

# On the History of the Department of Linguistics at the University of Hawai‘i at Mānoa\*

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This history is divided into three sections. The first deals with the beginnings of the Department. It covers the conditions surrounding its establishment in 1963: those that led to the original decision to create such a department, and those under which the actual Department took shape.

The second and third sections deal with the subsequent history. It could be argued that this is a particularly ill-chosen moment to attempt a history of this Department because in just the last six years, as a result of a wave of retirements, six new faculty members have been appointed. Together they have brought new projects and ideas that are already assuming a significant place in the Department program with important implications for its future directions. Therefore, I've thought it better to divide the subsequent history into two parts: (1) an account of the trends and events of the more gradual evolution leading from the beginnings to the present, and (2) an attempt to sketch out some of the new directions in which the Department now seems to be headed.

## 1. The Beginnings

### **Preliminaries:**

The Department was established in the fall of 1963 in response to the recommendations of a group of outside consultants brought in by the University with the collaboration of the East-West Center. They were Joseph Axelrod, W. Norman Brown, Denzel R. Carr, Martin Joos, and Samuel E. Martin. Their assignment was to study the existing programs in Asian languages and Asian area studies and to make recommendations as to the steps required in order to achieve as expeditiously as possible the best possible program in those subjects.<sup>1</sup> They came to Hawai‘i early in June 1962 and made their report on July 3. One very strong recommendation of the report was that a linguistics department should be created on 1 July 1963.

They argued that linguistics was a field in which it was possible to develop a reputation of high order in a short time. They believed that the University already had enough linguists on the faculty of different departments to provide the minimal staffing needs of the new department and that bringing them together in the same department would increase mutual stimulation and cooperation and thereby increase their scholarly productivity.

The report was made to the Deans of the College of Arts and Sciences and of the Graduate School who carried out further consultations with affected departments and persons within the University. They recommended that the department be established, and that it be a graduate department.

Their memorandum referred to the "increasing importance of foreign language instruction and research", the "great expected expansion in the area of Asian and Pacific languages", the "certain great increase in the English Language Institute", and the "great demand of the program in the Teaching of English as a Second Language", "in all of which linguistic understanding and study is of great importance" as evidence of the "urgency as well as the great need to establish this department".<sup>2</sup>

The search for a chairman of the new department began as soon as it became apparent that the establishment of the department in July 1963 was likely. Eventually Howard P. McKaughan, who held a doctorate in Linguistics from Cornell, agreed to accept an appointment in the new department and to serve as acting chairman. At the time, McKaughan was on leave from the Summer Institute of Linguistics and held a research appointment at the University of Washington.

### **The Shakedown Period:**

The Department was established as a graduate department under the Graduate Division of the University. It was housed in temporary quarters in Spalding Hall. The teaching faculty consisted of McKaughan, Stanley M. Tsuzaki, Albert J. Schütz (half-time, shared with the Department of Speech). They taught courses taken over from the Anthropology Department. Most of the students in those courses were in the Master's program in the Teaching of English as a Second Language (MATESL).

However, in the spring of 1964 eight students were listed as already in the Master's degree program in Linguistics with an additional ten unclassified graduate students expressing interest. The Graduate Faculty in Linguistics, charged with administering the graduate program, consisted of the regular teaching faculty of the Department and two faculty members from outside the Department. The latter were Samuel Elbert and Floyd M. Cammack. Cammack was Assistant Librarian and Assistant Professor of Anthropology.

The Department was assigned some service functions. The English Language Institute (ELI) was placed under the responsibility of the Chairman of the Linguistics Department. Donald Dickinson continued as Acting Director of the Institute. He was assisted from the beginning of 1964 by Theodore Plaister. Richard Sittler was appointed the first Director and assumed his functions in the summer of 1964. The Linguistics Department was also given the responsibility for coordinating the MATESL program. Stanley Tsuzaki assumed the responsibility for the day-to-day operations of the Program. The Program had already grown to a substantial size, some fifty to sixty students being enrolled at that time. The MATESL students at first constituted a very large part of the enrollment in the Linguistics courses, and all members of the Linguistics faculty at some time participated in the administration of MATESL examinations. Several were members of the MATESL Graduate Faculty.

