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VOLUME/ISSUE/DATE: (1991)
ISBN: 9027245487
SOURCE: Local OPAC

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AMERICAN LINGUISTICS IN PEACE AND AT WAR

J. MILTON COWAN
Cornell University

1. Background

For me it all began in the summer of 1936 at the Linguistic Institute in Ann Arbor, Michigan. I went there as a new Ph.D. in experimental psychology because to degree holders it was free and the prospectus exuding, I was 29 at the time. There I found a staff of venerable scholars and a group of bright young students pursuing the scientific study of language with a devotion, often with a passion, that I had never before experienced. They even listened to me when I talked (nonsensically) about the psychophysiology of languages or about work I had done in experimental phonetics. Better still they invited me to come back the following year with a set of prepared lectures. By the end of the 1937 Institute I was hooked. I knew that my career was going to be linguistics and the Linguistic Society of America was the greatest organization in the world.

The final act of my conversion came at an informal luncheon conference devoted to meaning from different points of view; Carl Vogelzang from the anthropological, C. C. Price from the literary, Norman McQuown from the acoustic, Kenneth Pike from the phonetic, and so on. I was tempted to get into the act and ventured a presentation of meaning from the psychophysical point

* This text goes back to a paper entitled "Peace and War", originally written as part of the history of the American Linguistic Society on the occasion of the 25th Anniversary Celebrations; it first appeared in LSA Bulletin No.61 (March 1970), pp.28-34, where it is preceded by an "Introduction" by Hans Hoenig (25-28) and Martin Jones' "The Beginnings" (26-28), and followed by brief accounts by the subsequent secretary-treasurer of the LSA: Archibald A. Hill, Thomas A. Schach, and Arthur S. Abramson (34-39). Jones' much longer account, on which he worked until his death in 1978, was published in 1976 under the title of Notes on the Development of the Linguistic Society of America, 1934 to 1950 (Hillace, N.Y.: Linguistics), with a Foreword by J. Milton Cowan & Charles F. Hoch. Hill's account of his years as Secretary-Treasurer (1930-1938) is to appear in Historiographie Linguistique 18:1.4957. (1991).
of view, in which I stretched out as a robot with various sensors, primarily a color-sound camera with immediate playback (anticipating television), all hooked up to an enormous storage vault (memory) from which little grammata could pull out any recordings for instantaneous replay (anticipating the computer). When I was through Edward Sapir rose and posed a question. If a man from Mars were to come to earth and see two men playing tennis would he, if the players were equipped with every known recording device measuring respiration, metabolism, heart rate, blood pressure variation, muscle tone, brain waves, etc., all rigged so as not to impede the players and connected to instantaneous graphic recorders, by reading these be able to figure out the rules of tennis?

There was an interesting social stratification at the Institutes. The elders, Roland C. Kent, Edward Sapir, Franklin Edgeson, E. H. Sturtevant, H. Adelaide Hahn, Leonard Bloomfield, C. C. Price, Hans Hurrath, A. L. Kroeber, C. M. Bolling, were a caste waited upon and revered by the younger, E. Zellig Harris, George Trager, C. F. Hockett, Harry Lee Smith Jr., Jack Carroll, Harold V. King, Kenneth Pike, Havens McDougal, Morris Swadesh, Henry Hoofskalow, Nonuma M'Cluskey, Carl Voegelin, Mary Haas, John Nichols, Fred Cassidy, Murray Roseman, Harold Allen, Leslie Dyson, Carleton Hodge, Henry Hocket, Herbert Penfield, to name a few. Albert H. Marckwald and Bernard Bloch were very special, overheadwatchers, sort of in between. Their ages placed them with the younger, but their social stature set them apart from the elders, albeit somewhat apart. Except for them there was no first name trading across the boundary. But no holds were barred, and no inhibitions shown because of age or status when it came to linguistic discussion. I recall exactly an exchange between Leonard Bloomfield and Charles Hockett which ended by Hockett saying, "The trouble with you, Mr. Bloomfield, is that you don't believe in the phonemic principle." That should have been a conversation stopper but it wasn't. By 1939 I had become a regular staff member and taught at the last two pre-War Michigan Institutes and at Chapel Hill in 1941.

