Issues of Term Planning For Bengali[1]

Monsur Musa*

Problem Statement

Decolonization of the Indian Empire after the Second World War led to a number of urgent demands on the Bengali Language in Bangladesh and West Bengal for use in dictionaries, textbooks, correspondence—manuals and new etiquette. These entailed coinage of new terms from English, the former official and educational language of the area. Thus, the concept of *term transfer* appeared in social discourse.

What is meant by Term Transfer is the planned transfer of a unit of ideas from one language (in this case English) into the target language (in this case Bengali), specifically into the domains of usage where a need is urgently felt. Papers published in local newspapers and journals over the last few decades deal with the issue of term transfer into Bengali as a linguistic problem (Hai 1961, Shahidullah 1962, Anisuzzaman 1966, Musa 1972, Ibrahim 1973, Huda 1977). The need for planning to coin terms for various subjects was emphasized in all these papers.

Several term planning committees have been working to meet such needs for decades. However, there as been a persistent concern expressed in the press, in public lectures, and in other ways about the appropriateness, authenticity and correctness of terms. It has been claimed that Bengali is not accepted for use in new domains because of the problems of terms. This paper is intended to throw some light on this concern. *The urgency of the continuing present* made the problem of term transfer acute, but the last hundred years of

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Bengali history exhibits the argumentation involved with the perception of "the problem."

Bibliographical studies on the Bengali terms, however, amply demonstrate that this is a recurring problem relative to the spread of education and dissemination of knowledge (Bhaduri, 1949 [=Bengali year 1355]). Societies passing through the same developmental experience may find this case study interesting in the sense that they may develop a better language treatment procedure to deal with the problem of term transfer from one language to another.

Who advocated which principles and procedures. When?

Principles and procedures[2] of term transfer were a major concern among textbook writers, translators and scholars. Intellectual contact between English and Bengali seems to demand language transfer rules to achieve economy and consistency in transferring a unit of ideas from the one to the other. A number of textbook writers and scholars have attempted to develop such rules or procedures.

In many cases, the same person was textbook writer, translator and scholar. In some cases, one helped the other in transferring ideas from English into Bengali. Some of them knew Bengali well, some English, but most of them were bilinguals of varying skills. Many of them were teachers, missionaries, administrators, scientists and creative writers. An exemplary happiness condition characterized the contact. One scholar comments: "It was an age of textbooks and translations. Englishmen wrote books for the benefit of Bengalees, and Bengalees wrote books for the benefit of English men, and it seems everybody was anxious to teach everybody else something or other" (Chaudhuri 1917:21), Without a detailed reconstruction of the history of the intellectual contact, no systematic claim can be made about who developed what principle when for transferring ideas from one language to the other. The following outline is made in some chronological order to evaluate the individual effort in term planning

in order to throw some light on a recurring problem, that has persisted for over a hundred years.

The Reverend John Mack (1797-1845) as the first teacher of chemistry in Serampore College translated his *Principles of Chemistry* as *Kimiya vidyar Sar* (1834) in order to develop reading materials for his students. Concerning term transfer, he argued that new expressions in Bengali should closely resemble expression in the original language. He gave the following arguments to support his views:

> First, that our European terms have been taken from our ancient languages for the very purpose of preventing the confusion which must arise from as many different names being applied to the same thing as there are languages, in which it is spoken of; and secondly, that it is a mistake to suppose, that any good will be done by accurate translation of scientific names, since as many of them as far as their derivative import is concerned, are totally misapplied, and the translation of them, therefore, would only be giving currency to error. Thus the word *oxygen* might have been very neatly render *umlujan* (the producer of acidity); but the result would have been, that the exploded idea of oxygen being necessary to the production of acidity, would have been embodied in the new word. (Mack 1834: cited in Banerjee 1952).

In order to render European terms into Bengali Script, Mack pursued the following three procedures: Firstly, he has *transliterated* the basic terms of chemistry into Bengali Script. Examples are *oxygen* and *clorin* [oksigen:অক্সিজেন] [klorin:ক্লোরিন]. Secondly he followed a procedure of *hybridization* by combining two elements from the two languages. An example is *nitric acid*. By combining English *nitric* with Bengali *omlo* (sour), he formed the hybrid *noitrikamlo*. Thirdly, he made some *innovative readjustments* of meanings in archaic words to calibrate his topic or context. For example he use the word *bostu* [old meaning, matter or phenomena] for the concept substance.