The early planning had focused on the establishment of a doctoral program at the earliest possible time but also on a projected research center, to be called the Pacific Lexicography Center. The preliminary plans for the latter had resulted from discussions between McKaughan and Samuel Martin (a visiting professor from Yale) when both were at the University of Washington in 1962-1963. The planning discussions involved not only the UH linguists but also Visiting Professor of Anthropology C. F. Voegelin of Indiana University, Florence Voegelin, and four Scholars-in-Residence of the East-West Center—Denzel Carr, Owen Loveless, George Grace (Visiting from Southern Illinois University), and (in 1964) Bruce Biggs (Visiting from the University of Auckland, New Zealand).<sup>3</sup>

The first few years saw a rapid series of developments. McKaughan agreed to serve as Department Chairman on a regular (as opposed to acting) basis as of fall 1964. The Department moved to new, more spacious quarters in Kuykendall Hall in late 1964. The first master's degree in Linguistics was awarded in 1965. The doctoral program was approved in 1965, and the first doctorate awarded in 1966. The Pacific Lexicography Center was established in 1965 with Samuel Martin as its acting Director, and soon changed its name to Pacific and Asian Linguistics Institute (PALI).

The English Language Institute (ELI) was made independent of the Linguistics Department. Richard Sittler, the Director of ELI, eventually became coordinator of the MATESL Program. The role of Linguistics faculty in the MATESL program was gradually phased out, and in 1968 the ELI and MATESL programs were combined into the Department of English as a Second Language (now Second Language Studies).

In a general move that transferred all departments that had been administered by the Graduate Division, the Linguistics Department was placed under the jurisdiction of the College of Arts and Sciences. McKaughan began devoting a part of his time to a new position as Associate Dean of the Graduate Division.

In 1966 the initial shakedown period was largely completed. At that point McKaughan assumed the Directorship of PALI in addition to his duties in the Graduate Division and as Professor of Linguistics. George Grace became Chairman of the Department.

### **The Initial Goals:**

The goals that were decided on in the early planning sessions provide a perspective from which to

consider the Department's subsequent history. It was decided at the outset that the languages and linguistics of the Pacific islands and Southeast Asia and most particularly of the Austronesian language family should be the core research responsibility of the new department. A secondary responsibility deriving from our location was the locally-spoken Hawai'i Creole English (HCE, popularly known as Hawaiian Pidgin).

The emphasis on Austronesian made sense for several reasons.

1. The Hawaiian language is Austronesian.
2. So are all of the other geographically closest languages.
3. Especially since a number of them were already spoken in Hawai'i, it was a specialization for which the University already had some responsibility. By the same token, speakers (potential consultants) for many of them were ready to hand in Hawai'i.
4. There are hundreds of Austronesian languages, very few of which had been at all well described, and very few linguists working on them. Therefore, Austronesian linguistics was a specialization in which it should be easy for the Department quickly to become a leader and make a significant contribution.
5. The linguists already on the UH faculty and likely to be available to the new Department almost all had backgrounds in Austronesian linguistics.

But this research focus needed to be complemented by an adequate instructional program (and here it should be recalled that the Department was designed as a graduate program with no undergraduate degree). In order adequately to prepare students for advanced degrees (and the PhD was already approved in 1965), the Department was obligated to provide training that covered what was expected by the discipline. In more practical terms, it was important that the graduates of the UH program be generally accepted within the profession as qualified to teach the kinds of courses and perform the kinds of research that were expected of professional linguists. And of course in making new faculty appointments, this consideration was often to compete with that of research specializations that would contribute to the Department's defined goals.

## **2. Subsequent Trends and Events**

This section is intended as a sketch of the main trends and events from the establishment of the Department to the present except for the special new developments that are discussed separately in Section 3. I'm tempted to describe the distinction as one of evolution versus revolution—contrasting evolutionary change with revolutionary innovation—but that would certainly exaggerate the difference. The innovations described in the final Section in no way alter the Department's overall objectives—they are additions, not replacements. Moreover, what this Section describes seems much more like a hodge-podge of continuities and changes, gradual and abrupt, than anything that might be called a gradual evolution. But then perhaps that's just an artifact of the description.

Anyway, this hodge-podge is grouped under five heads:

Subsequent implementation of the initial goals;  
Students and the instructional program;  
The role and evolution of PALI;  
The publications program;  
The 1977 LSA Summer Institute.

