book notices

Report of the Sixteenth Annual Round Table Meeting on Linguistics and Language Studies, edited by Charles W. Kreidler. (Georgetown University, Institute of Languages and Linguistics, Monograph Series on Languages and Linguistics, 18.) Washington, D.C., Georgetown University Press, 1965. 212 pp. \$5.00.

The 16th Round Table Meeting, held March 26-27, 1965, consisted of three panels—Approaches to Linguistic Analysis, Language and Society, Teaching Language Skills—in each of which four papers were read. This volume contains the papers and the discussion which followed them.

Modern Dutch: A First Year College Level Audio-Lingual Course . . . by Walter Lagerwey. Grand Rapids, Michigan, Calvin College, 1965. 2 vols. (v, 458 pp.) \$4.00. [Accompanying tapes: 5 reels, 3.75 ips, \$30 00.]

Following Lesson 1, which is devoted to the sound system, each of the 32 lessons of the text is, typically, divided into sections: basic sentences (i.e. conversation); grammar; word study; drills; vocabulary. Lesson 32 contains brief reading selections. The Dutch material is given in the conventional orthography, though paralleled in Lessons 2-6 by a phonetic transcription. The materials were prepared under contract with the U.S. Office of Education.

Guide to Netherlandic Studies Bibliography . . . by Walter Lagerwey. Grand Rapids, Michigan, Calvin College, 1964. v, 169 pp.

The term Netherlandic here refers to "the geographic area where the Dutch (Flemish) language has been, and still is being spoken" (p. 1). Contents include section "Materials for the Study of the Dutch Language" (pp 60-73). Prepared under contract with the U.S. Office of Education.

On Teaching English to Speakers of Other Languages, Series II: Papers Read at the TESOL Conference, San Diego, California, March 12-13, 1965. Edited by Carol J. Kreidler. Champaign, Illinois, National Council of Teachers of English, 1965. viii, 167 pp. \$2.50. [Also available from the Center for Applied Linguistics by special arrangement with NCTE.]

This volume represents a selection of the papers presented at the second annual TESOL conference. The twenty-seven papers are grouped under four headings: TESOL as a Professional Field; Reports on Special Programs, Some Key Concepts and Current Concerns; Materials and Aids: Their Preparation and Use. Following the papers is a summary of the conference and the conference program.

Intermediate Chinese, by John DeFrancis with the assistance of Teng Chia-ye. (Yale Linguistic Series, 7.) New Haven and London, Yale University Press, 1964. xii, 542 pp. cloth \$6 00; paper \$2 75. [Accompanying tape recordings and a teacher's manual available from the Institute of Far Eastern Studies, Seton Hall University, South Orange, N.J. 07079.]

A continuation of the author's *Beginning Chinese* (Yale Linguistic Series, 1) This volume, like its predecessor, deals with spoken Chinese and is intended for use at both the high school and college levels. The book presents dialogues on everyday topics together with analysis of anticipated points of difficulty for the student and numerous sentences illustrating the usage of all new words and grammar. The Chinese material is given in the pinyin romanization. The work was developed under a contract with the U.S. Office of Education.

Character Text for Intermediate Chinese, by John DeFrancis. Published for Seton Hall University by Yale University Press, New Haven and London, 1965. 434 pp. cloth \$6.00; paper \$2 75.

A character version of the author's *Intermediate Chinese* (Yale Linguistic Series, 7) The texts of the companion volumes are identical. In addition to a pinyin index there are three summary charts of characters.

Character Text for Beginning Chinese, by John DeFrancis. Published for Seton Hall University by Yale University Press, New Haven and London, 1964. 436 pp. cloth \$6.00; paper \$2.75.

A character version of the author's *Beginning Chinese* (Yale Linguistic Series, 1), which presents the same material in the pinyin romanization. The text contains 494 characters, from nineteen to thirty-three characters per lesson. The new characters occurring in each lesson are first presented in large size, then in smaller size. Also included are a stroke order chart and other summary charts of characters.

English Verbal Idioms, by Frederick T. Wood. New York, St Martin's Press, 1964. vi, 325 pp. \$3.95.

Intended primarily for foreign students of English, this book is mainly an alphabetical listing of verbal compounds like 'to put up with something' or 'to fall out with someone', the meaning of which cannot easily be deduced from a knowledge of the normal meaning of the constituent words. Each idiom is defined, and at least one illustrative example is given. Occasionally a particular idiom is described as an Americanism, but in general American usage has been disregarded.

Modern Language Teaching by Television: A survey based on the principal experiments carried out in Western Europe, by Raymond Hickel. Translated from the French by W. Horsfall Carter. (Council for Cultural Co-operation of the Council of Europe. Education in Europe, Section IV—General—No. 4.) Strasbourg, Council of Europe, 1965. 185 pp. \$3 00 [In the United States, order from Manhattan Publishing Company, 225 Lafayette Street, New York 10012.]

Presents a thorough analysis of televised language programs both for use in schools and on public networks in the nineteen countries of the Council for Cultural Co-operation. The programs described include courses for teaching the native language of the country or a foreign language, and programs on the culture of that country or its literature. The author discusses the problems involved in broadcasting, the advantages and disadvantages of television for language teaching, and the reactions of teachers, pupils, and the public.

Applied English Phonology: Teaching of English Pronunciation to the Native Japanese Speaker by S. Kohmoto. Tokyo, Tanaka Press, 1965. 205 pp. \$4.90.

A thorough contrastive analysis of English and Japanese for pedagogical purposes. The material is presented in three forms: (1) the phonemics and phonotactics of English and Japanese; (2) phonetic descriptions of the allophones of each language, including the dialectal variations in Japanese; (3) data on Japanese mispronunciations, gathered in controlled experiments. An extensive bibliography is appended.

Grunddeutsch, Basic (Spoken) German Word List: Grundstufe, by J. Alan Pfeffer. 1964. ix, 79 pp. \$2 00. **Grunddeutsch, Index of English Equivalents for the Basic (Spoken) German Word List**, by J. Alan Pfeffer, 1965. vii, 107 pp. \$2.50. Englewood Cliffs, N.J., Prentice-Hall.

The first two volumes of a new series intended to facilitate the scientific and systematic study of the spoken German language and its attendant skills. The present list contains 1268 entries, arranged in alphabetical order, in order of the parts of speech, and in order of frequency and origin. The corpus, which was derived from 400 taped topical discussions and 5400 lists furnished spontaneously by association, was analyzed with the aid of computing machines. The *Index* gives the commonest meanings of the German words tabulated in the *Word List*. A semantic list and an idiom count are among the other volumes in this series in preparation. The work was developed under a contract with the U.S. Office of Education.

English Grammar Practice and Review, by Walter Hirtle. Quebec: Les Presses de l'Université Laval, 1965. iv, 204 pp. \$3.00.

A series of forty-four lessons, including six reviews, prepared as a practical course in spoken English for French-speaking graduate students coming to Laval University in Quebec. Contains extensive drills and exercises, graded within each lesson, intended to teach the necessary basic oral skills to students who already possess a considerable knowledge of written English. The emphasis is on points of grammar on which there are significant differences between French and English. There is provision for laboratory work with accompanying tapes which provide for practice of what has been covered in class. Instructions to the teacher are in the introduction.

A Basic Course in Moroccan Arabic, by Richard S. Harrell, with the assistance of Mohammed Abu-Talib and William S. Carroll. (Institute of Languages and Linguistics, Georgetown University, Richard Slade Harrell Arabic Series, 8.) Washington, D.C., Georgetown University Press, 1965. xvi, 395 pp. \$5.00. [Tapes from Director of Publications, Institute of Languages and Linguistics, Georgetown University, Washington, D.C. 20007; price, \$93.00 dual track; \$111.00 single track.]

This book consists of materials on pronunciation (pp. 3-27), 130 lessons (pp. 27-327), and 97 dialogs (pp. 331-84), followed by an Arabic-English glossary and an index of grammatical points. The Arabic material in the lessons and dialogs is given in transcription, accompanied by English translation. Each lesson consists of four parts: text, grammatical notes, exercises, vocabulary. The lessons are oriented toward the basic structure of the language; the dialogs, which are independent, provide simple conversational material. The course was developed under a contract with the U.S. Office of Education.

[The book is part of a sequence which includes R. S. Harrell, *A Short Reference Grammar of Moroccan Arabic* (Arabic Series, 1), 1962, and H. Sobelman and R. S. Harrell, eds., *A Dictionary of Moroccan Arabic: English-Arabic* (Arabic Series, 3), 1963.]

An Amharic Conversation Book, by Wolf Leslau. Wiesbaden, Otto Harrassowitz, 1965. 169 pp. DM 24.

This book consists of thirty dialogs dealing with subjects of everyday life in Ethiopia. The Amharic material is presented in the traditional orthography (no transcription) accompanied by an English translation. Use of this book requires a knowledge of the main features of the language. A textbook, reference grammar, and dictionary are in preparation.

meetings and conferences

- April 4-6. Association for Asian Studies, 18th. New York City.
April 19-20. Canadian Conference on Second Language Teaching. Laval University, St-Foy, Quebec. [Write: H. Rex Wilson, Royal Military College, Kingston, Ontario, Canada.]
April 29-30. University of Kentucky Foreign Language Conference, 19th. Lexington, Kentucky.
May 2-6. National Association for Foreign Student Affairs, 17th. Chicago, Illinois.
May 4-7. International Reading Association, 11th. Dallas, Texas.
June 17-18. Canadian Linguistic Association. Sherbrooke, Quebec.
June 17-August 12. Linguistic Institute of the Linguistic Society of America, 19th. Los Angeles, California. [Write: Jaan Puhvel, Department of Linguistics, University of California, Los Angeles, California 90024.]
July 4-August 16. Summer School of Linguistics, 7th. Edmonton, Alberta. [Write: W. F. Klatte, Director, Summer School of Linguistics, University of Alberta, Edmonton, Alberta, Canada.]
July 11-30. Deuxième Séminaire de Linguistique. Grenoble. [Write: AFLA, 9, rue Lhomond, Paris 5^e, France.]
July 29-30. Linguistic Society of America, Summer Meeting. Los Angeles, California.
August 8-9. International Congress on Reading, 1st. Paris. [Write: Ralph C. Staiger, P.O. B. 119, Newark, Delaware 19711.]
August 29-September 1. International Congress of Balkan and Southeast European Studies, 1st. Sofia. [Write: Bureau d'organisation, 32, Donukov, Sofia, Bulgaria.]
August 29-September 3. Fédération Internationale des Langues et Littératures Modernes, 10th. Strasbourg. [Write: M. Paul Vernois, Faculté des Lettres, Université de Strasbourg, France.]

CAL Office of Special Projects

The Office of Special Projects, a new office of the Center for Applied Linguistics, is responsible for the administration of those projects, usually short-term and often supported by supplementary grants and contracts, falling within the interests and competence of CAL but not assignable to one of the programs. Areas of particular concern are consultation services, language program evaluation, international surveys of resources in the language sciences, and exchange programs for foreign scholars.

Currently in progress are an evaluation of instructional materials in use in Defense Language Institute language courses, consultation services on language training to the Republic Aviation Division of Fairchild-Hiller, the development of a faculty training program for DLI, East Coast Branch, coordination of the Committee on International Relations survey of language science resources in Europe, and implementation of the Ford Foundation Hungarian Exchange Program.

The new office performs a support function for programs within CAL, serv-

ing as an internal clearinghouse for major consultation and evaluation surveys performed in CAL programs, and, through its linguistic survey, apprising program directors of professional developments abroad relevant to their own interests.

Staffing for the Office includes William Nemser, Director, and Nancy Carlson, Administrative Assistant.

Recent CAL Documents

The following CAL documents are available for distribution in limited quantities. Requests should be addressed to the appropriate *Office* or *Program*.

"Programs in English for Foreign Students, Summer 1966"; February 1966, 13 pp.; lists offerings of 44 U.S. colleges and universities; from *English Program*.

"A Survey of Twelve University Programs for the Preparation of Teachers of English to Speakers of Other Languages"; March 1966, 32 pp.; surveys both graduate and undergraduate programs; from *English Program*.

"Inventory of Projects and Activities in Reading and English, No. 1"; February 1966, 61 pp.; from *Education and Research Program*.

The Linguistic Reporter

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Deuxième Séminaire de Linguistique

The second Séminaire de Linguistique will be held at the Université de Grenoble, July 11-30. The Séminaire will be organized and conducted by the Association Française de Linguistique Appliquée under the sponsorship of the Association Internationale de Linguistique Appliquée. The faculty will include noted linguists from various countries.

There will be an introductory course for those just beginning the study of linguistics, advanced courses, seminars, and special lectures on a variety of subjects. Course offerings will include general phonetics, introduction to transformational grammar, analysis of syntactic structures, psycholinguistics, child language, programmed learning and language teaching, applied linguistics and teaching French, Russian structure, African linguistics, problems in logic, formal linguistics, and formal linguistics and machine translation. The majority of courses will be conducted in French, though some will be in English. A special library will be available to students during the Séminaire. Total cost of the Séminaire, which includes tuition, housing, and library fees, will be 550 francs.

Further information and applications can be obtained from the Association Française de Linguistique Appliquée, 9, rue Lhomond, Paris 5^e, France.

Canadian Summer School of Linguistics

The Seventh Summer School of Linguistics, sponsored jointly by the Canadian Linguistic Association and the University of Alberta, will be held from July 4-August 16 at the University of Alberta, Edmonton. Courses will be offered in general linguistics, dialectology and linguistic geography, American Indian linguistics, contrastive linguistics (English-French), teaching English as a second language, and modern English grammar.

The courses are organized to be of interest both to those who wish to begin or continue the study of linguistic science, and to those who wish to combine a knowledge of linguistics with their major studies or interests.

Tuition for graduate and undergraduate programs is \$100 per course, plus a small fee. Registration must be completed by April 30. Information about financial aid may be obtained by writing to the Department of Germanic Languages and Linguistics. A bulletin giving full details concerning the Summer School of Linguistics and the official announcement of the Summer Session are available upon request to the Registrar's office of the University; for additional information, write to Dr. W. F. Klatt, Director, Summer School of Linguistics, University of Alberta, Edmonton, Alberta, Canada.

Linguists wanted

SIMON FRASER UNIVERSITY seeks Associate and Assistant Professors of linguistics; must be able to teach a modern European language. Write to Professor G. L. Burail-Hall, Department of Modern Languages, Simon Fraser University, Burnaby 2, B.C., Canada

AFRICAN LANGUAGES AND LINGUISTICS program needs personnel to teach courses in African linguistics and, with assistance of native informants, to teach one or two of the following: Yoruba, Swahili, Hausa, Fula, Malinke, Mende, Vai, Kpelle, Amharic, Gallinya, Tigrinya, Kikongo, Afrikaans. Prefer PhD's with research interests in historical linguistics. Rank open, with salary range from \$7,000 to \$15,000. Expanding curriculum with increased emphasis on culture, history, the arts, languages, and literature. Excellent research opportunities, summer teaching possibilities, benefits. To begin September 1966 or 1967. Write to the Director, African Studies and Research Program, Howard University, Washington, D.C. 20001

MIDDLE EAST TECHNICAL UNIVERSITY, Ankara, Turkey, has instructorships open in teaching English as a foreign language for the 1966-67 academic year. Address inquiries to Paul L. Alkan, Jr., Associate Director, English Language Preparatory Division, Orta Dogu Teknik Universitesi, Ankara, Turkey

LECTURESHIP under the Fulbright-Hayes program in teaching English as a foreign language at the University of the Congo (Elisabethville), October 1966-July 1967. Very good command of French required; single man preferred; U.S. citizenship required. Address all inquiries to: Linguistics and Teaching of English, Conference Board of Associated Research Councils, Committee on International Exchange of Persons, 2101 Constitution Ave., N.W., Washington, D.C. 20418

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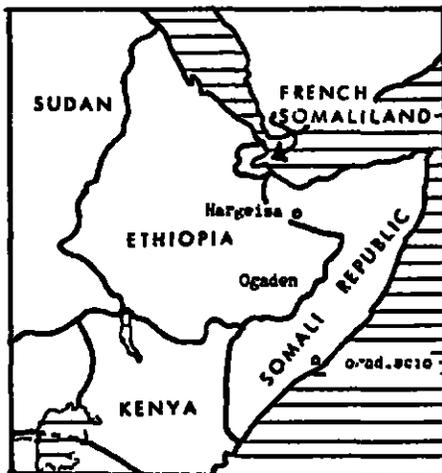
LANGUAGE IN SOMALIA

by J. Joseph Pia

[J. Joseph Pia is currently Assistant Professor in the Department of Anthropology, Maxwell Graduate School, Syracuse University, where he is also attached to the Program of Eastern African Studies. He conducted field work in Somalia in 1962.]

1. The Somali people live in the Horn of Africa, occupying a great portion of the arid region which stretches from the foot-hills of the mountains of Ethiopia eastward to the shores of the Gulf of Aden and southward to the coast of the Indian Ocean.

Near the turn of the century, European influence in the Somali deserts increased, with Britain securing treaties from tribal chieftains to give legal justification to the establishment of the Somaliland Protectorate along the Gulf coast. During the same period, Italy purchased from the Sultan of Zanzibar



The Horn of Africa

the rights to the Indian Ocean shoreline, the southern portion of which is still known as the Benadir Coast. Also, in the last half of the last century, France was engaged in concluding treaties with the Danakil — another people living along the coast of the Gulf of Aden north of the majority of Somalis — and the Isa Somali chiefs, as well as with the British, to establish French Somaliland. Later treaties and wars led to the postulation of borders, hypothetical lines running from nowhere to nowhere across the deserts between the areas of European influence and Ethiopia, which resulted in two political entities: the Somaliland Protectorate — same name as the earlier unit but with some added administrative structure and a capital at Hargeisa — and Italy's U.N. Trust territory of Somalia. In 1960 the two units became independent and united to form the Somali Republic.

While the majority of Somalis are citizens of the Republic, others live in French Somaliland, a Department of France; in the Ethiopian Ogaden; and in the former Northern Frontier District of Kenya. Their numbers are estimated at three to five million.

Except for some very recent movements toward urbanization, Somalis in general share the ideal of pastoral nomadism as a way of life. In fact there is a substantial number, though a relatively small percentage, of people who are agriculturalists living in villages between the two rivers of the former U.N. Trust territory.

2. While most African states are multilingual, the Somali Republic is more nearly homogeneous linguistically than any of the others. In the interest of national unity, Somalis insist that all Somalis speak alike. However, professional linguists would recognize at least two other African languages in the Republic. One is composed of the three or four dialects spoken by the agriculturalists who are known by the general term of Rahanweyn. Unintelligible to Somali speakers, the dialects of the Rahanweyn people are undoubtedly related to Somali, though little descriptive and no comparative work has been carried out, with the result that the relationships of the dialects to each other, as well as the relationships between any of them and Somali, remain unknown.

The second language is a Bantu tongue, Chimini, spoken in the port town of Brava, some miles south of Mogadiscio, the Republic's capital, on the Indian Ocean. This language, sometimes known as Bravanese, is similar in some respects to Swahili in that it shows considerable vocabulary influence from both Portuguese and Arabic.

3. Somali itself is usually considered to consist of four dialect groups. Isaq, spoken in the Northern Region, principally around Hargeisa, is accorded the highest prestige. The Dir dialects, including Isa and Osmaniya, extend from the Northwestern part of the Republic westward into Ethiopia and northward into French Somaliland. Muduq occurs

farther east along the coast of the Indian Ocean and extends southward into Mijertinya and westward into Ethiopia. Around the capital city, Mogadiscio, and extending north and south along the coast the dialect is Benadir. To the south and west of the Juba River and in the remainder of the Ogaden, the people speak a dialect which the Somalis say is similar to that of the Northern Region.

These divisions conform at least in part to clan and lineage divisions within the society. The present writer has discovered, however, that the "dialects" are not really homogeneous. Rather there is what seems to be as much diversity in phonology between subdialects of Isaq as there is alleged to be between Isaq and Benadir. More thorough study may well reveal dialect divisions which do not conform to clan or lineage "boundaries."

4. Somali seems to be related to a number of other languages in the Horn which are known as Cushitic. Galla, a major language or group of languages within Cushitic, is spoken in southwest Ethiopia by about as many people as speak Somali. Altogether there may be as many as eighty Cushitic languages.

Wider relationships of the Cushitic group have been suggested, with Greenberg's statement the most recent.¹ Though much of the knowledge about the languages in question is tentative, it now appears that Cushitic together with four other groups — Berber, Chadic, Semitic, and Ancient Egyptian — forms a large stock known for a long time as Hamito-Semitic but renamed by Greenberg as Afro-Asiatic. However, internal structures of the stock itself and of each group remain less than clear. For example, very little work has been done to demonstrate that Cushitic is all of a piece; nor have the relationships between the groups within Afro-Asiatic yet been determined.

It does seem possible to say, however, that Somali and Arabic, though the peoples who speak them have had extensive cultural contacts, are not directly related. Rather, they each belong to a different family within the Afro-Asiatic stock. Indeed, they are more like distant cousins than like siblings.

5. The question of the connection between Somali and Arabic arises because, since Somalis are Muslims, Arabic is the language of culture and education. Indeed young Somali children attend Qo-

ranic schools before entering primary school. Before they leave the Qoranic school they are expected to know the Qoran, to understand its language and its meaning for them, and to be able to write and calculate in the Arabic script. Men of prestige — elders and civil servants, e.g. district commissioners — often greet each other in Arabic and in some cases carry on their official business in that language.

Existing under the shadow of such a prestigious tongue, Somali has not yet been written for official use. Two native attempts to write the language, the Osmaniya and Gadabursi scripts, both invented in this century, have floundered on purely linguistic problems, e.g. representing the vowels, writing full forms versus reduced and elided forms, and other matters such as separating prefixes and suffixes from the forms to which they are affixed. Similarly, attempts to settle on an official orthography, i.e. selection of one of the local scripts or of modifications of either the Arabic or roman alphabets, have floundered on political problems. Indeed, the colonial government's attempt in March 1957 to publish a Somali language newspaper in roman type resulted in rioting, with proponents of other systems united in anger

though divided in principle. At this writing there is still no official orthography, though there is more serious talk about it than there has been in years past.

Meantime school children spend most of their time learning two other languages: Arabic, and either English in the north or Italian in the south. Within the last few years, influenced by UNESCO personnel, the Ministry of Education decided to replace Italian with English in the schools of the southern regions. The United States is assisting the Somali people in making this difficult change by providing Peace Corps volunteers to southern primary schools to teach English. In support of that effort Syracuse University's Program of Eastern African Studies is continuing work begun under Office of Education auspices to develop pedagogical materials to teach the Somali language to Americans, Peace Corps trainees, and others. Hopefully, the Somali legislature can come soon to agreement on an official orthography and a normalized or standard dialect.

