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Language Planning Newsletter

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EAST-WEST CENTER
HONOLULU, HAWAII 96848

EAST-WEST CULTURE LEARNING INSTITUTE

FEBRUARY 1975

VOL. 1 NO. 1 c.1

New Forum For Language Planners

At the Skokloster meeting on language planning processes in October 1973 several recommendations were made regarding the need for greater communication among language planning theorists and practitioners. The language planners present recognized that since similar kinds of activities were being carried out in several places in the world, an exchange of information on a regular basis would be of considerable help to all concerned. Among the kinds of exchange recommended was an informal newsletter on language planning.

In response to this need and as part of its growing interest in promoting language planning activities, the East-West Culture Learning Institute has agreed to publish a newsletter three or four times a year, under its auspices starting with this issue. It will be distributed free of charge to interested persons or institutions.

This newsletter will carry the following kinds of items: (1) a lead article describing language planning activities somewhere in the world (including details on the agencies involved in such activities, their goals, their targets, their special implementation and evaluation methods, etc.), (2) announcements of meetings, conferences, seminars, workshops of interest, (3) descriptions of research in progress or just completed, (4) notices of books and articles, (5) short book reviews, (6) other items which readers or the editorial board feel should be included.

Joan Rubin, Visiting Researcher at the Culture Learning Institute, will serve as editor. Björn Jernudd, Project Specialist-Linguistics with the Ford Foundation in Cairo, Egypt, will serve as associate editor. To date, three distinguished scholars have agreed to serve on the editorial board to insure that the latest news is included: Joshua Fishman, Yeshiva University; Jiří Neustupný, Monash University; and Bertil Molde, Nämnden för Svensk Språkvård (Board for the Cultivation of Swedish). Readers are urged to keep the editors informed about ongoing research, articles, seminars and conferences of interest. The editors are most anxious that this newsletter be an important source for exchange of information and welcome suggestions for kinds of news which would be useful. □



Language Planning In Modern India

By LACHMAN M. KHUBCHANDANI

India is regarded as a 'sociolinguistic giant' (Ferguson 1966) accommodating several linguistic and ethnic families. It presents a unique mosaic of linguistic heterogeneity with over 200 classified languages spread throughout the country populated by about 560 million speakers. These include over 40 dominant district languages, though the Constitution puts its seal on only 15 as major languages (14 modern plus classical Sanskrit). The prevalence of tiny linguistic minorities scattered throughout the country — such as Saurashtri in Madurai, Marathi in Tanjore, Urdu in Mysore and Madras, Kachhi in Poona, Bengali in Banaras, Tamil in Mathura, Malayalam in Bombay — exemplifies a degree of *tolerance* of linguistic and cultural variation in India's history. Acculturation processes among migrants have, to a great extent, been voluntary and gradual. In this way India as a language area is one of the most interesting laboratories of multilingual experience in the world today.

The complex segmentation of Indian society, frequent migrations, conquests and internal colonization in the past, have established conditions for extensive 'folk' multilingualism in the country, despite a high percentage of illiteracy and absence of any strong tradition of systematic language teaching in the country (Pandit 1972, Khubchandani 1972b). One notices a general pattern of three major contact languages occurring prominently in most parts of the country: regional language, Hindi-Urdu, and English. These languages vary a great deal in their strength as contact languages in different states.

The plural character of Indian society is well recognized. There is a shared core of experience despite several varying socio-cultural characteristics — such as caste, religion, occupation, mother tongue — cutting across nearly 400 districts in 30 states and union territories. Such segmental identities find expression in diverse combinations through linguistic stratification (such as diglossic complementation, code-switching, bilingualism) in everyday life. The inter-group language boundaries in many regions have remained fluid; and the masses at large are not overly conscious of the speech characteristics.

(Continued on page 3)

Dr. Khubchandani is a visiting fellow at the East-West Culture Learning Institute.

CONFERENCES, SEMINARS, WORKSHOPS

SEMINAR: Sociolinguistic Survey Summer Seminar

The East-West Culture Learning Institute and the Regional English Language Centre (RELC) co-sponsored a two-month seminar in Honolulu last August 10 to September 30, one activity in the pre-funding phase of a proposed Institute-RELC Sociolinguistic Survey of Southeast Asia. Nine participants from the eight SEAMEO countries, in Honolulu for background information on conducting the survey, are the principal investigators for their respective countries as designated by each Ministry of Education. They include: Basuki Suhardi and Djajanto Supraba, Indonesia; Chum Try, Khmer Republic; Bounlieng Phommavanh, Laos; Abdullah bin Haji Omar, Malaysia; Fe Otanes, Philippines; Edwin Goh, Singapore; Seree Waroha, Thailand; and Ton-Nu-Thi Ninh, Vietnam.