To set the scene properly, I should mention that the Department moved again in the fall of 1969 to its present quarters in the newly completed Moore Hall. Also that Grace served as Chairman until 1969. He was succeeded then by Byron Bender (1969-1995), Michael Forman (1995-2001), William O'Grady (2001-2004), and Robert Blust (2005- ).

### **Subsequent Implementation of the Department Goals:**

As was probably inevitable, there has been some tension between the research and instructional responsibilities of the Department. It was accentuated by the fact that the field of linguistics as a whole was not organized around areal specializations, and that this became increasingly true in the period after the Department was established. In fact, there seems to have been a steady decline over a considerable period of

time in specialization in particular languages (or language families or geographical regions). There are several reasons for this, among them:

1. the emergence in the first decades of the 20<sup>th</sup> century of structural linguistics (overshadowing comparative-historical),
2. the virtual end of the colonial era which had fostered specialists in the languages of particular colonies,
3. the rise (most rapidly in the 1960s) of Noam Chomsky's transformational-generative movement with its conception of linguistics as being a branch, not of anthropology as many linguists had previously held, but rather of cognitive psychology.

As a consequence, very few Austronesianists were being produced by linguistics departments around the country. Consequently, when there was a position to be filled, it was hard to find quality Austronesianists who were able to teach other subjects that the Department needed.

At the same time, the trend in student enrollments has had its effects. From very early in its history the Department has attracted large numbers of students from a number of Asian countries. One probable reason was East-West Center (EWC) support. For example, in 1972-1973, nineteen graduate students in Linguistics were supported by EWC scholarships. A number of these students were interested in research on Austronesian languages—especially during the period of the PALI Micronesian projects (see below)—and several made major contributions to that research.

However, many were not, but rather were primarily interested in advancing the analysis of their own languages (many were on leave from educational institutions in their home countries where they would have to mesh their linguistics endeavors with other work such as teaching English). This exerted some pressure on curricular planning, and led in particular to more emphasis on syntactic and phonological theory. In later years, EWC policies changed and it supported relatively few students—in some semesters none at all. Nonetheless, Asian students continue to make up a significant proportion of the student body, although they now arrive with more diverse interests than was the case at one time. (In fact, the new policy of advertising concentrations—“streams”—in the graduate program seems to be attracting students whose interests conform to one or another stream rather than coming with their own separately formed interests. See below).

The earlier student interests in combination with the unfashionability of fields such as Austronesian among new PhDs has resulted in a general erosion in the number of Austronesianists on the faculty. However, the Austronesian emphasis continues to be strongly supported by the faculty as a whole, and the new LDC program discussed below seems likely to provide additional support to it.

**Hawaii Creole English (HCE):** As mentioned above, HCE (aka Hawaiian Pidgin) was considered to be a part of the Department's research responsibilities from the beginning. At the beginning this responsibility was assumed by Stanley Tsuzaki; a bibliography by Tsuzaki and John Reinecke was the first publication of the Oceanic Linguistics Special Publications. Tsuzaki also edited and arranged publication for other of Reinecke's previously unpublished work on HCE and other pidgin and creole languages.

In the early 1970's Derek Bickerton was hired to continue the tradition. He conducted a large historical study of HCE and wrote extensively on pidgin and creole linguistics generally. However, somewhere along the line, the Department of Second Language Studies began offering courses in HCE, and since Bickerton's retirement in 1995, this responsibility has largely been left to them.

**Language Acquisition:** (“Language acquisition” is the now generally accepted designation for the process by which children come to speak a language.) This was the primary interest of Ann Peters when she moved from PALI into the Department (see below). She attracted a number of students to this specialization, which has remained a strength of the Department ever since. The program was enhanced by the addition of William O'Grady in 1991 and then, although Peters is now retired, Kamil Deen in 2002. Since Deen's arrival, the program has been further advanced through the addition of the Child Language Acquisition Laboratory (see below for further discussion of the new labs).

## **Students and Instructional Program:**

Up to the Spring of 2006, the Department had granted 384 MA and 232 PhD degrees. The total number of graduates was, of course, somewhat smaller since many of the same students received both degrees.

The program at the outset was confined to graduate level courses, but it has been successively expanded to include a substantial number of undergraduate courses. The undergraduate role began when the Department assumed the responsibility for teaching an undergraduate linguistics course listed by the Department of Anthropology. In the years since then, a number of additional undergraduate linguistics courses have been offered in part as a service to other departments in which they were part of the required curriculum.

