

**O**f Joseph Whene ye gettes Euell. Do hi be kepte in pson.  
If he had bin red of bete then  
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And al manged

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# NEWSLETTER

no. 42

July 2006

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All materials to be published (reports, reviews, short articles etc.) should be sent to the above address.

## 1. SLIN Conferences and Seminars

*The Seminar held in Rome on 16 to 17 June last under the careful management of David Hart and Nick Ceramella has, among other things, discussed the preparation of the 13<sup>th</sup> National Conference of History of English and the following announcement is one of its outcomes.*

*Next you will find the papers offered for discussion by Maurizio Gotti and the freshly 'ordinaria' Gabriella Mazzon on, respectively, the reformulated University curricula and the current didactic orientations – methods and materials – built on information drawn from colleagues working at various universities.*

### SLIN13 – Socially-conditioned language change in a diachronic perspective

#### Call for papers

The theme of the 13<sup>th</sup> SLIN Conference to be held in Lecce from 7<sup>th</sup> to 9<sup>th</sup> June 2007 will focus on sociolinguistic variation in the History of the English Language. English – perhaps more than any other language – has developed differently thanks to its diffusion worldwide. Our aim is to gain insight into the various ways the language has developed over time thanks to changing social and economic conditions, historical and political events and demographic considerations. Language variation and change can be determined by various factors such as occupation, age, gender and ethnicity as well as social and geographical mobility. Papers addressing any of the following aspects of the evolution of the English language are welcome:

morpho-syntactic structures;  
phonetic and phonological aspects;  
stylistic discourse changes;  
lexical forms;  
register variation;

Proposals for papers in the form of 300-word abstracts with indication of relevant section (1-5) should be sent to:

**Susan Kermas at [s.kermas@inwind.it](mailto:s.kermas@inwind.it) by 30<sup>th</sup> November 2006.**

As previously announced, we are honoured to have **Terttu Nevalainen** and **Tony Fairman** as key-note speakers at the conference.

A website for the conference is under construction. Details will be included in the November Newsletter.

*Susan Kermas*

## THE SITUATION OF HISTORY OF THE ENGLISH LANGUAGE COURSES FIVE YEARS AFTER THE REFORM OF UNIVERSITY CURRICULA IN ITALY

Maurizio Gottl

### Introduction

Five years ago a law reforming the curricula of the Italian university system was introduced so as to implement the Bologna agreement previously agreed on by the Education ministers of several European countries. Previous four-year degree courses were restructured in two cycles of three plus two years, the former preparing students for B.A. degrees and the latter for M.A.. As regards faculties of Foreign Languages and Literatures one of the main innovations was the attribution of the responsibility for the teaching and evaluation of foreign language courses to tenured academic staff (researchers and professors) of those languages, specialized in synchronic and/or diachronic linguistic studies. Previously, responsibility for the teaching and evaluation of foreign language courses was entrusted to literature teachers.

Before the implementation of the reform, there were many faculty-members teaching English Literature, but relatively few for English linguistic studies, teaching either English Linguistics or History of the English Language. While English Language and Literature courses were compulsory for all students, English Linguistics and History of the English Language courses were optional and thus attended by far fewer students.

The new attributions introduced by the university reform have thus implied an almost complete change in the tasks of faculty-members teaching English linguistic studies, who are now mainly responsible for compulsory-for-all courses of English Language and Translation, rather than elective courses of English Linguistics or History of the English Language. This explains why in many cases the discipline of History of the English Language can no longer be found in the curricula of several faculties of Foreign Languages and Literatures.

### B.A. Courses

As a matter of fact, a survey I carried out to prepare this report<sup>1</sup> shows that only seven universities out of thirteen retain a course of History of the English

Language in the B.A. course. The course entitled 'History of the English Language' has disappeared in the other six (though in two of them a presentation of the main steps in the development of the English language is given within the courses of English Language and Translation.)

But even in the seven cases where the discipline of History of the English Language is still part of the official curriculum, the course itself has become shorter (even halved in terms of number of hours!), often amounting merely to 24-30 hours of work in class.

In addition, these courses are not taken by all the students doing language degrees: within the B.A. curricula there are often three or four parallel streams representing different cultural interests (e.g. linguistic, anthropological, literary) or vocational perspectives (tourism, translation, office administration, teaching) and the analysis of diachronic aspects of the English language is dealt with only in a minority of them.

### M.A. Courses

The situation is not much better in M.A. courses. Here, once again, different cultural interests or vocational perspectives have been identified by the authorities and expressed in distinct curricula. This reduces the range of the courses involved (degree courses are more specialized), and History of the English Language is often not in this range; on the other hand, it allows a more focused contribution of the History of the English Language course to those M.A. curricula in which it is inserted. From the analysis of the profiles of the M.A. curricula commonly implemented in faculties of Foreign Languages and Literatures, the ones in which the presence of a course of History of the English Language seems to be particularly relevant are those of Foreign Languages and Literatures (LS42) and the curricula for the preparation of future teachers of English (SSIS). However, in the survey I carried out, History of the English language is present in only four LS42 curricula and three SSIS courses. In one further LS42 curriculum diachronic aspects of the English language are dealt with within the course of English Language and Translation.

### Ph.D. Courses

As regards Ph.D. curricula, History of the English Language courses are present in only five of the thirteen universities included in the survey. None of these curricula, however, deals exclusively with diachronic aspects of the English language; they usually focus on both synchronic and diachronic English linguistics, or, more broadly, on English language and literature. Ph.D. students specializing in English historical linguistics thus represent a minority group.

<sup>1</sup> I would like to thank the colleagues that sent me information about the following universities: Bari, Bergamo, Catania, Florence, Milan Catholic University, Milan 1 Public University (Statale), Milan 2 Public University (Bicocca), Lecce, Naples 'Federico II', Pisa, Ragusa, Turin, Venice.



## Conclusion

This partial and brief analysis of the changes that have taken place after the implementation of the reform of the University curricula in Italy seems to highlight a smaller space devoted to historical studies of the English language. These results are in line with the more general changes also taking place abroad<sup>2</sup>, giving greater emphasis to more 'practical' applications of the English language (e.g. translation studies, ESP courses, media studies, etc.) rather than 'merely' formative or cultural approaches.

This shift in focus, however, does not seem to have penalized the career prospects of specialists of History of the English Language in Italy. The university reform has caused a rise in the number of enrolments in Italian universities in all faculties and has brought about greater awareness of the importance of the knowledge of foreign languages (and of English, in particular) in terms of students' future vocational prospects. Therefore the reform has given rise to a greater need for English language courses, with a subsequent widening of the relative staff in both temporary and permanent positions, a favourable career situation for all those active in research on English linguistics (diachronic and/or synchronic).

