“News & Notes of the Profession” welcomes reader contributions. We are particularly interested in (but not limited to) the following kinds of information:

- **Calendar of Events** (e.g., upcoming conferences). Please ask your organization’s publicist to send us meeting information at least a year before the event.
- **Professional Announcements** (e.g., calls for papers, requests for proposals, special summer programs, new degree programs, grants received, research in progress, requests for assistance, new products and publications).
- **Media Watch** (e.g., news items and statements relevant to foreign language/international studies and teaching, legislative developments or initiatives nationally or in individual states, tidbits from the business world, quotes worth citing, etc.). Reader contributions for this section are welcome; please include complete source information (publication, date, page).

**Submission deadlines and procedures**: There is a six-month lead time for the appearance of an item in this column. Please observe the following submission schedule:

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Items may be submitted directly to the editor of this column by mail, fax, or electronic mail; see listings in the masthead at the front of this issue. We show email and Web addresses in square brackets (e.g., [76703.2063@compuserve.com]).

## 2000 EVENTS

**ADFL Summer Seminar West**, 1–4 June 2000, Tempe. *Information* Association of Departments of Foreign Languages, Attn: Elizabeth Welles, 10 Astor Place, New York, NY 10003–6981; Email [elizabeth.welles@mla.org].

**American Classical League Institute**, 29 June–1 July, Bloomington. *Information* ACL, Attn: Geri Dutra, Miami University, Oxford, OH 45056; (513) 529–7741, Fax (513) 529–7742, Email [info@aclclassics.org], Web [http://www.aclclassics.org].

**ADFL Summer Seminar East**, 29 June–2 July 2000, Newark, DE. *Information* Association of Departments of Foreign Languages, Attn: Elizabeth Welles, 10 Astor Place, New York, NY 10003–6981; Email [elizabeth.welles@mla.org].


**Fédération Internationale des Professeurs de Langues Vivantes**, 22–26 July, Paris. *Information* FIPLV, Université René Descartes Paris V, 45 rue des Saints Pères, 75006 Paris; Email [fipv2000@citi2.fr].

**Foreign Language Education and Technology**, 29 July–1 August, Kobe (Japan). *Information* Jun Arimoto, Kansai University of International Studies, 1–18 Sijimi-cho Aoyama, Miki, Hyogo, 673–0521 Japan; 0794–84–3572, Fax 0794–85–1102, Email [fleatQ&A@kuins.ac.jp], Web [http://www.hll.kutc.kansai-u.ac.jp:8000/fleat4.html].

**American Association of Teachers of Spanish & Portuguese**, 1–5 August, San Juan. *Information* AATSP, Butler-Hancock Hall #210, University of Northern Colorado, Greeley, CO 80639; (970) 351–1090, Fax (970) 351–1095, Email [lsandste@bentley.unco.edu].
National Junior Classical League, 1–6 August, Norman. Information ACL, Attn: Geri Dutra, Miami University, Oxford, OH 45056; (513) 529–7741, Fax (513) 529–7742, Email [info@aclclassics.org], Web [http://www.aclclassics.org].

Second Language Research Forum, 7–10 September, Madison. Information SLRF Committee, 7187 Helen C. White Hall, 600 N. Park St., Madison, WI 53706–1475; Email [slrf2000@studentorg.wisc.edu], Web [http://mendota.english.wisc.edu/~SLRF/].

Polonophilia and Polonophobia of the Russians, 16–17 September, Bloomington. Information Russian and East European Institute, Indiana University, Ballantine Hall 565, Bloomington, IN 47405; Fax (812) 855–6411, Email [reei@indiana.edu].

Luso-Hispanic Humor Studies, 28–30 September, Montreal. Information K. M. Sibbald, Department of Hispanic Studies, McGill University, 680 Sherbrooke Street West, Room 385, Montreal, Quebec H3A 2M7; (514) 398–6683, Fax (514) 398–3406, Email [ksibbald@leacock.lan.mcgill.ca].

Foreign Language Association of North Carolina, 2–4 November, High Point, NC. Information Debra S. Martin, Executive Director, P.O. Box 19153, Asheville, NC 28815; (828) 686–4985, Fax (828) 686–3600, Email [martint@interpath.com].

