

Joseph Wilson Jr. of Allie Smith. He is the son of Joseph
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SLJN

NEWSLETTER

n. 15 June 1997

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1. SLIN and HEL Conferences and Seminars

* Our 8th SLIN National Conference whose sociolinguistic bent was obvious from its heading "The History of English and the dynamics of power" was regularly held from May 7 to 9 in the marvellous premises of Villa Durazzo, Santa Margherita Ligure (Genua). Started by Prof. Geoffrey Hughes (Johannesburg) with a lecture on "Words of power: changes, registers and institutions" and concluded by the Finnish scholar Anneli Meurmann-Solin with a talk on "Change from above or from below? Mapping the *loci* of linguistic change in Renaissance Scots" the Conference, cleverly though discreetly organized by Ermanno Barisone, developed through Early to Present English in a soft sequence of 18 papers, whose description and evaluation along with the Conference's whole gist is entrusted to Richard Dury's consummate pen (see p. 3). The papers will be selected for publication and the deadline for sending them in is fixed on *September 30*.

In the business meeting which followed a decision was made concerning the 9th Conference which is expected to take place in the Spring of 1999 at Naples University, where the SLIN adventure was started in 1988 by Thomas Frank whose sad loss will also reckon its tenth anniversary. The Neapolitan colleagues promised a whole-hearted commitment provided circumstances will prove favourable. The main topic of the Conference will be selected among the following: historical pragmalinguistics, text genres, language codification. It is also wished that an interaction with synchronical linguistics should be involved in some way even as an ideal follow up to the 1988 Conference which was significantly headed "English Past and Present".

As regards the Third biennial one-day Seminar this will be probably held in Rome at David Hart's Dipartimento di Linguistica Comparata in April, 1998 and might be centered on a discussion of "Corpus material from Old English to Present English". John Meddemen is also willing to offer Collegio Ghislieri, Pavia University, as an alternative site for both the

Conference and the Seminar. The above matters will be carefully examined and the relative decisions made by the Coordinating Committee which was confirmed in the persons of Ermanno Barisone, Domenico Pezzini, Giovanni Iamartino, David Hart and myself with the addition of Maurizio Gotti.

Taking advantage of the presence of the very cooperative Anneli Meurman-Solin who was on a visiting tour in Italy, a discussion of possible cultural exchanges between Helsinki University and the Italian ones both at students' and teachers' levels, exploiting EEC funds, "Socrates" Project included, raised a wide, general interest. A special section of the next issue of *NL* including details, procedures and proposals will be devoted to this question.

To finish with, a survey of the present distribution of SLIN posts was submitted by myself and supplemented with fresh information from others which started a debate on the state and the prospects of History of English in the Italian academic environment, which the new *Tabella IX* seems to have somehow drastically redimensioned. An updated list is given below on p. 24.

**** The Tenth ICEHL** will be held at **Manchester University** from **21 to 26 August, 1998**. **Proposals of 250 words for twenty-minute papers** should reach the organizers led by Prof. David Denison by **31 October, 1997**. For further information write to **10th ICEHL**, Dept. of English and American Studies, University of Manchester, Manchester M13 9PL, U.K. Fax: +44 (0)161-275 3256. E-mail: 10icehl@man.ac.uk (see attached sheet)

2. Other linguistic Conferences in Italy and abroad

* **ESSE/4 1997** is going to be celebrated in Debrecen (Hungary) from 5 to 9 September next. Please find all details in the previous issue of *NL*. Late comers are admitted if registering by 15 June with **ESSE/4 Organising Committee**, Lajos Kossuth University, H-4010, Debrecen POB. 73, Hungary. For enquiries please

phone or fax to Dr Péter Szaffko: +36 (52) 431 147. E-mail: pszaffko@tigris.klte.hu.

**** 13th International Conference on Historical Linguistics:** Dusseldorf (10-17 August). If interested contact **Prof. Dieter Stein**, Heinrich-Heine-U Dusseldorf, Angl III, Universitatstrasse 1, D-40225 Dusseldorf. Fax ++49+211-8113026. E-mail: ICHL1997@phil-fak.uni.duesseldorf.de

***** 30th Annual Meeting of the Societas Linguistica Europaea** on "Interplay between grammar and lexicon": 20 to 24 August next at Goteborg University (reminder).

****** First Mediterranean Meeting of Morphology** on "Allomorphy, Compounding, Inflection": 19-20 September at Mitilini (Greece). Contact Prof. Angela Ralli, Panepistimiopoli Ilissia, Greece - 15784 Athens. Fax ++30+1-7248979. E-mail: aralli@atlas.uoa.gr

******* European Colloquium** on "Borderline phenomena between morphology and syntax". Enquiries from Dr. Lunella Mereu, Dipartimento di Linguistica, Università degli Studi di Roma III, Via del Castro Pretorio 20, 00185 Roma. Tel. 06-4959354. Fax 06-4957333. E-mail: mereu@uniroma3.it

******* The Major Varieties of English (MAVEN):** 20-22 November at Vaxjo University, Sweden. Among guest speakers Peter Trudgill, Jan Svartvik, Christian Mair, Janet Holmes. Deadline for proposals: 15 July 1997. Contact Magnus Levin, The Humanities Department, Vaxjo University College, SE-351 95 Vaxjo, Sweden. Fax: +46 470 751888. E-mail: Magnus.Levin@hum.hv.se (*The European Messenger*)

3. Conference Reports

The **8th SLIN Conference**, S.Margherita Ligure, 7-9 May 1997 (Richard Dury)

There's something amusing about Liguria. I think it's connected with the toy-town architecture, clearly the work of a holidaying stage-designer: the fantasy turrets, the rows of small columns that lay no claim to structural function, the painted marble that trompes no eye. Anyway, it was in a good mood that we stepped from the train onto the sleepy platform of S. Margherita Ligure with its undemonstrative palm-trees, on our way to the Convegno Nazionale di Storia della Lingua Inglese.

The meeting - organized invisibly and therefore perfectly by that perfect Genoese gentleman, Ermanno Barisone - took place in the civilized setting of Villa Durazzo. Perched 300 metres above the sea, set in a sloping Ligurian garden, the impressive building is burly baroque without, restrained rococo within.

