

LANGUAGE PLANNING NEWSLETTER

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EAST-WEST COMMUNICATION INSTITUTE
JUL 15 1982

Language Planning Issues in Vanuatu

By Donald M. Topping*

Like all of the other new Pacific Island nations, Vanuatu is attempting to govern itself within the conceptional framework of a European language, as required by the Constitution. Throughout the Pacific, the constitutions, legal systems, education, and, in many cases, the media are still dominated by the languages of the former colonial powers. What distinguishes Vanuatu from the other island groups, adding to their problems of self-governance, is the legacy of not one, but two colonial languages. The difficulties created by this linguistic schism go back to the earliest days of the condominium government, and have not abated in the slightest.

The divisiveness of the English-French dichotomy runs deep throughout the country, especially in the two competing education systems, each of which enrolls approximately 50% of the school population. Although the French didn't get involved in education in Vanuatu on a significant scale until the 1960's, and therefore began as the minority system, they caught up quickly in terms of numbers of students whose parents were attracted to the French schools because they were new and, more importantly, free. (Anglophone schools have always charged fees in Vanuatu.)

The linguistic division of the schools can be seen in virtually all other aspects of the society: broadcasting, newspapers, movies, churches, commerce, parliament, and the laws.

In addition to the English-French division, Vanuatu is further fragmented by 108 different indigenous languages for its 100,000 people. This ratio of languages to speakers is higher than for any other

nation in the world. Such linguistic diversity reflects a long tradition of separateness of the ni-Vanuatu (from Vanuatu).

Bridging all of these languages, European as well as indigenous, is Bislama, the Vanuatu dialect of Melanesian Pidgin, which is spoken by most ni-Vanuatu of school age and above. Born out of the necessity to communicate across linguistic boundaries, Bislama is a dynamic language that is developing rapidly to meet the growing communication needs of Vanuatu, both within the country and externally with the Solomon Islands and Papua New Guinea.

Because of its dynamic role and widespread use, Bislama shows considerable dialect variation (especially vocabulary) from one island to another, and especially between the urban (heavily anglicized) and rural areas. Those who are eager to make greater use of Bislama argue strongly for the standardization of usage, and especially of the spelling. They would also argue, perhaps naively, that the way to standardize is through an authoritative grammar and dictionary.

Although Bislama has served as the *lingua franca* of Vanuatu for several generations, it was never accepted as a viable language of communication by the governing powers. Its use, in fact, was discouraged, and in many cases — especially in schools — it was forbidden. The first meeting of the elected Representative Assembly in 1976 was dismissed abruptly by the Clerk (a Frenchman) because the members began to conduct discussions in Bislama.

The strong, and often emotional opposition to Bislama is based on the grounds that Bislama is nothing more than simplified broken English with no grammatical rules and a highly limited vocabulary, and therefore unsuitable for anything more than simple, rudimentary communication. Nothing could be further from the truth. Like all other human languages, Bislama has a very fixed and complex set of grammatical and phonological rules (see the

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grammar of Bislama by Jean-Michel Charpentier). Furthermore, the vocabulary of Bislama is constantly being expanded, usually by borrowing English words, to meet the growing needs.

Proof of its adequacy as a medium of sophisticated communication is the translation of the *Bible*, and a recent week-long conference, where Bislama was the principle medium for papers and discussions that touched upon subjects covering politics, economics, law, education, and communication itself.

Most ni-Vanuatu, as well as others, see Bislama as the unifying linguistic force. Yet, neither the Constitution nor the independence agreements show that recognition. On the contrary, the Constitution, in its present form, guarantees continued divisiveness by mandating that, although Bislama is the National Language (on a par, perhaps, with the National Flower), it is not the language used where it counts: education and the law. According to the Constitution, French and English are the official languages to be used in these two important areas. Furthermore, French financial aid is directly tied to the maintenance of the French education system in Vanuatu.

This is the real problem that Vanuatu and all other Pacific Island nations must face. As long as education and law are conducted in the alien languages, then the systems will remain alien ones. Language shapes thought. The language used in the education and legal systems plays the crucial role in determining views of the world. It would appear, judging from the current language policies, that most of the new Pacific Island nations want to continue to inculcate European values and worldviews through their schools and legal systems. This is, in fact, what is happening.