National Association of Self-Instructional Language Programs, 3–4 November, Washington. Information Alexander Dunkel, NASILP Executive Director, Critical Languages Program, 1717 E. Speedway Blvd., Suite 3312, The University of Arizona, Tucson, AZ 85721–0151; (520) 626–5258, Fax (520) 626–8205, Email [adunkel@u.arizona.edu].

American Association for the Advancement of Slavic Studies, 9–12 November, Denver. Information AAASS; Email [walker@core-mail.fas.harvard.edu].

National Association of District Supervisors of Foreign Languages, 15–16 November, Boston. Information Loretta Williams, Plano ISD, 150 Sunset, Plano, TX 75075; (972) 519–8196, Fax (972) 519–8031, Email [lwilla@pisd.edu].

American Association of Teachers of Arabic, 16 November, Orlando. Information John Eisele, Department of Modern Languages & Literature, College of William and Mary, Williamsburg, VA 23187–8795; (757) 221–3145, Email [jceise@facstaff.wm.edu].

American Association of Teachers of Turkic Languages with Middle East Studies Association, 16–19 November, Orlando. Information AATT, 110 Jones Hall, Princeton University, Princeton, NJ 08544–1008; (609) 258–1435, Fax (609) 258–1242, Email [ehgilson@princeton.edu], Web [http://www.princeton.edu/~ehgilson/aatt.html].

American Council on the Teaching of Foreign Languages, 17–19 November, Boston. Information ACTFL, 6 Executive Plaza, Yonkers, NY 10701–6801; (914) 963–8830, Fax (914) 963–1275, Email [actflhq@aol.com], Web [http://www.actfl.org].

American Association of Teachers of German, 17–19 November, Boston. Information AATG, 112 Haddontowne Court #104, Cherry Hill, NJ 08004; (856) 795–7553, Fax (856) 795–3998, Email [aagt@bellatlantic.net], Web [http://www.aatg.org].

Chinese Language Teachers Association, 17–19 November, Boston. Information CLTA, 1200 Academy Street, Kalamazoo, MI 49006; (616) 337–7001, Fax (616) 337–7251, Email [cla@kzoo.edu], Web [http://www.cltachall.org/~mla.org].

Modern Language Association of America, 27–30 December, Washington. Information MLA, 10 Astor Place, New York, NY 10003–6981; Fax (212) 477–9863, Email [convention@mla.org].

North American Association of Teachers of Czech, 27–30 December, Washington. Information George Cummins III, German and Russian, Tulane University, New Orleans, LA 70118; (504) 899–7915, Fax (504) 865–2576, Email [gcummins@mailhost.tcs.tulane.edu].

American Association of Teachers of Slavic & E. European Languages and American Council of Teachers of Russian, 27–30 December, Washington. Information AATSEEL, 1933 N. Fountain Park Dr., Tucson, AZ 85715; Fax (520) 885–2663, Email [aatseel@compuserve.com], Web [http://clover.slavic.pitt.edu/~aatseel/].

2001 EVENTS

Linguistic Society of America, 4–7 January, Chicago. Information Margaret Reynolds, LSA, 1325 18th St., NW, Suite 211, Washington, DC 20036; (202) 835–1714, Fax (202) 835–1717, Email [lsa@lsadc.org], Web [http://www.lsadc.org].

American Association of Applied Linguistics, 24–27 February, St. Louis. Information AAAL, P.O.
American Association of Teachers of German, 16–18 November, Washington. Information AATG, 112 Haddontowne Court #104, Cherry Hill, NJ 08034; (856) 795–5553, Fax (856) 795–9398, Email [aatg@bellatlantic.net], Web [http://www.aatg.org].

Chinese Language Teachers Association, 16–18 November, Washington. Information: CLTA, 1200 Academy Street, Kalamazoo, MI 49006; (616) 337–7001, Fax (616) 337–7251, Email [cla@kzoo.edu], Web [http://www.cltadeall.ohio-state.edu].

American Association of Teachers of Arabic, 17 November, San Francisco. Information John Eisele, Department of Modern Languages & Literature, College of William and Mary, Williamsburg, VA 23187–8795; (757) 221–3145, Email [jceise@facstaff.wm.edu].