I can remember the shock, gratification, and anxiety with which I received the news that the Nominating Committee was going to put me up as a successor to Roland C. Kent. I had watched Kent run the Society with an iron hand and had real doubts about my ability to follow in his footsteps, knowing that his stern eye would be on me constantly. These misgivings were compounded because Kent made no bones about the fact that he would have preferred George Lane as his successor. However, as soon as the election was over he congratulated me and then sat down instructing me in my duties. I made two trips to Philadelphia for orientation before he would allow the books to be transferred to me at the University of Iowa. He was somewhat relieved when he learned that my wife had had experience in a bank and was an excellent bookkeeper.

New Year's Eve, 1941 — barely three weeks after Pearl Harbor — is one of the most memorable. At his annual meeting before the regular meeting of the Society I had to confess to the Executive Committee that the Society’s books were out of balance by an even $3.00 that despite numerous attempts my wife and I had not been able to run down the cover (it turned out that a check for dues had bounced and had not been redeposited). Roland C. Kent assumed the Committee that it would be all right. He would go over the books with us himself that very night after the meeting and set matters straight. At 3:00 a.m. on New Year's Day he gave up and confessed that she double entry system he had devised and insisted we maintain was not infallible. Then he did a remarkable thing. He proposed that we have a drink and when the glasses were in our hands he said, "I'm now convinced that we made a good choice for Secretary-Treasurer. I propose a toast to both of you and ask that you call me Roland and I want to call you Ted and Milton."

When I became Secretary-Treasurer of the Society there were 352 members (at the end of this year [i.e., 1974] there were around 4,000). I knew most of the names by heart and all of the active members by name and by face. These reminiscences are supposed to be mainly about the Society during World War II. Perhaps it should be noted explicitly that the Society never went to war directly. You will find hardly any statements and no pronouncements in our publications which would let you know that there was a war going on. The Society's regular business went on as usual on its way as it had before except in 1942 and 1943 when informal gatherings in New York and New Haven took the place of the official winter meetings. The Journal was published, meetings with the offering of scientific papers continued. But it did send its Secretary to Washington to assume full-time direction of the Intensive Language Program of the American Council of Learned Societies, and in no time the Society's linguists were mobilized in strategic war-time activities.

2. The Intensive Language Program (ILP)

It began back in 1939 and what follows is largely an account of the development of ideas generated by Morris Garves, the Executive Secretary of the American Council of Learned Societies. Garves reasoned simply and directly
that if these linguists he'd been giving grants to could analyze unwritten
American Indian languages, they could certainly do other languages and why
not some likely to be of strategic importance in the world-wide conflict he was
convinced was inevitable? He set up a committee to explore the founding of a
National School of Modern Oriental Languages and Civilizations (as the model
of the London School) and one on Intensive Language Instruction (primarily
Chinese, Japanese and Russian). These were staffed by professional linguists
and others interested in improving language instruction in the widest sense. He
secured funding from the Rockefeller Foundation and had an impressive on-
going operation almost a year before the actual outbreak of hostilities. At the
January 1941 meeting of the ACLS secretaries he was urging me to get a re-
lease from my University to go to Washington and take over the detailed oper-
ation of what had then come to be called the Intensive Language Program.

Graves liked simplicity. One example will serve to show his directness.
Mary Harris was doing research in indigenous Indian languages at the Uni-
versity of Michigan. There happened to be a group of Thai students there.
Mortimer asked Mary to advise the Indians for the three being and make an anal-
ysis of Thai. He provided fees for the Thai students who participated and who
were known as informants (following the then current anthropological prac-
tice; we all lived to regret that term). When she was well along with the analy-
sis he asked her to run a class in which the students would work directly with Mary,
observing her analytic techniques, learning what Thai they could in the process
but also learning how to analyze a language. Meanwhile she converted what
knowledge she had gained into teaching materials to be used in class. This was
the genesis of the "linguistic method" of language teaching, later known as the
"Army Method" of which more later. Mortimer sent subsidised students to par-
icipate in this bootcamp operation.