## Appendix

Dear linguist, dear sociolinguist, dear historical linguist,

Vienna is finally introducing a B.A. curriculum in English languages and literatures as a complement to the existing M.A. and Ph.D. programmes. However, my successor in Vienna, Ursula Lutzky, informs me that the tradition of teaching the history of English (HEL) may be discontinued on this level, which is why I'm writing to you for support.

The first informal discussions about the curriculum have shown an inclination of some colleagues to eliminate the only course on the History of the English Language (a 21 hour contact course and the sole compulsory credit on [socio] historical linguistics in the programme, i.e. less than a half course), in the B.A. programme.

While this is not very likely to happen this time round, not yet, Ursula asked me to distribute her three simple questions (takes about a minute or so) to you to bolster our arguments with your opinions to preserve HEL for our future B.A. students.

It would be great if you could afford to take the time to give us feedback on

<sup>2</sup> Cf. the recent changes in Austria pointed out in the email message sent by Stefan Dollinger to colleagues of History of the English Language working in other European countries, reproduced in the Appendix.

why, if at all, HEL would be a good investment for a B.A. graduate of English languages and linguistics.

Here are the original questions:

If someone asked you "What do we need historical linguistics for? Why do we need to teach the history of the English language?", what would your three main counterarguments in an attempt to defend historical linguistics be?

Thanks for your opinion,

*Ursula Lutzky*

Your short "reply" email would be much appreciated.

Your feedback will be used for a collection of opinions from international experts for the curriculum commission, and as a kind of "joker" once the going gets tougher.

Best wishes and thank you very much,

*Stefan Dollinger*

## A BRIEF UPDATE ON TEXTBOOKS AND OTHER MATERIALS FOR EHL TEACHING

**Gabriella Mazzon**

The reorganisation made necessary by the reform of university curricula has created the need to employ different teaching supports and materials from those previously current. This is due not only to the fragmentation, and often drastic reduction, in the number of courses devoted to any specific area, but also to the strict, sometimes obsessive attempt at correlating the number of credit points with hours of study and very often with number of pages in a study programme. There is no need to stress the negative aspects of such fragmentation and reduction, which has impoverished and pulverised course contents. To embark in a prolonged lamentation would be redundant and apparently useless. What can be done is to devise strategies to make the best out of a system which is apparently so little humanism-friendly, and a key point in the development of such strategies is the renovation of materials and teaching supports. In the specific case of our subject, as in many others, there is the additional problem of a collocation, within the curriculum, that is not institutionalised and therefore varies highly, with the consequent problems that students' competences vary when

they start on English historical linguistics, and that the syllabi for *Filologia Germanica*, *Storia Medievale*, *Storia Moderna*, *Linguistica* and other (at least potentially) contiguous subjects are not coordinated with ours, which implies the very real possibility of repetitions or dangerous omissions.

What follows aims at being no more than a cursory look at some such materials that are in use in our universities, or that were discovered on the occasion of our workshop; I would like to thank all those colleagues who sent me information about their teaching and the related materials. This little note is of course just a small addition to the excellent surveys provided by other colleagues on the occasion of our previous workshop (Newsletter June 2004).

Since the restriction of EHL within new curricula is not a problem that concerns Italy alone, colleagues in other countries have also felt the need to adapt their teaching to circumstances, and this, both in our country and abroad, has taken mainly two forms: 1) the compilation of new, streamlined handbooks aimed at introductory courses in EHL. 2) the preparation of additional, tailor-made material available online. This latter development has proved particularly useful, not only because several universities are experimenting electronically supported courses and various forms of distance tuition and testing (not all of these forms really qualify as e-learning, but this is a different story). This all means that we have a number of sources of inspiration from qualified sources, which we can employ or even just start from, to produce our own teaching supports (as is already happening in some cases).

As concerns textbooks, one weak point of what was mentioned above is that the pressure from the restriction-and-fragmentation dynamics, with the consequent pressure from the publishing market, has brought about extreme consequences: this is testified by the appearance of extremely slender volumes, where the basic concepts and notions are outlined in very user-friendly ways. Unfortunately, user-friendly does not necessarily mean scholar-friendly. Some volumes published abroad are decidedly too slender, and as concerns Italian products, there is the additional disadvantage that publishing houses often require publication in the Italian language. This means that an additional effort is required to integrate these handbooks with extra materials; this is made easier by the current abundance of electronic resources, but in our own (rather traditional) opinion it is better to have a more substantial handbook in any case, since this leaves room for adapting to the audience – it is always possible to exclude some portions from the final assignment if they are too detailed or technical, but still the book will be there for the student to peruse...

Among the most recent handbooks on the market, which were mentioned by colleagues working in Italy and which were examined for the present work-

shop, the most popular were Culpeper 2005 (*History of English*, Language Workbooks Series, London, Routledge), Fennell 2001 (*A History of English: A Sociolinguistic Approach*, Blackwell Textbooks in Linguistics Series, Oxford, Blackwell) and Smith 1999 (*Essentials of Early English*, London, Routledge, new edit. 2005). The former is very simple, and has the advantage of providing exercises, but is indeed too compact, and in fact the two colleagues who adopt this text mentioned the fact that they also supply their students with other materials, especially text extracts, which are not present in the handbook. The latter is a strong point in Smith's handbook (apparently employed only by one Italian university), which is also very clear and compact but includes a rather substantial anthology of extracts; given the limits in our teaching that were outlined above, it is important that our students get at least a glimpse of what actual texts from past stages of the language looked like, and that they can start with textual analysis, and do something practical to make the subject more "real", as opposed to just having to learn a number of phenomena and rules. Although devoid of anthological material, Fennell's handbook appears much more detailed and rich in the presentation of topics. Although the language used remains quite accessible and not especially technical, the presentation is quite comprehensive. Moreover, the sociolinguistic perspective adopted in this book (which is also employed in at least one of our universities, according to the replies kindly sent in by colleagues) is bound to be appealing and interesting for students, as opposed to a more formalist or 'system-based' approach. It must be mentioned, however, that this handbook is divided into two parts, with the second devoted to a survey of varieties of English, again analysed in a sociolinguistic perspective. Colleagues familiar with the present writer's interests will rightly presume that this might be considered a plus, but it is obvious that this makes the book more bulky, more costly (though not overly so), and includes whole chapters that may well be totally irrelevant within several syllabi. Given the constant threat of violation of photocopying regulations we live in, since students appear less and less prone to buy books (especially those published abroad), the fact that half of the book concerns a different topic may be a serious drawback.

