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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.

"GROWTH" AND "DEVELOPMENT" IN LANGUAGE*

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Professor of Linguistics

The terms "growth" and "development" have been applied to at least two aspects
of the nature of language. First, they have been applied, phylogenetically, to the
phenomenon of language change: the alteration of a language by its collective body
of speakers. Second, they have been applied, ontogenetically, to the phenomenon of
language learning: the acquisition of a language by new members of the speech com-
munity. In the light of current linguistic theory, it can be argued that the appli-
cation of the terms "growth" and "development" to linguistic phylogeny is (harmlessly)
erroneous, while their application to linguistic ontogeny is (essentially) accurate.

Linguistic Phylogeny

"Linguistic phylogeny" refers to language change--change either in human lan-
guage generally or in a particular human language, such as English. No one doubts
that particular languages change. A glance at some Old English writing will readily
confirm this. But the notion of change in human language generally is contrary to
the current belief in the universality of language design--both synchronically
("within time") and diachronically ("through time"). All communication systems,
present and past, which have served as the basis for human speech have satisfied the
general definition of language, and consequently there has never been a change in
human language--and there never will be, as long as the definition holds.

The terms "growth" and "development" do not apply, therefore, to human language
generally, because it does not undergo change. The question remains, however, of
whether the terms can apply to particular human languages, which obviously do change.
Do particular languages "grow" like a living organism? Do they pass through stages
of "infancy," "childhood," and "adolescence" before they achieve "maturity"? Do
they "develop" from "primitive" organisms, like the amoeba, into "complex" organisms,
like man? Is there, or has there ever been, such a thing as an "immature" language?
A "primitive" language?

No. If linguists agree on anything, they agree on this. No linguist has ever
heard--or heard of--a natural human language that was not fully grown or fully
developed. Diachronically, every ancient language that has survived in writing (from
as long as 5000 years ago) has been "mature" and "complex," and the same thing holds
for "proto" languages (back the same 5000 years) reconstructed by the comparative
method. Synchronically, no "immature" or "primitive" language exists on earth today,

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*Expansion of a paper delivered on March 11, 1975 to a symposium on "Growth and
  Development," organized by Dr. Dale Porter, College of General Studies, Western
  Michigan University.

including the newly discovered language of the Tassaday. The Tassaday may be culturally "primitive," but their language is as mature and refined as that of their discoverers.

Languages are not living organisms. They change, but they do not "grow" or "develop." This is the current view. If you were to look back to the turn of the century, you would find responsible linguists titling their books as Otto Jespersen did in 1905, Growth and Structure of the English Language, and in 1922, Language: Its Nature, Development, and Origin. And, farther back, in the nineteenth century, you would find the origin of the terms "language family," "mother language," "daughter language," and "sister Language." These usages reflected the now-discarded view of language as a living thing, "evolving" like other living things, subject to the vocabulary of "evolution."

A more current way to speak of "evolution" in languages is to start with the premise that a language is a system of rules, and that these rules undergo change over time, so that the grammar of a language in one period (e.g. the synthetic Old English of the tenth century, whose syntax was based primarily on inflectional agreement) may look quite different from the grammar of that same language one thousand years later (e.g. the analytic Modern English of the twentieth century, whose syntax is based primarily on word order). The name of the language may remain the same (e.g. "English"), but the language itself--that is, its grammar--will inexorably change in many respects.

Such change is most evident in the lexicon, which contains the lexical rules for associating meanings with sound sequences. This system of the grammar would seem to lend itself most easily to attributions of "growth" and "development." After all, English has a much larger vocabulary now than it did a thousand years ago. But the question is, does this increase in lexical rules--one for each new lexical item--constitute a "growth" toward some kind of lexical "maturity," or a "development" toward some kind of lexical "perfection"? No. All lexica are equally "mature" and "perfect." Any language is equipped to provide the lexical means for its speakers to say anything they want to.

Some of the more "romantic" linguists of the past, Jespersen among them, have expressed the opinion that language change--whether lexical or non-lexical--is a "good" thing in the long run. Their contention is that a language gradually adjusts to the "needs" of its speakers, not necessarily ever reaching a "maturity" or "perfection" but at least always maintaining its adequacy for precise communication. Tempting as this qualitative judgment of language change may sound, it cannot be supported, in its entirety, in fact. Middle English speakers did not "need" fixed word orders in order to achieve exact communication: the prolific inflections of Old English were perfectly adequate. The change in English from a synthetic to an analytic language was not a "good" thing--it was simply a thing.