After we entered the War, things went fast. I moved to the ACLS in Wash-
ington and left my wife in Iowa to conduct the regular business of the So-
ciety's Treasurer. Our family was not finally reunited in Silver Springs, Mary-
land, until a year and a half later.

The first act of the Intensive Language Program (ILP) was to enroll the
practicing linguists. Those who had not already been drafted were processed so
they could work for the Program. Those who had been inductured were retrieved
through the military system and put to work on linguistic projects or held in
cold storage. We didn't lose a single linguist! Much of this was due to Mor-
timer's knowing whom to talk to, most of it resulted from persuasive argument
streaming the national need which was pretty well recognized in the higher
circles of government, and some to sheer luck.

The next step was to get an alter ego for me into the military at the right
spot which was the Language Section, Information and Education Division,
Army Service Forces. The obvious choice was a Lieutenant in the Reserves
named Henry Lee Smith. Jr. Papers were drawn and he was called to Wash-
ington. In processing him to active duty it was found that he was ten pounds
overweight. We solved that little problem by putting him on the ACLS payroll—
and on a diet. He was commissioned mid-year 1942, but by that time he
was already in the saddle and running the Language Section.

The stage was then set for a fabulous civilian-military operation covering
the production and publication of language teaching materials in dozens of
languages and full-time intensive instruction in these languages on a scale not
only never realized before, but hardly ever dreamed of. Before we got to a de-
scription of these, let us note that some pretty impressive experience had been
piled up in the civilian sector by the ILP.

On this score the Summer Program for 1942 speaks for itself: fifty-six courses,
in twenty-six languages, in eighteen universities, involving some seven hundred
students is by far the most impressive array of intensive language instruction ever
presented in American academic life. (Graves & Cowan 1942-3)

The ACLS made approximately 300 fellowship awards to support study in the
program. Its Biographical Directory 1930-1962 listing recipients of ACLS
fellowships and grants gives viva for 294 alumni/ae of ILP. Scanning this
 roster and seeing how many are prominent today in academia, one cannot help
but be impressed by the quality of that group and the high percentage of those
who got their initial professional start that way.

It is difficult today to visualize some of the obstacles we had to overcome.
To illustrate I will tell the Burmese story because it has multiple punch lines. In
the lexicon of languages William S. Corroon drew the Burmese straw. This
frightened him a bit but Leonard Bloomfield persuaded him to hold his hand. No-
body knew where to find any native speakers of Burmese and the files of the
Alien Registration Act were classified. The Department of Immigration and
Naturalization said there were no Burmese legally in the country at the time.
There were supposed to be some sailors who'd jumped ship in New York and
San Francisco but they hadn't caught up with them yet.

Mortimer sent me to the Pentagon to see a young fellow in G-2 (Military
Intelligence), Major Dean Rank, a name not so well-known in those days, but
known to Mortimer. I described the non-existence of known Burmans and why we wanted some. He volunteered to see what could be done with the master of Alien Registration. He phoned his office the same afternoon, saying that he had over a hundred names and he'd call back as soon as he could have them decoded. Next morning he phoned to say there was something funny, they were Abameyths, Brownes, Collinzes, Davenportes, Fitzgeralds and so on down through the Yungas. It turned out that the Roster listed those foreigners residing in the U.S. who had been born in Burma, regardless of their current nationality. These were the names of children born to business people and missionaries while living in Burma. There were only two names that sounded exotic enough to be possible Burmans.

We arrived in on the first, Alabama, Tang. He was shown to be in New York, unemployed, on relief. That was a solid lead so Camyra, Bloomsfield and I met at the Elbow. They waited at the hotel while I went off looking for Mr. Alabama. His place was on the lower East Side and I was viewed with suspicion by everyone I met, especially by the "superwise" of the tenament where I found in a basement apartment. He and his wife listened a long time to my story until they were convinced I wasn't from the police. Then they led me to Alabama. He listened patiently to my story and to my offer of employment and agreed to meet with my colleagues to talk over details. While he was changing his shirt I went out to telephone Camyra and Bloomsfield to meet us in the hotel lobby within the hour.

