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ABSTRACT

This newsletter discusses the teaching and role of English around the world. Articles also cover English-language media in a given country, and the opportunity and need for understanding and speaking English in that country. This particular issue contains items on English education and use in Yugoslavia, Norway, Iceland, Finland, Kenya, Pakistan, Cyprus, Ethiopia, the Philippines, Australia, Iran, and Japan. (VM)

Number 3 November, 1970

ENGLISH AROUND THE WORLD

A publication of The English-Speaking Union of the United States
16 East 69th Street, New York, N.Y. 10021

Editor, *English Around The World*, JOHN I. B. MCCULLOCH • Managing Editor, AUSTIN E. BASNER

ON THE FRINGE OF THE CURTAIN-REPORT FROM YUGOSLAVIA

The editors have recently received a detailed report on the language situation in Yugoslavia which, as we all know, occupies a distinctive position in the Communist world. Much of the report is statistical in nature, and is accompanied by a note to the effect that the statistics are to be taken with a grain of caution, since they are at best approximations. Nevertheless a few facts do emerge, which may be of interest to the reader.

Compulsory education in Yugoslavia begins at the age of seven (grade one) and ends at the age of fifteen (grade eight). Theoretically, at grade five level, all children *must* begin foreign language study and may freely select one of four languages (French, German, English, or Russian). Children continuing to the four-year secondary schools *must* continue to study the same language chosen in grade five of primary schools during all four secondary years. In many, but not all secondary systems, the students elect a second foreign language in the first year of secondary school and thus study two foreign languages simultaneously.

Although it is theoretically possible for a child beginning the fifth grade to select from any four foreign languages, teacher shortages in many districts may limit the choice to two; sometimes there is only one foreign language available.

Yugoslavia is composed of six Republics (Bosnia-Hercegovina, Montenegro, Croatia, Macedonia, Slovenia, and Serbia) and the percentage of English versus other foreign languages taught in the schools varies from Republic to Republic. In the year 1965-1966 (the last year for which figures of any solid proportions are currently available), English rated a poor second (to Russian) among the four languages taught in primary schools, and a fairly strong third in the secondary schools (the first two varying from Republic to Republic). Only in Croatia (capital Zagreb) did English rank first both on the elementary and on the secondary level.

Our observer in Belgrade hastens to note that:

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The English-Speaking Union of the United States celebrates this year its fiftieth anniversary. We print below a salutation from His Royal Highness, Prince Philip, Duke of Edinburgh, who is also President of the English-Speaking Union of the Commonwealth, our senior by two years.

Buckingham Palace

Fifty years' existence as a voluntary organisation is quite an achievement in itself. It implies loyal support from its members, hard work from committees and staff and an active programme of activities and projects.

A Jubilee is also liable to become an occasion for looking back and for self-congratulation. This may be all right for many organisations but not for the English-Speaking Union. At no time in its fifty years has the work of the Union been more important than it is today. At no time in its history have the challenges and the opportunities been greater than they are today. 267 million people speak English as a native language and another 240 million speak it as a second language. In total 500 million and second only to Chinese speakers who number 700 million. Furthermore, 70% of the world's mail is written in English and 60% of all radio programmes are broadcast in English. It is the official language in 29 countries and one of the official languages in 15 others. Half the world's scientific literature is written in English. It is the official language for international aviation and the prime language in shipping, sport and popular music.

This is the extent of the world-wide group which the Union can help and encourage and bring together through the medium of a common language.

Philip

THREE VOICES FROM THE NORTH

In *English Around The World,* No. 1 we offered some comments on the language situation in Denmark; in *EAW* No. 2, we turned our attention to Sweden. In both countries, English is described as having in recent years taken over the role of second language, and in both countries the high quality of English teaching, even by native instructors, was warmly extolled by our informants.

The material which follows was recently received from correspondents in three countries, which, in one way or another–geographical or historical–are linked to the above.