1. J. H. Greenberg, *The Languages of Africa*, Publication Twenty-five of the Research Center in Anthropology, Folklore, and Linguistics, Indiana University (Bloomington: Indiana University, 1963).

The Institute of Swahili Research

by W. H. Whitely

[W. H. Whitely is Director of the Institute of Swahili Research and Professor of Language and Linguistics, University College, Dar es Salaam, Tanzania.]

The Institute of Swahili Research, in Dar es Salaam, Tanzania, continues the work of the East Africa Swahili Committee, which was established over thirty years ago with similar objectives: there is the same general concern for the development of Swahili, but the emphasis is now on research. The establishment of the Institute at the University College in 1964 was made possible by a grant of £14,000 from the Calouste Gulbenkian Foundation and the Ministry of Overseas Development of the British Government, for the period 1964-67. The Institute is directed by Dr. W. H. Whitely, Professor of Language and Linguistics at the University College.

RESEARCH

The Institute's main research project for the next few years will be the com-

pilation of a new Swahili-English Dictionary. Mr. J. A. Tejani has been seconded to the Institute as a Research Fellow from the Ministry of Education, Zanzibar, and will take charge of the work of collecting and sifting data. A panel of editorial consultants, including Professors D. A. Olden of Leningrad and E. Dammann of Marburg and Miss M. A. Bryan of London, will advise Mr. Tejani on the matters of principle and detail which are likely to arise during the course of the project. Two full-time Research Assistants have been engaged and the services of a number of part-time collaborators have also been enrolled. During the project, lists of words will be published regularly in the Institute's journal, *Swahili*, and a series of special publications dealing with the lexicons of particular fields will be prepared. The first of these, to appear later in 1966, will deal with nautical vocabu-

lary, the second with technical terms for Primary Schools.

The Institute is also continuing its interest in the collection and preparation for publication of Swahili literature. It assisted Mr. J.W.T. Allen in his negotiations for a Rockefeller grant-in-aid to collect material of literary and historical significance along the East African coast; this project has already proved extremely fruitful. It has also assisted in other projects up and down the coast to collect material of literary and historical interest. At the Institute itself, work has been proceeding on the editing of a collection of Swahili songs made popular during the period 1930-1950. This work is in two parts: the first part, now in press, will consist of the annotated texts of the songs, plus brief biographies in Swahili of the main singers; the second part will contain translations, linguistic notes, and musical analyses of the songs.

Since Swahili is the national language of Tanzania and plays an important part in education, practical problems must also be given considerable attention. The Institute was instrumental in arranging a Workshop in 1965 to reconsider the content of the Swahili course in Primary Schools, and it is expected that similar workshops will be organized in 1966 and subsequent years to prepare teaching materials for the whole of the Primary School course. The scale and number of such workshops depends directly on the nature of the financial help which is available, and foundations have been approached for their support.

PUBLICATIONS

The Institute's journal, *Swahili*, appears twice yearly, in March and September, and contains material of both specialist and general appeal. Each issue includes some piece of new writing in prose or verse, something of interest to linguists, and material relevant to the teaching of the language. In association with the Dictionary Project, lists of words will appear regularly. Book reviews, shorter notices, and correspondence are also regular features. Contributions in English, French, German, and Swahili, are welcomed from teachers, scholars, and others interested in the language and should be sent to the Editor, *Swahili*, Institute of Swahili Research, P.O. Box 9184, Dar es Salaam, Tanzania, East Africa.

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. (Individuals faced with currency restrictions or similar limitations are invited to write to the Editor.) Manuscripts, books for review, and editorial communications should be sent to Frank A. Rice, Editor, THE LINGUISTIC REPORTER, 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 acknowledgement is given.

Linguistic Research in Ethiopia

by Richard Pankhurst

[Richard Pankhurst is Director, Institute of Ethiopian Studies, Haile Sellassie I University, Addis Ababa, Ethiopia.]

Ethiopia, a multi-linguistic empire, is of vital interest to students of both Semitic and non-Semitic languages. There are in Ethiopia eight Semitic languages: Geez, the classical language of the Ethiopian Orthodox church; five living languages, Amharic (the national language), Tigré, Tigrinya, Harari (or Adaré), and Guragé (in several dialects); and two other languages on the way to extinction, Gafat and Argobba. The existence of such living languages is of considerable interest to Semitic scholars since the classical Semitic languages outside Ethiopia are for the most part extinct and their original pronunciations are, therefore, a matter of conjecture. The fact that Geez was the only early Semitic language to make constant use of vowels in its writing system is yet another point of interest.

Ethiopia is also a vital area of research for the student of the Hamitic and Nilotic languages, interest in which developed much more slowly than in the Semitic languages, but which promise to be of major importance. Study of these non-Semitic languages should, incidentally, throw considerable light on the history of East Africa.

The Haile Sellassie I University is aware of the importance of Ethiopian linguistic research: Dr. Abraham Demoz, Dean of Arts and a linguist, is anxious to establish an East African language laboratory, and the University's

Institute of Ethiopian Studies is building up a comprehensive library on the Ethiopian languages, with extensive purchase of microfilm. The library is also developing a collection of tape recordings in many of the languages of Ethiopia.

The Institute is in contact with linguists throughout the world who specialise in Ethiopian languages, and it acts as a liaison for all visiting research workers. Their activities are listed in the Institute's annual publication, *Register of Current Research on Ethiopia and the Horn of Africa*. Several dozen linguists attended the Third International Conference of Ethiopian Studies, which met under the Institute's auspices from April 3 to 7 this year. Several significant articles on the languages of Ethiopia have appeared in the Institute's *Journal of Ethiopian Studies*, and Geez poetry texts are published in its mimeographed publication, *Qené Collections*.

Sociolinguistics on TV

The Public Affairs Department of NBC, in cooperation with the Center for Applied Linguistics, is preparing a ten-part TV series entitled "Language, the Social Arbiter." The series will be shown 6:30-7:00 a.m. on July 18-22 and 25-29 in Washington; in Cleveland, August 15-19 and 22-26; in New York, September 12-16 and 19-23 (6:00-6:30 a.m.); in Los Angeles, October 10-14 and 17-21; in Chicago, November 7-11, and 14-18. Prominent linguists, including staff members of CAL, will be featured.

The English Program in Spanish Universities

by Robert Lado

[Robert Lado is Dean, Institute of Languages and Linguistics, Georgetown University, Washington, D.C.]

With the aid of a recent grant from the Ford Foundation to Georgetown University, the program for the establishment and expansion of departments of English in the leading universities of Spain will move forward rapidly. Under the program, electronic language laboratories will be installed in approximately five Spanish universities where departments of English have been, or will soon be, established. The program will permit the teaching of oral English and other courses in the five-year university curriculum and the demonstration of audio-visual-lingual techniques in modern methods of language teaching.

The curriculum, consisting of two years of general studies common to all disciplines and three years of specialization in English, linguistics, and methodology, will lead to the degree of Licenciado, usually equated to the U.S. Master of Arts. An increasing number of well qualified English majors trained at the various universities under this program will supply the staff needed for planned increases in the teaching of English in Spanish high schools.

Professor Emilio Lorenzo, Head of the Department of English and Director of the Institute of Languages at the University of Madrid, is Director of the program. Georgetown University will supply the services of the Dean of its Institute of Languages and Linguistics, Professor Robert Lado, who will be at the University of Madrid for the academic year 1966-67. He will be a member of an advisory board for the professional guidance of the program. Other members of the advisory board are Professor Bernard Pottier of the Sorbonne, Professor F.R. Palmer of the University of Wales, Professor Pujols of the University of Madrid, and Professor Lorenzo as chairman.

Each university will set up its own curriculum within the overall university requirements in Spain and will establish a chair of English to be occupied by a professor with tenure. It is expected that the Fulbright Commission will continue to supply Fulbright lecturers in English and linguistics to teach oral English, linguistics, and modern methodology in the participating universities.

The laboratory of the University of Madrid will be more elaborate than the others in order to accommodate the larger program in English there and to prepare and distribute audio-lingual materials on tape to the other participating universities. Information to teachers of English will also be prepared and disseminated from Madrid.

In order to demonstrate new techniques of audio-visual-lingual methodology to teachers within the areas of influence of the participating universities, short seminars will be conducted in the laboratories by the Fulbright lecturers and the staff of the universities. Small stipends will be made from the grant to participating teachers. Outstanding teachers attending these seminars, and other students in the degree programs of the participating universities, will be given summer fellowships to the United States to attend institutes in English and Linguistics at selected universities.

The program was initially proposed in a survey report prepared by Dean Lado in 1963 after a study of the needs and the existing facilities for qualified teachers of English in Spain. The study was made under a grant from the Fulbright Commission, permitting Dean Lado to visit the Spanish universities and confer with Professor Lorenzo and the administrations and faculties of interested universities, the Ministry of Education, and the American Embassy.

Dictionary of American Regional English (DARE), a project of the University of Wisconsin, will award five fellowships annually for the next four years, beginning in September 1966. Recipients will do language field work in the United States. Fellowships include \$4500 stipend for twelve months, fully-equipped camper-wagon, tape recorders, and cooking and sleeping facilities. Applicants should be pre- or post-doctoral students with training and interest in American English. Fellowships will be awarded for a full year or regular academic division thereof, and are renewable. For further information, write to Professor F. G. Cassidy, Dictionary of American Regional English, 2218 University Avenue, Madison, Wisconsin 53706.

Recent CAL Publications

Study Aids for Critical Languages, compiled and edited by Frank A. Rice, Washington, D.C., Center for Applied Linguistics, 1966. 35 pp. 50 cents.

A listing of recent and readily available instructional materials for modern foreign languages not commonly taught in the United States, with emphasis on materials intended for use by the adult learner whose native language is English. The 275 entries, representing 80 languages, are arranged alphabetically by language, Afrikaans-Vietnamese, with a brief general section. Beside each entry is a designator, e.g. PED, GRAM, RDR, indicating the primary category of the material. Tapes and records are listed when known. Some brief annotations, e.g. [Hanoi dialect], [Introduces Nepali script], and occasional headnotes give linguistic or sociolinguistic information. A list of publishers and distributors appears at the end.

University Resources in the United States for Linguistics and Teacher Training in English as a Foreign Language: 1966. Washington, D.C., Center for Applied Linguistics, 1966. iv, 130 pp. 75 cents.

This fifth revised edition of *University Resources* continues to present, in a concise and comprehensive format, information on programs in Linguistics, and in Teacher Training in English as a Foreign Language. The ninety-eight institutions 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; the office from which to obtain fuller descriptive material about courses and degree requirements. Three appendices are also included: information on annual summer institutes; a tabular index of universities listed and their programs; an index of languages and the institutions at which they are taught.

A Conference on Linguistic Method, held in conjunction with the 1966 Linguistic Institute, will be held on August 1-3 at Moore Hall, University of California, Los Angeles. The sessions will center on the relation of method to theory, development of methodological principles, and applications of linguistic method. The chairman of the conference will be Paul L. Garvin of the Bunker-Ramo Corporation.

Third National Conference on Teaching English to Speakers of Other Languages Forms Professional TESOL Association

"Teachers of English to Speakers of Other Languages (TESOL): A Professional Association for Those Concerned with the Teaching of English as a Second or Foreign Language" was officially constituted at the business session of the third annual Conference on Teaching English to Speakers of Other Languages, held March 18-19 in New York City. The business session was chaired by James R. Squire, Executive Secretary of the National Council of Teachers of English and Chairman of the Steering Committee for TESOL conferences. A constitution was adopted and officers and an executive committee were elected. The President, who will serve for one year, is Harold B. Allen of the University of Minnesota. Robert Lado of Georgetown University is the First Vice-President; the Second Vice-President, David P. Harris of Georgetown University, will also serve as Chairman of the 1967 TESOL conference to be held in Miami.

The nine members elected to the Executive Committee are: Virginia French Allen of Columbia University Teachers College, Edward M. Anthony of the University of Pittsburgh, and Betty Wallace Robinett of Ball State University (three-year terms), Paul D. Holtzman of The Pennsylvania State University, Mary McDonald of the Board of Education of the City of New York, and Adela M. Méndez of the Department of Education of Puerto Rico (two-year terms); John B. King of the Board of Education of the City of New York, Afton Dill Nance of the Department of Education of the State of California, and Hildegard Thompson formerly of the Bureau of Indian Affairs (one-year terms). Two primary tasks of the Officers and Executive Committee will be the establishment of a professional journal representative of the major interests in the field and the maintenance of an up-to-date register of personnel.

BACKGROUND

The creation of the new Association is indicative of rapid growth in the TESOL field and the resulting concern of those in universities, professional associations, government agencies, foundations, and state and city educational systems involved with teaching and

training teachers of English to non-English speakers. Several professional membership organizations, such as the Modern Language Association (MLA), the National Association for Foreign Student Affairs (NAFSA), the National Council of Teachers of English (NCTE), and the Speech Association of America (SAA), have been involved with the field of English as a second language, but the field has been of marginal interest to these organizations.

In April 1963, at NAFSA's annual conference it was suggested that the Center for Applied Linguistics, which from its establishment in 1959 has had as a major area of emphasis the teaching of English as a foreign language, sponsor a conference representing various interests in the teaching of English as a foreign or second language to consider the feasibility for a new association of all those concerned with this field. Such a conference was called by CAL in September 1963. With the question of the formation of an association pending, participants decided to call the first national Conference on TESOL under the sponsorship of NCTE, NAFSA, SAA, MLA, and CAL.

The first TESOL conference was held in Tucson, Arizona, May 8-9, 1964 [LINGUISTIC REPORTER, August 1964]. The response to it was so enthusiastic that, with the encouragement of the National Advisory Council on the Teaching of English as a Foreign Language, a small planning conference was held in Chicago in January 1965 to give further consideration to the question of a new association. This conference appointed a Planning Committee to work on the constitution, by-laws, funding, and location of the new association. The Committee was endorsed by the second annual TESOL conference held in San Diego, March 12-13, 1965 [LINGUISTIC REPORTER, June 1965], and met several times during 1965-66 to draw up its recommendations, which were presented to the third conference, where the Association was officially formed. For additional information about the organization and membership application forms, write to Dr. Harold B. Allen, Department of English, University of Minnesota, Minneapolis, Minnesota 55455.

The third annual TESOL conference was attended by 839 registrants, repre-

senting a wide spectrum of levels and areas of TESOL activity. Participants came from all areas of the United States and several foreign countries. Those responsible for the conference, George L. Anderson of MLA, Program Chairman, and William Work of SAA, Chairman for Local Arrangements, provided a program which catered to a wide variety of interests within the field. Demonstration classes, teacher training, applied linguistics, and teaching techniques again formed major areas of emphasis in the program. The general sessions were addressed by a number of outstanding speakers, beginning with John B. King and Clifford H. Prator at the opening session on Thursday evening and ending with The Honorable Ben Reifel, Congressman from South Dakota, the Saturday luncheon speaker.

African Linguistics at the University of Ibadan

The Department of Linguistics and Nigerian Languages of the University of Ibadan offers a program of linguistic research and teaching with special emphasis upon West African languages. Members of the staff are currently conducting research on Yoruba, Hausa, and Igbo; Etsako, Urhobo, and languages of the Edo group; Ijo; Higi, Margi, Bura, and other Chadic languages. Ngwe, Mbe, and Kambari. There is also an interest in comparative and historical studies, contrastive analysis, and the teaching of English as a second language. The Department also has a laboratory suitable for phonetic research.

Teaching is at present concentrated at the graduate level, although courses in Yoruba (for Yoruba speakers) and in Phonetics and Linguistics are available to undergraduates, and it is hoped to develop further the teaching of African languages at this level. For graduates, there are programs leading to the Post-Graduate Diploma in Phonetics and Linguistics (one year), the M.A. degree (two years), and the Ph.D. degree (three years). All of these programs require original research in addition to course work. Opportunities for research into West African languages are abundant, since many languages are represented by University students and field work can be carried on during vacations. For further information, write: The Head, Department of Linguistics and Nigerian Languages, University of Ibadan, Nigeria.

book notices

The Philosophy of Language, by Jerrold J. Katz. (*Studies in Language*.) New York, Harper & Row, 1966. xii, 326 pp. \$7.25.

The author distinguishes between the philosophy of language and the philosophy of linguistics. He describes his task as the exploration of the relation between the form and content of language and the form and content of conceptualization, and the statement of inferences about the structure of conceptual knowledge that can be made on the basis of what is known about the structure of language. The book contains extensive sections on the theory of language and on the approaches of logical empiricism and ordinary language philosophy to the philosophy of language.

Russian-English Glossary of Linguistic Terms, compiled by Joseph Paternost. University Park, Pa., Department of Slavic Languages, Pennsylvania State University, 1965. v, 230 pp. \$4.00.

An alphabetical listing of almost 12,000 frequently-used Russian linguistic and grammatical terms, as well as various useful terms pertaining to language teaching and language learning. It is intended primarily as an aid to advanced undergraduate students for courses in advanced grammar or linguistic analysis of contemporary Russian. Entries in Cyrillic with word-stress indicated.

La linguistique synchronique: Etudes et recherches, par André Marinet. (Collection 'Le Linguiste'.) Paris, Presses Universitaires de France, 1965. 248 pp. 12 F.

This volume brings together twenty-odd of the author's writings on various aspects of synchronic linguistics. Some of the papers are here printed for the first time, others are reprints of older articles, some updated. The majority deal with problems in phonology. The volume closes with a *Liste des publications de l'auteur*, by Thomas G. Pencheon; 321 entries, covering the years 1933-65.

What is Language? A New Approach to Linguistic Description, by Robert M. W. Dixon. (*Longmans' Linguistics Library*.) London, Longmans, 1965. xviii, 216 pp. 35/-.

Language is looked upon as a form of behavior, both overt and mental. This study holds that language and non-language patterns are mutually determining; neither sort of pattern has special fixity or priority, and any change in a pattern of one sort is likely to produce a change in patterns of the other sort. Chapter 2 comprises an 80-page comprehensive historical survey of opinions about language, from Plato to Wittgenstein and Chomsky.

The Linguistic School of Prague: An Introduction to Its Theory and Practice, by Josef Vachek. (*Indiana University Studies in the History and Theory of Linguistics*.) Bloomington and London, Indiana University Press, 1966. 184 pp. \$6.00.

This volume is based on a series of lectures given by the author at the 1964 Linguistic Institute held at Indiana University. The various chapters trace the history of the Prague Linguistic Circle (founded in 1926) and discuss the Prague conception of language, problems of phonology, morphology, syntax, style, and the written language. Included in appendices are a selected bibliography, biographical information on some members of the Circle, and two papers by V. Mathesius and B. Trnka, translated from the Czech. (This book is a kind of complement to the author's *Prague School Reader in Linguistics* [Indiana, 1964].)

Quantitative Linguistics, by G. Herdan. Washington, D.C., Butterworth's, 1964. xvi, 284 pp. \$14.75.

A survey and introduction to the area of linguistic science in which statistical methods are used to establish laws and trends of linguistic structure and development. The book's twenty chapters are arranged in four sections: Principles of quantitative linguistics, On the phonemic level, On the vocabulary level, and On the syntax level. References accompany each chapter.

Kazakh-English Dictionary, by Boris N. Shnitnikov, with a Preface by Nicholas Poppe. (*Indiana University Publications, Uralic and Altaic Series, 28*) The Hague, Mouton & Co., 1966. 301 pp. \$15.00.

Kazakh is a Turkic language spoken by about 4,000,000 people, the majority of whom live in the Kazakh SSR. It is written in the Cyrillic alphabet, with a few added characters. This dictionary, the most complete ever compiled, contains approximately 20,500 entries. The volume was produced under a contract with the U.S. Office of Education.

The Tongue of the Tjrilones: A Linguistic Study of a Criminal Argot, by Lurline Colsharp. (*Alabama Linguistic and Philological Series, 7*.) University, Alabama, University of Alabama Press, 1965. vi, 313 pp. \$5.95.

A study of the "third language" of the Tjrilones, the economically deprived Latin-American population of the southern section of El Paso, Texas. Starting as an inoffensive jargon at the time of World War I, it has become a cover language of the criminal element. Includes discussion of the anthropological background and a 700-word vocabulary.

Language and Culture, by Herbert Landar. New York, Oxford University Press, 1966. xiv, 274 pp. cloth \$6.50; paper \$3.75.

This book, directed to college students and educated laymen, is an introduction to major issues in contemporary linguistics as they relate to problems in anthropology, sociology, philosophy, and psychology. It deals with the nature and uses of language, the relation of reading and writing to the sociology of knowledge, and the philosophy of language with special reference to semiotic theory and other general behavioral models. An elementary exposition of phonemic and morphemic analysis, with exercises, provides the beginning student of ethnology with the necessary linguistic background.

Norwegian-English Dictionary: A pronouncing and translating dictionary of Modern Norwegian with a historical and grammatical introduction, edited by Einar Haugen and others. Madison, University of Wisconsin Press; Oslo, Universitetsforlaget, 1965. 500 pp. \$12.50.

This dictionary, primarily intended as a tool for the learning of Norwegian by American students, has combined into one alphabet Norway's two literary languages, Bokmal and Nynorsk, and gives pronunciation, grammar, and English meanings of each word. There are over 60,000 entries, with numerous idioms and literary illustrations. The 32-page Introduction includes a historical background of Norwegian, a guide to pronunciation, and a reference bibliography. The work was prepared under contract with the U.S. Office of Education.

Dictionary of Spoken Chinese, compiled by the staff of the Institute of Far Eastern Languages, Yale University. (*Yale Linguistic Series, 8*.) New Haven and London, Yale University Press, 1966. xxxix, 1071 pp. \$15.00.

A lexical and grammatical guide to modern colloquial Mandarin; includes about 10,000 entries. The Chinese-English section (pp. 1-295) gives the entries in Chinese characters, followed by a romanization, grammar notations (e.g. A = Adverb), and illustrative examples of usage. The English-Chinese section (pp. 299-1035) gives representative Chinese equivalents for English phrases and sentences. The introduction discusses the sound system of Chinese and explains the grammatical notations. The Yale romanization is used, with a conversion table to other major systems. Also included are a chart of radicals and a character index.

The volume was produced under a contract with the U.S. Office of Education; it is the authorized revision and expansion of War Department Technical Manual TM 30-933, *Dictionary of Spoken Chinese* (Washington, D.C., 1945).

The Hidden Dimension, by Edward T. Hall. Garden City, N.Y., Doubleday, 1966. xii, 201 pp. \$4.95.

