11-1972

The Informant Volume V, Number 1

Western Michigan University

THE INFORMANT

An interdisciplinary newsletter distributed by the Department of Linguistics
at Western Michigan University to provide information about developments in
linguistics to students, staff, and friends in the field.

Indian English

D.P.S. Dwarikesh
Assistant Professor of Linguistics

The present paper is a tentative outline of a research work in progress.
In this outline my aim is to isolate some of the broader, more important
socio-cultural and linguistic factors underlying the creation of Indian Eng-
lish (INE),[1] which is used as a foreign language by Indian bilinguals (in
addition to their native language) and which serves as the communication
bridge between Indian language groups. The ultimate goal of this research
(upon completion) is to formulate a profile of INE bilingualism, and thereby
to classify these bilinguals into types of linguistic communities. (In this
context, it is important to note that only a very insignificant segment of
the Indian population has ever been exposed to the English epeaking world.
The number of INE bilinguals in India constitutes merely two per cent or so
of the total population.)

To delimit the scope of the paper, the question of pronunciation of INE
will not be dealt with here; however, one important point must not go unno-
ticed. I do not agree with the often-expressed view that there is no such
thing as pan-Indian English pronunciation. Although is is true that in each
region, INE has been influenced by the pronunciation of the native speech of
that region, and therefore, there are as many regional pronunciations of INE
as there are regional languages or dialects, nevertheless there is a common
core of INE pronunciation--consisting of both articulatory features and pro-
sodic features, including stress--which distinguishes the pronunciation of
INE as a whole from other forms of English (such as AE, BE). These two types
of pronunciation of INE--i.e., pan-Indian and regional--may be termed macro-
pronunciation and micropronunciation respectively.

Although English has been in India for over two hundred years, and In-
dians have developed some association with it, nevertheless it is a distant
foreign language to almost every Indian--both socio-culturally and linguis-
tically. One of the reasons for the formulation of INE is the meager acquain-
tance with the language as it is spoken. Most Indians learn English from
books, in the same way any other distant foreign language is learned. Thus,

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[1] I prefer the term "Indian English" to the older/traditional terms Indo-
Anglican or Indo-Anglian or Indo-English or English of India which are now out
of fashion. Also, the term Indian English is in line with American English (AE),
British English (BE), Australian English (AUE), etc.

when Indians tend to speak English, they speak it as they write it: bookishly. A persistent ignorance of the current (spoken) idioms, collocations, and structures of the English language has been a matter of fact for INE bilinguals. In other words, they think in their native language, and their thought is an inseparable part of the ever-flowing stream of their culture. The following sentence illustrates this bookish English:

> Not having seen you for a long time, and being anxious to seize the earliest opportunity to do so, and some avocation having brought me to this part of the town, I have come to see you.

We should also note here that at no time has there been any chauvinistic attitude of serious scholars against the natural growth of INE. On the contrary, a majority of well-known INE writers and noted scholars for the past forty years have been advocating vigorously in its favor. In a recent seminar on INE held in Hyderabad, a large number of Indian scholars urged that INE should be accorded the status of a dialect, and that it should be cultivated as such. This recommendation is in no way an emotional cry but a matter of insistence that, if INE has to play a functional role of any significance in the Indian set-up, it ought to be infused with Indianness in both socio-cultural and linguistic terms. This is true now more than ever before.

The functional aspect of INE bilingualism is closely related to the bilingual's proficiency in English, which involves complexities of various types, including comprehension and expression in both oral and written forms of each language, i.e., native (L_1) and English (L_{2E}). These types of complexities are further complicated by varying degrees of bilingualism, running from a pidgin type of English--generally called <u>Baboo English</u> or <u>Butler English</u> or <u>Kitchen English</u>--to the point where a bilingual's proficiency equals that of a native. In Baboo INE, for example, the present participle is used as the future tense (e.g., <u>he eating</u> = "he will eat"; <u>I eating</u> = "I will eat") and the present perfect is formed by "done" (e.g., <u>he done eat</u> = "he has eaten"; <u>I done eat</u> = "I have eaten"). Note the following sentence, the order of which corresponds to the order of the native languages:

> The Chancellor of the University shall be the Governor of Madras (meaning: "The Governor of Madras shall be the Chancellor of the University").

Some of the <u>grammatical</u> features that distinguish INE from other types of English, such as AE or BE, are classified below. Note that: (1) the written form is not the ideal place to look for the grammatical features of INE, for in the majority of cases they are replaced by the non-INE forms, though some of them manage to go unnoticed; (2) from the viewpoint of INE, the examples cited here should not be considered incorrect, because (a) they reflect the influence of native languages over INE, and (b) most of them are common to all of the Indian languages; (3) the list is so long that the following items are only illustrative of the point.

> <u>The Use of the Article</u>: Since there is nothing equivalent to the definite and indefinite article in Indian languages, their improper use is quite frequent--including their unwanted occurrence and non-occurence:

> With hesitant steps I went up to shed and opened the door.