Although the Department has never succeeded in obtaining authorization for an undergraduate major, the equivalent of such a major can be obtained through the Interdisciplinary Studies B.A. Program of the College of Arts and Sciences where it is becoming increasingly popular. (There have been a total of 52 such B.A. degrees granted since the inception of the program in 1975).

The Department has also recently added Certificates in Linguistics, Language and Cognition, Human Language and Computers, Language Acquisition, and Languages of Hawaii and the Pacific in lieu of undergraduate minors.

### **The Role and Evolution of PALI:**

As was mentioned above, the Pacific Lexicography Center was established in 1965, and soon changed its name to Pacific and Asian Linguistics Institute (PALI). It was intended to play a major role in promoting a linguistic research program at the University. It was to provide support for research projects through extramural grants and to facilitate timely publication of research results. One focus was on the development of storage and retrieval techniques, especially those exploiting computers. In addition it provided new publication outlets and provided released time for scholars engaged in research. In 1969 Donald Topping succeeded Howard McKaughan as Director.

**Extramural funding:** In addition to assisting individual faculty in obtaining funding for research and providing administrative support for grants received, PALI also developed projects of its own.

It very soon acquired a project funded by the Peace Corps to provide language lessons, reference grammars, and dictionaries to be used in training Peace Corps volunteers in seven Philippine languages. These were all published in a new series, *PALI Language Texts*. The project also provided research projects plus financial support and training for a number (at least nine) of graduate students in the Linguistics Department, as well as bringing in one new recruit (Michael Forman) for the faculty. Several of the students continued the work they had begun under this program, and have provided more information in additional publications.

By the time that Topping succeeded McKaughan, the Peace Corps had begun operating in Micronesia. PALI seized upon this as a further opportunity for research with support and training for graduate students. An initial project with the Peace Corps was followed by several others funded in part by the Trust Territory of the Pacific Islands that involved the production of reference grammars, bilingual dictionaries, and standard orthographies for a number of Micronesian languages as well as the training of Micronesian teachers and linguists. The last of these projects continued until 1983.

The Micronesian projects together brought in some five million dollars and provided financial support, research opportunities, and doctoral dissertations to a large number of UH faculty and students. They produced substantial amounts of vernacular language teaching materials as well as training over a hundred Micronesian educators for vernacular education.

They also made a major contribution to Austronesian linguistics with seven reference grammars and

twelve dictionaries. Whereas before these projects began the languages of Micronesia had been among the most poorly documented of the Austronesian family, they are now among the best documented.

**Computer-based techniques:** Robert Hsu and Ann Peters helped design experimental programs to deal with a variety of data analysis tasks. Probably the most important result concerned dictionary preparation. The most successful dictionaries required data entry that permitted the computer construction of a reverse (i.e., usually English-foreign) dictionary or finder list, and computer listing of derivative forms, parts of speech, and the like. Hsu's expertise in this became widely recognized and he was in frequent demand as a consultant. (As mentioned above, Peters eventually moved into the Department where she achieved international recognition for her work in child language acquisition).

**PALI-Sponsored Publications:** PALI quickly launched two publication series, which it sponsored throughout its lifetime: The *Oceanic Linguistics Special Publications*, beginning in 1966, and the previously-mentioned *PALI Language Texts*, the first of which appeared in 1969. The first was intended as an adjunct to the journal *Oceanic Linguistics* that was edited by faculty of the Linguistics Department.

**International Conferences:** PALI was the sponsoring unit for the First International Conference on Austroasiatic Linguistics held in Honolulu in 1973. (Austroasiatic is a family of languages spoken in Southeast and South Asia—the Department had several members with Austroasiatic expertise at the time.) The planning was done by an international program committee and a local organizing committee. The proceedings, consisting of a total of 50 papers appeared as no. 13 of the *Oceanic Linguistics Special Publications*.

PALI was also the sponsoring unit for the First International Conference on Comparative Austronesian Linguistics (FICCAL) held in Honolulu in 1974. An advisory committee of 11 members representing nine countries assisted in the initial planning. 38 of the papers presented were subsequently published as two volumes of the Department's journal *Oceanic Linguistics*. This conference established a tradition: "ICAL" conferences continue to be held every 3-4 years in widely-scattered locations around the world, the 10<sup>th</sup> having been held in the Philippines in 2006. Both this conference and *Oceanic Linguistics* have constituted major steps in bringing unity to the once highly-fragmented (especially along national lines) Austronesian field.