For the first day and a half we were on the first floor, in (as the guidebook had it) the Feasts Hall. A feature of this airy space were the windows: a wall of glass divided the landing and the hall, there were tall french windows behind the speakers leading to a frescoed room on the sea side, where more french windows gave onto palm tree-tops, ruffled by an educated wind, and the sparkling sea beyond. The squares of handblown glass were a capricious mosaic of changing reflections: it was a space of "sweetness and light".

Proceedings were opened by the first guest speaker, the quietly-spoken Geoffrey Hughes from Johannesburg University, looking like a Victorian sage with his grey-streaked wavy shoulder-length hair and beard. His talk on "words of power" traced the way powerful groups in the modern world exploit language as a resource. As an etymologist, Hughes is necessarily in love with detail and his talk, like the rococo decorations around us, was full of the fascinating development and the unexpected connection. One 'telling detail' that I will certainly remember was his observation that 1835 is the year for the first recorded use of the words *conservatism*, *socialism* and *trade union*.

After lunch in a small trattoria, we were ready to hear an old friend, Maria Teresa Zagrebelsky, who spoke fluently and clearly without notes about the evolution in use of the terms *racist* and

ethnic. From her study of the collocations produced by a search in the Birmingham University Bank of English corpus, she was able to show that the word *racist* (now associated with more negative collocates) has undergone a process of pejoration, while *ethnic* (associated with more neutral or descriptive collocates) has undergone amelioration. She also found that the most frequent collocates were what we would instinctively see as 'fixed phrases': *ethnic cleansing*, *ethnic minorities*, *racial equality*, *racial discrimination* etc.

The afternoon continued with Simonetta Resta from Rome who, after a theoretical introduction, talked of the way the forms of legal language contribute to its definition and delimitation of power.

Medical language came next with Philip Barras from IULM in Milan. This talk was one of those I enjoyed most. Serious, with a mild Northern accent and wearing a jacket and tie of the quiet green and brown tones that I have often noted as preferred by Yorkshiremen, he seemed like Siegfried's assistant in a James Herriot story. In a clear and measured delivery (lower intonation and more rapid rhythm used ably for the quick explanation), he first took us over the familiar ground of the language situation in the OE and ME period in a way that was constantly interesting, thanks to the clarity of organization and the precision of parenthetical remarks. The second half of the talk dealing with the use of Latin and Latinate language in medical texts was clear and scholarly, though it had to be abbreviated from lack of time.

Indeed, lack of time affected a good half of the talks: this was a pity, and it is a problem that deserves to be faced by the organizers of the next meeting. In the case of S. Margherita, it was quite impossible to run over, since the Villa closed at half past six - and anyway the tradition of the CNSLIN (an acronym I've just invented: Convegno Nazionale di Storia della Lingua Inglese) is against the common indulgence which allows earlier speakers to overrun at the expense of the later ones. Perhaps in future those

planning to 'read out' their talk could be given a clear guideline as to an ideal number of words.

The next speaker, who also had to make a graceful emergency landing at the end, was Paola Tornaghi from the Cattolica, Milan, who gave us a careful analysis of the comparative semantic values of OE words concerning power and kingly duties in Alfred's translation of Boethius. She went on to show us that Alfred clearly adds his own interpretation to the discussion of worldly power, viewed negatively in the original.

We then moved forward to the twelfth century - a period of English language history that is fascinating perhaps because so little is known of it (desire being the product of imperfect information...). Gerardo Mazzaferro, a graduate of Genoa now doing a PhD at Manchester, and cultivator of the extremely thin sideburn, made a convincing case for the importance of a continuity in a geographically-limited 'standardized' English right through to the early thirteenth century. A study of the nine surviving English prose mss (copies of previous works) produced between the Conquest and 1200 shows that the orthographic standard was maintained - the only deviations being those already operative in late OE. Mazzaferro hypothesized that this continuity of a copying tradition, and indeed the decision to preserve these cultural artefacts at all, is due to 'a policy of assimilation and merging of cultures and traditions' deliberately pursued by the new political and ecclesiastical hierarchy.

Wednesday's proceedings came to a close with a talk by Maria Luisa Maggioni of the Cattolica, Milan, on the Proclamation containing the terms of the Provisions of Oxford (1258). This document is familiar from historical accounts as the first proclamation in English since the Conquest (it is less often remarked that the French version is also one of the first official English state documents in that language as well), so it was interesting to have a study of the actual language of the text. We saw, for example, that the lexis is conservative (e.g. *nostre regne* - *vre cruninge*; *comandons et entournons* - *we haaten*) but that the

system of subordination and deixis shows the influence of the French and Latin curial style.

The evening, after a stroll along the front, was spent pleasantly in the same friendly trattoria as at lunchtime (obviously a favourite spot for our organizer since he was cordially greeted as 'Ermanno'). At dinner I made the surprising discovery that another port on the Golfo di Tigullio ('A piece of heaven - A natural oasis where man's hand has touched, surely, but without being able to master the environmental abundance of these places' - the guidebook again, proving (to adapt the line of Jack Lemon in *Some Like It Hot*) that Italian (from an English point-of-view) is 'a whole different language', and vice versa of course) another port of the Golfo di Tigullio, I was saying, Lavagna, I learnt, is where slate was quarried *Lavagna* - 'blackboard' - 'slate'! Strange how such etymological connections are immediately pleasing.

The weather during our stay was changeable and springlike and on Thursday we had showers and then sunshine. At Villa Durazzo the morning was occasionally interrupted by failing microphones, uncertain lights, and the odd puzzled workman appearing through a side door. Gabriella Del Lungo Camiciotti from Florence University opened proceedings by talking of her research on the 49 English-language guild reports on regulations and property made to Chancery in 1389. She saw them as successfully managing to produce 'official' language in their clear planning and explicitly indicated structure, their formality of lexis, their 'performativity' and definition of role-relationships, and their 'autonomy' (independence from the interpersonal setting). Her analysis shows that English could now be used for this text-type but the small number written in English (over 500 others were in Latin or French) suggests a lack of official stimulus.

She was followed by Maurizio Gotti from Bergamo who mapped out the semantic field of *cant* and related words (*peeling speech*, *pedlars' French*, *slang*, *flash lingo*) and the semantic evolution of *cant* from the original meaning of 'secret language of beggars and thieves' to 'special language', 'social dialect'. This

was a studious and careful study, complemented by a characterization of the main features of such dialects and by a survey of the early dictionaries and studies devoted to them. All-in-all it is a fascinating phenomenon both of language and of language-awareness that even has a European-wide dimension.