The central theme of this book is social and personal space and man's perception of it, to the study of which the author has given the term *proxemics*, defined as the interrelated observations and theories of man's use of space as a specialized elaboration of culture. The first chapters deal with territoriality studies of animals, followed by discussion of man's perception of space (visual, auditory, olfactory, thermal, tactile), art and literature, organizing models, and proxemics in cross-cultural contexts: German, English, French, and in Japan and the Arab world. The final chapters are devoted to cities and culture, and proxemics and the future of man.

Teach Yourself Maltese, by Joseph Aquilina. London, English Universities Press, 1965. x, 239 pp. \$3.50.

Maltese is a dialect of Arabic spoken on the island of Malta (population about 400,000). Owing to its long separation from the main Arabic trunk and its close contacts with Romance languages, Maltese has had a development which distinguishes it from all other Arabic dialects. The present volume differs from most other grammars and textbooks in that it considers Maltese without any exclusion of the Romance element.

The volume begins with a 23-page discussion of the Sounds and Letters, followed by sections on Grammar (Morphology) and the Verb. The typical lesson contains a grammatical statement, followed by patterns (word-models), and exercises, chiefly translation.

"African Linguistic Serial Publications," a bibliography compiled by Eugene de Benko, associate professor of social science at Michigan State University, is the first contribution to a newly inaugurated section entitled "Bibliographia" in the *Journal of African Linguistics* (Vol. 4, Part 2, 1965, pp. 131-34). The entries (about 100 in all) include serials ranging from those which are devoted exclusively to African languages to those which in recent years have contained at least one article per issue in this field.

Gen. Topics 4 (Gen. Linguistics) — a discussion group on the program of the 1966 Annual Meeting of the Modern Language Association, New York City, December 27-29—will be chaired by Albert Valdman of Indiana University. Members of MLA who wish to submit papers should communicate with Professor Valdman.

The Linguistic Reporter June 1966

meetings and conferences

- June 2-29. Toronto Institute of Linguistics, 17th. Toronto. [Write: Dr. Donald N. Larson, Toronto Institute of Linguistics, Suite 200, 1835 Yonge Street, Toronto, Ontario, Canada.]
- June 17-18. Canadian Linguistic Association. Sherbrooke, Quebec.
- June 17-August 12. Linguistic Institute of the Linguistic Society of America. 19th. Los Angeles, California. [Write: Jaan Puhvel, Department of Linguistics, University of California, Los Angeles, California 90024.]
- July 4-August 16. Summer School of Linguistics, 7th. Edmonton, Alberta. [Write: W. F. Klatte, Director, Summer School of Linguistics, University of Alberta, Edmonton, Alberta, Canada.]
- July 11-16. II Seminário Brasileiro de Orientação Linguística. São Paulo. [Write: F. Gomes de Matos, Instituto de Idiomas Yázigi, Rua Aurora 713, São Paulo 2, Brazil.]
- July 11-30. Deuxième Séminaire de Linguistique. Grenoble. [Write: AFLA, 9 rue Lhomond, Paris 5^e, France.]
- July 14-20. Seminar on Language Problems in Southeast Asian Universities. Manila. [Write: Prof. Prem Purachatra, Association of Southeast Asian Institutions of Higher Learning, Chulakorn University, Bangkok, Thailand.]
- July 29-30. Linguistic Society of America. Summer Meeting. Los Angeles, California.
- August 1-3. Conference on Linguistic Method. University of California, Los Angeles.
- August 8-9. International Congress on Reading, 1st. Paris. [Write: Ralph C. Staiger, P.O. B. 119, Newark, Delaware 19711.]
- August 24-28. International Congress on the History and System of the Hungarian Language. Debrecen, Hungary.
- August 29-September 3. Fédération Internationale des Langues et Littératures Modernes, 10th. Strashourg. [Write: M. Paul Vernois, Faculté des Lettres, Université de Strashourg, France.]
- September 2-4. Congress of the Czechoslovak Society of Arts and Sciences in America, 3rd. New York City. [Write: Anthony L. Vanek, Secretary, Program Committee, 1810 Garden Hills Drive, Champaign, Illinois 61820.]
- September 19-24. International Federation for Documentation, 32nd. Scheveningen. [Write: FID, 7 Hofweg, The Hague, The Netherlands.]

New Brazilian Center for Applied Linguistics

The Instituto de Idiomas Yázigi, a private non-profit organization with headquarters in São Paulo and seventy-five schools throughout Brazil, has announced the official opening of its Centro de Linguística Aplicada on March 2.

The opening of the Centro was presided over by Fernando H. Silva, President of Yázigi. Other speakers were A.B. Galvão Bueno Trigueirinho, Vice-President of Yázigi, Dr. Joaquim Mattoso Câmara, Jr., President of the Asociación de Lingüística y Filología de América Latina (ALFAL), and Prof. Francisco Gomes de Matos, Chairman of the Inter-American Program in Linguistics and Language Teaching (IAPLLT). The ceremony was closed by Dr. Norman A. McQuown, Chairman of the Executive Committee of IAPLLT.

The Director of the new center is F. Gomes de Matos, Professor of Linguistics at the Catholic University of São Paulo. Other members of the staff in-

clude Prof. Geraldo Cintra (University of São Paulo), Linguistic Research Assistant; Prof. Maria do Amparo L. Barbosa, Methodology Assistant; Maria Lucia Pimentel Palacio, Librarian. The Centro has three departments: linguistic orientation and research, production of teaching materials, and pedagogical planning and teacher training.

The first issue of the Centro's journal, *Estudos Linguísticos*, Revista Brasileira de Lingüística Teórica e Aplicada is to appear in June. Its editors are Prof. Joaquim Mattoso Câmara, Jr., Dr. Aryon Dall'Igna Rodrigues, and Prof. F. Gomes de Matos. The journal will feature articles in the languages taught at the Yázigi schools in Brazil—Portuguese, English, French, German, and Italian.

Direct all inquiries to: Centro de Lingüística Aplicada, Instituto de Idiomas Yázigi, Rua Aurora, 713, São Paulo, Brazil.

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new journals

T.A. Informations, an international review of the application of computers to language analysis, published by the Association pour la Traduction Automatique et de la Linguistique Appliquée (ATALA), published its first issue in late 1965. It will have two issues this year, and will thereafter appear more frequently, aiming at quarterly publication. The annual subscription price is 20 francs (about \$4.00 U.S.), for subscriptions address Librairie C. Klincksieck, 11, rue de Lille, Paris 7^e, France.

T.A. Informations will contain news of research in the application of automation to language and linguistics (translation and documentation) and in applied linguistics, as well as of meetings, conferences, symposia, and seminars on these subjects. There will be a regular section entitled "Nouvelles de l'AILA" from the Association Internationale de Linguistique Appliquée. Each issue will also contain bibliographical abstracts of documents and reports, and articles appearing in periodical publications in all countries. The Editor solicits the collaboration of readers in sending information on the activities and research conducted in their centers and on the organization of research in the applications of the computer to linguistics in their countries, and bibliographical abstracts of pertinent

documents. Materials for publication in *T.A. Informations* will be accepted in French or English. All communications should be sent to the Editor: André Deweze, 19, quai de la Graille, 38-Grenoble, France.

The Planning Centre for the Teaching of English, with offices at Terra Sancta College, Jerusalem, Israel, was established in 1965 with a grant from the U.S. Department of Health, Education and Welfare to engage in a five-year program dealing with all aspects of the teaching of English in the schools and teacher-training institutions in Israel. The Planning Centre is administered by a Board of Governors representing the Ministry of Education and Culture and the Hebrew University of Jerusalem. The Director is N. A. Berkoff of the Hebrew University.

In order to report on aspects of its work, to keep teachers informed of new methods, techniques, and ideas being tried out in Israel and abroad, and to comment on publications in the field of foreign language teaching, the Planning Centre publishes its *English Teaching Bulletin*. The *Bulletin* will have two or three issues a year: the first number is dated December 1965. The *Bulletin's* editorial board consists of N. A. Berkoff, G. Cohen, and D. Mendelsohn.

Bilingualism Seminar in Canada

An international and interdisciplinary seminar on the description and measurement of bilingualism will be held in Moncton, New Brunswick, June 6-14, 1967. It is being organized by Einar Haugen, Werner Leopold, Joshua Fishman, Wallace Lambert, William Gage, and William Mackey (Chairman), and will be held under the auspices of the Canadian Linguistic Association and the Canadian Commission for UNESCO. The seminar will consist of discussions of pre-printed surveys and programmatic research outlines on such topics as: the demography and typology of bilingualism, bilingual interference, language maintenance and language dominance, and the contributions which such fields as psycholinguistics, sociolinguistics, descriptive linguistics, and neuropsychology have to make to the measurement of bilingualism.

Czechoslovak Society of Arts and Sciences in America will hold its Third Congress at Columbia University, New York City, on September 2-4. There will be eighteen lecture sessions and symposia, including general linguistics and Slavic literature and linguistics. For further information write to Anthony L. Vanek, Program Committee, 1810 Garden Hills Drive, Champaign, Illinois 61820.

On Sociolinguistically Oriented Language Surveys

by Charles A. Ferguson

[Charles A. Ferguson is Director, Center for Applied Linguistics. This article is a slightly modified version of a statement prepared in Nairobi, Kenya in February 1966. The statement was intended as background material in connection with a proposed language survey in Eastern Africa, and it is published here as of possible interest to government officials, foundation executives, and specialists in language and education who are concerned with language aspects of national development.]

Many countries in Asia, Africa, and Latin America, as a matter of national development or even of national existence, must answer a set of language questions. The policy decisions which these answers constitute then require implementation, often on a large scale and over long periods of time.

Some of these questions are of *language choice*: What language(s) shall be the official language(s) of the government, used in laws, administration, and

the armed forces? What language(s) shall be used as medium of instruction at the various levels of the educational system? What languages will be accepted for use on the radio, in publishing, in telegrams, and as school subjects?

Other questions involve *language "engineering."* Once a language has been chosen for certain purposes in a country it may be necessary to take steps to assure its adequacy for these purposes. The questions to be answered generally refer to standardization and modernization: What variety of the language should be selected or created as the standard form for written and spoken purposes? What means shall be used to provide modern terminology and the needed literary and scientific forms of discourse?

Finding suitable answers to language questions like these in most of the developing countries is of crucial importance in their economic, political, and social development. Development of the educational system and development of communication networks in a country are increasingly recognized as critical elements in national development as a whole, and both of these are dependent on language policies. Decisions must be taken on language questions in terms of at least three important goals: national unity and national identity, access to modern science and technology, and international communication.

Language policies are rarely set quickly and decisively. Like many national policies, they often develop gradually, vacillate, and are modified again even after

they are thought to be final. Occasionally, however, a single decision, e.g. the choice of Bahasa Indonesia in Indonesia, may have enormous consequences for the country. Whether the language policies of a country grow gradually or by jumps, it seems likely that the decisions involved will be better, i.e. will achieve the desired results more efficiently, the better the information is on which the decisions are based.

It must be recognized, of course, that language policies—again like many other national policies—are not determined simply on the lines of rational analysis. In fact, decisions on language questions are notoriously influenced by emotional issues such as tribal, regional and religious identification, national rivalries, preservation of elites, and so on. They may even go directly against all evidence of feasibility. The fact remains that the availability of accurate, reliable information on the language situation of a country can be influential in making policy decisions and is of tremendous value in planning and carrying out the implementation of the policies.

Strangely enough, very few countries or regions have attempted systematic surveys of the language situation. The most famous such survey was the monumental *Linguistic Survey of India* carried out by Sir George Grierson at the turn of the century, and even today when Indian officials need information on which to base decisions they have no better source to turn to. The existence of



Charles A. Ferguson

the *LSI* does not guarantee sensible decisions, and the *LSI* is now outdated in its methods and much of its information, but the availability of such information as is contained in it has been important.

One of the most important recent attempts to survey the language situation in a country or region is the West African Languages Survey carried out since 1960 under the direction of Professor Joseph Greenberg with the aid of grants from the Ford Foundation. This survey has concentrated on the more narrowly linguistic problems of language description, and most of the publications coming out of it are technical articles and monographs of more direct interest to professional linguists than to government officials or language teachers. As a by-product of this survey, however, the linguist-investigators have accumulated a considerable store of information on the language situation in West African countries, although there are as yet no definite plans for publication of the material.

Since previous language surveys have generally been motivated chiefly by interest in the collection of linguistic data, especially on languages little known or not known at all to the world of scholarship, it may be useful to describe the purposes and procedures of a survey not characterized by this "anthropological purism," as it has been called, but by concern with the language problem of government and, in particular, education.

1. *Basic data on major languages.* The first task of a country language survey is to determine which are the major languages of the country and to assemble the basic sociolinguistic information about them. Sometimes the determination of major languages is relatively simple, sometimes it is difficult; often the criteria must be worked out for the specific country. For example, Madagascar has two major languages: Malagasy, spoken by 90 per cent of the population; and French, the language of government and education. Bolivia has three: Spanish, Quechua, and Aymara, the native languages of roughly equal thirds of the population. Kenya probably has ten major languages: eight languages spoken by more than 200,000 each; Swahili, a widespread lingua franca; and English, the principal language of government and education.

It is presumably only from these major languages that candidates can be considered for a national language, official language(s) of government, and language(s) as mediums of instruction. In order to make decisions of this kind and — even more important — to undertake the necessary programs of language teaching, materials preparation, teacher training, publication, and so on, further information must be collected about each major language.

Who speaks the language as a first language, where, and under what circumstances? To take a simple example, if a given country chooses English as its national language and language of education, and finds it necessary or desirable to have special English teaching materials for speakers of different major languages, the ministry of education must know the geographical extent of each of these languages, the amount of its use in linguistically heterogeneous urban centers, and the social limitations on its use in order to plan distribution of materials and teacher training.

How much dialect variation is there in the language? For example, a given language may be spoken by a third of the population of a country and the government may wish to choose it as a language for literacy training, limited publication, and use as a medium of instruction at the primary level. If, however, the language in question has no standard form, but shows several major dialect areas with strong feelings of dialect identification by the speakers, the government policy may not be feasible.

To what extent is the language used as a second language or lingua franca by others, and to what extent do native speakers of the language use other languages? Two languages may have roughly equal numbers of native speakers, but there is a long tradition of speakers of the one language learning the other in addition, while members of the second speech community do not reciprocate. In such a situation, the government can probably settle for the use of only one of the languages in education.

To what extent is the language used in education? It might be expected that this information would be easy to obtain since the use of a language as the medium of instruction is presumably set by government policy. It often happens, however, that a given language is in fact used in the first two grades of school or

as a preliminary step in adult literacy training when government policy either has not required this or has even forbidden it.

2. *Language attitudes.* In many ways the effectiveness of language policies in education is determined more by the attitudes of the people on language use than it is by the simple demographic facts of language distribution and use. Discovering language attitudes is more difficult than finding the basic data and also may raise political issues which threaten the successful carrying out of a language survey, but it is of fundamental importance.

What do the speakers of a language believe or feel about its esthetic, religious, and "logical" values? About the appropriateness of its use for literature, education, and "national" purposes?

What do the speakers of a language believe or feel about other languages in the country? Are they better or inferior to their own language in general or for specific purposes?

As an example, speakers of Berber languages generally feel that Arabic is superior to Berber for all purposes except intimate, domestic conversation. Speakers of Kurdish generally feel that Arabic is better than Kurdish for statements of religious truth and as a lingua franca with Arabs and Muslim speakers of other languages, but that Kurdish is more expressive and generally better than Arabic for other purposes. Obviously, educational policies in Arab countries with Berber or Kurdish minorities are related to this difference of attitude.

3. *Survey techniques.* Linguistic research uses principally techniques of elicitation, recording, and analysis. Such techniques are, however, only marginally relevant to a sociolinguistically oriented survey. The four techniques most likely to prove effective are: the culling of information from published sources, consultation with experts and persons knowledgeable about specific areas or problems, the use of questionnaires, and field observation and interviews. There is almost no published guidance on these survey techniques; the best discussion is apparently William Reyburn's "Problems and Procedures in Ethnolinguistic Surveys," reproduced for the American Bible Society in 1956.

In many developing countries a considerable amount of sociolinguistic information can be found in articles, books,

monographs, and reports on the area published in the languages of European scholarship, including former colonial languages. The material is generally scattered and difficult of access, and one element of a language survey would be the rather demanding library work of exploring this material for the relevant information.

The most fruitful source of sociolinguistic information in many countries will be consultation with language teachers, missionaries, archeologists, government officials, and other informants. Much can often be done in the capital of a nation, but some consultation must be in the provinces.

Questionnaires can be effective means of collecting sociolinguistic information from special subpopulations, in particular, school and university students. In the case of a country like Ethiopia there is a special resource for this kind of mass data collection: the university students in various parts of the country under a national service scheme.

The critical technique remains the personal on-the-spot investigation of a country survey worker. Collection of data by the other techniques will show gaps and inconsistencies which can only be corrected by observation of classrooms and local life and interviews of selected individuals and groups.

A sociolinguistically oriented language survey of a developing country should be closely associated with whatever linguistic research and teaching is taking place in the country. This usually would mean that the survey would be based at a university department of languages or linguistics, though in some cases the survey might be based at a research or language teaching institution other than a university, if the institution is clearly the center of linguistic research and training in the country. In either case the presence of survey personnel and activities can strengthen the existing work in linguistics and lead to further development of the university or other institution.

A language survey in a developing country can also serve as a means of bringing together people who are working on related problems but who are not normally in touch with one another. In many countries this means three kinds of people: scholars in traditional fields of linguistic and philological study of Classical and modern literary languages; anthropologically-minded linguists doing

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, \$150; air mail, \$3.50. (Individuals faced with currency restrictions or similar limitations are invited to write to the Editor.) Manuscripts, books for review, and editorial communications should be sent to Frank A. Rice, Editor, THE LINGUISTIC REPORTER, Center for Applied Linguistics, 1717 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 acknowledgement is given.

field work on local languages, and foreign language teachers, especially of English and French. In some cases a further group, literacy specialists, are to be included.

The most effective means of bringing these different kinds of people together on a regional basis is the holding of recurrent international conferences. The International Symposia held every eighteen months under the sponsorship of the Inter-American Program in Linguistics and Language Teaching, financed in large part by grants from the Ford Founda-

tion, have been successful in this, as has the Annual Congress of the West African Languages Survey. In many developing countries there is very little contact between groups within the country itself, let alone throughout the region of which it is a part. International conferences for reading of papers and discussion of specific problems in linguistics and language teaching are not only valuable for the exchange of information, but also for the strong stimulating effect they have on language research and the development of teaching materials.

CAL Receives Office of Education Grant for ERIC/LFL

The Center for Applied Linguistics is pleased to announce receipt of a grant of \$164,140 from the U.S. Office of Education to establish an information clearinghouse for linguistics and uncommonly taught foreign languages. The grant is for an 18-month period beginning June 1, 1966. The project, known as ERIC/LFL, is headed by A. Hood Roberts, Associate Director of CAL; the Project Manager is Adam G. Woyna, assisted by Mrs. Kathleen P. Lewis.

ERIC/LFL is a part of the Educational Research Information Center (ERIC), a decentralized, nation-wide network of information clearinghouses and research documentation centers, coordinated in the Office of Education. ERIC acquires, abstracts, indexes, stores, retrieves, and disseminates educational research documents on a nation-wide basis. Research which is supported by the Office of Education will be processed by the Office of Education only and not the specialized ERIC

sub-centers. The acquisition and selection of all other documents is carried out at various clearinghouses and centers, each of which is responsible for a specific subject matter or broader, interdisciplinary area.

The basic objective of ERIC/LFL is to collect and process information on educational research in linguistics and languages not commonly taught in the United States. The principal emphasis is on recent materials in the language sciences for all foreign languages except French, German, Italian, Russian, and Spanish; materials for these five languages will be collected and processed by a similar project of the Modern Language Association of America.

ERIC/LFL will appreciate receiving in duplicate, documents and other materials relative to its purposes. Both published and unpublished materials will be welcome.

Lenguas Vivas Teacher Training Program

by Adriana Gandolfo

[Adriana Gandolfo teaches phonetics at *Lenguas Vivas* and is technical advisor to its language laboratory. She is also a delegate to the Inter-American Program in Linguistics and Language Teaching.]

The Instituto Nacional Superior del Profesorado en Lenguas Vivas, in Buenos Aires, Argentina, is a notable example of successful foreign language teacher training in South America. This unique government-run institution, with a total enrollment of two thousand, is the oldest Profesorado in South America. Since its establishment as a Profesorado in 1904, *Lenguas Vivas* has provided the majority of teachers of English and French, not only in teacher training schools but also in universities throughout Argentina.

Since its foundation, *Lenguas Vivas* has devoted special attention to the application of modern methods, stressing a complete mastery of the foreign languages taught. True to its guiding spirit — to promote a better understanding of peoples by learning their languages — *Lenguas Vivas* has added to its original French and English programs a Profesorado in Portuguese. Italian and German are offered as extracurricular activities with a view to enlarging the official courses. The program at *Lenguas Vivas* covers the whole range of language training from kindergarten level up to a four-year course in which subjects are taught in the foreign language chosen, namely, English, French, or Portuguese.

The prestige of *Lenguas Vivas* results from its meticulous teacher training programs, which include constantly updated pedagogical procedures and modern linguistic orientation. In 1960, *Lenguas Vivas* started a department for graduate studies. The program includes special extension courses, a research center, participation in lectures and courses given by specialists, and a teacher exchange program. *Lenguas Vivas* teachers are thus acquainted with the best known works in the field of applied linguistics and are trained in the handling of classroom techniques and procedures.

ORGANIZATION OF COURSES

The four-year courses aimed at training teachers of English, French, or Brazilian Portuguese offer twelve compulsory

subjects, most of which are taught in the appropriate foreign language. These courses include four years of the foreign language, grammar, phonetics, and diction; English, American, French, Portuguese, and Brazilian literature; history of civilization; history of education; history of the language studied; methodology and special language-teacher training; philosophy; and a two-year course in Latin.

A need was felt for graduates to specialize in one of the three main branches of studies taken up during their four-year basic course, that is, linguistics, literature, or methodology. Accordingly, a two-year official course has been developed, consisting of two semesters and a full year for writing a thesis. Upon completion of this course, a Licentiate Degree is granted. In 1965, the curriculum included the following subjects: General Linguistics, Applied Linguistics, Language Laboratory Teaching, Seminar on American Criticism, English Critics. Distinguished visiting professors from other countries have lectured at *Lenguas Vivas*; this practice will be considerably expanded.

THE LANGUAGE LABORATORY

The first product of the linguistics program was the installation of a language laboratory to cope with the training at both undergraduate and graduate levels. The laboratory is being used to train graduates in laboratory techniques in language teaching and to teach foreign languages by the audiovisual method. Flexible laboratory facilities allow the use of tapes synchronized with slides and sound films, and different tapes programs are sent through as many as six channels. In addition to the regular English, French, and Portuguese courses, introductory-level laboratory practice is being offered in Italian and German. Courses in Spanish for foreigners and simultaneous translation from one of the languages involved into Spanish are being planned for this year.

