Currently, federal agencies and various state departments of education are conducting literacy programs and programs in ESOL (English for Speakers of Other Languages) for some 1,500,000 Mexican-American migrant workers. To a great extent these programs have been to some degree unsuccessful because they have disregarded the learner's psychological set and cultural heritage. In spite of research which shows that children learn to read and write English faster and more effectively if first taught their native Spanish, schools continue to insist on all-English classes. This, in addition to the mental confusion and incomplete mastery of the two languages which the all-English approach produces, results in (1) poor achievement on diagnostic tests and in classwork, (2) high dropout rates, and (3) illiteracy (often in both Spanish and English). Inappropriate methodology and materials are two basic reasons for failure in the adult education programs. Signifying a "brighter future" in the field of ESOL are (1) greater efforts at coordination by national agencies, (2) innovative programs, and (3) the use of professionally trained ESOL specialists. This article appears in "The Linguistic Reporter," April 1968. Single copies are available upon request from the Center for Applied Linguistics, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036. (AMM)
ESOL and the Mexican-American

by Peter Scarth and Timothy F. Regan

Few people outside of the programs of the War on Poverty realize the scope of educational programs for Mexican-American migrant workers in the United States. Currently, the Office of Economic Opportunity, the U.S. Office of Education, other federal agencies, and various state departments of education are conducting literacy programs and programs in English for speakers of other languages for some 1,500,000 Mexican-American migrant workers.

The Mexican-American migrant workers and his family have been the target of many varied educational programs. To a great extent, these programs have been to some degree unsuccessful because they have treated the learner without regard for his psychological set and his cultural heritage.

ESOL programs for Mexican-Americans have generally proven more successful for children than for the adult population. There are several reasons for this: children are more receptive, have more formal contact with oral and written English, and have more need to use English in the schools, etc. However, in spite of the successes of the Cuban bilingual schools in Miami, in spite of research which shows that children learn to read and write English faster and more effectively if first taught their native Spanish,1 schools continue to insist on all-English classes. Indeed, in some schools teachers still actively discourage Mexican-American children from speaking Spanish. These factors, plus George Sanchez' findings 2 on the mental confusion and incomplete mastery of the two languages which the all-English approach produces in non-English-speaking individuals, have resulted in poor achievement on diagnostic tests and in classwork, high dropout rates and illiteracy (often in both Spanish and English), with concomitant inability of these children to function effectively in the majority culture around them.

The adults do not fare much better than the children. Adult education programs in the Southwest United States have only recently added ESOL to the curriculum in a belated attempt to meet the needs of the Mexican-American student. Unfortunately, ESOL has not had the hoped-for effect of meeting these needs. There are two basic reasons for this failure: inappropriate methodology and inappropriate materials.

Current ESOL methodology in this field is still basically an attempt by insufficiently trained teachers to combine audio-lingual and mechanistic reading techniques,3 with the result that the already disadvantaged Mexican-Americans remain unable to communicate in English, thus casting doubt upon the efficacy of the audio-lingual approach. Many linguists feel that, in addition to the problem of the inadequately trained teacher, this atomistic, two-skill approach to language is unrealistic for learners whose culture and needs are primarily bound up in the written form.4 More successful methods have dealt directly with these needs and have produced materials which take into account not only the linguistic aspects of the language, but also the cultural and perceptual sets of the learner.

See ESOL, 2, Col. 1
The most important cultural factor affecting the ESOL situation is the struggle of the Mexican-American to retain his linguistic and cultural heritage while still acquiring the skills necessary to compete in the majority culture. The Mexican-American hopes to achieve acculturation, rather than undergo the assimilation traditional for immigrant groups in the United States. Some projects have identified this need and have promoted a bi-cultural curriculum.

The perceptual set of the adult Mexican-American is also quite different from that of the majority culture. All available research data, including the extensive Mexican American Project (University of California, Los Angeles, 1965), indicate that the Mexican-American migrant worker tends to evaluate all his experience in relation to his day-to-day existence. ESOL methodology and materials which are most effective are those which take into account the age and socioeconomic status of the learner and this particular goal orientation. The English language is here treated, according to William A. Stewart, "... as a personally useful tool of social interaction rather than as a rote learned device of principally esthetic value."