Nonetheless, these issues are very much in the minds of the ni-Vanuatu so that "Language Planning and Policy in Vanuatu" was the subject of the four-and-a-half day conference held in the Mairie/Town Hall of Port Vila during the week of July 13, 1981.

Sitting in straight-backed chairs for sessions running from 8:00 a.m. to 4:30 p.m. in the afternoon — with a two hour Vila-esque lunch break — thirty ni-Vanuatu delegates, and fourteen observers from five Pacific countries and one U. S. Territory engaged in serious discussions of one of Vanuatu's most urgent post-condominium problems: what to do about more than one hundred different indigenous languages, the legacy of two European language systems, and the rising tide of Bislama, a dialect of Melanesian pidgin, whose roots go back to the same plantation sources as do Tok Pisin and Solomon Islands Pidgin.

With simultaneous translation services provided by the South Pacific Bible Translators, the all-day sessions were conducted predominantly in Bislama, which was translated into English for the benefit of the overseas

observers. The use of Bislama as the primary language of the conference enabled full participation of the ni-Vanuatu delegates, several of whom do not speak any European language. Perhaps another very important point was made in the process: Bislama, a pidgin language, is an adequate language for conducting complex, and often abstract discussions involving education, law, the media, and politics.

In his opening address, Prime Minister Walter Lini, speaking in Bislama, stressed at the outset that he hoped the conference would look hard at "the role of Bislama in the development of this country as it strives for national unity." The PM also made clear his view that English and French had driven a wedge between ni-Vanuatu, and that "Bislama is drawing our people together", as well as providing communication linkages with the neighbors to the north (Solomons and PNG).

Strongly supporting the PM's views concerning the role of Bislama was Chief Willie Bongmatur, Chairman of the Vanuatu National Council of Chiefs. In addition, Chief Willie spoke frequently throughout the conference stressing the need for the children of Vanuatu to be thoroughly grounded in custom and in their own languages, even if this meant holding them back from school until age 7 or 8. The seven other custom chiefs, representing a cross-section of different islands, strongly backed Chief Willie's arguments for retaining custom, and the use of vernacular languages in the early primary school years as a means of developing a strong local identity among ni-Vanuatu.

Perhaps the strongest advocates for Bislama as a standardized national language on a par with English and French were the South Pacific Bible Translators, who recently issued a translation of the *Nyu Tesamen* in "standard" Bislama, and are currently engaged in a translation of the Old Testament to match the New in

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spelling, vocabulary, and structure. When they were not in the booth providing excellent simultaneous translations, the Bible translators stressed the need for standardizing Bislama throughout the country, both spoken and written forms, so that it could be more widely used in print.

On the government side, representatives from broadcasting and information, the Ministry of Education, and the Attorney-General's office presented their current practices and positions as specified in the Constitution and in termination agreements. Although Bislama is recognized constitutionally as the national language, English and French are the official languages of education, law, and government correspondence, while broadcast time for international subject matter is nearly equally divided to allow for transmission in English, French, and Bislama. Problems of staffing and of time-consuming translations were cited as major problems.

At the end of the four and a half days of informed, and sometimes impassioned discussion, the delegates passed a series of resolutions to be passed on to the Vanuatu Government. The resolutions, written in Bislama, fall into three categories: education, law, and the media. They are summarized below:

Education:

1. As a general principle, there must be room for and recognition of vernacular, Bislama, and the metropolitan languages in the education system of Vanuatu.
2. a. Vernacular languages must be used as the medium of instruction in primary schools through Classes 1-3.
- b. Bislama will be introduced in primary schools beginning Class 4.
- c. Bislama should be used as the medium of instruction, Classes 4-6, with French and English introduced as subjects of study.
- d. French and/or English will be introduced and used as media of instruction in secondary schools with Bislama continued as a subject of study.
- e. Technical school should continue with Bislama as the medium of instruction through Classes 7 and 8.
- f. If these new language requirements necessitate extending the time period for primary school, this is something for the Ministry of Education to study.