More likely than not, a language, as a communication system, must maintain a certain degree of regularity--and a certain amount of redundancy--in order to be effective. The loss of a rule or signal from the grammar must be compensated for by the addition of another rule or signal, though not necessarily one of the same kind. Under this theory of "compensation," a language is a little like a balance, a set of scales: to keep the scales in balance, the weight must remain the same on both sides; but the nature of the weights can change without affecting the equilibrium. Substituting apples for oranges does not cause any "growth" in the total weight being measured.

The slow "death" of the practice of applying evolutionary terms to language change, in spite of the progress of language sciences, can be attributed to the convenience of metaphor in human expression: practices "die"; sciences "progress." There is no harm in this biocentric use of language as long as we understand that such expressions are merely "popular" substitutes for more technical terms. In a relaxed way, we can speak of the "growth" and "development" of the English language from something "born" in the 5th century A.D. to something "alive" and "well" in the twentieth. The scientific study of English is not automatically retarded by such

personifications.

Linguistic Ontogeny

"Linguistic ontogeny" refers to change in the language "competence" of an individual--change in his knowledge of language. In the traditional view, the terms "growth" and "development" seem quite appropriate here. The baby--or the foreigner--starts out without any competence at all in the language that he is expected to learn. As time passes, he acquires a limited competence in the language: that is, his competence "grows" and "develops." Eventually, under normal circumstances, the child's competence reaches maturity and perfection, while the foreigner's competence usually falls short of that goal.

Unfortunately, the traditional view of language acquisition--first or second-- was incomplete. Current linguistic theory recognizes a pronounced difference between first language learning (by the child) and second language learning (especially by the adult); it distinguishes "particular language competence" (as described above) from "universal language competence" (as discussed below); and it separates language competence from language performance. This last point is basic to the rest of the argument: language "competence" is a speaker's knowledge of language; language "performance" is his use of that knowledge in communication.

Current theory holds that the child is born with a "universal" language competence, an "innate" language "program," a knowledge of language generally. This competence is "inborn" in all children of all language communities--and, because it is universal, it does not--and cannot--"grow" or "develop." It is part of what is popularly called "human nature." The nature of the human being-- and only the human being--is to acquire a language. The "universal language competence" is the innate "program" which enables the human child to do this--and accounts for the rapidity and excellence of his accomplishment.

Exactly how the child acquires a particular language competence--that is, how his competence "grows" and "develops"--is unclear. At the least, he must be "exposed" to oral performance in the "target" language (the one he is expected to acquire). Presumably this "exposure" will "trigger" his innate "program" into action, incor- porating the features of the particular language into the universal competence. But mere "exposure" is not enough. A child exposed only to the constant chatter of a radio--or even a super-screen color television set--will not acquire a lan- guage. Involvement is also necessary.

The child must be "involved" in the language act. He must be spoken to and expected to respond. Furthermore, the involvement must be with one or more human speakers. "Big Brother"-type television programs, which ask questions and demand answers, are not sufficient. In other words, the child must be "exposed" to the speech of at least one live human being who talks to him and encourages him to respond. Behaviorists call this "conditioning"; linguists call it "acquisition"; both of them accept the non-technical term "learning."

Language learning--the growth and development of a competence in a particular language--progresses at a reasonably rapid rate. Sometime around the end of the first year the child produces his first recognizable utterance, so it must be assumed that by this time his knowledge of the language has already started to develop. At the age of three, the child is an accomplished enough performer of his language so that, if left to his own devices, he could probably achieve the rest on his own. Thus, in the short span of two years, the child has acquired a competence in a particular language.

A child who is exposed to, and involved in, more than one language from infancy normally emerges as a "bilingual" or "trilingual" (etc.). There is no theoretical limit to the number of "native" languages that a child can learn, provided that the "models" sort themselves out properly: e.g. A for the mother, B for the father, C for the grandmother, D for the upstairs maid, E for the downstairs maid, etc.

However, once the child starts playing--and talking--with other children, even
siblings, the number of languages is usually reduced in the direction of greater
reinforcement. If the language of the larger speech community, outside the home,
is A, and the family uses A for communication in the home, then A is going to be
the child's "first" language ("first" in importance, not in order of acquisition),
though he may still remain multilingual, at least for awhile.