**The Erosion and Disappearance of PALI:** PALI no longer exists. In 1974 PALI, the Economics Research Center, and the Social Science Research Center were merged as the Social Sciences and Linguistics Institute (SSLI) with Topping as its Director. I understand that this move was conceived under pressure from the Administration and ultimately, I believe, the Regents to reduce the number of independent administrative units on campus.

A couple of years later (at least by 1978) the name had been changed to omit the word "linguistics"—the Institute in fact had re-emerged under the name of one of the original component units, the Social Science Research Institute (SSRI).

In 1995, again under budget pressure, a review committee was appointed to evaluate the Institute and make recommendations for improvement. The Committee, composed of members of the SSRI staff and faculty from the College of Social Sciences, was chaired by the Associate Dean of the College of Social Sciences, Dr. Nancy Lewis. The committee recommended that several SSRI sub-units be dropped and that SSRI be merged with the College of Social Sciences.

In July 2000 the merger occurred, and all vestiges of PALI had disappeared (even the *Oceanic Linguistics Special Publications* and the *PALI Language Texts* no longer show SSRI as their sponsor—the sponsorship of both being assumed by the Department of Linguistics). However, there were 27 OL Special Publications and a large number (a number that would be too time-consuming for me to pin down) of PALI Language texts that had come out under PALI->SSLI->SSRI sponsorship.

**The Department Publications Program:**

One of the goals of the Department's program from the outset was the prompt publication of research results. In this interest the semiannual journal, *Oceanic Linguistics*, beginning with its third (1964) volume was brought by George Grace from Southern Illinois University. Here it has been edited by members of the Linguistics Department and published by the University of Hawai'i Press. Grace was editor until 1992 and Byron Bender since then. It has become the semi-official journal for Austronesian studies and to a lesser extent for the other languages of the area. It has been complemented by the two above-mentioned PALI series, *Oceanic Linguistics Special Publications* and *PALI Language Texts*. There is also the Departmental *Working Papers in Linguistics*, which was begun in 1969, largely on initiative of Charles-James N. Bailey. The *Working Papers* have in recent years converted from hard copy to online publication where they are available through the Department website.

### **The 1977 LSA Summer Institute:**

Since 1928 the Linguistic Society of America (LSA) has maintained a tradition of institutes in the summers. These institutes offer a wide variety of linguistics courses taught by faculty from different departments in different institutions to students from many different institutions. The original motivation came from the fact that, especially in the early years, linguists were few and scattered—scattered among institutions and among departments (most prominently, anthropology, classical languages, English, and modern languages) within their institutions. (In fact, there was at one time a notorious warning to aspiring linguists that in addition to linguistics, they must equip themselves with a *Brotwissenschaft*—a profession by which they could feed themselves; the latter was often a subject they could be employed to teach). The institutes provided them with opportunities to discuss professional matters of all sorts and provided students with exposure to the leaders of the field and with a more comprehensive program of courses than could be obtained at their home institutions.

Each institute is held at a selected institution. In the summer of 1977 it was held at the University of Hawaii. The 1977 Institute was very successful. It was the largest such institute that had ever been held, and continued to be for a long time, and it seems to have had a significant effect on the perception of the UH Department within the discipline as a whole. The geographical remoteness of Hawai'i has meant that UH linguists have generally not been a conspicuous presence at national meetings, and the unfashionability of their major research interests has tended to remove them from the mainstream discourses.

In any case, my recollection is that it was at about the time of the 1977 Institute that the Department achieved its highest national rankings in those various schemes for ranking academic departments, and furthermore that we attributed this heightened ranking in large part to the publicity associated with the Institute. (However, I should caution the reader that I can't find evidence to support this recollection. When I wanted to look back for concrete data, all anyone could immediately think of to refer me to was the Gourman Report, and the available issues of it only extended from 1980 to 1997. Its result seems pretty suspect—the UH Department was ranked 21<sup>st</sup> nationally in 1980, but then jumped to 14<sup>th</sup> where it remained throughout the latter 1980's. That would not seem to confirm my recollection that the highest ranking was in the late 1970s. In any case, it did seem very evident at the time that the Institute had led many prominent linguists to visit the University and become acquainted with our program.)