Like Mack, Ganga Prashad Mukharji (mid ninteenth century) while attempting to translate *Gray's Anatomy* also suggested that European terms should be transferred as they were, without any formal change except for the script. It is not known why his suggestion was not accepted at that time. Rather the question of endogenous creativity seemed to have occupied scholars. Non-conformity to a single norm still remained the working style of the early textbook writers. As a result, different textbook writers tended to coin different terms for the same concept. In spite of the multiple coinage for a single European term, the period saw extensive cultivation of language for artistic, communicative and teaching purposes. Extensive cultivation of term and neologism necessitated an evaluation of language products. At that time, scholars noted that *self-government* was translated as two different words: *atmashason* and *Sawottoshason;* while *opinion* and *theory* were rendered as one word: *mot;* *personal* and *individual* were expressed as *baektigoto;*

feeling, sentiment and *thought* were issued as *bhab.*

In the process of evaluation of language products, the idea of establishment of a society to determine a language norm attracted the attention of scholars involved in the cultivation of language. Thus 'Sarswato Shamaj' was established. Raja Rajendra Lal Mitra became president and young Rabindronath Tagore was Secretary. Both these men played important roles in developing the principles of term transfer.

As a resolution to the question of transfer of term without formal change raised by Mukherji, a paper on term innovation was prepared by Raja Rajendra Lal Mitra (1824-1891). The paper "A Scheme for Rendering of European Scientific Terms into the Vernacular of India" (1877) is an important document relating to the development of principles in term transfer into Bengali. His main idea was that except for the names of objects, equipments, apparatuses and binomial names, all other technical terms should be "translated" into the language. He wrote "The most important rule I propose is that all terms intending to denote attributes should be invariably translated and adopted but the names of simple substances may be taken from the language of Europe, if their equivalent be not found in those in India" [Cited in Chaudhuri, *JISTA* Vol. 3, No. 3 and 4, 1974, p. 15].

Over time, textbook writers became more conscious about the application of linguistic knowledge in term-coining. For example, Bipin Behari Das, (mid nineteenth century) while writing his chemistry textbook *Rashayon Upokramonika* (Introduction to Chemistry) used the following principles regarding morpheme-equivalence. He determined '−ide' element-function of the word ox*ide* is equal to '*jo*' element-function of the Bengali word ōml*ōjo*, '−ic' the element-function of the word 'nit*ric*' is equal to the *ik* element-function of Bengali word Jobokkhar*ik* and '−ous' element-function of the word nit*rous* is equal to *iyo* element-function of the Bengali word Jabokkhar*iyo.*

The principle served as a heuristic device to accommodate a large number of concept-words into Bengali and set a paradigmatic field for the growth of lexical space in the language.

Through application of this principle, some textbook writers transformed some symbols into terms. For example, in his chemistry book (1877) *Raj Krishna Chowdhury* introduced the following terms for symbols:

Jol (= Bengali word 'water') = H_2O = *Ekamlodwadjon* [Eka+amlo+dwi+udjon]; Hirokos (= Bengali word 'diamond') = $FeSO_4$ = *Coturamlogondholouho* [Cotu+amlo+gondho+louho]

Notwithstanding such cumbersome products, at times as a result of the dogged perusal of principle, there has been a persisting demand to avoid as far as possible the crude transfer of expression in accordance with graphological equivalence. Even a scholar like *Ramendra Sunder Trivedi* (1864-1919), a professor of physics and chemistry and a dedicated scientist, who spent most of his life in the development of Bengali terms, argued that the "foreign" terms tended to be meaningless. Therefore, nothing substantial could be achieved if only their graphological equivalence were provided. Furthermore, he also suggested that one can find appropriate terms if one wishes to explore the "vast ocean of Sanskrit." However, he suggested that there was no reason to be absolutely insistent on not accepting terms from foreign resources. He said that every term should have one and "only one meaning." It should not be used for a second meaning.