American Association of Teachers of Turkic Languages with Middle East Studies Association, 17–20 November, San Francisco. Information AATT, 110 Jones Hall, Princeton University, Princeton, NJ 08544–1008; (609) 258–1435, Fax (609) 258–1242, Email [ehgilson@princeton.edu], Web [http://www.princeton.edu/~ehgilson/aatt.html].

Modern Language Association of America, 27–30 December, location to be announced. Information MLA, 10 Astor Place, New York, NY 10003–6981, Fax (212) 477–9863, Email [convention@mla.org].

North American Association of Teachers of Czech, 27–30 December, location to be announced. Information George Cummins III, German and Russian, Tulane University, New Orleans, LA 70118; (504) 899–7915, Fax (504) 865–5276, Email [gcummins@mailhost.tcs.tulane.edu].

American Association of Teachers of Slavic & E. European Languages and American Council of Teachers of Russian, 27–30 December, location to be announced. Information AATSEEL, 1933 N. Fountain Park Dr., Tucson, AZ 85715; Fax (520) 885–2663, Email [aatseel@compuserve.com], Web [http://clover.slavic.pitt.edu/~aatseel/].

2002 EVENTS

Linguistic Society of America, 3–6 January, San Francisco. Information Margaret Reynolds, LSA, 1325 18th St., NW, Suite 211, Washington, DC 20036; (202) 835–1714, Fax (202) 835–1717, Email [lsa@lsadc.org], Web [http://www.lsadc.org].
American Association of Applied Linguistics, 6–9 April, Salt Lake City. Information AAAL, P.O. Box 21686, Eagan, MN 55121–0686; (612) 953–0805, Fax (612) 431–8404, Email [aaaloffice@aaal.org], Web [http://www.aaal.org].

Northeast Conference on the Teaching of Foreign Languages, 2–5 May, New York. Information Northeast Conference, Dickinson College, P.O. Box 1773, Carlisle, PA 17013–2896; (717) 245–1977, Fax (717) 245–1976, Email [nectfl@dickinson.edu], Web [http://www.dickinson.edu/nectfl].

National Association of District Supervisors of Foreign Languages, 20–21 November, Salt Lake City. Information Loretta Williams, Plano ISD, 150 Sunset, Plano, TX 75075; (972) 519–8196, Fax (972) 519–8031, Email [lwillia@pisd.edu].

American Council on the Teaching of Foreign Languages, 22–24 November, Salt Lake City. Information ACTFL, 6 Executive Plaza, Yonkers, NY 10701–6801; (914) 963–8830, Fax (914) 963–1275, Email [actflhq@aol.com], Web [http://www.actfl.org].

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American Association of Teachers of Arabic, 23 November, Washington. Information John Eisele, Department of Modern Languages & Literature, College of William and Mary, Williamsburg, VA 23187–8795; (757) 221–3145, Email [jceise@faacstaff.wm.edu].

American Association of Teachers of Turkic Languages with Middle East Studies Association, 23–26 November, Washington. Information AATT, 110 Jones Hall, Princeton University, Princeton, NJ 08544–1008; (609) 258–1435, Fax (609) 258–1242, Email [ehgilson@princeton.edu], Web [http://www.princeton.edu/~ehgilson/aatt.html].

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American Association of Teachers of Slavic & E. European Languages and American Council of Teachers of Russian, 27–30 December, location to be announced. Information AATSEEL, 1933 N. Fountain Park Dr., Tucson, AZ 85715; Fax (520) 885–2663, Email [aatseel@compuserve.com], Web [http://clover.slavic.pitt.edu/~aatseel/].

Central Asian studies information sources. “Greater Central Asia” includes the following areas: Uzbekistan, Turkmenistan, Tajikistan, Kirghizistan & Kazakhstan; Islamic and Turkic regions of Russia; The Caucasus (Georgia, Azerbaijan, Armenia, Daghestan, Chechnya, etc.); The Volga Basin and Western Siberia; Iranian Azerbaijan, Khorasan and Northern Afghanistan; Eastern Turkistan (Xinjiang) / Western China; Mongolia, the Altay Region and Southern Siberia; Tibet.