Marina Dossena, also from Bergamo, gave a talk on Johnson's attitude to Scots language and culture in the *Dictionary*. Contrary to common opinion (based on a few famous retorts), Johnson was not anti-Scottish: his famous entry on 'oats' is the only entry showing a disparaging attitude, and many others show his antiquarian interest in Scottish culture. As far as language is concerned, he does not stigmatize Scottish usage, doesn't use the term *Scotticism* (though often the term *Gallicism*) and when he compares Scottish and English usage he does so in a neutral way. This was an efficient guide to the subject, delivered in a clear and understandable manner.

The third Bergamasque, Roberta Facchinetti (now at the University of Verona), offered us a *divertissement*, an amusing guided tour of Leigh's *Comic English Grammar* of 1840. Leigh's examples of various social and geographical dialects were interpreted with considerable acting ability. What we heard convinced us that Leigh was politically incorrect - and proud of it! The examples also showed that his *Comic Grammar* should be an interesting source for students of early Victorian social dialects.

The morning ended with two talks on Irish English. The editor of our *Newsletter* and the guiding-light of our Association, Nicholas Pantaleo, with his well-known tact and wit, analysed the divided linguistic loyalties of Somerville and Ross (mainly in the *Irish R.M.*, 1889), their indulgent observation of Hiberno-English and celebration of its verbal exuberance and bold metaphorizing, and their identification with their own dialect of Anglo-Irish 'a fabric built by Irish architects with English bricks'. Though members of the Ascendancy, their linguistic attitudes display a defence of 'unconquered Hibernia'.

The morning ended with Seamus Taggart from Milan talking on English language and the balance of power in twentieth-century Ireland. The speaker's Irishness, grim unsmiling expression and the title of his talk caused a certain gelid silence to fall over the audience: were we about to receive a passionate tirade, the pointing of fingers, the unfurling of flags? Could even that broad collar and high waistcoat be a political statement? (Were they not reminiscent of old photographs of Republican heroes?) As it turned out, the speaker was painfully aware of the impossible Irish situation and was making a contribution to seeing more clearly how both sides use language to define and create antagonistic groups, reinforced by half-remembered myths. Interesting examples were given of the paradoxical Irishness and non-Englishness of the Protestant community's verbal exuberance and invention. The whole talk was delivered in melancholy rhythmic cadences and a remarkable poetic inventiveness of its own.

After a showery lunchtime, when we divided into smaller groups and some even took the bus to Portofino, we were not able to return to the first-floor room as the technicians needed to sort things out for a wedding the day after, and so for the rest of the Conference we were in the (actually better) Sala Verde. This was a luminous well-proportioned room with pale green walls, seventeenth-century stucco swags and portrait frames, windows to the garden on one side, two doors of Versailles-like mirrors to the entrance-hall.

The first talk was going to be by an old friend of us all, Rolando Bacchielli from Urbino, but he was unfortunately unable to attend for health reasons (we send our best wishes for a speedy recovery) and so we missed what promised to be a typical Bacchiellian revelation of an overlooked area of language where form plays games with meaning, the *-o* termination in English (*Omo, stucco, habo, doggo, cheapo*...). Taking his place at the last moment we had a talk from Patricia Kennan of Milan on Renaissance rhetoric and language-consciousness. The talk also doubled up as an demonstration of rhetorical techniques in the area

of *prominatio*: the voice ranging from whisper to weighty emphasis, the pause, the glance, the lowering of the eyelids. An interesting point was the observation that, despite the importance of rhetoric in education, there was little space for its practice. The talk was punctuated by a couple of mobile phones embarrassingly ringing (embarrassing for the owners, of course, quite amusing for the rest of us; the speaker took it all in her stride).

David Hart continued the afternoon (outside, the showers had passed and sunshine trembled on wet leaves) with (stop looking out of the window!) an interesting talk on sentence adverbials (adverbs and adverbial phrases). These were placed in the context of the system of modality in which the speaker conveys a comment or an attitude. The main point of the talk was to emphasize the growing importance in use of sentence adverbials, especially in registers such as journalism (we were given Fritz Spiegel's journalist's rewriting of the opening of Genesis: 'Initially, God created heaven and earth etc.'). many types not being found before Modern English (*interestingly*; *frankly* etc.).

Next came Antonio Bertacca from Pisa, an admirably modest man and clear speaker, who gave us a historical and sociolinguistic account of how certain pronunciations have become an indication of social status. Obviously there has always been imitation of the pronunciation of the higher classes (as in the spread of Anglo-Norman h-dropping), but many changes have also come from below, from lower classes or from the less-powerful younger generation (for example, the first changes of the Great Vowel Shift and early Modern short vowel changes, and the spread of London-influenced pronunciations today). The systematic attachment of explicit social-status labels to pronunciations, however, is a modern phenomenon (with general characterizations of accents from the sixteenth century and particular shibboleths identified from the eighteenth century, e.g. condemnation of 'the omission of the aspirate' from Sheridan 1763).

After this talk, the mirror-doors opened with revolving reflections onto the entrance hall for the coffee-break; but there on

the tables were bottles of spumante and behind the tables were Gabriella Mazzon and Antonio Bertacca, offering us a drink to celebrate their recent promotion to the status of *ricercatore*. Congratulations to two excellent new members of permanent staff who teach our subject. May they inspire their students and win honours for themselves at home and abroad!

After the break it was in fact the turn of Gabriella Mazzon, sparkling as spumante herself, to give us an interesting linguist's view of Vikram Seth's *A Suitable Boy*. The talk made me for one want to read this much-praised novel (I had previously been daunted by its length) as it seems in part to be about language-attitudes and the perceived functions of a prestige language. I found myself trying to imagine equivalent conversations to the following in thirteenth-century English towns, castles and burghs on the subject of French: "People love English!" said the farmer. "If you talk in English, you are a king. The more people you can mystify, the more people will respect you!"

Luisana Fodde from Cagliari, another speaker of great verve, updated us on the debate over Afro-American Vernacular English, recently given the curious name 'Ebonics'. Research over the last twenty years has apparently shown increasingly divergent features from the norm in inner city speakers, due to social isolation (itself partly due to these very divergent features. . .) The dialect would in fact be teachable since its variants show high systematicity of certain features (multiple negation, for example, or subject-verb inversion in indirect questions) and might indeed improve performance of young learners at elementary levels.

