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## The Informant Volume XIII, Number 2

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# THE INFORMANT

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

## \*LINGUISTICS AND CRITICAL LANGUAGES OPPORTUNITIES AT WESTERN

Robert A. Palmatier  
Professor and Chair  
Department of Linguistics  
and Critical Languages  
WMU

Question: What is linguistics?

Answer:

As a discipline, linguistics is the science of language--or the scientific study of language.

Linguistics is a rather young science. It originated in Europe in the early 19th century, when German and Danish philologists responded to Sir William Jones' observation that Sanskrit bore a greater than accidental resemblance to Greek and Latin. Jones posited that the three classical languages might not only be related but that the mother language might no longer be in existence. This notion of a hypothetical "proto-language" or ursprache was the basis for the development of the "comparative method" of reconstruction of language "roots." By this method it was discovered that Proto-Indo-European was the mother not only of Sanskrit, Greek, and Latin but of Germanic, Keltic, Baltic, Slavic, Iranian, and many other branches of this language "family." Active in the reconstruction of our linguistic ancestor were such unfamiliar names as Rask, Bopp, Pott, Schleicher, and Schlegel and the more familiar names of Jakob and Wilhelm Grimm--the Brothers Grimm, the "Bee Gees" of comparative linguistics.

A by-product of comparative reconstruction was the emphasis of 19th century linguists on "historical" or "diachronic" linguistics--the study of language change through time. One of the most influential comparativists of the late 19th century, Ferdinand de Saussure, a French-Swiss Professor at the University of Geneva, called attention to this fact in his lectures and shifted the attention of the linguistic world to the priority of "synchronic" linguistics--the study of language as an unchanging system or structure. This new emphasis spread throughout Europe and ushered in the study of "descriptive" or "structural" linguistics, as it came to be called. Structural linguistics was brought to America in the early 20th century by Franz Boas, an anthropologist, and for the

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\*Adapted from the script of an interview conducted by Dr. C. J. Gianakaris, Associate Dean, College of Arts and Sciences, WMU, on WMUK-FM radio, December 25, 1980, for the Arts and Sciences Forum.

first half of this century no linguist deserved that title who had not engaged in the study of the structure of one or more "exotic" languages, especially American Indian languages. Edward Sapir and Leonard Bloomfield are two of the bigger names from this "anthropological" period, which marked the beginning of "modern" linguistics.

The emphasis in linguistics shifted again in the 1950's, when another American, Noam Chomsky, brought about a scientific revolution in the discipline. Chomsky rejected "Bloomfieldian" linguistics because of its attention to the linear analysis of the surface structures of particular languages. In its place he proposed a "generative" view of language, which has its basis in mathematics, philosophy, and psychology. Generative grammar is a theory of language rather than a recipe for analyzing it, and it is based on the assumption of abstract, underlying structures for all sentences, which are then "transformed" by rule into their surface structures. Chomsky saw linguistics as a branch of cognitive psychology, whose purpose was to reveal insights about the relationship between language and mind. Most American linguists now accept some form of generative grammar.

Question: What are the branches of linguistics?

Answer:

Like other sciences, modern linguistics is divided into a general or theoretical branch and a particular or applied branch. Theoretical linguistics is the study of language generally--language with a capital "L", the theory of language. This branch includes the study of grammar, which consists of phonology, the study of sounds; morphology, the study of words; syntax, the study of sentences; and semantics, the study of meaning. The other branch, applied linguistics, is the application of general linguistic theory to the scientific study of particular languages, including the study of the teaching and learning of those languages. For example, this branch includes both the study of English as a particular language and the study of the teaching and learning of English as a native or foreign language. The same applies to Arabic, Japanese, Russian, and all of the other languages of the world.

