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Issues for Language Treatment in Australia



English in Australia

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The Development of Australian English

The development of English in Australia has produced remarkably little regional variation in what has been, historically, a widely scattered population. Ramson (1972) considers the homogeneity of General Australian English to be perhaps its most distinctive feature. Gunn (1972a), however, suggests that the extent of regional homogeneity in Australian English has been assumed rather than investigated and points to a growing appreciation of regional and social differences in usage. (cf. Bernard 1969)

Southern British English was early perceived as providing a norm of correctness for speakers of English in Australia. Gunn (1972b) suggests that a second variety of Australian English — Cultivated Australian — developed later than General Australian as a result of attempts to speak Standard (Southern British) English. Dependence on the norms of Southern British English has persisted and is still to some extent current. However, the development of Australian English has resulted in a gradual divergence from these norms and in the establishment of Australian replacements for them, although the degree of difference between the two standards is not great. Australia has developed a number of its own agencies for the standardisation of language, and is slowly acquiring a body of literature codifying the norms produced by these agencies.

The Standardisation of Australian English

The most formal processes of standardisation are those relating to technical terminology and place-names. The standardisation of technical terminology is carried out by the Standards Association of Australia, the Australian member body of the International Organisation for Standardisation and the International Electro-technical Commission. Terminology to be standardised arises from the compilation of commercial

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Bilingual Education for Aboriginal Australians¹

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"Until very few years ago, the language policy of the Australian Government towards the Australian Aboriginal languages was one of outright hostility directed towards their complete suppression and eradication" (Wurm: 1971:1034)

Changes in this attitude were noted in the 1960's by the establishment of the Government-controlled Australian Institute of Aboriginal Studies, whose main emphasis has been on the linguistic field. Also notable was the Watts-Gallacher report on Aboriginal education which concluded that "it cannot be doubted that the language which should be used as the medium of instruction in the early years of schooling is their own vernacular language" (79, note also Harris, Douglas and Edwards).

On 14 December 1972 the Prime Minister of Australia announced that the Federal Government would "launch a campaign to have aboriginal children living in distinctive aboriginal communities given their primary education in aboriginal languages . . . When the program is fully implemented it will affect most aboriginal children in the Northern Territory and will be extended to tribal areas of northern Queensland, the Kimberleys in Western Australia and northern South Australia" (Press Statement No. 16)

Outside the governmental realm it should be noted that "Missionary Societies active amongst Australian Aborigines have in general been more favourably disposed towards Aboriginal languages than Government agencies" (Wurm 1971:1035). Two missionaries, Schurmann and Teichelmann, started a vernacular education program in South Australia in the late 1830's (Hart: 21-27, 56). Similarly, the Lutheran mission at Hermannsburg, N.T. (established in 1877) early

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1. An earlier version of this paper appeared under the title "Agencies of Language Standardisation in Australia" in *Clyne* (1976).

1. I am indebted to Maria Brandl, Northern Territory Department of Education, and George Huttar, SIL, for editorial comments.

L'Academie de Langue Arabe du Caire: Histoire et Oeuvre, Rached Hamzaoui. Tunis: Université de Tunis, 1975. 661 pages, \$9.00.

This book, originally a doctoral dissertation at the University of Paris, provides the first comprehensive description and analysis of the work of the most prestigious language planning agency in the Arab world. Using published and unpublished material of the Academy of the Arabic Language, Rached Hamzaoui treats the history, organization, methods, and output of this body of scholars in the period between 1932 and 1964.

The book is divided into four major sections, each of which may have interest to students of different elements of language planning. The first part is a history of the Academy, set within the background of the general Arab renaissance of the past one hundred years. The early members are described as well as the structure of the Academy. In the second section the bases of language reform employed by the Academy are examined, focusing on the decisions adopted during the first years of activity. Reform efforts in writing and

phonetics and the study of diglossia by the members are also included. The third section treats reforms of grammar, syntax, and morphology, detailing the use of methods such as derivation, compounding and borrowing. Much reference is made to Arab linguists of the past and the various word forms used in Arabic; the reader should have a knowledge of Arabic linguistics to fully understand this section. The creation of new terms, the major work of the Academy, is discussed in the final part. As with the preceding section, a background in Arabic is useful for a thorough understanding of the examples.