Trivedi enunciated another principle which can be reformulated as the *principle of preference*. He seemed to argue that indigenous words were preferable to Sanskrit words, and Sanskrit words were preferable to English words in being sources of new expression to constitute terms in Bengali (Trivedi 1894 [=Bengali year 1301]) However, in his final statement he seemed inconclusive and arbitrary. The conjectural aspect of his argument became clear when he finally concluded in the deliberateness of term innovation. His view was that *if one courageously introduced a term, it would somehow gain currency.* This view gained considerable support from Tagore, a great poet of the Bengali. Tagore in a very casual manner admitted that while writing on various topics he felt an imminent need for new terms which he created by applying his own judgement and common sense and used them in their proper context. Subsequently, he found that scholars and the public at large accepted them (not rejecting them as deliberate creations) (Thakur/Tagore 1938:116).

Suniti Kumar Chatterji (1953) in West Bengal and Enamul Haq (1973) in East Bengal took the lead to specifying guidelines for term transfer. Chatterji explained in great length the necessity of terminological innovations in languages. He viewed terminology from the vantage point of lexical borrowing and classified the languages of the world into two for that purpose. He argued that those languages that do not borrow words from other languages, and if the need arises can build up lexical items by employing their roots and suffixes, may be called *building languages.* On the other hand there are languages which under the influence of other languages tend to borrow lexical items if and when they need any. These may be referred to as *borrowing languages* (Chatterji 1953). By implication his arguments mean that the prerequisites of term transfer depend on the characteristics of the language concerned.

But *Enamul Haq*, an active organizer of a number of language planning agencies in Bangladesh, himself a term innovator, enunciated two principles: the *principle of translation* and the *principle of assimilation*. He illustrated the principle of translation in the making of words like uro-jahaj (flying + ship) (aeroplane), dubo-jahaj (diving + ship) (submarine), hawagaṛi (wind + cart) (motor car). Examples of the principle of assimilation are (aktin) acting, (ingil) engine (Haq 1973) He advocated *folk creativity* for accommodation of exogenous words into a language.

In order to develop a criterion to determine the internationality of a term, Haq proposed that if a term is found to be used in six languages without any change, then the term should be considered as international and there is no need for coining a new form for the term.

Punya Sloka Ray in a recent paper (1972-1973) discusses principles and techniques of coining of terms in Bengali. He envisages three principles—the *principle of borrowing, principle of borrowed translation* and the *principle of word-building (innovation).* He is in favor of the exploration of four sources for expression form for Bengali, namely, indigenous, Hindustani (including Persian), Sanskrit, and English sources. He, however, omits Arabic as a source language for Bengali terms.

The above discussion shows that the term-planners in the Bengali speech community have been searching for a viable technique to transfer terms.. By applying what they called *rules, schemes, principles* or *procedures,* they were able to fulfill the immediate demands of concept-transfer from English into Bengali. But dissemination and acceptability remain a problem above and beyond their individual control.

Dissemination of Terms

As for the dissemination, early nineteenth century coined terms were mainly channelled by individual enthusiasm through the Calcutta School Book Society (1817). Later attempts were mainly channelled through news media and periodicals dominated by groups of scientists, scholars, and writers of various interests and disciplines. The attempts were institutionalized during the last years of the nineteenth century when an academy for the development of Bengali, *Sahitya Parisat,* was established by scholars interested in the cultivation of the language. Along with the Academy,

specific journals and periodicals were also found to be deeply involved in the attempts to coin terms and disseminate them. Institutionalization of term-coining activities reached a more formal level in 1934 when Calcutta University under the guidance of the famous lexicographer Rajshekor Basu instituted a society for scientific terminology comprising many subcommittees on such varied subjects as physics, chemistry, mathematics, botany, zoology, physical education, hygiene, soil science, geography, philosophy, psychology, art, athletics, economics, business. By 1944, these subcommittees published a list of terms for mathematics, physics, geography, botany, physical education, hygiene, economics, zoology, psychology and social science. These committees were composed of lexicographers, subject specialists and language activists.

Since 1947 the Bengali language community has continued to pursue term innovation and term transfer in two distinct contexts, as a result of the division of the community into two states: India and Pakistan. West Bengal pursued the activities in line with all-Indian attempts at term planning, but East Bengal, now Bangladesh (formerly known as East Pakistan), established its own institutions. Three language planning agencies, namely, the Bangla Academy, the Central Board of the Development of Bengali, and the East Pakistan School Textbook Board took over responsibilities of term planning for general education, higher education and junior high schools.