On the other hand, we find these traces from beginning to end of his career.

Your grace can stir dry roots with freshness of spring.

We will meet again on 24th of June.

Transitive Verbs: In most Indian languages, the deletion of the object--or its replacement--of a transitive verb is quite frequent and is considered idiomatic. This is true only when the deletion is obvious from the context and therefore can cause no ambiguity. For example:

A. Do you want your book back?
B. No, I don't need; so you can keep with you as long as need.

Causal Verbs: Almost any causal verb can be found in use with the infinitive marker "to":

He made me to walk at least ten miles.

He had him to hold my books.

I will have the servant to feed the child.

Similarly (with non-causal verbs):

I heard him to discuss the book.

Sequence of Tenses: The present tense is sometimes used in the subordinate clause of a conditional sentence which has a past tense verb in the main clause:

If I win the election, I would run again.
(meaning: "If I won the election, I would run again.")

Direct and Indirect Discourse: In most of the Indian languages the forms of direct and indirect discourse--i.e., quoted and narrated--are identical. In other words, in order to transform a direct discourse into an indirect one, Ki "that" is inserted. This same device is very frequently applied to INE, thus:

Direct	Indirect
He said, "I have been through the whole town for you." (i.e., been looking for you)	He $\begin{Bmatrix} \text{told} \\ \text{said} \end{Bmatrix}$ me that I have been through the whole town for you.
He said, "I will not go there today."	He said that I will not go there today.
Then she put her hand on Beero's head and said: "I swear by him I didn't mean you."	Then she...said that I swear by him I didn't mean you.

Tag Sentence: In most of the Indian languages there is only one tag sentence, usually made up of the negative particle <u>na</u>, translated as "isn't it?" It is due to this reason that INE uses this one tag sentence in almost every context. Note that its deletion is also quite frequent.

> He could not have gone to Inglistan? (deletion of "isn't it?"--substituting for AE "could he?").

> You don't want this? (deletion of "isn't it?"--substituting for AE "do you?").

Sometimes when a speaker of INE attempts to use an English tag sentence, he inserts something else between the main sentence (i.e. clause) and the tag sentence or uses a positive tag instead of a negative one:

> But no one can stop any one's mouth, <u>or</u> can one?

> You are his advocate, are you?

Passive Voice: Excessive use of the passive voice is frequent in INE, but Indian languages cannot be given credit for this feature. It is an archaic feature in INE which goes back as far as the 19th Century. It seems to me that the passive voice is a favorite neutral way among the Indian administrators to issue orders, especially for official correspondence. Sometimes it reaches the point of absurdity, as illustrated by the following sentence:

> Sir, if you travel by road, your car will be told.
> (meaning "you will be notified")

Like the passive voice, there is sometimes an excessive use of the conjunctive participial phrase and the progressive tense:

> He, having eaten, left for the office.

The notion "let alone" (in a sentence such as "he does not eat even eggs, let alone meat") can be said in three ways in INE. (The first two are far more frequent than the third one, which shows only the two clauses in reversed order, the order which corresponds to that of the Indian languages.)

> He does not eat even eggs, what to say of meat.

> He does not eat even eggs, not to talk of meat.

> Let alone meat, he does not eat even eggs.

Time Expression: In INE, <u>in time</u> usually substitutes for both "on time" and "in time," especially "on time." Note that at times, the meaning of American English "in time" is conveyed by a phrase or a clause expressing the meaning of "one's being late," e.g.

AE	INE

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 ⎧The doctor was in time  ⎫
 ⎨(to save the patient).  ⎬      The doctor was in time.
 ⎩The doctor was on time. ⎭
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Order: (a) In INE the personal pronouns are arranged as follows: first person, second person and third person--i.e. I and you, I, you, and he; I and he; you and he. This order is in accordance with that of the native languages. (b) In Indian languages the modifier donō ('both,' 'the two') must follow the nouns or pronouns (or the like) which they modify. Both of these features, i.e. (a) and (b), have been infused in INE. The following sentences illustrate the features (a) and (b) simultaneously:

I and you both can go together.

I, you, and he can go together.

You and he both can go together.

The socio-cultural aspect of INE is of even greater importance than the linguistic aspect. There have been and are many INE bilinguals who have reached the ambilingual stage and who have acquired native-like command over Standard English. Nehru, Gandhi, Radha Krishnan, Shrinivas Shastri, to mention a few, have distinguished themselves as writers and speakers of Standard English. However, it is very difficult, and at times even impossible, to express the varying shades of Indian culture in a language which is alien to all, native to none, unsuitable to their emotional composition, and unaccustomed to keeping pace with their thought-movement.