For current information about events, resources, and so forth in Central Asian Studies, consider subscribing to the [CentralAsia-L] announcement list for Central Asian Studies. For comprehensive information about institutions, resources, scholars, and everything else having to do with the study of Central Asia, visit the Central Asian Studies World Wide Web site: [http://www.fas.harvard.edu/~casww/]. These information resources are produced by the Harvard Forum for Central Asian Studies. [Thanks to John Schoebel for submitting this information.]

Information resource for teachers of Korean. The Less Commonly Taught Languages (LCTL) Project at the University of Minnesota’s National Language Resource Center has established a new Internet list to help teachers of Korean on all levels communicate and cooperate with each other. The discussions relate primarily to pedagogy, with topics to include the availability of teaching material, how to use the material, willingness to share ideas and material, and issues related to enrollments and outreach. The listserv is unmoderated. One
may join the list by sending the message “SUB Korean-T <your real name>” to [LISTSERV@tc.umn.edu] (for example, “SUB Korean-T Pat Smith” without the quotes). [Thanks to Scott McGinnis for submitting this information.]

Language course finder. The new “Where+How” Web site Language Course Finder at [http://www.language-course-finder.com] reportedly lists more than 5,300 institutions teaching 54 different languages in 77 countries. The detailed search facilities allow students to search directly for specific courses, location, housing, sport and other activities, and further programs and services, such as visa support, facilities for disabled students, host family housing, work experience/internship programs, work permits, and so forth. Access to the information, available in 19 languages, is free.

Online translation services directory. This searchable database, sponsored by the American Translators Association, has grown to over 3,500 profiles of professional translators and interpreters. The in-depth profiles feature the listees’ language combinations, areas of specialization, and much more. The database reports some 40,000 hits per month. To access the Directory, go to the ATA home page at [www.atanet.org] and click on the “New Online Translation Services Directory” link. While you’re there, note that the ATA has moved offices; they’re now located at: 225 Reineckers Lane, Suite 590, Alexandria, VA 22314. Phone, fax, Email and Web site remain unchanged.

MEDIA WATCH

Language on the Web. Internet users in Asia/Pacific want to see the Web in their native languages, a new study says, but adds that even non-English-speaking surfers are spending an increasing amount of time at the sites of foreign companies. That’s not the contradiction it appears to be, says Pete Hitchen, Internet research manager for the Asia/Pacific office of International Data Corporation (IDC). “The link between these two apparent contradictions is that many of the more successful Web sellers based abroad are catering to the non-English-language Web audience. We are seeing an increasing trend of Web sellers telling us that they are expanding their e-commerce capabilities to incorporate multilingual content and multicurrency transactions.” For both Chinese and Korean languages, Web users made fewer purchases from their native sites, showing a drop of 4% and 12%, respectively [OTC, 5 November 1999]. And while we’re talking about the Web, ask John Morse, publisher of Merriam-Webster Dictionaries, to name the word that defines the close of the millennium. He doesn’t hesitate: Internet. “No other word has become part of people’s lives so quickly or has had such an impact,” he says. The Internet has swept into the American vocabulary and spawned so many new words—netizen, chat room, and home page, to name a few—that it has come to represent a time in the nation’s social history, he says. And remarkably, Internet has managed to become the most significant word of the century in less than a decade. “We first started seeing a number of citations in 1994, and by 1998 it was established in the dictionary,” Morse says. “It was just astounding.” No other new word has gained such widespread acceptance so quickly, he adds. Just a century ago, another form of communication swept into the language. In the 1898 edition of Merriam-Webster’s Collegiate Dictionary, the hot new word was telephone. “It brought massive social change and reshaped the way people did business, just as the Internet is doing today,” Morse says. Telephone was no easy linguistic act to follow. It helped spawn a wide range of new words and phrases—busy signals, wrong numbers, voice mail, cell phones. It also gave America its standard greeting: Hello. But Internet is holding its own, in part by borrowing words from an older technology and giving them new meaning, such as bookmark, address, copy, and browser. “That’s how the vocabulary evolves,” Morse says. “It’s human nature to make the concepts easier to understand by using a familiar, in this case print-based, metaphor.” Allan Metcalf, a professor at MacMurray College in Jacksonville, Illinois, helps put together a list of words of the year for the American Dialect Society. He says the word Internet is a strong candidate to define the end of the century, but he has another preference: words with the prefix e-, as in Email or e-commerce [Associated Press, 30 December 1999].