Hamzaoui is mainly interested in giving the bases for the Academy's work and illustrating these with examples drawn from various periods of its existence. He states that he prefers a topical rather than a chronological treatment. Students of language planning interested in process-oriented analysis may wish for more information concerning the structure and methods of the Academy and especially the changes in its style and output over its forty-four year life span.

Reviewed by Gary Garrison

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and industrial standards. The SAA acts to standardise existing terminology — rather than introducing new terms — through a process of selection, rigorous definition and construction of glossaries which are disseminated to the relevant industry or commercial domain.

The decision to adopt metric currency and weights and measures has produced highly conspicuous terminological standardisation in Australia. The Metric Conversion Board produced and disseminated glossaries and guides to the pronunciation of the new units, using a very wide range of channels of implementation — pamphlets, the daily press, notices in shops and advertisements on radio and television. Aside from the obvious problems associated with ensuring familiarity with new units and terms, the Board introduced the pronunciation *'kilometer* in preference to *kil'ometer*, which had a degree of currency in the community before metrication. *'kilometer* has prevailed, but not without a struggle. The Board went so far as to adopt an overtly authoritarian stance in a widely publicised debate with a former prime minister over this pronunciation.

The standardisation of place names in Australia is carried out by independently constituted place names committees in the various states; these maintain contact through the National Mapping Division, which acts as the national names authority. The place names committees assign names to topographical features, townships and post offices and standardise the form and spelling of new and existing names. Decisions are gazetted, published and disseminated to interested parties and the public. An example is the postcode book, produced in conjunction with Australia Post, which gives the official name (and postal code) of every recognised postal area in the country.

The provision of extended models of usage is undertaken by the mass media — broadcasters in particular and less formally by the press. Program standards for commercial radio and television operators were established and maintained by the Australian Broadcasting Control Board until the end of 1976, when the Board ceased to exist. Control is currently held by the Australian Broadcasting Tribunal which is conducting an enquiry into questions of self-regulation. The previous standard, which required the use of correct English and the avoidance of slang and bad grammar in broadcasting — without elaborating these requirements — is still in force. Decisions on future standards are still before the Tribunal.

The Australian Broadcasting Commission (ABC), the national radio and television network, is highly aware of the need to provide a model of usage for the very wide public it commands. It has established a Standing Committee on Spoken English which codifies and implements standards of pronunciation and usage within the organisation. The Standing Committee attempts to provide an Australian standard of correctness for both usage and pronunciation, a standard which it recognises to be different in many respects from the Southern British standard.

Daily newspapers also serve a wide public, and there is a (variable) degree of awareness of the pos-

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Books and Articles

NOW AVAILABLE — *Thirty-Six Ways to Put Bilingualism to Work for You/Trente-six façons de mettre le bilinguisme a votre service*, The Canadian Chamber of Commerce, and the Secretary of State, Ottawa, Canada, 1976.

Discusses a number of areas — advertising, printed material, company name and signs — where the use of one or both languages of Canada is required by law or is considered a matter of good business practice. Suggests ways to produce attractive and acceptable messages in both languages. Notes that the Department of the Secretary of State can provide information, advice and/or technical assistance on company names, signs, lists of translators, glossaries, language learning, translation, terminology, and statistics. A good example of Canada's serious efforts to promote both of its official languages.

NOW AVAILABLE — *The Teaching of Bahasa Malaysia in the Context of National Language Planning* by Asmah Haji Omar, Dewan Bahasa dan Pustaka, Kuala Lumpur, Malaysia, 1976.

The book deals with the Malay national education policy and Malay national language planning from the point of view of the teaching of Malay over the years. The author describes and discusses the development of the teaching of Malay from the point of view of syllabuses, teaching methods and teaching materials from the primary level up to that of the university and the teacher training college.