The survey is being designed to furnish sociolinguistic information on the Southeast Asian countries for language education and language planning. The project will cover a five-year period, and take place in four phases. Phase I is the setting up of a library at RELC with all available published and unpublished data on language research for the region, to provide a central location for Southeast Asian researchers on language in the future, and to be a permanent center for linguistic research in the area. Phase II is a pilot survey, which will result in a final research design to be implemented in one or more of the countries during Phase III. The research designs will be tailored to fit individual country interests and needs. Phase IV will be data analysis and write-up. Further information can be obtained from the co-directors of the project: P. W. J. Nababan of RELC and Karen Ann Watson of CLI.

Editor — Joan Rubin
Associate Editor — Björn Jernudd
Editorial Board
Joshua Fishman
Bertil Molde
Jiří Neustupný

Readers Invited to Contribute

The editor of this newsletter invites readers to send in news which they would like to share with other interested language planning practitioners and scholars. Wherever possible, advance notice of conferences and meetings should be included. Any and all comments which will help to make this newsletter of greater utility to the language planning community at large will be appreciated. A major purpose of this newsletter is to provide sufficient information to promote an exchange of information. The success of the newsletter depends in part on reader interest, cooperation and most importantly, contributions. Send them to:

Joan Rubin
East-West Culture Learning Institute
East-West Center
1777 East-West Road
Honolulu, Hawaii 96822

WORKSHOP: Linguistic Problems of Minority/Majority Group Relations in Southeast Asia

This Workshop organized by the Asian Languages Program of Mahidol University was held in Bangkok, Thailand, January 13-17, 1975. The papers read in the workshop will be published in the July 1975 issue of the *Journal of the Siam Society*. For further information contact Dr. Suriya Ratanakul, Program Director, at the Sirarj Hospital, Bangkok 7, Thailand.

CONFERENCE: The Standardization of Asian Languages

The Pambansang Samahan sa Linggwistikang Pilipino, Ink. (National Association for Pilipino Linguistics, Inc.), the Institute of National Language and the Asian Association on National Languages (ASANAL) jointly sponsored the Second Conference on Asian Languages on December 16-21, 1974. Contributions to the conference discussed standardization in the following countries: The Philippines, Malaysia, Indonesia, Japan, Vietnam, Thailand, Nationalist China and India. Language planners interested in obtaining copies of the papers may write to:

Dr. A. Q. Perez

Asian Association on National Languages
Philippines Normal College
Taft Avenue
Manila, Philippines

MEETING: Sociolinguistics Session at VIIIth World Congress of Sociology

The Congress, held in Toronto on August 18-23, 1974 included many papers of interest to language planners. Some of the papers in the sessions will be published as separate volumes. Some individual papers will be published as a single volume entitled *Language in Sociology*, edited by Rolf Kjolseth and Albert Verdoodt. Separate volumes are being prepared on the following topics: (1) Language census: conditions and methods edited by Lachman M. Khubchandani (2) Language in science education edited by Anwar S. Dil (3) Industrialization, Urbanization and Language edited by Everett C. Hughes and Edward Polome (4) Language and Religion edited by Thomas Luckmann and (5) Catalan Sociolinguistics edited by Lluís V. Aracil.

PLANNING SEMINAR: National Language Policy

A planning seminar on national language policy, sponsored by the Lembaga Bahasa Nasional (National Language Institute) of Indonesia was held in Jakarta on October 29-31, 1974. After a series of papers on the role of language policy in relation to a number of goals and domains, there was a discussion of national language priorities. This seminar was held in preparation for Language Policy Seminar to be held February 3-5, 1975. The papers of the planning seminar have been brought out in mimeographed form by the Lembaga Bahasa Nasional. □

tics which bind them in one language or another. The patterns of verbal usage in the subcontinent are hardly coterminous with the political and administrative boundaries.