The day's business ended with Ian Harvey from Genoa who started with a witty list of increasingly unexpected connections between Thomas Pynchon and Tony Harrison before moving on to the resistance of both authors to the linguistic impositions of those in power. Running out of time, the speaker decided not to make an emergency landing but to come down by parachute. With his talk last seen disappearing behind some low hills, he descended gently to earth giving a nonchalant but careful reading of Tony

Harrison's 'Them and [uz]', confirming my opinion that an intelligent reading aloud is better than any critical commentary.

Thursday at eight in the Hotel Suisse was the appointment for the Cena Sociale, where we were joined by honoured A I A. guests from Genoa and Turin. The hotel is an amazingly preserved example of 1950s taste: the ceiling of the restaurant, for example, was all crossing curvy lines and truncated-cone glass lampshades in a wide variety of colours. A rare ocular feast. But we ate well, toasts were made, people went to visit other tables. Seamus Taggart was seen to smile, to laugh.

Friday was brilliantly sunny with air and colours washed by rain. The only talk was that of the second guest speaker, Anneli Meurman-Solin, 'mother' of the Helsinki Corpus of Older Scots (1450-1700). Her clearly-articulated survey of this resource was followed by a review of some of the results so far obtained. The team is now working on a corpus of women's Scots - in particular women's letters, which show an abundance of phonetic spellings (which, for example, have allowed a predating of the first evidence of the shortening of Scottish long vowels). Like several other speakers she emphasized how changes can spread through the language community from several directions in the same period: the corpus, for example, also allows the tracing of changes from more formal registers, which is the case of the an inserted final-t (*publert*). Yet another evolutionary trend that it reveals is the move to greater differentiation from southern Englishes in the sixteenth century.

After the final coffee-break came the workshop and business meeting, which will doubtless be chronicled elsewhere in this Newsletter. Then it was with regret that we said thank you and goodbye to our host, and to all the others, had lunch in small groups by the port, met others by chance at the little station - some on the side going south, some on the side going north. We called our last goodbyes across the tracks, then in our separate trains went our separate ways. Determined, however, to meet again - at CNSLIN9 in Naples!

Student exchanges and history of the English language

During the Workshop at the end of CNSLIN8 there was a debate about the possibility of organizing some sort of student exchanges with Helsinki or elsewhere. I made the point that it would probably not be possible to organize anything as a National Association, since all exchange schemes such as ERASMUS are based on agreements between individual Universities and it is only their students who participate. However, even such inter-University exchanges would be appropriate for our purposes, as students typically go abroad for a year and study several subjects, so they would not have the characteristics of 'History of the English Language' exchanges.

As a possible alternative I suggested a two-part seminar with students from two Universities: one part would be in Italy with papers and presentations from students and lessons from teachers, the other part in Helsinki (or wherever). This could be a regular programme, or be just for one year, or could involve different Italian Universities in different years.

The essential point would be to obtain finance to pay for expenses of students and teachers. This has been arranged in Bergamo this year by the German teacher for a similar two-part seminar: the University will pay for train fare, board and lodgings for 10 students going to Karlsruhe for a few days. The University's administrative-financial regulation that allows money to be spent in this way is given below.

"Art. 80. Spese per viaggi di studio ed esercitazioni collettive degli studenti fuori della sede universitaria.

1. l'Università può assumere l'onere delle spese per viaggi collettivi di studio o per esercitazioni pratiche collettive, di esclusivo carattere didattico, da svolgersi da parte degli studenti, fuori della sede universitaria, purché sotto la guida di docenti della Facoltà interessata e previa autorizzazione della stessa: l'onere può comprendere le spese di viaggio e quelle di vitto e alloggio.

2. Le spese devono gravare su stanziamenti di bilancio derivanti, di norma, dai contributi versati dagli studenti o da specifici finanziamenti esterni."

4. Reviews and bibliographical information

A dense page of reviews and bibliographical updating is kindly provided by our encyclopaedic colleague John Denton for whose contributions no thanking is enough.

Bibliographical information

Readers will be pleased to hear about the publication of the second edition of a ground breaking text book:

Dick Leith *A Social History of English*, 2nd edition, London: Routledge 1997

Two more histories of English are announced for publication shortly:

Johnathan Culpeper, *History of English*, London: Routledge (June) 1997

Manfred Görlach, *The Linguistic History of English*, London: Macmillan (3rd quarter) 1997

The following two new books look worth investigating

John H. Fisher, *The Emergence of Standard English*, Lexington: Kentucky University Press, 1996

Richard W. Bailey, *19th Century English*, Ann Arbor: Michigan University Press, 1997

Finally, the book our guest speaker at the 1990 Rome conference on lexicology and lexicography was working on at the time and on which he reported was published last November.

R.W. Burchfield ed., *The New Fowler's Modern English Usage*, Oxford: Clarendon Press 1996

Book reviews

Jean Aitchison, *The Language Web: The power and problem of words*, Cambridge: C.U.P. 1997, pp. 139 (£7.95 pbk)

This small book is basically the texts (plus notes and bibliographical references) of the 1996 BBC Reith lectures by the Rupert Murdoch Professor of Language and Communication at the University of Oxford, with an *Afterword* looking at their reception examining about 100 press comments and almost 200 letters received by the lecturer. At first sight such public interest in the present state of the English language might appear to be encouraging. Actually the hostility which characterized so many reactions was the cause of considerable concern to Aitchison, who was so often accused of being an apologist for the 'anything goes' attitude which is supposed to lie behind what is seen as a contemporary decline in standards. This reviewer is entirely in sympathy with the Reith lecturer's uncompromising stand against self appointed, unqualified guardians of language purity: fully approving of the strong language she uses about 'cranks' and 'flat earth views about language' (p.4) and the 'cobweb of old ideas' that 'must be swept away' (p.2).

With the admirable clarity for which the author is well known, she deals, in the first chapter, with the thorny problems of language prescriptivism, cogently arguing against what she terms the 'damp spoon syndrome' (so called 'sloppiness' in language use), the 'crumbling castle view' (language as a 'heritage to preserve') and the 'infectious disease assumption' (supposed 'language pollution'). As was to be expected, it was this introductory lecture which stirred up the 'hornets' nest' discussed in the *Afterword* (pp. 97-105).