Other handbooks were also mentioned by colleagues who either prefer to concentrate on individual time-spans (eg. Görlach on early Modern English), or add an anthology to their handbooks (mainly Freeborn 1998, *From Old English to Standard English*, London, Macmillan), or prefer to use Italian textbooks (Francovich Onesti 1988, Pezzini 1981 (1990)). A cursory look at some websites including syllabi of some foreign universities has revealed a wide variety of handbooks used, including those by Lass 1987 (*The Shape of English*,



Cambridge, CUP), Barber, Baugh and Cable, and all the well-known 'classics' in the field, but also Crystal's *Encyclopaedia* and some multi-medial materials such as the recordings of the BBC series *The Story of English*. It is difficult to imagine a direct application of such syllabi to our present curricula, but it is interesting to record the fact that while the market is pushing in the direction of compactness on the one hand, there is also a parallel effort to keep classic textbooks in use and even to produce new advanced products, such as the one-volume *Cambridge History* edited by R. Hogg and D. Denison, a recent daughter of the six-volume collection whose issuing proves that at least a section of the academic market is still ready for updated, detailed, more research-oriented products.

As concerns electronic materials, in many cases (both in Italy and abroad, e.g. in the case of the University of Vienna where I had the privilege to work for two semesters) the most obvious offer is copies of handouts and/or lecture notes. Some forms of electronically assisted testing are also being experimented. In several cases, though, there are links to more complex and fully-fledged websites dealing with the subject, that can be surfed or consulted selectively by our students. Very, often, these websites are constructed in a skillful layered way, so that there are short summaries of main events and phenomena for each time-span, but also the opportunity to look at text samples, including manuscripts (several websites also have direct links to the sites of the universities of Michigan, Virginia, Manchester, Helsinki, which means that resources such as restricted forms of corpora, and even whole corpora as in the case of the generously available and user-friendly *Middle English Compendium*, can also be accessed by students), online dictionaries, bibliographies, scientific articles on individual themes, exercises.

As mentioned above, an excellent survey of such resources was carried out already by M. Luisa Maggioni, and can be read in our Newsletter of June 2004. Apart from the continuous and tangible excellence of the website of the U. of Toronto (c/o Carol Percy), which must be mentioned in the face of the facts that several other websites are not so detailed and not updated so regularly, one major addition to the list, and in my opinion possibly THE resource to take into account at the moment, is the wonderful website created (and luckily widely advertised) by Raymond Hickey at the University of Essen (<http://www.uni-essen.de/SHE/>). As we all know, besides being a renowned historian of the language and a top expert on Irish English, Ray has always been a computer wiz. He has devised a new corpus analyser, and has always made ample use of electronic resources to present and spread his research. This website, as well as his website on Irish English, is a gem: very detailed and rigorous but also very

appealing, with very detailed menus to explore, the possibility of thematic surfing, rich and updated bibliographic sections, lots of colourful diagrams and maps to help the eye and the memory, many links to the other main websites in the field (including those mentioned above), and a general tone which manages to be scholarly without being heavy. It is like a huge state-of-the-art handbook, only it's not heavy to carry, does not cost anything (unless you want to send Ray a postcard, or rather a gift, to thank him for his illuminated service to our community), and we can select pages and leave out what is felt to be too detailed or technical or goes beyond our portion of credits. It is obvious that the best development would be for each of us to develop our own tailor-made resources, maybe more adapted to our Italian audience and their needs, but certainly it is a comfort to find such highly professional work being carried out for us to take inspiration from.

A final part of my little survey concerned testing of the knowledge imparted through the instruments outlined above. It emerged that oral testing is still widespread, but that some colleagues are also experimenting with written tests, either in the form of multiple-choice questions or in that of open questions, sometimes with the addition of small portions of texts to analyse. Again taking my inspiration from the work done in Vienna, I have also been experimenting on the latter form of testing, complemented by an oral part in which students, beside having to answer questions concerning the syllabus, also develop a little piece of research, e.g. about the development of a structure, or about the etymology of some lexical elements. This approach seems fruitful in that it enables students to get acquainted with important tools such as the *OED*, or corpora, to take a look at a couple of scientific articles or chapters dealing with their small topic, and, more importantly, to develop a little paper (which they also hand in, in written form) in which they do not only repeat what they learn from the textbook, but start to learn to elaborate on a research topic, though in a very limited way. Should not that be a major aim, even in our restricted programmes?

## 2. HEL and other (English) linguistics conferences and seminars

### Reminders and datings

*Here is the complete timetable of ICEHL14 with full information on speakers and paper titles. It is hoped that it will be welcome, given the importance of the event, though it may look somewhat lengthy.*

### § 14 ICEHL - University of Bergamo (Italy), 21 – 25 August 2006 - Schedule

#### Mon. 21<sup>st</sup> August

09.00-11.00 Registration

11.00-11.15 Conference opens: Welcoming addresses

11.15-12.15 Plenary 1 (chair: **Maurizio Gotti**)

**Andreas H. Jucker** (Zurich): Politeness in the History of English

12.15-14.00 Free time for lunch

1R (chair: **Hogg**) 2R (chair: **Del Lungo**) 3R (chair: **Green**) 4R (chair: **Stenroos**) 2S (chair: **Fischer**)

14.00-14.30

**van Bergen**, Negative contraction and OE dialects

**Boulonnais**, Non-finite complementation and perception verbs in the history of English

**Cecconi**, "O sister, O sister, tak my han'": an analysis of markers of interactive-involved discourse in the reported speech of 17<sup>th</sup> c. Broadside Ballads

**Yakovlev**, Final -e in Northern LME texts: evidence of the alliterative metre

**López-Couso**, Reconciling diachronic change with ontogenetic development: A close look at existential *there* in Early English

14.30-15.00

**Yanagi**, On the position of the quantifier *call*

**De Smet**, The emergence of non-nominal -ing-complements

**Brownlees**, "From Genoa thus: Our designe goeth on very cheerfully [...]": thematic structure and discourse categories in mid-17<sup>th</sup>-c news pamphlets