Closed circuit television will be another feature added to the resources of *Lenguas Vivas* this year. Accordingly, a course in foreign language teaching by television is being planned for the near future. *Lenguas Vivas* summer and winter sessions enable a large number of teachers from

the Argentine provinces to update their knowledge and practice of modern methodology.

Among the activities sponsored by *Lenguas Vivas* is the publication of its own journal, *Lenguas Vivas*. The special emphasis of this journal is the publication of original articles that are the results of teachers' personal experience and research.

L'Association Internationale de Linguistique Appliquée

The Association Internationale de Linguistique Appliquée (AILA) was formed in October 1964 at an international colloquium organized by the Faculté des Arts et des Sciences Humaines of the University of Nancy. AILA has two main fields of interest: applied linguistics in language teaching and applied linguistics in the statistical treatment of language.

In 1965, AILA sponsored the first Séminaire Européen de Linguistique Générale et Appliquée, held at Besançon, July 12–August 6. The seminar was organized and conducted by the Association Française de Linguistique Appliquée (AFLA). A second séminaire was held this year at the Université de Grenoble, July 11–30, also organized by AFLA. These seminars will be held in other countries in coming years.

The principal future activity of AILA is the organization of the Second International Colloquium of Applied Linguistics, to be held at the University of Essex, Colchester, March 23–26, 1967.

Information about AILA's activities will be carried regularly in a special section, "Nouvelles de l'AILA," in the newly established journal *T. A. Informations*.

AILA COMMITTEE

Following is a list of the present committee of AILA:

President: Bernard Pottier (Paris)

Vice-Presidents: A. V. Isačenko (Prague); Charles A. Ferguson (CAL)

Secretary: Peter Strevens (Colchester)
Assistant Secretary: Max Gorosch (Stockholm)

Publications Secretary: Lydia Hirschberg (Brussels)

Treasurer: Hans Eggers (Saarbrücken)

NDEA TITLE VI PROJECTS FOR FISCAL YEAR 1966

During the fiscal year ended June 30, 1966, fifty-four contracts were negotiated by the U.S. Office of Education 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.

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.

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. 5*, OE-12016-65, 50 cents.

Surveys and Studies

01. Modern Language Association of America, N.Y. Glen D. Willbern. Foreign language offerings and enrollments in public and non-public secondary schools, fall 1965. March 1, 1966 to February 28, 1967. \$29,057.
02. Modern Language Association of America, N.Y. Glen D. Willbern. Length of sequences of modern foreign language courses in U.S. secondary schools, 1966. June 1, 1966 to May 31, 1967. \$40,180.
03. Modern Language Association of America, N.Y. F. André Paquette. Activities related to the MLA foreign language proficiency tests for teachers and advanced students. July 1, 1965 to June 30, 1966. \$95,731.
04. Modern Language Association of America, N.Y. F. André Paquette. A continuing survey of foreign language resources of the country through professional leadership in the development and use of foreign language tests. June 20, 1966 to December 19, 1967. \$240,159.
05. Hofstra University, Hempstead, N.Y. A. E. Horowitz. Experimental studies of the relation between language and cognition. February 1, 1966 to January 31, 1967. \$8,990.

06. Georgetown University, Washington, D.C. Robert Lado. Massive vocabulary expansion in a foreign language beyond the basic course: the effects of stimuli, timing and order of presentation. January 1, 1966 to June 30, 1967. \$39,124.
 07. Indiana University Foundation, Bloomington, Ind. Thomas A. Sebeok. To prepare Vol. V of CURRENT TRENDS IN LINGUISTICS, subtitled *South Asian Linguistics*. October 1, 1965 to September 30, 1967. \$35,466.
 08. Princeton University, Princeton, N.J. Morroe Berger. A guide for foreign language and area programs in the United States high schools and colleges. December 1, 1965 to March 31, 1966. \$11,409.
 09. American Council of Learned Societies, N.Y. Charles Jelavich. Survey of language and area studies for East-Central and Southeastern Europe. June 15, 1966 to June 14, 1969. \$129,770.
 10. University of the State of New York, Albany, N.Y. Ward Morehouse. Survey of bibliographies and reference works on Asia, Africa, Latin America, and Russia and East Europe; and compilation of bibliographies on East Asia, South Asia, and Africa South of the Sahara, for undergraduate libraries. May 1, 1966 to October 31, 1967. \$49,065.
 11. University of Michigan, Ann Arbor, Mich. Harlan L. Lane. Studies in language and language behavior: Phase II. February 1, 1966 to January 31, 1967. \$453,164.
 12. Northwestern University, Evanston, Ill. Jack Berry. Conference on African languages and literatures. December 1, 1965 to November 30, 1966. \$15,924.
- Methods of Instruction**
13. University of California, Santa Barbara, Calif. Pierre Delattre. The general phonetic characteristics of languages. July 15, 1965 to July 31, 1966. \$87,763.
 14. Leland Stanford Jr. University, Stanford, Calif. Patrick Suppes. Application of mathematical learning theory to second-language acquisition, with particular reference to Russian. September 1, 1965 to August 31, 1967. \$159,647.
 15. Culver-Stockton College, Canton, Mo. Thomas Stevens. The adaptation of the ALLP-II Spanish self-instructional course to class sessions. October 1, 1965 to September 30, 1966. \$26,788.
 16. Lindenwood College, St. Charles, Mo. F. Rand Morton. Terminal revision of the ALLP-II Spanish language course. December 1, 1965 to May 31, 1967. \$61,537.
 17. Leland Stanford Jr. University, Stanford, Calif. Robert Politzer. An investigation of the order of presentation of FL grammar drills in relation to their explanation. June 1, 1966 to August 31, 1967. \$12,653.
 18. Leland Stanford Jr. University, Stanford, Calif. Robert Politzer. A survey and investigation of FL instruction under conditions of flexible scheduling. January 1, 1966 to September 30, 1966. \$22,910.
 19. Leland Stanford Jr. University, Stanford, Calif. Robert Politzer. An experiment in improving achievement in FL through programmed training of selected skills associated with language aptitudes. June 1, 1966 to June 30, 1967. \$31,125.
 20. Harvard University, Cambridge, Mass. John B. Carroll and John L. D. Clark. Scaling the pronunciation difficulty of the French speech sounds for American students. January 1, 1966 to October 31, 1966. \$13,651.
 21. College of Mount St. Joseph on the Ohio, Mount St. Joseph, Ohio. Sr. Ruth Adelaide. Teaching French in the elementary grades through matching classes in American and French schools. June 27, 1966 to June 26, 1969. \$52,696.
- Specialized Materials for the Commonly Taught Languages**
22. University of Washington, Seattle, Wash. Howard L. Nostrand. Background data for the teaching of French. July 1, 1965 to December 31, 1966. \$32,833.
 23. University of Pittsburgh, Pittsburgh, Pa. J. Allan Pfeffer. Basic spoken German word list, Level II. October 1, 1965 to March 31, 1967. \$56,615.
 24. Ohio State University Research Foundation, Columbus, Ohio. N. O. Vakar. Study of spoken Russian (Soviet usage): Syntax. June 1, 1966 to November 30, 1967. \$33,459.
- Specialized Materials for the Uncommonly Taught Languages**
25. Foreign Service Institute, Department of State, Washington, D.C. James R. Frith. Preparation and publication of Greek basic course. October 1, 1965 to June 30, 1967. \$13,832.
 26. University of Wisconsin, Madison, Wis. Menahem Mansoor. Preparation of two volumes of modern Hebrew readers: (1) Newspaper and radio Hebrew; (2) Reader in modern Hebrew literature. June 1, 1966 to May 31, 1968. \$36,250.
 27. University of Chicago, Chicago, Ill. Kali C. Bahl. Preparation of a medium-sized dictionary of Hindi verbs: Phase I. June 1, 1966 to March 31, 1968. \$41,526.
 28. University of Pennsylvania, Philadelphia, Pa. Franklin C. Southworth. *Nepali Conversation Manual*. June 1, 1966 to November 30, 1967. \$23,000.

29. University of Chicago, Chicago, Ill. A. K. Ramanujan. Reference grammar of Tamil: Phase I. June 15, 1966 to December 14, 1967. \$36,095.
 30. University of Wisconsin, Madison, Wis. Joseph Elder. Handbook of supplementary readings to accompany the civilization of India syllabus. June 16, 1966 to September 30, 1967. \$35,833.
 31. University of Minnesota, Minneapolis, Minn. J. O. M. Broek. Historical atlas of South Asia: Phase I. June 27, 1966 to May 31, 1969. \$93,797.
 32. University of Hawaii, Honolulu, Hawaii. Howard McKaughan. Publication of *A Marano Dictionary*. June 1, 1966 to December 31, 1966. \$3,133.
 33. University of California, Los Angeles, Calif. J. D. Bowen. Duplication services for *Tagalog Reference Grammar*. July 1, 1965 to October 31, 1966. \$11,980.
 34. University of California, Los Angeles, Calif. J. D. Bowen. Revision and duplication services for *Tagalog-English, English-Tagalog Dictionary*. July 1, 1965 to December 31, 1966. \$5,702.
 35. Yale University, New Haven, Conn. David Horne. Composition and duplication of twenty lectures on Chinese culture. July 1, 1965 to December 31, 1966. \$7,758.
 36. Yale University, New Haven, Conn. Jane V. Olson. Composition and reproduction of *Speak Chinese*. June 1, 1966 to November 30, 1967. \$6,540.
 37. Seton Hall University, South Orange, N.J. John DeFrancis. Duplication of advanced Chinese and beginning Chinese reader. June 1, 1966 to September 30, 1966. \$15,590.
 38. Seton Hall University, South Orange, N.J. John DeFrancis. Character text for advanced Chinese. June 1, 1966 to December 31, 1966. \$5,268.
 39. San Francisco State College, San Francisco, Calif. Kai-Yu Hsu. Chinese-Mandarin instructional material development. September 1, 1965 to August 31, 1966. \$60,027.
 40. San Francisco State College, San Francisco, Calif. Kai-Yu Hsu. Chinese culture text project. June 30, 1966 to March 31, 1968. \$70,742.
 41. Seton Hall University, South Orange, N.J. Fred F. Wang. Chinese-English dictionary for high schools. October 1, 1965 to September 30, 1966. \$28,261.
 42. Foreign Service Institute, Department of State, Washington, D.C. James R. Frith. Development of a textbook, *Spoken Cantonese for Adult Beginners: Phase I*. January 1, 1966 to June 30, 1966. \$9,900.
 43. University of Hawaii, Honolulu, Hawaii. Esther I. Sato. The development of instructional materials of Japanese in grades three, seven, and nine: Phase I. June 15, 1966 to June 14, 1967. \$91,000.
 44. Columbia University, New York, N.Y. John Lotz. Hungarian reference grammar. June 1, 1966 to November 30, 1967. \$21,000.
 45. Foreign Service Institute, Department of State, Washington, D.C. James R. Frith. Preparation and publication of *Graded Hungarian Reader*. September 1, 1965 to June 30, 1966. \$4,256.
 46. University of California, Los Angeles, Calif. Paul Schachter. A phonology of the major Akan dialects of Ghana: Ashante, Fante, Twi. February 15, 1966 to February 14, 1967. \$18,030.
 47. Michigan State University, East Lansing, Mich. Irvine Richardson. Preparation of a reference grammar in the Adamawa dialect of Fulani. November 1, 1965 to April 30, 1967. \$41,480.
 48. University of California, Los Angeles, Calif. Wolf Leslau. An English-Amharic dictionary of everyday use. July 1, 1965 to December 31, 1966. \$26,087.
 49. Northwestern University, Evanston, Ill. Richard A. Spears. A basic course in Mende and a short course in Mende. June 1, 1966 to May 31, 1967. \$13,330.
 50. Grace Theological Seminary and College, Winona Lake, Ind. William Samarin. Basic courses in Sango. June 1, 1966 to September 30, 1967. \$20,730.
 51. University of Wisconsin, Madison, Wis. Lyndon Harries. A standard Swahili reference grammar. January 1, 1966 to December 31, 1967. \$49,090.
 52. University of California, Los Angeles, Calif. Kenneth G. Chapman. Norwegian language teaching materials development project. June 15, 1966 to December 15, 1966. \$20,000.
 53. Indiana University Foundation, Bloomington, Ind. Denis Sinor. Syllabus for an introductory course on Central Eurasian languages and areas. June 1, 1966 to November 30, 1967. \$28,127.
- Educational Research Information Center
(E.R.I.C.)**
54. Modern Language Association of America, N.Y. John T. Harmon. ERIC clearinghouse on the teaching of foreign languages. June 1, 1966 to November 30, 1967. \$198,045.
 55. Center for Applied Linguistics, Washington, D.C. A. Hood Roberts. ERIC clearinghouse for linguistics and uncommonly-taught foreign languages. June 1, 1966 to November 30, 1967. \$164,140.

SELECTED PUBLICATIONS OF THE CENTER FOR APPLIED LINGUISTICS: BIBLIOGRAPHIES

language study and teaching

Arabic Dialect Studies: A Selected Bibliography, edited by Harvey Sobelman.

A carefully evaluated list of significant scholarly work published on the following dialects: Syrian, Egyptian, Arabian Peninsula, Iraqi, North African, and Maltese.

1962 100 pages \$1.75

A Bibliography of Contrastive Linguistics, comp. and ed. by John H. Hammer in consultation with Frank A. Rice.

An unannotated checklist of nearly 500 books and articles.

1965 41 pages \$3.50 cloth; \$1.50 paper

Dissertations in Linguistics: 1957-64, prepared and edited by Amy E. Shaughnessy.

Lists 372 dissertations, giving author, title, university, and year the degree was granted.

1965 28 pages 25 cents

Information Sources in Linguistics, compiled and edited by Frank Rice and Allene Guss.

A bibliographical handbook providing coverage of all major traditional fields in linguistics, most of the theoretical approaches to linguistic analysis, and the major fields of linguistics and related disciplines. Contains 537 entries and author index.

1965 42 pages \$3 50 cloth; \$1.50 paper

Linguistic Reading Lists for Teachers of Modern Languages, edited by Charles A. Ferguson and William A. Stewart.

Contains a short general bibliography of works on linguistics and language study, followed by separate bibliographies for French, German, Italian, Russian, and Spanish. More than 800 annotated entries.

1963 114 pages \$2.50

Study Aids for Critical Languages, compiled and edited by Frank A. Rice.

Contains 275 entries, covering 80 languages. Gives tape information.

1966 35 pages 50 cents

Transformational Generative Grammar: A Bibliography, by William Orr Dingwall.

An unannotated listing of almost 1000 topically indexed books, articles, and dissertations.

1965 82 pages \$1.00

University Resources in the United States for Linguistics and Teacher Training in English as a Foreign Language: 1966.

Lists courses, staff, research projects, and special programs at 98 U.S. colleges and universities.

1966 130 pages 75 cents

DISTRIBUTED BY CAL:

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. Utrecht/Antwerp: Spectrum.

Contains over 10,000 entries covering almost 900 periodicals as well as books and monographs.

1964 471 pages \$12.00

Linguistic Bibliography for the Year 1963 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. Utrecht/Antwerp: Spectrum.

1965 560 pages \$15.00

english as a foreign language

Aural Aids in English for Foreigners.

An annotated list of publicly available materials produced in the United States or by American authors.

1964 11 pages 25 cents

Reference List of Materials for English as a Second Language. Part 1: Texts, Readers, Dictionaries, Tests, edited by Sirarpi Ohannessian and others.

The first part of a two-part comprehensive annotated bibliography covering the years 1953-63. Contains over 800 entries.

1964 152 pages \$5.00 cloth; \$3.00 paper

Reference List of Materials for English as a Second Language. Part 2: Background Materials and Methodology, edited by Sirarpi Ohannessian and others.

1966 105 pages \$5 00 cloth; \$3 00 paper

30 Books for Teachers of English as a Foreign Language, by Sirarpi Ohannessian.

Annotated list of background readings, books on methodology, and textbooks.

1963 12 pages 25 cents

Visual Aids for English as a Second Language.

Lists background material; charts and pictures; films, filmstrips, and slides; games and miscellaneous aids.

1965 24 pages 25 cents

Orders and Inquiries should be addressed to:

Publications Section
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W.
Washington, D.C. 20036

A minimum charge of 25 cents for postage and handling will be added to all orders not accompanied by remittance.

new journals

Journal of the Chinese Language Teachers Association published its first issue in February 1966. The *Journal*, which replaces the *Chinese Language Teachers Association Newsletter*, will appear three times a year. Subscriptions, \$2.00 a year, may be sent to Dr. John B. Tsu, Institute of Far Eastern Studies, Seton Hall University, South Orange, New Jersey 07079.

The first issue contains four articles on standards in written Chinese. Also included in each issue will be book reviews, news of the Association, news of department changes and additions, new programs, projects and publications, and other items of general interest to the field. Direct editorial correspondence to: *Journal of the Chinese Language Teachers Association*, Oriental Studies Department Box 25, Bennett Hall, University of Pennsylvania, Philadelphia, Pa. 19104.

i.t.a. Foundation Report issued its first number this spring. The *Report* will be published quarterly by the Initial Teaching Alphabet Foundation, which is located at Hofstra University, Hempstead, New York. Subscription is included in the annual membership fee of \$1.00.

The first issue of the *Report* contains an article on the role of the Initial Teaching Alphabet Foundation, an editorial on the relationship between the use of i.t.a. and ability in creative writing, an article on i.t.a. in adult remedial reading, an i.t.a. bibliography, and a section on questions and answers about i.t.a. The second issue will present a catalog of commercial materials available in the U.S. that relate directly to i.t.a. The third issue will focus on a series of abstracts of all available research projects using i.t.a.

Glottodidactica, An International Journal of Applied Linguistics, the official organ of the Institute of Applied Linguistics, Adam Mickiewicz University, Poznań, Poland, published its first issue in 1966. The journal will appear at irregular intervals, with articles in English, French, German, or Russian. The editor is Ludwik Zabrocki and the co-editor Aleksander Szule, both of Poznań, assisted by a six-man Editorial Advisory Board. The contents include articles, reports, and book reviews. The journal's mailing address is the Institute of Applied Linguistics, ul. Matejki 48/49, Poznań, Poland.

Sixth Congress of the West African Linguistic Society

[The following is based on a communication from Donald F. Sold, Associate Professor of Linguistics, Cornell University, Ithaca, New York.]

The Sixth Congress of the West African Linguistic Society (WALS) was held at Yaoundé, Cameroun, March 17-22. Approximately seventy linguists from Africa, Europe, and North America attended the meeting. Concurrently, an international group of experts invited by the Division of Cultural Studies of UNESCO met at Yaoundé to consider problems of language development in Africa.

In addition to plenary sessions devoted to phonological and grammatical aspects of West African languages, two subcommittees of the Congress dealt with West African Oral Literature and West African Applied Linguistics. Both groups strongly recommended an expansion of activities and intensification of training to provide fuller scientific understanding of African languages and cultures as a prerequisite to development efforts.

The UNESCO-sponsored committee on language development considered questions of regional and national planning, and pinpointed the need for accurate surveys of current efforts to improve linguistic research and language education. As a consequence of a detailed statement by

M. Eteki Mboumoua, Cameroun Minister of Education, Youth, and Culture, of his country's language priorities, the Committee prepared a detailed proposal for implementation of a linguistics development program in Cameroun over the next five years. The Committee also recommended to UNESCO that within the coming year an up-to-date report be prepared on African languages and their use, that an inventory of Africanists in the language field be made, and that a bibliography of works in and about African languages be published. The Committee was emphatic in urging UNESCO to stimulate national governments to formulate policy on all aspects of language development. The "scholarship crisis" in African linguistics was also discussed, and measures recommended to increase scholarship aid and improve the utilization of trained African specialists.

Among U.S. linguists who attended the WALS Congress were K. L. Pike, Michigan, I. Richardson, Michigan State, J. David Sapir, Pennsylvania, and D. F. Solá, Cornell.

Additional information may be obtained from the WALS secretary, Ayo Bombgase, University of Ibadan, Nigeria.

African Languages at Maryknoll Language School

The Maryknoll Language School in Musoma, Tanzania, was established principally to teach African languages to foreign-born missionaries. The school is set up to teach Swahili, the official language, and Sukuma, Kuria, and Luo, local languages with which the missionaries work in their parishes. For Swahili, the Foreign Service Institute *Swahili Basic Course* is the main text, with various school readers for supplementary materials. Materials are being prepared for the courses in Sukuma, Kuria, and Luo. These are based on the Swahili course format with such modifications as phonetic drills to accompany the beginning lessons and tone drills for Luo.

Students spend about half their class time with a native speaker who drills pronunciation, intonation, and structural patterns, directs informal conversation, and introduces reading comprehension and writing. The rest of the time is spent

in private study, language laboratory, and grammar classes. Beginners taking a full nine-month language course also spend two three-week periods in an area where the language is spoken.

Another project of the school is to give the native informants in-service training as language teachers. Three periods a week are spent on general linguistics, with an emphasis on phonetics and tone, language teaching methods, and theory of language learning and the difficulties experienced by Americans learning the African languages. Demonstration classes are held once a week, followed by an evaluation and discussion period.

It is hoped that the school will soon be able to broaden its scope to include classes in English as a foreign language within the curriculum.

For further information write to the Maryknoll Language School, P.O. Box 298, Musoma, Tanzania.

The Social Stratification of English in New York City, by William Labov. Washington, D.C., Center for Applied Linguistics, 1966. xii, 655 pp. \$5.00.

This monograph is essentially the author's Ph.D. dissertation (Columbia University, 1964) with minor revisions and the addition of two new chapters dealing with social evaluation. The work presents a linguistic analysis of one speech community: New York City. Because of special features of this speech community it has been necessary "to extend the study of linguistic structure to include continuous social and stylistic variation, and unconscious subjective reactions to the variables concerned—areas that have previously been considered inaccessible to formal linguistic analysis." The research described in this work belongs in the field of sociolinguistics "if this term refers to the use of data from the speech community to solve problems of linguistic theory . . . The data also face in another direction: they bear on many problems of sociological theory . . ."

Reference List of Materials for English as a Second Language, Part 2: Background Materials, Methodology, edited by Sirarpi Ohannessian, with the assistance of Carol J. Kraidler and Beryl Dwight. Washington, D.C., Center for Applied Linguistics, 1966. ix, 105 pp. \$5.00 cloth; \$3.00 paper.

This second volume of a two-part comprehensive annotated bibliography covering the years 1953-63 is divided into six major sections: Background, Methodology, Preparation and Analysis of Materials, Preparation of Teachers, Language Testing, and Programs in Specific Geographical Areas.