Language and politics (Germany). Speaking of language change, Eastern Germans quickly abandoned most of the words and phrases that were unique to the communist state after the Berlin Wall collapsed 10 years ago. Linguists from around Germany said at a symposium at Berlin’s Humboldt University that there are still countless words and terms that reflect the lingering East-West divisions even though the easterners adapted the western language. “Ten years ago it was difficult for easterners to understand the mass of new words and terms that poured down upon them,” said Helmut Schoenfeld, an East Berlin language
expert. “Eastern Germans were afraid of the stigma of using East German words.” They jettisoned phrases that would stamp them as easterners because they were afraid they would not be able to find a job or fit into the newly pan-German society. Easterners who used the word “collective” in job interviews in the west, for example, had no chance of finding employment, Schoenfeld said. Ruth Reiher, a professor at Humboldt University, said even when easterners and westerners use the same words, they can still take on divergent meanings. “Someone recently said that I had become a ‘career woman,’” said Reiher, an easterner. “She meant it as a compliment but I at first thought it was a terrible insult.” In communist East Germany, where the powerful state security police suppressed the opposition for decades, having a “career” usually meant you were loyal to the communist regime. “The East German vocabulary was largely abandoned in favor of the West German vocabulary over the course of the last 10 years,” she said. But Reiher and other language scholars said that there were still perhaps as many as a thousand eastern words and terms that have survived the cultural onslaught from the west [Reuters, 5 November 1999].

**Beijing University establishes college of foreign languages.** Beijing University, one of the most prestigious universities in China, has established a college of foreign languages. The new college is based on the original four foreign language departments. Hu Jialuan, dean of the college, said the establishment of the new college is aimed to boost the overall development of the foreign language teaching of the university and promote cooperation and academic exchanges with domestic and foreign universities. He said the university is trying to turn the college into a world-level foreign languages teaching and research center. The newly established college already has nearly 1,000 students and 299 teachers in eight departments, and teaches over 20 foreign languages [OTC, 22 June 1999].

**Language loss in Africa.** Andrew and his wife Njeri speak the same mother tongue, Kikuyu. At home they communicate in the language. But to their disappointment, their children can hardly speak it and prefer to speak in English or Kiswahili. “The interesting thing is that our first two children learned and spoke Kikuyu fluently for some time. Then they went to school and slowly they stopped communicating to us in Kikuyu. The fact that the two bigger children have stopped speaking Kikuyu has meant that the younger one can’t understand it. All we do is speak Kiswahili in the house and my older son, who is in class six, now prefers to speak English,” says Andrew. Andrew’s concern is probably shared by many parents in urban centers in Kenya today. Unlike people in the rural areas, whose children speak their mother tongue with ease, most urban children cannot communicate in their mother tongue. “We did not realize how serious the problem was until we went to our rural home with our daughter and she could not communicate directly with her grandparents,” said another couple [OTC, 23 June 1999]. It’s timely, then, that the African Publishers Network recently called upon African countries to publish reading materials in local languages to achieve mass literacy. The network said that communication is most effective when carried out in local languages which the people understand without difficulties. “If mass literacy is to be achieved, it must be in the languages that people speak and read,” said the non-governmental organization seeking to promote publishing in Africa. “Basic literacy materials must be available as well as books, magazines and other publications to ensure that literacy skills be maintained” [OTC, 9 January 2000].

**Resources for Mongolian.** Chinese linguists say that there are 5,000 most frequently used words in the modern Mongolian language. This idea is encapsulated in a recently published dictionary for preparing textbooks, translations, and computer-processing of the language. Experts from a dozen countries including Germany, Japan, the United States, and Mongolia commended the dictionary at an international meeting hosted by the Inner Mongolia University. The dictionary was jointly compiled by the Inner Mongolia Academy of Social Sciences and a regional language committee. The work was published by the Inner Mongolia Education Press in Hohhot, the capital of north China’s Inner Mongolia Autonomous Region, and received a national book prize [OTC, 14 December 1999]. And an encyclopedia on folk customs of the Mongolian ethnic group has also appeared. The six-million-word encyclopedia includes 20,000 entries in four volumes, covering economic development, traditional culture, science and technology and people’s life, and derivation of family names. Editors of the Scientific and Technological Publishing House of Inner Mongolia initiated the project 12 years ago. To collect sufficient and accurate historical material for the book, they carried out series of research studies and surveys in and out of China, gaining over ten million words of rare historical data about Mongolian folk customs. The book, soon to