**Fernández Cuesta /Rodríguez Ledesma**, Northern ME: towards telling the full story

**van Gelderen**, Economy, Grammaticalization, and Linguistic Cycles

15.00-15.30

**Ohkado**, OE Syntax according to interlinear glosses

**Egan**, Emotion verbs with toinfinitive complements: from specific to generic predication

**Fries**, Sentence length, sentence complexity and the noun phrase in 18<sup>th</sup> c. news publications

**de Haas**, The origins of the Northern Subject Rule

**Sommerer**, The emergence of *the* as a definite article in late OE: an evolutionarily connectionist perspective

15.30-16.00

**Grygiel**, Semantic underspecification and the growth of OE vocabulary

**Okulska**, Iconic means of genre composition in early English correspondence

**Levorato**, Stance and politeness phenomena in the 1801 Act of Union debate

**Dylewski**, Northern Concord Rule in the language of Irish immigrants to Colonial America

**Ritt**, Grammaticalisation, imitation and the inevitable emergence of the English determiner

16.00-16.30 Coffee break

1R (chair: **Lutz**) 2R (chair: **Méndez Naya**) 3R (chair: **Schendl**) 4R 2S (chair: **Meurman-Solin**)

16.30-17.00

**Eitler**, The retention of the dative plural -um in the Northumbrian dialect as a peculiar ON-OE contact phenomenon

**Claridge**, The conventionalisation of hyperbolic expressions

**Williamson**, Further reflections on the outcomes of Northern Fronting in Older Scots

**Fischer**, Lehmann's scope decrease hypothesis and subjectification

17.00-17.30

**Pons-Sanz**, Norse-derived terms and structures in *The Battle of Maldon*

**Biscetti**, The diachronic development of the intensifier *bloody*: a case study in historical pragmatics

**McConchie**, *Disseisin*: the lexeme and the legal fact in EME

17.30-18.00

**Swan**, A warm heart and a cool head: A contrastive and diachronic analysis of English and Norwegian

**Tucker**, The role of description in English art-critical texts of between the 18<sup>th</sup> and 20<sup>th</sup> centuries

**Denison / Spinillo**, The changing status of the minor categories Determiner and Modal

19.00 Conference opening reception

**Tue. 22<sup>nd</sup> August**

1R (chair: **Ohkado**) 2R (chair: **Fanego**) 3R (chair: **Williamson**) 4R (chair: **McConchie**) 2S (chair: **Dossena**)

09.00-09.30

**Ingham**, Agreement mismatches in LME

**Berlage**, And then we took them prisoner(s): The loss of number agreement with object predicatives

**Ogura**, Dynamic dialectology and social networks

**Ciszek**, EME -s(c)hip(e) and -nes(se): Two competing suffixes

09.30-10.00

**Molencski**, From parataxis to hypotaxis: the conjunctions in the clauses of cause and reason in OE

**Rohdenburg**, The demise of double object constructions with verbs of separation in ModE

**Carrillo Linares / Garrido**

**Anes**, MS localization reassessed through ME word geography

**Lutzky**, Negative prefixes in ME – a corpus-based analysis of dis-, in-, mis- & un-

10.00-10.30

**Cloutier**, Discourse factors in the history of English: Relative clauses and their nouns

**Seoane**, The functional evolution of the long passive in ModE (1500-1900)

**Matheson**, Essex / Suffolk scribes and 15<sup>th</sup>-c. London: The language(s) of the Beryn Scribe, the Hammond Scribe, John Vale, and the Scribes of Glasgow, Univ. Library, MS Hunterian 74

**Kornexl**, Women and other small things: (Dis)similarities between gendered suffixations and diminutives

10.30-11.00

**Suárez Gómez**, Syntactic dialectal variation in ME: relativizers and relative clauses

**Tottie**, Growth and structure of the English tag question

**Benskin**, Graphemes, *litterae*, and the undistributed middle

**Yoshikawa**, A diachronic view on locative alternation in English

**Tieken-Boon van Ostade**, Finding and publishing Late Modern English letters

**Dury**, The history and paralinguistic function of copperplate script

**Nurmi / Palander-Collin**, Letters as a text type

**Austin**, A thousand years of model letter-writers

**Fitzmaurice**, Epistolary Identity: convention and idiosyncrasy in LModE Letters

11.00-11.30 Coffee break

11.30-12.30 Plenary 2 (chair: **Richard Dury**)

**Margaret Laing** (Edinburgh): The Early Middle English Scribe: *sprach er wie er schrieb?*

12.30-14.00 Free time for lunch

1R (chair: **Kohnen**) 2R (chair: **Sturiale**) 3R (chair: **Lass**) 4R (chair: **Bertacca**)

2S (chair: **Tieken-Boon van Ostade**)

14.00-14.30

**Shibasaki**, Frequency as an indicator of semantic change: Towards a unified account of modal verb-adverb cooccurrence in EModE through PDE

**Klingshirn**, Shakespeare's use of adjectives

14.30-15.00 **Broccias**, A force-dynamic, usage-based account of the development of adjectival resultative constructions

**Fodor**, The characteristics of *and* in EModE

**Newman**, The spread of the Noun Pl. Formative -(e)n in the West Midland dialect of ME: A reconsideration

**Ha Rim Kwon**, MEOSL: A moraic analysis

15.00-15.30

**Vosberg**, The influence of structural discontinuity on the development of finite and non-finite complement variants in Modern English



**Thim**, When did the phrasal verbs become colloquial?  
**Carroll**, Towards an inventory of ME general extenders  
**Hebda**, On the loss of the preconsonantal ME *v*

15.30-16.00

**Fanego**, The replacement of preverbal subject infinitives ("To invite the twins was a good idea") by gerundives ("Inviting the twins was a good idea") in the history of English: A processing-based explanation  
**Wright**, On the processes of standardisation, 1380-1480  
**Méndez-Naya**, *The which is most and right harde to answer*: More on the competition of intensifiers in the ME period  
**Minkova**, Inflectional syncope: when and why did it happen?

**Sairio**, The influence of normative grammars in the letters of the Bluestocking network (1757-1778)

**Fairman**, 'Strike-thru's: what textual alterations tell us about writers' schooling and intentions, 1795-1835

**Auer**, The letter which that I wrote – Self-corrections in Late Modern English Letters

**Dollinger**, Periphery and core? Colonial variation in the LModE business letter

**Dossena**, "We beg leave to refer to your decision": Pragmatic traits of 19<sup>th</sup>-century business correspondence

16.00-16.30 Coffee break

1R (chair: **Denison**) 2R (chair: **Britton**) 3R (chair: **Egan**) 4R (chair: **Wright**)  
2S (chair: **Tieken-Boon van Ostade**)

16.30-17.00

**Meurman-Solin**, Discourse analysis and typology meet  
**Hickey**, Exceptions to sound change and external motivation  
**Akimoto**, Rivalry among the verbs of wanting  
**Killie**, The English progressive and PROG imperfective drift

17.00-17.30

**Bertacca**, The role of internal dynamics in the typological shift of English  
**Poussa**, Real time and apparent time in the history of THE fronting  
**Cuyckens**, OE *weorðan* and its replacement in ME  
**Kranich**, Subjective progressives in 17<sup>th</sup> and 18<sup>th</sup> c. English  
Workshop discussion