Perception in the Speech Community of the Sociolinguistic Problem

Perceived difficulty of new terms has been posed as a cause of the restricted use of Bengali in the domains where the language was never used before. But a recent opinion survey (Musa 1980) shows that what is ordinarily perceived as difficult grows out of unfamiliarity with new terms. A list of 75 words, incorporating familiar words, new terms and coinage were presented to 50 people consisting of language cultivators, policy makers, teachers, students and other professionals. Analysis of the data shows that the more familiar the expression form, the greater the chance of acceptability of a new term. In other words, lack of familiarity leads to the perception of new terms as difficult. On the other hand, the linguistic structure of a lexical item correlated only insignificantly with this perception. An evaluation of new terms used in textbooks may of course reveal factors other than lack of familiarity that cause problems of unacceptability of a new term in a rapidly expanding learning situation.

What is to be done?

In a fairly recent study on Hebrew neologisms, Yaffa Fainberg (1977) attempts to deal with the problem of acceptability of new terms. What she enunciates for Hebrew also applies to Bengali. She says:

Like any consumer-product, neologisms can be promoted. Publishing neologisms in dictionaries and on posters is not sufficient to disseminate them. If that is all that is done, they may remain dead property, of no use to anybody. Neologisms should be inserted in textbooks. They should be taught, to teachers and opinion leaders; they should be used in daily papers appearing in context, not just as lists of words; they should be used in widely read publication. The mass-media announcers should be required to use them persistently. The more opportunity members of a Speech Community have of encountering neologisms the better the neologisms can be diffused (108).

In the context of Bangladesh, the concerted efforts of the Bangla Academy, the Bangladesh Textbook Board, the Bangladesh Broadcasting Academy, the Radio and Television, the Implementation Cell of the Establishment Division of the Bangladesh Government and the universities are needed as spread agents to serve as channels of exposure and familiarization for users. In this way, new terms gain familiarity, therefore acceptance and also eventual normalization through usage.[3]

NOTES:

1. An earlier version of this paper was presented to COCTA "glossary for ethnicity" project, Department of Political Science, University of Hawaii at Manoa on June 16, 1983.
2. Distinctions between rules and principles, and principles and procedures are not clear. Distinctions between textbook-writers and scholars are also not clear. Therefore, considerable overlap and vagueness in usage of the terms cannot be ruled out.
3. I am grateful to Dr. Björn Jernudd, Dr. Joan Rubin and Dr. Fred Riggs for their comments and suggestions on this paper. I am thankful to Mrs. Beverly Toyozaki for her excellent word-processing job.

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Letters

Comment on Neustupný's Review of Eastman's *Language Planning (An Introduction)*

While reading Neustupný's review of my book *Language Planning an introduction*, in the LPN (vol. 9 no. 4), I was struck by the reviewer's perplexity as to the purpose of the book. In accord with what I had in mind Neustupný observes that the way my accounts of existing LP literature in Chapters 2 & 3 are arranged "may be correct if the book is used 'to acquaint people from a number of fields with ways in which language planning may be useful to them'" (pp. 4-5) and that the pattern I use to provide "ways of describing language treatment systems" is indeed "possible" (p. 5). He further sees in the book "an understanding of some principles of the new language planning paradigm of the 1980s" and that what I have to say about method "will be of interest to the general reader." From these laudatory statements one would get the impression that the reviewer understands that the book is intended for beginners and non-planning specialists and that it

seems to achieve its goal.

My purpose in the book is, as stated by me and as quoted by Neustupný, to acquaint non-LP specialists or prospective new LP students with what the extent of the field of LP is. To that end Chapter 4 seeks to outline the recent (20 year) history of LP and Chapter 5 seeks to show what working assumptions scholars in the various fields that impinge on LP so far have been using. Considering these assumptions, I say one *could* consider them 'givens' when contemplating theory-building for the discipline of LP as a whole. I do not agree with Neustupný's view that a language planning theory would necessarily start with questions of definition of problems, LP acts, and so forth. To my mind the different definitions of LP that various scholars use (i.e., deliberate language change, solutions to language problems, standardization and so forth) determine the direction of the theory associated with each. Neustupný's own recent effort (1983) toward an explanatory theory in the same Newsletter as his review

of my book, is aimed at looking at LP from a language problems perspective with LP seen as "a subset of language treatment" (*Language Planning Newsletter* 9/4 p.2).