### **3. New Developments.**

From early in the 1970's until the 1990's there was relatively little turnover in the Department faculty. Although the field of linguistics was experiencing a period of rapid expansion and diversification (no doubt initially set in motion by the far-ramifying influence of the ideas of Noam Chomsky), the number of positions available to this Department actually decreased somewhat. A time eventually arrived then when a number of faculty who had remained throughout retired in rapid succession, threatening to leave the Department seriously depleted. However, six of their positions were retained (or is "recovered" the more accurate term?), and thus during the period 2000-2003 a new generation joined the faculty and brought with it fresh ideas and new specializations. Two new developments seem particularly important to mention: the

Language Analysis and Experimentation Laboratories and the institution of new concentrations or “streams” in the instructional program.

### **The Language Analysis and Experimentation Labs:**

One of the developments in the field of linguistics during this Department’s period of exceptional stability has been a great advance in applicable technology. Numbers of problems in, for example, the production, acquisition, perception, and comprehension of language can now be investigated with a degree of accuracy and objectivity that had never been possible before. The research plans of several of the new generation of Department faculty required laboratory facilities, and ultimately an agreement was reached whereby the College of Languages, Linguistics, and Literature would support the construction of suitable labs which would in turn belong to and be available to the College as a whole. The particular faculty recruit was responsible in each case for overseeing the overall design of the lab; the selection, purchase, and installation of equipment; and its subsequent administration.

There are four labs in all; each was created and continues to be directed by one of the new faculty members. However, they have been brought together under a common administration as the “Language Analysis and Experimentation (LAE) Labs”. Victoria Anderson was the first LAE Coordinator; she has since been succeeded by Amy Schafer.

The labs were created and are currently directed by the following: Phonetics (by Victoria Anderson); Cognitive Linguistics (Benjamin Bergen); Psycholinguistics (Amy Schafer); and Child Language Acquisition (Kamil Deen). Some of the same equipment is often used by more than one lab, and the equipment has accordingly been somewhat re-shuffled among four physical spaces (each at a different location on the campus). These are known as the Phonetics, Tracker, Acquisition, and General labs.

The labs are extensively used for instruction as well as research. Faculty and students of the Linguistics Department constitute the largest block of users, but they are used quite extensively by other LLL departments as well—most so by Second Language Studies and East Asian Languages and Literatures.

### **Streams:**

For a long time, the Department has listed a number of “areas of specialization”, three of which (chosen by the student in consultation with faculty advisors) make up part of the comprehensive examination of each PhD student. However, the requirements for these areas were not fixed but rather negotiated in each case with the student’s overall interests (usually including his/her prospective dissertation research) in mind. More recently however, two special areas—Language and Cognition (LC) and Language Documentation and Conservation (LDC)—have become more clearly focused.

In terms of published requirements, this new development appears most concretely in the division of the Plan B MA program into three “streams”: LC, LDC, and Linguistic Analysis—each with its own requirements. However, the definition of these streams has had the practical effect of creating a kind of collaboration and *esprit de corps* among the students of a particular stream that had previously been lacking in the Department program—at least since the days of PALI’s Micronesian projects. A substantial proportion of the students seeking admission to the Department specifically mention one of these streams. Furthermore, a number of faculty have reported their personal impressions that the quality of the students being attracted by these special streams is outstanding, although no formal measure to confirm this has been undertaken.

**Language Documentation and Conservation (LDC):** This stream brings together the Department’s long-standing commitment to the documentation of the languages of the area with a growing international concern about language endangerment and loss throughout the world. Thus, the program is timely both because considerable amounts of research money are available for the documentation of endangered languages and because the problem has already been a matter of particular interest among prospective students.



The Department's LDC concentration has gained some adventitious publicity from a student initiative. In the spring of 2004, a group of graduate students led by Meylysa Tseng created their own "Language Documentation Center". In this project, graduate students in linguistics conduct classes on language documentation techniques and issues for interested speakers of underdocumented languages and then work one-on-one with them to design and complete projects for their own languages. (The Project is described on its own website: <http://www.ling.hawaii.edu/~uhdoc/index.html>. Most of the participating speakers so far have been students from throughout the UH. Since Fall 2004, the Project has been directed by Valérie Guérin.

This student project has attracted wide attention. It has received a number of local awards as well as the national NAFSA-TOEFL-ETS "Partnership in Excellence Award", and participants have reported on it at several national and international conferences.

