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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.

TROUBLE WITH TRANSLATION The So-Called Prepositionals in Kiswahili

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Any definition of "grammar" implies a finite set of rules, including ordered rules. There is not much disagreement with this definition, except for matters of clarification and detail. It is when one begins to describe the grammatical aspects of a foreign language that differences in rules, or their application, arise, depending on one's theoretical commitment. Yet, if one's mere commitments influence basic theories, then such commitments are prejudgmental. And if they are prejudgmental, then one's grammatical description is likely to be inadequate, in the sense that it is subjective.

After hearing a number of utterances, a child begins to form his own new ones. These new utterances cannot be said to be mere babblings, since the child is engaged in extracting a theory for intelligible, correct utterances necessary for communication with those who use the language (Jacobs, 1968:2). When the child's theory appears to be incorrect, the older speakers of the language try to correct him, even to the point of forcing him to reconstruct his utterances according to the ordered rules of the language. In the process, he revises his theory, and by the time he is three or four he is expected to have extracted a full theory of his language (Lakoff, 1965). Such a theory may be described as a "grammar," since it consists of rules which, even though the child cannot state them explicitly, govern his utterances. He is capable of intuitively manipulating the subject and object in utterances like:

1. John bit the dog.
2. The dog bit John.
3. The dog was bitten by John.
4. John was bitten by the dog.

(Jacobs, Ibid.)

The question of "intuition" as part of grammar, or of the theory of grammar, may be indicated better by sentences, comparable to the above, in Kiswahili:

- | | |
|-----------------------------------|------------------------------|
| 1. /Muli aligonga motokaa/ | "Muli hit the car" |
| 2. /Kijiti kiligonga motokaa/ | "The stick hit the car" |
| 3. /Motokaa iligongwa na Muli/ | "The car was hit by Muli" |
| 4. /Motokaa iligongwa kwa kijiti/ | "The car was hit by a stick" |

It can be recognized here that the choice of /na/ or /kwa/ in the last two sentences is purely intuitive. Their slot (position) and function are absolutely identical. They both indicate the passive transformation of sentences, whereby a nominal exchanges positions with the patient (object) in the word order. A child brought up in Kiswahili will eventually intuitively use /na/ whenever the instrumental slot is filled by an animate nominal, and /kwa/ whenever it is filled by an inanimate nominal. There is no other explanation for the choice of one over the other, and most speakers of the language use them properly without any knowledge of the underlying rule.

In this paper, Kiswahili will be used as an example to represent Bantu languages. The inadequacies of the use of traditional ("classical") grammar for describing African languages will be revealed. For convenience sake, English is singled out as a basis for comparison with a grammatical feature of Kiswahili, mainly because most grammarians of Kiswahili use English as a medium. Our problem has to do with what have been described traditionally as "parts of speech." In spite of the fact that some parts of speech seem to fit the structural description of most languages, it is not right to impose the whole grammar on a language, even where professionally trained linguists find it convenient to do so. The imposition of classical grammar on Kiswahili, as will be noticed, follows the traditional "translation method." Lately Polomé has warned: "As regards the structural signals involved in Kiswahili and English grammar, it is obvious that the dominant signals are distinctly different in the two languages." (Polomé, 1967:211)

Many renowned authors of Swahili grammar books present inadequacies in the translation of word-forms in Kiswahili which are conventionally called "prepositional." One is reminded that in traditional grammar, which was developed for the description of classical European languages, the term "preposition" refers to a class of invariable words of particles with a "local" function which, as in Latin and Greek, usually occur immediately before the noun they govern. However, in many other languages particles with a similar grammatical or local function "...occur after the noun they modify...and for this reason they are usually called 'postpositions.'" (Lyons, 1969:302) Also, concerning the Bantu languages, Doke warns that "what many writers have called prepositions are not separable words, but morphological segments...." (Doke, *Ibid.*:48)

The "postpositional" word-forms in Kiswahili are normally extensions or derivatives of noun-forms or verb-forms (the latter actually being "applicatives"). They are postpositional morphologically because their markers are suffixed to the noun stems or verb stems.