Such an approach includes the use of audio-lingual techniques, but also introduces reading almost simultaneously, using techniques more often found in literacy classes. A percentage breakdown of the classroom activities of one statewide project (Home Education Livelihood Program, New Mexico) is as follows: 30 per cent listening, 30 per cent speaking, 30 per cent reading, and 10 per cent writing. The greater emphasis on reading permits a wider range of reinforcement, focused on survival skills in daily activities. The substantive content material can then become a vehicle to attain these skills.

Programs which have produced effective text materials and curricula generally use high-frequency word lists (e.g. Dolch, Thorndike, Wilson, etc.) together with vocabulary gleaned from the pre-vocational and vocational courses which the students have chosen (e.g. English for Today, Homemaking Guide, Woodworking Manual, Home Education Livelihood Program, Albuquerque, New Mexico, 1967). Other materials which have effectively met the Mexican-American's expressed needs are English Language and Literacy, by Dennis Preston (University of Wisconsin, Madison, Wisconsin, 1967), and English Sequential Patterns, produced by the Tucson, Arizona, school system. One of the most complete sets of materials is the twenty-two lesson Valley Migrant League English Series (Valley Migrant League, Woodburn, Oregon), used to teach basic oral English to seasonal farm workers who speak Spanish. These lessons have three basic controls: (1) vocabulary from the Lorge-Thorndike list, (2) basic patterns of English as presented by the University of Michigan's English Language Institute, and (3) appropriate content of dialogues and drills.

There are many commercially available materials which provide a multi-level approach to individualized instruction (e.g. Reading for a Purpose, Follett Publishing Co.; SRA Reading Laboratories, Science Research Associates; Reading Skill Builders, Readers' Digest; Basal Reading Series, Behavioral Research Laboratories; Adult Reader, Steck-Vaughn Co.). These remain very popular with project staffs but are usually not appropriate for the learner in terms of difficulty, interest, and cultural content.

In summation, while the ESOL picture for Mexican-Americans may have appeared bleak in the past, the future appears brighter. Professionally trained ESOL specialists are now being employed in greater numbers as permanent staff and technical assistance consultants in the agencies responsible for such programs. Greater efforts at coordination by national agencies (e.g. Office of Economic Opportunity—Office of Education bilingual program for Mexican-American families in McAllen, Texas) and innovative programs for Mexican-Americans (e.g. ETV—ESOL Project at the University of Arizona) promise welcome assurance of a rise in the quality of ESOL programs and a more significant professional contribution to the problem.


Cooperative Program on Reading Problems

The Ford Foundation has announced a grant of $131,160 to the Center for Applied Linguistics and the Interdisciplinary Committee on Reading Problems to facilitate collaboration on problems of reading disability among school, educators, and scientists in a variety of fields. Reading problems have been recognized as underlying causes of school failure, delinquency, emotional disturbance, and economic disadvantage for many pupils and adults. Although important work on such problems, both in research and in treatment, is being done from a variety of viewpoints, resources for coordination of efforts and interchange of knowledge have been limited.

In an effort to bring together representatives of the various disciplines concerned with reading problems, Alfred S. Hayes, Director of CAL's Language in Education Program, invited some 42 scholars and researchers to a conference on reading problems in September 1966.

Conference participants represented such disciplines as neurology, psychiatry, pediatrics, linguistics, psychology, sociology, and education. As a consequence of this conference, a proposal for an interdisciplinary action program was submitted to the Ford Foundation, which resulted in the grant described above. The program is housed at CAL; Dr. Doris V. Gunderson is the Executive Director. There are six task forces dealing with specific areas of reading problems: definition and etiology, diagnosis and early prediction, incidence and implications, treatment configurations in an educational setting, treatment configurations in other settings, and administrative aspects of school programs. The main aim of the committee is to identify the problem of reading disability, define it, describe it, determine how it is being managed now, and make concrete proposals for its better management.

The University of Connecticut announces aspects of linguistics, the program will establish with this bias in the hope that it could be outstanding as one of the rare departments of linguistics in the United States that has chosen to make it possible for students to specialize in experimental phonology while acquiring training in general linguistics. The present faculty consists of three scholars whose major research interest is in phonology and experimental phonetics: Arthur S. Abramson (Head of the Department), Philip Lieberman, and Ignatius G. Mattingly. A fourth scholar, whose major strengths are in syntax and linguistic theory, is expected to join the faculty. A rather comprehensive laboratory for phonetic research (sound spectrograph, multi-channel instrumentation recorder, a volume plethysmograph and other equipment for monitoring physiological events, and a terminal analog speech synthesizer) is being established. A digital equipment corporation PDP-9 computer will be available for on-line applications.