The remaining four chapters dealing with language origins, acquisition and lexical memory, language loss and issues of political correctness are far less controversial and indeed stirred up far fewer hornets. These chapters summarize material from some

of the author's important longer studies on the fields treated in them, and provide an excellent introduction for those wishing to pursue the subjects in the author's own works and elsewhere. This book is an excellent record of a very stimulating series of lectures and should be compulsory reading for any student (native speaker or otherwise) about to embark on the serious study of language as a historical, social and psychological phenomenon. (John Denton)

David Graddol, Dick Leith and Joan Swann, *English - history, diversity and change*, London: Routledge 1996, pp. 394 (£14.99 pbk)

If readers of this Newsletter are looking for innovative material to attract students who are approaching the study of HEL for the first time, then this beautifully produced, fully illustrated textbook deserves a place in their recommended reading lists. It is the first of a set of four (all now published by Routledge) textbooks that make up the core of a new Open University degree course entitled 'The English Language: history, diversity and change'. Although addressed mainly to native speakers of English, only a few adjustments are necessary for use by EFL students at university level. The book consists of 9 chapters: 1) English voices, 2) English manuscripts: the emergence of a visual identity, 3) The origins of English, 4) Modernity and English as a national language, 5) English-colonial to postcolonial, 6) Variation in English grammar, 7) Accents of English, 8) Style shifting, codeswitching, 9) Good and bad English. The authors of single chapters are the three editors and other original contributors. Each chapter concludes with a series of short readings, either extracts from previously published work or pieces written specially for the book. The approach is clearly sociolinguistic/variational and the convergence of diachrony and synchrony is much in evidence as is the importance of historical and contemporary language attitudes. In this reviewer's experience, this kind of approach should find considerable favour among the readers of this Newsletter. In our seminar in Rome in April 1996 we discussed ways of encouraging

active student participation in group work, preparation of short projects etc. The open ended nature of much of the material presented here should provide the stimulus required for such student involvement in the learning process and the formation of critical language awareness. The cobwebs of linguistic prejudice so forthrightly attacked by Jean Aitchison (see above) should be swept away once and for all after working through a book of this kind.

The textbooks in this Open University course are supported by a rich series of study guides, audiocassettes and videos. Further information (catalogue etc.) can be obtained from:

Open University Educational Enterprises Ltd., 12 Cofferidge Close, Stony Stratford, Milton Keynes, MK11 1BY (fax 0044 1908 261001)

Italian distributor: Cinehollywood Srl, Via Reguzzoni 15, 20125 Milano (tel. 02.6439042, fax 02 66103809)

(John Denton)

5. History of English Courses in European Universities: Amsterdam and Helsinki

Olga Fisher kindly contributes the following information on HEL teaching at Amsterdam University.

Historical linguistic courses at the English Department of the University of Amsterdam

Students who have chosen to do English all follow two historical linguistic courses in their first year for their so-called 'propedeuse degree'. The first course concentrates on language change and is fairly general, its main object being to make students aware of language change and especially of the rules and patterns that can be observed in change. This knowledge serves as a basis for the second course which shows some of the principles at work in change in the history of English. The aim of this course is

twofold. First it gives a survey of the development of the English language from a socio-cultural and linguistic point of view. Secondly it provides some basic knowledge of Old English, to enable the student to compare the various stages of the English language and to observe in more detail how linguistic change 'works'.

Students who continue to study English will be doing a Middle English course in their second year which concentrates on Chaucer. In it they will acquire a reading knowledge of Middle English but the main aim of the course is to analyse the texts from a literary point of view. At the end of their second year, students will choose in which area they will continue their studies. One of the options within the English Department is English Historical Linguistics. If they take this option they follow one compulsory course 'Advanced Language Change', two of the following 'text' courses (Old English Texts, Middle English Texts, Early Modern English Texts), and finally three more courses which may include 'Topics in Historical Syntax', a third 'text' course or a choice from the medieval literature courses on offer. Another option is Medieval literature. If they take this option they should compulsorily follow the Old and Middle English 'text' course, at least one Old and one Middle English literature course, and then a choice from the other courses on offer within this sub-area. A description of the linguistic courses mentioned in this brief survey follows below.

HISTORICAL LINGUISTICS I: LANGUAGE CHANGE

(Dr R.D. Eaton, Dr W.F. Koopman)

Term: 2

Level: 1

Year: propeduse

Form: lecture, tutorial

Books: J. Aitchison *Language Change: Progress or Decay?* (2nd edition, 1991) C.U.P. D. Graddol et al. *English History, Diversity and Change*, (1996) Routledge.

Assessment: written exam

Object/Contents: The aim of the course is to develop the student's insight into the fundamental principles and methods of historical linguistics, in particular the principles and methods of language change. Students are made aware of the fact that all languages change over time, sometimes radically, even catastrophically, sometimes so gradually that speakers of the language are unaware that change is taking place at all. In a variety of ways these processes of change can be observed and investigated. The course will study actual changes that have taken place in a number of different languages, especially English. We will consider at some length the principles and rules that govern language change. We will consider as well the ways in which both the structure of language and the social context within which language is used can determine the nature and direction of language change. In the lectures some of the more important topics introduced in the textbook will be discussed in greater depth. For the workgroups the students are expected to prepare set amounts of readings and to prepare and hand in the assignments that accompany the reading-matter.

HISTORICAL LINGUISTICS II: THE HISTORY OF ENGLISH

(Dr O.C.M. Fischer, Dr W.F. Koopman)

Term: 3

Level: 1

Year: propeduse

Form: lecture, tutorial

Books: D. Graddol et al. *English History, Diversity and Change*, (1996) Routledge. Bruce Mitchell (1995) *An Invitation to Old English & Anglo-Saxon England* (Blackwell)

Assessment: written exam

Object/Contents: This course introduces students to the history of the English language from its beginnings in the British Isles in the early Middle Ages to its present-day status as a 'world language'.

Attention will be fairly evenly divided between historical aspects of the language's evolution and linguistic aspects.

On the one hand, we will consider the personal, political, social and cultural forces which caused and directed changes in the language - Shakespeare, for example, and the European discovery and settlement of North America, the King James Bible, and the slave trade.

On the other hand, we will consider a variety of linguistic changes that have taken place over the centuries. For this purpose we will make a detailed study of the Old English language, and compare Old and Middle English texts, noting the developments that took place.

In both its historical and its linguistic focusses, the course will take advantage of and expand on the theoretical principles introduced in Historical Linguistics I: Language Change.