Contrary to the traditional Indian tolerance for linguistic heterogeneity based on grassroots multilingualism which easily responds to situational needs, recent decades have seen strong drives for language *autonomy* in the name of language development. In the debates on language policy for the vast Indian subcontinent, many politicians and language experts invariably think of the roles and the privileges of different languages — Hindi, English, regional languages, minority languages, classical languages — in the life of a nation. Various governmental agencies have for two decades been quite active in this area. At times one finds these agencies willy-nilly acting on *ad hoc* solutions for quick results, hoping to contain rival claims of various pressure groups competing over language privileges in different spheres of communication on behalf of their divergent regional, economic and educational interests. Though, at times, the governmental agencies may be blamed for misplaced enthusiasm in favor of one or another language, on the whole, far from being authoritarian or doctrinaire, the *national* language policy appears to be susceptible to the sensitivities of different pressure groups within the federal democratic set-up. In contrast, the *state* language policies have been rather slow in responding to the sensitivities of linguistic minorities, possibly because these minorities' representation in state politics tends to be relatively low, and also because of their disproportionate socio-economic development in relation to the dominant groups. However, one cannot deny the fact that *discord* and *tension* have been the high notes of India's language policy during this transient phase of language shift in the new political situation following the colonial withdrawal. (Khubchandani 1972c, 1974b).

LANGUAGE AS INDUSTRY

During the past three decades, with the politicization of language pressure groups, attention has been greatly focused towards legislating the roles of language in public spheres of communication, i.e., administration, education, mass media, etc. In this regard, national leaders show great mastery in tight-rope walking, recognizing the strengths and weaknesses of diverse pressure groups in language-politics. With a view to resolve the highly sensitized issues of language privileges, several language labels such as home language, regional language, link language, national language, official language, literary language, library language, world language — have acquired political salience in education programs.

India's official efforts at literacy drives, teaching second and third languages and gigantic programs for 'language codification' and 'language elaboration' have set fixed time limits for the switch-over from one language to another, coinage of terminologies while sitting in ivory towers, and translation endeavors for textbooks and reference books proceeded along simplistic lines, treating language as if it were a kind of industry or technology. The manner in which targets are set for bringing changes in the language behavior of heterogeneous communities seems to be quite unmindful of the natural human sensitivities.

Today, a host of 'language development' agencies insulated from each other by sharp boundaries, isolated languages institutes, and individual language advisory boards, all committed to diverse 'traditions', seem to be pulling in different, at times contradictory, directions in the name of modernization.

HUMAN SENSITIVITIES

Language planners need to realize the limitations when dealing with human sensitivities, and bear in mind certain basic tenets for introducing changes in language behavior such as: (i) the changes envisaged have to be in tune with wider social trends, (ii) the switch-over in language functions should be phased appropriately, and (iii) there has to be a functional justification for learning a skill (Khubchandani 1969). It is no use making the illiterate masses carry the 'elite' cross, deciding loftily what is 'good' for the poor.

During the past two decades, the central and state governments have established 'language units' within several ministries to cater to the needs of transition from English to Hindi or regional languages for administration. The Central Directorate of Hindi at the Union Ministry of Education (West Block 7, R.K. Puram, New Delhi 22) commissions the work of preparing glossaries of technical terms, of translating administrative reports in Hindi, and also conducts examinations for the administrative personnel and provides incentives for the development of Hindi through official and voluntary organizations. The Hindi Advisor to the Ministry of Home Affairs (South Block, New Delhi-1) oversees and coordinates the programs of implementing language policies of the Union Government. The Hindi Unit of the Law Ministry (North Block, New Delhi-1) has undertaken the task of translating significant legal documents in Hindi. The Sahitya Akademi (Rabindra Bhavan, New Delhi-1) and the National Book Trust (Green Park, South New Delhi), through various publication endeavors, contribute to the overall development of major Indian languages. The Parliament also appoints several national commissions of experts and public leaders, from time to time, to advise the central and state governments in formulating and implementing, language policies for education, administration, and overall development of the country, such as official Language Commission 1956, Education Commission 1966 and others listed under Government of India publications in the references.

The Commissioner of Linguistic Minorities at Allahabad through annual reports, advises the Union and state governments over the issues concerning linguistic minorities scattered throughout the country, comprising roughly twenty-three percent of the total population. The Office of the Registrar General of India, apart from conducting regular decennial census, compiles language material for describing specific areas, and for revising the Grierson Linguistic Survey of India conducted during 1903-1928 (Language Division, Office of the Registrar General, Dr. Sundari Mohan Road, Calcutta-11). The Anthropological Survey of India (Chowringhee, Calcutta) and the Tribal Research Institutes in several states undertake studies of different tribal languages — devising orthographies, preparing dictionaries and teaching materials etc.

