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LANGUAGE PLANNING NEWSLETTER

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The Swedish Center for Technical Terminology — 40 Years Old



Anna-Lena Bucher*

Terminology and nomenclature have been matters of interest among scientists since the 18th century. One of the Swedish creators of nomenclature was Carl von Linnée, who developed a nomenclature for the fields of botany and zoology in the 18th century.

Since then nomenclature work has been pursued in various forms and within other scientific fields, all over the world. Today, terminology and nomenclature are matters of interest not only to scientists, but also to engineers, social scientists, economists and translators. The reason is, of course, that we have become aware of problems in communication which arise as a result of people using unclear and vague terms. During the last 10 years terminological questions have been discussed in many international institutions, among them UNESCO. In 1971, UNESCO established, within the framework of their UNISIST-program, the Information Centre for Terminology in Vienna (INFOTERM), affiliated to the Austrian Standards Institute in Vienna.

Interestingly enough, terminological institutions were first established in small language communities, for example, in Sweden and in Norway, while the large

English language communities of the USA, Australia or England have not yet organized terminological work comprehensively. In England, however, there is a group at the University of Manchester, the Institute of Science and Technology, under Professor J. C. Sager, working for the establishment of a British terminological organization.

In Sweden, a center for technical terminology was established in 1941 and named *Tekniska nomenklaturcentralen* (TNC). In reference to the 40th year jubilee of TNC and to the increasing interest in terminological matters all over the world, we offer some information about our organization.

It should first be noted that in Sweden we make a slight distinction between terminology and nomenclature. Terminology, true to its etymology, stands for the concept "the theory of terms and their proper use." A second meaning is "a collection of terms used in a specific branch of science or technology."

A strictly systematic namegiving within a scientific field is usually called a nomenclature.

Although TNC has the word "nomenklatur" in its name, we normally talk about our work as being terminological work, in the second sense of the word.

What is the activity of the TNC? The statutes (of 1941) state that the TNC was founded in order to "elaborate technical terminology well suited to the Swedish condition." We use *term* in the sense of "a word with a well-delimited definition used by experts in a specific field or branch." Most probably everybody would agree that terminology is not very often used in colloquial or general language. In what kind of language is it used then? In Swedish, there is a short word that expresses this, namely "fackspråk", while in English one has to use a paraphrase, "language for special purposes" (LSP).

In practical terms, this means that the TNC elaborates terminologies within different technical and scientific fields or, simply, within different LSPs. These

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terminologies are published in glossaries, today amounting to a total of 76. The glossaries contain a number of terms with definitions in Swedish and with equivalents in at least English, French and German but very often also in the other Scandinavian languages. In a few cases we have also had Russian, Spanish and Japanese equivalents.

The TNC glossaries are all elaborated in close collaboration with experts in the fields concerned. After an analysis of the need for a glossary within a certain field, investigations for financial support are made. Thereafter, a working-group of experts is set up, who are willing and interested in placing their knowledge at the disposal of the project. In each working group of this kind, there is at least one representative from the TNC, whose main duty is to coordinate the work with other projects in progress or with terminology already established.

The translations of the terms, sometimes also of the definitions, are made in collaboration with native-speaking experts.

A term recommendation (i.e., a recommendation that a concept expressed by a specific term and with a special definition is to be used) can never be accepted if it has not first been discussed among the experts.

Terminological work is not very effective if the terms will not be accepted and used.

A telephone service, free of charge, is offered on terminological questions, sometimes reaching beyond the fields of science and technology. We receive between 600 and 800 questions annually.

The TNC sometimes arranges courses in "the theory of terminology." This is due to an increasing interest on the part of organizations, enterprises and authorities in learning about terminology and terminological work. In Sweden, there is no academic education or training in terminology. You cannot study to become a "terminologist." University level courses on terminology are offered, however, at the University of Vienna, at the University of Manchester and at the School of Economics in Copenhagen.

The TNC is supported by the Swedish government (all ministries are represented) and by a number of important private enterprises in Sweden as well as by other organizations and institutions. The TNC is also supported by all the Academies in Sweden. In fact, it was on the recommendation of the Swedish Academy of Engineering Sciences that the TNC was founded in 1941.

Today there are 10 employees at the TNC which is more than ever before. For a long time, there were only 2-3 persons employed. Maybe one can say - or hope - that this increase in personnel and resources is an indication that the authorities have become more aware of the importance of this kind of work.

Standardization of Language: A Case Study of Marathi—
Rajyashree Subbayya, University of Mysore, Mysore, India, 1981 (doctoral dissertation).