The two branches of linguistics, theoretical and applied, are cross-cut by a time factor. That is, each kind of study can be either synchronic, within a fixed period of time, or diachronic, throughout an extended period of time. The latter study, as noted earlier, is called historical/comparative linguistics. Linguistics can also be linked to other sciences, resulting in such 'hyphenated' studies as 'psycholinguistics' (that is, linguistics and psychology), 'sociolinguistics' (that is, linguistics and sociology), 'biolinguistics' (that is, linguistics and biology), 'neurolinguistics' (that is, linguistics and neurology), anthropological linguistics, mathematical linguistics, computational linguistics, and many others.

Question: What is the current status of linguistics in the State of Michigan and at Western Michigan University?

Answer:

At the present time there are four departments of linguistics at the State Universities of Michigan. The first department was established at the University of Michigan in 1964, after years of activity of a linguistics "program," under which many degrees were granted. The second, a Department of Linguistics and Oriental and African Languages, was established at Michigan State University in 1966. Western Michigan University was the third to establish a Department of Linguistics, in 1968, but that title was changed in 1980 to the Department of Linguistics and Critical Languages. The last university to establish a linguistics department was Oakland, in 1970, though

several other colleges and universities, both public and private, have linguistics "programs": Wayne State University, Central Michigan University, the University of Detroit, Andrews University, and Hope College. The State also has an active Michigan Linguistic Society, of which two of Western's faculty members have been president.

As a department at Western Michigan University, linguistics is grouped with the humanities rather than with the sciences or social sciences. The reason for this is that the Department of Linguistics and Critical Languages is responsible not only for promoting the scientific study of Language and languages--that is, linguistics--but also for teaching certain languages--the "critical" languages and English as a second or foreign language. This latter responsibility qualifies the department to be a member of the Humanities division of the College of Arts and Sciences, alongside the departments of Modern and Classical Languages and English.

Question: What are some of the opportunities for students in linguistics at WMU?

Answer:

The opportunities for students interested in the linguistic portion of our work include an undergraduate major and minor and a graduate major.

The undergraduate major requires 30 hours of coursework, and the undergraduate minor requires 20 hours. Undergraduate majors and minors take the same set of 'core' courses, for 20 hours, and then the majors take an additional 10 hours, of which 4 must be in the Linguistics Department and the other 6 may be in cognate courses in several other departments. Western is very fortunate to have a wide array of linguistically related courses, not only in the Humanities division of the College of Arts and Sciences--in the Departments of Communication Arts and Sciences, English, Modern and Classical Languages, and Philosophy--but in the Science Division--in the Departments of Psychology and Mathematics--and in the Social Science Division--in the Departments of Anthropology and Sociology--and in other Colleges as well: the College of Education, Department of Education and Professional Development; and the College of Health and Human Services, Department of Speech Pathology. Majors have a wide choice among these cognate courses.

Graduate majors in linguistics are enrolled in the M.A. degree program in Teaching in the Community College, which is administered by the College of Education for the Graduate College. This is an unusual degree, since it prepares students for college teaching upon completion of the master's degree. Graduate majors in linguistics are required to take 35 hours of coursework, including 20 hours in the Department of Linguistics, 7 hours in the Department of Education and Professional Development, 5 hours of Independent Research from the Graduate College, and 3 hours of cognate work in another department. Graduate majors are required to select an area of concentration from among Teaching General Linguistics, Teaching English as a Second Language, and Teaching a Critical Language. Our most popular area of concentration at the moment is Teaching English as a Second Language, or TESL. Western and the State of Michigan do not offer a TESL certificate, but the area of concentration appears on the student's transcript.

The final program in the Department is the Critical Language Minor.

Question: What is a 'critical' language?

Answer:

Nationally, a 'Critical' Language is one that was critical to the National defense back in the 1960's, when the Department of Linguistics was established.



Since that time, the national terminology has changed to such terms as 'neglected' languages, 'uncommonly taught' languages, and 'non-Western' languages--but we have chosen to retain the original term, which lacks the negative connotation of the new ones. (We would prefer not to describe our minor as 'non-western' or 'neglected' or 'uncommonly taught'.)