To cope with this situation, there are only three alternatives: (1) literal translation, (2) idiomatic rendering, and (3) the combination of both (1) and (2). Note that none of the three devices always yields the desired results; at times none is able to convey the intended meaning. However, this inevitable process of innovation, call it Indianness, has cultivated a distinctive dialect of English. For example, the phrase namak halāl--namak = salt; halāl = be worthy of--is usually translated literally as "salt-giver" (that is, the one to whom you should be worthy). This everyday Indian expression has been in use since the Aryans came to India. Possibly Aryans did not know salt and discovered it for the first time upon their coming to the sub-continent. Similarly namak-harām "unworthy to be a salt-giver."

In India, the importance of swearing or taking an oath can hardly be overemphasized, because not only can swearing resolve many of their family differences, but it also often keeps two Indians from going to court. Indian swearings are large in number, varying in functional value, and distinguishable in terms of socio-cultural situations. Also male swearing may differ from female swearing. Thus, when swearing is translated into English, idiomatically or literally, it becomes more or less meaningless: e.g., holding one's son's hand (swearing by one's son), opening the temple-door (swearing by God), facing towards the Ganges (swearing by the Ganges), with dharma (swearing by one's virtues). And similarly, losing one's eyes, cutting one's neck or tongue, putting one's hand over one's own head, putting one's foot on the pyre, etc. Note that the English expression "by God" does not carry much meaning to Indians.

Majors and Minors

The Department welcomes the following new majors and minors who have chosen a Linguistics program since the last issue of The Informant (March 1, 1972).

New Majors   (counseled)

Ronald Haskell
Dale Kimball (former minor)
Michael Larkin
Barbara McCormick
Toni Prokuda
Cecile Robinson (former minor)
Theresa Shields
Sally Vaughn (former minor)

New Minors   (counseled)

Deborah Braunschweig
Valerie Brown
Martha Bush
Anthony Cloete
Yuko Fukui
Susan Griffiths
Kurt Harzdorf
Galina Jacenko
Barbara Krogman
Kary Lovette
Susan Page
Wayne Vanderwier

Uncounseled Majors
(Please call 383-0064)

Virginia Alonso
Cynthia Curtis
Christopher Davis
Sarolta Ficsor
Dianne Goller
Cynthia Gonyea
Carol Haines
Clare Irvin
Maureen Kelly
Heather Kirkpatrick
Kathie McCraney
Claudia Merkle
William Morden
Judith Perigo
Wendy Russell
Margaret Sipeki
Joan Sookhai
Margaret Tomlinson
Janice Zbiciak

Counting the uncounseled students (those who have declared a Linguistics major but have not yet been advised by the Chairman), the Linguistics Department now has 42 majors and 47 minors, for a record-breaking total of 89. These figures reflect a 19% increase over last year's total of 75: a 75% increase in majors (from 24) and an 8% drop in minors (from 51). Our goal is 100 majors and minors before the end of the current academic year (by April 1973), so if you've been thinking about signing up for the program but haven't gotten around to doing it, do it now. Just stop in at 410 Sprau Tower or call (38)3-0064 for an appointment.

During the past four and one-half years the Linguistics Department has shared over 100 of its majors and minors (some of whom have since graduated) with other departments of the University. As you might expect, English (with 43) and the Department of Modern and Classical Languages (with 33) head the list of shared majors and minors, with approximately 70% of the total. Of the other 30%, about a third are in Anthropology (with 7) and Sociology (with 4); another third are in Speech Pathology (with 5) and Communication Arts and Sciences (with 4); and the rest are in Elementary Education (5), Librarianship (3), Art (2), International and Area Studies (2), Mathematics (2), Music (2), Philosophy (2), Psychology (2), Biology (1), Black Americana Studies (1), Business (1), Dance (1), Home Economics (1), and Religion (1). By the way, the foreign language figures break down as follows: French 15, German 8, Spanish 7, Latin 2, and Russian 1.

Student News

The "Annual Listing of Honors Awards and Achievements for 1970-71 and 1971-72" recognizes several Linguistics majors and minors. Howard Goldsmith and Wayne Vanderwier, Linguistics minors from Speech Pathology, received Honors College Undergraduate Assistantships in 1971-72 (Howard also in 1970-71) and were Waldo-Sangren Scholars that year as members of the Honors College; Kathleen McCahill, a Linguistics minor from Spanish, was elected a member of Alpha Lamda Delta in 1970-71 and received a Board of Trustees Scholarship in 1971-72; Gary King, a Linguistics minor from French, took General Education Honors in 1970-71 and received an Honors College Undergraduate Assistantship in Teacher Education in 1971-72; Catherine Licavoli, a Linguistics minor, received a Departmental Award from English in 1970-71 and was a Departmental Honors Graduate in April 1971; Carol Coash, a Critical Language minor from Biology, took General Education Honors in 1971-72 and began her study of Cantonese in the Honors College that year.