Despite what appears to me to be an implicit acceptance of my text as serving its purpose, Neustupný brings up three points of contention. He asserts that 1) language planning students (had they been the targeted audience) might have preferred the book arranged "according to type of problems" (p. 5); 2) that there is still a need for a text on which to base introductory LP courses; and 3) that "By and large, the book leaves language planners puzzled." Two of these points are bothersome since 1) LP students are *not* the target audience—students who don't yet know what LP is are; 2) if non-planners are who would benefit from the book, why is it unsuitable for *introductory* LP courses?

The third point, that the book leaves planners puzzled, seems to be made with reference to one misattribution in Chapter 4 and another in Chapter 5. Neustupný rightly notes that I have wrongly listed and cited Fishman's *Advances in Language Planning* as appearing in 1968 in my chronology of LP on p. 130. This is definitely an error and should've been caught in proof reading especially since the book is correctly listed as appearing in 1974 in my bibliography. Neustupný is also correct to observe that Jernudd (1971) never listed seven LP "reinforcement activities" (p. 146-147). The list was compiled by me derived from Chapter 17 of Rubin and Jernudd (1971). The chapter was multi-authored by Fishman, Das Gupta, Jernudd, and Rubin with Jernudd alone solely responsible only for its appendix. The chapter as a whole was a general "Research Outline for Comparative Studies of Language Planning" and should have either been so cited—or not cited at all since my list was gleaned from the general points made in it.

Finally, Neustupný is unhappy with my rendering of his idea of language treatment and questions my attempt to clarify its early formulation with what I see as terminological confusion regarding language standardization, cultivation (treatment) and development. He asks ". . .why should we use some key terms (such as standardization or cultivation) in other than their most common sense generally accepted in the discipline? Why should it be necessary to dig for the meaning of sentences, paragraphs or whole sections and their relationship with other similar passages?" I wonder too. That's why I tried to straighten out how his words (i.e., cultivation, treatment) relate to others' use of notions such as standardization and development so that students would be able to see what the common sense of each term has become in the discipline.

My purpose in commenting in such detail on this particular review is primarily to answer questions raised and an ambivalence brought out in it. The book in question is intended for novices and praised as such by the reviewer but then, in the same review, critiqued as being inappropriate *both* for specialists and for introductory courses. The reviewer did locate some misattributions in the text but showed himself vulnerable in this regard as well by spelling my name wrong at the very outset!

Carol M. Eastman

Neustupný's Reply

Why should Eastman like me to have written about her book in the style of a cannibal chief? I tried to find as much good in her text as I could. Yet, an unbiased reader will agree that the positive statements in my review were few and hesitant. The overall tone and conclusions were clear—and could hardly be called laudatory.

J. Neustupný

Correction

On page 1 of volume 9, number 4, second column, second paragraph of Neustupný's article, the last sentence should be corrected to read as follows:

The more complicated cases of correction are accompanied by developed social systems and are characterized by a high degree of consciousness. On the other hand the correction of slip of tongue may be executed through the application of a relatively unconscious strategy.

BOOKS AND ARTICLES

NOW AVAILABLE—*Chinesische Sprachplanung* (Chinese Language Planning) by Helmut Martin. 348 pages, 1982. Bochum, Schriftenreihe des Landesinstituts für Arabische, Chinesische und Japanische Sprache Nordrhein-Westfalen), Band 9.

This study by Helmut Martin constitutes a major contribution to the field of language planning. Martin has adopted an excellent overall approach by dealing with Chinese language planning from a comparative perspective. He first introduces some general concepts of language planning and language policy, next gives some illustrations of these matters as they are manifested in Europe and Asia, then narrows the view by noting developments in the various areas which have made use of Chinese characters, and finally focuses attention specifically on the Chinese scene. This placing

of Chinese language planning within a theoretical and comparative framework makes it much more meaningful both for students of language planning in general and for those particularly interested in its application to Chinese.