Postpositional Verb-Forms

Consider this statement: "Just as a verb can be made into its passive forms...so, by inserting *i* or *e* we can make it into a prepositional form...." (Perrott, 1969:106) Some of the examples given in this work (Perrott) are /andikia/; /somea/; /endea/; /letea/; and /ombea/. Their English equivalents, according to the author, are 'bring to'; 'read to'; 'go to'; 'bring to'; and 'intercede for'; respectively. A quick glance at these words reveals that

morphologically they are nothing else but postpositionals, being derivatives of /andika/; /soma/; /enda/; /leta/; and /omba/; respectively. Their meaning is neither as simple as many authors make it appear, nor can it be given in isolation. They could as well mean 'write for' or 'write at/on', etc.; 'read for, in, at', etc.; 'go for' or 'instead of'; 'bring for' or 'instead of'; 'intercede at, in (a place)'; etc., respectively. Furthermore, their meaning is not determined solely by their form or position in a construction. In addition to form and position, function, intuition, and syntax play a great part. Intuition plays a part when one assumes the intended meaning of the utterance. Both intuition and syntax are necessary if one is to grasp the intended meaning from among all possibilities. After all, "...the use of meaning is unscientific only when the fact of our knowing the meaning leads us to stop short of finding the precise formal signals that operate to convey that meaning." (Cook, 1969:10)

In this case, the meaning of the postpositional words in Kiswahili can only be understood by their form and position, correlated with their function, based on either context or intuition or both (which are the "formal signals"). Context involves syntax, and its importance may be revealed as follows: /Ali-(m)tupia mwenzake mpira/ is usually rendered in English as "He (she) threw the ball to his (her) companion." This would be true if the sentence were transformed only from /Alitupa mpira kwa mwenzake/, but not so if it came from /Alitupa mpira kwa ajili ya mwenzake/ "He (she) threw the ball instead of his (her) companion" (e.g. if for some reason the companion was unable to do it himself). /Ali(m)letea baba chakula/ is normally rendered as "He (she) brought food for (determiner) father," without paying attention to any other option, such as its transformation /Alileta chakula badala ya baba (yake)/ "He (she) brought food instead of his (or her) father" (either out of respect, or because the father was unable to do it himself).

Consider also the following expressions (Brain, 1966:104):

- | | |
|--------------------------------|-------------------------------------|
| 1. /Niondolee vitabu hivi/ | "Take these books away for me" |
| 2. /Nitamchukulia mizigo yake/ | "I shall carry his burdens for him" |

Here an implication is given that the above English equivalents are the only possibilities, thus limiting the learner's chances of generating other useful sentences. That is, the English "translations" above overlook the other possible underlying syntactic structures. Some of these are:

- | | |
|---|---|
| 1. b. /Ondoa vitabu hivi kwa ajili yangu/ | "Take these books away for my sake" |
| 1. c. /Ondoa vitabu hivi (kutoka) mbele yangu or njiani mwangu/ | "Take these books out of my way" |
| 2. b. /Nitachukua mizigo yake kwa ajili yake/ | "I will carry his burdens (loads) for his sake" |
| 2. c. /Nitachukua mizigo yake kwake/ | "I will carry his burdens (loads) to him (his place)" |

It can be seen that the translations usually given for the above utterances limit the learner's capability to handle the situations explained by the underlying structures (by limiting him to only one interpretation), should he want to express any of those ideas.