Locally (at WMU) a 'critical' language is simply one that is not offered by the Department of Modern and Classical Languages. Among the Romance languages, Modern and Classical Languages offers French and Spanish, and we offer Brazilian Portuguese. Among the Balto-Slavic languages, they offer Russian, and we now offer Latvian and have offered Polish and Serbo-Croatian in the past. Among the Classical languages, they offer Greek and Latin, and we occasionally offer Sanskrit.

Most of our Critical languages originate from outside Europe: Arabic, Hebrew, and Persian from the Middle East, and Chinese, Japanese, and Korean from the Far East. We used to teach Swahili, from East Africa, and we sometimes have students in Hindi-Urdu, from South Asia. We still have tapes, manuals, and dictionaries for all of our Critical languages that are no longer being offered on a regular basis, and students are welcome to use them for independent study.

A Critical Language Minor is available for serious students of our languages. It consists of two years of study of the language, plus credit in Linguistics 100, the Nature of Language, 4 hrs., for a total of 20 hours. We have had some requests for a Critical Language Major, also, and we are currently considering a proposal for such a major. It would require Nature of Language, 3 years of language study, and a cognate course.

Critical language study can be used to satisfy most of the University's foreign language requirements--for example, those for the B.A. degree--one year--those for the European Studies Program--one year--those for the Latin American Studies Program--two years--and those for the Liberal Arts Curriculum--two years. The first-year courses are at the 300 level (301 and 302), and the second-year courses are at the 500 level (501 and 502).

Question: Why don't the languages start at the 100 level?

Answer:

At one time, all of our Critical Languages courses were at the 500 level, so that graduate students in the old M.A. programs in Area Studies could take them for graduate credit. Several years ago, when those M.A.'s were abolished and we lowered the courses to the undergraduate level, we decided to stop at the 300 level in order to avoid competition with the Department of Modern and Classical Languages. Freshmen and Sophomores are still eligible to take the courses, however, even though they have 300 numbers. It doesn't mean that critical languages are necessarily more difficult than other languages.

In fact, theoretically, the easiest language in the world for English speakers to learn should be Mandarin Chinese, because Chinese and English have a very similar structure: adjectives before nouns rather than after (as in French and Spanish), main verbs before objects rather than after (as in German), practically no inflections, very similar compounds and idioms, etc. Even the Chinese tones can be learned gradually, without too much distortion. It's the written language that presents the problem, not the spoken language.

Many of our critical languages do have writing systems that are not based on the Roman alphabet. (The exceptions are Brazilian Portuguese, Latvian, Polish, Croatian, and Swahili.) Serbian uses a variety of the Cyrillic alphabet, in which Russian is written. Arabic, Persian, and Urdu have a writing system that is based on the Arabic script. Hindi and Sanskrit use the ancient

Devanagara script. Chinese, Japanese, and Korean all share Chinese characters, but Japanese has two syllabic writing systems of its own, and Korean has an alphabet, like English, but with totally different symbols.

For this reason, some critical language minors must be willing and able to devote a considerable amount of time to the learning of a new writing system as well as the learning of a new language. This study has paid off for a number of our graduates, who are now teaching or using the languages that they learned or refined in our department. One of our minors is now teaching Japanese for the Department, another is teaching Latvian in Germany, another is studying in Mainland China, and several others are studying in Japan. Our most popular languages for the Critical Language Minor have been, in descending order: Hebrew, Japanese, Chinese, Arabic, Brazilian Portuguese, Latvian, Swahili, and Korean.

Question: What are some of the other opportunities for your students after graduation?

Answer:

The graduate major offers the greatest number of direct opportunities, because it is a professional program preparing students for a specific vocation. Our alumni in this program are now engaged in teaching English as a second language or teaching a critical language in Korea, Saudi Arabia, Thailand, Kenya, and the United States. In this country they have taught at Georgetown University, Michigan State University, Grand Valley State Colleges, Aquinas College, Kalamazoo Valley Community College, and Western. Here at the University they are teaching in the Career English Language Center and also in the Department of Linguistics. Some of our other graduate major alumni are teaching in public school systems, and some have gone into business and industry: the newspaper business in Toronto and the heavy equipment industry in Battle Creek.