NOW AVAILABLE — *Sociolingvističeskie problemy razvivajuščihsia stran* (Sociolinguistic problems of developing nations) by Ju. D. Dešeriev, A.N. Baskakov, L.B. Nikol'skij and N.V. Ohotina, editors, Nauka, Moscow, 1975, 336 pages.

This is a collection of brief articles most of which sketch sociolinguistic situations in African and Asian countries. Only occasionally will the reader find consequential information that is not available to him more fully elsewhere. Exceptions may be articles on language planning in Cambodia, Iran, Afghanistan and Korea. Some contributions, at least on the Arabic-speaking countries, are lacking in accuracy (e.g. tribes are geographically misplaced, linguistic information is anecdotal though generalizations are made, or well-known linguistic facts are queried in the article on Sudan).

The latter part of the book is devoted to describing Soviet experience in language development and Soviet sociolinguistic settings. There are, among others, interesting observations on language use in different parts of Soviet Asia (Baskakov, Madieva, Kalimov), an article on principles of orthographical development by Musaev, an article on consequences of scientific-technological development on language by Dešeriev and articles on terminological unification across languages by Vladimirskij and Treskova. (Björn Jernudd).

NOW AVAILABLE — *Essays on Malaysian Linguistics* by Asmah Haji Omar, Dewan Bahasa dan Pustaka, Kuala Lumpur, Malaysia, 1975.

This book is a collection of linguistic essays on various aspects of the Malay language and other languages spoken in Malaysia. Most of the essays have previously appeared in linguistic journals. Among these are a number of items of interest to language planners, e.g. "Towards the Unification of Bahasa Malayu and Bahasa Indonesia: An Account of Efforts to Standardize the Spelling System of Malay in Malaysia and Indonesia," "Standard Language and the Standardization of Malay," "Supranational Standardization of Spelling System: The Case of Malaysia and Indonesia," and "The Role of Language Standardization in the Coining of Technical Terms in Bahasa Malaysia."

NOW AVAILABLE — "La pianificazione linguistica nell'area maleo-indonesiana" by Luigi Santa Maria in *Imperialismi, identità nazionali e politiche linguistiche in Asia Africa America Latina* ed by Renato Corsetti, Officina Edizioni, Rome, 1976. (Address: I-00192 Rome, Viale delle Milizie, 12, Italy).

NOW AVAILABLE — *Commissioner of Official Languages — Sixth Annual Report*, Ottawa, Canada, 1976.

This is the yearly report by the only known language ombudsman in the language planning field. The ombudsman, who reports to the Canadian legislature on violations of the language law, receives complaints about non-compliance and attempts to mediate with the agencies involved. The office is noteworthy.

IN PRESS — *Post-Structural Approaches to Japanese Linguistics* (tentative title) by J.V. Neustupny, University of Tokyo Press, forthcoming, June, 1977.

Includes a number of items of interest to language planners, including two on communicative competence and three on language problems. Also includes three papers on language teaching with the author's special approach to the topic.

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 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, and the Center is administered by a public, nonprofit corporation with an international Board of Governors.

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sibilities of providing models of usage amongst editorial staff. One newspaper, at least, has taken the question of correctness in written language sufficiently seriously to publish a dictionary and style guide (Age Publications 1969, *The Australian National Quick Reference Dictionary and Encyclopedia*) for sale to the public, incorporating material from its editorial style guide.

Other agencies which may possibly be involved in the standardisation of English are far less directed in their activities, and the significance of their impact is far more restricted. The education system, for example, is structured in such a way as to make nationwide standardisation of usage virtually impossible. This is in strong contrast to cases of nations employing a policy approach to language treatment, where the education system provides one of the chief agencies for the dissemination of the standard language. However, the constitution of a National Council for English Teachers (NCET) subsequent to the Australian Unesco Seminar on the teaching of English in 1972 has entailed work towards parity of English curricula in the various states.