17.30-18.00

**Navalpotro Gómez**, On the relation between grammaticalisation and lexicalisation of constructions: The expression of imminence in English

**Kitson**, Gmc *ai* > OE *a*: Simple OE sound change or residue of English and/or Germanic dialectology?

**Bech**, Verb Types and Word Order in OE and ME

**Wojtys**, Suffixal past participle marking in medieval English

Wed. 23<sup>rd</sup> August – free for walks, tours and excursions

Thu. 24<sup>th</sup> August

1R (chair: **Moléncki**) 2R (chair: **Seoane**) 3R (chair: **Lopez Couso**) 4R (chair: **Kermas**)  
2S (chair: **Fitzmaurice**)

09.00-09.30

**van Linden**, The semantic development of *essential*, *crucial* and *needful*: Paths to deontic meaning

**González-Díaz**, "The fence very much divides the garden into two": a new function for *very much*?

**Hegedüs**, Types of etymological doublets / triplets in English

**Taavitsainen**, Metadiscursive comments in medical writing: a diachronic study

**Navest**, Queeney Thrale and the teaching of English grammar

09.30-10.00

**Loureiro-Porto**, *Need* v.1 and *need* v.2: Semantic and syntactic convergence in ME

**Tissari**, A look at *respect*: Investigating metonymies in EModE

**Rissanen**, On the occurrence and variation of adverbial subordination markers *þe* and *þæt* in OE texts

**Hiltunen/Tyrkkö**, *Take hede and knowe wysely this doctrine*: Representations of knowledge in ME medicine

**Chapman**, Were 18<sup>th</sup>-c grammarians language experts?

10.00-10.30

**Nykiel**, ME double modals: why do they matter?

**Schlüter**, The subjunctive in clauses introduced by *on (the) condition*: A case study

**Pounder**, Adverb-marking patterns in EModE coordinative constructions  
**Mäkinen**, Between herbals *et alia*: recipe-like information parallels in medieval English herbals and other contemporary medicine  
**Hogg**, Rhetoric and philosophy

10.30-11.00

**Wischer**, WILL and SHALL as markers of modality and/or futurity in ME  
**Defour**, *Well* and *now*: Semantic-pragmatic evolutions from adverbs to pragmatic markers  
**Sauer**, The formation of adjectives and adverbs in Early English  
**Ratia**, Borrowing ideas - Intertextual features and dialogue in the Early Modern tobacco controversy  
**Lass**, No emes please, we're British: substitutive praxis and synchronic opacity in some 13<sup>th</sup>-c orthographies

11.00-11.30 Coffee break

11.30-12.30 Plenary 3 (chair: **Marina Dossena**)

**Markku Filppula** (Joensuu): The Celtic Hypothesis hasn't gone away: New Perspectives on Old Debates

12.30-14.00 Free time for lunch

1R (chair: **Beal**) 2R (chair: **Raumolin-Brunberg**) 3R (chair: **Durkin**) 4R (chair: **González Orta**) 2S (chair: **Wischer**)

14.00-14.30

**McCafferty**, On the trail of 'intolerable Scoto-Hibernic jargon' - Ulster English and Irish English in William Carleton's *Traits and stories of the Irish peasantry*

**Lenker**, 'I'll tell you something. You have to listen, but.' Sentence-final coordinators and long-term linguistic change in English

**Tani**, Word Pairs or doublets in Caxton's *History of Reynard the Fox*

**Moessner**, Linguistic variation in the writings of 17<sup>th</sup>-c. scientists

**Wallage**, Movement dependencies and sentential negation strategies in OE prose and poetry

14.30-15.00

**Beal**, 'Paddy' Meets 'Geordie': A prolegomenon to investigating the reflexes

of 19<sup>th</sup>-c. linguistic contact in the North East.

**Fernández Conde**, A corpus-based study of the 2p pronoun from a cognitive perspective

**Tacho**, When *ariven* came to England: A case study of lexical re-structuring by borrowing in ME and EModE

**González Orta**, The device of nominalizing in English scientific register: Diachronic analysis of LModE philosophical writing

**Lange/Schaefer**, Cleft constructions: language contact, prescription and competing motivations

15.00-15.30

**Llamas**, Migration and language variation: Middlesbrough and Dublin compared

**Rutkowska**, Evidence for morphological restructuring in the 2p pronoun in early English correspondence

**Sadej**, Category ELEVATION OF LAND in ME: a semasiological and onomasiological analysis

**Lareo Martín**, Collocations in 19<sup>th</sup>-c. science and fiction

**Kida**, The construction of a tagged corpus for the investigation of word order with special attention to the change from SOV to SVO in E

15.30-16.00

**Beal**, The Irish in Sheffield, the 'Industrial Village'

**Laitinen**, A dynamic approach to agreement in 3p pronouns: empirical interfaces

**Sylwanowicz**, *Madfolkes and Lunaticke persons*: the synonyms of madness in OE and ME texts

**Méndez Souto**, Complex structures in LModE: Their use in scientific writings

**Westergaard**, The development of word order in OE and ME: The role of information structure and first language acquisition

16.00-16.30 Coffee break

1R (chair: **Minkova**) 2R (chair: **Nevalainen**) 3R (chair: **Rissanen**) 4R (chair: **González Orta**) 2S (chair: **Ritt**)

16.30-17.00

**Phillips**, Word Frequency Effects in the GVS

**Aalberse**, Pronoun loss as a path to deflection

**McKim**, *Syne confort hir with wordis humny sweit*: Changes in use of *syne* and *than* in Middle Scots narrative

**Sánchez Riveiro**, Derivation and Compounding in ModE: Some Morphological Issues of Scientific Writing during the 17<sup>th</sup> c.