Bilingualism implies the possession of a competence in more than one
particular language. How these multiple "competences" interact--and interfere--
with each other is the subject of much current research in "psycholinguistics,"
the study of language and mind. Psycholinguists are interested in knowing whether
bilingualism is harmful to a child's learning of either of the two languages well,
harmful to his progress in school, harmful to his psyche, etc. And if different
languages organize thought in different ways, as they do, then this must mean that
bilinguals not only switch languages ("code switching") but switch thought processes
as well. How do they keep from going mad? How do they keep from mixing their
thoughts up, from mixing their languages up?

Second language learning--that is, learning a "second" language after having
already learned a "first"--introduces many complications into the study of the
growth and development of competence. Apparently there is a maturational cut-off
date--puberty, adolescence--for the "natural" learning of a second language. Children
and youth--up to the age of twelve or so--do it effortlessly and perfectly: their
universal language "program" is still operative. Adolescents and adults--from
junior high school age on--normally find "natural" learning impossible (with notable
exceptions, of course): their "program" has been "erased." These linguistically
"mature" persons can no longer learn a language the way the child does, effortlessly
and perfectly, simply on the basis of exposure and involvement. They must be
"taught," consciously, or at least they must be placed in an artificial environment
which duplicates, and exaggerates, the conditions enjoyed by the child.

The child's linguistic competence, therefore, grows and develops like a tree:
the seed is his universal language competence; the trunk corresponds to his particular
language competence; the limbs and leaves represent his performance. If the child
becomes a bilingual, his "tree" will develop two "trunks," each with its own
"branches." But if the individual delays the learning of a second language until
his "tree" is mature, the "foreign" body must be "grafted" onto his main "trunk."
This "graft" must be nurtured carefully or it will wither and die. Even if it lives,
the foreign language will always be an appendage to the native language--grown in
an unnatural way. Eventually the entire "tree" will die, of course, ending onto-
genetic growth and development of a language competence.

Ontogeny as a Recapitulation of Phylogeny

It has been suggested--by Jespersen and others--that linguistic ontogeny
recapitulates linguistic phylogeny: that is, that the growth and development of
language in the individual parallels the growth and development of language in the
species. The assumption is that, just as the child starts out as a non-performer of
language, man himself was at one time without any language at all. Just as the
child progresses through the stages of babbling and one-word utterances, man once
went through the same stages in inventing language. Eventually the child develops
into a fluent speaker of the language, just as man eventually developed language
into the kind of communication system that we recognize today. If you want to
see how language originated, observe the child.

Recapitulation is an attractive theory, but it doesn't hold water. It no
more accounts for the origin of language than the birth of a baby accounts for the
origin of man. In the first place, the child is born into a linguistic community--
one already possessing a language; every child doesn't have to reinvent language
anew. In the second place, the newborn child already possesses a universal language
competence--a "program" for learning a particular language; he doesn't have to

"write" the program himself. In the third place, the child is equipped to learn any one of a large number of "possible" languages on earth; he doesn't have to "create" these possibilities. And in the fourth place, the child does not have to perform babblings and one-word utterances in order to learn language; if he is mute, he will never "perform" language at all, but he will still have learned it.

Romantic theories from around the turn of the century—such as the "bow-wow" theory, the "ding-dong" theory, the "pooh-pooh" theory, and the "yo-ho-heave-ho" theory—were attempts to account for man's invention of language on the basis of his own grunts and groans (compare the babblings of the child) and/or his imitation of the sounds of nature (compare the child's one-word utterances). Somehow, out of these crude beginnings, he fashioned a highly complex and abstract grammar— something the child does not have to do. Yet it is strange that other animals, which also grunt and groan and are capable of imitating the sounds of nature (some do), have never come up with the same invention on their own. Animals, not children, could recapitulate phylogeny, but none of them ever have.

The leap from animal-type calls and cries to human-type language is hard to accept—not just because we have never seen it happen in nature (certainly not in the child), but also because it would have to be immense. Animal "languages" do resemble human languages to some extent: they have a crude sort of "lexicon" which relates meanings to sounds. But animal "languages" lack all of the rest of the components of a human-language grammar: a phonological system, a morphological system, a syntactic system, and a semantic system. Leaping from "Bow-wow" to "Beware of the dog!" is like going from counting to computing: there are resemblances between the two operations, but the former seems terribly "primitive" beside the latter.