Application forms for admission and for financial support may be obtained by writing to the Graduate Admissions Office, University of Connecticut, Storrs, Connecticut 06268.

11th FILLM Congress

The 11th International Congress of the International Federation for Modern Languages and Literatures (FILLM) will be held in Islamabad, Pakistan, September 12-28, 1969. The proceedings of the Congress will occupy the second week of this period, the first being devoted to excursions to places of interest in Pakistan. The general theme of the Congress will be 'Tradition and change' and will be treated in four sections: 'Language and literature as an expression of dissent,' 'The rediscovery of tradition,' 'The universal and the particular in literary creation,' and 'Literary and linguistic interaction.' There will also be a one-day symposium on 'The translator and the problem of cultural communication'.

Correspondence should be addressed to: Ijaz Husain Batalvi, 4, Turner Road, Lahore, Pakistan.

The Linguistic Reporter April 1968

PL-480 and Linguistics

by Mortimer Graves

(Mortimer Graves is Executive Director Emeritus of the American Council of Learned Societies and author of the Dingell Amendment referred to below. He is now conducting a study of the effectiveness of the foreign library acquisitions program established under this Amendment. For a comprehensive account of the program, see Mr. Graves' article 'Congress Helps American Libraries to Discover the Spherical World' in the January 1968 issue of the ACLS Newsletter.)

Public Law 83-480 (PL-480) is the Agricultural Trade Development and Assistance Act passed by the 83rd Congress in 1954. As a major element in the 'Food for Peace' movement of the day, it established the mechanisms for the Government to use the foreign currencies thus generated. In 1958, an amendment to the Act, sponsored by Representative John D. Dingell of Michigan, added to these purposes authorization to the Librarian of Congress to employ such of these currencies as might 'be annually' appropriated by Congress for the purchase, servicing, and distribution of books, periodicals, and related materials to American research libraries concerned with the respective foreign areas.

By the end of 1967 the Library of Congress was maintaining PL-480 Programs in India, Pakistan, Israel, Middle East (United Arab Republic), Indonesia, Nepal, Ceylon, and Yugoslavia. Programs in Burma and Poland have been authorized and financed but not yet implemented; programs in Tunisia and Congo are under consideration. The Government owns currencies in many other countries, but higher priority Government needs as determined by the Bureau of the Budget limit the number of countries which can be involved. The Library's method of operation is to set up in each country an American Libraries Book Procurement Center under the control of a Coordinator of Overseas Programs in the Library in Washington.

About forty American libraries participate in one or more of these programs, receiving materials in both English and the language or languages of the countries of their several concerns. These are clustered in the Northeastern and Middle Atlantic states as far south as Duke University; in the Middle West as far as Minneapolis; and on the West Coast. Each of these institutions makes a substantial contribution in both dollars and services to the necessary overall and catalyzing costs. Each receives in return a copy of virtually every current book, periodical, serial, and newspaper which is considered by the relevant Procurement Center to have significant scientific, scholarly, or cultural interest to the United States, and which is available in the local publication outlets, together with appropriate cataloguing information and catalog cards.

At the end of 1967 this influx of printed matter had reached a total of seven or eight million items in upwards of thirty languages, and is increasing at the rate of nearly two million items a year. In spite of the tremendous burden placed upon the libraries by this new mass of unfamiliar accessions, with their enencroachment upon scarce space and services, particularly those of librarians trained in the multifarious languages, the Library of Congress and the
developed in these countries as in the
involved we have a very b pad conspectus
linguistics. For any of the languages in-
these accessions means that they include
participating institutions have responded
PL-480 from paper pad.

Each Procurement Center produces a
periodical (frequently monthly) Acces-
sions List, indicating transliteration and
translation of the titles entered, brief
descriptive statement of content in En-
lish, and publication data, with annual
or semi-annual cumulative lists of serials
and author indexes. These Accessions
Lists, now numbering more than 200, are
freely available to any library or research
institution, participant or not, and every
college and university library ought to
have them. Even casual perusal of them
would be rewarding to almost any
linguist. Moreover, all the materials ac-
quisitioned under PL-480 are available
on inter-library loan.