**Artamonova**, Word Order Variation in OE Coordinate Clauses: the Rule of St. Benedict vs. the Rule of Chrodegang

17.00-17.30

**Wehna**, ME monophthongisation of [ei] and [ou] before voiceless palatal/velar fricatives: Another prelude to the GVS

**Kahlas-Tarkka**, Colonial lag or not? Comparing forms of address and pronominal phrases in the Records of the Salem Witch-Hunt and 17<sup>th</sup> c. English trials

**Bourdin**, On the story of *since* and the *ten years since* construction

**Bello Piñón**, Code-Switching and Borrowing: A Study of English Scientific Texts from the 18<sup>th</sup> c.

**Vezzosi**, Gender assignment in OE

17.30-18.00 **Mäkinen**, MEMT demo

Fri, 25<sup>th</sup> August

1R (chair: **Newman**) 2R 3R (chair: **Brownlees**) 4R (chair: **Klemola**) 2S (chair: **Taavitsainen**)

09.30-10.00

**Janecka**, Comparing the compared: the rivalry between adjectival suffixation and periphrasis in the ME MSS of the *Ancrene Riwe*

**Schendl**, Language choice and code-switching in the leases of Oswald of Worcester

**Lutz**, The origin of some non-Germanic traits of OE

**Smith**, The expression of obligation and necessity in BrE across the 20<sup>th</sup> c.: developments in matching corpora

10.00-10.30

**Johannesson**, *Wiþþ allþi lússt*: An analysis of n-dropping in the *Ormulum* and other EME texts

**Green**, Gricean Pragmatics and Silence Invoked or Broken in ME

**Vennemann**, Celtic influence in English? Yes and No

**Culpeper / Kytö**, A matter of medium: Grammatical variation in the Corpus of English Dialogues 1560-1760

10.30-11.00

**Stenroos**, The pronoun of address in *Piers Plowman*: authorial and scribal usage in some C-text MSS

**Kohnen**, Linguistic politeness in Anglo-Saxon England? A preliminary investigation

**Paulasto**, The learning vs. acquisition of syntax in a contact variety of English

**Nevalainen / Raumolin-Brunberg**, Computational techniques for handling "bad data": making the best use of small samples

11.00-11.30 Coffee break

11.30-12.30

Plenary 4 (chair: **Maurizio Gotti**) – **Ans van Kemenade** (Nijmegen): The Balance between Discourse and Syntax in Old and Middle English

12.30-14.00 Free time for lunch

1R (chair: **Vezzosi**) 2R (chair: **Fries**) 3R (chair: **Hickey**) 4R (chair: **Chapman**)  
2S (chair: **van Gelderen**)

14.00-14.30

**Timofeeva**, Latinate Abbreviated Clauses: Towards the Social Stratification of OE

**Yanez-Bouza**, 'Never use a preposition to end a sentence with' – The rule and the usage

**Vasko**, Morphosyntactic Variation in the 20<sup>th</sup> c. English Dialects: A Diachronic Perspective

**Hintikka**, Cognitive bodybased metaphors of 'evil' in EModE and PDE

**Drinka**, Expansion of the Perfect in LME and EModE: Motivations and Explanations

14.30-15.00

**Weston Wyly**, Limitations to Latinity: cognitive restrictions on the earliest translations into OE

**Kilpiö**, How possessive is HAVE in OE and ME? Observations on the uses and meanings of this verb

**Klemola**, *Was/were*-variation in traditional dialects of England

**Diller**, Contempt – the main growth area in the Elizabethan emotion lexicon

**Lecki**, Grammaticalisation of *have* in perfective uses in English



15.00-15.30

**Durkin**, Latin loanwords of the EMod period: how often did French act as an intermediary?

**Rosenbach**, Emerging variation: s-genitives vs. noun modifiers in English

**Kytö / Walker**, Regional Variation in the Language of English Depositions 1560-1760

**Caon**, What did Adam Pinkhurst do to Chaucer's Language?

**Los**, Particles as grammaticalized resultative predicates

15.30-16.00

**Stein / Trips**, Was OF *-able* borrowable? A diachronic study of suffixation in English due to language contact.

**Crisma**, Genitives from OE to ME

**Britton**, Hyper-rhoticity in EModE?

**Dollinger**, Canucks, toques, runners and the need for a new Dictionary of Canadianisms on Historical Principles

**Moore**, Pragmatics and the diffusion of grammaticalized forms: the case of *be* + *supposed to*

16.15-17.00 Business meeting – Conference closes

§§ 39<sup>th</sup> Annual Meeting of the Societas Linguistica Europaea "Relativism and Universalism in Linguistics" (30 August – 2 September 2006), Universität Bremen, organised by the Department of Linguistics and the Institute of General and Applied linguistics (IAAS), University of Bremen.

Invited speakers are:

**Denis Creissels** (Lyon), **Östen Dahl** (Stockholm), **Wolfgang U. Dressler** (Vienna), **Christian Lehmann** (Erfurt), **Mariann Mithun** (Santa Barbara) and **Iwar Werlen** (Berne).

**Sections** are centered on these areas: Language contact; Relativism vs. Universalism. Grammaticalization and language change. Pronouns. Word order. Phonology. Verbal categories (aspect and sundry distinctions). Syntax. Morphology. Semantics/cognition. Theory – methodology. Discourse.

**Workshops** will deal with: 1. Cross linguistic aspect / Aktionsart – modality. 2. Universalism and relativism in face-saving: focus on post-colonial contexts. 3. The encoding of evidentiality in European written and spoken discourse. 4. Multilingualism and universal principles of linguistic change. 5. Universal perspectives on relative properties: features vs. constructions of the clausal left

periphery. 6. La scalarité, concept éclaté ou outil explicatif performant?.

7. Irregularity in inflectional and derivational morphology.

For any information contact

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Meeting URL: <http://www.fb10.uni-bremen.de/sle2006>

*New entries*

§ 3<sup>rd</sup> Late Modern English Conference, Leiden, the Netherlands, 30 August – 1 September 2007

After two very successful conferences on Late Modern English, the first in Edinburgh in 2001 and the second in Vigo in 2004, the third conference will be held in Leiden in 2007. We hereby invite scholars interested in any aspect of the history of the English language during the Late Modern period to submit abstracts for papers as well as proposals for other conference-related activities, such as workshops. The deadline for submission of abstracts is **30 November 2006**. Notification of acceptance may be expected by mid-January 2007.

**Abstract format:** maximum length 1 page A4, using TimesNewRoman font no smaller than 12 pnt, including references. Please send the abstract in WORD to [3LModE@let.leidenuniv.nl](mailto:3LModE@let.leidenuniv.nl). Send one version with your name and affiliation appearing below the title (name the WORD file: yourname3LModE), and one version without name and affiliation (name this: anon3LModE). **Workshop proposals:** potential workshop organisers need to contact us **before 15 September**; once the workshop plan is agreed on. The workshop organiser will be responsible for inviting contributions and refereeing abstracts.

We welcome all suggestions for further possible conference activities.

Plenary speakers will include:

**Joan Beal** (University of Sheffield)

**Charles Jones** (University of Edinburgh) (still to be confirmed)

**Lynda Mugglestone** (University of Oxford).

Conference registration will be possible from January onwards, when further details will also be made available about conference fees and accommodation. Leiden is an attractive town which is very centrally situated. It can be conveniently reached by train from Amsterdam Schiphol airport or by bus from

Rotterdam airport. There are frequent trains connecting Leiden to Amsterdam, Utrecht, The Hague and Rotterdam.