In keeping with the argument above, Ashton (1964:217) lists such postpositional verb-forms as: /fanyia/; /pikia/; /rukia/; /endea/; /somea/; /chukulia/; /ondolea/; /rudia/; /samehea/; etc. Even though he still calls them

prepositionals, he observes: "In the above examples no English translation of the prepositional form is given, as it is unwise to try to associate these verbs with any one English preposition." (Ashton, 1964:217) (The learner thinks the forms are used only as equivalents of the prepositional given in the translation.) This he does because he pays heed to Madan's warning that verb roots in Kiswahili are capable of a rich development by the addition of segments for moods, tenses, etc. Because the shades of meaning are therefore numerous, their distinctions are so delicate that appropriate renderings in English for each case should be left "...largely to the student's appreciation of each form separately...." (Ibid.:216)

Postpositional Noun-Forms

The postpositional noun-forms are those which suffix the morpheme /ni/ to common nouns which do not have modifiers, are not new loan words, and do not end with the same sound as this suffix. Their grammatical function is that of implying location. Unlike the postpositional verb-forms (applicatives), postpositional noun-forms do not necessarily convey meaning by their syntactic context. They are used where reference to a general location is intended, and that generality of location is their only function in a construction; for specificity, specific prepositions--and not postpositions--are used (in which case the morpheme /-ni/ drops out). In this sense, postpositional noun-forms imply an invariable function. Variety of meaning is dependent on selection of verbs in given constructions or utterances. So it is the verbs, and not the postpositional word-forms, which give the (English) prepositional interpretation of the postpositional word-forms in Kiswahili.

For our convenience here, let us divide the possible verbs which can precede postpositional noun-forms into three categories according to the ideas they evoke--locatives, ablatives, and directionals. Locatives are those verbs which convey the idea of being at a place in time or space, which means that they imply a static state on the part of the subject or the object--e.g. /kaa/ 'stay, live or sit'; /acha/ 'leave (something) at a place'; /lala/ 'sleep'; etc. Ablatives are those which introduce the idea of separation or "motion from"--e.g. /toka/ 'come from'; /toa/ 'take out'; /chukua/ 'pick up' or 'take from'; /ondoka/ 'get out from'; etc.¹ Directionals imply "motion to" (something)--e.g. /enda/ 'go'; /rudi/ 'go back'; /tia/ 'put into'; /tupa/ 'throw'; /ingia/ 'go into'; etc.² Possible ambiguity can be revealed by the sentences below, which use a very common postpositional noun-form /nyumbani/, translated in isolation by virtually almost all grammarians as "at home" (lit. "in the house").³

¹ English translation of such verbs often add "from," e.g. /toa/ "take out (from)," etc.

² English translations of such verbs often add "to," e.g. /enda/ "go (to)," /rudi/ "go back (to)," /tupa/ "throw (to)," etc.

³ There may be more possibilities of meaning than the one given for each of the examples below.

Locatives

- (a) Generality
 /Yuko nyumbani/ "He (she) is at home"
 (lit. 'in the house')
 /Anakaa nyumbani/ "He (she) stays at home"
 /Zimewekwa nyumbani/ "They are kept (placed) at home"
- (b) Specificity
 /Yuko katika nyumba/ "He (she) is in the house"
 /Anakaa nyuma ya nyumba/ "He (she) stays behind the house"
 /Zimewekwa karibu na nyumba/ "They are kept (placed) near the house"

Ablatives

- (a) Generality
 /Anatoka nyumbani/ "He (she) is going from the house"
 /Niliziondosha nyumbani/ "I removed them from the house"
- (b) Specificity
 /Anatoka mbele (nyuma, ndani, etc.) ya nyumba/ "He (she) is coming from in front of (behind, within, etc.) the house"
 /Niliziondosha katika (juu ya, mbele ya, etc.) nyumba/ "I removed them from within (above, in front of, etc.) the house"

Directionals

- (a) Generality
 /Tutakwenda nyumbani/ "We will go home (to the house)"
 /Nilizirudisha nyumbani/ "I returned them to the house"
 /Wamezipoleka nyumbani/ "They have taken them to the house"
- (b) Specificity
 /Tutakwenda ndani ya nyumba/ "We will go inside the house"
 /Nilizirudisha ndani (kando, etc.) ya nyumba/ "I returned them into (beside, etc.) the house"
 /Wamezipoleka ndani (kando, etc.) ya nyumba/ "They have taken them into (beside, etc.) the house"

Or, using a different noun, consider the sentence /weka mboga mezani/, rendered in English with "Put the vegetables on the table" (Polomé, *op. cit.*: 131). Could the speaker not mean one of the other possible underlying structures with the prepositions /chini ya/ "under"; /katika/ "in," (meaning "in the drawer," especially speaking of the counter in a store); /mbele ya/ "in front of"; etc.? It is only intuition that would make one not think of the other possible 'meanings' of /Nitakwenda mweituni kuwinda/ "I'll go to the forest to hunt" (Polomé, *Ibid.*). Normally one would assume that hunting is done in the forest, although it is possible to do it without getting inside the forest, thus raising the concern for a possibility for specificity.