This note concerns primarily the for-
ign language materials acquired under
these programs. In addition, there is a
supplementary program under which 310
American public and college libraries re-
ceive a selection of titles in English
(abut a quarter of the publications from
India are in that language). These may,
off course, include something useful to
linguists, but even if not, the recipient
library—though not a participant in the
foreign language program—does have a
channel of contact with PL-480 and
should have the Accessions Lists.

It is hoped that these brief remarks
will stimulate use of these materials at
awaiting serious employment. Inquires
for further information might be ad-
dressed to the Coordinator of Overseas
Programs, Library of Congress, Wash-
ton, D.C. 20540, or to the present writer
in care of CAL.

Language-Teaching Abstracts. Published by
Cambridge University Press. Quarterly. First
issue: January 1968. Subscription: 20s. ($3.50
in U.S. and Canada); single issues 7s. 6d.
($1.00). Edited by the English-Teaching In-
formation Centre of the British Council and
the Centre for Information on Language
Teaching. Subscription correspondence to:
Cambridge University Press, Bentley House,
P.O. Box 92, 200 Easton Road, London,
W.1, England; or Cambridge University
Press American Branch, 32 East 57th
Street, New York, New York 10022.

Aims to keep teachers and others pro-
essionally concerned informed of the latest
research and developments in the study of
modern languages. Each issue will include
approximately 75 abstracts of articles from
the more than 300 journals regularly ex-
amined as sources, covering work in general
and applied linguistics, education theory and
methods, the theory of language learn-
ing, and the teaching of foreign lan-
guages at all levels of proficiency. A second
issue: December 1967. Price $1.00. All cor-
respondence to: Cambridge University Press,
Cambridge, Mass.

Journal of English as a Second Language,
Published by Chilton Books and the Amer-
ican Language Institute of New York Uni-
versity. Annual. First issue: December
1967. Subscription: $8.00 (student rate
$6.00); single issues $4.00. Subscription cor-
respondence to: Chilton Books, 401 W. 57th
Street, Philadelphia, Pennsylvania 19106. All
other correspondence to the Editor: Prof.
Robert C. Llutoh, American Language Insti-
tute, New York University, 1 Washington
Square North, New York, New York 10003.

Formerly published as Occasional Papers:
A Publication of the American Language
Institute (see LINGUISTIC REPORTER, February
1967, page 5). Includes articles, corre-
respondence, a question-and-answer section,
and reviews of books on linguistics and
language teaching.

CCD Language Annual. Published by the
Center for Curriculum Development of
Chilton Books. Annual (December). First
issue: December 1967. Price $5.00. All cor-
respondence to: Office of the Director, Cen-
ter for Curriculum Development, Chilton
Books, 401 Walnut Avenue, Philadelphia,
Pennsylvania 19106.

Aims to fill the need for guidance in
English to the foreign students at the
University. The director will be Dr. Betty
Wallace Robinson, who will come from
Ball State University, to Minnesota as
professor of linguistics and English. The
new program will have the support of a
new advisory committee on English as
a second language, chaired by Professor
Harold B. Allen

The Linguistl Rep. 6, 1968 April 1968

Linguistics at McGill

The Department of Linguistics of McGill
University, Montreal, established in Sep-
tember 1966, offers courses at the under-
graduate level and a research seminar.
Students may include linguistics in the
B.A. program according to various
degrees of concentration: as a continua-
tion subject, as a Major, or in a Joint
Honours program. A graduate program
is scheduled to start in September 1968.
For further information write to Prof.
André Rigaullt, Chairman, Department of
Linguistics, McGill University, Montreal
2 P.Q., Canada.

University of Minnesota will begin a new
program in English as a second lan-
guage in September 1968. This program
will make available both an M.A. and a spe-
cial certificate in the teaching of English
as a second language, incorporating as
well the existing program in teaching
English to the foreign students at the
University. The director will be Dr. Betty
Wallace Robinson, who will come from
Ball State University, to Minnesota as
professor of linguistics and English. The
new program will have the support of a
new advisory committee on English as

The American Dialect Society

The American Dialect Society, organized in 1889, has as its object the study of the English language in North America, together with other languages influencing it or influenced by it. One of the constituent members of the American Council of Learned Societies, the Society has at present over 500 members. The president of the Society is Raven I. McDavid of the University of Chicago.