This dissertation presents a conceptual framework for the process of standardization and examines the process of standardization of Marathi in terms of a diachronic perspective.

The following questions are investigated:

1. Is there a single accepted standard variety of Marathi in the state of Maharashtra?
2. Are there any attitudinal and sociological factors which are identified with Standard Marathi?
3. What are the domains where the standard and/or non-standards are used?
4. What factors are important in the diffusion of Standard Marathi?
5. Have any regional standards developed in the process of diffusion of the standard?
6. What linguistic features distinguish the standard from the non-standard Marathi?
7. What are the factors responsible for the emergence and stability of Standard Marathi?
8. Was the standardization of Marathi planned and if so, to what extent?

Some of the observations which emerge from this study which are conceptually important are:

1. Standard Marathi is a dynamic range. A continuum can be seen from non-standard to formal written standard with the fused boundaries of different varieties in-between. A case study not only exemplifies the existence of layers of a standard but also varieties of non-standard, substandard and hyperstandard Marathi. It highlights the standard-forming processes in which linguistic features constantly enter into and exit from the screen illuminated as the standard.

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2. In case of Marathi the language of those close to the seat of imperial power and later the language of the educated elite was recognized as standard. One may conclude from this that political power and education which in turn give social status to a group help in establishing their variety as the standard.
3. The diachronic study reveals both the natural process of standardization and the induced or planned standardization of Marathi. It highlights the fact that the standardizer may neglect neither the sociolinguistic situation of the community nor public opinion (though he/she may try to reeducate it) if decisions or recommendations are to be realistic and promise successful results.
4. The standard language is not stabilized by the dictates of a linguistic theory alone, but its stabilization nevertheless occurs with normative interventions of the planners/planning agencies. The most powerful interventions are in the area of lexicon and orthography and less in the area of the grammatical structure of the language.

EFL Planning Thailand: A Case Study in Language Planning—Toy Aksornkool, Georgetown University, Washington, D.C., 1980, (doctoral dissertation).

Inefficient teaching of English as a foreign language has been a problem hampering educational development in Thailand for decades. The present dissertation examines this problem in a new light—via

Rubin's Principles of Language Planning (LP). It has:

1. studied the historical development of EFL teaching/planning in Thailand within the framework of LP;
2. applied LP to the planning of EFL teaching in Thailand;
3. investigated issues related to EFL teachers, e.g. their capacity, attitudes, preferences, and position towards EFL planning/teaching.

An historical study of EFL development via LP sheds light on the understanding of the EFL problem. It offers a promising alternative to attacking the EFL problem. LP indicates, for instance, that the failure of EFL teaching in Thailand is closely related to the failure to identify the needs of the client population and to optimize existent resources.

The examination of teacher-related issues allows some focus on the oft unheard voice on the other end of the planning spectrum. This information is urgently needed as it will directly contribute to future decision-making concerning the improvement of both policy and implementation. Besides offering useful insights into the teacher, i.e. the implementing agents of the policy, this examination also serves as a consciousness-raising factor, thereby bringing the two ends of the planning spectrum, i.e. planners and teachers, closer together.

NEW JOURNAL—TermNet News

The first issue of *TermNet News* appeared in 1980. It will be published four times a year. It is hoped that this new periodical will foster national and international cooperation in terminology by informing TermNet partners of ongoing work and projects, and needs to be met. In the first issue, Infoterm presents a paper describing the activities of Infoterm and the three TermNet programs, as well as its achievements to date in order to give an overview of the present and future activities of this international organization. In general, *TermNet News* will have 5 major sections: editorial and leading articles (presentation of institution(s)); news in terminology; invitations to join projects, state-of-the-art reports, etc.; Infoterm Newsletter; and miscellaneous information. One of the topics of *TNN 2* will be "Education and training in terminology." For further information about this journal write: Infoterm, Leopoldgasse 4, Vienna 2, Austria.

LEXICOGRAPHY SPECIALIZATION

Indiana State University now offers an M.S. in English with specialization in lexicography. The program of studies includes making, critique, history and use of dictionaries. It provides professional preparation for dictionary editors, scholars, field linguists, librarians, and teachers concerned with dictionaries. It can be completed in one year. For further information, write:

Edward Gates, Chair
Committee on Lexicography
Dept of English
Indiana State University
Terre Haute, IN 47809

THE LINGUISTIC MINORITIES PROJECT

The Linguistic Minorities Project is based at the Institute of Education, London University and is funded by the Department of Education and Science. Starting from September 1st, 1979, it has a three-year duration. The overall aim of the project is to provide an account and analysis of the changing patterns of bilingualism in several regions of England.