Conclusions

With the foregoing, we should once more heed Madan's warning that, since Swahili words frequently require a much wider vocabulary in English, the learner must not be restricted to the meaning of words as given in the vocabulary or in a particular context (Ashton, op. cit.). It can therefore be concluded that the postpositional word-forms are called "prepositionals" because of the tendency of the speaker to use English translations, which as a rule must involve prepositions. This process may create for the learner a "semantic aphasia"--numbness of the semantic senses to the meanings of language, as a result of habitual use of language forms. This is possible because a grammar "...can assert a propriety of certain forms of language, and urge them upon all speakers and writers...." (Ohmann, 1971:126) But if the grammar were extracted from the internal behavior of the language, the chances for such discrepancies would be minimized.

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Major-Minor Notes

[1] The Department welcomes the following new majors and minors who have chosen a Linguistics program since the last issue of The Informant (November 3, 1972):

New Majors

Ann Sexton
Audrey Troyer
Patricia Vemich

New Minors

Vickie Ernst
Yoshiko Fukumuro
Gerald Goodman
Janet Morris
Sharon Nieboer
Ronald Ochala (former major)
Suzanne Rogers

[2] The following uncounseled majors are urged to make an appointment with Dr. Palmatier to have their recommendation form signed. Please call (38)3-0064 or come to 410 Sprau Tower.

Uncounseled Majors

Virginia Alonso
Cynthia Curtis
Sarolta Ficsor
Dianne Goller
Cynthia Conyea
Carol Haines
Clare Irvin
Maureen Kelly

Heather Kirkpatrick
Kathie McCraney
Claudia Merkle
Judith Perigo
Wendy Russell
Margaret Sipeki
Joan Sookhai
Margaret Tomlinson

[3] The Department congratulates two of its Linguistics majors who were recently married:

Miss Sachiko Ikeda was married to Mr. Sadao (Mike) Kido on January 6, 1973 in Kanley Chapel on Western's campus. Mrs. Kido is the Student Representative to the Executive Committee.

Miss Theresa Shields was married to Mr. David Charles Wegner on February 10, 1973 in the Calvary Bible Church in Kalamazoo. Mr. Wegner is an Electronics teacher at Western Michigan University.

[4] The Hayden Book Company has just issued a revised second edition of Language in Society by Dr. Jean Malmstrom, Professor of English at Western Michigan University.

The second edition is dedicated to: "Miss Barbara Carol Bondar, my student, friend, and colleague, who helped in every way." Miss Bondar is a graduate student at the University of Toronto and a recipient of The Informant.

Miss Susan Holaday is acknowledged in the revised edition "for her intelligent preparation of the new manuscript." Miss Holaday, a former Linguistics minor (1972), is now a graduate student at WMU.

[5] Mrs. Monica Nahm, a 1970 summa cum laude graduate of WMU with a French major and a Linguistics minor, recently received two more honors:

Mrs. Nahm received a master's degree in Modern and Classical Languages from WMU in December 1972--"with honors." Her M.A. thesis was entitled: "L'homme robbegrilletien: une vision subconsciente du monde."

Three chapters of Mrs. Nahm's Senior Honors Project, an English translation of the French novel Frères de Sang ("Blood Brothers"--by a Vietnamese author) will be included in the anthology Voices of Modern Asia.