Recent experiments, by behavioral psychologists, in teaching symbol systems to chimpanzees have raised some interesting questions about the definition of "language," the legitimacy of language "competence," the nature of language "learning," and, indirectly, the origin of human language. Using non-vocal symbols (such as gestures, blocks, and push-buttons), the behaviorists have managed to "teach" chimps to communicate with them—and, to some degree, with each other—on a level approximating that of a two-year old child. This remarkable accomplishment cannot be dismissed by saying that because the communication is silent, the resemblance to human language is illusory, because humans also communicate with each other in sign language, writing, teletype, etc. And the two-year old level can't be depreciated either, because, as we have shown, the two-year old child has progressed about half way toward a basic linguistic competence.

Perhaps chimpanzees, as primates, share a universal language competence with man. That would account for their ability to learn a complex symbol system in a reasonably short period of time (a few years)—without destroying the notion of an innate language competence in man. Accepting this view of the situation would mean redefining "language" (by omitting the phonology and any references to human speech) and legiti- matizing "competence" in other higher primates as well as man (at least in the chimpanzee). The fact that the chimps must be "taught" the symbol system (rather than simply "exposed" to it and encouraged to use it) and that they progress only half way toward a basic competence in it can be explained by the nature of their task: they are learning to communicate in a foreign language. They don't do it very well, but it is surprising that they are able to do it at all.

What can the linguistic ontogeny of chimpanzees tell us about the phylogeny of human language? That remains to be seen. If the chimps learn to communicate with each other in one of these "languages," and if they teach the "language" to their offspring, then we will have a marvelous laboratory for studying linguistic "growth" and "development" through several generations. Equally important, if the chimps eventually abandon their "chimp language" (of calls and cries) in favor of exclusive use of the human-invented language, we will be faced with the ultimate in "code- switching." And most important, if the chimps should not abandon their "native"

language but "blend" it with their "second" language, we may have a hint as to how early man got his start in the language business.

Man has always been one of the best learners of the "languages" of other animals: bird calls, cat-calls, moose calls, etc. Conceivably his familiarity with the structure of various "animal" languages, including his own, could have sparked in him the clues to contrast, recurrence, order, redundancy, etc. This discovery, combined with the large stock of "words" that he had accumulated (e.g. bow-wow, ding-dong, etc.), combined with the practical use to which he put them (e.g. at work: yo-ho-heave-ho), might have led him to create the first of what we now call human languages. Maybe--maybe not. But wouldn't it be ironic if the linguistic ontogeny of a chimpanzee were to unlock the secrets of the phylogeny of human language?

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Replacements for Joe Muthiani

Mr. Joseph Muthiani, Instructor of Linguistics since 1969, resigned in December to take a position in the Department of Languages and Linguistics at Kenyatta University College, a constituent college of the University of Nairobi, Kenya, East Africa. Mr. Muthiani's classes have been taught during the Winter semester by three part-time instructors: Mrs. Lalita Muiznieks (M.A. in Teaching Linguistics in the Community College, WMU, 1970) "Introduction to the Study of Language"; Mrs. Ellen Chang (M.A. in Teaching English as a Foreign Language, U. of Mich., 1964) "Methods of Teaching English as a Second Language"; and Mr. Robert Dlouhy (M.A. in Teaching Linguistics in the Community College, WMU, 1974) "The Nature of Language." Mr. Muthiani wrote to the Department on January 19 that he and his family arrived in Nairobi on a Monday, and he started teaching the very next day: "General Linguistics" and "Methods of Teaching Swahili as a Second Language." Two of his recent articles will appear in the February issue of Lugha, and he has been asked to serve as an editor on the staff of the Journal of the Linguistic Association of Eastern Africa. There has obviously been no "time lag" in Mr. Muthiani's productivity. Welcome home, Chief!

Alumna News

Mrs. Gil Burger, who graduated (magna cum laude) only last December with an English major and Linguistics minor, is now teaching English Composition at Lake Michigan College. Miss Janine French, who graduated in April 1974 with a major in English and a minor in Linguistics, is now teaching 8th and 9th grade Advanced English ("with lots of linguistics") at Coldwater, Michigan. Miss Sara Harding, who is a graduate student in the MA-T(L)CC program, is now serving as Assistant Dean of Student Services at Grand Valley State Colleges. Miss Caroline Houston, who graduated in December 1972 with a double major in Linguistics and Anthropology and a minor in Spanish, is now teaching a special section of Introduction to American English for Chicano students under a graduate assistantship in the Department. Mrs. Sachiko Kido, who graduated last April with a Linguistics major and became a mother last September, will be teaching Basic Japanese for the Linguistics Department next fall. Mrs. Lalita Muiznieks, who received her MA-T(L)CC degree with a major in Linguistics in August 1970, is now teaching Introduction to the Study of Language for the Department.