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**Mongolian folk customs.** The encyclopedia on folk customs of the Mongolian ethnic group has also appeared. The six-million-word encyclopedia includes 20,000 entries in four volumes, covering economic development, traditional culture, science and technology and people’s life, and derivation of family names. Editors of the Scientific and Technological Publishing House of Inner Mongolia initiated the project 12 years ago. To collect sufficient and accurate historical material for the book, they carried out series of research studies and surveys in and out of China, gaining over ten million words of rare historical data about Mongolian folk customs. The book, soon to
be published in Chinese and English, is a resource for domestic and international study on the Mongolian people, folklore, history, and linguistics, said an editor [OTC, 8 November 1999].

National language woes. With the independence of East Timor come some difficult choices, language among them. The widely spoken local dialect of Tetun has a low chance of becoming the country’s official language because key leaders prefer Portuguese, an East Timorese independence leader said recently. The National Council of Timorese Resistance (CNRT), an umbrella organization that brings together all the main proindependence parties, has adopted Portuguese as the official language of East Timor. Said Taur Matan Ruak, deputy commander of Falintil, the armed wing of CNRT, “Tetun lacks some aspects of a modern language although CNRT fully supports the development of the language to be our national language.” Speaking in Tetun, Ruak delivered an address to a Japanese nongovernmental organization on behalf of Xanana Gusmao, head of CNRT. Michio Takahashi, Secretary General of the Japanese Support Committee for Darwin East Timorese School, said East Timor will face serious problems in the future if Portuguese is adopted as the official language. “Many lessons can be learned from Africa, where all the former Portuguese colonies chose Portuguese as their official language after gaining independence. But only 20% to 30% of those countries’ populations speak Portuguese, alienating the overwhelming majority who use their own ethnic languages,” he said [OTC, 30 December 1999]. Meanwhile, a Russian delegate at the United Nations spoke in defense of Russian-speaking populations in the former Soviet Baltic republics. “It is difficult to understand why glaring discrimination against Russians and other nonethnic Latvians and Estonians is stubbornly passed in silence. Russia will insist that Latvia and Estonia should correct [their] approaches to the problem of human rights in compliance with demands put forth by the U.N., the OSCE, and the Council of Europe,” said Russian deputy chief delegate to the United Nations, Alexander Zneyevsky, at a meeting of the third committee of the U.N. General Assembly. The Russian diplomat noted that several European countries, including Sweden and Finland, formalized the presence of several full-fledged state languages according to the number of main ethnic communities, whereas the Russian language is struck out of the sphere of official circulation in northeastern Estonia, where between 80% and 90% of population are Russians. He also noted that “the bill on the state language,” being drafted in the Latvian parliament, now provides for giving “the Russian language, which is considered as native by 40% of Latvian population, the status of a foreign language” [OTC, 12 November 1999]. Russian is not faring well in some areas of Siberia, either: The people of the snowbound and remote region of Yakutia, mainly Siberian nomads and ethnic Russians, must learn English if they are to prosper, their regional leader has decided. A decree signed by President Mikhail Nikolayev made English an obligatory subject in schools in the northeast Siberian republic, roughly the size of India, and English was proclaimed a working language at official events. “English will be a working language at all events involving foreign guests,” government press officer Tatyana Tarasova said, in Russian, from Yakutsk, 8,500 km (5,100 miles) and six time zones east of Moscow. “We want to encourage investors and bring our economy closer to the rest of the world. Other languages are useful, but if you don’t speak English in the world community, you have problems.” Thinly populated Yakutia, known officially as the Republic of Sakha, has vast deposits of diamonds and gold and, like other Russian regions, has won considerable autonomy from central authorities in Moscow [Reuters, 6 January 2000].