INTRODUCTION TO MIDDLE ENGLISH LITERATURE

(Dr. R.D. Eaton, Dr. O.C.M. Fischer)

Term: 1

Level: 2

Form: lecture, tutorial

Books: 1. Either: Geoffrey Chaucer, *The Canterbury Tales*, ed. A.C. Cawley, London: Dent (Everyman's Library), the revised edition of 1975/1981).

or: *The Riverside Chaucer*, ed. L. Benson & F. Robinson Oxford, 1988

2. Sir Thomas Malory, *Le Morte D'Arthur*, Volume 1 Ed. Janet Cowen, Penguin, 1969.

Assessment: written exam.

Object/Contents: Students are expected to acquire a thorough knowledge of the assigned texts, a reasonable proficiency in the language they are written in, and a familiarity with critical approaches to the texts and with their intellectual and cultural contexts.

The course introduces students to Middle English literature, its cultural context, and the Middle English language that it is written in. Lectures will be primarily concerned with the literature and its cultural context. Workgroups will be devoted to discussing literary aspects of the assigned works and the Middle English language. In addition to selections from the works of Geoffrey Chaucer and Sir Thomas Malory, students will be required to read a selection of secondary readings available in the library.

OLD ENGLISH TEXTS

(Dr. W.F. Koopman)

Term: 3

Level: 3

Year: doctoral

Form: seminar

Books: A. Campbell (1959), *Old English Grammar* (Oxford), D.

Whitelock (1970), *Sweet's Anglo-Saxon Reader* (Oxford).

Assessment: essay (3000-4000 words); oral exam.

Object/Contents: The aim of the course is to improve the reading skill of Old English texts and to examine a number of Old English texts, concentrating on their phonological, morphological, syntactical, lexical, and dialectical features. Linguistic background material will be discussed where relevant. Special attention will be given to the description and explanation of Old English syntax in the light of recent developments and the availability of computer generated material.

MIDDLE ENGLISH TEXTS

(Dr. O.C.M. Fischer)

Term: 1

Level: 3

Year: doctoral

Form: seminar

Books: J.A. Burrow and Thorlac Turvill, Peter (1992) *A Book of Middle English*, Oxford, Blackwell.

Assessment: one single mark for: 1) performance in class (no more than 2 weeks may be missed); 2) "praktische oefeningen"; 3) one essay of 3000-4000 words; 4) one oral "tentamen".

Object/Contents: The aim of the course is to provide students with a good reading knowledge of Middle English, so as to enable them to read and understand the literature of this period and to acquire linguistic knowledge of the peculiarities of the various Middle English dialects and the developments taking place in Middle English.

In the course phonological, morphological, syntactic, lexical and dialectal aspects of a number of early and late Middle English texts will be discussed. The main object of study will be the texts themselves, but the linguistic background material will be studied where relevant. After an introduction to the methods of text studies, students will be expected to present reports on (aspects of) the texts studied and on the secondary literature.

EARLY MODERN ENGLISH TEXTS

(Dr. W.F. Koopman)

Term: 3

Level: 3

Year: doctoral

Form: seminar

Books: M. Görlach (1991), *Introduction to Early Modern English* (CUP)

Assessment: one single mark for: 1) essay of 3000 - 4000 words; 2) oral exam

Object/Contents: The aim of the course is to treat phonological, morphological and syntactical features of Early Modern English texts, and to provide students with a working knowledge of linguistic changes during the Early Modern English period. Linguistic background material will also be studied and areas for further research will be indicated. In the course various aspects of Early Modern English will be discussed. Students will also be expected to present reports.

ADVANCED LANGUAGE CHANGE AND VARIATION

(Dr. O.C.M. Fischer)

Term: 3

Level: 3

Year: doctoral

Form: seminar

Books: T. Bynon (1977), *Historical Linguistics* (CUP), A.M.S. McMahon (1994), *Understanding Language Change* (CUP) (we will read about eight chapters from this book). Syllabus (containing topics and questions for discussion, this will be handed out in class)

Assessment: one single mark for: 1) one essay of 3000-4000 words (50% of final mark); 2) written exam (25 %); 3) written and oral assignments (25%).

Object/Contents: The aim of the course is to acquaint students with: a) principles and methods of historical linguistics, and b) issues in the history of the English language. A knowledge of the methodology of Historical Linguistics and of important issues in the history of English will enable the student to participate fruitfully in the textual and syntactic specialisation courses offered within historical linguistics.

We will use Bynon as a primary text, augmented with chapters from McMahon and articles to be read in the library. Principles and methods will be discussed in theoretical terms and will be illustrated with examples from English and the earliest stages of the Germanic languages. Subjects treated will include lexical, phonological, morphological, syntactic and dialectal features of English, and also the linguistic and sociolinguistic processes of change in English.

TOPICS IN HISTORICAL SYNTAX GRAMMATICALISATION

(Dr. O.C.M. Fischer)

Term: 1

Level: 4

Year: doctoral.

Form: seminar

Books: Paul J. Hopper and Elisabeth Closs Traugott: *Grammaticalization*. Cambridge Textbooks in Linguistics. Cambridge University Press, 1993. Syllabus (containing topics and questions for discussion: will be handed out in class)

Assessment: one single mark for: 1) one essay of 3000-4000 words; 2) written exam

Object/Contents: The aim of the course is to acquaint students with a number of different mechanisms that play a role in syntactic change, such as grammaticalisation, abduction, analogy and reanalysis, and work out the connections, differences and similarities between them. Hopper and Traugott will be our basic text but this will be augmented with various articles dealing with cases of syntactic change in the history of English. We will concentrate on changes taking place in the verbal system, notably the emergence of and developments among auxiliary verbs, the changes taking place in infinitival constructions and the crucial role played by word order.

6. Slin posts in Italian Universities

An updated, and presumably complete, list of posts of History of English in Italian Universities is given below. A larger comment will be given in the next issue of *NL*.

The following list originates in the information of linguistic disciplines in Italian universities drawn from *Bollettino della Società di Linguistica italiana*, XV, 1997, 1.

Apologies for possible omissions and mistakes are offered in advance.

Bari: Nicola Pantaleo, *Facoltà di Lingue e letterature straniere*, Via Garruba, 6 70122. Tel. 080. 5717419 Fax 080. 5717515

Bergamo: Maurizio Gotti, *Facoltà di Lingue e letterature straniere*, Dipartimento di Linguistica e letterature comparate, P.zza Vecchia 8, 24129. Tel. 035.277421.