The undergraduate major is a liberal arts program rather than a professional degree. It leads to a college education rather than a specific job. In some cases the linguistics major is paired with a major from another department or coordinated with a major in Area Studies. Linguistics majors who are working toward a teaching certificate must also take a "teachable" major in another department. Students who have only one major, in Linguistics, are either headed for graduate school, have a job already lined up, or simply love languages.

For example, our latest major alumnus is now teaching Japanese for us while he is working on a master's degree in Business. One of last year's majors is now operating his own bakery in Kalamazoo, another is working on a law degree in Detroit, and a graduate of two years ago is employed by an American-Arabian Oil Company in Washington, D.C. Among our other major alumni, one is studying for a Ph.D. degree in Linguistics at Georgetown University, one is about to receive his Ph.D. in English from Michigan State University, and one has just received her Ph.D. in Linguistics from Illinois. A former major is teaching in Japan, another has a law degree from Cambridge, and another is a radio announcer at the University of Michigan.

The Undergraduate Linguistics minor is intended to strengthen a major in another discipline. Though we have had some minors with majors in fairly unrelated areas, such as Art, Dance, Music, and Home Economics, most of our minors major in English, Foreign Languages, Communication, Anthropology, Psychology, Philosophy, History, or some other field in Arts and Sciences. However, our connection with Speech Pathology, in the College of Health and Human Services, has been very close over the years, and our Nature of Language course is now a requirement for their majors. In January 1979, the Linguistics Department supported the Speech Pathology Department in bringing Professor Noam Chomsky to Western as a Visiting Scholar.

Question: What are some of the other interdisciplinary activities that you have supported?

Answer:

In the summer of 1970, the Linguistics Department offered its Critical Languages courses to the Division of Continuing Education for use by the Latvian Studies program. That arrangement has been continuing ever since, and at times we have been joined by the Departments of History and Political Science. The Latvian Studies program attracts students, mostly of Latvian descent, from all over the world to its unusual summer program--from Canada, Germany, Sweden, Australia, Venezuela, and Argentina. The purpose of this ethnic heritage program is to preserve the Latvian language and culture among the children and grandchildren of Latvian emigrants and exiles.

The Linguistics Department also cooperated with the Departments of English, Communication, Education and Professional Development, and Speech Pathology in establishing an Integrated Language Arts Minor back in 1974. The purpose of this program is to integrate the various language arts--reading, writing, speaking, listening--in the education of elementary teachers at Western. The program grew out of an experimental minor that was offered in Grand Rapids in 1971-72 for the Career Opportunities Program. The participation of the Linguistics Department in ILAM has been minimal in recent years, but we are very proud to be associated with this exciting program.

During the 1974-75 academic year, the Linguistics Department cooperated with representatives of the College of Applied Sciences, the College of Business, the Office of International Student Services, the Dean of the College of Arts and Sciences, and the Dean of the Division of Continuing Education to develop an intensive English as a Second Language program for pre-enrolled foreign students. The result of this planning was a Career English Program, starting in the Summer of 1975, which focused on teaching English for special purposes, such as careers in Engineering, Business, and Science. The CEP has recently been renamed the Career English Language Center for International Students.

Two other interdisciplinary efforts of the department are the Language and Linguistics Forum and The Informant newsletter. The Forum got its start back in the middle 60's, before the department was even established. Its purpose was to provide a platform for the expression of ideas on either linguistics or particular languages. The first speaker was Dr. Charles Van Riper, former Head of Speech Pathology, and later lectures were given by faculty, students, and visiting speakers. In the Fall of 1977 the Department of Linguistics assumed responsibility for the Forum, and it has attracted lecturers from Communication, Humanities, Languages, Religion, Philosophy, and Psychology. A Student Forum is being planned for the current academic year.