It should be mentioned that the LDC instructional concentration is one aspect of a larger program initiated by Kenneth Rehg and others here. A planning meeting was held on April 7-8, 2006 at the East-West Center under the local sponsorship of the UH National Foreign Language Resource Center, the UH National Resource Center for East Asia, the UH Center for Pacific Island Studies, and the UH Center for Southeast Asian Studies. In addition to the local Advisory Council there were eight visiting participants (from Japan, Australia, Canada, and the mainland USA). The plan calls for an international LDC program with its own refereed online journal by the end of 2006, an international conference in the summer of 2008, and a summer institute in 2010.

**Language and Cognition (LC):** Unlike the LDC concentration, LC is largely a newcomer to the Department. Linguistics nationally and internationally has been a major player in the burgeoning interdisciplinary study of "cognitive science", but cognitive science has so far been only weakly represented in this Department and, in fact, in the University as a whole. Several faculty members are active in this area. Two of these, Bergen and Schafer, were responsible for designing and introducing the LC stream, which provides entering graduate students with early exposure to laboratory techniques and concepts from cognitive science. Furthermore, Bergen has established and continues to direct a University-wide Cognitive Science Colloquium with the goal of promoting interdisciplinary discussion and collaboration and generally stimulating interest in cognitive science throughout the University.

Like the LDC concentration, the LC concentration is attracting outstanding students, and the students already in the program similarly profit from a sense of camaraderie and enhanced collaboration.

## Summation

From its foundation the Department has committed itself to the languages and linguistics of the Pacific islands and Southeast Asia and most particularly of the Austronesian language family as its primary research responsibility. This responsibility was understood to include not only fostering research on these languages but also facilitating prompt publication of research results. In the original plan the research institute, PALI, was to play a major role.

This responsibility has continued to be recognized throughout the subsequent history of the Department, and much has been accomplished. (To inject a personal note, although I must in fairness admit that I've reached an age where my mind boggles easily, I sometimes find new indications of how far the field has advanced since the early 1960s to be truly mind boggling). The UH has not accomplished this alone, of course, but this linguistics Department (and PALI) have played a prominent role throughout. And the publication outlets established early in the Department's history have been maintained, despite the dismantling of PALI.

Of course, much else has gone on in the Department during this time. Changes in the discipline have required adaptations in the instructional program in order to meet the obligations to students, and this has influenced staffing. And there have been changes in other research strengths of the Department. For example, the HCE focus has largely been taken over by SLS, and of course individual faculty members have

sometimes developed their own research interests (notably, language acquisition).

Most recently, the Language Documentation and Conservation program seems likely to strengthen the Austronesian efforts. It has no formal restrictions to any particular subset of the world's languages, but the location of the program here and the participating faculty's strengths seem certain to attract mainly students drawn to languages of this area. At the same time, in other respects it adds a new focus in the Department—and one that is very much an aspect of the current linguistic mainstream.

The Language and Cognition program and the laboratories are more clearly new facets of the program. It is hard for someone of my generation to judge how big a part experimentation and laboratory analyses are likely to play in the linguistics of the future, but I understand that the labs may eventually help answer questions arising from the work of some of the older generations. In any case, the labs appear to represent a potential, not just to the Department but to the College as a whole, that is only beginning to be recognized and exploited.

## NOTES

\*A lot of people have contributed information to this account. I owe special thanks to Byron Bender, Mike Forman, Jennifer Kanda, Ann Peters, Ken Rehg, and Amy Schafer, and I shouldn't overlook Wendy Onishi, our Department secretary for so many years, whose file system made a lot of historical data available to us. But to single out these few may be misleading because everyone I've asked has been very cooperative. On the other hand, I believe that few if any of the more senior members of the Department will be entirely satisfied with the final product. Certainly a lot of important accomplishments by a lot of people have been left out in my attempt to select out the main threads of our history.

1. Mike Forman has pointed out that I haven't said anything further about the contribution of the Linguistics Department to the programs in Asian languages and other more or less related subjects (especially Hawaiian and a number of other languages). He identified 13 members of the faculties of other departments—most in the College of LLL—who have degrees from the Linguistics Department.

2. These quotations are taken from the 1962 memorandum from Dean Leonard D. Tuthill to President Laurence H. Snyder that recommended the establishment of the department.

3. Grace joined the Department in 1964 and remained until his retirement; Biggs also joined the Department in 1967 and remained until 1969.