1) Norway. Actually Norway has two official languages, the Rigsmaal, which is derived from Danish, and the Landsmaal, of more popular origin. If, for the purposes of this study, we can consider them under the same roof, we can safely quote from our Oslo informant, who declares that "English is the second language in Norway and a compusory subject beginning early in the elementary schools." At present it is compulsory from the fifth grade on, and "there is a constant trend to begin the teaching of English at an even younger age. Most of the younger generation have a solid knowledge of this language, and even in the most remote village there is a likelihod of meeting people who speak English."

2) Iceland. Described by the Columbia Encyclopedia as "beyond doubt the most literate and best informed nation in the world," the Icelanders terminated by referendum in 1944 a personal union with Denmark, the kingdom of Iceland becoming an independent republic.

Here are some remarks from Reykjavik. "English is a compulsory subject from the eighth grade (age 14) on. In the eighth grade it is taught five class hours (45 minutes each) per week, whereas Icelandic is taught six class hours weekly. I believe there is a constant trend toward learning English, both in the schools and, informally, through television, films, the radio at the U.S. Nato base, frequent exchange visits and contact with English-speaking visitors. English is also the medium of communication with all non-Scandinavian visitors, and is becoming so even for the Scandinavians." This last observation is of particular interest to the editors.

3) Finland. This country, for hundreds of years a military and political football between Sweden and Russia (and also with a cultural and economical orientation toward Germany) is of particular interest in terms of our survey.

Swedish is considered a "domestic language" and officially a second language in Finland, but, according to our source in Helsinki, "Swedish continues to decline for various reasons–especially the nationalism that attended independence, plus the decline of the Swedish-speaking Finns' dominance over commerce and culture built up during the centuries of Sweden's rule. Swedish today is used as a principal language by approximately 7% of the population, largely in the west and south of the country. It is of relatively little use in the country-side where you would do better to use English when speaking to young people and German to the old. In many places only Finnish would suffice."

It is true, according to our informant, that under a new "Basic Law" governing education, Finnish nationals must acquire expertise in whichever of the two official languages they do not have. This, he goes on to say, "may arrest the decline of the Swedish. In my opinion, it will not retard the development of English as Finland's lingua franca."

Some figures might be noted. Based upon statistics accumulated by the Finnish National Board of Schools for the year ending June 1969 (the latest available as we go to press), participation in foreign language courses offered by Finland's public schools in the "long course" (approximately five to seven years of study) indicated preferences as follows (Swedish, being considered a domestic language, was not included): English 71%, German 28%, Latin 0.5%, French 0.1%, Russian 0.1%. Our source adds that "because so few Finns study Russian, there is a lack of trained translators to handle the commercial correspondence generated by Finland's trade with the Soviet Union." Fortunately, that is not *our* problem.

TWO SETBACKS - OR ARE THEY?

In the first (November, 1969) issue of *English Around The World,* we defined our objective as mirroring "the ups and downs of the English language in today's world."

We would, we feel, be derelict in our duty if we failed to inform our readers of the "downs" as well as the "ups." Two developments of the past year–selected among others since they received considerable publicity–might be judged to fall in the former category.

A dispatch from Nairobi in May 1970 noted that the government of Kenya "has issued orders establishing Swahili as the national language, as it is in neighboring Tanzania. Under the program, which has met with little enthusism among the ten million people of this former British territory, English is to be displaced except in institutions of higher learning by the end of next year."

And from Rawalpindi, in Pakistan, we were notified at approximately the same time that a commission was to work out a phased program for "replacing English with Urdu and Bangla (Bengali), the two national languages for state business" (West and East Pakistan are, of course, separated by approximately one thousand miles). This change-over involves, among other things, a monumental labor of translation.

It is perfectly understandable to us that evolving nations, in Africa, the Indian subcontinent, or elsewhere, should be eager to identify themselves with