New Students

Since December 1, 1974, the Department of Linguistics has admitted ten new students to its undergraduate programs:

Majors

Ralph Fitch (first major in English)
Gordon Husband (first major in English)
Maria Malamam
Toni Miller
Diana Nielsen (not yet counseled)

Minors (*critical language minor)

Thomas Girard (major in English)
*Gordon Husband (minor in Arabic)
*Maria Malamam (minor in Portuguese)
*Toni Miller (minor in Arabic)
*Hera Zalinskis (minor in Latvian)

Commencement

At the December 1974 Commencement, the Department of Linguistics graduated two majors (one *magna cum laude) and two minors (one *magna cum laude), and a former minor received her M.A. degree.

Majors

Yuko Fukui (Kobe, Japan) minor in Psychology (B.A.)
*Gary Mousseau (Kalamazoo) minor in Korean (B.A.)

Minors

*Galina Burger (Stevensville) major in English (B.A.)
Martha Bush (Birmingham) major in French (B.A.)
Lindsey Canfield (Livonia) major in English (B.S.)
Jolene Jackson (Kalamazoo) major in Sociology (B.S.)

Former Minor

Janet Lesniewski (Battle Creek) Anthropology (M.A.)

Ceramic Exhibit

One of our Critical Language minors, Miss Hera Zalinskis, a minor in Latvian, and her mother, Mrs. Maiga Zalinskis, are exhibiting their cermaic creations at a two-woman show in the downstairs gallery of the Gift Loft, 1517 S. Park St. Hera's mother has contributed some unusual ceramic candelabra, while Hera's contribution is highly glazed stoneware pots and bowls. The articles are for sale. The exhibit ends on Monday, March 17.

Ardanian

Mr. Michael Larkin, undergraduate Linguistics major, and his colleague, Mr. Gerald McCarthy, are creating a new language called "Ardanian." So far they have an outline of the grammar and a rather extensive Ardanian-English dictionary. According to Mr. McCarthy, Ardanian resembles Indo-European languages to some extent, particularly the Baltic ones (such as Latvian, Lithuanian, and Old Prussian). But they have not yet decided whether Ardanian should really be classified as an IE language or whether it should be regarded as a non-IE language with much IE influence (such as Estonian, Lappish, and Finnish). The inventors, who are doing the work as a linguistic exercise, would like to have others join them in the fun. Call the Linguistics office, (38)30958, for more information.

Journal Article

Mr. James Ek, a former Linguistics minor (B.A. August 1971) who is now serving as Director of the Language Laboratory at Western, has published an article in the Fall 1974 issue of the NALLD Journal (newsletter of the National Association of Language Laboratory Directors), pp. 17-23. The article, entitled "Grant Fever--Or How I Learned to Live with Title VI and Love It," offers advice to those who are about to prepare their first application for an OE-HEW-VI-A-HEA-1965-PL-89-329 grant for "Equipment and Materials to Improve Undergraduate Instruction." Mr. Ek received an M.A. ("with honors") in Audiovisual Media from Western last August.

Critical Language Minors

As of March 1, 1975, the Department of Linguistics had twelve minors enrolled in nine different Critical Languages. The language with the greatest number of minors is Hebrew (3), followed by Arabic (2), Amharic (1), Chinese (1), Japanese (1), Korean (1), Latvian (1), Portuguese (1), and Swahili (1). In addition, two other Critical Language minors have already completed their work and graduated (one in Latvian and one in Korean).

Amharic: Scott Porterfield

Arabic: Gordon Husband
      Toni Miller

Chinese: William Paige

Hebrew: James Jenks
      Paul Stark
      Ria Szmuszkovicz

Japanese: Rene Sanchez

Korean: Robert Kirkpatrick
      Gary Mousseau (B.A. Dec. 74)

Latvian: Anda Liberis (B.A. Aug. 72)
      Hera Zalinskis

Portuguese: Maria Malamam

Swahili: Nell Bullock

Undergraduate students who are interested in satisfying their language requirements for the B.A. degree (two semesters), Liberal Arts curriculum (three semesters), or other curriculum or major by studying a Critical Language should see or call Dr. D.P.S. Dwarikesh, Critical Languages Supervisor, Department of Linguistics, 412 Sprau Tower, phone (38)30958.