Apart from various efforts made by the Union and state governments, several voluntary organizations for promoting the cause of English, Sanskrit, Hindi, Urdu, Sindhi, and major regional languages have been active on the scene in influencing the directions of development of respective languages, and also shaping language policy of the country (for details, Nayar 1969, Das Gupta 1970, and for comprehensive bibliography on the subject, Khubchandani 1973d).

In the sphere of education and research, the state institutes of education, the National Council for Educational Research and Training (Aurobindo Marg, New Delhi), the Central Institute of English and Foreign Languages (Hyderabad-7), the Central Hindi Institute Agra (U.P.) and the Central Institute of Indian Languages (Manasagangotri, Mysore), are engaged in conducting research to suggest methods of simplifying language teaching processes at various levels by introducing modern techniques. These institutes also help the state governments in preparing language curricula and in producing instructional materials for the teaching of languages in various stream lines. Many states have established textbook research bureaus for publishing book in different languages according to the prescribed curricula.

At the postgraduate level, two national Centres of Advanced Study in Linguistics (the Deccan College Research Institute, Poona-6, and the Annamalai University, Annamalai Nagar, Tamil Nadu) and about a dozen linguistic departments in different universities have been engaged in theoretical and applied research concerning language teaching methods and other aspects of language development. Various regional and occupational dialect surveys have been undertaken. In this regard, the programs of compiling dictionaries (Sanskrit, Marathi, and Sindhi at the Deccan College, Telugu at the Osmania University, and Tamil at the Annamalai University), and of conducting dialect surveys of different regions (Malayalam dialects at the Kerala University, Telugu dialects at the Osmania University, and Marathi and Kannada dialects at the Deccan College) are noteworthy. The Indian Council for Social Science Research (Indraprastha Estate, New Delhi-1) also supports research bearing on language problems.

It is only very recently that linguistics and social sciences have shown concern with the tasks of introducing deliberate change in the functions and the content of

language to serve the contemporary needs of plural societies. In 1967, in a backdrop of intense language controversy in the country, the Deccan College Postgraduate Research Institute at Poona organized a seminar on Linguistics and Language Planning in India (Khubchandani 1968), and the Indian Institute of Advanced Study of Simla conducted a seminar on Language and Society (Poddar 1969). In 1972, the Central Institute of Indian Languages at Mysore conducted a Workshop to train researchers for conducting sociolinguistic surveys, and a symposium on Language Planning was organized at Hyderabad during the third All-India Conference of Linguists (Krishnamurti, in press). The Indian Institute of Advanced Study at Simla conducted another Interdisciplinary Workshop in 1973 for identifying the critical areas of research in sociolinguistics in the country (Khubchandani, in press).

ORGANIC UNITY

The contemporary values of autonomy and standardization (Ray 1963) have lured many language reformers towards the exclusive development of the dominant languages in each region. But, in spite of the diverse speech patterns, the Indian society as a whole depicts a kind of 'organic unity' resting on its pluralistic model of speech behavior (Chatterjee 1945; Khubchandani 1973a, 1974c). In pluralistic nations such as India, the principles of 'situation bound' language planning can provide a sound basis for bringing dynamic adjustments in response to the real-life communication settings (A broad outline of certain concrete measures in the Indian context is given in Khubchandani 1973c).

One general concern of language experts in developing societies seems to be to adjust the patterns of speech behavior of a community to the new demands of modernization. The educated elite construes *change* as 'replacement' of values, instead of 'increment' in the existing order. Most of those efforts seem to imply the handicap model to achieve the determined targets of development. It might be more fruitful to consider the adaptation model and take into account the given assets as well as handicaps in meeting the new challenges. In order to counter the fractionalizing tendencies in these societies, it is essential to draw upon the traditional virtues of language tolerance promoted through language hierarchy, grass-roots multilingualism, and fluidity in speech behavior. □

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Increased Importance to Link Between Language Planning and Educational Planning — International Bank for Reconstruction and Development, Education Department, Washington, D.C.