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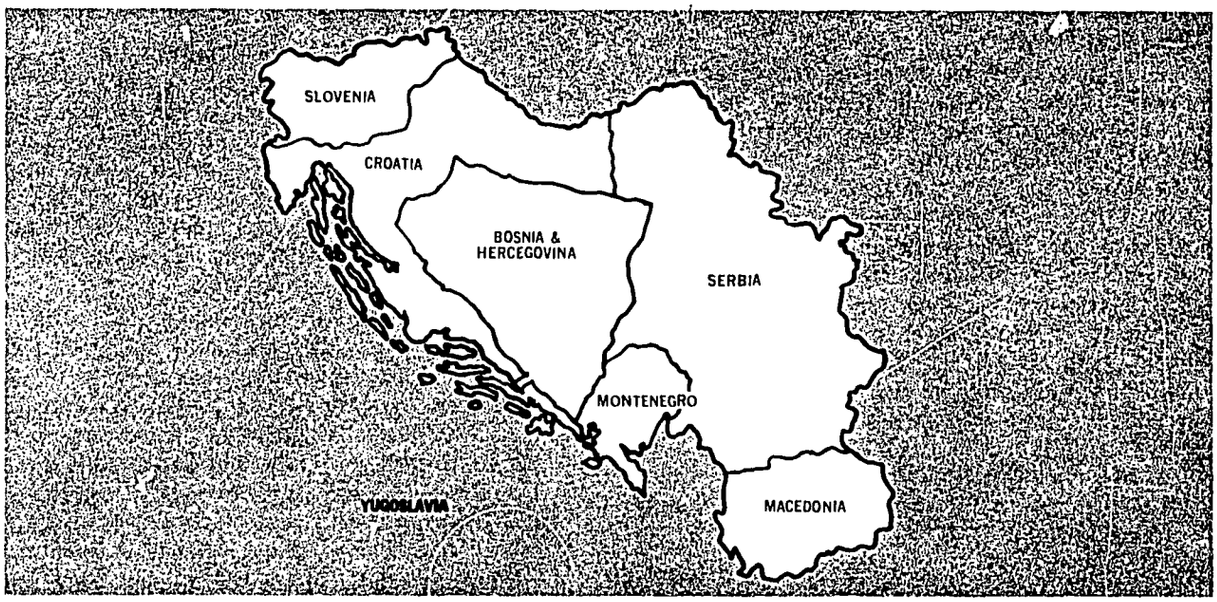

REPORT FROM YUGOSLAVIA

(Continued from page 1)

"Two considerations modify this picture.

1) Figures from the same school year, when broken down grade-by-grade, show that registration is increasing in Russian and English, relative to French and German, at both the primary and secondary levels.
2) Though no firm figures are available for language student registration in educational institutions offering out-of-school courses to all ages, those visited by the writer invariably reported that registration for English courses equaled or exceeded the total registration for all three other languages.

One conclusion that can be drawn from the above is that the post-war shortage in qualified English teachers which so limited the spread of the language (and still does to some extent) is being overcome; another conclusion from this and other evidence is that many parents of children forced to take another language in regular school studies, due to teacher availability, are sending their children to the out-of-school institutions (worker's universities, people's universities, language institutes) to study English.

All four languages are offered at the university level, together with (at some universities) Italian and Spanish. No firm figures are available, but it is believed that the standing of English is among the highest if not the highest. There are eight universities with English Departments in Yugoslavia.

In the grade school and out-of-school education systems, the number of English teachers whose native tongue is English is negligible. Most university English departments have at least one native speaker on their staff, but the percentage seldom exceeds one to ten. The native speakers are generally lectors provided by the British Council, Fullbrighters, or English speakers married to Yugoslavs.

The Press and Cultural Section of the American Embassy and the British Council both support programs aimed at encouraging the teaching of English in Yugoslavia, and improving the caliber of the teaching. There is very close cooperation between them, and both organizations give study grants of various kinds to English teachers. Furthermore, the Ford Foundation has provided grants for study in the United States at the post graduate level to professors in Yugoslav English departments, and supports at the moment a research project involving American and Yugoslav specialist, designed to produce a contrastive analysis of English and Serbo-Croatian.

Our observer notes that "there is a definite trend favoring the teaching and learning of English in Yugoslavia," but concludes that "in the opinion of many informed people, our major problem is that we do not have the capacity to meet the existing world-wide demand for English teaching." This is a lament which the editors of *EAW* have heard from all quarters of the globe.

TWO SETBACKS - OR ARE THEY?