More specifically, the L.M.P. aims to: (a) contribute to the ongoing educational debate about mother-tongue teaching and equal opportunities in education; (b) contribute to the theoretical debate about bilingualism and to gain further insights into the process of language shift by integrating approaches from sociolinguistics and ethnic relations; (c) stimulate further research and action in this field; and (d) disseminate findings to a wide range of people, including minority parents, children, teachers and administrators.

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A multi-disciplinary research team is using a variety of approaches, including sociolinguistic surveys and more detailed studies of patterns of language use and language attitudes. The *Schools Language Survey* is intended to document the range of linguistic diversity among all school children in a Local Education Authority and the extent of literacy in the minority languages. The *Secondary Pupils Survey* will allow a more detailed look at the language use and perception of language among secondary school children. The project is also collecting information on the *existing provision for minority language teaching*. This includes a small amount of teaching within the mainstream school system and an increasing amount of provision organized out of the regular school time by the minorities themselves. The *Adult Language Survey* involves the use of bilingual interviewers from the different linguistic minorities interviewing a sample of adults in their mother-tongue and/or English. This survey looks at language skills and learning history, literacy, language use in the household, at work, in the community and attitudes towards language teaching provision. More detailed *case studies* will focus on particularly interesting linguistic and educational questions studies in specific local contexts. For further information, write:

Verity Saifullah Khan

Director

Linguistic Minorities Project

18 Woburn Square

London WC 1H ONS, England

Editorial Clarification—Seminar on English Strategies for Namibia

In the August, 1980 issue of the LPN, based only on an advanced program for the Seminar on English Strategies for Namibia, we called readers' attention to the paper by Professor J. Spencer. All papers are to be released and published shortly under the imprint of the United Nations Institute for Namibia in Lusaka, Zambia (PO Box 3011).

NEW NEWSLETTER—*Language and Development: An International Perspective*

This newsletter (Issue 1, Fall, 1980) is intended to develop interaction between scholars and academic administrators around the question of the relationship between language and development. Some of the questions which the newsletter intends to devote itself to are: (1) What role does language play in modernization? (2) How is language used in technology, science, and the legal system? (3) What role does language play in education and social development? and (4) What theoretical and empirical research has been done which is of relevance to the worker in the field of language and development?

NOW AVAILABLE—*Reforma y Modernización del Español* by Marcos Marín. Madrid: Ediciones Catedra, S.A., 1979. Pp. 149.

Of three chapters, Chapter III "Historia de la lengua y planificación lingüística: reforma y modernización del español" (History of the language and language planning: Spanish language correction and modernization) is the heart of the work. The author compares the motives that led to and the types of changes sanctioned and/or introduced by the major reforms that Spanish underwent in the 13th century, sponsored by Alfonso X; the 16th century, motivated by the needs of the Spanish Empire; and the 18th century, sponsored by the Real Academia Española, which produced its two most important works in this century: the *Diccionario de Autoridades*, that included rules of

Language Planning/Treatment News —Continued

The first issue contains the following articles:

- H. Marshad "On Developing a Scientific Register: The Case of Swahili in Kenya"
J.R. Cowan "Literacy in Southern Sudan"
E.H. Antonsen "Language Standardization in German Urban Society"
C.C. Cheng "Another Step in Language Planning in China"
E.G. Bokamba "Language and National Development: Black English in America"

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USA

TNC IS FORTY YEARS OLD!

On the 31st of January, 1981, the Swedish Center of Technical Terminology (TNC) turned forty! Congratulations! From the TNC Newsletter (volume 22:4/5) we learn that the Center has reorganized. Some particularly noteworthy activities during the next three years at TNC are to produce a textbook/manual on terminology and to investigate the degree of acceptance of recommended terms. For further information, see lead article, this issue.

(Björn Jernudd)

orthography, and the *Gramática*. Marín also discusses and evaluates the language planning efforts of the Hispanic world in the 20th century. These have been characterized by a lack of unifying principle, which appears to reflect the complexity of the status of Spanish both in Spain and in America, namely, the diversification of Spanish and consequent need to acknowledge various forms of standard Spanish; the situations of bilingualism or multilingualism, which require decisions concerning official language, the language of instruction, etc.; the situations of contact where Spanish becomes the language of a minority, as in the U.S., which prompt language maintenance movements and offer fertile ground for rapid language change. To these, the enormous progress of science and technology in the 20th century has added the need to allow for and regulate the creation of new words.

(From a review by Carmen Silva-Corvalan, to appear in *Romance Philology*).