The Society's semiannual journal, *Publication of the American Dialect Society*, publishes studies in regional speech and localisms, place names, linguistic geography, usage, non-English dialects, new words, and proverbial sayings. The Editor of *PADS* is I. Willis Russell of the University of Alabama. Although short notes occasionally appear in *PADS*, the general policy is to devote each issue to two or three long articles, and sometimes to a single study of monograph length.

The Dictionary of American Regional English, a project of the Society, is in preparation at the University of Wisconsin. Frederic G. Cassidy is its editor-in-chief.

Membership in the Society is open to any individual or institution interested in its aims and activities. Dues are now $5.00 a year (student rate $3.00) and include the member's subscription to *PADS*. Since publication of *PADS* is behind schedule, those who wish may subscribe at the former rate of $3.00 a year for 1966 and 1967 to receive the issues for these years as they are published. Dues should be sent to the Secretary-Treasurer, A. Hood Roberts, Center for Applied Linguistics, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036.

The Society invites papers for the 1968 annual meeting, to be held in conjunction with the Modern Language Association meeting in New York, December 27–29. Papers are generally in the same areas as the studies published in *PADS*, although there has been an increasing emphasis in recent years on social dialect studies. Those with research findings in any of these areas are invited to submit papers for the annual meeting. They are requested to supply the title, five copies of a type-written abstract, and a statement of time needed for presentation (fifteen minutes maximum), by June 15, to the Secretary-Treasurer of the Society.
book notices


Seeks to restate the thesis, challenged in recent years by many students of behavior, that man's language capacity is based on specific, biologically determined propensities, including anatomy, physiology, and ontogeny, and to make the specific assumptions so explicit that they may be subjected to empirical tests. One purpose of the book is to show what type of investigations might lead to new insights and thus give new directions to old inquiries. The appendices, "The formal nature of language," by Noam Chomsky, and "The history of the biological basis of language," by Otto Marx, are followed by author and subject indexes.


A selected listing of 615 articles and books in the field of Arabic language studies published between 1960 and 1967. It contains materials written in European languages as well as Arabic. Its scope includes works in theoretical and applied linguistics as well as relevant philological studies. The Arabic language entries are given in the Arabic script, with transliteration and translation. The bibliography is divided into thirteen sections, covering the history of Arabic linguistics, phonology, grammar, stylistics, semantics, lexical studies, dialectology, language and culture, scripts, and language teaching. Author and subject indexes.

This work was commissioned by the ERIC Clearinghouse for Linguistics, a part of the Educational Resources Information Center of the U.S. Office of Education.


A general introduction to the history and structure of Japanese, including chapters on the historical and geographic setting, genetic relationship, dialects, phonology, grammar, vocabulary sources, and writing system. Outstanding features are the emphasis on Japan's "linguistic debt" to China and new data on Japanese as an Altaic language. Appendaged material includes word indexes and a collection of 25 plates with commentaries. The book presupposes no previous knowledge of Japanese.


Entries are printed in the Hankul spelling according to South Korean orthographic standards, followed by the Yale romanization, from which the North Korean spelling can be automatically predicted. The native Korean vocabulary is emphasized, but commonly used Chinese and European loanwords are included. Chinese characters are given for words of Chinese origin and a list of all common Chinese bound nouns begins each homophone group. For the more important entries, examples are given to illustrate both meaning and grammar. Detailed explanations and examples are given for all particles and endings, and there are also entries for each of the shorter inflected forms that might be confused with some other word.

Preparation of this dictionary was aided by grants from the Program in Oriental Languages of the American Council of Learned Societies, and publication was made possible by a contract with the U.S. Office of Education.


The purpose of this text is to provide the American learner with the basic grammatical equipment and vocabulary, based on the standard official language of India. The course is designed to be administered by a linguist and a Hindi-speaking assistant. Lesson One presents the phonology and the roman transcription used throughout the text. Each lesson thereafter presents one or more points of grammar with appropriate exercises. Lessons 1-16 are accompanied by conversational texts, lessons 17-40 by reading texts. A companion volume, Introductory Hindi Readings, will contain the Devanagari version of all the conversations and texts in this book. Hindi-English and English-Hindi glossaries and an index are appended.