The discussion dealing with Chinese language planning provides both an historical and topical analysis. The former traces the history of the subject from 1588 to 1977, with particular emphasis on developments before and after the Cultural Revolution. The topical analysis takes up such major aspects as character simplification, language standardization, phoneticization of the script, and language policy related to the national minorities in China. In addition to giving his own discussion and analysis, the author provides extensive translations of important documents bearing on the various aspects of language planning in China.

(From Foreword to the book by John DeFrancis)

NOW AVAILABLE—*Conflict and Language Planning in Quebec* edited by Richard Y. Bourhis. Multilingual Matters Ltd (Bank House, 8a Hill Road, Clevedon, Avon BS 21 7HH, England) Publication March (17.25 pounds).

The aim of this multidisciplinary book is to present a coherent picture of Quebec's efforts to make French the only official language of Quebec society through the adoption in 1977 of the Charter of the French Language. Also known as Bill 101, the Charter has been well received in francophone Quebec but is still viewed as quite a controversial measure in the anglophone communities of Quebec and Canada. This book provides numerous answers to why Bill 101 was implemented by the Quebec Government but it raises as many questions as it answers when it comes time to evaluate the impact of the Charter on different sectors of Quebec society. For instance has Bill 101 achieved its goal of promoting the use of French in Quebec and if so, at what cost? Was the Office de la langue française, the government body in charge of implementing Bill 101, successful in its task of enforcing the Francization of Quebec business firms? How have Canadian and American business firms responded to the Francization process? Whose interests has the passage of Bill 101 really served in Quebec society and does the Charter really promote the cause of Quebec Independence? What have been the effects of Bill 101 on French/English relations in the Province? What strategic options are open to Quebec anglophones faced as they are with a drop from a majority to minority status? Finally, how do the education provisions of Bill 101 dealing with Quebec anglophone minorities compare with those found for francophone minorities across Anglo-Canada? Each chapter of this volume deals with one or more of these questions and many more.

(abstracted from the Preface)

NOW AVAILABLE—Riggs, F.W. (Ed.): *THE CONTA CONFERENCE: Proceedings of the Conference on Conceptual and Terminological Analysis of the Social Sciences,* Bielefeld, FRG, May 24-27, 1981. Frankfurt/Main: INDEKS Verlag 1982. 382 p., DM 64.80, ISBN 3-88672-200-7

The CONTA Conference brought together in Bielefeld, F.R.G. (May 1981) an assemblage of social and information scientists. Some leading social scientists discovered how their conceptual and terminological problems may be approached by means of tools and methods familiar to information scientists, taking into account their expertise in handling standardized vocabularies, indexing languages, classification systems, and retrieval methods. The information scientists, reciprocally, confronted the perspectives of users of their services, and saw how the problems in writing research reports interlock with those that come up in the interpretation and indexing of published works.

The 32 papers and 12 reports presented at the conference are arranged in three parts: (1) the *problems confronted,*as viewed from various perspectives; (2) the *theoretical frameworks* relevant to the analysis of these problems; and (3) the *various solutions* of these social science problems as developed by lexicographers, information scientists, and terminologists. The annex contains recommendations adopted at the conference, a resumé of the proceedings, a list of participants, and documents that explain the relevant services of the co-sponsoring and other organizations.

NOW AVAILABLE—Politique linguistique et modalités d'application en polynésie française (Language policy and implementation methods in French Polynesia) by Denis Turcotte. Centre International de Recherche Sur Le Bilinguisme, Quebec, 1982. (B-109). 43 pages.

This study is divided into three parts. First, there is a description of the social and linguistic context of Polynesia. Then, there is a discussion of the methods of implementation of the language policy. Finally, there is an analysis of the work of those institutions which have contributed most to the standardization and modernization of the languages and dialects of French Polynesia, in particular the Tahitian language. The purpose of this presentation is to consider whether the language policy chosen is compatible with the social environment and to judge whether the methods of implementation of this policy fit with expressed intentions of the policy.

NOW AVAILABLE—"Language Planning" by Chris Kennedy. *Language Teaching and Linguistics: Abstracts Journal*, 1982.