The Informant newsletter has been published continuously for the past twelve and one half years--since the beginning of the department--and is one of the oldest newsletters on campus. In 1970, with support from the Alumni Association, the current banner plate was cut, allowing us to vary the color of the banner from issue to issue. Normally, there are two issues per year--one in the Fall and one in the Winter. Each issue consists of a lead article and news about the students, faculty, and programs of the department. The lead articles are written by our own students or faculty, by students or faculty from other departments, or by faculty at other universities--such as Wayne State, Bowling Green State, and Kenyatta National College. Because of the articles, The Informant is classed as a "working papers" publication by the linguistics community, and it is distributed widely, both nationally and internationally. Its Bicentennial and Diamond Jubilee issues received University recognition.

Question: What are the research interests in your department?

Answer:

For the past four years the entire department has been deeply involved in research on the Tibetan language, thanks to the presence of a Visiting Tibetan Scholar and the support of our staff and students and of the Colleges of Arts and Sciences and Graduate Studies. This research resulted in the publication of three articles on Tibetan grammar in The Informant and the preparation of several books on the Tibetan language. Our Tibetan Scholar has now moved on to Case-Western Reserve University, where he is the Research Investigator for an English-Tibetan Dictionary project that will run for the next two years, so we have shifted our attention to another area.

Our new research focus is archeological linguistics, specifically as it applies to cave paintings and the origin of ancient writing systems. The paintings in question are in the Pahargarh Cave Complex along the Asan River in North Central India. They were discovered in the Fall of 1978 by Dr. D.P.S. Dwariakesh, an Associate Professor in our department who was on sabbatical leave in India at that time. Since his return to Western he has coordinated the preparation of research proposals for the project, taught two seminars on Archeological Linguistics, and prepared an anthology of articles on the subject for eventual publication.

Another area of research interest, by Dr. Daniel P. Hendriksen, an Associate Professor in our Department, is cartoons and comics and how they illustrate faulty communication among their characters and pose communication problems for foreign readers. This interest, which was also developed during a sabbatical leave, has resulted in the preparation of hundreds of slides that show reading miscues, mishearings, spoonerisms, bloopers, malapropisms, interlingual miscues, immature language, and just plain wit. The contention is that miscues of various sorts provide a window, not only on the problems facing foreign speakers and readers, but on the normal functioning of language.

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#### DECEMBER GRADUATES

Taha M. Al-Edreesi (MA-TCC--English as a Second Language)  
Diane M. Bolton (MA-TCC--English as a Second Language)  
Susan J. Haghpanah (Minor in Linguistics, Secondary Education)  
Debra A. Hampton (Minor in Linguistics Elementary Education--cum laude)  
Janet R. Illeni (Major in Linguistics, Minor in Italian--magna cum laude)  
Susan M. MacDonald (Minor in Linguistics, Elementary Education)

*—and special recognition to—*

Yukiko Nakajima George (B.A.--former student secretary, Linguistics Department)  
Mark L. Sundberg (Ph.D., Psychology--former speaker, Language and Linguistics forum)

#### NEW STUDENTS

(Since October 1980)

Ahmed Al-Gorashi (MA-TCC--English as a Second Language; B.A., Univ. of Riyadh, Saudi Arabia, English)  
Duanden Choenchitsiri (MA-TCC--English as a Second Language: B.A., Silpakorn Univ., Thailand, English)  
Deborah Farwell (Critical Language Minor, Arabic)  
Zenab Mohamed Ghareb (Major in Linguistics; transfer from Al-Feteh Univ. Libya)  
John J. Jackson (Minor in Linguistics, Major in Communication)  
Mohd. Yunus Majid (Critical Language Minor, Arabic)  
Kip Petzold (Minor in Linguistics, Elementary Education)  
Joyce K. Walcott (Minor in Linguistics, Major in English)  
Yuko Watanabe (Major in Linguistics; transfer from Bukkyo Univ., Japan)