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


This text, based on the dialect of the educated classes of Pakistan, provides theUrdu parallel for the author's Hindi Grammar and Reader (see above). The text is organized in the same manner, with all Urdu material in a roman transcription. Its companion volume, Introductory Urdu Readings, will contain the Nastaliq version of all the conversations and texts. This work was prepared under contract with the U.S. Office of Education.


Prepared under the general editorship of Richard J. O'Brien, S.J., with Robert Lado and J. Mattoso Camara, Jr., as consultants. This is the second of two volumes prepared for a basic course in Portuguese (see Linguistic Reporter, October 1966, page 6). Each of the twenty lessons contains a dialogue, cultural notes, orthography practice, structure and drills, and a passage for reading. Except for an English version of the dialogue and glosses of new words introduced in the reading selections, this volume is entirely in Portuguese. A Portuguese-English vocabulary for both volumes is appended.


First published in Rio de Janeiro in 1956 as Uma Forma Verbal Portuguesa: Estudo estilistico-gramatical. The study presents a morphological and semantic analysis of the forms ending in -ria, as well as tracing the historical development of the Portuguese verbal system.

Swahili Readings with Notes, Exercises and Key, by Alfons Loogman. (Duquesne Studies, African Series 2.) Pittsburgh, Duquesne University Press, 1967. xii, 279 pp. $7.50.

A collection of 51 reading passages representative of a variety of styles of written Swahili. Notes provide necessary translations and grammatical or cultural information. The exercises for translation from English to Swahili are closely integrated with the readings. Accompanying tapes are available from the publisher.

Intermediate Chinese Reader, by John DeFrancis with the assistance of Teng Chia-ye and Yung Chih-sheng. (Yale Linguistic Series.) Published for Seton Hall University by Yale University Press, New Haven and London, 1967. 2 vols. (xvi, 1427 pp.) Each vol. cloth $7.50; paper $3.75.

A sequel to Beginning Chinese Reader, this work is closely correlated with the author's Beginning Chinese, Intermediate Chinese, Advanced Chinese, and the character versions of these texts. Salient features include the selection of characters on the basis of frequency, provision of a large number of compounds and a great amount of reading matter relative to the number of characters, and the inclusion of dialogue material to provide audiolingual reinforcement. The work was supported by a contract with the U.S. Office of Education.

The Linguistic Reporter April 1968

Originally published as La méthode comparative en linguistique historique (Oslo, Nygaard, 1925), this volume includes a series of lectures on the values and limitations of the historical method first presented by the author at the inauguration of the Instituttet for Sammenlignende Kulturforskning (Institute for the Comparative Study of Civilizations), Oslo.


Three essays intended for the general reader of West African history as well as the specialist linguist or historian. The essays are bio-bibliographical, describing significant works and personalities in the study of Nigerian languages from 1825 to about 1890. Each of the essays is accompanied by one or more bibliographies for the specialist in linguistics. The languages principally discussed are Yoruba, Hausa, Kanuri, Nupe, Igala, Igibira, Ibo, and Ijaw.


The purpose of this dictionary is to provide a historical record of words and expressions characteristic of the various spheres of Canadian life during the almost four centuries that English has been used in Canada. The dictionary is intended to provide the meaning, or meanings, of such terms and, where relevant, their pronunciation, etymology, and scope—both in time and space; dated quotations, an extensive cross-referencing system, illustrative drawings, and explanatory notes relating to usage, disputed origins, and other contentious matters (p. xii).


A study of the historical development of English prose with emphasis on the structure of the sentence. Examples representative of a broad range of literature illustrate the theme of continuity from Anglo-Saxon times to the present while pointing out the variations characteristic of each period.

A concluding section provides discussion questions and exercises.

The Linguistic Reporter April 1967

meetings and conferences

April 4-6. Conference on College Composition and Communication, 19th. Minneapolis, Minnesota.
June 14-18. Canadian Linguistic Association, Calgary, Alberta, Canada.
July 2-August 14. Summer School of Linguistics, Edmonton, Alberta, Canada.
July 22-26. Brazilian Linguistics Seminar, 4th. Sao Paulo, Brazil. (Write: Centro de Linguística Aplicada, Aurora 713, 8°, Sao Paulo, Brazil.)
August 5-9. Seminaire de Linguistique appliquée à l'Enseignement des Langues Vivantes. Aix-en-Provence, France. (Write: AFLA, 9, rue Lhomond, Paris 5e, France.)