The majority of entries appear in the first two sections. The section on general background material for the teacher includes a selected number of works on linguistics, and more comprehensive treatment of the English language, bibliographies, and periodicals. The section on methodology includes selected items on general language teaching and on teaching aids, and comprehensive coverage of methods of teaching English pronunciation, grammar and usage, vocabulary, reading, composition, spelling, writing, and literature to speakers of other languages.

An addenda section includes a number of books published after 1963; an author index appears at the end. [For a notice of *Reference List, 1*, see THE LINGUISTIC REPORTER, February 1965.]

August 26-September 1. First International Congress of Balkan and Southeast European Studies. Sofia, Bulgaria. [Write: Bureau d'organization, 32 Doudukov, Sofia, Bulgaria.]

August 29-September 1. American Sociological Association. Miami Beach, Florida.

August 29-September 3. Fédération Internationale des Langues et Littératures Modernes, 10th Strasbourg. [Write: M. Paul Vernois, Faculté des Lettres, Université de Strasbourg, France.]

September 2-6. American Psychological Association. New York City.

September 3-11. International Congress of Americanists, 37th. Córdoba or Mar del Plata. [Write: Prof. Victor A. Nuñez Regueriro, Instituto de Antropología, Universidad Nacional de Córdoba, O Trejo 322, Córdoba, Argentina.]

September 7-12. VI Colóquio Internacional de Estudos Luso-Brasileiros. Harvard University, Cambridge, Mass., September 7-10; Hispanic Society of America, New York, September 11; Columbia University, N.Y., September 12.

September 19-24. International Federation for Documentation, 32nd. Scheveningen. [Write: FID, 7 Hofweg, The Hague, The Netherlands.]

book notices

A Manual of Spoken Tibetan (Lhasa Dialect), by Kun Chang and Betty Shefts, with the help of Nawang Nornang and Lhadon Karsip. Seattle, Wash., University of Washington Press, 1964. xii, 286 pp. \$6.50 [Accompanying tapes: 2 7-in. reels, \$17.50.]

This book contains eleven lessons. Lesson 1 sets forth the sounds, with accompanying drills, though the sounds are not described and the transcription symbols are not explained. Lessons 2-8 consist of brief grammatical statements, followed by examples of usage, a set of exercises, and conversational material. Lessons 8-11 consist of fairly lengthy conversations, with notes. Each lesson has its own vocabulary. An appendix gives the counterparts to the spoken forms, written in the traditional orthography. This book was produced under a contract with the U.S. Office of Education.

Hebrew Basic Course, by Joseph A. Reif and Hanna Levinson. Washington, D.C., Foreign Service Institute, U.S. Department of State, 1965. xxxvi, 552 pp. \$2.50. For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

This textbook is composed of forty units followed by a reader of thirty stories. Each unit consists of three sections: basic conversation, grammar notes and drills, and review conversations. Pronunciation is treated in a preliminary section. The language presented is modern Hebrew, the official language of the State of Israel; the book is not intended as a text for the study of the Bible or other

Hebrew literature. The Hebrew material is given in transcription and in the Hebrew alphabet, which is explained at the beginning of the reader.

The materials were produced under a contract with the U.S. Office of Education. Accompanying tape recordings will be made available through the Center for Applied Linguistics.

"Problems of Language." DIOGENES, No. 51 (Fall 1965). 214 pp. \$2.00.

A special issue devoted to articles on language problems and linguistics. There are four sections: "The Nature of Language," containing articles by Emile Benveniste, Noam Chomsky, and Roman Jakobson; "Words," articles by André Martinet, Jerzy Kuryłowicz, and Ivan Fónagy; "Language Structure," articles by Emmon Bach and Sebastian K. Saumjan; and "Language and Society," articles by Adam Schaff, Maurice Leroy, Alf Sommerfelt, and Govind C. Pandey.

DIOGENES is a quarterly publication of the International Council for Philosophy and Humanistic Studies. The English-language edition is published in December, March, June, and September by Mario Casalini Ltd., 1519 Pine Avenue West, Montreal 25, P.Q., Canada. The annual subscription price in the U.S. and Canada is \$6.00, in other countries, \$7.00. Parallel editions are published simultaneously in French by Librairie Gallimard, Paris, and in Spanish by Editorial Sudamericana, Buenos Aires, Argentina. Editorial correspondence should be addressed to Roger Caillois, Editor, International Council for Philosophy and Humanistic Studies, 9 Place de Fontenoy, Paris 7^e, France.

Modern Foreign Language Teaching: International Conference, August 31-September 5, 1964, Report, compiled by Gerhard Müller Berlin, Pädagogisches Zentrum. In Kommission beim Franz Cornelsen Verlag, 1965 483 pp 12.80 DM. [Title page in English and German]

The purpose of this conference was to make teachers and educators more familiar with new developments in the field of modern foreign language teaching, the application of new instructional media, and the results of research, 284 experts from 29 countries participated in closed sessions, and approximately 800 teachers, scholars, and other interested persons attended the public lectures. The major portion of the report is devoted to (1) the reports, recommendations, and resolutions of groups, committees, and delegations (summary in English, French, and German), and (2) public lectures. Supplements list the films shown during the conference and the active participants, followed by indexes.

Language Teaching: Broader Contexts. Reports of the Working Committees, Northeast Conference on the Teaching of Foreign Languages, 1966. Edited by Robert G. Mead, Jr 104, 28 pp \$2.50. [Order from the MLA Materials Center, 4 Washington Place, New York 10003]

Presents the reports which served as the basis for discussion at the thirteenth annual Northeast Conference, held in New York City, March 31-April 2. Contents include "Psychology Research in Language Teaching: The Last Five Years," by John B. Carroll; "Linguistic Theory," by Noam Chomsky; "Applied Linguistics," by Charles A. Ferguson; and reports on the wider uses of foreign languages and the coordination of foreign-language teaching. [The six-page bibliography accompanying Carroll's article brings up to date his review of research published in 1963: "Research on Teaching Foreign Languages," *Handbook of Research on Teaching*, ed. N. L. Gage (Chicago, Rand McNally, 1963) pp. 1060-1100.]

Recent CAL Documents

The following CAL documents are available for distribution in limited quantities. Requests should be addressed to the appropriate *Office or Program*.

"Language Research in Progress, Report No 3"; July 1966; 44 pp.; cross-referenced list of documented language research projects current December 1965-June 1966; from *Education and Research Program*.

"English as a Second Language in Elementary Schools: Background and Text Materials"; July 1966; 6 pp.; a twenty-two item annotated listing; from *English Program*.

personalia

The following is a list of linguists who are changing their institutional affiliation as of the academic year 1966/67. It contains only those changes that have been brought to the attention of the Editor. An asterisk (*) marks a Fulbright award.

	FROM	TO
Robert Abernathy	Washington	Colorado
James E. Alatis	US Off of Educ	Georgetown
Joseph Applegate	UCLA	Howard
Mary Catherine Bateson	Harvard	Ateneo de Manila
Leroy Benoit	Defense Language Institute	Cornell
F. N. Brengelman	US Educ Found (Athens)	Fresno SC
Garland Cannon	Queens C (N.Y.)	Texas A & M
John B. Carroll	Harvard	ETS (spring)
A. Richard Diebold	Harvard	Stanford
William O. Dingwall	Indiana	Simon Fraser
*David A. Dinneen	Kansas	Barcelona
Frederick D. Eldy	Georgetown	Colorado
Charles A. Ferguson	CAL	Stanford (spring)
John Figueroa	Indiana	U of the West Indies
Morris Finder	Western Washington SC	SUNY Albany
Geril Fraenkel	Pittsburgh	George Peabody C
*Glenn G. Gilbert	Texas	Marburg
John J. Gumperz	California, Berkeley	Yeshiva
*Eric P. Hamp	Chicago	Copenhagen (fall)
Eleanor C. Horne	Yale	Belgrade (spring)
*Herbert J. Izzo	San Jose SC	Harvard
Mary Key	SIL	Babes-Bolyai (Rumania)
Sheldon Klein	Carnegie Inst of Tech	California, Irvine
*Robert Lado	Georgetown	Wisconsin
*George S. Lane	North Carolina	Madrid
Yolanda Lastra	Georgetown	Icelandic Manuscript Institute
*Robert P. Lees	Illinois	UCLA
Walter Lehn	Texas	Tel Aviv
*John Lihani	Pittsburgh	Minnesota
*John P. Maher	Illinois Teachers C	Instituto Caro y Cuervo
Yakov Malkiel	California, Berkeley	Sofia
Theodore Mueller	Akron	U of Paris
Kenneth E. Naylor	Pittsburgh	Kentucky
William Norris	Michigan	Ohio State
Leslie Palmer	ETS/TOEFL	Pittsburgh
Lee A. Pederson	Minnesota	Georgetown
Fred C. C. Peng	Bunker-Ramo Corp	Emory
Carroll Reed	Washington	International Christian U (Tokyo)
Thomas A. Sebeck	Indiana	California, Riverside
		California, Berkeley & Cntr for Advanced Study of the Behavioral Sciences
*Philip H. Smith	IBM Research	Bonn
*Owen Thomas	Indiana	Zagreb
Laurence C. Thompson	Washington	Hawaii
*Leo W. Tosh	Texas	Marburg
Albert Valdman	U of the West Indies	Indiana
J. A. Van Campen	Harvard	Stanford
C. H. van Schooneveld	Stanford	Indiana
Jean-Paul Vinay	Montréal	U of Victoria (B.C.)
*Robert Wachal	Iowa	US Educ Found (Athens)
*Theodore W. Walters	Detroit	Sogang C (Korea)
William S.-Y. Wang	Ohio State	California, Berkeley
Calvert W. Watkins	Harvard	Cntr for Advanced Study of the Behavioral Sciences

The Linguistic Reporter
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MAEFL at Southern Illinois

Southern Illinois University at Carbondale has, since September 1965, offered a program leading to the Master of Arts in English as a Foreign Language. The program is administered by an interdepartmental committee, with the major work in the Departments of English and Anthropology.

There are no prerequisites for the program except the B.A. degree and, for foreign students, adequate proficiency in English. The four-quarter sequence consists of 48 hours, including such courses as introduction to general linguistics, language and culture, phonetics and phonemics, morphology and syntax, English structure, contrastive structures, and methodology—classroom theory and practice, language laboratory, and preparation of materials. For further information, write to Charles Parish, Director, MAEFL Program, English Department, Southern Illinois University, Carbondale, Illinois 62903.

BELC. The Bureau d'Etude et de Liaison pour l'Enseignement du Français dans le Monde (BEL) has a new name: Bureau pour l'Enseignement de la Langue et de la Civilisation françaises. New acronym: BELC. The address remains the same: 9, rue Lhomond, Paris 5, France.

Ph.D. program in psycholinguistics has been established at the University of Michigan. The program is designed to provide the students with initial competence in experimental design, laboratory and field research methodology, psychological and linguistic processes associated with language usage, and knowledge of the features and structures of language, sociolinguistics, and appropriate research and teaching experiences. Students may specialize in one or more of the following five areas: developmental psycholinguistics, experimental psycholinguistics, language disorders, second language acquisition, and testing. For further information, write to Ronald S. Tikofsky, Chairman, Program in Psycholinguistics, University of Michigan, Ann Arbor, Michigan 48105.

Columbia University Teachers College will introduce a new course, "Methods of Teaching Standard English as a Second Dialect," during the spring semester 1966-67. The course, which will be offered by Dr. Virginia French Allen, will present techniques and materials for helping students to master a standard dialect of English when some other dialect is spoken in the home. Though designed particularly for those who teach English-speaking students in public schools and in community programs for the culturally deprived, it will also serve teachers in urban areas who have students for whom English is a foreign language. The course will supplement the master's and doctoral programs in the Teaching of English as a Second Language, in which 120 degree candidates are currently enrolled.

	name	Center for Applied Linguistics
CHANGE OF ADDRESS	old address	1755 Massachusetts Avenue, N.W. Washington, D.C. 20036
	new address	1717 Massachusetts Avenue, N.W. Washington, D.C. 20036
	effective date	July 25, 1966

The Urban Language Study of the Center for Applied Linguistics

by J. L. Dillard

[J. L. Dillard, Director of the Urban Language Study since August 1, 1966 was for four years a Research Associate with the Institute of Caribbean Studies, University of Puerto Rico, where his Creole researches led to a general interest in the language and culture of the American Negro.]

The Urban Language Study is a project of the Center for Applied Linguistics which was initiated in late 1965, with the aid of a grant from the Ford Foundation. Its pre-history consists of a series of insights into Afro-American language relationships by a small group of specialists in Creole languages, especially William A. Stewart, a linguist on the Center for Applied Linguistics staff. The

present staff includes eight linguists (including one from Sweden and one from Denmark), for whom Marvin D. Loflin is coordinator; an anthropologist; and a sociologist. J. L. Dillard is the Director.

The practical objective of the Urban Language Study is to provide teaching materials for Standard English as a second dialect for "culturally disadvantaged" Negroes of a lower socio-economic stratum. The basis for these materials will be a linguistically valid analysis of the relationships between the standard and non-standard dialects. There are plans to test the materials in selected schools of the District of Columbia sys-

tem and to revise them in accordance with recommendations made by the teachers. Other objectives include a study of the language socialization problems of disadvantaged groups, especially of American Negroes.

It seems fortunate that such a study was conceived, on partly independent grounds, at about the time that the educational and social problems of these Negroes began to assume importance to the nation as a whole. Members of the Urban Language Study staff do not, of course, think that language is the only key to the solution of these problems; they do think, however, that it is an important key, and perhaps the one most readily accessible.

There are, admittedly, many problems associated with the study; the very term *dialect* pinpoints one of them. Dialect studies in the United States have traditionally been associated with the techniques of linguistic atlas operation, with its "wide-meshed" procedures designed to present an over-all picture of the United States. Such studies have focussed rather slightly, if at all, upon the Negro, and have tended to confirm the opinion that the speech of all Negroes is nearly identical with that of the whites — despite the embarrassing existence of Gullah and of French Creole and other varieties of French in Louisiana. It became apparent that some alternative kind of procedure — a "narrow-meshed" investigation — would be necessary in order to modify those results substantially. Thus the Urban Language Study decided to undertake



ULS Staff Member Conducts Interview

Ford Foundation — Fred Ward

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an intensive study of the District of Columbia area, with its impressionistically obvious complication in dialect terms.

The Urban Language Study innovations in dialect study can perhaps be stated in terms of two procedures: (1) close attention to syntactic structures, something which had not been part of traditional procedures; and (2) use of younger informants, 14 years of age or younger. For syntactic analysis, it seems fortunate that recent transformational-generative emphasis upon the primacy of syntax as of basic linguistic importance concurs with the emphasizing of syntax by Creolists, many of whom are of a very different linguistic orientation. The use of younger informants clearly involves the Urban Language Study in sociological problems and responsibilities which make the operation of necessity much more than a narrowly linguistic investigation, but since almost all older speakers have learned a certain amount of code switching, it is necessary to use younger informants in spite of the difficulties presented.

In its more directly pedagogical application, the Urban Language Study project suggests that the piecemeal work upon individual verb forms, use of double negatives, case of pronouns, etc., usually practiced by educators, will be unsuccessful. There are good linguistic reasons to make this prediction, since such methods do not get at the basic differences between the two dialects. For example, anyone who has dealt with the English language at any level at all has remarked the "incorrect" use of *seen* as a past tense of the verb *to see*. Such a person, observing the "incorrect" use of *seen* in the speech of culturally disadvantaged Negro students, may think that the problem should be approached by the route of principal parts drill. What he may fail to observe is that many Negro children of this socio-economic stratum also have verb forms like *I been see(n) it yesterday*. Forms like *I been see(n) it* — negated as *I ain't see(n) it* — are clear-cut evidence that the non-standard dialect is grammatically different from standard English.

When a linguist looks carefully at the verb structure of this non-standard dialect, he sees an internally consistent system in which such forms as *I been washing the car* — easily mistaken for "reduced" or "zeroed" forms of some such standard string as *I have ('ve) been washing the car* — have a full status of

their own. The similarity in meaning to the "perfect progressive" tense in standard English undoubtedly contributes to what might be called a *masking* of certain grammatical forms. My preliminary investigations indicate that forms like *been washing (seeing, knowing)* etc., and the "zero copula" (*he good, they over there*) are the only ones which remain in the public styles of the great majority of adult Negroes; the transformational statement that they are derivable from the standard structures by "low level" rules evidently matches the intuition of both the adult Negro speaker of non-standard and the white listener that these forms are not much different from standard English. At any rate, it is perfectly clear that only an analysis of the complete verb system can say anything meaningful about the status of individual verb forms.

The traditional studies of the non-standard dialect referred to above indicate a very slight ("low level") difference between standard English and the non-standard speech of this group of Negroes. A teacher oriented in this direction may quite easily come to believe that some of his Negro students simply have a low aptitude for learning "correct" forms. Urban Language Study investigations, on the other hand, suggest something entirely different: If the speaker of this non-standard dialect must learn stand-

ard English, then he may make some mistakes in adjusting to the new system — mistakes remarkably like those made by all but the most gifted learners of foreign languages. Truly effective learning of the second language is especially handicapped in this situation because there is almost never any recognition that the learner is proceeding from one symmetrical, well-organized system to another. He cannot consciously set about to master a second system, since the culture in which he participates does not even recognize his first system. As a matter of fact, there is not even a name for the home language spoken by many Negroes, so that really inaccurate terms like *dialect* or *non-standard* must continually be used. (*Non-standard* is not at all accurate; there are forms which are rejected by speakers of the non-standard dialect!)

The Negro of this socio-economic group is typically told that he must give up "bad grammar." A linguistically oriented statement would perhaps be that he should acquire a second grammatical system in addition to the first — with no weighting of value in favor of one or the other. Members of the Urban Language Study are not so arrogant as to think that teachers' problems would all be solved by that one step; they do think, however, that one obstacle to the solution might thereby be removed.

SOCIETAS LINGUISTICA EUROPAEA

by William C. Crossgrove

[*William C. Crossgrove is a research associate in the Seminar für Allgemeine und Indogermanische Sprachwissenschaft, Universität Kiel, Kiel, Germany, on leave from Brown University, Providence, Rhode Island, where he is Assistant Professor of German*]

On February 26, 1966, a meeting was called to order at the University of Kiel in Kiel, Germany, for the purpose of organizing a European linguistic society. The Kiel meeting had been preceded by a number of information discussions among various European linguists. The chairman of the first meeting of the new society was to have been Alf Sommerfelt, but his tragic death occurred just days before the first public announcement of the Kiel meeting was to have been sent out. At this point Louis Hammerich agreed to act as chairman of the first meeting of the yet-to-be-formed society, and in late November 1965, a letter was sent by

him to linguists in all parts of Europe. The organizational work for the Kiel meeting was undertaken by Werner Winter. Approximately 250 persons from 18 countries appeared for the meeting which took place on 26 and 27 February 1966. The 28 papers which were read indicated the wide range of interests represented at the meeting.

The main purpose of the meeting, however, was to adopt a constitution and elect officers for the first year. That all this could be accomplished in two days is a tribute to the skill with which Professor Hammerich conducted the meeting. The constitution which was adopted is modeled on that of the Linguistic Society of America with certain changes conditioned by the multi-national character of the new society. After some discussion it was decided to call the new society

Societas Linguistica Europaea. SLE will publish a journal to be known as *Forum Linguisticum*, the first volume of which is scheduled to appear in early 1967. There will also be a monograph series which will appear at irregular intervals.

The following officers and committee members were elected:

President: André Martinet (Paris)
Vice-President: Wolfgang Steinitz (Berlin)
Secretary: Werner Winter (Kiel)
Treasurer: H.-E. Keller (Utrecht)
Editor: R. A. Crossland (Sheffield)

Executive Committee: The preceding and:

Eugenio Coseriu (Tübingen; until 1967)
N. E. Enkvist (Åbo; until 1967)
Peter Hartmann (Münster; until 1968)
F. R. Palmer (Reading; until 1968)
Hansjakob Seiler (Köln; until 1969)
Vladimír Skalička (Praha; until 1969)

Committee on Publications: The Editor &:

Wolfgang Motsch (Berlin; until 1968)
H. B. Rosén (Jerusalem; until 1969)
Werner Winter (Kiel; until 1970)
Ludwik Zabrocki (Poznań; until 1971)

Nominating Committee:

Radoslav Katičić (Zagreb; until 1967)
Herbert Pilch (Freiburg; until 1968)
Petr Sgall (Praha; until 1969)
Eva Sivertsen (Trondheim; until 1970)
Harald Weinrich (Köln; until 1971)

Membership in SLE is open to all individuals. While it is expected that the center of SLE's activities will remain in Europe, it is also hoped that colleagues from other countries will join and take an active part. There is an admission fee of \$2.50 and annual dues of \$6.25. The dues include the journal free of charge and a substantial reduction on monographs which members might want to purchase. Since no journal will be published in 1966, membership for the first year will consist only of payment of the admission fee. Membership is acquired by a notice sent to the Secretary and payment of fees to the account of the Societas Linguistica Europaea with the Amsterdam Rotterdam Bank N.V., Oudkerhof 11, Utrecht, The Netherlands. The address of the Secretary is: 2300 Kiel, Gutenbergstrasse 82, Germany. Communications concerning the publications of SLE should be addressed to the Editor: R. A. Crossland, Department of Greek, The University, Sheffield, England.

As of May 1966, more than 280 persons had joined SLE, and it is hoped that this number will grow rapidly in the coming months. Pending final arrangements, the next meeting of SLE will be held in Belgium in April 1967, and the 1968 meeting will be held in Poland.

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 newletter, is published six times a year, in February, April, June, August, October, and December. Annual subscription, \$1.50; air mail, \$3.50. (Individuals faced with currency restrictions or similar limitations are invited to write to the Editor.) Manuscripts, books for review, and editorial communications should be sent to Frank A. Rice, Editor, THE LINGUISTIC REPORTER, Center for Applied Linguistics, 1717 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 acknowledgement is given.

A Note on Foreign Language Teaching in Peru

by Ernesto Zierer

[Ernesto Zierer is Associate Professor of Linguistics and Head of the Department of Foreign Languages and Linguistics in the National University of Trujillo, Peru.]

In this brief survey we shall refer to the situation of Foreign Language Teaching (FLT) in (1) secondary schools, (2) private language schools and binational language centers, and (3) universities.