The voice box. Hoping to get a Spanish-speaker behind the door to open up, the English-speaking police officer makes his request to a little hand-held box. In a flat tone reminiscent of the spaceship computer Hal in Stanley Kubrick’s 2001, the box repeats back the message. Then: “Policia! Abra la puerta en esta [sic] momento!” the machine says, in the voice of a Spanish-speaking cop with considerably more emotion. The scenario may one day become a reality. Big city police officers routinely encounter speakers of many different languages, and often have trouble communicating effectively. So police in Oakland have begun testing a battery-powered language interpreter, the Voice Response Translator, which responds to as many as 125 vocal commands, spitting out statements and questions in Spanish, Cantonese, or Vietnamese that demand yes/no answers. During a demonstration last week, Everett James, a police department community liaison officer, showed off the machine. Saying “Miranda,” for example, into the translator’s microphone produces the message, “You have the right to remain silent . . . ,” in a foreign language. So far, James has been able to try it out only on police station walk-ins, who have had few com-
much on cultural diversity and not enough on textbooks says that many books are focusing too on race, sex, class and disability. A Harvard re-
tors across New Mexico are awaiting a ruling by 
speakers are serving on juries. Court administra-
residents said they spoke Spanish and limited or is 58% Hispanic. In the 1990 census, 17.9% of 
Martinez, district attorney in Doña Ana County, 
for guidance, prosecutors in this heavily Hispanic 
the county along the Mexican border are scram-
bbling to answer questions like: Should each non-

tors in New Mexico, cannot be eliminated simply because they do not speak English. Now, with no legal precedent for guidance, prosecutors in this heavily Hispanic county also confuse young children with foreign words and phrases that take up additional space in the text. Stotsky said cultural diversity is dealt with best after children have mastered the basics of language via 

And once you’ve been arrested, comes the trial. When the jury went to determine Ricardo Gallegos’ fate on robbery charges, 15 people—not the usual 12—walked into the deliberation room. One of the jurors, Luis Escobedo, was accompanied by a translator, following a judge’s ruling this fall that potential jurors in Doña Ana County, New Mexico, cannot be eliminated simply because they do not speak English. Now, with no legal precedent for guidance, prosecutors in this heavily Hispanic county along the Mexican border are scrambling to answer questions like: Should each non-English-speaking juror have his or her own trans-

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Cultural diversity: Too much, too soon? In books used to teach schoolchildren reading, adventure tales like Black Beauty and Sindbad the Sailor have been replaced by selections on World War II-era Japa-

Finally, read it and weep. You might clip and save this last item for use the next time your Anglophone students complain of difficulties in learning non-English spelling, pronunciation, or usage. (To those Gentle Readers who are not native speakers of English, the editor of this column can but apologize for the vagaries of his mother tongue.)
At the launching they tied a bow on the bow of the ship.

We polish the Polish furniture.

He could lead if he would get the lead out.

A farm can produce produce.

The dump was so full it had to refuse refuse.

The soldier decided to desert in the desert.

The present is a good time to present the present.

At the Army base, a bass was painted on the head of a bass drum.

The dove dove into the bushes.

I did not object to the object.

The insurance claim for the invalid was invalid.

The bandage was wound around the wound.

There was a row among the oarsmen about how to row.

They were too close to the door to close it.

A buck does funny things when does are present.

To help with planting, the farmer taught his sow to sow.

The wind was too strong to wind the sail.

After a number of Novocain injections, my jaw got number.

I shed a tear when I saw the tear in my clothes.

I had to subject the subject to a series of tests.

How can I intimate this to my most intimate friend?

I spent last evening evening out a pile of dirt.

[Thanks to Robert Terry for sharing this item with us.]

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Upcoming Panels on Publishing in SLA and FL Education Journals

Second Language Research Forum (SLRF). September 7-10, 2000, Madison, WI.
American Council on the Teaching of Foreign Languages (ACTFL). November 16-19, 2000, Boston, MA.

At these sessions, the MLJ Editor will join with editors of other scholarly journals to describe publication policies and practices. Topics will include: scope and audience of the journals, type of articles and other material published, submission policies, what reviewers look for in manuscripts, acceptance rates, and publication processes from time of acceptance to publication. Questions are welcome.

All readers are cordially invited to attend.