(Continued from page 2)

languages which they can call their own (however questionable, in certain cases, the claims may be). It is to be hoped that these countries will not leave out of sight, from a long-range point of view, the advantage of possessing a second or auxiliary language which provides a window upon the world. Whether the developments we have recorded will mean, in the cases of Kenya and Pakistan, a serious downgrading of English in the educational pattern, remains to be seen (in the case of Kenya, at least, institutions of higher learning are exempted from the "all-Swahili" pronouncement).

In any event, both stories are worth following.

CYPRUS: GREEK, TURKISH AND ENGLISH

Considering the long period of British administration in Cyprus (dating in effect back to 1878), it is not surprising that English can be described as "truly a second language" in that island republic –this despite the fact that Greeks (practicing the Greek Orthodox religion) make up 77% of the population and Turks (Muslim) account for another 18%. (These are the latest figures available.)

To quote from our correspondent in Nicosia, "English is a compulsory subject in all Cypriot schools, both Greek and Turkish, with six years required in the gymnasium plus two years in elementary school. Many of the teachers have studied in English or American universities, and their level of English is quite high.

"There are approximately a dozen schools on the Island (excluding the institutions run by the British for their military and civilian dependents) where the language of instruction is English–these are considered some of the better schools, and attract students from the highest strata of Cypriot society.

"Cyprus has no institutions of higher learning and students wishing to advance their education go to either Greek or Turkish universities. However, a significant minority pursue their studies in Great Britain and the United States, either through government scholarship programs or at their own expense.

"As tourism and industry increase, there is a parallel rise in the demand for English-speaking Cypriots."

ITEMS FROM ETHIOPIA

A letter received not long ago from Addis Ababa reports that Ethiopia is one of five Eastern African countries participating in a Ford Foundation survey of English language teaching.

According to Ford Foundation headquarters in New York, the other countries concerned are Kenya, Zambia, Uganda, and Tanzania. The group is trying to develop a system of teaching English which would be most appropriate to each nation involved in the program. The five have organized an Association of Teachers of English as a Second Language and are preparing to publish a journal, dealing with the problems peculiar to this particular field.

Our correspondent from Addis Ababa notes, among other things, that although instruction in English as a second language is normally begun in the fourth grade in Ethiopia, many schools begin such instruction earlier and that, commencing with the seventh grade, all teaching save that in the Amharic language class, is conducted in English. This summation concludes with the remark that: "all teachers in the elementary grades are Ethiopian, but most of the teachers beginning at grade seven are Indian."

We are further informed that "the *Ethiopian Herald*, the major daily newspaper of Ethiopia, is in English, with a circulation of 25,000." Two magazines are also published in English.

THE PHILIPPINES - A SPECIAL CASE

The 7,100 islands which make up the Philippine archipelago represent perhaps a special case in terms of our survey, since English is still the major language among the better educated Filipinos, and the entire school system uses English as the language of instruction after the second year. But how does English fit into the overall pattern, and what are its prospects? For details on this we quote from a highly competent Manila source.

"The 1960 Philippine census lists 85 distinct vernacular languages and dialects. Tagalog or Pilipino (sic)–designated as the national language in 1946–is spoken by 46% of the population, English by 40%. All major languages in the country are written in Roman script. No one language is common to the whole archipelago. Nine or ten million Filipinos do not speak, read or write any of the three official languages–Tagalog, English or Spanish.

"Tagalog and English are the two main official languages. Widespread speaking knowledge of Tagalog stems from its status as the mother tongue or more than five million in Manila and the surroundings and its vernacular use in Manila, the country's mass media center. It has a richer literary heritage and Tagalogs are better educated than any other regional group.

"English is the principal medium for education, media communications, commerce, trade, street signs, medicine and government. With the exception of the first two primary grades, it is the vehicle of instruction in all schools and at all other educational levels throughout the country. For all practical purposes, Engish serves as the *lingua franca* despite the fact that only 4 out of 10 speak an unadulterated form of it. The majority resort to a Tagalog-English hybrid, 'Pilipino English' that in fact approximates basic American English and is spoken with pronunciations and inflections found in the Philippine regional languages.