There are very few reference works dealing with Australian English usage and directed to an audience other than schoolchildren. Of those that do exist, by far the most authoritative is the *Style Manual for Authors and Printers of Australian Government Publications* (Erwin, D. et al. 1972) which sets out official recommendations on many aspects of writing, editing and printing of Government publications and which is also directed to the public as a guide to the correct usage of Australian English. Much of the text remains technical, directed to the needs of printers, but it does offer specific guidance on spelling, abbreviation, the use of punctuation and italics, a discussion on style and some direction on grammar.

Dictionaries of current Australian English, in the sense of new compilations, do not exist. There have been a number of dictionaries adapted to Australian conditions produced in the last few years, the most recent of which is the *Australian Pocket Oxford Dictionary* (Johnston, G., ed. 1976). This dictionary incorporates an estimated 10% of specifically Australian vocabulary, as well as a much larger proportion of general words with definitions revised in the direction of Australian usage. Pressure to revise came from Australian users of the previous edition. This gives force to the growing level of community awareness of Australian English as one facet of a distinctive culture. And this in turn may well serve to affect future decisions of the agencies of standardisation.

Sanctioning of Non-English Codes

The historical pattern of population distribution in Australia has yielded in the last three decades to one which differs radically in two major dimensions. The vast majority of Australians are now clustered in the coastal cities: Australia has become one of the most urbanised countries in the world. Secondly, approximately one quarter of the total population of Australia consists of immigrants who have entered the country since 1945. These immigrants have introduced a number of other regional varieties of English, as well as other

European and non-European languages. These two factors of urbanisation and massive immigration are producing profound alterations in the traditional Australian distribution of language varieties. Linguistic and social pressures have emerged which are affecting the established patterns of language and language treatment.

One of the consequences of the historical language situation in Australia has been that English has been the only thinkable candidate for use in officially sanctioned language situations. It is only very recently that it has become possible to talk meaningfully of the formal selection of a language code for use in particular situations in Australia. Changing attitudes in the 1970s have led both to growing official, academic and community awareness of the problems of migrant communication (Neustupný 1975) and to pressure towards a pluralistic approach to offset the injustices associated with monolingualism and other aspects of forced assimilation (Clyne 1976 and this issue).

The most significant recent changes in policy have been in broadcasting, where relaxation of restrictive legislation now permits programs in ethnic languages on special stations or access radio; and in education, where ethnic languages have entered the curricula of both primary and secondary schools, and are available to matriculation, at least in Victoria (Department of Education 1976a; Clyne 1976); and where the provision of a bilingual education program for speakers of Australian Aboriginal languages in the Northern Territory is at present being implemented (Kaldor 1976; Tryon 1976; and Sandefur, this issue).

Teaching English to Migrants

However, these first steps towards the breakdown of official monolingualism in Australia should be seen in the perspective of other attempts to standardise varieties. The provision of Government-sponsored English language programs for adult immigrants dates from 1946. Figures available for 1975 indicate a fairly massive program of federally-funded, state-administered courses for adult immigrants, including 'intensive' courses of eight weeks' duration, part-time and full-time 'accelerated' courses ranging from ten to twenty-four weeks in duration, classes for family groups, industrial workers, a Home Tutor scheme for women, and advanced classes. Furthermore, state operated Migrant Education Centers function in state capitals, and Education Centers have been established in migrant hostels in New South Wales and Victoria (Department of Education 1976b; Kaldor 1976). The extent to which this activity can be regarded as a serious attempt at the promotion of a monolingual norm for Australia must be judged in the light of the findings of the 1973 Immigration Survey (Australian Population and Immigration Council 1976). 35% of those surveyed who were born in non-English speaking countries were assessed as having fluent to good English. Of the majority who had not progressed in English, more than half had not attended English classes.

Summary

English has by tradition been the major and official language used in Australia. Dependence upon Southern British norms of correctness has only

gradually been eroded, and the establishment of Australian norms to replace them has been equally gradual. Agencies of language standardisation do function in Australia and formulate on an ongoing basis standards of usage, for technical terms and for the selection of varieties in officially sanctioned situations. Recent changes in the composition and distribution of population and the introduction of new varieties with significant numbers of speakers are resulting in new social and linguistic situations which are exerting pressures on the traditional patterns of language treatment and are forcing new developments in them.