## FACULTY NEWS

Dr. Daniel P. Hendriksen, Associate Professor of Linguistics and Critical Languages, is the author of an article which was included in a book recently published in Japan. The article, "Shifting Questions, Partial Answers, and the Teaching of English to Asians," appears on pages 93-109 of the book, Bilingual Education for Asian Americans: Problems and Strategies, edited by Dr. John H. Koo, University of Alaska, and Dr. Robert N. St. Clair, University of Louisville, which is the first volume in a new Series in Sociolinguistics, edited by Fred C. C. Peng, International Christian University, Tokyo, published by the Bunka Hyoron Publishing Company, Hiroshima, Japan, 1980. The book will soon be available in Waldo Library.

Dr. Hendriksen's sabbatical leave in Winter 1980, which was devoted to research on the topic "Miscues in Sense and Nonsense: Window on Language Function," led to the writing of a paper entitled "P/Revitalizing Psycho-Sociolinguistic Insights Through Humor." The study of humor has occupied Dr. Hendriksen since at least November 1977, when he gave a slide presentation, with comics as a point of departure, for the Language and Linguistics Forum at WMU. A year later, at the annual regional meeting of the National Association for Foreign Student Affairs in Chicago, he lectured on "The Use of Comic Slides to Teach Figurative Expressions to High-Level Intensive English Students."

This year--1980-81--Dr. Hendriksen has given two more slide presentations on the subject of comics and humor. On October 25 he presented a slide-illustrated lecture entitled "Not Just a Laughing Matter" at the evening banquet for the 26th Annual VHF ("Very High Frequency") Conference at Kohrman Hall on Western's campus. Then on December 7, he gave a slide presentation at the fall semester banquet of the WMU student branch of the Institute of Electrical and Electronic Engineers at Jason's Cove restaurant in Portage, Michigan. The lecture was entitled "A View of Phatic Communication from Its Violations."

Dr. D.P.S. Dwarikesh, Associate Professor of Linguistics and Critical Languages, spent the Spring and Summer of 1980 in India, making arrangements for research on the Pahargarh Caves Complex. Before he left, he published a 35-page booklet, Pahargarh Cave Paintings: A Glimpse of Indian Prehistory (Western Michigan University, 1980), which contains a foreword by President Bernhard, an account of the discovery of the caves, a description of their physical and cultural setting, a classification of the types of paintings, an analysis of their date and manner of production, and an estimate of their value to our knowledge of prehistoric India.

While Dr. Dwarikesh was in India, an article by him entitled "Cave Paintings Discovered at Pahargarh in India" was published in The Courier, the alumni magazine for the College of Arts and Sciences, WMU (pp. 7-9, including 4 photographs). A picture of Dr. Dwarikesh and a brief article was included in the June 1980 issue of The Westerner (vol. 1, no. 1, p. 14), WMU's new alumni newspaper. An article about Dr. Dwarikesh's discovery, "A Brush with the Past," was published in the Surya India magazine in July 1980 (vol. 4, no. 10, pp. 64-65).

Upon Dr. Dwarikesh's return to Western in September, he prepared a grant proposal to the American Institute of India Studies for continued research on the caves and cave paintings. In early November he showed his slides of the paintings to members of the South Asian Conference at Wisconsin-Madison, and in late November he learned that his grant proposal had been given preliminary approval by AIIS. On December 4 an article and photograph appeared in Western News, and on December 18 Dr. Dwarikesh presented a slide-illustrated lecture on the paintings at Loy Norrix High School, Kalamazoo.