If you wish to receive further information about the conference, please let us know by contacting us at the following address: [3LModE@let.leidenuniv.nl](mailto:3LModE@let.leidenuniv.nl). Meanwhile, you might like to consult our website, which will be regularly updated: <http://www.lucl.leidenuniv.nl/index.php3?m=9&c=291>.

We are looking forward to receiving many interesting abstracts and other proposals. If you have any questions relating to the conference, please don't hesitate to contact us.

With best wishes for the summer,

the programme committee,

Anita Auer, Olga Fischer, Ans van Kemenade, Bettelou Los, Ingrid Tieten-Boon van Ostade, Jeroen van der Weijer and Wim van der Wurff

3LModE

Leiden University Centre for Linguistics LUCL

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*Proceedings of the 1<sup>st</sup> Late Modern English Conference* (Edinburgh 2001):  
Marina Dossena and Charles Jones (eds.), *Insights into Late Modern English*.  
Bern etc.: Peter Lang.

*Proceedings of the 2<sup>nd</sup> Late Modern English Conference* (Vigo 2004):  
expected later this year.

### 3. Reports on Conferences

**International Colloquium *Perspectives on Prescriptivism*** (University of Catania, Ragusa Ibla, 20-22 April 2006)

After the success of *The First International Colloquium on Histories of Prescriptivism: Alternative approaches to the study of English 1700-1900*, organised by Joan Beal (University of Sheffield) in July 2003, it was decided that such conferences should become regular events. The second colloquium, hosted by the University of Catania in the beautiful town of Ragusa Ibla, covered a wider range of topics and showed that prescriptivism is still relevant today. The conference began with an interesting paper challenging traditional views on the pivotal role of prescriptive grammarians on language use. **Victoria González-Díaz** (University of Liverpool) compared the representation of past tense variant forms of verbs such as *burn* and *learn* in both 18<sup>th</sup>- and 19<sup>th</sup>-century British and American grammars with the actual frequency of use of such forms in a substantial corpus of works of British and American authors of the same period. Though there is a discrepancy between the precept and the data corpus in both the British and American contexts, greater accuracy is registered in the American grammarians' descriptions. Possible reasons for the slight diversification of trends were then discussed.

The aim of the next paper was to give a true vision of attitudes towards preposition stranding in 18<sup>th</sup>-century grammars. Though it is undeniable that attitudes became increasingly proscriptive during the 18<sup>th</sup> century, **Nuria Nández-Bouza** (University of Manchester) made the interesting point that it was not a particularly important issue for all grammarians. Some simply mentioned the phenomenon and some even advocated its use. Her systematic analysis of remarks in 285 18<sup>th</sup>-century grammars written by 149 different grammarians also provides sufficient evidence to prove that Lowth was neither the first grammarian to discuss this vernacular trait nor was he the most proscriptive.

With the final paper in this stimulating session we were introduced to **Ingrid Tieten-Boon van Ostade's** "The Codifiers and the English Language: Tracing the Norms of Standard English" project in course at the University of Leiden and the important epistolary data retrieved. In this particular paper, Ingrid confuted the reputed influence of normative grammarians on language use, in particular on the loss of the double negation in English. She argued that the influence of prescriptive grammar on actual usage could hardly have been as great as generally deemed to be because the linguistic phenomenon had more or less disappeared by the time Lowth and Murray actually published their grammars. Though Murray no doubt helped spread the stricture it was probably because

his grammar was aimed at schoolchildren in Yorkshire where multiple negation was common. A lively discussion ensued and socialising began over an aperitif and a wonderful assortment of Sicilian specialities, followed by a gorgeous meal in a restaurant nearby.

The opening session next day was chaired by **Ingrid Tieken-Boon van Ostade**. With a slight change of order of the official programme, work began with Anita Auer, one of the participants of the Leiden project. The thrust of her discourse was that in order to measure the influence of 18<sup>th</sup>-century grammarians it is essential to know more about the actual dissemination of their works. Anita reported on her findings resulting from her analysis of different types of book catalogues which give a clear indication of the number of copies sold and the number of copies held in libraries. She also suggested that too little importance has been given to the influence of dictionaries and epistolary manuals on grammar and actual usage.

**Karljin Vavest**'s paper, another valid contribution to the Leiden project, investigated the reasons why Lady Ellenor Fenn advised her young readers to consult Ash's Grammatical institutes (1763) and relied so heavily on the book when writing *The child's grammar* (1799) and *The mother's grammar* (1798). Indeed, her analysis of the adaptations Fenn made for her own treatises gave us interesting snippets of information about the author's pedagogic approach and ideologies.

**Giuliana Russo** (University of Catania) weighed up the widespread contention that Joseph Priestley was more tolerant to deviant forms than most 18<sup>th</sup>-century grammarians by comparing the author's aims as expounded in his preface to *The Rudiments of English Grammar* (1761) with the actual handling of the grammar itself. Giuliana suggested in her concluding remarks that the inconsistency between Priestley's liberal viewpoint and his labelling of grammatical patterns may be due to the readership of this particular edition, "adapted to the use of schools". It emerged from the discussion that the Leiden group had also envisaged searching the different editions of Priestley's grammar.

After coffee-break and another tempting selection of Sicilian pastries, **Linda Mitchell** (San Jose State University) opened the next session with a fascinating overview of ethical instruction for men and women in 18<sup>th</sup>-century dictionaries. She posited that the success of these dictionaries was not entirely due to strictly linguistic issues but also to their moral and religious teaching. In particular, her talk dwelt on prescriptive limitations imposed on women both in the home and in society.

With the next paper we returned to strictly linguistic issues with an interesting in-depth analysis of **Charles Richardson**'s lexicographic approach by Laura

Pinnavaia (University of Milan). If the main concern of this paper was to evaluate S. Johnson's methodology, her talk also gave precious insight into Richardson's clear presentation of the semantic evolution of lemmas and the influence he had on the methodology adopted by the OED team.

Our busy host, **Massimo Sturiale**, concluded this session with an intriguing paper on William Perry, Scottish orthoepist and lexicographer, who prescribed norms for acquiring a 'correct' and 'proper' pronunciation of English notwithstanding his own 'provincial' background. Contrary to Perry's statement that no other texts about French pronunciation were used for his *French and English Pronouncing dictionary* (1795), Sturiale provided evidence that Perry – as other bilingual lexicographers of the late 18<sup>th</sup>-century – were indeed influenced by Boyer's *Royal Dictionary* (1699) and the new prescriptive trends.