John Zellers, a double major in Linguistics and French, received the "Prix du Gouvernement de France, par le Conseiller Culturel" from the French Section of the Department of Modern and Classical Languages in 1972; Toni Prokuda, a double major in Linguistics and German, received a University Scholarship as an entering freshman in 1971; Cecile LaCombe (now Robinson), a double major in Linguistics and English, was a Waldo-Sangren Scholar in the English Department in 1970-71; Lynn Daugherty, a Linguistics minor from Anthropology and German, received General Education Honors in 1971-72 and is currently a member of the Honors College on University Scholarship; Barbara VanderMark and Michael VandeWalker, both double majors in Linguistics and English, are also members of the Honors College, and Mike is on a Board of Trustees Scholarship.

Barbara McCormick, a double major in Linguistics and English, received a Freshman Recognition Award in Fall 1971; Rosa Flores, a Linguistics major from Librarianship, graduated cum laude in December 1970; Monica Nahm, a Linguistics minor from French, graduated summa cum laude in August 1970; Mary Nolan, a Linguistics minor from Home Economics, graduated cum laude in August 1971; Susan Holaday, a Linguistics minor from English, graduated magna cum laude in April 1972; Darryl Smith, a double major in Linguistics and English, graduated cum laude in April 1972. Caroline Houston, a Linguistics major, was selected by her other major department, Anthropology, as their Homecoming Representative for 1972; Sachiko Ikeda, a Linguistics major, was elected to the Linguistics Department Executive Committee for 1972-73 by her fellow students. Congratulations to all!

Miss Janet C. Lowry received more honors in her last two years of work at Western than any undergraduate student we have ever had. She graduated last April with a double major in Linguistics and French. Here are her awards: Waldo-Sangren Scholarship, 1970, Linguistics Department, Palmatier, "Preparation of a Contrastive French-English Structure Course"; Mortar Board Assistantship, 1971-72, Medieval Institute, Sommerfeldt, "The Twelfth-Century Renaissance in Translation"; General Education Honors, 1971-72; Departmental Honors, French, 1972; Departmental Award, French, Prix de l'Alliance Française, 1971-72; University Honors in French, 1972; Honors College Graduate, 1972, paper: "Le thème de l'authenticité comme évocation du motif de la mort chez Sartre et Camus"; and Honors in Course, cum laude, 1972. Jan is now at the University of North Carolina with a Teaching Assistantship in French. Bonne chance!

Alumni News

Michael Holaday, a 1970 graduate in the major program, is now working on a master's degree in English at Michigan State University. His wife Beverly gave birth to an 8 lb. girl (Elizabeth Rose) on October 1, 1972 and is joining Mike at East Lansing with their two children. Mike's sister, Susan Holaday, graduated with a minor last summer and is now pursuing a master's degree in English at Western. Also at Michigan State, working part-time on a Ph.D. in Linguistics, is Joseph Muthiani, Instructor of Linguistics and General Studies at Western and a 1971 graduate of our M.A. program in Teaching in the Community College (Linguistics major). A 1970 TCC-Linguistics graduate, Miss Suna Kim, who was also working on a Ph.D. in Linguistics at Michigan State, has married and returned to Korea. Another 1970 TCC-Linguistics graduate, Mrs. Lalita Muiznieks, is now teaching part-time in the Linguistics Department during the academic year and full-time in the Latvian Program each summer.

Peter Greenquist, a December 1971 major graduate, is continuing in his work as an announcer with WMUK-FM radio while working on an M.A. in Communication Arts and Sciences at Western. Miss Ursula Dissmann, an August 1969 major graduate, is now Mrs. Ursula Kiffmeyer, a Ph.D. student in Medieval Studies at the University of Toronto. Miss Anda Liberis, an August 1972 major graduate, assisted in the Summer Latvian Program here last summer and is now teaching Latvian in Münster, Germany. Miss Keiko Okuda, a December 1969 major graduate, is now teaching Japanese to Christian missionaries in Tokyo, according to Miss Helen Kennedy, a 1972 minor graduate, who just joined her there. Mickey Tesanovich, a December 1970 major graduate, is now a Second Lieutenant in the United States Army with hopes of eventually attending law school. His wife Patty and their four children are at home in Merrillville, Indiana.

Miss Rosa Flores, a 1970 major graduate, finished her M.A. in Library Science at Western and is now a staff librarian at the University of Honduras. Miss Sara Wright, an August 1972 graduate with majors in Linguistics and Anthropology, bought a loom, mailed it to Massachusetts, and is now a free-lance weaver there; Mrs. Monica Nahm, a 1970 minor graduate, has been teaching Italian in the Department of Modern and Classical Languages for the past two years; Miss Jan Baraszu, an August 1971 minor graduate, is now teaching English at Lincoln Park High School; Miss Anita Capron, another August 1971 minor graduate, has returned to Western for further graduate work in Education; James Ek, another August 1971 minor graduate and now the Language Laboratory Director in the Department of Modern and Classical Languages, is starting his graduate work, as is his wife, Susan Ek, who is the new Linguistics Department secretary.