The meeting was interesting. Neither of my colleagues knew any Burmese or had ever heard any. Leonard did the initial interrogation and decided that, though Alabama's Burmese was rusty because of long disuse, it would come back enough to get started on an analysis. I had already offered Alabama a salary of $400 a month for the duration of the work which was expected to take at least a year. Then they got down to details on where the work would be done. Alabama didn't mind going to New Haven if his rent in New York was maintained, but Spotty would have to go with him. Suddenly I remembered the large black-dog-type dog in Alabama's apartment and told them who Spotty was. It ended up by their agreeing that Spotty and Alabama would live together in a Yale dorm, the first time that these quarters had ever had a canine occupant.

Things went well for about a month then one day Franklin Edgerton turned up in our office looking very embarrassed. He said that Alabama had not been entirely frank about his sources of income, and although he rather enjoyed the atmosphere at Yale and Spotty was happy and well-adjusted, he was losing money on the deal. It seems he had been running a little numbers racket in lower Manhattan. Our work was so far along and the problem of getting a replacement so great that we finally settled for doubling his salary. The unwritten history of Burmese linguistics is loaded. Alabama's successor, the other Burmese-speaking man on the Roster, gave rise to an embarrassment of the Yale Linguists and the University which was as funny to outsiders as it was painful for those involved. But enough for Burmese.

No account of this period should omit our best success story, the Chinese Episode. In the autumn of 1942 one of Mortimer's friends in G-2 came to him and said, "We've got to send 205 ordnance officers to China to train the Chinese in the use of our equipment. How can we teach them some Chinese?" Mortimer: "How much time have we got?" — "Two weeks." Mortimer reflected a few moments and then told him that he thought it could be done if the Army was willing to take a chance. There was a PFC Hagnist (Charles Francis Hochst) taking leaves at Yank Hill Fuzza in Virginia just waiting for such an assignment. Of course, he didn't know any Chinese, but he could learn it faster than his students and could go along on the trip using travel time for organized instruction. Having no other choice and probably thinking that Hochst was crazy, his friend accepted. Buttons were pushed, wheels began to turn.

Hochst was called to Washington for a briefing. The two weeks deadline was used to send him to Yale, where he confided with George Kennedy and picked up such materials as George had prepared under Council auspices, and in lining up six Mandarin speakers from the OWI in New York and San Francisco to go along on the trip as native informants — teachers. The instruction was conducted on board ship on a full-time intensive basis and without regard to military rank. It would otherwise have been too embarrassing to have a non-com commander instructing Lieutenants, Majors and Colonels around. The group went half-way round the world by slow boat taking 35 days and then over the hump to China with Hochst managing their Chinese instruction all the way. When they finally arrived, the officers were using a respectable amount of colloquial Mandarin and were able to carry out their training assignment.

At the end of the mission, on recommendation of the commanding officer, Hochst was commissioned as First Lieutenant, the only instance that has ever come to my attention of such a reward by the military for a professional job well done. He returned to become Hinsch Smith's right-hand man and converted his recent experiences into the text Spoken Chinese, one in the Spoken Language Series being prepared and published by the ILP.
But that's not the end of the Chinese Episode. We rushed Spoken Chinese into print. I took the first copies over to the Pentagon the very day General Clayton L. Bissell, freshly returned from China, was giving the arm-chair warriors an account of what real war was like. He had them spellbound with stories of his rendezvous in the hills of Hanoi, where there were disorganized fighting between the Japanese and Chinese guerrilla detachments. He described how one day his reconnaissance group came up over a small rise to find themselves looking down the muzzle of a long line of neatly looking rifles. They didn't know whether they were up against Japanese or Chinese guerrillas. Realizing that they were Japanese, they wouldn't understand anyway, one of the boys called "wo-man sho-ram-ge-we-bring", whereupon the rifles were lowered and the Chinese came out for a happy and relieved exchange of greetings.