"The major newspapers and quality magazines are printed in English. Most radio broadcasts are in English. American movies predominate. The Philippine Motion Picture industry produces some films in English but more and more in Tagalog. When congressmen in the Philippine Senate and House relapse into speaking the vernacular there are always complaints from colleagues to resume debate in English. With the growing nationalism in the Philippines, however, is a growing emphasis on Pilipino–in TV, comics, movies, jokes, street signs, the theater, sports, in textbooks, food and pharmaceutical labels, popular songs, radio broadcasting. It is becoming the language of protest. The current Secretary of Education has suggested that English begin in the fourth year rather than in the second."

Meanwhile, our correspondents agree that "the best place to extend a helpful hand in the Philippines is at the university level, specifically in assisting the effective training of potential teachers of English for the Philippine school system."

ENGLISH THROUGH RADIO AUSTRALIA

When the Indonesian Navy's training barquentine "Dewarutji" docked at Port Melbourne some time ago, a number of officer-cadets and crew visited the Melbourne studios of Radio Australia. They called to express their appreciation of Radio Australia's English lessons which are transmitted regularly under the program title "English for You." A spot check showed that 75% of the "Dewarutji's" complement had either learned English or had polished up their English through Radio Australia courses.

These courses were inaugurated in October 1959, when the first of a series of half-hour lessons was broadcast to Indonesia. Students received sets of eight booklets, each containing 13 lessons. In the period since then—more than 10 years—nearly three million booklets have been distributed.

Many technical terms in textbooks coming from Europe and America cannot be rendered directly into Indonesian. For example to put a word like "trajectory" into Indonesian presents such philological problems that it becomes simpler for the student to acquire a sound knowledge of English. Consequently, many secondary schools and teachers' colleges include Radio Australia's course in their curriculum. In Djakarta, Army Intelligence, the Government Bank, universities and some embassies send for large numbers of booklets. So do oil companies and other industrial concerns. The personnel manager of the Hotel Bali Beach trains his staff in the English language by means of "English for You."

The success of the English course for Indonesians encouraged Radio Australia to introduce similar courses for Thai in 1965, and for Vietnamese in 1967. One hundred and fifty thousand booklets have gone to Thailand and two hundred thousand to Vietnam.

Lessons for Thai and Vietnamese are rebroadcast by the Thai and Vietnamese government radio stations. In 1967, an episode from the Thai series won a special prize in the radio section of the Japan Prize, an annual contest established by Nippon Hoso Kyokai—the Japan Broadcasting Corporation—to encourage educational broadcasting.

In Asia, Radio Australia's broadcasts have an advantage—partly a geographical advantage—because they are often heard more clearly than other overseas short-wave services. Indeed, in outlying parts of Indonesia, listeners frequently have better reception from Radio Australia than they do from local short-wave broadcasts from the capital, Djakarta.

Radio Australia was established in 1939, and—apart from its work in teaching English—broadcasts in seven languages exclusive of English (French, Indonesian, Mandarin, Thai, Japanese, Cantonese and Vietnamese). On three occasions, in triennial international polls conducted since 1956, it has been voted the most popular short-wave radio service in the world. It receives an average of 600 letters a day, many of which attest to its effectiveness in the teaching of English.

NOTES FROM IRAN

Here are some comments from a correspondent in Iran, who has been described as "probably the most knowledgeable person in that country on the subject of English language teaching." Again, we quote:

"English is a required subject in all schools from the 7th through the 12th grades, four 50-minute periods a week. Private elementary schools all over the country offer English, usually two or three afternoons a week (4-6 hours). In a very few schools in the larger cities (i.e. those run by nuns), French is substituted for English, though some, like those of the Alliance Française, also teach English. A few of the vocational schools teach German because they are operated with the assistance of teachers from Germany. A foreign language is required at the university level, usually for two years, and English is the choice in some 90% of the cases.

"There are both British and American schools in Tehran (officially preferred spelling though you will often find Teheran) and some of the provincial cities, where the entire program is in English. The mission-run Community School (kindergarten through secondary level) conducts its complete program in English, with Persian taught as a foreign language. And the International School has a divided program, half in English and half in Persian. All of these schools are crowded to capacity.