1. *FLT in secondary schools.* According to the official program for secondary schools, one foreign language has to be taught three hours a week, from the first to the fifth, i.e. the last grade. The Ministry of Education does not prescribe which foreign language has to be chosen. However, practically all schools teach English. In some private schools, other foreign languages are offered as well. They are French, Italian, German, Japanese, or Chinese according to whether these schools are maintained by French, Italian, German, Japanese, or Chinese residents or by the home countries of these minorities. As these schools represent a very limited number, they shall not be considered further here. Without exaggerating, it can be said that in all other schools the foreign language course is a problem. Some of the reasons for this are the following:

(a) The official program and the directives issued by the Ministry of Education are very limited in scope. The foreign language is primarily learned for the purpose of acquiring a new means of communication. Hence very little is said about other results of foreign language learning, such as helping the student to

learn more about the nature of language, enabling him to better understand his mother tongue, letting him penetrate into the mentality of the people whose language he is studying, etc.

(b) There is a lack of trained foreign language teachers. Since in previous decades Peruvian universities or teacher training centers did not engage in training foreign language teachers as they have been training teachers of other subjects, there are almost no academically qualified FL teachers. This is especially true in schools outside of the large urban centers.

(c) The physical conditions for teaching foreign languages are inadequate. The secondary schools are becoming more and more crowded, and it is not possible to efficiently teach a foreign language to a class of 60 to 80 students. Also, many schools are not properly equipped. Audio-visual aids are not available for the language class, and funds for equipment are scarce.

(d) Support from international and foreign organizations for language teacher training programs at an academic level is insufficient. Most of the scholarships and similar facilities offered by foreign and international organizations are granted to students of other subjects, such as technological sciences, medicine, etc.

2. *FLT in binational language centers and private language schools.* In contrast to what we find in secondary schools, foreign language learning is successfully furthered, though only in the few larger cities, by binational centers

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and private language schools. The Peruvian-North American Cultural Institutes or Centers, the Alliance Française, etc., offer excellent language courses. The former also give special courses for teachers of English, thus helping to solve the problem of the lack of trained personnel. All these centers and also most of the private language schools have excellent facilities, such as native speakers as teachers, class-rooms properly arranged and decorated for FLT, good libraries, language laboratories, etc.

3. *FLT in universities.* Until a few years ago FLT in Peruvian universities offered the same panorama as in secondary schools. However, in recent years a growing interest in FLT has been noticed in almost all centers of higher learning in this country. Universities have started to establish foreign language departments in order to organize FLT on a scientific basis. But the problem is again the lack of trained personnel for the steadily increasing number of students. It is true that some universities have American Peace Corps or British Overseas volunteers co-operating with them as teachers of English, but this is only a temporary solution. Peruvian staff has to be trained for high level FLT at the universities. Due to the high cost, very few centers of higher learning have language laboratories, though they have tried to overcome this problem by installing 'home-made' labs, which have proved quite successful, as in the National University of Trujillo.

The foreign languages taught at Peruvian universities are English, German, French, Italian, Portuguese, besides native languages such as Quechua and Aymara. Trujillo National University has a chair of Japanese language and culture as well.

Having become aware of the FLT problem in this country and the necessity to tackle it at its roots, some centers of higher education have included specialization in foreign languages in their secondary school teacher training programs. The first university to set up a full-fledged program in this field was the National University of Trujillo. For the sake of illustration we shall give a few details about it. It started in 1961. Through a five-year program it leads to the qualification "Secondary school teacher in the specialty of foreign languages," which is recognized as is any other specialty in secondary education, e.g. mathematics, history, etc. The program involves five

years of English language courses at different levels and of different organization, and from the third year on, courses taught in English on English and American literature, English and American history, and on other cultural aspects of the English-speaking countries, such as their traditions and public institutions. After the first two years of intensive English (1 class-room hour and 1 lab hour per day) the student chooses a second foreign language, usually German or French. During the upper three years he is also required to take courses in general, historical, and applied linguistics as well as a one-year course in foreign language teaching methodology. Apart from the specialty courses, the student is required to take those general education courses that are obligatory for all majors, such as educational psychology, philosophy of education, etc. Students are admitted to the specialty of foreign languages through an English language proficiency test and a language aptitude test. The experience so far is that only about 20–25% of the

The Applied Linguistics Foundation

[The following is based on a communication from J. B. A. Nijssen, Organizing Secretary, The Applied Linguistics Foundation, The Hague-West, The Netherlands.]

Since its beginning in 1959, The Applied Linguistics Foundation (TALF) has been engaged in several projects of research and development, education and training, and other activities in the field of applied linguistics. Its main objectives are: (1) adequate education and training of translators, interpreters, journalists, documentalists, and others for whom knowledge of specific aspects of applied linguistics may be considered indispensable; (2) compilation of multilingual technical dictionaries, creation of practical aids in language teaching, and translations; (3) collaboration with applied linguists and organizations promoting applied linguistics, especially in the Benelux countries; and (4) the organization of Practical Summer Schools of Linguistics (PSSL).

The first PSSL (1959) and the subsequent six annual "traveling congresses" have enabled the organizers, hosts, lecturers, and other participants to exchange views on practical language issues. Sessions have been held in Belgium, France, Switzerland, The Netherlands, Italy, Luxembourg, and West Germany, and have covered such topics as international ad-

students who start the first year reach their fifth.

4. *Outlook.* As we have seen, the situation of FLT in Peru is mainly a problem of personnel. The solution consists in training more teachers of foreign language on an academic basis. In this, the universities have an important part to play. Foreign and international organizations, in their generous aid to developing countries, could help by supporting language teacher training programs run by Peruvian universities. Such aid should include the providing of native personnel for the staff, funds for the acquisition of equipment, including language labs, and scholarships (or other opportunities) to graduates in FLT in order to make it possible for them to improve their foreign language in the particular country, learning at the same time more about the people, their customs and culture through direct contact.

Academically trained FL teachers available in sufficient numbers is the precondition for solving the FLT problem in Peru.

vertising and applied linguistics, non-native English in technical writing, word frequency analysis, programmed instruction and teaching-machines, tourism and languages, systematics of translation, the Common Market and languages, engineering and applied linguistics, Russian language courses for scientists, journalism and languages, technical editing, multilingual technical dictionaries, Interpol and languages, and problematics of translating technical Russian.

The eighth annual PSSL, which was held August 24–September 3 with sessions in Denmark, West Germany, The Netherlands, and France, focused on adult education and audio-visual aids.

The New England Linguistic Conference will hold its third annual meeting at Memorial Hall on the campus of the University of Massachusetts, Amherst, on November 5. There will be two two-hour sessions for the reading of papers, which will be restricted, according to custom, to graduate students in New England institutions. For further information write to Prof. Audrey R. Duckert, 425 South Pleasant Street, Amherst, Massachusetts, or Prof. Gary Aho, Department of English, University of Massachusetts, Amherst, Massachusetts.

Applied Linguistics at Morogoro Teachers' College

[The following is based on a communication from Rev. J. Mittelmeijer, Head, Department of Linguistics, Morogoro Teachers' College, Morogoro, Tanzania.]

A special Department of Linguistics has recently been established at Morogoro Teachers' College in Tanzania. Its main aim is to give the student an awareness of what language is and the linguistic principles on which sound language teaching should be based. The emphasis is on applied linguistics, with constant reference to the two languages the students will be teaching: Swahili and English. The phonological, morphological, and syntactical systems of the two languages are compared, giving the basic patterns of the two, so that the students can deal with the selection problem themselves.

The Department has also been asked by the Institute of Education at the University College at Dar es Salaam to conduct research, and, in fact, serves as the main centre of Research on Teaching English and Swahili. Study of the pre-reading stage has been undertaken; among the problems involved is the fact that the children are not familiar with the use

The Carnegie Corporation of New York has announced a grant of \$167,750 to the State Education Department of New York to develop a program of independent study in the neglected languages for college undergraduates. Some thirty to forty colleges which do not have the faculty or the finances to offer courses in such languages as Hindi, Arabic, Chinese, Japanese, Swahili, and Vietnamese will be assisted over a five-year period. The grant will provide texts and tapes, native speakers to act as drill masters, and professors to examine students on completion of the study program. The grant calls for the establishment of fifteen three-year sequences in 1966-67, another fifteen in 1967-68, and yet another fifteen in 1968-69. A similar independent study program was developed by Peter Boyd-Bowman at Kalamazoo College in Michigan, where it was found quite successful. Boyd-Bowman, now a professor of modern languages at the State University of New York at Buffalo, has been appointed to coordinate the program.

Further information may be obtained from the Office of Foreign Area Studies, State Education Department, Albany, New York, or from the coordinator.

of pictures. Work is also being conducted on a description of Swahili as the basis for a new Swahili course for Primary and Secondary Schools. This is a project of the Swahili Workshop of 1965, which designed a list of structures and lexical items basic for Swahili. The course will be written by a group of linguists and specialists at the next Workshop, in 1966.

The teaching of English as a second language in Tanzania has improved greatly since the Ministry and the Language Panel of the Institute of Education at the University College decided to follow a long-term policy. The patterns and structural items taught in the existing course, the *New Oxford English Course*, have been analysed in order to find a basis for a new Consolidation Course for Standards VI and VII, which will be introduced by 1967-68. Funds are not available to replace the course throughout, so work has concentrated on the parts that most need revision. Mr. J. Rodgers of the Institute of Education is responsible for the final draft, and collaboration with the Institute has been intensive.

1967 Linguistic Institute of the Linguistic Society of America will be held at the University of Michigan, Ann Arbor, from June 26 to August 17. A preliminary announcement of the faculty and course offerings of the Institute is available from Professor Herbert H. Paper, Director of the Linguistic Institute, Department of Linguistics, University of Michigan, Ann Arbor, Michigan 48104.

Linguistics at Delhi

The Ford Foundation has made a grant of \$243,000 for a two-year period to Cornell University to aid in the development of a Department of Linguistics at the University of Delhi. The grant includes funds to send an American linguist to Delhi for a one-year period to assist in this development, to send from five to seven faculty members of the University of Delhi and its affiliated colleges to the United States for advanced training in linguistics, and to purchase books on linguistics for the University of Delhi.

The head of the new Department is P. B. Pandit, formerly Professor of Applied Linguistics at Deccan College, Poona, India.

new journals

CINCO: *Ciencias de la Información y la Computación*, the review of the Centro de Cálculo Electrónico, Universidad Nacional Autónoma de México, has its first issue dated April-June 1966. CINCO will be published in three numbers a year, with original articles relative to the information sciences, computational methods, and their applications. The editor is Gilberto Solís Cámara of the Centro. The first issue of CINCO contains an article "Algunos sistemas para la comparación lingüística," by Mauricio Swadesh and an account of the Centro's Russian-Spanish automatic translation project.

Estudos Lingüísticos, Revista Brasileira de Lingüística Teórica e Aplicada, published its first number in July. It will appear twice a year, in July and December, with articles in English, Portuguese, or other modern languages, treating all aspects of theoretical and applied linguistics. The annual subscription price is Cr\$ 5.000; foreign subscriptions are US \$3.00. The journal is published by the Centro de Lingüística Aplicada, Instituto de Idiomas Yáziqi, Rua Aurora, 713, São Paulo, Brazil. The editors are J. Mattoso Câmara, Jr., F. Gomes de Matos, and Aryon D. Rodrigues.

T. A. Informations, a new journal devoted to the use of computers in linguistic analysis [LINGUISTIC REPORTER, June 1966], is published in the U.S. by the University of Alabama Press, Drawer 2877, University, Alabama 35486. Prices: introductory double issue (Nos. 1-2, 1965): \$3.50; annual subscription (two issues): \$4.00.

Recent CAL Documents

The following CAL documents are available for distribution in limited quantities. Requests should be addressed to the appropriate *Office or Program*.

"Linguistics and Reading: A Selective Annotated Bibliography for Teachers of Reading," compiled and edited by James Broz, Jr. and Alfred S. Hayes; August 1966, 22 pp.; general references and problems of speakers of divergent dialects and non-native speakers of English; from *Education and Research Program*.

"A Supplement to the Inventory of Projects and Activities in Reading and English"; July 1966, 37 pp.; lists 98 programs, arranged by state and level of instruction; from *Education and Research Program*.

book notices

Cartesian Linguistics: A Chapter in the History of Rationalist Thought, by Noam Chomsky. (*Studies in Language*.) New York, Harper & Row, 1966. xvi, 119 pp. \$5.00.

This essay surveys certain ideas about language current among thinkers of a rationalist orientation in the period from Descartes to Humboldt. The focus of attention is on opinions related to ones that have received attention in current discussions of linguistic theory. According to the author: "The central doctrine of Cartesian linguistics is that the general features of grammatical structure are common to all languages and reflect certain fundamental properties of the mind." This conception is taken as a unifying framework for the viewpoints presented.

The labeling of this orientation as "Cartesian" stems from Descartes' enunciation of the originality displayed by human communication through language as the principal argument for the existence of other minds. Subsequent discussions of this flexibility occupy the largest section of the book. A second major theme is the reducibility of sentences to equivalent sets of simple propositions seen as underlying them. The adducing of explanations for language structure in terms of universal principles is put as a third basic tenet of these "Cartesian" thinkers, while the last two points discussed are the view that language is evoked in, rather than learned by, infants and the related theory that the perception of speech activates the mechanisms of speech production.

The English Language in Australia and New Zealand, by G. W. Turner. (*English Language Series*.) London, Longmans, 1966. xi, 236 pp. 27/6.

The third in the English Language Series, this book considers the influence of such matters as the history of the area, immigration patterns, geography, and indigenous languages upon the English of Australia and of New Zealand. The presentation is essentially nontechnical, although there is a great deal of comment upon linguistic theory — particularly semantic theory.

The author considers Baker's Menckel-like *The Australian Language*, but rejects its hypothesis because he finds that typically Australian forms tend to be confined to the less formal stylistic levels and that Australians tend to conform to a kind of international standard at the formal level. He also deals with the "easy bilingualism" which enables Australians to accept, e.g. *warm South* in poetry; with the "slower rhythms" of pronunciation; and with the lack of syntactic peculiarity except for the use of *but* as a substitute for *however*. There is a chapter on Pidgin English.

El Simposio de Cartagena, Agosto de 1963: Informes y Comunicaciones. Programa Interamericano de Lingüística y Enseñanza de Idiomas. Bogotá, Instituto Caro y Cuervo, 1965. lix, 377 pp. [Available in the U.S. from the Center for Applied Linguistics, by special arrangement. Price: \$5.00.]

This volume constitutes the proceedings of the First Inter-American Symposium in Linguistics and Language Teaching, held at Cartagena, Colombia, August 19–25, 1963. Following a Prólogo by José Manuel Rivas Sacconi of the Instituto Caro y Cuervo, and an Introducción by Donald F. Solá, general coordinator of the symposium, the proceedings are set forth under four major headings: Conclusiones y Recomendaciones, in Spanish, English, Portuguese, French, and Dutch; Discursos Inaugurales; Informes Regionales — 13 reports, pp. 1–195; and Comunicaciones — 13 contributions, pp. 199–359. A list of delegates and committees appears at the end. The text is in Spanish with the exception of one contribution in French and two in Portuguese. In addition to information on institutional and professional resources in Latin America and the Caribbean area, the papers discuss problems of theoretical and applied linguistics, dialectology, lexicology, language teaching and teacher training, and linguistic terminology.

In Memory of J. R. Firth, edited by C. E. Bazell, J. C. Catford, M. A. K. Halliday, and R. H. Robins. (*Longmans' Linguistics Library*.) London, Longmans Green, 1966. xi, 500 pp. 60/-.

A volume of essays dedicated to the memory of the late John R. Firth (1890–1960), Professor of General Linguistics in the University of London from 1944 to 1957. The 27 contributions are by scholars associated with Professor Firth, many of them his pupils. The essays deal with problems in contemporary linguistic theory, the description of features of particular languages, the history of linguistics, and the application and development of aspects of Firth's own theories of language. A bibliography of Firth's writings is included.

Readings in Automatic Language Processing, edited by David G. Hays. New York, American Elsevier Publishing Co., 1966. v, 202 pp. \$10.00.

A collection of twelve papers dealing variously with methods, solutions to central problems, or approaches to the use of the computer as a processor of natural language. The authors include D. G. Hays, M. Kay, T. W. Ziehe, S. M. Lamb, W. H. Jacobsen, Jr., S. Kuno, D. A. Dinneen, H. P. Edmundson, H. P. Luhn, G. Salton, and V. H. Yngve. The book is intended for use at the university level; an acquaintance with linguistics is advisable.

Spoken and Written Hindi, by Gordon H. Fairbanks and Bal Govind Misra. Ithaca, N.Y., Cornell University Press, 1966. xxxv, 468 pp. \$7.50.

An introductory text composed of twenty-four lessons plus six reviews. Each lesson is composed of three sections: conversation, grammar, and drills. The main body of the text is preceded by a section on pronunciation. In the early lessons, all the Hindi material is presented in a phonemic transcription. Beginning with Lesson V, the Hindi writing system is gradually introduced. An appendix gives the inflected forms of Hindi for ready reference, followed by a Hindi-English and English-Hindi glossary.

A Premchand Reader, by Norman H. Zide, Colin P. Masica, K. C. Bahl, and A. C. Chandola. Honolulu, Hawaii, East-West Center Press, 1965. vi, 302 pp. \$5.00.

Nine short stories by Premchand (1880–1936) arranged in order of language difficulty, for use by the second-year student of Hindi. The Hindi alphabet is used throughout; no transcription. Contains Hindi-English glossary. The materials were prepared in the South Asia Language and Area Center, University of Chicago, under a contract with the U.S. Office of Education.

Readings in Urdu: Prose and Poetry, by C. M. Naim. Honolulu, Hawaii, East-West Center Press, 1965. viii, 396 pp. \$5.00.

This reader consists of ten selections from modern Urdu prose, plus ten Ghazals. The text assumes a basic knowledge of the Urdu language. The Urdu script is used throughout; no transcription except in the Notes. Contains Urdu-English glossary. The materials were developed in the South Asia Language and Area Center, University of Chicago, under a contract with the U.S. Office of Education.

Português Contemporâneo, I, by Maria Isabel Abreu and Cléa Rameh. Prelim. ed. Washington, D.C., Georgetown University, Institute of Languages and Linguistics, 1966. xv, 286 pp. \$3.75.

Prepared under the general editorship of Richard J. O'Brien, S.J. with Robert Lado and J. Mattoso Câmara, Jr. as consultants, this basic course in Brazilian Portuguese consists of twenty-two lessons, each containing the following parts: dialogue, notes, pronunciation practice, structure and drills. The phonological system is treated in an introductory lesson. The standard Portuguese orthography is accompanied by a transcription in the pronunciation sections. The language presented is the Portuguese spoken in Central Brazil. Portuguese-English vocabulary. (This is the first volume of a 42-lesson course.)

Current Trends in Linguistics, Vol. III: Theoretical Foundations, edited by Thomas A. Sebeok. The Hague and Paris, Mouton & Co., 1966. xi, 537 pp. \$22.50.

The seven principal chapters of this book are consolidated and expanded versions of talks delivered at the 1964 Linguistic Institute of the Linguistic Society of America, held at Indiana University: "Topics in the Theory of Generative Grammar," by Noam Chomsky; "Language Universals," by Joseph H. Greenberg; "Historical Linguistics and the Genetic Relation of Languages," by Mary R. Haas; "Language, Mathematics, and Linguistics," by Charles F. Hockett; "Genetic Analysis of Word Formation," by Yakov Malkiel; "A Guide to Publications Related to Tagmemic Theory," by Kenneth L. Pike; "Explorations in Semantic Theory," by Uriel Weinreich; and two Appendices: "F. de Saussure's Theory of Language," by Robert Godel, and "Slavic Morphophonemics in its Typological and Diachronic Aspects," by Edward Stankiewicz.

Turkish Basic Course, Units 1-30, by Lloyd B. Swift and Selman Agrali. Washington, D.C., Foreign Service Institute, U.S. Department of State, 1966. xxxii, 385 pp. \$2.25. For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

The Turkish presented in this book is representative of the speech of educated Turks in the cities and towns of Turkey. Each unit consists of four main parts: dialog or other basic sentences, grammar notes, drills, questions for discussion. Early units also contain notes and drills on pronunciation. The Turkish material is given in the standard orthography. A Turkish-English glossary appears at the end.

The materials were developed under a contract with the U.S. Office of Education. Accompanying tape recordings will be made available through the Center for Applied Linguistics.

A Vietnamese Grammar, by Lawrence C. Thompson. Seattle, University of Washington Press, 1965. xxi, 386 pp. \$6.50.

A systematic reference grammar, designed to serve the needs of the student as well as the scholar. The specific bases for the establishment of grammatical categories are stated in order that the user may extend the analytical frames beyond the examples given. The book is based on the Hanoi dialect, but considerable attention is given to the phonological variations in the more important dialect areas, especially the Saigon dialect. There are sections on the writing system, stylistics, and lexical complexities, an appendix on the word classes, a glossary of difficult forms, and a bibliography. This work was produced under contract with the U.S. Office of Education.

meetings and conferences

- October 26-29. African Studies Association. Bloomington, Indiana
November 5. New England Linguistic Conference, 3rd. Amherst, Massachusetts.
November 17-20. American Anthropological Association, 65th. Pittsburgh, Pennsylvania.
November 19-22. American Speech and Hearing Association. Washington, D.C.
November 24-26. National Council of Teachers of English, 56th. Houston, Texas.
December 26-27. American Association of Teachers of Italian. New York City.
December 26-29. American Association of Teachers of French. New York City.
December 26-31. American Association for the Advancement of Science, 133rd. Washington, D.C.
December 27. American Association of Teachers of Arabic. New York City.
December 27. American Dialect Society. New York City.
December 27-29. American Association of Teachers of Slavic and East European Languages. New York City.
December 27-29. Modern Language Association of America, 81st. New York City.
December 27-30. Speech Association of America. Chicago, Illinois.
December 28-30. American Association of Teachers of Spanish and Portuguese, 47th. New York City.
December 28-30. Linguistic Society of America, 41st. New York City.
December 29-30. American Association of Teachers of Chinese. New York City.
December 29-30. American Association of Teachers of German. New York City.

Pidgin and Creole Languages, by Robert A. Hall, Jr. Ithaca, N.Y., Cornell University Press, 1966. xv, 188 pp. \$7.50.

This book presents a survey of the languages known as pidgins and creoles and provides a discussion of their nature, origins, and present distribution; of their structure, both in itself and in relation to the languages out of which they have arisen; and of their significance in linguistic, social, and political matters. Appendices give sixteen sample texts and a selected bibliography.

Language Loyalty in the United States: The Maintenance and Perpetuation of Non-English Mother Tongues by American Ethnic and Religious Groups, by Joshua A. Fishman and others. (*Janua Linguarum, Series Maior*, 21.) The Hague, Mouton & Co., 1966. 478 pp. \$18.30.