[6] The December 1972 commencement also graduated the following majors, minors, former students, and friends of the Department:

Majors and Minors

Caroline Houston (major)
Jadwiga Kwiatkowska (minor)
Kay Lovett (minor)
Joan Morningstar (minor)
Kris Pyrski (major)
Suzanne Robertson (minor)

Former Students and Friends

Paul Dorsey (M.A.)
Carol Howes (M.A.)
Douglas Johnson (M.A.)
Pamela Keesler (M.A.)
Susan Sherman (B.A. summa cum laude)
Tracy Tiffany (B.A.)
Shirley Hendriksen (B.S.)
Thomas Sizemore (B.S.)

[7] Mrs. Cecile LaCombe Robinson, a major in Linguistics, presented a paper entitled "A Dialect Study of Trenary, Michigan" at the annual Winter lecture-reception on January 23, 1973 (accompanied by her husband Greg on the opaque projector). The presentation was so well done that many students asked if the paper could be printed in the Fall 1973 issue of The Informant, and this action has been approved. Aside from the wealth of phonological, lexical, and grammatical material which Mrs. Robinson presented, one not-so-trivial fact emerged: that there are no fire hydrants in Trenary! Confucius once said: "Show me a town without fire hydrants, and I'll show you a town full of running dogs."

Faculty-Staff Notes

[1] Mr. Joseph Muthiani not only authored the article on "Trouble with Translation" in this issue of The Informant, but on March 6 he received the first copy of his new book, Akamba from Within: Social Relations of Egalitarianism (Jericho, N.Y.: Exposition Press, 1973). Furthermore, his article entitled "Dynamics of Anti-Christianity in East Africa: Social Philosophical Foundations" was published in the African Studies Association Newsletter in February 1973, and two articles will be out this month: "Discrepancies of Imposed Grammar," in the Swahili Journal of the University of Dar-Es-Salaam, and "Social Dysfunctions of Post-Colonial Education in Africa," in Sociology of Education (coauthor). Still another article, "Dysfunctional Education in Africa," will appear in Africa Today this summer.

[2] Dr. D.P.S. Dwarikesh, Critical Languages Supervisor, was elected to a two-year term on the Executive Board of the newly formed National Association of Self-Instructional Language Programs (NASILP) at an organizational meeting at the State University of New York at Buffalo on December 8, 1972. Dr. Dwarikesh also addressed the Wednesday Luncheon of the Institute of International and Area Studies in January 1973 on "Critical Languages, Indian English, and Sociolinguistics," and he has accepted an invitation to deliver a paper on Indian English at the Michigan Rotating Seminar on Asian Studies at Michigan State University on March 20, 1973.

[3] Dr. Daniel P. Hendriksen, English as a Foreign Language Supervisor, will participate in the Michigan NAFSA Conference at Northwood Institute, Midland, Michigan, on Friday, March 9, 1973. (NAFSA stands for "National Association for Foreign Student Affairs.") Dr. Hendriksen will address the ATESL sectional meeting at 4:30 p.m. on "What's New in TESL at Western Michigan University." He will probably mention the EFL course (Introduction to American English), the TEFL course, the Japanese Summer Program, the English in Action Program, the Bilingual Education Program, and the ongoing Tutoring Program.

[4] Dr. Robert A. Palmatier's recent book, A Glossary for English Transformational Grammar (Appleton-Century-Crofts, 1972), was first reported on in the December 1972 issue of the Linguistic Reporter and was first reviewed in the November issues of Choice and The Library Journal:

Choice

"Palmatier...has produced the reference work that most graduate students, many teachers, and some linguists have been waiting for.... The Glossary constitutes an interesting record of the recent development of current linguistic thought through the evolution of its terminology."

The Library Journal

"This very useful volume provides some 2100 technical terms used in 72 major books....This is a much needed and quite helpful guide not only to an at times bewildering terminology, but also to an important body of work on English grammar and transformational-generative theory."

[5] Mrs. Yasuko Whitmore, our Japanese teacher, will have a second one-woman showing of her original oil paintings in 409-410 Sprau Tower in the very near future. The first showing of five paintings last semester drew so much interest and acclaim that the Chairman bought an earlier painting for himself. Mrs. Whitmore, by the way, wishes to remind students of the Keio University Exchange Program, which sends a Murakami Memorial Scholar to Western every year and offers a scholarship to a Western student at Keio in return. A student of Japanese language--and culture--is preferred. Call the Foreign Student Office.