"The British Council and the Iran American Society (binational center) both have large teaching centers in Tehran and branches in each of the four provincial cities.

"Iran has two English language daily newspapers, The Tehran *Journal* and *Kehyan International,* each claiming a circulation of 12,000 but more likely around 8,000. There is also a daily bulletin of economics and politics, *Echo of Iran,* which has a circulation of 4,000. There is one weekly magazine in English, *Iran Tribune,* with a circulation of between seven and ten thousand.

"With so many foreign companies active in Iran, and with tourists flocking to the country, there is little need to stimulate interest in the study of English. We just need desperately to improve the quality of instruction."

Children of Primary School, Djakarta, studying Program Guides as they listen to the Indonesian Service's Childrens' session from Radio Australia.

WANTED: JAPANESE WHO CAN SWEAR IN ENGLISH

Our attention was called recently to an article which appeared in the Japan Times under the heading "You Have To Speak English, Men." Though it is not our practice to reprint extensively from other publications, this particular article makes so many points germane to our philosophy that we have no hesitation in passing it on to our readers.

Until some time ago, Ichiro Nakayama never thought that to be a president of a company was so difficult.

Today the 61-year-old president of Nihon Light Metal Co. has no choice but to speak English to handle his daily business. The company has a Canadian vice-president on its payroll because of its business tie-up with a Canadian aluminum company.

"You can't be a president of this company," he says, "without some knowledge of English."

Jiro Ushio, president of Ushio Electrics, offers his explanation and says, "Japan's economy won't be able to continue to grow without our selling our products abroad."

"In other words, you can't be a businessman in the near future without increasing business contacts with foreign countries," he says.

He now meets some 50 foreign buisnessmen a year for business dealings. "In five years, I might have to meet two or three foreign visitors every day. That means I'll be speaking English at least for a couple of hours every day," he says.

Furukawa Electric Engineering Co., for instance, has offered three – basic, senior and advanced – courses on English conversation to its white collar employees.

There are 30 classes. Each class consists of 20 voluntary students.

The voluntary learners have to sacrifice two hours twice a week and pay 1,500 yen a month for half a year.

Few people, it is reported, dare skip classes there because among the trainees are many executives including Jiro Suzuki, the company president.

Sony Corporation, which has an extensive business network all over the world, once put in a newspaper ad saying "Wanted: Japanese Who Can Swear in English."

Almost all levels of English conversation classes are found there. And one of the toughest courses is the summer seminar for senior employees.

They have to get up early. The class begins at 7:20 and ends at 8:20 every morning, 10 minutes before other employees come to work. The class is open throughout the two hottest months of the year, July and August.

Masaru Ibuka, president of Sony, has long laid down the decree for his employees: "Every one of you is expected to speak English."

Figures are abundant to illustrate this English boom among corporations.

The Tokyo English Center (TEC) is providing various corporations in the Tokyo area alone with 200 different English conversation courses. There were only half the number last March.

The English Examination Association, a private organization, gives examinations to all levels of students and businessmen in June and November every year.

Some 200,000 men and women take the nationwide examination each time. (Shukan Asahi).

TEAMWORK IN LONDON

The English-Speaking Union of the Commonwealth joined forces in 1970 for the second year running with the British Broadcasting Corporation and International House in organizing in London a Summer School for overseas learners and teachers of English. (International House is a private trust with headquarters in London, which runs language teaching institutes in many parts of the world.) Historically, the School is a development of the BBC's English by Radio Summer Schools, the first of which was held at the same location (the University of London's Westfield College) in 1952. As in the past, members are recruited mainly from the BBC's worldwide audience to its English by Radio and Television programs and the techniques of radio and television teaching are an important feature of the program offered to members. Under the new organization however, the ESU shoulders the responsibility for administration and International House provides tutors.

The Viscountess Eccles was Chairman of the Organizing Committee, which included Sir John Benn, Chairman of the English-Speaking Union of the Commonwealth and Dr. Bernard Lott of the British Council. Director of the School was Christopher Dilke, Head of BBC English by Radio and Television, and Assistant Director was John Haycraft, Principal of International House.