When General Bissell was given a copy of Spoken Chinese he leaped through it and exclaimed, "This is what we need! Send 60,000 copies to the field." So we did.

3. First and Second Level Materials

Early in 1942 significant linguistic activities got underway having to do with language materials preparation in roughly five dozen languages. This was something brand-new in the American experience. Administratively it was an I.L.P. — Government joint venture. Hazie Smith in uniform and I, out, managed the facilities of the military and the I.L.P. organizations in Jesus-like cooperation. All doors were opened for us. Operationally there was no distinction between the civilian linguists paid by I.L.P. and those in uniform, and there was a good deal of shuttling back and forth of personnel on various projects. Money was no problem and we had top priorities for everything we did, from hiring native speakers to publishing books and pressing records.

The first and obvious military need was for simple language phrase books. We called these First Level Materials. We prepared and published through the Language Section the Technical Manual T.M.30-300 Series, Pocket Language Guides in 56 languages, each accomplished by two 12-inch phonograph records. I had developed the basic model in Brazilian Portuguese after trying out several versions on enlisted men at Fort Meyer and I voiced the English on the accompanying records. As soon as Hazie arrived he took over the preparation of all the remaining phonograph records. There were also Phrase Books for many languages published as the T.M.30-300 Series. They contained more extensive vocabulary which would extend the scope and usefulness of the Pocket Language Guides. Believe it or not a dozen of the latter are still published and available today through the Government Printing Office.

There was great secrecy about this program because the Language Guides were issued to soldiers on board ship so they could have language instruction on the way to their destinations. An enemy spy would have had a pretty good notion early in 1942 that we were going into North Africa had he known we were giving priority to seven North African dialects of Arabic. And when our men invaded Algeria and Morocco on November 8 they had had our Language Guides for quite some time before.

A far more important contribution in the long run than the Pocket Guides and Phrase Books, was the series of complex, self-teaching, general purpose (i.e., non-military) language courses in 30 languages, each accompanied by four hours of recordings geared intimately to the texts. These were dubbed Second Level Materials. They were published by the I.L.P. and the first editions went to the United States Armed Forces Institute (USAF). Here we smuggled the Society into the war effort by copyrighting these texts in the name of the LSA. Macdonell insisted on this as a sort of last-minute recognition to the Society for the contributions of its prominent members. It's worth giving here the roster of prime authors:

Maxwell Y. Van Wagoner
William S. Curmay
Charles Francis Mockett
Fernando Dannen
Leonard Bloomfield
Thomas A. Sebick
Francisco Dornaz and
Robert A. Hall, Jr.
William G. & Jenny K. Moultan
Henry & Rose Kalina
and Ralph Ward
Henry M. Hoenigswald
Thomas A. Sebick
Victorino Chiffeld
Bernard Black
Kleman Jordan
Paul Laskoff
Isidore Dyea
Biner Hougen
R. A. Hall, Jr., and
Victorino Chiffeld

Spoken (Iraq) Arabic
Spoken Burmese
Spoken Chinese
Spoken Danish
Spoken Dutch
Spoken Finnish
Spoken French
Spoken German
Spoken Greek
Spoken Hindustani
Spoken Hungarian
Spoken Italian
Spoken Japanese
Spoken Korean
Spoken Malay
Spoken Norwegian
Spoken Portuguese
Maurice Swadesh’s name belongs on the list. Although he did not appear as an author, he helped prepare the experimental prototype, Spoken Spanish, and contributed in many ways to the format into which all of these texts were shaped. And the entire program bears the imprint of Maurice Swadesh who was in every policy decision and who single-handedly built—taped the recordings to compare, voiced the English, led, cajoled, flirted and when necessary bowed the native speakers into natural, uninflected renditions of their languages into the microphone. At a normal tempo this alone would have been a full-time job for longer than the two years during which it was accomplished. Even before any of the Second Level Materials were ready, the ILP had published two works, the Outlines for the Practice Study of Foreign Languages by Leonard Bloomfield and the Outlines of Linguistic Analysis by Bernard Bloch and George Trager. These were re-issued, bound together, as the first publication to appear under the imprint of the newly formed United States Armed Forces Institute.