[6] Mrs. Lalita Muiznieks, Part-Time Instructor of Linguistics, will serve as a Visiting Professor again this summer in the Division of Continuing Education's Summer Latvian Program. Mrs. Muiznieks has taught in the program for the past three summers--1970, 1971, 1972--and has assisted her husband, Dr. Valdis Muiznieks, in planning the program for the past five summers (since 1968). Beginning on June 25, Mrs. Muiznieks will teach Ling. 506, Intermediate Latvian, and Ling. 508, Reading Latvian (Literature); and Dr. Joseph Lelis will return as a Visiting Professor for Ling. 505, Basic Latvian, and Ling. 507, Advanced Latvian. A former Linguistics major, Miss Anda Liberis, will assist Mrs. Muiznieks.

[7] Mr. Samir Homsi, our teacher of Arabic, has served the department well for the past year as Part-Time Instructor Representative on the Department Executive Committee. Besides having good enrollments this year in Basic Arabic (505), and Intermediate Arabic (506), and Reading Arabic (508), Mr. Homs*i* teaches Arabic for the WMU Moslem Student Association every Sunday in Kanley Chapel. All of this activity is performed in addition to his regular job, which is Manager of the McDonald's Restaurant on Riverview Drive in Kalamazoo. In April Mr. Homs*i* intends to take a trip to his home city, Damascus, Syria, to attend lectures on Teaching Arabic to Non-Native Speakers.

[8] Mrs. Lilia Chen, Part-Time Instructor of Mandarin Chinese, has taught for the Department of Linguistics for the past two years. After receiving her B.A. in Education from Catholic University, Peking, China, she taught for one year in a senior high school in Peking. When she and her husband came to Kalamazoo, Mrs. Chen took a teaching certificate from Western and taught Conversational Chinese for the Department of Modern and Classical Languages in 1966-67. Mrs. Chen's husband, Dr. Wen Chao Chen, has recently announced his retirement as Vice President of Kalamazoo College and has been named "Fellow of the College," a newly created post. He will also continue as Professor of Political Science, Executive Director of the F.W. Heye Science Scholarship Fund, and Director of the Community Service Program.

Department Notes

[1] Mrs. Susan Ek, Department Secretary since April 1972, has been promoted to the Dean's office, commencing about the end of March 1973. Mrs. Ek will work in the office of the College of Arts and Sciences, Friedmann Hall, for Dean Cornelius Loew, Associate Deans James Zietlow and Tilman Cothran, and Administrative Assistant Mrs. Tulla Kaz. Among Mrs. Ek's memories of the Department, we are sure, will be such major projects as the PMS report, the Latvian Summer Program proposal, the Department Handbook, the Major-Minor Handbook, the Critical Languages Policy, and the students and faculty who enjoyed her presence, admired her work, appreciated her dedication. We wish her the best of luck in her new position, and we hope, for her sake, that her new bosses write more legibly than her last one. ¡Buena suerte!

[2] When President James W. Miller announced his retirement date (December 31, 1973) on January 5, 1973, the Western Herald reported that he had named the following highlights of his administration:

- * Establishment of an Honors College.
- * Increase in masters and specialist degrees.
- * Inauguration of College of Fine Arts.
- * Development of College of General Studies.
- * Establishment of Educational Resources Center.
- * Adoption of year-round operation.
- * Addition of two vice-presidents.
- * Acclaim for the Blind Rehabilitation Program.
- * Inauguration of Linguistics Department.
- * Doctoral degrees in over six fields.

[3] Linguistics and Reading, a special section of Ling. 550, Studies in Linguistics and Related Disciplines, will be offered during the 1973 Summer Session by Dr. Hendriksen (M-T-Th, 9:20-11:20). The class description of Linguistics and Reading states that the section will place stress on what the reader brings to the reading task, will examine pertinent psycholinguistic experiments, will challenge the notions of language deficiency among speakers of minority dialects, and will generally attempt to face the reality of the present situation, which suggests the desirability of gaining facility in reading material in the "standard" dialect. Future--and present--teachers, at all levels, should be especially interested in this offering.