Darryl Salisbury, an April 1971 minor graduate, is now doing M.A. work in African Studies at Western. The April 1972 graduating class included three minors in Linguistics: Jollie Allen, a major in German; Mary Veele, an Elementary Education student; and Pamela Weaver, a major in French. Also graduating with that class was Mr. Thomas Vani, the husband of our former secretary, Mrs. Jacklyn Vani. The Vanis now live in Rockledge, Florida, where Tom is an executive in petroleum distribution and Jackie is recovering from typing all those Informants. Last, but not least, is Richard Sardelli, who graduated in August 1972 with a Linguistics minor and a major in English. Good luck to all!

Faculty News

Several faculty members and one student attended the annual fall meeting of the Michigan Linguistic Society at the University of Detroit on October 13, 1972. The faculty members were Dr. D.P.S. Dwarikesh, Dr. Daniel Hendriksen, Dr. Robert Palmatier, Mr. Joseph Muthiani, and Mrs. Yasuko Whitmore. The student was Miss Barbara VanderMark, a double major in Linguistics and English, who arranged transportation from Grand Rapids with her aunt and uncle. Barbara's complicated travel plans worked out all right, and she enjoyed both the meeting and the meeting place, the elegant Fisher mansion. Father Theodore Walters of the U of D was elected President of the Society for 1972-73; Dr. David Lawton of Central Michigan University was elected Secretary; and Dr. Albert Marckwardt of the University of Michigan was elected Chairman of the Constitution Committee. The next Fall meeting will be held right here at Western in early October 1973.

Other conference plans for the academic year are beginning to emerge. Mr. Muthiani is reading a paper at the African Studies Association of America in Philadelphia in November 1972. Mrs. Lalita Muiznieks attended the Latvian Foundation Meeting in Cleveland, Ohio, October 13 with her husband, Dr. Valdis Muiznieks, who is Coordinator of the Summer Latvian Program here. The Muiznieks also were present at the London (England) Latvian Congress last August while making a tour of Northern European countries. Dr. Dwarikesh has been invited to attend the National Self-Instructional Language Program Conference hosted by the Center for Critical Languages at the University of Buffalo in December. His participation may lead to changes in our program at Western. Dr. Hendriksen hopes to attend the annual conference of Teachers of English to Speakers of Other Languages (TESOL) at San Juan, Puerto Rico next May.

English as a Foreign Language (EFL) is becoming an extremely important part of the Linguistics program. Last spring, Dr. Hendriksen took part in the Bilingual Education program in Grand Rapids, which he helped to organize along with Michigan and Michigan State. Last summer, Dr. Hendriksen taught EFL in the Japanese Summer Program here, along with Mr. Joseph Muthiani, Mr. James Ek and Miss Caroline Houston. At the end of the summer Dr. Hendriksen and Mr. Ek taught EFL to three members of the overseas staff of Asgro, a division of the Upjohn Company. This fall, Dr. Hendriksen negotiated with Kalamazoo Valley Community College for future EFL teaching, assisted the English in Action group at Western in their EFL work, spoke to the faculty of the Department of Directed Teaching on EFL and arranged for John Zellers to assist in EFL at Pine Lake Technical Institute.

Dr. Dwarikesh's nomination for the Alumni Teaching Excellence Award caused a great deal of excitement in the Department early in the fall, even though the honor--and the $1000--went to someone else. Mr. Samir Homsi, our Arabic teacher, has been elected Part-Time Faculty Representative to the Department Executive Committee for 1972-73. Dr. Palmatier published an article in the Journal of English Linguistics in March ("Metrical -e in the Ormulum") and a book with Appleton-Century-Crofts in April (A Glossary for English Transformational Grammar). He won division championships in the Faculty-Staff Golf League (with Dr. Phil Adams) in June and the Summer Golf League in August. Mrs. Whitmore, our Japanese teacher, presented her husband, Charles, with a 6 lb. 12 oz. girl (Melissa Renée) on July 16, 1972. Mrs. Whitmore is currently exhibiting five of her oil paintings in the Department office, 409-410 Sprau: "The Sea: Perpetuation of Life" (in 410) and "The Pearl: A Study in Serenity" (4 canvases, in 409). Please stop in to have a look (or make a bid--they're for sale).

Proposals and Handbooks

During the Fall semester 1972 the Department of Linguistics has written or revised four major documents relating to its operations.

The first document (in August) was a 34-page proposal to the U.S. Department of Health, Education, and Welfare for a 1973 Summer Intensive Language Program in Latvian Studies. A similar summer program has been conducted at Western for the past five years under the sponsorship of the Division of Continuing Education, and Linguistics credit has been provided for the past three years. Dr. Valdis Muiznieks was named to be Director, and Mrs. Lalita Muiznieks and Dr. Joseph Lelis (of Howard University) were named as the full-time teaching staff. On November 1 we learned that the proposal had been rejected, but fortunately the Division of Continuing Education has agreed to sponsor the program again next summer. We have asked HEW to tell us why, exactly, the proposal was rejected, so that next year, armed with those criticisms and another year's experience, we can try again.