Brescia: Paola Tornaghi (suppl.), *Università Cattolica del Sacro Cuore, Facoltà di Lingue e letterature straniere moderne*, Via Trieste 7. 25121. Tel. 030.24061

Cagliari: Paola Piras De Plano, *Facoltà di Magistero, Dipartimento di linguistica e stilistica*, Sa Duchessa, 09100. Tel. 070.2002

Genova: Ermanno Barisone, *Facoltà di Lingue e letterature straniere, Dipartimento di Lingue e letterature straniere moderne*, P.zza S.Sabina 2, 16124. Tel. 010.2099558. Fax 010.2095855

Messina: Teresa Fiocco (suppl.) *Facoltà di Scienze della Formazione*, Via Concezione 17, 98121. Tel. 090. 52520

Milano (Stat.): Giovanni Iamartino, *Facoltà di Lettere e filosofia, Istituto di Anglistica*, P.zza S. Alessandro 1, 20123. Tel. 02. 86339/351/366. Fax 02.86339351

Milano (Catt.): Giovanni Iamartino (suppl.), *Facoltà di Lingue e letterature straniere moderne, Università Cattolica del Sacro Cuore, Largo Gemelli*, 20100

- Milano (IULM):** Ermanno Barisonc, *Facoltà di Lingue e letterature straniere*, Via Filippo da Liscate 1.2., 20143
- Napoli:** Gabriella Di Martino (suppl.) *Istituto Universitario Suor Orsola Bentincasa*, Via Suor Orsola 10, 80134. Tel. 081.5529583. Fax 081.5515238. E-mail: Simonell@cds.unina.it.
- Palermo:** Patrizia Lendinara (suppl.), *Facoltà di Magistero, Istituto di Lingue e letterature straniere*, P.zza I. Florio 24, 90139. Tel. 091.6956111
- Pavia:** John Meddemen, *Facoltà di Lettere e filosofia, Dipartimento di Lingue e letterature straniere moderne*, Strada Nuova 66, 27100. Tel. 0382.21389
- Pisa:** Barbara Kreps (suppl.), *Facoltà di Lettere e filosofia, Diploma di economia aziendale*, Via Cancelleria 36, 56100.
- Roma (III):** David Hart, *Facoltà di Lettere e filosofia, Dipartimento di linguistica*, Via del Castro Pretorio 20, 00185. Tel. 06.4959354.
- Roma (LUMSA):** Anna Maria Luiselli Fadda (suppl.), Via della Traspontina 21, 00193. Tel. 06.6868277.
- Siena:** ? (suppl.) *Facoltà di Lettere e filosofia*, Via Roma 47, 53100.
- Torino:** Peter Chandler, *Facoltà di Magistero, Dipartimento di Scienze del linguaggio e*

letterature moderne e comparate, Via Sant'Ottavio 20, 10124. Tel. 011.889983; 8174741.

- Trento:** Carla Sassi (suppl.), *Facoltà di Lettere e filosofia, Dipartimento di Scienze filologiche e storiche*, Via S.Croce 65, 38100. Tel. 0461.881753
- Udine:** Gloria Corsi Mercatanti (suppl.), *Dipartimento di Lingue e letterature germaniche e romanze*, Via Mantica 3, 33100.
- Urbino (PS):** Rolando Bacchielli, *Facoltà di Magistero, Istituto di Lingue*, P.zza Rinascimento 7, 61029. Tel. 0722.2953. Fax 0722.2284.
- Venezia:** Silvana Cattaneo, *Dipartimento di Letterature e civiltà anglo-germaniche*, Palazzo Cosulich, Dorsoduro 1405, 30122. Tel. 041.2577836. Fax 041.2577859.
- Vercelli:** Peter Chandler (suppl.), *Facoltà di Lettere e filosofia*, C.so Ferraris 109. Tel. 0161.601451

7. Varia

§ Errata Corrige. Apologies for wrongly attributing the very interesting Internet information on the History of English sites published in the March issue of *SLIN NL* to guiltless Laura Pinnavaia are given to **Maria Luisa Muggioni (Catholic University, Milan)**, our specialist in the field. Those who would like to start or further such a research may contact her: office tel.

02/7234.2659 and fax 02/7234.2671 E-mail:
dipling@unicatt.mi.it.

§§ Here are some excerpts from Tom Baldwin's article on the situation of 'lettori' in Italy, which did not find room in the previous NL. The ever cogent importance of this matter has lately been proved by the controversy breaking out in the ESSE Bulletin *Messenger*, particularly the Spring 1997 issue, pp. 70-76.

Tom Baldwin: The Italy job: teaching English in an Italian university

New posts as a mother-tongue foreign language teacher in Italian universities are now rarely created and are therefore at a premium, following European legislation from Strasbourg in August 1993 that such posts are to be *a tempo indeterminato* (that is, 'of unlimited tenure').

Formerly the situation for the mother-tongue foreign language teacher in Italian universities was a difficult and precarious one. The figure of the *lettore/lettrice* - no equivalent term in the English language - commonly represented a person with a degree usually, but not always, in either modern languages (in origin the *lettore* was an Italianist who intended to return to a junior post in Italian in his or her native country after a spell in Italy) or in English (or French or German or whatever the target language of the Italian university department - *dipartimento*, a calque on the US/GB 'department' - or *Istituto* might be) or in Linguistics. He/she was paid a ludicrously low salary ('wage' would be more appropriate) for a set number of hours annually (on average, twelve hours a week) for teaching, preparation, marking, examining (orally for the linguistic and stylistic component of Literature, written for Language) and *ricevimento* - a Renaissance term for 'receiving students on a casual weekly basis to answer any problems they may have concerning any aspect of their work and study. There were no pension or health contributions paid by the employing university. All this on an annual contract (November 1 - October 31) renewable for a maximum of up to six years *a tempo*

determinato - a legal, contractual term derived from Italian Private Law.

On August 8 1994 a *Decreto Legge* ('Order in Council') changed the appellation of *lettore/lettrice* to *collaboratori ed esperti linguistici* in whichever mother-tongue the person happened to function.

This new title, together with the Strasbourg legislation, signalled the creation of a new category of foreign language teacher in Italian universities. Now - and not without strike action, union pressure and legal intervention - the mother-tongue foreign language teachers found themselves for the first time with wages that had increased dramatically, in some cases nearly doubled, depending on the university since universities in Italy have complete autonomy over the jurisdiction of their own affairs - almost a 'salary' worthy of the profession that the job of *lettore/lettrice* had suddenly become. All contributions to pension and health schemes are now paid by the employing university and contracts are for life.