Deals with the linguistic and cultural problems confronting foreign students and professionals, with emphasis on those in the United States. Part I presents background and statistical data relating to the international exchange of students. Part II suggests some practical solutions for overcoming language and cultural barriers. Part III discusses the questions of financing international training and education. A selected bibliography is appended.


This book, intended to form the basis of a one-semester or two-semester course in the English language, combines a traditional history-of-the-language approach with modern linguistic analysis. In its account of the historical evolution of English, it also describes the major features of the language at each stage of development: phonology, morphology, syntax, and formal stylistics.

The first two chapters deal with the present status and structure of the language; chapters 3-10 deal with historical and structural factors; chapter 11 discusses American English; the final chapter assesses the future of the English language. Each chapter is provided with a selective bibliography and questions for research and discussion. A glossary defines and illustrates terms and principles of modern linguistic analysis.


A revised and expanded edition of the author's Vietnamese-English Dictionary published in 1959. There are about 48,000 entries, including both morpheme and word lists. Synonyms, antonyms, and items to be compared are provided. Reproducible forms, additive forms, verb-object compounds, Sino-Vietnamese compounds, and other polysyllabic loan-words are listed as independent entries. Includes military, political, business, and scientific and technical terms. The pronunciation guide, pp. xi-xvi, provides the North, Central, and South Vietnamese equivalents for the Quöc-ngu spelling.


Intended for teachers and laymen affected by the introduction of linguistics into the elementary and secondary school English curriculum. Part I provides simple, clear answers to the frequently-asked questions 'What is linguistics?', 'What do linguists do?', 'What is linguistics good for?' Part II consists of six chapters, each dealing with a particular field of linguistic inquiry and describing briefly the kinds of inquiries linguists have made in that field and some of the results they have produced, along with some of the important educational applications of that field of linguistics.
Toronto Linguistics Institute

The Toronto Institute of Linguistics was formed in 1950 as a cooperative undertaking representing some 29 denominational and inter-denominational mission boards and societies having their headquarters or branch offices in or around Toronto. The facilities of Victoria University have again been made available to the Institute this year for a four-week summer course, June 1–28. The Institute has a growing library of practical linguistic material which is available to students in the course.

The purpose of the Toronto Institute of Linguistics is to introduce the prospective missionary to applied linguistics, training him in the skills essential to the learning of a foreign language, and giving him some awareness of the cultural situation in which people live and speak.

A short, intensive course in applied linguistics may be the only preparation a prospective missionary receives for facing the language problem, though it often constitutes his greatest initial burden. Recognizing both the seriousness of the problem and the shortness of the time available for instruction, the staff has concentrated on presenting a program that treats the essentials in three courses of instruction: (a) Phonetics, a series of carefully controlled exercises in the development of skills in hearing and producing distinctions of sounds. The sounds which are practiced are chosen for the frequency with which they occur in languages of the world and the degree of difficulty which they pose for speakers of English. (b) Techniques for Language Learners, a series of lecture-demonstrations focusing on techniques for constructing and using a wide variety of drills and exercises designed for the learning of pronunciation, grammar and vocabulary, on techniques for working on language problems with native speakers, and on techniques for supplementing prepared materials. (c) Communication, a series of lectures dealing with the role of communication and language in mission strategy, in missionary preparation, and in the overall task of the church, including theoretical background from the fields of linguistics and anthropology which relates to the understanding of verbal behavior and its importance in human affairs.

Inquiries about the Toronto Institute of Linguistics should be directed to the Secretary-Treasurer, Miss Mary C. Urquhart, Suite 200, 1835 Yonge Street, Toronto 7, Ontario, Canada.

New Language Association in Washington, D.C.

The Greater Washington Association of Teachers of Foreign Languages was organized in December 1967, in response to the need for a permanent local professional organization dedicated to uniting foreign language teachers on all educational levels and working toward the improvement of foreign language programs. The president is Professor Helen B. Yakobsen of George Washington University. Committees have been formed to study teacher training in the greater Washington area and the interrelationship of language courses at the different levels from grammar school through college.

Membership in the Association is open to teachers of modern and classical languages in both public and private education and to all persons with a professional interest in foreign language teaching in the District of Columbia and the neighboring counties in Maryland and Virginia. Those wishing to join the Association may send $2.00 for dues to the Treasurer, Mr. Andrew Trent, Western High School, 35th and R Streets, N.W., Washington, D.C. 20007.