Clifford Gilpin of the Education Department of the Bank reports that because the Bank is "increasingly interested in language planning due to its important relationship to the development of mass participation in basic education" it has recently contracted with the Center for Applied Linguistics, Washington, D.C. to prepare language profiles for the following countries: Senegal, Dahomey, Sudan, Ethiopia, Peru and Indonesia. Gilpin also reported that language planning will be an important part of studies, financed by the Bank, to design basic education models in a number of African countries: Mali, Mauritania, Senegal, Upper Volta, Dahomey and Sudan.

In Mali, the Bank is already supporting functional literacy programs tied to agricultural development projects and ways of extending literacy programs to other mother tongues will form part of the study. In Mauritania, the study focuses specifically on the Koranic schools. This study will assess the possibilities for broadening the learning objectives of the Koranic schools while continuing to use the Arabic script. Bank assistance to the Rural Education Centers in Upper Volta includes the initiation of a pilot scheme for the use of national languages in rural education and the development of related methods and materials.

Last August the Board of Directors approved an education credit for Somalia which includes financing for the Academy of Somali Studies. The primary objectives of the Academy are research and development of the Somali language and the collection and production of literature in Somali.

Language Policy in the United States — Shirley Heath, Department of Philosophy, Religion and Anthropology, Winthrop College, Rock Hill, S.C.

Starting January 1975, Shirley Heath began a National Endowment for the Humanities funded fellowship to research the sociolinguistic history of language policy in the United States during the colonial and early national periods. She will examine primary sources containing language decisions of political elites, local agents and target populations — colonists, Indians, slaves and immigrants prior to 1830. Critical issues to be analyzed are the role of language as an instrument of control in American colonies; early national leaders' consideration of language diversity as a positive or negative factor in encouraging immigration and economic development; and initiation of institutions which would play a role in the manipulation of languages in national unification.

Sociology of English Language Teaching in Taiwan — National Science Council in Taiwan and University of Southern California

The project, as currently conceived, will develop a sociology of English language teaching of the junior and senior middle schools (high schools) on

the island of Taiwan. Since problems encountered by high school students in the acquisition of English may derive not only from the methodology used but also from the social setting, the project will study the acquisition of English within the wider social and institutional context. The project is expected to take two years (it began in September, 1974) and will include a survey, an implementation plan for the improvement of English language teaching and a training program for nationals of the Republic of China in Taiwan. The conception and design of the project was initiated by Robert Kaplan, University of Southern California, and C. M. Yang of the National Taiwan Normal University. On-site implementation of the project is under the direction of Philip A. S. Sedlak and C. M. Yang.

Relationship Between Writing and Sociopolitical History in Vietnam — John De Francis, University of Hawaii

John De Francis, professor of Chinese at the University of Hawaii, has just completed a sociolinguistic study tentatively entitled *Language, Writing, and Government in Vietnam*. The contents of the volume which resulted from the study can be seen from the following chapter headings:

1. Chinese Colonialism (B.C. 111-939 A.D.)
Two Languages: Vietnamese and Chinese
One Writing System: Chinese
2. Monarchical Independence (939-1651)
Two Languages: Vietnamese and Chinese
Two Writing Systems: Chinese (Sino-Vietnamese) and Ideographic Vietnamese (Nôm)
3. Monarchical Independence and Catholic Separatism (1651-1861)
Two Languages: Vietnamese and Chinese
Three Writing Systems: Chinese (Sino-Vietnamese), Ideographic Vietnamese (Nôm), and Romanized Vietnamese
4. French Colonialism (1861-1945)
Three Languages: Vietnamese, Chinese, and French
Four Writing Systems: Chinese (Sino-Vietnamese), Ideographic Vietnamese (Nôm), Romanized Vietnamese (Quốc Ngữ), and French
5. National Independence
One Language: Vietnamese
One Writing System: Quốc Ngữ

Directory of Language Planning Agencies, Institutions and Individuals — East-West Culture Learning Institute, Honolulu, Hawaii

As part of its increased interest in promoting language planning information exchanges, the East-West Culture Learning Institute is working on a directory of language planning agencies, institutions and individuals. The Institute intends to collect as many descriptions of language planning agencies so that scholars and practitioners can use these resources at the Institute materials resource collection in Honolulu. The project is being directed by Joan Rubin who would welcome information about such organizations which wish to be included in the directory and represented in the Institute materials resource collection. □

NOW AVAILABLE — *Advances in Language Planning*, edited by Joshua Fishman, published by Mouton and Company.