The 1970 School opened on 26th July under the patronage of HRH Prince Philip, Duke of Edinburgh, with a membership of 150 from 23 countries. About half of these were teachers, including a group of young English men and women, preparing to teach English abroad under the United Nations Association. The majority came from Western Europe but there were also members from Turkey, Venezuela and some East European countries, thanks to scholarships provided by the organizing bodies, the British Council and a number of British educational publishers.

The three week program provided tuition in small groups, lectures by specialists in English as a foreign language, special practice sessions for the foreign and British teachers (using groups of students from the School for teaching practice), visits to theaters, pubs, places of historical interest, the BBC, newspaper offices and so on. The accent throughout was on "realistic" English-teaching and practising what English people actually *say*, and showing the many ways in which the English language is constantly changing.

LETTERS TO THE EDITOR

To the Editor:

Your paper *English Around The World* is doing a valuable service in spreading the news that the English-Speaking Union, both in the United States and the British Commonwealth, is finding new work to do.

The world has grown smaller since Sir Evelyn Wrench founded the Union for the purpose of bringing closer together the English-speaking peoples. He was a man of the future then, and he would be one now in recognizing that in these days many nations outside the English-speaking world want to associate themselves with it through a knowledge of our language. I am sure he would approve of the E-SU's recognition of this growing demand by adapting and extending its work.

Of course, the E-SU is not equipped to teach English but it can give help to those who do. For example, in the United Kingdom the E-SU has combined with the British Council and the B.B.C., both experienced and indefatigable organizations in this field, to run an English Language Summer School in London attended by students and teachers from many countries, together with young people preparing for voluntary work overseas. This venture has proved a great success and is to become a permanent feature of our programme.

It is only one instance of a new activity. There will be many others and I hope that both here and in the United States the E-SU will not only live up to future opportunities but show enough vigour and imagination to create them.

Sybil Eccles
London

For further details on the English Language Summer School to which the Viscountess Eccles refers, see our article on "Teamwork in London" elsewhere in this issue. Lady Eccles is widely known as an enthusiastic, articulate, and influential champion of the English language as a key activity of the English-Speaking Union throughout the world.

To the Editor:

I think there is a value in a lingua franca and obviously that would mean English. But I would hope that at least as a secondary language, countries and tribes and groups would retain also their native tongues. We think in *words* and these are closely bound up with our customs, our beliefs, our skills, everything we do. I suppose sometime we will all be alike. I am glad I won't be around to see the dull conformity of that world!

Mrs. Philip N. Youtz
Walnut Creek, California

We too are opposed to dull conformity, and in the Editorial Foreword in Number 1 of this newsletter we stated that we had "no wish to displace any existing tongue." To an old language buff such as the editor there is endless fascination in the variety of languages and dialects which dot the world. In this sense, the more the merrier. We feel though that there is no incompatibility between such variety and the simultaneous usage, as generalized as possible, of a single language to serve as a means of communication between different countries and cultures. Obviously, we opt for English in this capacity.

To the Editor:

I had passed to me this morning from the head of our English Department the May 1970 issue of *English Around The World*. What a discovery! I did not know such a publication existed.

As I work with the international students who study on this campus, I am greatly interested in English being taught as a second language. I shall be leaving this country on a year sabbatical touring some twenty-five countries, visiting on campuses learning how English as a second language classes are conducted. You can see why the discovery of your publication has excited me.

Robert J. Wurster
Department of English
Western Kentucky University
Bowling Green, Kentucky

To the Editor:

(Your last issue) reminded me of an idea I had pushed that was now lying dormant. The idea supplements one expressed by John M. Cates, Jr. when he calls for "an intensive campaign to foster the continued and expanding use of English around the world." My idea is to set up a center for making available anything significant published in any language whatsoever in English. * * * I believe strongly that the time is ripe for the step that I propose – to organize all interested countries to contribute money, staff, and equipment to a center for making all useful ideas available to anyone in at least one language, English. Perhaps you or your readers might find ways of bringing this idea to fruition.

I am impressed by the excellence of the articles and the letters in this Number 2 issue. Your publication is the best thing we have in the way of a spearhead for action leading toward giving human beings a way of communicating with all other human beings in a single medium.