The new contracts urged former *lettori/lettrici* to update their methods, materials, courses and teaching. Applicants for any rare, newly created posts often possess, in the case of English, a certificate, diploma or higher degree in Applied Linguistics or in the teaching of English as a foreign or second language (TEFL or TESL), sometimes with a specialization in English for Academic Purposes (EAP). The complete professional mother-tongue teacher of English as a foreign language has now emerged in Italian universities (Cf. Martin Penner, *Teaching English in Italy*, Brighton, 1994).

In their preparation and teaching, *collaboratori ed esperti linguistici* are expected contractually to keep abreast of new materials, methodologies and trends in the nature of training. For English teachers at all levels in Italy, the British Council with the support of the Italian Ministry of Education (il Ministero della Pubblica Istruzione - MPI) organizes annual (two-three day) national conferences in centres such as Bologna, Sorrento or Milan.

with key-speakers, practical seminars and workshops on all aspects of English as a foreign language, learning and teaching and a comprehensive publishers' exhibition.

What of the organization of the teaching, learning and testing of the foreign language? What of methods, materials and resources? What are the concrete expectations of students and teaching staff?

Staffing vis-à-vis student numbers is appallingly disproportionate. Staff who leave, through retirement or promotion, or die, are not replaced immediately. The degree of responsibility for teaching and examining the language is far greater for the mother-tongue English foreign language teacher in an Italian university than it tends to be for his/her native Italian counterpart operating in British universities. In theory, 'Language' is taught by the mother-tongue *collaboratore ed esperto linguistico* who, ideally, works in tandem with a *professore associata* or *ordinario* who teaches 'Literature'. The Italian view is that 'The "natives" teach lit., the "foreigners" teach lang.' There are, increasingly, exceptions to that view.

Whilst the official Professor may teach a monographic course on, say, 'The Sonnets of William Shakespeare' the mother-tongue language teacher may offer a course on 'The Language of Shakespeare's Sonnets'.

There is, however, usually considerable autonomy in the exact planning and content of the language assistant's work so that he/she may be able to combine the teaching of 'Language' and 'Literature' by offering a course on, for example, 'The Language of Pope' through a detailed study of *The Rape of the Lock*, or 'The Poetry of Dylan Thomas' or 'Tradition and Innovation: linguistic strategies in Twentieth-century poetry' (Yeats, Eliot and Auden, for example).

Concerning the end-of-year written examinations: there are two or four in any given foreign language, corresponding to the number of years in the degree and the extent of the specialization. These could consist of any balanced variety of texts: dictation, phonetic transcription, listening comprehension, Cloze, reading

comprehension, précis-writing, essay writing and translation into English, with bi-lingual dictionaries allowed in the examination room. Whilst there is now a trend in Italy towards awarding an explicit mark out of a total of thirty for any one overall written examination consisting of several tests, it used to be that the system of marks awarded was translated into a generalized comment ranging from *sufficiente* through *discreto* to *buona* and *ottimo*.

What then of the future? mention has already been made of the *Centro Linguistico* now a feature of many Italian universities. However, in the field of foreign language pedagogy, much work remains to be done on course- and syllabus-design, taking into account the real, practical issues and concerns such as vast student numbers. How do you teach, for instance, pronunciation to hundreds of students within the physical strictures of availability of adequate *aule*, the structure of the timetable, the effective number of hours for any given course? How do you improve the individual student's linguistic competence and performance in the four basic receptive/perceptive and productive skills when there are so many - too many! - students clamouring to learn English at degree level? How do you succeed in raising awareness over such matters as 'Use' and 'Usage' as reflected in prescriptive/normative and descriptive approaches to the study of a language? Through what means is the individual student expected to develop his/her lexical range in, for example, semantic fields, figurative language, idioms, multi-word verbs and so on? How do you set about sensitizing students to different varieties of register through an integrated skills and Communicative approach, for example, to language study? You may indeed ask whether it is at all realistic or possible to achieve such lofty objectives, given all the constraints under which the mother-tongue foreign language teacher is working in Italy. Within certain pre-established limits, I ultimately believe that it is feasible.

Now and for the future, I would personally rather view the overall situation of foreign language teaching and learning in

Italian universities as one born of tradition and innovation. Others might argue more cynically that, in Italy, perhaps it is a question of *Plus ça change, plus c'est la même chose*. Others still might assert with Italy's Nobel prize-winner Pirandello *Così è (se vi pare)*.

Ultimately, a matter of reality or illusion?

(Tom Baldwin)

TENTH INTERNATIONAL CONFERENCE ON ENGLISH
HISTORICAL LINGUISTICS
Manchester, 21-26 August 1998

FIRST CIRCULAR

* **Call for papers.** Offers of papers are invited, with a deadline of 31 October 1997. Papers will last 20 minutes, with a 10-minute discussion period to follow. Abstracts should be no longer than 250 words and may be submitted in hard copy and/or electronically. Please check that your submission is acknowledged.

* **Plenary sessions.** Donka Minkova (the '10th Conference' speaker), Cynthia Allen, Elan Dresher, Paul Kiparsky, Roger Lass, David Lightfoot, Terttu Nevalainen, Nikolaus Ritt, Elizabeth Traugott and Wim van der Wurff have provisionally agreed to give plenary lectures.

* **Workshops.** Probable topics for special sessions attached to the conference include a teach-in on *Statistics in English Historical Linguistics*; *Lexicography* (in association with *OED*); and a workshop or teach-in on *Optimality Theory in Historical Linguistics*. Further suggestions are invited. See the conference web page for up-to-date information.

* **Location.** The host for this conference is the Department of English and American Studies, which has a distinguished record of research in historical linguistics. The conference will take place in Hulme Hall, which provides comfortable and reasonably-priced accommodation close to the meeting rooms. Full information on hotels will of course be provided for those who want to spend more money. Manchester has worldwide air links and is easily reached by road and rail.

* **Social programme.** The full social programme will include a conference dinner, receptions, and visits to some of the beautiful places of interest in the area (historic buildings and gardens, the English Lake District, the Peak District).

X * **Second Circular.** The Second Circular will be sent out around September 1997 and will carry fuller information on the arrangements for the conference. Meanwhile it would be helpful for us to receive a brief e-mail confirming receipt of the First Circular and that we have your details correct.

The Organising Committee, April 1997

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