Shirley Heath has agreed to prepare a review of this volume for the next issue of the newsletter. At that time, the table of contents will be included.

NOW AVAILABLE — "Language Planning Theory and Documents" and "Language Problems in Language Planning" selected bibliographies by Joan Rubin. Appeared in *The Linguistic Reporter*, Volume 16, Nos. 4 and 5 (April and May, 1974).

NOW AVAILABLE — "Kamus Sinonim Bahasa Indonesia" by Harimurti Kridalaksana, published by Nusa Indah, Flores, 1974.

Harimurti has provided an important volume for the development of the Indonesian language. This complements other continuing language planning activities in Indonesia and cooperation between Indonesia and Malaysia (in the area of spelling and terminology).

NOW AVAILABLE — "The Sociology of Language in Israel" edited by Joshua Fishman, issue number 1 of *International Journal of Sociology of Language (IJSL)*, published by Mouton and Company.

Language planners will find many items of interest, including the following articles: Fellman's description of the Academy of the Hebrew Language; Seckbach's assessment of attitudes and opinions of Israeli teachers and students about aspects of modern Hebrew; and Alloni-Fainberg's evaluation of the knowledge, acceptability and usage of official Hebrew terms for parts of an automobile.

REPRINTED — *Can Language Be Planned*, edited by Joan Rubin and Björn Jernudd, published by University Press of Hawaii.

This volume will be reprinted in paperback form and sold for \$5.95, in an effort to make it more accessible. The paperback is scheduled to come out in January 1975.

IN PRESS — "Approaches to the Study of Educational Language Policy in Developing Nations" by Thomas P. Gorman.

An important article for understanding the role of the language planner in policy-making and implementation and of the complexities of the planning process in practice. The article is to appear in

English-Language Policy Survey of Jordan, edited by W. W. Harrison, C. H. Prator and R. G. Tucker, published by the Center for Applied Linguistics.

IN PRESS — "Sociolinguistics in Southeast Asia" edited by Joan Rubin, No. 5, *IJSL*.

This volume includes original articles on sociolinguistics in Thailand, Indonesia, Burma and Malaysia, as well as abstracts of dissertations or recent and ongoing research. Planners will find the article by Asmah Haji Omar on "Supranational Standardization of Spelling System: The Case of Malaysia and Indonesia" of special interest.

IN PREPARATION — "A Reader on Literacy in the Mother Tongue" by Thomas P. Gorman.

This work has been commissioned by the International Institute for Adult Literacy Methods (established by UNESCO and the government of Iran) and will comprise a collection of paper dealing with the teaching of literacy in the mother tongue.

IN PREPARATION — "Language Planning Activities in the United States" edited by Joan Rubin for a forthcoming issue of *IJSL*.

This issue will include descriptions of American language planning agencies and activities such as the Bilingual Education Office, the Board of Geographical Names, standardization of chemical terminology by the American Chemical Society, and attention to English language development by the National Council of Teachers of English.

THE EAST-WEST CENTER is a national educational institution established in Hawaii by the United State Congress in 1960. Formally known as "The Center for Cultural and Technical Interchange Between East and West," the federally-funded Center is administered in cooperation with the University of Hawaii. Its mandated goal is "to promote better relations and understanding between the United States and the nations of Asia and the Pacific through cooperative study, training and research."

Each year about 1,500 men and women from the United States and more than 40 countries in the Asian/Pacific area exchange ideas and cultural insights in programs conducted by the multi-national East-West Center staff dealing with problems of mutual East-West concern. Participants are supported by federal scholarships and grants, supplemented by contributions from Asian/Pacific governments, private foundations and other agencies.

Center programs are conducted by the East-West Communication Institute, the East-West Culture Learning Institute, the East-West Food Institute, the East-West Population Institute, and the East-West Technology and Development Institute. Open Grants are awarded to provide scope for educational and research innovation.

Logo Contest

We think that it would be nice to have a logo for language planning. We invite your contribution to our search for such a logo. We will award a prize for the logo selected for use in the newsletter. Please send in your contribution by June 1975. Happy inspiration!!!

Copies are available free of charge. All correspondence should be addressed to:

Joan Rubin
Editor, Language Planning
Newsletter
Culture Learning Institute
East-West Center
Honolulu, Hawaii 96822