Law:

1. All laws should be translated into Bislama.

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IN PRESS — *Progress in Language Planning: International Perspectives* edited by Joshua A. Fishman and Juan Cobarrubias. New York: Mouton. 1982.

This forthcoming volume has the following table of contents:

Introduction

Juan Cobarrubias Language Planning: The State of the Art

Part One: *Decision Making in Language Planning*

Charles Ferguson Language Planning and Language Change

Juan Cobarrubias Ethical Issues in Status Planning

Shirley Brice Heath and Frederick Mandabach Esq. Language Status Decisions and the Law in the United States

Joshua A. Fishman Modeling Rationales in Corpus Planning: Modernity and Tradition in Images of "The Good Corpus"

Part Two: *Codification in Language Planning*

William Milan Contemporary Models of Standardized New World Spanish: Origin, Development and Use

Braj Kachru Models of New Englishes

Part Three: *Language Planning in North America*

William F. Mackey What Can Language Planners Learn from Canada's Experience with Status Planning?

Denise Daoust Blais Corpus and Status Language Planning in Quebec: A Look at Linguistic Legislation

Bernard Spolsky and Lorraine Boomer The Modernization of Navaho

Gary Keller What Can Language Planners Learn from the Hispanic Experience in the United States?

Part Four: *Implementation of Language Planning*

Einar Haugen The Implementation of Corpus Planning: Theory and Practice

Dayle Barnes The Implementation of Language Planning in China

Glyn Lewis The Implementation of Language Planning in the Soviet Union

Part Five: *Evaluation of Language Planning*

Joan Rubin Evaluation of Status Planning: What Has the Past Decade Accomplished?

Björn Jernudd Evaluation of Corpus Planning: What Has the Past Decade Accomplished?

Postscript

Joshua A. Fishman Progress in Language Planning: A Few Concluding Sentiments

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NOW AVAILABLE — *Linguistic Composition of the Nations of the World*, Volume 4, Oceania edited by Heinz Kloss and Grant D. McConnell. Quebec: Laval University Press, 1981, 549 pages.

Those interested in demography, language distribution and mother tongue strength will be particularly pleased to acquire the fourth volume in this collection on *Oceania* — that vast expanse where one quarter of the world's languages are to be found.

The Introduction has been especially prepared by some eight leading language specialists each focusing on some particular sub-region of the area.

Previous volumes have covered: Central & Western South Asia, North America, and Central & South America, Volume 5, Europe and the Soviet Union will be published early in 1983.

NOW AVAILABLE — "Planning for Australian Aboriginal Languages: A Preliminary Guide to Resources and Concepts: by J. Wafer. Presented at the workshop to develop aboriginal leadership in language planning, Alice Springs, Australia, February 18-20, 1981. (Institute for Aboriginal Development, P.O. Box 2531, Alice Springs, N.T. 5750, Australia) 33 pages.

This paper, prepared for the workshop to develop aboriginal leadership in language planning, consists of four parts: 1) A discussion of concepts in language planning, 2) a list and brief discussion of organizations involved in language planning in Australia, with particular reference to Aboriginal language planning, 3) a discussion of issues in aboriginal language planning and 4) a bibliography related to the above three topics.

IN PRESS — *La Norme* (The Norm) edited by Edith Bedard and Jacques Maurais. Quebec: Conseil de la langue française (1283, boul. Charest ouest, Quebec G1N 2C9, Canada) 1982.

This volume, which is to appear in 1982, contains the following papers:

Part I: La Tradition de la Norme (The Normative Tradition)

John Smith *La norme chez les grammairiens de l'Inde ancienne* (The norm among the ancient Indian grammarians)

Michel Casevitz *L'héritage grammatical gréco-latin* (The Greco-Latin grammatical heritage)

G. P. Padley *La norme dans la tradition des grammairiens* (The norm within the grammatical tradition)

Lothar Wolf *Le bon usage de Vaugelas à Grevisse* (Good usage from Vaugelas to Grevisse)

Part II: La norme en linguistique contemporaine (The norm in contemporary linguistics)

Paul L. Garvin *Le cercle linguistique de Prague et la norme* (The Linguistic Circle of Prague and the norm)

Luis Fernando Lara *Le concept de norme dans la théorie d'Eugène Coseriu* (The concept of norm in Eugène Coseriu's theory)