Despite the extensive post-war language-text publication, USAI continued to find these courses to be the best available for self-study by service personnel and continued to supply them until May of this year when it was finally disbanded by the Congress. By that time USAI had distributed well over a million language texts and recordings. The texts and recordings in the Spoken Language Series were made available to the general public by Henry Holt & Co. (later Holt, Rinehart & Winston) under contract with the ACLS beginning early in 1964 and lasting until 1971. The story of text preparation and related developments is told in brief in the ACLS Newsletter devoted to the retirement of Swadesh as its Director1 and in detail by Martin Jones in his account of the history of our Society (Jones 1980).

4. The Army Specialized Training Program (ASTP)

We come now to mention the most massive experimentation in intensive language instruction ever undertaken, that conducted under the Language and Area Curriculum of the Army Specialized Training Program. The ASTP, as its implications were designed to equip soldiers with special competencies which were not sufficiently widespread so that the needs for them could simply be filled by the drafting of civilians. Obviously manual languages ranked high in priority in a world-wide war.

Moritzov and I attended a meeting called by ASTP in Chicago in March 1943 to hammer out a curriculum for full-time language and area study. The original plan was to train 1500 men in 13 languages, Arabic, Bengali, Burmese, Chinese, Farsi, Greek, Hindi, Japanese, Malay, Russian, Serbo-Croatian, Swedish and Turkish. Note that there was no provision for French, Spanish, Italian or German. Nobody had anything against these languages. It was simply a fact that bilingual speakers of them were available in considerable numbers and there was an organized teaching profession which could take care of any special needs which might arise. Ten universities were known to have linguistic capable of handling the language instruction as well as related facilities to give the supplementary instruction in area studies. The courses were to run 10 months and the trainees were to be given commissions as language officers, in a manner similar to which the Navy was doing for its Japanese language officers. Because of our experience with the ILP, Moritzov and I were asked to write the language curriculum. We did so assuming that most of the courses would be conducted using relatively untrained native speakers working under close supervision of the linguists.

As soon as the curriculum was written, it became a political football and before instruction began in June, the number of participating institutions had grown to 55, the number of toxines increased ten-fold, and the languages included those usually taught in schools and colleges. This latter fact let us in for some undeserved criticism because there was no time to re-write the language curriculum to meet the revised circumstances. For better or worse the system we had recommended, utilizing untrained native speakers under linguistic supervision, was interpreted as a prescription and became identified as the “Army Method”. As such it was denounced or praised by professional language teachers throughout the land. We took some comfort from the fact that eleven of the ASTP languages taught were taught by Fellows of the ILP who had gotten their start in these languages under our program.

This program provided headaches plenty by its pluses and it never realized even a small portion of its potential significance for our national intellectual life. Nevertheless it was a grand show while it lasted. From mid 1943 to mid 1944, 15,000 of the best minds in our armed forces (they were selected from the top 1% of the total population by performance on the Army General

Classification Tests) were engaged in full-time intensive language study.° Then abruptly they were pulled out and re-assigned as regular troops. Only by accident or chance did any trainer ever get assigned where his language knowledge could be used.

The original plan had made provision for follow-up assignments for the trainers. In fact the number to be trained had been based on careful analysis of need by the different branches of the services. I have always felt that the very size of this elite reserve pool and the publicity given to it were responsible for its early dissolution and the adoption of the plan to provide specialized linguistic manpower wherever needed. And I like to dream of what our academic institutions, diplomatic corps, and all phases of American relations in a global world would be like today if, instead of a handful of Dave Oliva and others who got their first exposure to foreign languages through the ASTP, we had had the original 1,500 fully trained and fully back into our public life.