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Teaching Japanese in Australia

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The current situation in Japanese language teaching in Australia seems to me to be that of transition. We are changing from the traditional paradigm of teaching grammatical competence into the contemporary paradigm of teaching how to communicate. (For a fuller exposition, see my paper "Some Current Trends in Japanese Language Teaching in Australia" in *Linguistic Communications* 17, Monash University.) As perhaps not many realize, Australia has the distinction of being the country with the highest percentage of population engaged in the study of the Japanese language as a foreign language in the world. This surprising fact convincingly emerges from statistics compiled by the Japan Foundation. Calculated per 10,000 head of population Australia occupies the first place with 4.86 students per 10,000 people, followed by South Korea with 3.65, and the USA with 1.02.

Credit for the *planning* of what amounts to a spectacular growth in numbers of Japanese students belongs undoubtedly to *four particular agents*:

(1) One of the four agents is the *Australian Universities Committee* which in the past readily sponsored the introduction of Japanese in a number of Australian universities. At present Griffith, Queensland, Newcastle, Sydney, ANU, Melbourne, Monash, Tasmania, Adelaide and Western Australia have all introduced degree courses in Japanese, and five of these universities are teaching full four year honors sequences in the lan-

guage. The role of the universities has not been limited to their own internal development. They also participated, sometimes in a most active fashion, in the process of the introduction of Japanese at the secondary level, in the setting of standards, and the preparation of teachers.

(2) Another agent which must be mentioned is the Federal government, through its *Advisory Committee on the Teaching of Asian Languages and Cultures* (the so-called Auchmuty Committee), on the basis of which the Coordinating Committee on Asian Studies was established. The Federal government, together with the government of Japan, has also recently established the Australia-Japan Foundation, which undoubtedly will play an important, hopefully positive role, in the further development of the teaching of Japanese in Australia.

(3) The third important agency has been the *Australia Japan Business Cooperation Committee*, especially some of its members. And I do not hesitate to say clearly that much of its work, both at the secondary and tertiary level, has been connected for us especially with the name of Mr. E.T. Biggs.

(4) Finally we cannot omit from our list the *Japanese government* which through its Foreign Office, the Mom-busho scholarships, and more recently through the Japan Foundation has always strongly supported our work.

It would be interesting to learn from people who directly participated in the process just how this came about. And just as national languages are looked after by language planning agencies and other parties, it is interesting to study how foreign languages are promoted and their study and use implemented.

Bilingual Education for Migrants

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A report by the Committee on the Teaching of Migrant Languages in Schools was published in 1976 by the Department of Education, Canberra, Australia. The report contains the first complete data in Australia on the concentration and dispersion of non-English native speakers in primary and secondary schools, the extent of the teaching of ethnic languages, the likely demand for an expansion of such teaching, and the untapped teacher resources.

The committee discovered that most 'ethnic' children are not being offered tuition in their home language at school and that the majority of immigrant parents would like their children to be taught this language at normal day school. (The existence of laws in two states prohibiting bilingual education is not mentioned.) The delineation of 'migrant' (ethnic) from 'modern' languages is a little puzzling: "'migrant languages' is used to distinguish the languages of migrant groups, except where these languages are already widely taught in schools, e.g. French, German and the Asian languages" (p. 15). Italian, e.g. which is the most widely spoken ethnic language in Australia is now studied by more pupils than German in the states of Victoria and Western Australia, yet it is classified as a 'migrant' language.

BILINGUAL EDUCATION FOR ABORIGINAL AUSTRALIANS

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developed church literature and a literacy program in Aranda.

When Europeans began arriving in Australia in 1788, there are estimated to have been about five or six hundred languages/dialects spoken by some 300,000 Aborigines (Elkin: 25). Most of these languages have become extinct, having died when the speakers were exterminated or when their self-respect and identity were degraded.