Sabbatical Leaves

Faculty members in the departments of Teacher Education, Philosophy, and English were awarded sabbatical leaves for 1975-76 to pursue research on language-related topics:

James W. Burns, associate professor of teacher education, academic year 1975-76, to investigate British approaches to language acquisition and development and the impact of these methods on the teaching of reading, through observation of selected university institutes of education, primary schools, teaching centres, and the British Open University.

John B. Dilworth, assistant professor of philosophy, winter semester 1976, to continue research in England (at Oxford and Bristol Universities) on certain relations between language, perception, and the world, advancing his work on an original theory of reference.

Theone Hughes, assistant professor of English, winter semester 1976, to study linguistics, cognitive psychology, and research and evaluation at Wayne State University to advance her research and teaching of psycholinguistics.

(Courtesy of Western News, Thursday, January 23, 1975.)

Speakers

1. Tuesday, March 18, 3 p.m., Faculty Lounge, USC

Veta Smith, Instructor of English at Kalamazoo Valley Community College and member of the Consulting Committee for the M.A. Program in Teaching Linguistics in the Community College, will conduct a lecture/workshop on the topic "How Would You Feel if You had to Change Your Dialect?" A reception for Ms. Smith will precede the 3:30 lecture. Refreshments will be served. Open to all.

2. Thursday, April 10, 3 p.m., Faculty Lounge, USC

D.P.S. Dwarikesh, Associate Professor of Linguistics and Critical Languages Supervisor in the Department of Linguistics, will give an illustrated lecture on "The Indus Valley Language and Script," especially as they relate to the history of Indo-European and the development of writing systems. A reception for Dr. Dwarikesh will precede the 3:30 lecture. Refreshments will be served. Open to all.

American Indian Languages

The Informant has been recognized by the Conference on American Indian Languages Clearinghouse (see their Newsletter, Vol. 3, No. 1, p. 22 in the October 1974 issue of the Linguistic Reporter, Vol. 16, No. 8) as a publication of interest to the members of that Conference. In order to live up to that honor, the Editor wishes to announce that special attention will be given to papers submitted to the Informant on topics related to American Indian Languages. If you have such a paper, please send a copy to the Editor (Department of Linguistics, Western Michigan University, Kalamazoo, Michigan 49008) by October 1, for the Fall 1975 issue, or February 1, for the Winter 1976 issue. We will read it immediately and notify the author of our decision on publication within one month.

Keio Scholarship

Mr. Marlon Gerould, Director of Foreign Student Affairs at WMU, and Mrs. Kyoko Ito, International Center of Keio University, jointly announce a renewal of the Murakami Memorial Scholarship for 1975-76. Under this scholarship, a WMU student who is interested in Japanese culture and language will spend a year at Keio University, and a Japanese student who is interested in American culture and language will spend a year at Western Michigan University. The scholarship is named after a Japanese girl, Miss Yukiko Murakami, who was a member of the first group of sixty-six Keio students at Western in the Summer of 1962. Miss Murakami was killed in a bus accident near Cleveland that August, and another girl, Miss Sachiko Kaneka, was seriously injured (now fully recovered, married, and a mother). Both girls were former students of the Editor. If you are interested in applying for the scholarship to Keio, please make an appointment to see Mr. Gerould (3115 Student Services Bldg., phone 38-30990).

Mathilde Steckelberg

The Editor is happy to pass along Christmas greetings from Miss Mathilde Steckelberg, Head of the Language Department at Western from 1944 to 1961 and a regular reader of the Informant. Miss Steckelberg resides in Lincoln, Nebraska (Apt. 403, 1130th St., Zip 68508) but, according to her December letter, travels a great deal. In September she accompanied Miss Grace Gish (a WMU emerita) to her new home in Green Valley, Arizona, where they were greeted by Miss Esther Schroeder (also a WMU emerita). While there, Miss Steckelberg visited the University of Arizona and later flew to Fullerton, California to see a niece and visit Fullerton University and Pomona College. Then she was off to Dallas/Fort Worth to see another niece—and finally back to Lincoln, Nebraska. Miss Steckelberg sends greetings to Mrs. Lalita Muiznieks (WMU M.A. in Teaching Linguistics in the Community College 1970, now teaching Linguistics at Western), Mrs. Monica Nahm (WMU B.A. summa cum laude, minor in Linguistics, 1970, M.A. 1972, now teaching Italian at Western), and Mrs. Tulla Kaz (Administrative Assistant to Dr. Cornelius Loew, Dean of the College of Arts and Sciences). We wish Miss Steckelberg a Happy New Year and officially name her our Informant correspondent for everything west of the Mississippi.