This study explores the current extent and status of culture and language maintenance efforts of non-English speaking immigrants on American shores; it is not a study of the assimilation of American immigrants. Chapter 1 presents the questions, assumptions, and self-imposed limitations that guided the efforts of the investigators. Chapters 2-6 deal with enumerative aspects of formal language maintenance resources and institutions. Chapters 7-8 focus upon interacting language maintenance contexts and processes. Chapters 9-12 are essays, each of which deals with the speakers of a particular language (German, French, Spanish, Ukrainian). Chapters 13-15 and Appendix B present summaries, recommendations, and conclusions. The study was produced under a contract with the U.S. Office of Education.

Círculo Lingüístico de México

El Círculo Lingüístico de México was organized in October 1965 to provide for interchange between linguists in Mexico and institutions engaged in teaching linguistics or in conducting linguistic investigations. The five areas (in both synchronic and diachronic dimensions) of interest to the CLM are: problems of general linguistics and current trends, the Spanish of America, indigenous languages of America, language contacts in America, and applied linguistics. The organizing committee consists of representatives from the Instituto Nacional de Antropología e Historia, the Colegio de México, the Escuela de Antropología e Historia, the Instituto Lingüístico de Verano, the Universidad Nacional de México, and the Consejo de Lenguas Indígenas.

Prof. Bernard Pottier began the sessions with a lecture entitled "Las nuevas orientaciones en la lingüística actual." Other sessions so far have included lectures by Doris Bartholomew, Robert E. Longacre, Margit Frenk Alatorre, and Joseph E. Grimes. Topics to be presented in the near future include a report on the use of a computer in deciphering Mayan script, by Leonardo Manrique C.

Further information on the CLM may be obtained from Profa. Margit Frenk Alatorre, El Colegio de México, Guanaajuato 125, Colonia Roma, México D.F., México.

The Linguistic Reporter

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Linguists wanted

FULBRIGHT LECTURESHIPS in applied linguistics and TEFL available for 1967-68. Address inquiries to: Linguistics and Teaching of English, Committee on International Exchange of Persons, 2101 Constitution Avenue, N.W., Washington, D.C. 20418.

Colombia 10 months starting February or July 1967: 1 or 2 lecturers to train teachers and to organize and conduct regional seminars for high school teachers. Affiliation with Colombian universities. Fluent Spanish essential.

Ecuador May 1, 1967-January 31, 1968 at University of Guayaquil and Catholic University of Guayaquil; October 1, 1967-July 15, 1968 at Central University, Quito. To conduct seminars and special classes for teachers and to assist in preparation of teaching materials. Training in applied linguistics and methodology of TEFL required, fluent Spanish essential.

India July 1967-April 1968, Annamalai University, Annamalainagar: 9 hours of class work in linguistics for about 15 graduate students, research scholars, and Department staff. Prefer specialization in generative grammar, mathematical linguistics, acoustic phonetics, psycholinguistics, and distinctive feature analysis. If not filled in 1967-68, may be held over for 1968-69.

Italy October 1967-June 1968, University of Rome, Faculty of Education: Lecturer to participate in country-wide English teacher-training program conducted by Council on American Studies jointly with Ministry of Public Instruction, Cornell University, binational Fulbright Commission and University of Rome. Lecturer will supervise English language program at the University. Prefer training in applied linguistics and experience in using laboratory and other teaching aids; fluent Italian.

Japan 10- and 12-month awards beginning July or September 1968: 4 or 5 linguists to lecture and consult at Japanese universities in TEFL methodology and preparation of teaching materials.

Malaysia May 1967-June 1969, University of Malaya: To lecture in applied linguistics and conduct tutorials 8 to 10 hours a week, and to participate in research projects, training of junior staff, and selecting students for advanced study in American universities

Norway September 1, 1967-June 15, 1968, Advanced Teachers College, Trondheim To lecture in applied linguistics, assist in preparing language laboratory materials, and participate in staff discussions.

Rumania September 1967-June 1968, Universities of Cluj and/or Bucharest: 1 or 2 lectureships in linguistics and TEFL methods, also lecture occasionally to academic groups on research trends in American linguistics. Also for research in theoretical or applied linguistics.

Spain October 1967-June 1968: 1 or 2 awards at universities or teacher training colleges to lecture on teaching methods, conduct demonstration classes, and consult with faculty on English language curriculum; fluent Spanish essential.

Syria September 1967-June 1968, University of Damascus: 3 or 4 lectureships in TEFL methodology.

Thailand June 1967-March 1968, University of the Northeast: Lecture in teaching methods, help develop English language curriculum.

Viet Nam October 1967-June 1968, University of Saigon: 2 or 3 lectureships in applied linguistics and teaching methods

ROBERT COLLEGE, English Language Division, and The American College for Girls, Istanbul, Turkey, have positions available for September 1967. Native speakers of American English with some teaching experience, preferably in TEFL. Major in Linguistics or English with some course work in linguistics or TEFL; M.A. preferred. Appointments generally for three years with transportation paid. Send detailed resume to Recruitment Secretary, Robert College, 548 Fifth Avenue, New York, New York 10036.

ACADEMIC DEAN for Defense Language Institute, West Coast Requirements: Ph.D. in linguistics, modern foreign languages, or TEFL; four years experience in language teaching; three years administrative experience, including curriculum development and staff training. Starting salary \$17,550. Also **EDUCATION SPECIALIST**. Requirements: Ph.D. in linguistics, modern foreign languages, or TEFL; two years specialized experience in one of three areas—audio-visual aids, curricula development, or faculty training. Starting salaries \$10,619. Further information on these positions from the Civilian Personnel Officer, Headquarters, Defense Language Institute, West Coast Branch, Presidio of Monterey, California 93940.

LECTURESHIPS IN AFRICAN LANGUAGES at the University College of Rhodesia; preference given to applicants with qualifications in linguistics and Shona. Salary range £1400-£3480 depending on experience and qualifications. Resettlement and travel allowances. Further information may be obtained from the Registrar, University College of Rhodesia and Nyassaland, Private Bag 167H, Salisbury, Southern Rhodesia.

SOUTHERN ILLINOIS UNIVERSITY needs Ph.D. or near Ph.D. in linguistics with or without TEFL training or experience for graduate level courses, starting Fall 1966. Write: Charles Parish, Director, MAEFL Program, Department of English, Southern Illinois University, Carbondale, Illinois 62903.

LECTURER AND SENIOR LECTURER at the University of Sydney to teach courses for new Diploma in TEFL; Senior Lecturer will be responsible for organizing the Diploma course. Candidates should have qualifications in English or Education; previous TEFL experience is essential. Salary range \$4800-\$7600. For further information write to M. A. Telfer, Registrar, University of Sydney, Sydney, N.S.W., Australia.

The Influence of Linguistics in School Grammar

by Charles W. Kreidler

[Charles W. Kreidler is Associate Professor of Linguistics, School of Languages and Linguistics, Georgetown University, Washington, D.C.]

American linguists have been generally critical of the way our primary and secondary schools deal with the study of English. What passes for instruction in the native language is said to perpetuate the authoritarian viewpoint and Latin-esque descriptions of 18th-century grammarians, and to be out of touch with subsequent thinking and scholarship. The kind of English grammar taught in our schools has been charged with presenting an inaccurate view of the language — because it is based entirely on written usage and consequently fails to describe the sound system, the stress and intonational patterns, and the junctural features of the spoken language; because its categories are derived from Latin grammar and are thus not wholly appropriate to

English; and because its mixture of semantic and relational definitions gives an imprecise picture of how the language actually works. A more basic — and more serious — objection concerns the whole orientation of school grammar: because it fails to recognize that there are differences in usage which are acceptable to different people, or which are appropriate for different occasions, it tends to impose an arbitrary and often artificial concept of correctness (for example, in its treatment of *It's me*, or *Who did you go with?*) and, with this, the idea that the description of a language is a set of imperishable laws. The consequence, as H. A. Gleason, Jr. puts it, is prescriptivism, "the notion that a rule of grammar is competent, in and of itself, to determine whether a usage is correct or incorrect. No other consideration — kind of writing, public, social context, or anything else — is thought to be relevant. This is a dangerous oversimplification. Moreover, the imputing of such authority to grammar inevitably deprives it of any humanistic values." ("What Grammar?" *Harvard Educational Review* 34.269 [1964].)

Attempts to present an honest account of American English usage — and to call for a more objective attitude in teaching it — go back to the 1920's and '30's, when the National Council of Teachers of English sponsored the publication of four books with just that purpose: Charles C. Fries, *The Teaching of the English Language* (1927), Sterling A. Leonard, *Current English Usage* (1932), Albert H. Marckwardt and Fred G. Walcott, *Facts about Current English Usage*

(1938), and Fries' *American English Grammar* (1940).

Linguists have been eager to show not only the value of their objective attitude toward language, but also the relevance of their findings about language — in phonology, grammatical analysis, dialect geography, and language history. Leonard Bloomfield devoted the last chapter of his *Language* (New York, Henry Holt, 1933) to the implications and applications of linguistics in the school curriculum. This precedent was followed by Fries in *The Structure of English* (New York, Harcourt, Brace, 1952) and by W. Nelson Francis in the *Structure of American English* (New York, Ronald Press, 1958). Much of Robert A. Hall, Jr.'s *Leave Your Language Alone!* (Ithaca, N.Y., Linguistica, 1950; republished as *Linguistics and Your Language*, Doubleday Anchor Books, A-201) is a call for better use of the linguist's findings in the schools. John B. Carroll's *The Study of Language* (Cambridge, Mass., Harvard University Press, 1953) has a chapter on the relationship, actual and potential, of linguistics and education. Henry Lee Smith, Jr., in his *Linguistic Science and the Teaching of English* (Cambridge, Mass., Harvard University Press, 1956), pointed up the need for accurate description of the sound system of English in order to attain an understanding of how the language functions. In *Teaching English Grammar* (New York, Appleton-Century-Crofts, 1957), Robert C. Pooley attempted to show how the concepts of slots-and-fillers and immediate constitu-

See *School Grammar*, 2, Col. 1



Charles W. Kreidler

ents might be used in the classroom. In a similar way, Owen Thomas has expounded the pedagogic applications of Chomsky's theory of generative-transform grammar in *Transformational Grammar and the Teacher of English* (New York, Holt, Rinehart, and Winston, 1965). The American publication of *Linguistic Science and Language Teaching* (Bloomington, Indiana University Press, 1966; originally London, Longmans, Green, 1965), by M. A. K. Halliday, A. McIntosh, and P. Strevens, introduces here the possible use of concepts from Halliday's scale-and-category grammar in clarifying the nature of English. Gleason's *Linguistics and English Grammar* (New York, Holt, Rinehart, and Winston, 1965) offers a survey of various approaches to grammatical analysis and goes on to relate the study of grammar to composition and literary appreciation. Albert H. Marckwardt, in *Linguistics and the Teaching of English* (Bloomington, Indiana University Press, 1966), discusses the meanings of "grammar" and "usage" and examines the implications of linguistics for the teaching of composition, for reading and spelling, and for the study of literature.

Whatever the impact of such books has been or is, it is likely that articles of similar nature published in professional journals and papers of similar nature read at meetings of professional societies have more direct influence on the practicing teacher. Several such articles have been anthologized, for example in Harold B. Allen's *Readings in Applied English Linguistics* (rev. ed., New York, Appleton-Century-Crofts, 1965). The National Council of Teachers of English and its state affiliates make available a number of article reprints, as well as monographs and books, of interest to the primary and secondary teacher of English.

The NCTE has done great service over the years in making members of the profession aware of developments in linguistics and their possible relevance to classroom teaching. Its journals have gathered articles of various points of view, many of them with practical helpful hints. Its conventions have been points of dissemination for new ideas, and it has, in addition, sponsored institutes, workshops, and study groups in applied linguistics. In 1959, NCTE published (in conjunction with the Modern Language Association of America, the College English Association, and the American Studies Association) a

report, *The Basic Issues in the Teaching of English*, which called for the inclusion of a strong linguistics component in the preparation of future teachers of English. The Council published another report in 1961, *The National Interest and the Teaching of English*, which was intended to make members of the U.S. Congress, in their discussions of educational legislation, cognizant of the need for increased attention to the English language in teacher preparation. Altogether the Council may be credited for the fact that recently a number of state departments of education have revised their requirements for the certification of English teachers and a number of local school systems have revised their English curriculums.

Still, it would be hard to gauge the effect of all this activity on rank-and-file teachers, especially those well established in their jobs. Continuous and consistent use of new ideas in the classroom requires textbooks which embody such ideas. A vicious circle is easily possible here: on the one hand, teachers who have discovered new concepts and approaches can be hampered by lack of suitable materials for applying these concepts and approaches; on the other hand, such materials are not likely to appear unless publishers are sure of a sufficient market, a large number of teachers competent and willing (or forced) to try their product.

Besides the matter of marketability there is another reason for the slow appearance of the linguist's knowledge in the school-child's textbook. The book must introduce not merely a means of analyzing English but also a way of applying such analysis in developing appreciative reading and effective speaking and writing. To extend the range of grammar into literature and composition the text must provide material for teaching vocabulary, the mechanics of speech-making and written composition, the organization of ideas, and the appropriateness of different language forms to their intended communicative function. In dealing with this last, especially, the great variety of speaking and writing habits which we call differences of style, or of social or geographic dialects, or of historic periods, the textbook-writer can quickly exhaust the information which the linguist has provided. Application of linguistics to the study of style is still in its infancy. So is the investigation of social dialects. Information is available to explain the historic dimension of variety: how Shakespeare's

English differed from that of our own day, for instance. During the past thirty years dialect geographers have made at least a good beginning in charting the major dialect areas of the United States and Canada as well as those of Britain. But there is no compact body of information available to help explain further the geographic varieties of the world's most widely spoken language — to show how the speech of Americans or Canadians is different from that of Londoners, Irishmen, Rhodesians, Liberians, or Australians.

An examination of some thirty English language textbooks, elementary and secondary, published in this country during the last decade shows that, in two-thirds of them, "linguistics" is at least a term to be dealt with. (A few of the texts examined are single volumes, to be used in any year of high school; the majority are whole series of books intended, for example, for Grades 2 to 6, 7 to 12, or 9 to 12, or 2 to 12. In several cases the text examined is a new edition of one which was available earlier.) The word "linguistics" appears in the subtitle or in the preface or in the teacher's manual or in the student's text itself. Several of these publications boast a "linguistics consultant" as an addition to their large staffs of authors.

In general the effect of linguistics is stronger in high school books than in grade school texts — only two of the twenty works listed below are for primary school. Furthermore, the influence is greater in grammatical analysis than in any other area of language study. Yet "linguistics" means various things and has various adaptations among different writers.

It may be interesting to compare two extreme reactions. *Modern Composition*, by Wallace E. Stegner and others (New York, Holt, Rinehart, and Winston, 1964; Grades 9–12), has this passage in its 12th Grade text under the heading "Linguists Look at Our Parts of Speech":

The classification we have used started with Aristotle and was applied first to Greek and later to Latin. Why do modern linguists often object to the use of eight parts of speech and to their usual definition? Seventeenth and eighteenth century scholars who were schooled in Latin insisted on applying Latin grammar rules to English. As a result, they say, we have been studying a grammar that does not describe English accurately. This is why linguists are working on new ways to classify and describe words. Until linguists reach more agreement than they have, however, it may be best to continue to use traditional classifications and definitions . . .

In other words, "linguistic" grammar is rejected because it has not jelled sufficiently; it does not speak with a single authoritative voice.

In strong contrast is the approach taken in *The New English*, by Neil Postman and others (New York, Holt, Rinehart, and Winston, 1963-66; Grades 7-12), which has this message for the teacher:

The task of the grammar teacher is largely one of making the student conscious of that which he is already employing. This fact suggests that once the student is provided with stimulating and significant clues as to how his language may be objectively analyzed, he can do it himself. He can, in other words, engage in intellectual operations which simulate those used by professional grammarians and linguists . . . Teachers of English know, of course, that no single system of grammatical analysis is complete (or, for that matter, entirely satisfactory). But even if the system basic to this text were complete, we should not wish junior high school students to know all of it. School, it seems to us, is not a place where one ought to *complete* things. It is where one ought to *begin* things: specifically, to begin using intellectual processes which allow for and inspire continued learning after a unit or course of study is over.

Between these two extremes are several books which, while scarcely leading the student to "engage in intellectual operations which simulate those of the professional grammarian," do make use of techniques adapted from the procedures of phrase-structure grammar. Pupils are shown that certain words are alike in their ability to fill certain slots — or blanks — in a sentence and thus belong to the same class or part of speech. Words which commonly precede these slots are to be used as clues for identifying parts of speech. Attention is given also to affixes as means of identifying parts of speech. Sentences are assigned to pattern types and each type is identified by a formula. In some books, in addition, the concept of transformation is employed to a limited degree.

Books which, in varying ways and to different degrees, make use of such techniques include the following: *Effective English*, by Richard A. Mende and others (Boston, Allyn and Bacon, 1961; Grades 9-12). *The Macmillan English Series*, by Thomas Clark Bowden and others (2nd rev. ed., New York, Macmillan, 1963; Grades 2-12) — but the study of grammar is limited to the high school texts, and the newer approach is evident only in Books 9 and 12. *Handbook for English Language and Composition*, by Charlton Laird (Boston, Ginn and Co., 1964; One volume, for high school). *Modern Grammar in Use*, by S. Schlakman (New York,

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. (Individuals faced with currency restrictions or similar limitations are invited to write to the Editor.) Manuscripts, books for review, and editorial communications should be sent to Frank A. Rice, Editor, THE LINGUISTIC REPORTER, Center for Applied Linguistics, 1717 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 acknowledgement is given.

Globe Book Co., 1964; One volume, for high school). *Writing by Patterns*, by Helen E. Lefevre and Carl A. Lefevre (New York, Alfred A. Knopf, 1965; One volume, for high school). *Grammar, Usage, and Style*, by Edgar H. Schuster (St. Louis, McGraw-Hill Webster Division, 1965; One volume, for high school). *The New Building Better English*, by Norma W. Biedenharn and others (4th ed., New York, Harper and Row, 1966; Grades 2-12) — but grammatical analysis is limited to the high school books. *Using Good English*, by John E. Brewton and others (3rd, "linguistic," ed., River Forest, Ill., Laidlaw Bros., 1966; Grades 9-12).

Some textbook authors — or their publishers — are rather diffident about the grammatical analysis they offer. Thus *Language for Daily Use*, by Mildred A. Dawson and others (New York, Harcourt, Brace and World, 1964; Grades 1-8) emphasizes that the texts for grades 5, 6, 7, and 8 "contain optional lessons on sentence patterns, with appropriate symbols . . ." and the *Teacher's Introduction to Modern English in Action*, by Henry I. Christ and others (Boston, D. C. Heath, 1966; Grades 7-12), points out that the series "introduces some of the newest and most challenging concepts of modern grammar. It utilizes new terminology and shows how teachers may begin working new definitions, new terminology, and new approaches into the regular language study. Yet the work is arranged so that a teacher may concentrate upon traditional elements."

The sixth edition of *Enjoying English*, by Don M. Wolfe and others (Syracuse, N.Y., L. W. Singer, 1966; Grades 2-12), has in its *Teacher's Manual for Book 12* a section dealing with linguistics and its applications. This treats such topics as

form classes, structure words, phoneme, morpheme, intonation, basic sentence patterns, and "Transformational Grammar: A Brief Discussion." There is, however, no discernible use of these concepts in the student's books.

Of the books mentioned so far, only Laird's *Handbook* contains an exposition of English phonology for the pupil. Only one of the books, *The New Building Better English*, makes a serious attempt to present something of the history of the language. One additional text, *Guide to Modern English*, by Richard K. Corbin and others (Chicago, Scott, Foresman, 1963; Grades 9-12), has in its 9th Grade book a chapter on American English dialects which shows the influence of research done for *The Linguistic Atlas of the United States and Canada*. Otherwise there is little attempt to explore language outside what is delimited as "grammar," to relate grammar to a more general understanding of language (with the exception of the Postman book), or to present a coherent view of grammar.

The remaining textbooks examined make a straightforward effort to present a grammar of English according to the principles of linguistics. The mode of presentation is adapted to the intended reader, of course, but the presentation is not so eclectic as in the books mentioned previously. The foremost writer of linguistically oriented books for youngsters in school is Paul Roberts. Roberts' preference among schools of linguistics has changed with developments in linguistic theory, and his three single-volume texts for high school reflect the changes. His *Patterns of English* (New York, Harcourt, Brace, 1956) combines the syntactic anal-

See *School Grammar*, 4, Col. 1

ysis of Fries' *Structure of English* with a phonological description based on that of Trager and Smith's *Outline of English Structure* (Washington, D.C., American Council of Learned Societies, 1951), though grammar and phonology are not well integrated. *English Sentences* (New York, Harcourt, Brace and World, 1962), without completely giving up the Fries-style syntax, introduces the concept of "kernel sentence" and "transformation" drawn from Noam Chomsky's *Syntactic Structures* (The Hague, Mouton, 1957); the phonology is still Trager-Smith and better blended with the study of sentence structure. With *English Syntax* (New York, Harcourt, Brace and World, 1964), a programmed text, Roberts presents an explanation of sentence formation which is based entirely on Chomsky's generative and transformational rules. Phonology is neglected except for a few statements about the morphophonemic component of an ideal grammar.

These three books make no effort to extend language analysis into language use. In *The Roberts English Series: A Linguistic Program* (New York, Harcourt,

Brace and World, 1966; Grades 3–6, eventually 3–9), the author is very much concerned with the application of linguistics into three areas: the relation of sound and spelling, an understanding of sentence formation, and an appreciation of what can be said in English through an examination of some of the things which have been written in the language. To deal with the first of these, Roberts gives the concept of phoneme and introduces, over a four-year period, the phonemes of English, correlating each with the more usual ways of representing it orthographically. The explanation of sentence formation uses almost the full battery of generative-transform categories and rules. Reading selections, with a variety of literary forms and a display of dialectal as well as stylistic differences, are aimed at careful development of the child's ability to get meaning from a written passage.

Modern English Sentence Structure, by Syrell Rogovin (New York/Syracuse, Random House/Singer, 1964), is, like Roberts' *English Syntax*, a one-volume introduction to generative-transform for the high school student. Perhaps because it introduces more changes in the order

of presenting grammar rules, this text seems pedagogically better than the Roberts book.