The second document, completed in early September, was a revision of the Handbook of the Department of Linguistics, a 40-page description of the History of the department (Part I), the Organization of the Department (Part II), the Policies Concerning the Faculty (Part III), the Policies Concerning the Programs (Part IV), and The Evaluation Forms and Faculty Vitae (Appendices A, B, C, and D). The Handbook, which is a revision of the first edition (February 1971), is designed to provide accurate information about the Linguistics Department to our faculty, to other Departments, to the Administration, and to directors of similar programs at other universities. For this reason the Handbook is rather dull reading, but it is available for examination by any student who wishes to peruse it, and the Student Representative to the Department Executive Committee has a copy of her own.

The third document, completed in the middle of September, is designed specifically for students—present majors and minors, prospective students on campus, in high schools, and at community colleges—and counselors and advisors of students. This document, called the Linguistics Major-Minor Handbook, is being distributed to all students enrolled in Linguistics classes in the Fall, to advisors in the linguistically-related departments, to counselors at Western and in neighboring community colleges, and to all high school students who name Linguistics as their preference—and Western as their preferred college—on the Scholastic Achievement Test. This Handbook describes the Field of Linguistics, the Department, the Programs, the Courses, the Critical Languages, and the Advising and Evaluation Forms. If you didn't get a copy, stop in at 410 Sprau.

The fourth document, completed in early November, is a revision of the Policy on Critical Languages, prepared by Dr. D.P.S. Dwarikesh, the Critical Languages Supervisor, and Dr. Palmatier, Chairman. The Policy defines a "critical" language (as "an uncommonly taught foreign language which, for our purposes, is not described in the Undergraduate Catalog as being a regular offering of the Department of Modern and Classical Languages"); gives the new descriptions and prerequisites for Critical Language classes; announces that critical languages can satisfy University foreign language requirements; tells how languages are selected, scheduled, and taught; discusses qualifications for students and faculty; and outlines the requirements for a Critical Language minor. You may have a copy if you want one.

Course Changes

The Linguistics Department is introducing one new course next fall, dropping one old course from the offerings, and making some major and minor adjustments in six others.

The addition to the catalog is Linguistics 100, The Nature of Language, 4 hrs.: "A broad introduction to the nature and development of language in human society and to the interdisciplinary aspects of current studies of language and language behavior" (no prerequisite). This course is designed to satisfy four hours of the lower-level requirements in Humanities for the new General Education Program. It is intended for freshmen and sophomores, whether or not they are interested in a Linguistics program, and it does not count toward the major or minor.

The objectives of the Nature of Language course are as follows:

1. to introduce the student to the nature of human language: its relationship to other communication devices (for example, traffic signals); its relationship to animal 'languages' (for example, the language of pets); its relationship to 'paralanguages' (for example, 'body language'); its relationship to artificial languages (for example, 'computer languages'); its relationship to 'derived languages' (for example, Morse Code); its relationship to 'writing systems' (for example, Braille).

2. to introduce the student to the development of human language: its supposed origins (from anthropological evidence); its supposed spread (from archeological evidence); its development into 'families' (from comparative linguistic evidence); its world-wide distribution (from geolinguistic evidence); its dialectal variation (from sociolinguistic evidence); its development in the child (from psycholinguistic evidence); its preservation in writing (from philological evidence).

3. to introduce the student to the study of human language: the history of language study (in India, Greece, Rome, and the medieval world); the current centers of language study (in Europe, Asia, Africa, and America); the current 'schools' of language study ('traditional', 'structural', 'transformational', etc.); the current levels of language study (phonology, morphology, syntax, semantics, etc.); the disciplinary areas of language study (Anthropology, Linguistics, Philosophy, Psychology, etc.).

4. to introduce the student to the problems of language behavior: pathological problems (for example, 'aphasia'); sociological problems (for example, nonstandard dialects); political problems (for example, bilingualism); educational problems (for example, illiteracy); psychological problems (for example, retardation); technological problems (for example, machine translation).

The Linguistics Department is dropping Linguistics 560, Comparative Linguistics, because: a) it duplicated much of the content of our undergraduate course, Linguistics 420, Historical Linguistics ; b) the Department is no longer participating in the M.A. in Teaching in the Community College; and c) Comparative Linguistics has not been offered for the past three years. The 1973-74 Catalog will also contain a new title for the present Linguistics 510, Teaching

English as a Foreign Language: "Methods of Teaching English as a Second Language." The title was changed because some students have assumed that: a) they would be expected to teach a class of foreign students; or b) they would need to know a foreign language to enroll. Neither assumption is true, of course, and we hope that the title change will remove any doubts.