Yves-Charles Morin and Marie-Christine Paret *Norme et grammaire générative* (The norm and generative grammar)

Joachim Gessinger and Helmut Glück *Les travaux sur la norme en Allemagne* (Research on the norm in Germany)

Jacques Maurais *Le changement linguistique* (Language change)

Part III: Norme Sociale et Norme Linguistique (Social and Linguistic Norms)

Guy Bouthiller *Le débat sur la norme au Québec: rétrospective* (Retrospective on the debate about norms in Quebec)

Mohamed Maamouri *Unification politique et unification linguistique* (Political and linguistic unification)

Tullio de Mauro *Gramsci et l'unification linguistique* (Gramsci and linguistic unification)

Henrietta Cedergren *La norme: perspectives micro et macrosociolinguistiques* (The norm: micro- and macro-sociolinguistic perspectives)

Stanley Aléong *Normes linguistiques et normes sociales, une perspective anthropologique* (Linguistic norms and social norms from an anthropological perspective)

Jean-Marcel Paquette *Niveaux de langue et registres du discours* (Language levels and discourse registers)

François Péraldi *Norme et surmoi* (Norm and Superego)

Part IV: Norme linguistique d'origine légale (Linguistic norms originating from legal sources)

Edith Bédard *Norme fédérale et norme québécoise* (The federal norm and the Quebec norm)

Joshua Fishman *Norme et planification linguistique* (Norms and language planning)

Guy Rondeau *La normalisation linguistique, terminologique et technique au Québec* (Linguistic, terminological and technical standardization in Quebec)

Pierre Auger *Théorie de la normalisation et de l'implantation terminologique au Québec* (The theory of standardization and implementation in Quebec)

Philippe Barbaud La langue de l'Etat aux prises avec l'état de la langue (The state language in conflict with the state of the language)

Jean-Claude Corbeil Eléments d'une théorie de la régulation linguistique (Elements of a theory of language standardization)

Part V: Problèmes Pratiques (Practical Problems)

Gilles Gagné Norme et enseignement de la langue maternelle (Norms and the teaching of mother tongue)

Gilles Bibeau La norme dans l'enseignement de la langue seconde (The norm considered from the point of view of second language teaching)

Luis Fernando Lara Normativité, anglicismes et indigénismes dans le Diccionario del español de Mexico (Standards, anglicisms and indianisms in the Spanish dictionary of Mexico)

Jean Darbelnet Norme lexicale et anglicismes au Québec (Lexical norms and anglicisms in Quebec)

Jean-Yves Dugas La norme lexicale et le classement des canadianismes (Lexical norms and classification of canadianisms)

Alain Rey Norme et dictionnaire (The norms and the dictionary)

Jacques Cellard Les chroniques de langue (The histories of language)

Albert Valdman Normes locales et francophonie (Local norms among francophones)

Braj B. Kachru Normes régionales de l'anglais (English regional norms)

Grace Jolley La codification de l'anglais canadien (The codification of Canadian English)

André Gallardo La codification de l'anglais américain (The codification of American English)

Nicole Gueunier, Abdelhamid Khomsi, Emile Genouvrier Les Français devant la norme (The French when confronted by a norm)

Part VI: Appendice (Appendix)

Vilém Mathesius Sur la nécessité de stabilité d'une langue standard (On the necessity for stability of a standard language) Translated by Paul Garvin

Bohuslav Havránek Les emplois de la langue standard et sa culture (The uses of the standard language and culture) Translated by Paul Garvin

NOW AVAILABLE — "Spanish Language Planning in the United States" by Joan Rubin. Keynote address at the conference "El Español en Los Estados Unidos," Chicago, Illinois, October 3, 1981. Also forthcoming in *Language and Power* edited by Cheris Kramarae and Muriel Schulz.

Looks at the health/medical, legal, work, media and communication, citizenship participation and

representation, social welfare and education domains for the Spanish-speaking community in the United States from the following points of view: 1) What language/communication inadequacies have been identified and by whom, 2) Who the planners are which have the authority and power to make and influence language-related decisions, 3) What plans/goals have been set out to attend to the communication inadequacies, and 4) What attempts have been made at planning — that is, situations in which there has been or is a real effort at implementation and feedback of a plan?