In *Modern Grammar and Composition*, by David A. Conlin and George R. Herman (New York, American Book, 1965; Grades 9–12 — the 12th Grade book is called *Resources for Modern Grammar and Composition*), the authors have attempted to present "the ideas and methods that have developed from the extensive and intensive study of language during the past thirty years." In line with this, the books emphasize the relation between intonation and the study of sentence structure and punctuation, the use of inductive procedures for analyzing the grammatical system (in a blend of phrase-structure and generative-transform theories), and the differences which separate various kinds of spoken and written usage. Lessons in composition are closely correlated with the grammatical explanation. Various ways of thinking about language are examined in "A Brief History of Grammar," a section of the 11th Grade text, which gives a synopsis of linguistic views from the ancient Greeks down through Saussure, Bloomfield, and Chomsky.

Sixth International Colloquium on Luso-Brazilian Studies

by Henry W. Hoge and Ralph Kite

[Henry W. Hoge is Professor of Spanish and Portuguese at the University of Wisconsin-Milwaukee and Director of the Language and Area Center for Latin America. He is co-author of a basic Portuguese text, *Oral Brazilian Portuguese* (Milwaukee, University of Wisconsin, 1965), and one of the team of authors of the MLA-sponsored text, *Modern Portuguese* (Austin, University of Texas, 1966).

Ralph Kite is an instructor of Spanish and Portuguese at the University of Wisconsin-Milwaukee, and Linguistics Director of the UWM Peace Corps Training Center.]

The Sixth International Colloquium on Luso-Brazilian Studies was convened at Harvard University, September 7–10, and continued at Columbia University, September 11–13. The general theme for the Colloquium was "A tarefa dos próximos vinte anos" (The Task for the Next Twenty Years). The main sections for the plenary sessions were: Geography, Literature and Translation, Linguistics, the Teaching of Portuguese as a Foreign Language, Social Sciences, Fine Arts, History, Music, the History of Science, and Legal Institutions. In each session invited papers were submitted on the

Brazilian and Portuguese aspects of the topics. All papers were presented and discussions were held in Portuguese, the official language of the Colloquium. General discussion from the floor followed each formal introduction of the topic.

The sessions devoted to Linguistics and to the Teaching of Portuguese as a Foreign Language are covered in this brief report. It is noteworthy that the previous colloquia (Washington, 1950; São Paulo, 1954; Lisbon, 1957; Bahia, 1959; Coimbra, 1963) included a session on Linguistics, but that the Teaching of Portuguese appears on the program for the first time in the Sixth Colloquium at Harvard-Columbia. Approximately 300 delegates attended the conference. Professor Francis M. Rogers of Harvard University served as President of the Comissão Organizadora. The *Proceedings* of the Colloquium are to be published by the University of Minnesota Press, under the editorship of Raymond Sayers, of Queens College, New York. All major invited papers will be published in English trans-

lation, together with a selection of the *comunicações livres* (unsolicited papers).

LINGUISTICS

The session of the Colloquium devoted to Linguistics met on Thursday morning, September 8. It included for the first time a section for Galicia in addition to the ones for Brazil and Portugal.

Pilar Vázquez-Cuesta presided over the Galician session, where the principal paper by Ramón Piñeiro Lopez, given in Galician, explored the relationship of that culture with Luso-Brazilian culture. The discussion centered around the interesting linguistic phenomena of a language which flourished during the Middle Ages, lay dormant for three and one-half centuries, then experienced a vigorous renewal from the last half of the nineteenth century to the present. Celso Ferreira da Cunha, from Brazil, and Ernesto Guerra da Cal, Queens College, New York, proposed the formation of an international commission under the Colloquium to coordinate the study of Galician language and culture.

The section for Portugal, with Joseph Piel of the University of Cologne presiding, heard a paper by José Gonçalo Herculanio de Carvalho, University of Coimbra, on the tasks of the next twenty years in linguistic studies in Portugal. The author announced the creation, pending approval by the Ministry of Education, of a center of general and applied linguistics at his university. The center, called CELGA, (Centro de Estudos de Linguística Geral e Aplicada) has a three-part goal: (1) the study of theoretical linguistics, (2) research on languages which do not now form a part of the official curricula in Portugal, and (3) the application of the insights of linguistics to the description and teaching of Portuguese both as a native language and as a foreign language. He further outlined several specific projects already planned for by the center, and announced plans for a Luso-Brazilian symposium on Contemporary Portuguese to be held in Portugal in May 1967. David Feldman, California State College at Fullerton, as the principal commentator, applauded the announcement and made several suggestions for the projects described.

The principal paper in the Brazilian section was delivered by Joaquim Mattoso Câmara, Jr., president of the Latin American Association of Linguistics and Philology. His paper traced the study of Portuguese by Brazilian linguists and pointed out three problems for future efforts: (1) the relationship between the colloquial and literary languages, (2) the relationship between Peninsular and Brazilian Portuguese, and (3) the teaching of Portuguese in Brazil. Brian F. Head, University of Texas and University of Coimbra, whose comments were read by a colleague in the author's absence, suggested that the study of linguistics in Brazil needs considerable modernization. He took particular exception to the 1962 decree which made the study of linguistics obligatory in Brazilian schools. The severe lack of properly-trained teachers, according to Prof. Head, frequently resulted in the presentation of traditional grammar under the name of linguistics. Dr. Mattoso Câmara countered that it was necessary to begin somewhere; otherwise those people who were trained in linguistics would be discouraged from entering the field.

During the Colloquium it was noted that a new Brazilian journal of theoretical and applied linguistics, *Estudos Lingüís-*

ticos, began publication in July of this year. Published by the Centro de Linguística Aplicada of the Instituto de Idiomas Yáziqi, São Paulo, Brazil, the journal will carry articles, reviews, and notes in English or Portuguese with a summary in the other language.

THE TEACHING OF PORTUGUESE

The session devoted to the Teaching of Portuguese as a Foreign Language met on Thursday afternoon, September 8. Presiding at the Brazilian section was Henry W. Hoge, of the University of Wisconsin-Milwaukee; at the section for Portugal, Giuseppe Carlo Rossi, of Naples. The principal papers were presented by Fred P. Ellison, of the University of Texas ("The Teaching of Portuguese in the United States") and by Jean Roche, of Toulouse ("The Teaching of Portuguese as a Foreign Language: Peninsular Portuguese").

Prof. Ellison's paper reviewed the statistics of the teaching of Portuguese in the United States. The World War II "high" of 1800 students was followed by a decline to an estimated 600 students in 1955-56; the following years witnessed a gradual but probably accelerating increase to an estimated 2800 students in 1965. Prof. Ellison then summarized the activities of the PLDG (Portuguese Language Development Group), which has set as its initial objective the production of an introductory text based on modern linguistic theory. This text, the MLA-sponsored *Modern Portuguese*, is now available in a preliminary edition. With reference to the general theme of the Colloquium, Prof. Ellison identified several projects which might contribute to the expansion of Portuguese studies in the United States. Among these are the systematic introduction of Portuguese language courses in the secondary schools and the preparation of teachers for this program; the production of teaching materials for intermediate and advanced Portuguese language and literature courses; the establishment of Portuguese as a B.A. major subject; and the active collaboration of the PLDG, or a similar group, with the American Association of Teachers of Spanish and Portuguese.

The second commissioned paper for this session, presented in résumé by Prof. Roche, brought forth the fact that in France, where for logical reasons the teaching of Peninsular Portuguese is emphasized, the situation closely parallels that in the United States: virtually no

Portuguese students are found at the *lycée* level; in the Faculties of Letters, very few teachers are "full-time" professors of Portuguese (apparently, a total of seven in 1965-66); and the study of Portuguese at the college level is regularly paired as a second language with Spanish or a modern language major. The current enrollment in Portuguese is approximately 1800 students, and represents a slow but steady increase in recent years. Prof. Roche has analyzed the needs of the profession in France, and proposes a renewed emphasis on the spoken language, together with the production of a set of modern teaching materials with an audiovisual orientation. Prof. Roche concluded his paper with a report on the educational reform in France, effective as of October 1966. It would appear that the revised plan may considerably reduce the number of French students electing a Spanish-Portuguese foreign language combination, since a second language selection must henceforth be made from a non-related language group.

Recent and Forthcoming Portuguese Language Materials

"A Selective Bibliography of Luso-Brazilian Linguistics," by Henry W. Hoge; Language and Area Center for Latin America, University of Wisconsin-Milwaukee, September 1966; 70 pp.; over 800 entries.

"Portuguese Language Teaching Materials," by Henry W. Hoge; Language and Area Center for Latin America, University of Wisconsin-Milwaukee, September 1966; 14 pp.; annotated listing of grammars, conversation manuals, reading materials, special supplementary materials, selected dictionaries, and a listing of research in progress.

Modern Portuguese, Vols. I and II (preliminary edition), by Richard Barrutia, Henry W. Hoge, Francisco Gomes de Matos, Frederick Hensey, James Wyatt, and Fred P. Ellison (team coordinator); Austin, University of Texas, 1966.

Advanced Oral Brazilian Portuguese, by Henry W. Hoge and Ralph Kite; University of Wisconsin-Milwaukee, forthcoming September 1967; for intermediate Portuguese language classes or review courses.

Auto-Instructional Language and Area Materials for Brazil, by Henry W. Hoge and Ralph Kite; University of Wisconsin-Milwaukee, forthcoming September 1967; revised version of *Oral Brazilian Portuguese* (1964) with an integrated set of films and tapes and a series of studies on Brazilian society and culture.

Applied Linguistics in Poland

by Janusz Arabski

[Janusz Arabski is Instructor in English, Department of English, Adam Mickiewicz University, Poznań, Poland. He received his B.A. from UCLA and his Master's Degree from the University of Warsaw.]

Applied linguistics in Poland is represented at two centers, one at the University of Warsaw and the other at Adam Mickiewicz University, Poznań. Of the two, only the Poznań Institute of Applied Linguistics is planning research on problems of learning and teaching foreign languages.

The Institute was founded in September 1964. The founder and present head of the Institute is Prof. Ludwik Zabrocki, an outstanding Polish linguist. Since learning foreign languages is becoming more and more popular in Poland, the need of a center which would concentrate its research on problems related to this was urgent and obvious. The results of the Institute's research will be used by all institutions teaching foreign languages on all levels.

RESEARCH

The research work that the Institute is actually undertaking or is going to undertake considers purely theoretical problems as well as applied theory. The first group of problems will concern the following: cybernetic models of speech, models of linear language structures, contrastive grammars, transposition and transformation of bi- and multi-lingual structural elements of language, translation, the psychology and physiology of foreign language learning, and programmed learning.

Working on or solving some of these problems will enable research work to be continued on more detailed and practical questions. These will touch upon the process of learning foreign languages on the basis of cybernetic models of speech, the child's process of language learning, programmed learning, studies on the theory of linguistic interference, the sociology of foreign language learning, and the economical use of time in language learning, as well as such problems as teaching under difficult conditions, e.g. large groups of students, the influence of age on the process of foreign language learning, the role of audio-visual aids and

language laboratories in teaching and learning, and the theory of testing.

EXPERIMENTAL COURSES

The theoretical research is the first stage of the work. In order to verify the theoretical assumptions, the Institute has organized five experimental courses in English, French, and German. The aim of the courses is not only to check the theory but also to test different kinds of audio-visual aids, equipment, and language laboratories. The Institute is also working on development of audio-visual aids and different kinds of teaching machines. Prof. Zabrocki has recently concluded that properly damped booths with loudspeakers are preferable to traditional booths with earphones.

In order to achieve these aims, the Institute has cooperated with experts in many related branches of science. The problems being worked on are closely connected with linguistics, psychology, physiology, neurology, cybernetics, electronics, acoustics, and others. For these reasons, the work of the Institute is directed by a council of experts representing these fields. The council is responsible for making decisions and approving the Institute's research plans. The staff of the Institute consists of five linguists who are experts on English, French, German, and Russian, and a technician. In the near future a mathematician and experts on acoustics and electronics will be added to the staff.

The activities of the Institute are not limited to purely theoretical or experimental work. Every year seminars and series of lectures on applied linguistics will be offered to foreign language teachers. Currently a seminar on cybernetic linguistics intended for linguists and university teachers is being held by Prof. Zabrocki. This year a course on machine teaching for high school and university teachers will also be given.

The most important element of this part of the program is the linguistic journal *Glottodidactica*, published by the Institute. The first issue of the journal came out in April 1966. The journal deals with problems in applied linguistics and methods of teaching foreign languages, with articles in English, French, German, and Russian. It is hoped that the journal will provide an opportunity for Polish and foreign linguists to exchange opinions, thereby furthering the progress of re-

search in the field of applied linguistics. The Editorial Advisory Board members of *Glottodidactica* are the best Polish specialists in the field—Jacek Fisiak, Stanisław Gniadek, Leon Kaczmarek, Stefan Kubica, Antoni Prejbiś, and Alfred Reszkiewicz. The editor of the journal is Ludwik Zabrocki and its co-editor, Aleksander Szulc.

The Institute of Applied Linguistics in Poznań is the only place in Poland specializing in problems of teaching and learning foreign languages, but it is not the only one where work on these problems is being undertaken. The departments of modern languages at Polish universities are interested in that field as well, since they teach foreign languages and educate future language teachers. Each student of modern languages has to take a course in foreign language teaching during his studies, and also has to participate at least once during his studies in a summer course where he finds an opportunity to meet native speakers (foreign lecturers), to use the language he studies, and to attend classes in literature, linguistics, and applied linguistics.

The recently established Department of English, headed by Prof. Jacek Fisiak, at the Adam Mickiewicz University in Poznań has cooperated closely with the Institute. It will be the first university in Poland to offer M.A. degrees in teaching English as a foreign language apart from degrees in English linguistics and literature.

The Experiment in International Living seeks leaders for summer groups which travel to 45 countries in Europe, South America, Asia, Australia, Africa, and the Middle East. Groups consist of from ten to twelve members of precollege, college, or postcollege ages. Leaders should be American-born and educated, 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 needed are Hebrew, Serbo-Croatian, Polish, Portuguese, Japanese. All expenses paid plus honorarium: \$200 for first-time leaders, \$300 for subsequent service. Early application is recommended; the deadline is March 20. Address inquiries to: Leadership, The Experiment in International Living, Putney, Vermont 05346.

Recent CAL Publications

Introductory Course in Dakar Wolof, by William A. Stewart, Cheikh Babou, Dorothy Pedike, and others. Washington, D.C., Center for Applied Linguistics, 1966. v, 466 pp. \$6.00.

Wolof (also known as Ouolof, Volof, Olof, and Jolof) is a member of the West Atlantic branch of the Niger-Congo family of African languages. The present number of speakers is estimated at one million, most of whom are in Senegal, where Wolof is the principal medium of communication.

The first sixty-four pages of the course consist of a brief commentary on the language and its dialects, the spelling and pronunciation, a thorough description of the phonetics, and pronunciation exercises. There are five lesson units, each containing a dialogue, cultural notes, and grammar notes and exercises. Nine appendices provide further cultural information and lists of the stative verbs, pronoun sets, and verbal constructions. A trilingual glossary (Wolof, English, and French) appears at the end. This course was prepared under a contract with the Peace Corps.

Linguistic Society of America Meeting Handbook: Forty-first Annual Meeting, December 1966. Washington, D.C., Center for Applied Linguistics, 1966. iii, 86 pp. \$2.00.

This handbook has been prepared by the Center for Applied Linguistics to serve as a guide to those attending the Forty-first Annual Meeting of the Linguistic Society of America, December 28-30, 1966, as well as to provide a permanent record of the papers presented at that meeting. The handbook consists of the official program, abstracts of the forty papers to be delivered, and abstracts of eight papers read by title only.

All registrants at the Forty-first 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.

Recent CAL Documents

The following CAL documents are available for distribution in limited quantities. Requests should be addressed to the appropriate Office or Program.

"Grants-in-aid for Linguistics and Related Disciplines"; October 1966; 10 pp.; lists thirty sources of financial assistance for the undergraduate, graduate, and postdoctoral levels; from *Information and Publications*.

"Outline Report on the Position and Teaching of English in India"; August 1966; 41 pp.; includes eight charts and a seven-page topical bibliography; from *English Program*.

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meetings and conferences

December 26-27. American Association of Teachers of Italian. New York City.

December 26-29. American Association of Teachers of French. New York City.

December 26-31. American Association for the Advancement of Science, 133rd. Washington, D.C.

December 27. American Association of Teachers of Arabic. New York City.

December 27. American Dialect Society. New York City.

December 27-29. American Association of Teachers of Slavic and East European Languages. New York City.

December 27-29. Modern Language Association of America, 81st. New York City.

December 27-30. Speech Association of America. Chicago, Illinois.

December 28-30. American Association of Teachers of Spanish and Portuguese, 47th. New York City.

December 28-30. American Philological Association. Toledo, Ohio.

December 28-30. Linguistic Society of America, 41st. New York City.

December 29-30. American Association of Teachers of Chinese. New York City.

December 29-30. American Association of Teachers of German. New York City.

December 29-30. American Name Society. New York City.

February 2-4. Southern Conference on Language Teaching, 3rd. Atlanta, Georgia.

CAL "Language Handbook Series"

The "Language Handbook Series" (Frank A. Rice, General Editor) is a project of the Center for Applied Linguistics. Each volume in the series is intended to provide an outline of the salient features of a particular language and a summary of the language situation and language problems of the country or area in which it is spoken. The scope of the series is the major modern languages of Asia and Africa. The first volume in the Series is the *Bengali Language Handbook*, described below. Other volumes forthcoming are for Swahili (by E. Polomé), Arabic (by M. C. Bateson), and Vietnamese (by W. W. Gage).

In each volume each author in his own way treats the following matters: the language in its social and historical setting, its linguistic structure, its writing system (as appropriate), its points of contrast with English, and its literature.

Bengali Language Handbook, by *Punya Sloka Ray, Muhammad Abdul Hal, and Lila Ray*. (Language Handbook Series.) Washington, D.C., Center for Applied Linguistics, 1966. xiii, 137 pp., map. \$3.00.

This volume is a brief reference work on the current state of the Bengali language and literature. Chapter 1 is devoted to the language situation. Chapters 2-8 constitute a structural sketch: phonology, orthography, verbs, nouns, auxiliaries, phrase structure, sentences and clauses. Chapter 9 discusses contrasts with English. The Bengali described is the Chalit standard, the "current language"; chapter 10 discusses its relation

to the Sadhu standard, until recently the unchallenged medium for formal publication and oratory. Separate chapters are given over to two substandard dialects: the Dacca dialect and Chittagong dialect. The last four chapters are devoted to the literature. A fold-out map gives the geographical distribution of the language. The materials were developed under a contract with the U.S. Office of Education.

Language Development in Kenya

The former Special Centre of the Kenyan Ministry of Education is now known as the Language Section, Curriculum Development Centre, working in conjunction with the Mathematics and Science Sections of the Centre. The Language Section's particular concern is with the teaching of language: English, presently the medium of instruction throughout, the pupils' mother tongues, and Swahili.

The Language Section is carrying out a continuing program of evaluation of materials, both those being produced for the upper primary levels and those now being used in the three years of the lower primary school. This involves close contact between members of the Language Section's staff and teachers in the classroom and their supervisors. It also involves assistance by staff members in the in-service training of teachers and assistant education officers.

book notices

A Linguistic Guide to Language Learning, by William G. Moulton. New York, Modern Language Association of America, 1966. xii, 140 pp. \$1.50.

Originally planned as part of a handbook for adults who need to learn a language on their own, this book provides a clear introduction to the principles of language and linguistics which will also be helpful to teachers of both English and modern foreign languages. The main thesis is that "there is a kind of linguistic sophistication which, once learned, will make the learning of any foreign language less arduous, more efficient—and probably also more enjoyable" (p. x). An appendix provides a listing of useful books on linguistics, phonetics, contrastive structure, and language learning.

Readings in Linguistics I: The Development of Descriptive Linguistics in America, 1925-56, edited by Martin Joos. 4th ed. Chicago, University of Chicago Press, 1966. vii, 421 pp. \$8.50.

A basic collection of forty-three articles illustrating the development of descriptive linguistics in the United States during its formative period; originally published by the American Council of Learned Societies in 1957. The growth of a new trend in linguistics since 1957, i.e. transformational generative grammar, deflected the development of structural linguistics and gave this volume an unanticipated completeness as a record of research in neo-Bloomfieldian linguistics and as an illustration of the formation of theory.

Readings in Linguistics II, edited by Eric P. Hamp, Fred W. Householder, and Robert Austerlitz. Chicago, University of Chicago Press, 1966. x, 395 pp. \$8.50.

A companion volume to *Readings in Linguistics I* (see above), containing thirty-nine articles by twenty-four European linguists. The criteria for inclusion were scholarly quality and pertinence to the particular field, and for exclusion, chronology—anything written before the mid-twenties—and the presence of the item in other collections now in print or firmly projected. English, French, and German writings are included, the latter two without translation.

Writing Transformational Grammars: An Introduction, by Andreas Koutsoudas. New York, McGraw-Hill, 1966. xiii, 368 pp. \$7.95.

The purpose of this book, written primarily as a text for an introductory course in syntax, is to help the reader learn how to write transformational grammars. The first two chapters of the book provide the minimal theoretical background necessary; the third chapter is devoted to morphophonemics; and each of the last five chapters focuses on a particular syntactic notion, i.e. co-occurrence relations, agreement, permutation, conjoining, and embedding, in that order. Problems and exercises are included in each of the last six chapters, ordered in terms of relative difficulty. The author notes that "the theory exemplified in this book does not contain a number of changes that have been proposed as a result of ongoing research, in particular those discussed by Chomsky in *Aspects of the Theory of Syntax* (M.I.T. Press, Cambridge, Mass., 1965)."

Portraits of Linguists: A Biographical Source Book for the History of Western Linguistics, 1746-1963, edited by Thomas A. Sebeok. (Indiana University Studies in the History and Theory of Linguistics.) Bloomington, Indiana University Press, 1966. 2 vols. (xvi, 1185 pp.) \$27.50.

Assuming that "the truism that holds for every other creative discipline is true of linguistics as well: that the scientist's work tends to mirror his personality," the editor has collected 90 biographical sketches by distinguished linguists "aimed to marry important ideas with significant personalities." The portraits are reprinted in the original English, German or French, and are arranged chronologically by order of the 73 subjects' year of birth: Sir William Jones-Benjamin Lee Whorf. An index of names appears at the end.

Foreign Language Learning: A Linguistic Introduction, by Robert L. Polltzer. Prelim. ed. Englewood Cliffs, New Jersey, Prentice-Hall, 1965. ix, 155 pp. \$1.75.

This book is addressed primarily to students of foreign languages. It is divided into four major sections: Language and Language Learning; The Nature of Language; The Problems of Foreign Language Learning; How to Learn a Foreign Language. Each section is followed by a series of "Learning Exercises," and some also include "Questions." The first three parts are based entirely on English; the fourth part introduces problems related to French, Spanish, and German. A major emphasis of the book is on the importance of creating concepts and understanding of the subject matter rather than the development of skills alone.