3. Linguistic Institutes

The Society's Linguistic Institutes made a strong effort toward accommodation to war-time activity. It is interesting to note the spread of the idea that Linguistics might have some application to language teaching. The report on the session for 1940, the last pre-war Institute at the University of Michigan, bears some notice of the fact that George Kennedy conducted an intensive course in Chinese wholly supported by the ILP as an adjunct to the Institute. Pedagogy, even Chinese and intensive, was still infra dig. Likewise the beginning of applied Linguistics to the teaching of English as a second or foreign language under C. C. Price and his group received small attention at the time. The experimental intensive courses at Michigan for Spanish speakers in the summer of 1941 mark the start of a new discipline and a new profession.

The Chapel Hill Institute in 1942 offered intensive Portuguese conducted by Tignor Holman with ILP support. The Director of the 1943 Institute at Madison reports that Thai, Polish, Portuguese, and advanced German were taught by the intensive method. Also that "an Assistant Professor of German at the University of Illinois took the course in Thai in order to get familiar with the method of teaching unusual languages by using a native informant as assistant in classroom work. He has been working on the language of Afghanistan because of the possibility that he may have to teach it to American soldiers" (LSA Bulletin 17:13).° Mary Haas was bold enough to publish an article in Language entitled "The Linguist as a Teacher of Languages" (Haas 1943).

From the Director's report on the 1944 Madison Institute we read: "The class which attracted most attention, if only because of its high auditory perceptibility and willingness to burst into song on the least occasion, was the Chinese course, in which Professor Twaddell was assisted by three Chinese informants, Mr. Tung Yiu, Miss Pin Pin Tan, and Mr. Min Han-Che (see LSA Bulletin 18:15). And thereby hangs a tale. Martinez was beginning to detect signs of fatigue in me after fighting the battle of the Potomac for 20 months, so he sent me to Madison for a dose of the vaccine I had been prescibing so liberally for others. We were in that Chinese class, as was Hiner Haasen. Min Han-Che was eager for us to sing and taught us an intricately syncopated "marching song" called Chi Lei. Gunner Johansson, Wisconsin resident concert pianist, who followed our activities with great envy but was unable to participate fully, was charmed by Chi Lei. The following year in a concert given in Washington and sponsored by Howard University, Gunner presented it under the title "Themes and Variations." We believe this was the first time an unsuspecting American public was exposed to what is now the national anthem of the People's Republic of China.

By the time the Institute returned to Michigan in 1943 language pedagogy had become an established component in the Institute offerings. The Director reported:

Among those in attendance the largest single group consists of members of foreign languages taught by the emphasis placed upon the discussions (supported by demonstrative courses in Russian, German and Spanish) of the contributions which linguistic science can make to a successful dealing with the practical problems of learning and teaching languages. For these the chief interest centered in the course entitled "Contemporary Trends in the Teaching of Foreign Languages", given by Professor Twaddell. Many of the Institute conferences also dealt with these problems (average attendance 35; range 25 to 53), (LSA Bulletin 19:16)

6. Other Activities

We have touched on a few large-scale activities of our Society's members during the War. But there were also the Martin Jocson, Arch Hills, Win Lehmann, Budd Clarkey, John Scannan, Bill W. S. Smith, Al Hayes, and

° This "Assistant Professor of German" was Herbert Penzl, as we may gather from his autobiographical sketch in the present volume.
others working in quiet anonymity while cracking German and Japanese codes and training a generation of young men in the art. Bill Morison and Horace Smith were rehabilitating German prisoners of war getting ready for military occupation of Germany. A large group of linguists was working in the Office of War Information, in the Army Language Section at 163 Broadway, and in many other operations where their peculiar talents were of special strategic importance.

Our lives were altered in numerous ways during that period of upheaval. As a group, we linguists were more fortunate than most. In the crisis we were called upon to do what we were best equipped to do. And we must be thankful that, by curious irony, our discipline like that in many of the sciences was advanced rather than having to be invented for the duration.

REFERENCES