FALL 1975 SCHEDULE

General Linguistics Courses

100 DA Nature of Language	4 hrs.	11:00–11:50	MTWTh	Dlouhy
201 GA Int to Study of Lang	4 hrs.	2:00–2:50	MTWTh	Muiznieks
331 CA Syntax & Semantics (1 Linguistc Crs)	4 hrs.	10:00–11:50	MW	Dwarikesh
430 FA Dialects of Language (1 Linguistc Crs)	4 hrs.	1:00–2:50	MW	Dwarikesh
500 LA Intro to Linguistics	4 hrs.	7:00–8:50	TTh	Palmatier
540 HA Generative Grammar	3 hrs.	3:30–4:45	TTh	Palmatier-Hendriksen
551 KA Psycholinguistics	3 hrs.	6:30–9:10	T	Hendriksen
552 KA Sociolinguistics	3 hrs.	6:30–9:10	M	Dwarikesh
598 AR Readings in Ling	Var.			Palmatier

English as a Second Language Courses

110 CA Introd Amer English (Foreign Student)	4 hrs.	10:00–11:50	MW	Hendriksen
110 CB Introd Amer English (Foreign Student)	4 hrs.	10:00–11:50	TTh	Chang
110 FA Introd Amer English (Chicano Student)	4 hrs.	1:00–2:50	TTh	Houston
510 CA Meth Tch Eng/Sec Lang	3 hrs.	10:00–11:15	TTh	Hendriksen

Critical Languages Courses

301 AR Basic Critical Langs (C-Card)	4 hrs.			Dwarikesh
301 AA Basic Arabic	4 hrs.	8:00–8:50	MTWTh	Homsi
301 BA Basic Japanese	4 hrs.	9:00–9:50	MTWTh	Kido
301 KA Basic Modern Hebrew	4 hrs.	6:30–8:20	TTh	Szmuszkovicz
301 LA Basic Swahili	4 hrs.	7:00–8:50	TTh	Mallya
501 AR Inter Critical Langs (506 & C-Card)	4 hrs.			Dwarikesh
508 AR Reading Crit Langs (507 & C-Card)	4 hrs.			Dwarikesh

DIRECTIONS*
For the ESL CROSSWORD PUZZLE on the facing page.