No one knows for sure exactly how many languages are spoken by the c. 130,000 Aborigines living today, of whom Wurm (1972:11) estimates only 47,000 still have some knowledge of an Aboriginal language.

Sutton (1975:23) gives the following figures for speakers of Australian languages in 1975:

Population	Number of Languages
1 to 10	112
10 to 100	53
100 to 500	32
500 to 1000+	12
	Total 209

Tryon (1975:47) has pointed out that the linguistic situation underlies many of the bilingual program's problems, for not only do most languages have less than one hundred speakers, but "in only a few communities is a single language/dialect spoken. The number of communities in which a dominant language/dialect is spoken is also very small. Moreover, in many other communities there are two or more languages of equal significance in terms of numbers and speakers."

The Aboriginal communities in which schools have introduced bilingual programs have been those in which a single language was acceptable to the community. The majority of the remaining Aboriginal communities are multilingual communities.

"This, together with the fact that the analysis of very many of the languages of the Territory is in an embryonic state . . . means that the Australian Government's laudable aim of a Territory-wide bilingual education is not feasible for more than approximately half of all the Aboriginal communities in the foreseeable future. This reflects the linguistic situation in Aboriginal Australia as a whole, not simply in the Northern Territory (Tryon: 1975:47 & 50).

South Australia had started pursuing a bilingual policy before the Prime Minister announced the new Australian Government policy (Edwards: 1969:278). Programs are now underway in five schools in Aboriginal communities in this state, all of which are using Pitjantjatjara (Coker: 1975:54).

The N.T. Department of Education has delineated four types of bilingual programs:

a. programs based on initial literacy in the Aboriginal language, followed by literacy in English (where there is a practical orthography in the Aboriginal language, and where materials are available for teaching initial literacy in that language)

b. programs based on early instruction in the Aboriginal language but with initial literacy in English (where a practical orthography in the Aboriginal language may not have been established and/or where materials are

not available for teaching initial literacy in that language)

c. revival programs (where a community has asked for an Aboriginal language no longer spoken by the children to be revived and taught in the school); and

d. "elective" programs (where, generally in multi-lingual communities, children are given the opportunity to do work in their own language — usually the older groups). A different approach is necessarily followed in each type of program." (Second progress report: 1974:1)

Types a. and b. are the main programs.

In 1973 five schools in the Northern Territory commenced bilingual education programs. This was followed by seven in 1974, five in 1975, and four in preparation for 1976. The programs in these twenty-one schools involve thirteen Aboriginal languages (cf. O'Grady and Hale). In addition there are a number of schools in Aboriginal communities using local languages in their Aboriginal cultural programs (McGrath: 1975:53).

The Queensland Education Department has two bilingual schools in operation. The first was established at Aurukun independently of the Department in 1973; the second at Edward River the following year. The Education Department foresees no great extension of bilingual programs (Neilson).

The Minister of Education in Western Australia gave approval for the development of a pilot bilingual program at Warburton Ranges during 1974 (Gray). However, there are relatively few situations in Western Australia that meet the conditions set as necessary for establishing a bilingual program. (cf. editorial in Wikaru 2).

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SEMINAR: Language Education in Multilingual Societies: Its Challenges and Potentials

The Seameo Regional Language Centre sponsored a Regional Seminar on Language Education in Multilingual Societies: Its Challenges and Potentials in Singapore, April 18-22, 1977. The Seminar lists as its objectives: (1) discussion of the challenges and opposites inherent in multi-lingual/cultural societies with a view to identifying the areas in which further developmental work might usefully be pursued within the region, (2) heightening of awareness among educators and linguists in Southeast Asia of the challenges and potentials of cultural pluralism as well as its complexities and opportunities and (3) identification of ways and means by which the accumulated knowledge and experience in the area of language education might contribute towards the social development of the various countries in the region. The seminar took place at the RELC Building at 30 Orange Grove Road, Singapore 10.