Dr. Robert A. Palmatier, Professor and Chair, Department of Linguistics and Critical Languages, appeared on the College of Arts and Sciences Radio Forum on Christmas Day 1980. The taped program was broadcast at 9:30 a.m. and 11:30 p.m. over WMUK, Western's FM radio station. Dr. Palmatier was a member of the Program Committee for the Fifteenth International Congress on Medieval Studies at Western last May 1-4 and as such was invited to attend the banquet and concert on the evening of May 3. For the Sixteenth International Congress, next May 7-10, he will chair a session on "Old English: Language and Meaning," which meets on the afternoon of May 9.

Mrs. Lalita Muiznieks, part-time instructor of Linguistics and Critical Languages, is a member of the committee that is planning an academic-year Latvian Studies program for 1981-82. Other members of the planning team are Dean A. Bruce Clarke (A & S), Associate Dean C. J. Gianakaris (A & S), Dean Norman Greenberg (Director, IAS), Associate Dean Geoffrey Smith (Cont. Ed.), Dr. Robert A. Palmatier (Chair, LCL), and Dr. Valdis Muiznieks (Liaison to American Latvian Association). Mrs. Muiznieks taught in a Latvian Seminar in Seattle, Washington during the Christmas break and will be teaching in the 14th annual summer Latvian Studies program at WMU next June-August.

Mr. Robert J. Dlouhy, part-time instructor of Linguistics and Critical Languages and Coordinator of the Language and Linguistics Forum on campus, served for the first time as an active participant in one of the Forum programs in January. On January 29, Mr. Dlouhy and Dr. Jack Michael, Professor of Psychology, shared the speaker's stand in the Red Room for a discussion of the relationship between Pike's Tagmemic theory and Behaviorism. Mr. Dlouhy outlined the theory, and Dr. Michael responded for the Behaviorists. Ms. Lisa LeBlanc, part-time instructor of Linguistics and Critical Languages and teacher of sign language for the Psychology Department, served as mistress of ceremonies.

#### STUDENT/ALUMNI NEWS

Carol (Candy) Bennett, former Graduate Dean's Research Assistant in the Department of Linguistics and now a student at the University of Wisconsin-Madison, flew to India in January to prepare the way for a visit by the President of Mexico to the Dalai Lama at Dharmasala. She is accompanying another woman who is in charge of the arrangements but does not speak Tibetan. Candy does. She learned it here at Western from Ngawang Thondup, our former Tibetan Scholar.

Jean Ogilvie, an August 1980 graduate of WMU with a major in English and a minor in Mandarin Chinese, may soon be changing roles at Nankai University, People's Republic of China. She has been studying Chinese there since September, along with Starla Schwartz, an April 1980 graduate of the MA-TCC program with a major in Linguistics. Jean has applied for a job teaching English as a Foreign Language at Nankai, and it looks like she might get it.

Jim Cogswell, undergraduate major in Linguistics, has been named to Who's Who Among Students in American Colleges and Universities for 1980-81. This honor is based on his outstanding scholarship and activity here. He received Honorable Mention for a College of Arts and Sciences Merit Scholarship last Winter, and he has been Undergraduate Representative to the Department Advisory Committee since that time. Jim is now applying for a Waldo-Sangren Scholarship in Spring/Summer to study Irish-America, B.C.

Denise Prouty, undergraduate minor in Linguistics and major in English, is the 1980-81--and first--recipient of the Jean and Vincent Malmstrom Scholarship. The \$500 award for a prospective English teacher with an English language emphasis was presented to Denise on December 9, 1980 in the tenth floor lounge of Sprau Tower by Dr. Clare Goldfarb, Chairperson of the English Department. Dr. Palmatier was one of her sponsors.

Mr. Darryl Salisbury  
Career English Program  
WMU

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Campus mail

Western Michigan University is committed to a policy of non-discrimination on the basis of race, sex, age, color, national origin, religion, or handicap in its educational programs, activities, admissions, or employment policies as required by Title IX of the 1972 Education Amendments, Executive Order 11246 as amended, Section 504 of the Rehabilitation Act of 1973 and all other pertinent State and Federal regulations, and Executive Order 11375.