The afternoon session – chaired by Maurizio Gotti – began with an interesting paper delivered by **Laura Wright** (University of Cambridge). Her paper examined social attitudes towards Londoners' front-glide insertion between [g - k -] and a following front vowel as expounded in the works of 18<sup>th</sup>-century orthoepists. She suggested that though the phenomenon disappeared in the city, it spread amongst the lower class and is still used in regional and extraterritorial varieties of English.

**Carol Percy** (University of Toronto) drew our attention to prescriptivism in book reviews such as the *Monthly* and *Critical Reviews* of the 1750s and 1760s and gave us a fascinating account of comments on female linguistic performance and style. It appears from her data that in the 1750s it was generally assumed that women's language was incorrect because they were less educated than their male counterparts. In the 1760s, more credit was given to women and phrases such as "they even write correctly" became more frequent.

Unfortunately, **Joan Beal** (University of Sheffield) was unable to be present at the colloquium; nonetheless, her paper on the market value of a 'good' pronunciation was kindly read by Carol Percy. The aim of the paper was to demonstrate that prescriptivism is still with us today in spite of general opinion that attitudes to local accents have become more relaxed and in order to do so she compared 18<sup>th</sup>-century guides to pronunciation with those made by companies offering 'accent reduction' in the 21<sup>st</sup> century.

**Lionel Wee** (University of Singapore) focused on today's obsession with 'effective' communication within the global capitalist society. His reflections on prescriptive ideology behind what he calls *McCommunication* revealed the dangers of this new form of prescriptivism which allows little space for individuality and interaction and an animated debate ensued.

The day could not have ended in a more convivial way. After a rather long,



windy bus ride, we were greeted by aperitifs and a vast array of Sicilian appetizers at the poolside of the 'Oasi dei Re'. A sumptuous banquet-style meal followed with an endless assortment of gastronomic delights. Maurizio Gotti made a speech on behalf of us all and proposed a toast in honour of the organizers. Massimo was visibly moved by all the compliments and the well-deserved gift.

The following day, **Marina Dossena** (University of Bergamo) opened the final session with a comparison of model letters as found in an appendix to a grammar book (1905) aimed at prospective emigrants to the United States with authentic letters she is transcribing for inclusion in her Corpus of 19<sup>th</sup>-Century Scottish Correspondence. Her main intent was to analyse and compare politeness strategies in business letters but interesting prescriptive forms for love letters were also included.

The final paper delivered by **Nick Ceramella** (University of Rome) gave us a vast historical overview of the role of grammarians and lexicographers in the standardizing process of English and today's challenge of standard vs non-standard Englishes in a multicultural world.

**Carol Percy** expressed her thanks to a more relaxed Massimo Sturiale and announced that a selection of papers delivered at the colloquium would be published by Peter Lang in their prestigious Linguistic Insights series, edited by Maurizio Gotti. The decision to have the next colloquium in Toronto in 2009 was also warmly welcomed.

Susan Kermas

#### 4. Bibliographical discussion

##### Some remarks on Richard Dury and 'Original Pronunciation'

I would like to comment on Richard Dury's contribution to the November 2005 issue of the *SLIN Newsletter*. Richard was kind enough to mention my contribution to the 1989 Naples conference on the history of English where I suggested that 'original pronunciation' recorded performances of Elizabethan and Jacobean vocal music could be an attractive resource for the teaching of the history of English phonology. Readers of our newsletter who took down the published proceedings from their shelves and had another look at my paper will probably have been somewhat surprised by the transcribed version of the first two verses of Dowland's *Flow my teares*, which, despite Nicola's efforts, the printers were unable to reproduce in a way exactly corresponding to my original manuscript. I subsequently produced a more precise version using fonts that I had to partially create by myself and which I can send to anyone interested. Like Richard I was also in London in August 2005 and also bought a copy of David Crystal's *Pronouncing Shakespeare*, and, like him, read it in a couple of days. One of the points (following Quirk) that I made in my paper was that, though it was technically possible to reconstruct original pronunciation for the performance of Shakespeare's plays, this was not actually desirable and would lead to 'sociolinguistic confusion', since (to quote Quirk, 'so many of the features of Elizabethan pronunciation have remained in twentieth century use with utterly different sociological connotations'). At first sight Crystal's enthusiasm over audience (and actor) reception of his reconstruction of *Romeo and Juliet* put on at the modern Globe in 2004 would appear to prove me wrong. Nevertheless, Richard was less than enthusiastic about the performance of *Troilus and Cressida* he attended in 2005, partly because it was a much less familiar play. His doubts have now found strong support in an article in the Spring 2006 issue of the *European English Messenger* by Neil Forsyth. If specialists can be so doubtful (despite their professional interest), what about the 'ordinary theatregoer'? At the performance Forsyth attended many of the latter category 'voted with their feet', leaving the theatre well before the end. Use of original pronunciation recordings of songs has proved very popular in my experience in the classroom for making the teaching of historical phonology easier to digest. Richard's readings of poems in original pronunciation as a fascinating conclusion to dinners at our conferences before a very select audience of historical linguists have been deservedly memorable. A public theatre (albeit the modern Globe) is apparently still another matter.

John Denton

## 5. Varia

ESTC: New Opportunities - New Challenges The English Short Title Catalogue will become freely accessible on the British Library's website from autumn 2006. This momentous change will open new possibilities for ESTC. Research has changed profoundly since the ESTC Project began. ESTC must change too if it is to meet the needs of researchers in the future. On 30 October the British Library, in association with ESTC North America, will hold a conference to celebrate the new role of ESTC as a free internet resource and to explore how ESTC might develop in the future. Researchers with a wide variety of interests, from the US and from the UK, will help us begin this debate, addressing the issue from the point of view of their own research or research projects. Speakers will include Ian Gadd, Michael Hunter, David McKitterick, Ian Maclean, James Raven, Henry Snyder, Michael Suarez, Stephen Tabor, and David Vander Meulen. Participation is free, but registration is required.

For details of the programme and for registration please get in touch with Teresa Harrington, British and Early Printed Collections, The British Library, 96 Euston Road, London NW1 2DB, United Kingdom. Telephone +44 (0)20-7412 7785; email: [teresa.harrington@bl.uk](mailto:teresa.harrington@bl.uk) Juliet McLaren Assistant Director, ESTC-North America Highlander Hall, 016 University of California Riverside, CA 92521-0154 (951) 827-7009 Fax: (951) 827-4120 email: [juliet.mclaren@ucr.edu](mailto:juliet.mclaren@ucr.edu)