SYMPOSIUM: Language Education and Language Research in Nigeria

The National Language Centre of the Federal Ministry of Education of Nigeria is organizing a symposium on Language Education and Language Research in Nigeria from October 31 to November 4, 1977 in Kaduna. The symposium is organized by the Centre in pursuit of its responsibility to provide coordination, over-all direction and professional impetus to the language teaching effort in Nigeria as well as the maintenance of contact with centers and organizations dealing with language research and experimentation in other countries. Further information can be obtained from:

Mrs. H. Marinho
National Language Centre
Federal Ministry of Education
6 Obanta Road, Apapa
Nigeria

PANEL: Language Barriers as a World Political Institution: Who Gets Across What, When, How.

This panel was held at the 18th Annual Convention of the International Studies Association, March 16-20, 1977, in St. Louis, Missouri. Chaired by Jonathan Pool, the papers presented were as follows:

- "Defining Language as a World Problem: The Role of Nongovernmental Organizations" by Humphrey Tonkin
- "Language Barriers in the United Nations" by Ralph Harry
- "Official Languages and Translation in International Governmental Organizations" by Ruprecht Paque
- "The Pagoda of Babel: Language Policy in East Asia" by David K. Jordan
- "Language Choice in International Radio Broadcasting" by Richard E. Wood
- "Combating the Technical Tower of Babel: A Plan for International Action" by Fred W. Riggs.

Discussants were Victor Sadler and Brian Weinstein.

COURSE: Language Maintenance, Language Restoration and Language Teaching

The Faculty of Education, University College of Wales, Aberystwyth has organized a course to be held at the College of Librianship, July 25-July 30, 1977 on the topic Language Maintenance, Language Restoration and Language Teaching. The promoters of the course hope to bring together a number of teachers, educational administrators, organisers and advisory officers who are interested in language maintenance and in the promotion of bilingualism involving the preservation of a minority language in partnership with a major world language. For further information write:

Y Deon, Y Gyfadran Addysg
Coleg Prifysgol Cymru, Heol Cambria
Aberystwyth, Dyfed, Cymru (Wales)
Great Britain

All applications must reach the course organizer before June 11, 1977.

SYMPOSIUM: Linguistic Minorities

The International Center for Research on Bilingualism, in collaboration with Le Centre de recherche en économie appliquée (ICHEC/Bruxelles) and l'Institut européen des hautes études internationales (Nice), organized a Symposium on linguistic minorities. This Symposium was held at Laval University in Quebec City from April 15-18, 1977. Some of the topics covered are: Concept of Language Minority, Juridical Approaches in Linguistics, Typology of Intervention in Public Services, Typology of interventions in Education, and Typology of interventions in Language Use in Public Enterprise. Further information on this symposium may be gotten from:

Jean-Guy Savard, Director
CIRB
University of Laval
Quebec, Canada G1K 7PQ

CONGRESS: Sociolinguistics Program

A broad program of panels and group meetings on the sociology of language will take place during the Ninth World Congress of Sociology on August 14-20, 1978 in Uppsala, Sweden. The program is sponsored by the Research Committee on Sociolinguistics of the International Sociological Association. There will be a section on Language Planning and Socioeconomic development chaired by Evelyn P. Stevens and Brian Weinstein. Persons wishing to contribute to this section by either giving a paper or organizing an interest group should communicate with (simultaneously):

Jonathan Pool
Dept. of Political Science
SUNY
Stony Brook, N.Y. 11794

Evelyn P. Stevens **Brian Weinstein**
14609 S. Woodland Rd. 808 "E" Street, S.E.
Shaker Heights, Ohio Wash, D.C. 20003
44120

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THIRTEEN PERSONS RECEIVE GRANTS FOR SUMMER LANGUAGE PLANNING PROGRAM

Out of a large number of applicants wishing to participate in the Language Planning Program this summer at the Culture Learning Institute, East-West Center, some thirteen persons received grants. These participants will, in addition to participation in the CLI language planning activity, attend language planning courses offered in the Linguistic Institute sponsored by the University of Hawaii and the East-West Culture Learning Institute. The recipients represent a selection from among both practitioners and scholars of language planning from Asia, the Pacific and the United States, areas which come under the sphere of the East-West Center. The participants are as follows:

Masa-Aki N. Emesiochl, Bilingual Language Program Coordinator, Saipan, Mariana Islands

Andrew Gonzalez, Academic Vice-President, De la Salle University, Manila, the Philippines

Khalid M. Hussain, Chief Lexicographer, Dewan Bahasa dan Pustaka, Kuala Lumpur, Malaysia

Muhammed Rafikul Islam, Associate Professor, Dept. of Bengali, Dacca, Bangladesh

K.K. Karunakaran, Lecturer of Linguistics, Annamalai University, Tamilnadu, South India

Djoko Kentjono, Senior Lecturer, Indonesian Dept., University of Indonesia, Jakarta, Indonesia

Robert Litteral, Senior Linguistic Consultant, SIL, Papua New Guinea

Anton M. Moeliono, Senior Lecturer, Indonesian Dept., University of Indonesia, Jakarta, Indonesia

Nik Faizah Mustapha, Language Planning Officer, Ministry of Education, Kuala Lumpur, Malaysia

Ponciano B. Pineda, Chairman and Director, Institute of National Language, Manila, the Philippines

Subhadra Subba, Lecturer, Institute of Nepal and Asian Studies, T.U., Katmandu, Nepal

U Han Tin, Head, English Dept., Institute of Education, Rangoon, Burma

Brian Weinstein, Professor, Political Science, Howard University, Washington, D.C.

These grantees will attend classes in language planning

with students from all over the world. It is expected that the opportunity for sharing with so many with common experiences will prove a very rich experience.

REVISION OF AN IMPORTANT LANGUAGE REGULATION IN JAPAN

On January 21, 1977, prior to the expiration of its term, the present Japanese Language Council (Kokugo shingikai) published its final draft for a revision of the 1946 list of Characters for General Use (Tōyō kanji). It is expected that the list, with minor changes, will be approved by the new Council in 1978 or 1979, and implemented in 1980.

The work of the National Language Council on the draft was watched with some concern by the public mainly because of the existence of a powerful lobby which advocated a far reaching return to the pre-war unlimited character use. However, as could be expected (cf. Language Planning Newsletter, August 1976), the National Language Council took a weak cultivation rather than a reformist approach, and the New Character List (Shin kanjihyō), as well as its suggested implementation, simply follows current language usage in Japan. Out of the old list, which contained 1850 items, 33 characters were dropped, and 83 were newly added. The abandoned characters include the character *chin* "I (the Emperor)", *shaku* used in nobility grading, etc. All the newly added items are characters in frequent use (including "cat", "monkey", "lip", "plate", etc.). While the old list was practically binding for the public sector communication, the new list is intended to provide merely a guideline.

The integrity of the proposal is supported by the claim that it has been based on character frequency counts conducted by the National Language Research Institute. One wonders, however, to what extent this research conducted in 1956 and 1966 has relevance for the present situation, and how important a role it actually played in the decision process.

The newly published list is a thoroughly *modern* language planning act, with all characteristics of the "cultivation" approach to language problems. It refuses a reformist platform, respects current usage — and takes no account of language users other than the typical middle class user of the Standard language. (J. V. Neustupný, Monash University).

CONFERENCES, SEMINARS, WORKSHOPS

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CONFERENCE: Language Divisions and Inter-Cultural Conflict

A Conference on Language Divisions and Inter-Cultural Conflict was sponsored by the Foreign and Comparative Studies Program of the Maxwell School, Syracuse University at Syracuse on April 8-9, 1977. Some of the papers were of interest to language planners:

- "The Decline of Gaelic and the Rise of Nationalism in Gaelic Scotland" by John A. Agnew

- "Language and the Development of Tamil Separatism in Sri Lanka" by Robert N. Kearney
- "Language Conflicts in Kenya: 1905-1963" by Robert G. Gregory
- "Language, Ethnicity, and Race in Peru" by William Mangin

The papers will be published. Persons wishing further information should contact:

Robert Kearney
Foreign and Comparative Studies Program
Syracuse University
Syracuse, N.Y. 13210