NOW AVAILABLE — "Community Languages in the Schools" by Barbara M. Horvath. A report submitted to the Schools Commission, December, 1980). 63 pages. (Professor Horvath is a member of the Department of Linguistics, University of Sydney, Australia).

This report is as a continuation of an earlier 1980 report to the Education Research and Development Committee of Australia and attempts to clarify the issues involved in determining what changes in educational institutions must be made to accommodate the cultural and linguistic diversity of Australia.

The term "community languages" is used for those languages other than English and the Aboriginal languages spoken by members of the community in their homes. The author argues for bilingual education to provide educational equity for those children who know only their community language when they begin school.

The author has found that some of the literature on innovation is helpful in understanding the process of change which the introduction of community languages brings. Readers may find the tripartite division of types of change strategies (following Chin and Benne) provocative. These are: 1) rational-empirical, 2) normative-re-educative and 3) power-coercive. In the first strategy, it is assumed that by merely presenting ideas in a rational fashion, adoption will follow. The second strategy suggests that only after a learning experience or "hands-on" opportunity will true adoption follow. The third strategy suggests that change may occur through legislative, economic or moral pressures.

The paper details many of the constraints which planners and implementers must consider in planning for bilingual education using community languages.

NOW AVAILABLE — *Feasibility Study of the Establishment of a Terminological Databank in the United Kingdom*. Report number 5642. British Library

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Research and Development. 9.50 pounds plus postage. (Order from: Centre for Computational Linguistics, University of Manchester Institute of Science and Technology, P.O. Box 88, Manchester M60, 1QD, England.) (CCL/UMIST Nr. 81/8)

Linguistic databanks containing the vocabulary and phraseology of special languages are established services in leading industrial countries providing tools for technical writers, translators, information scientists, standardization agencies and publishers. This study summarizes these developments and reports on a market survey on the basis of which user types and their needs were determined. Certain desirable characteristics of a linguistic databank are identified and the conditions are established under which such a new information tool could be realized in the U.K. An analysis of the responses of the market survey is appended and an extensive bibliography.

NOW AVAILABLE — *Selective Survey of Terminological Databanks in Western Europe, November 1980*. Report number 5643. British Library Research and Development. 7.50 pounds plus postage. (Order from: Centre for Computational Linguistics — as listed above). (CCL/UMIST 81/9)

The most recent comprehensive survey of linguistic/terminological databanks in Western Europe, with full descriptions of EUODICAUTOM, LEXIS, NORMATERM, TEAM, TERMDOK under the following headings! Users and Uses, Original and Size, Organization, Financial Support, Costing and Costs, Data, with tables and a full bibliography.

NOW AVAILABLE — *Model Specification of a Linguistic Databank for the U.K.* Report number 5644. British Library Research and Development. 5.50 pounds plus postage. (Order from: Centre for Computational Linguistics — as listed above). CCL/UMIST 81/10.

A model of a multifunctional linguistic/terminological databank is developed based on substantial market research. Detailed specifications of user types and uses, organization, computational requirements, costs and data. Hardware and software requirements and user facilities such as search and output formats are proposed.

NOW AVAILABLE — *Angewandte Soziolinguistik (Applied Sociolinguistics)* edited by Matthias Hartig. 1981. Published by Gunter Narr Verlag (Postfach 2567, D 7400 Tübingen 1, Federal Republic of Germany. 38DM.

This volume contains four articles of especial interest for language planners:

- Albert Valdman Language Standardization in Diglossic Context: The Case of Haitian Creole
- Raphael Nir Acceptability and Normativism in the Use of a Revived Language
- Jonathan Pool The Economics of Artificial Languages: Thoughts on the Problem of Cost Minimization
- Peter H. Nelde Problems of Multilingualism in Eastern Belgium

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2. In case of dispute of interpretation, Bislama will be the definitive version.
3. Translators for court cases must be provided when requested.
4. Parliamentarians should strive to improve their Bislama by expunging Anglicisms from their vocabulary.