William F. Marquardt
Professor of Education
University of Illinois
Urbana, Illinois

This is the second letter from Professor Marquardt which we have published. However, the subject matter is totally different. Perhaps some of our readers would like to comment on the suggestion which the writer puts forward.

To the Editor:

I have just received the second issue of *English Around The World*. Such a publication is indeed a great contribution to those of us who are engaged in teaching English as a second language.

(Continued on page 8)

LETTERS TO THE EDITOR

English is taught here as a required six credit course for all freshmen. The other colleges place additional requirements for their students, Arts and Education each requiring a minimum of eight credits.

We have a special program, Compensatory English, designed for those freshmen who have not met the minimal requirements for entrance in their College Board score. All College Board examinations are specially prepared as second language English. We have prepared a special Conversational English Institute for the month of June, as an adjunct to this program.

Information then, about additional programs in other areas is a great help to us. I would be very happy to be placed on your mailing list.

Sister Margaret Immaculate, C.S.J.
Chairman, Department of English
The Catholic University of Puerto Rico
Ponce, Puerto Rico

To the Editor:

Once again I've read your *English Around The World* and once again I am quite impressed with the work you're doing both in approach and breadth of coverage. I find your subject alone fascinating and know from some personal experience studying abroad in England with a group of international students, of all ages and varied occupations, how important "English" around the world can be.

I have had great success sharing my newsletter with varied friends around the world – all principally teachers of English in their respective countries.

Jane A. McGarry
Philadelphia, Pennsylvania

To the Editor:

Thank you for including us in the distribution of your most unusual publication devoted to promoting English as a major factor in the development of understanding throughout the world. English in Action shares in this development with its program throughout the U.S.

Newcomers to the United States are often baffled by American pronunciation of the English they have learned in their countries and by idiomatic expressions which they never learned. To cope with this situation, a volunteer program called English in Action was established in 1960 and is now carried on by 3,000 volunteers in EIA units across the country. They meet with foreign visitors – college students, doctors, business trainees, employees of foreign governments and their wives. Units have been set up in hospitals to help the many foreign doctors in the U.S. In New York, approximately two hundred agencies, including business firms, YMCAs, colleges, consulates and international organizations, refer people to English in Action.

The purpose of the organization is not to teach English. The foreign conversation partner must have studied the language previously and be able to read and write it, even though the ability to speak it is limited. Weekly hour-long talks with an American volunteer soon make the foreign partner more relaxed in conversation with American friends and associates.

Our organization relies on the enthusiasm of the many literate men and women who have found the idea appealing. It operates on a small budget that is met by donations from its own volunteers as well as the business firms whose employees have been helped by EIA.

Meetings for conversation practice take place wherever EIA has been able to borrow a room and establish a unit. This includes church parish houses, Ys, schools and other institutions. The American participants include secretaries, lawyers, artists, housewives, teachers and students. Last year, the New York area alone accounted for over 19,000 hours in the program.

The foreign conversation partners are almost evenly divided as to origin among Latin America, the Orient, Europe and the Middle East. In our program they have an opportunity to discuss relations between their country and ours with a North American, their volunteer. Volunteers often refer to the organization as a domestic Peace Corps, a "speech corps" for the improvement of intercultural relations and international understanding.

There are units of English in Action throughout the U.S., from New York to Hawaii. Individuals who are interested should contact us at 40 E. 54 St., N.Y., 10022. Telephone: (212) 758-4910.

We look forward with keen anticipation to the next issue of *English Around The World* and wish you every success with this valuable adjunct to the work of the English-Speaking Union.

Dave Davisson
New York, New York

The editors are quite familiar with the valuable work being done by English in Action. A unit of EIA has operated on the premises of the New York Branch of the English-Speaking Union for the last six years, and much more recently units have been founded at E-SU branches in Chicago, Boston, and Washington. Mr. Davisson modestly neglects to identify himself. He is editor of publications for English in Action, including "This Week in New York for Foreign Students," colloquially referred to as "Twiny," which appears regularly every seven days throughout the year.

Conversation Partner at an English in Action session.