Next year's catalog will also have revised descriptions for all of the Critical Language courses and new prerequisites (of Advanced) for Reading and Writing. Here are the new catalog entries:

Ling. 505 BASIC CRITICAL LANGUAGES   4 hrs.
     Study of a contemporary critical language at the elementary level, utilizing realistic conversations based on frequently encountered socio-cultural situations. The writing system will be introduced at an appropriate time, depending on the nature of the individual language.

Ling. 506 INTERMEDIATE CRITICAL LANGUAGES   4 hrs.
     Continuation of Ling. 505, with greater attention to making the student self-reliant in conversation and to increasing his reading and writing skills with the help of a dictionary. Prerequisite: Ling. 505.

Ling. 507 ADVANCED CRITICAL LANGUAGES   4 hrs.
     Continuation of Ling. 506, with greater emphasis on the grammatical structure of the language and on the development of more advanced reading and writing skills. Prerequisite: Ling. 506.

Ling. 508 READING CRITICAL LANGUAGES   4 hrs.
     Intensive practice in reading literature, newspapers, and other literary materials in the critical language, including sources from the student's major field of study. Prerequisite: Ling. 507.

Ling. 509 WRITING CRITICAL LANGUAGES   4 hrs.
     Intensive practice in writing a critical language to improve the student's ability to express himself effectively and to develop an individual style of composition. Prerequisite: Ling. 507.

Some of the linguistically-related departments on campus will be offering new (or revised) courses next year which Linguistics majors and minors might wish to take. The English Department, for example, expects to replace English 270, English Language, with English 271, Structure of Modern English: "A study of the sound, word, and sentence structures (phonology, morphology, and syntax) of modern English." That department also expects to offer a brand new course, English 572, American Dialects, 4 hrs.: "A study of regional, social, and stylistic variation among American dialects, with emphasis on the dialects of minority ethnic groups as structured systems." The Psychology Department is considering changing Psych. 260, Behavior Modification II: Normal Behavior, to Verbal Behavior. The Department of Communication Arts and Sciences has three relatively new courses of interest: CAS 302, Theoretical Bases of Communication; CAS 307, Psycho-Physical Bases of Communication; and CAS 570, Non-Verbal Communication.

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The Computational Linguistics class which Mr. Earl Herrick taught last winter has sharpened our interest in both computer languages and language about computers. In regard to the former, Dr. Arthur Falk, a logical choice from Philosophy, has devised (with Richard Houchard) a computer language called QUINC ("QUantificational INConsistency"). This language was described in the following way in a September 1971 announcement from the Kalamazoo Southwestern Michigan Chapter of the Association for Computer Machinery:

> QUINC...provides students of logic with critical advice
> when they are proving inconsistency problems. The problem to
> be solved is entered from a teletype terminal by the student,
> using standard notation. QUINC solves the problem and stores
> it without disclosing the derived solution to the student.
> Next, the student solves the problem, with QUINC providing
> critical responses as the solution proceeds. After the stu-
> dent solves the problem, QUINC compares the two solutions if
> they should be different.

Not to be outdone by the Philosophy Department, the Linguistics Depart-ment has created a computer language called JARGON. (You figure out the acro-nym.) It isn't perfected yet, but what it is designed to do is to convert ordinary language about computers into technicalese. So far we have tried it out on two paragraphs of pedestrian English, converting them into the following examples of language more suited to the University community. (Tell us what you think before we go any farther.)

> As of March 16 all users files not accessed since January
> 16 will be transferred to magnetic tape and purged from the disk
> system. The access date is updated by reading, updating, or
> running the file. In order to recover a file purged from the
> disk, a user must request that it be reinstated through the
> PLEASE command or a written notice to the Head of Operations at
> the Computer Center. To check the access date of a file, use
> the LOOKFL program or use the SLOW option of the DIRECT command:
> R LOOKFL   or   DIRECT/SLOW.

> (Based on an item in the March 6,
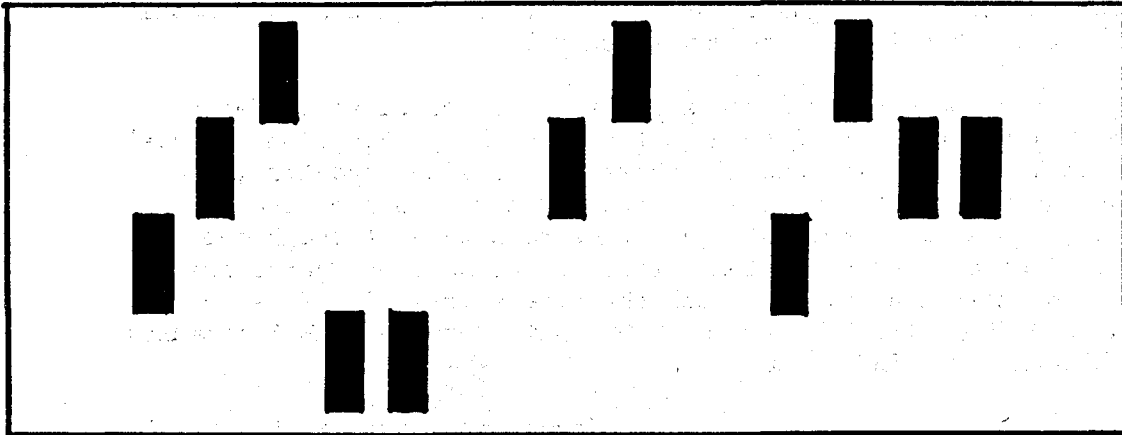> 1972 WMU Footnotes.)