Media:

1. French and English radio news should be restricted to once per evening each, with perhaps more in expatriate centers such as Vila, Luganville and Santo.
2. All educational programs in English and French should be translated into Bislama.
3. Radio translators should be given opportunity for training in translation techniques, and should be encouraged to strive for a standard Bislama.

Additional resolutions called for government support of linguistic studies of the vernacular languages, the establishment of a joint committee between Papua New Guinea and Vanuatu to study the development of Melanesian Pidgin as a regional language, to support a monolingual Bislama dictionary project, and to establish a National Language Commission which would report directly to the Prime Minister.

In spite of the obvious gravity of the problems caused by the legacy of the two metropolitan languages, no solutions were proposed at the Conference. Nowhere in the resolutions was the problem even mentioned. Like the gray winter clouds of Vila, the big question was constantly hovering, and was apparently dealt with in the same way, with everybody wishing that the clouds, as well as the big question, would simply go away.

CONFERENCE: Second International Conference on Minority Languages

The Second International Conference on Minority Languages will take place in Turku Åbo in south-western Finland from 6 to 12 June, 1983. As decided at the first conference in Glasgow 1980, the second conference will be organized by the Nordic Language Secretariat.

The general subject of the conference will be language planning and language preservation, particularly with reference to the minority languages of the British Isles, the Nordic countries and the north-western European continent. In addition to traditional minority languages, the conference will also deal with immigrant languages in the countries concerned as part of its general subject.

Whereas the first conference dealt mainly with general problems concerning minority languages (including many questions of a sociological rather than a linguistic nature), the second conference is meant to focus on active language planning (including terminological planning), and on measures for the preservation and development of minority and immigrant languages (e.g. educational programs and mass media). Problems of translation — especially official translation — from a majority language into a minority language may also be discussed within the framework of the general subject.

The conference program will contain a series of plenary sessions, primarily addressed by invited speakers, and a series of shorter papers by the participants, probably delivered in sectional meetings. The contributors will be asked to concentrate on problems rather than listing facts. Efforts will be made to allow sufficient time for discussion.

So far no plenary speakers have been invited. The organizers will therefore be grateful for all suggestions. Participants who wish to deliver sectional papers are invited to send in their proposals (title + a brief account of the scope of the paper) by 1 May, 1982. Abstracts of the papers offered will be required by 1 November, 1982. If possible, the abstracts will be distributed to the participants of the conference in advance.

Any question falling within the general subject of the conference can be treated in a paper, but it is expected that the topics covered will include

- Official language planning with respect to minority languages
- Problems of translation into minority languages
- Language planning for immigrant languages
- Terminological work in minority languages
- Variety and norm in minority languages
- Minority languages in education
- Publishing and broadcasting in minority languages

- Teaching of the mother tongue and the majority language to immigrant children
- Teaching of minority languages to speakers of majority languages
- Linguistic mobility

The proceedings of the conference will probably be published. Papers and other contributions are expected to be given in English.

The conference will take place on the premises of Åbo Akademi, the Swedish-language university of Turku Åbo. Accommodation will be available in Domus Aboensis, a modern student hostel situated only a few minutes' walk from the conference building.

There will be a registration fee of approximately £50, including morning and afternoon coffee. The preliminary rates for accommodation at Domus Aboensis (including breakfast and evening meal) are £13 (100 Fmk) for a double room and £18 (140 Fmk) for a single room per night. Hotel prices are at least twice as high. Lunch will be provided at an additional cost, provisionally set at £3.

The preliminary social program includes receptions and a full day excursion to the mainly Swedish-speaking archipelago outside Turku/Åbo.

A second circular with more detailed information about papers, registration, fees, accommodation, etc. will be sent out to those who complete the registration form and send it to the Nordic Language Secretariat as soon as possible. *The number of participants has been set at a maximum of one hundred.*

Bertil Molde

Chairman

Ståle Loland

Chief Secretary

Address for all correspondence:

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Postboks 8107 Dep

OSLO 1

NORWAY

CONGRESS: Fifteenth Congress of the Pacific Science Association

The 15th Congress of the Pacific Science Association will be held in Dunedin at the University of Otago, New Zealand from February 1-11, 1983. The theme of the Congress will be: Conservation, Development and Utilization of the Resources of the Pacific. Michael L. Forman, Linguistics Department and Björn H. Jernudd, Culture, Learning Institute, East-West Center, have accepted the task of organizing discussion under Section N, *Science Communication and Education*, on a language topic. Their session will focus on: Development, Standardization and Intertranslatability of Names of Fish in the Pacific. They invite your participation, the participation of members of your organization, or of your colleagues

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DEWAN BAHASA DAN PUSTAKA CELEBRATED ITS SILVER JUBILEE ANNIVERSARY

From June to December, 1981, the Dewan Bahasa dan Pustaka, Kuala Lumpur, Malaysia, held several cultural and publishing activities to mark its twenty-five years of existence. The theme for the celebration was: Language as the foundation for nation building, technology and culture. The ceremony was launched by the then Minister of Education YB Datuk Musa Hitam at the Cultural Hall of the Dewan Bahasa dan Pustaka on June 24, 1981. It was attended by writers, linguists, librarians and those who have contributed to the development of the national language and literature of the nation. The Minister in his speech stressed the importance of the national language to unite the multi-racial society of Malaysia. He also indicated that the National Language Act would be revised to fulfill the current needs of the nation. The simple and regal ceremony included a reading of the poem "Dewan Bahasa," the Dewan's choir presented the song "Dewan Bahasa," and the Minister's presentation of long service awards to four of our staff who have been with the Dewan for twenty-five years. The occasion was also marked by the publication of two new titles: *Wajah: biografi seratus penulis* (Biography of 100 Malaysian Writers) and *Sejarah Kesusasteraan Melayu I* (History of Malay Literature, Book I).

Other activities held during the anniversary included:

August 28, 1981 A celebration in which there was an exhibition of books and related materials pertaining to the development of language, literature and publishing in Malay. His Royal Highness the King and Queen of Malaysia graced the occasion. A total of 3,000 books on various subjects published in the Malay language were exhibited for two weeks. A catalogue of the exhibition entitled *Sumbangsih* was distributed to guests.

November 27-29, 1981 A seminar on Publishing in Bahasa Malaysia was held at the Dewan Bahasa. This Seminar, jointly sponsored by the Dewan Bahasa and UNESCO, attracted about 200 participants consisting of publishers, editors, writers and librarians. The Seminar was officiated by the Minister of Education, Datuk Dr. Sulaiman Daud. Malaysia was represented by three papers:

Dewan Bahasa dan Pustaka "Publishing in Bahasa Malaysia: Problems and Achievements during the last twenty-five years"

Malaysia Publishers Association "The Economics of Book Publishing"

Booksellers Association of Malaysia "Distribution and Sales of Books in Bahasa Malaysia: problems and prospects"

Speakers from India, Indonesia and Japan presented the following papers:

Shigeo Minowa "College Textbooks in Japan"

Syed Azad Ali "Subsidized publishing in Japan"

MAS Rachmat "Preparation of basic reading materials for primary schools in Indonesia"

December 5, 1981 The Dewan Bahasa dan Pustaka and the National Writers Association of Malaysia (GAPENA) hosted the Third Nusantara Writers Meet which was attended by some 350 writers from Indonesia, Brunei, Singapore, Philippines, Sri Lanka and Malaysia. The theme of the Conference was: The Language and Literature of the Nusantara: its history and future. In the evening, guests viewed a performance of the drama "Titah Tuanku" written and directed by the Dewan writer, Othman Zainuddin. The cast came entirely from the Dewan staff. His Royal Highness the Sultan and Tunku Ampuan of Selangor graced the occasion.

December 22, 1981 The six month Silver Jubilee Celebration was officially closed by the Director General of the Dewan Bahasa dan Pustaka, Datuk Haji Hassan Ahmad. In a speech to the eight hundred staff members, Datuk Hassan stressed the challenges of the 80's faced by the Dewan and the Dewan's contribution to the development of Malay language and literature in the Nusantara region.

(Submitted by: Rohani Rustam, Chief Librarian for the Director General, Dewan Bahasa dan Pustaka)

Conferences, Seminars, Workshops

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wherever they may be, in discussing this topic at the Congress. For further information, write:

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Culture Learning Institute USA
East-West Center

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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