This is a state of the art article which aims to provide both an introduction to the field of language planning and a current review. Most of the illustrations of

language planning in this review are drawn from the educational domain and are specifically concerned with the role of English and its relationship to other languages within a given society or nation.

NOW AVAILABLE—*Language Planning and Language Education* edited by Chris Kennedy. London, George Allen and Unwin, 1983. 205 pages. Cloth: $25.00; Paper: $8.95.

This volume gives an overview of language planning and shows its links with language education and its relevance to the teaching of English as a foreign/second language. The book is divided into four sections: (1) current issues in language planning (2) use of surveys for data collection (3) implementation and evaluation of planning and (4) case studies in educational planning. The bibliography section includes not only references cited in the text but also lists resource documents, journals and major collections in language planning.

NOW AVAILABLE—*Aboriginal Languages and the Question of a National Language Policy* edited and compiled by Jeanie Bell. A Collection of papers presented at the second meeting of the Aboriginal Languages Association, held at Batchelor, N.T., Australia, April, 1982.

Of particular interest to readers is the following article:

Eve Fesl — Language needs of Aboriginal Groups

NOW AVAILABLE—*Grammar and Good Taste. Reforming the American Language* by Dennis E. Baron Yale University Press, New Haven, Connecticut, 1982. (U.S. $19.95).

The first detailed history of language planning and reform in America. Describes the proposals to alter or create an American language by Benjamin Franklin, Noah Webster, William Safire and Edwin Newman among others. Baron describes the whole range of proposals from relatively modest suggestions aimed at correcting errors in pronunciation to the sweeping plans of purists (who sought to purge all foreign words from English and replace them with Saxon equivalents) and spelling reformers. "For all its good intentions," Baron writes, "language reform in America has proved an exercise in futility, . . . doomed to fail." And yet, Americans continue to be fascinated by questions of correct spelling, good grammar, and "good taste" in the way we speak and write.

NOW AVAILABLE—*Bibliographie internationale sur le bilinguisme/International Bibliography on Bilingualism* compiled under the editorship of William F. Mackey. Second edition, revised and updated. Published for the International Center for Research on Bilingualism, Les Presses de l'université Laval, Québec, 1982. 575 pages plus a set of microfiche containing the cumulative index to the first and second sections of the *International Bibliography on Bilingualism.*

This second edition of the massive bibliography on bilingualism focuses on the period of the seventies and late sixties. The bibliography, while not exhaustive is intended to encompass material on: bilingualism, biculturalism, and language contact, including juridical, psychological, sociological, and geographical aspects of interference, language borrowing, and language acquisition. The microfiche cover some 20,000 titles in all. This is a very important reference for language planners since there are many items of direct relevance to language change and language planning.

NOW AVAILABLE—*A Critical Review of the Swedish Research and Debate About Bilingualism and Bilingual Education in Sweden From an International Perspective* by Christina Bratt Paulston. Skolöverstyrelsen (National Swedish Board of Education) (10642 Stockholm, Sweden). 1982.

The debate concerning the education of immigrants and minorities in Sweden is both lively and emotional. Research results are often alluded to in this debate in such a way that teachers, parents, those who make the decisions and others who are interested, find the arguments confusing and contradictory. In January, 1982, the National Swedish Board of Education asked Paulston to examine the Swedish research and the debate about bilingualism in migrant education in Sweden and relate these to international research. Paulston concludes, after her examination, that "Any decent interpretation of freedom of choice must support the children in their voluntary assimilation with combined classes, which they themselves find important, strong auxiliary teaching, and a strong support of Swedish as a foreign language." She notes that "The demands for mother tongue classes almost invariably come from parents, parents' groups and immigrant organisations but not from the children (with the exceptions of older arrivals who do not have the alternative option of adequate Sfs training)." Paulston feels that while mother tongue instruction is a very handsome gesture of the Swedish government, it is a very expensive policy and in the Swedish case, only indispensible for linguistic minority groups with a record of back migration.

NOW AVAILABLE—*Language Reform. History and Future* edited by István Fodor and Claude Hagège. 3 volumes. Volumes II and III were published in 1983. Helmut Buske Verlag, Hamburg, Germany.

For the table of contents of this set of volume, see the LPN volume 7, number 1, February, 1981.