[4] Korean and Modern Hebrew have been added to the Critical Language offerings for Fall 1973. Korean, which is returning to the schedule after a three-year absence, will be taught on Tuesday-Thursday evenings from 7:00 to 8:50 by Mr. Ock-jin Kim, who has been appointed to the Center for Korean Studies for 1973-74. Modern Hebrew will be offered for the first time ever next Fall, also on Tuesday-Thursday from 7:00 to 8:50, the teacher to be determined at a later date. This offering could be described more fully as "Modern Conversational Israeli Hebrew," though the Hebrew writing system will also be taught, and Classical Hebrew will be introduced at the advanced levels. Any student taking Korean, Hebrew, or any other critical language next Fall will be allowed to take four semesters of the language and may enroll in a Critical Language Minor.

[5] Asian Languages, a special section of Ling. (or Anthro.) 575, Studies in Languages of the World, will be offered by Dr. Dwarikesh in Fall 1973 (M-W, 3:00-4:20). Dr. Dwarikesh describes the course as a non-technical survey of Asian languages, not requiring any formal linguistics background: "It aims not to teach any particular Asian language but to examine intensively the most relevant linguistic questions and problems that the people of Asia as a whole are confronted with." Some of the topics that will be covered are: a brief history of the language families of Asia; the challenges faced by these languages in the post World War II era; the people's attitudes toward their native language(s) and toward foreign languages; multilingualism; the problem of writing systems; etc.

[6] Introduction to Linguistics, Ling. 500, which has been offered only in the Summer Session for the past several years (and will be again this summer--M-T-Th-F, 1:20-3:00), will also be offered during the regular academic year, starting in Fall 1973 (T-Th, 3:00-4:50, Palmatier). The course is being re-established in the Fall in order to accommodate the numerous graduate students from other departments who wish to take an elementary course in linguistics and receive graduate credit. (Upper-level undergraduates are also eligible to take this 500-level course, but they are urged to schedule Ling. 200, Linguistic Analysis, if possible.) Dr. Palmatier will be presenting modern linguistics primarily from a transformational point of view, looking also at Structural and Traditional approaches.

[7] The Nature of Language, Ling. 100, is a brand-new lower-level course that will be offered for the first time in the Fall (T-Th, 10:00-11:50). The course is designed for undergraduate students who wish to satisfy the lower-level (100-200) General Education requirements by studying about the nature and development of human language. Credit from the course cannot be applied to the Linguistics Major or Minor or the Critical Language Minor, but Linguistics students are definitely encouraged to take it (along with Human Communication at the upper level). The Nature of Language course will be taught by Mr. Joseph Muthiani, who has taught two Arts and Ideas classes in General Studies for the past two years--as well as Swahili for us for the past four years.

LINGUISTICS DEPARTMENT ALUMPERSONS

(Please fill in, rip off, and mail back.)

- 1a. Name (include maiden if married) _____
- 1b. Address _____
Street City State ZIP
- 2a. Were you a Major? _____ or a Minor? _____
- 2b. What was your Curriculum? _____ and Date of Graduation? _____
- 2c. What were your other Majors? _____ and Minors? _____
- 3a. What is your occupation? _____
- 3b. Where are you employed? _____
- 4a. Have you had further education beyond the Bachelor's? _____
- 4b. If so, where? _____
- 4c. What additional linguistics courses have you taken? _____
- 4d. Did you receive an advanced degree? _____
- 5a. Have you done any further work in linguistics on your own? _____
- 5b. What further reading? _____
- 5c. What further research? _____
- 5d. What further writing? _____
6. How has your undergraduate linguistics training benefited you since your graduation (2500 words or less)?

Please mail to the Chairman, Department of Linguistics, WMU, Kalamazoo, MI 49001

Thank you.