NOW AVAILABLE—*Language and Society in Singapore* ed by Evangelos A. Afendras and Eddie C.Y. Kuo. Singapore: Singapore University Press. (Kent Ridge, Singapore 0511) 1980. Pp. 300.

In addition to an excellent collection of articles describing the sociolinguistic profile of Singapore, aspects of language and major institutions plus an analysis of sociolinguistic bibliography of the country, this book contains four articles on language policy and language shift: S. Gopinathan has written on "Language Policy in Education: A Singapore Perspective," Dudley de Souza has written on "The Politics of Language: Language Planning In Singapore," Chiew Seen-Kong has written an article entitled "Bilingualism and National Identity: A Singaporean Case Study" and Eddie Kuo has included his article "Population Ratio, Intermarriage and Mother Tongue Retention." De Souza points out that the current government policy which emphasizes the phasing out of Chinese dialects in favor of Mandarin and the constant reiteration of the importance of English as well as an increased emphasis on the learning of the languages of highly industrialized countries is directly related to Singapore's desire to become a commercial and diplomatic base for the area.

NOW AVAILABLE—*Language and Society* vol 3, Autumn 1980. Commissioner of Official Languages (Ottawa, Canada K1A 0T8). Copies of this magazine may be obtained free of charge from this address.

The titles of articles in this issue are:

Gérald A. Beaudoin "Entrenching language rights: A Gordian-knot?"

CONFERENCE—Language Problems and Public Policy

The focus of the next Forum for Interdisciplinary Research will be Language Problems and Public Policy. The conference will be held December 16-19, 1981 in Cancun, Mexico. The conference will cover a wide variety of topics: Language Planning, Politics of Remediation, Problems of Standardization, Social History and Policy Formation, Case Histories of Language Development, Language Renewal, Lexical Modernization, Foundations of Language Education, Language and Political Socialization, Political Symbolism, Language and Inter-ethnic Relations, Language Awareness and Social Class, Language Attitudes, Language Acquisition and Public Policy, Multi-lingualism, The Role of Ideology in Language Planning, Language and Symbolic Interactionism, The Politics of Linguistic Accommodation, Language and Sexism, Rhetoric and Composition, and Intervention.

Three plenary sessions will cover:

- *The Social Psychology Paradigm of Language Planning
- *Bilingualism and Problems of Language Planning
- *The Parameters of Language Planning

Deadline for abstracts is June 15, 1981. Send abstracts to:

Robert St. Clair
Conference Chair
Dept. of English
University of Louisville
Louisville, KY 40292

MEETING—Dictionary Society of North America

The biannual meeting of the Dictionary Society of North America was held in Cincinnati, Ohio on June 11th and 12th, 1981. For information, write:

Yeatman Anderson III
The Public Library of Cincinnati
and Hamilton County
800 Vine Street
Cincinnati, Ohio 45202

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Christer Laurén "Bilingualism: Finland's Experience"

Jaroslav Rudnyckyj "Multiculturalism: A Way Forward"

Dominique Clift "Language Conflict in Quebec: The Economic Stakes"

Marcel Paré "Computers Which Translate: Will They Take Over?"

CONFERENCE—Conference on Conceptual and Terminological Analysis in the Social Sciences

An "Invitational Program" was presented at the *Conference on Conceptual and Terminological Analysis in the Social Sciences* held on May 24-27, 1981 at the Zentrum für Interdisziplinäre Forschung, Bielefeld, Federal Republic of Germany. The major purpose of the conference is to establish a first *general frame of reference* for many questions relating to the analysis of existing social science concepts and the synthesis of terms used to designate new concepts in the social sciences. Three major topics were discussed in order to achieve this frame of reference:

- (1) Theory of concept analysis, metaconcepts, concept comparison and compatibility
- (2) Evaluation of descriptor languages and generation of integrated thesauri
- (3) Establishment of glossaries and dictionaries and term bank implementation procedures

For information, write:

Conference Secretariat
Gesellschaft für Klassifikation e. V.
Woogstr. 36a
D-6000
Frankfurt 50
Federal Republic of Germany

CONGRESS—Tenth World Congress of Sociology Planning for the Tenth World Congress of Sociology

Planning for the Tenth World Congress of Sociology, scheduled for Mexico, August 23-28, 1982 is now underway. D.P. Pattanayak and Oscar Uribe-Villegas are co-chairs and Brian Weinstein is rapporteur of the Language Politics and Language Planning Section, Number 10. Eleven panels plus a main session have been tentatively set up. These are:

1. Emergence and Decline of International Status of Languages: Social and Political Conditions and Consequences.
2. Language in International Relations: Politics, Economy, Science, Labor Migration, etc.
3. Language Policies in Multilingual Societies: Basic Alternatives, Ways of Implementation, and Legal Codification of (Hierarchical and Egalitarian) Relationships among Languages.
4. Choice of Language in Emerging Nations and its Social and Political Conditions and Consequences.
5. *Informal Innovations in Language Planning: Individuals, Societies, Private Enterprises.*

6. Language Modernization, Standardization and Codification: Decision-Makers and Transmitters, their social legitimation and their means of implementation; the social conditions of compliance to language codification; language codification and social control; social consequences
7. Politics of Literacy and Illiteracy: Establishing writing systems, literacy, writing and spelling reforms (in National and International Contexts).
8. Media and Language Planning: Printing press, radio, cinema and T.V., schools, church sermons and rituals, political arenas, etc.
9. Language Planning for Organized and Nonformal Education.
10. Language and Law
11. Theoretical and Methodological Problems in Integrating the various disciplines' different approaches to language planning: the approaches of linguistics, sociology, political science, economics and decision theory, psychology, history and literary studies.

Each panel will run for one hour forty-five minutes of which 50 minutes will be devoted to the presentation of papers, 10 minutes to comments by a discussant, and 45 minutes to a general discussion.

For further information or if you wish to suggest a paper title, write:

D.P. Pattanayak
Director
Central Institute of Indian Languages
Manasagangotri, Mysore
India 570 006
Brian Weinstein
(same address as Pattanayak)
O. Uribe Villegas
Palestina No. 117
Mexico 16, D.F.
Mexico

DIRECTORY OF LANGUAGE PLANNING ORGANIZATIONS

In the first edition of the *Directory of Language Planning Organizations* (1979, East-West Culture Learning Institute), Rubin called for additions toward a second edition. Several persons have in fact sent in names and addresses of organizations which might be included in this second edition. We list them here for the benefit of readers and will be doing so in the future as others call our attention to the names and addresses

of organizations to be included. Your cooperation in calling my attention to organizations is hereby solicited.

*De Raad voor de Nederlandse Taal en Letteren
(The Council for Nederlandic Language and Arts)
Wetstraat 70
B-1000
Brussels, Belgium

*Vereneging voor wetenshapeleke spelling
(Association for scientific spelling)
Boswegel 8
B-9210
Heusden, Belgium

*Asocio por la enkonduko de nova biologa
nomenklaturu
Hertendreef 12
B-2180
Kalmthout, Belgium

*Akdademio de Esperanto
20, Harviestoun Road
Dollar, Clarcks
Great Britain FK 14 7HG

*Vereniging voor Beschaafde Omgangstaal
Ant. Dansaertstraat 76
B-1000 Brussels
Belgium

*Vaste Commissie voor Taaloezicht
B-1000 Brussels
Belgium

*Ligue Internationale des Scientifiques pour l'usage
de la Langue Française (LISULF)
1200 Rue Latour
Ville-Saint Laurent
Quebec, Canada

*Eastern African Centre for Research on Oral
Traditions and African National Languages
PO Box 600
Zanzibar, Tanzania

*Academie de la Langue Basque
Azkue Biblioteka
Ribera 6
Bilbao 5
Spain

*Organization of African Unity
Inter-African Bureau of Languages
P.O. Box 7284
Kampala, Uganda

Compiled by Richard B. Baldauf, Jr.

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*Scots Language Planning Committee
Dept of English
The University
Old Aberdeen, Scotland

*Document Design Center
American Institutes for Research
1055 Thomas Jefferson Street, N.W.
Washington, D.C. 20007 USA

*CISLB (Comité International Pour la Sauvegarde de
la Langue Bretonne)
Boite Postale 249
B-1040, Brussels, Belgium

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Joan Rubin
2011 Hermitage Avenue
Wheaton, Maryland 20902
USA

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THE EAST-WEST CENTER is a national educational institution established in Hawaii by the U.S. Congress in 1960 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 more than 1,500 men and women from the many nations and cultures work together in problem-oriented institutes or on "open" grants as they seek solutions to problems of mutual consequence to East and West. For each Center participant from the United States, two participants are sought from the Asian and Pacific area. The U.S. Congress provides basic funding for programs and a variety of awards to participants. Because of the cooperative nature of Center programs, financial support and cost-sharing are also provided by Asian and Pacific governments, regional agencies, private enterprise, and foundations. The Center is administered by a public, nonprofit corporation with an international Board of Governors.

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 Honolulu, Hawaii 96848