Across

1. feeling of wonder
4. act of looking at something carefully
7. come down to _____
10. covering and padding furniture
13. be run _____ (weak)
14. _____ late (lately)
16. by _____ (occupation)
17. a ceremony for the dead
19. in _____ course (eventually)
20. dictation/shorthand/typist secretary
25. in the long _____ (eventually)
28. _____ good (forever)
29. football uniforms are _____-ded.
31. burial box
34. look down _____ (scorn)
35. one who is put to death for his beliefs
37. down _____ (lousy feeling)
38. a-_____ from (besides)
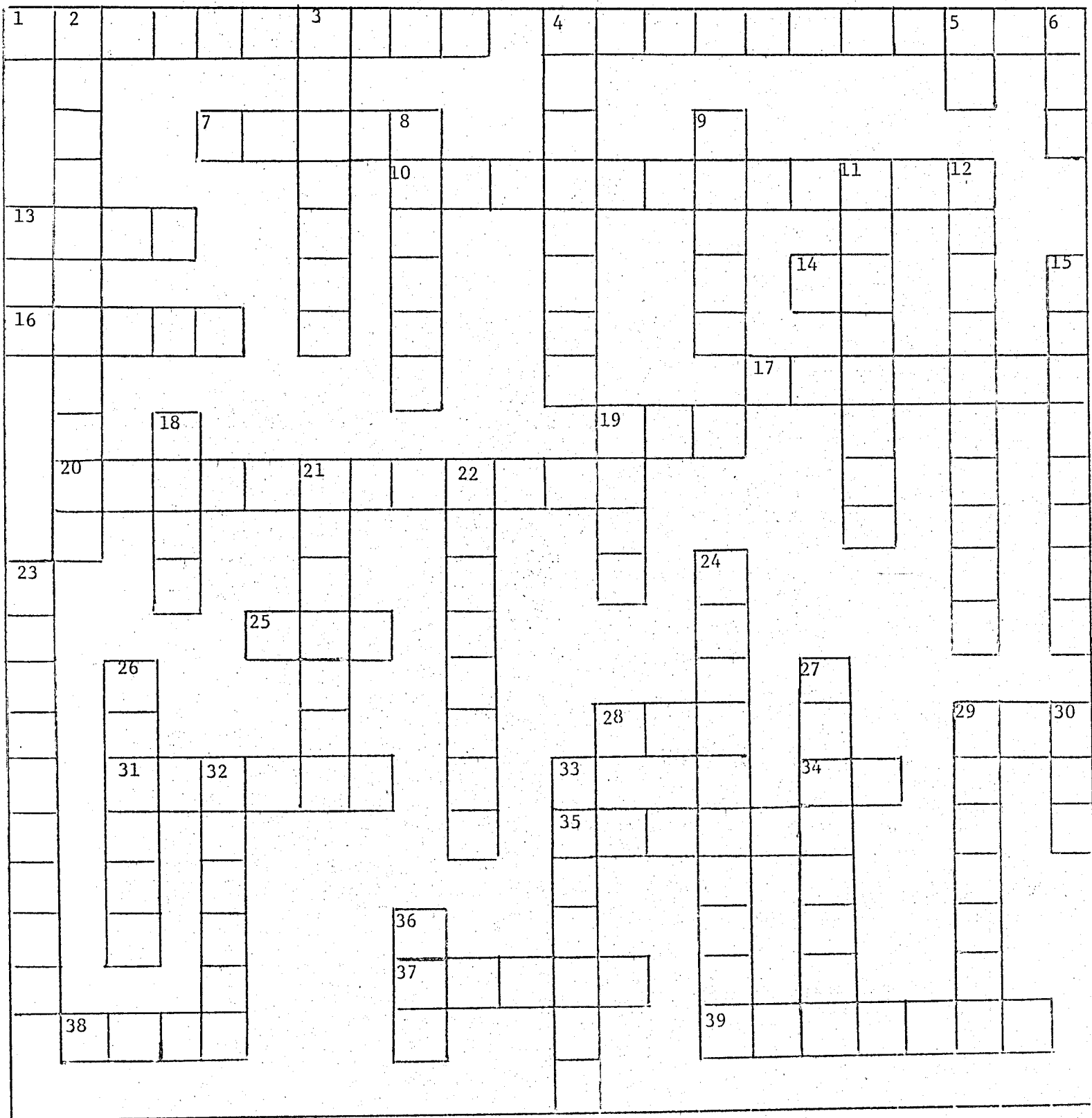39. perform a role; also, put to death for a crime

Down

2. impoliteness
3. change metal from bright to dull
4. contestant on the other side
5. _____ short (briefly)
6. _____ in the least (in no way)
8. of low position
9. items for sale on shelves
11. without end
12. wanting to give or share
15. put up with
18. _____ between the lines
19. _____ in (visit)
21. real
22. high standing, esteem
23. extreme; beyond good sense
24. gracious and affectionate (giving)
26. to withdraw from
27. extremely charming
29. an undertaking; a plan of action
30. _____ in (really go at it)
32. throw in the _____ (give up)
33. unpaid-for participant in a sport
36. _____ ones foot down (final act of discipline)

*The first ten persons to submit a correctly completed puzzle to the Secretary, Department of Linguistics, will be recognized in the Fall issue of the Informant.
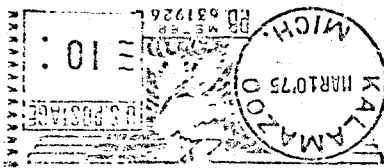
Mr. Darryl Salisbury
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Kalamazoo, MI 49008

DEPARTMENT OF LINGUISTICS
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KALAMAZOO, MICHIGAN 49008

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Call for Papers

Hey papers! The Editor invites students, faculty, and other readers
to submit papers on language topics for inclusion in the Fall 1975 issue of THE
INFORMANT. The call is directed not only to persons associated with the Linguistics
Department at Western but to anyone working in a linguistically related area. These
areas include Anthropology, Area Studies, Biology, Communication, English, History,
Librarianship, Medieval Studies, Modern and Classical Languages, Philosophy, Psy-
chology, Sociology, Social Work, Speech Pathology, and many others. Simply mail
a typed (double-spaced) copy of your paper by October 1 to:

        Editor, THE INFORMANT
        Department of Linguistics
        Western Michigan University
        Kalamazoo, Michigan 49008

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