> The text of MUREAU which is being vocalized on the evening
> of November 15 is a letter-syllable-word-phrase-sentence mix
> obtained by subjecting all the remarks by Henry David Thoreau
> about music, silence and sounds he heard that are indexed in
> the Dover publication of The Journal, edited by Bradford Torrey
> and Francis H. Allen (New York, 1962), to a series of I Ching
> chance operations. The personal pronoun was varied according to
> such operations and the phrasing was likewise determined.

> (Based on an October 30, 1972
> Memo from General Studies.)

One of the products of the computational linguistics work last winter is <u>Mrs. Cece Robinson</u> (née LaCombe). Cece (née Cecile) started work on a dialect study of her hometown, Trenary, Michigan (in the UP, near Marquette) under <u>Dr. Arnold Nelson</u> of the English Department two years ago. Last March she wrote up the phonemic part of the study for <u>Mrs. Karen Seelig</u>'s Phonemics class in the Speech Pathology Department. Then Mr. Herrick wrote a program for the distribution of the pronunciation features (and also the lexical and grammatical features) and ran some of the processed data through the plotter at Kalamazoo Valley Community College. The results appeared so interesting to the faculty of the Linguistics Department that they have invited Cece, a Linguistics major, to present her findings at the Winter Semester reception in January 1973. Look for it.

<u>Dr. Herbert H. Paper</u>, who was our visiting speaker (from the University of Michigan) on September 26, 1972 ("The Archeology of Language"), made a computational-type observation about the Liberal Arts Complex. While strolling along Vandegiessen Road, he cast his eyes on the sunlit facade of Brown Hall. "Those fortress-like windows scattered about that wall look like a giant IBM card," he said, demurringly. The next day we photographed the wall with our Polaroid camera, rushed the print to the nearest computer office, and got a read-out of the cryptic message.
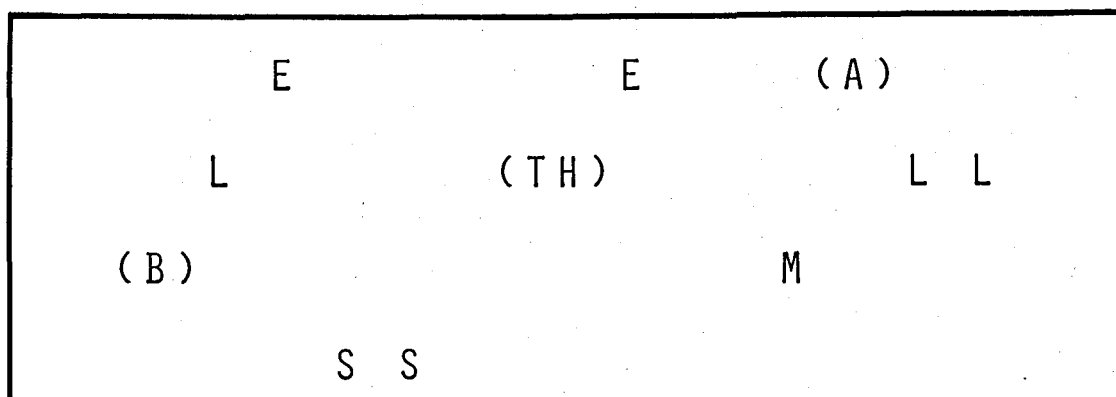
Here's the wall:

Here's the read-out:

And here's the message, we think:

[It's our guess that an overworked architect, feeling chained to his drafting board, laid this concrete criticism upon us. What do you think?]

Now it's your turn to read a wall. The other day we sent out one of our new student secretaries, Sally Calvert (Barbara VanderMark is the second one), to see if any of the other new buildings on campus had an IBM-like facade. Lo and behold, Rood Hall is done in the same style, but with only three floors exposed (as is the case with the pool side of Brown Hall). So Sally stood on the South side of West Michigan Avenue and sketched the Rood window pattern, interrupted only by curious looks and admiring comments from passing art lovers. The result is given below. Frankly we don't have any idea what it says, but we would like very much to know. If you can figure it out, please call in your answer to the Secretary, Department of Linguistics, 3-0064. (Slow readers may write to same.)