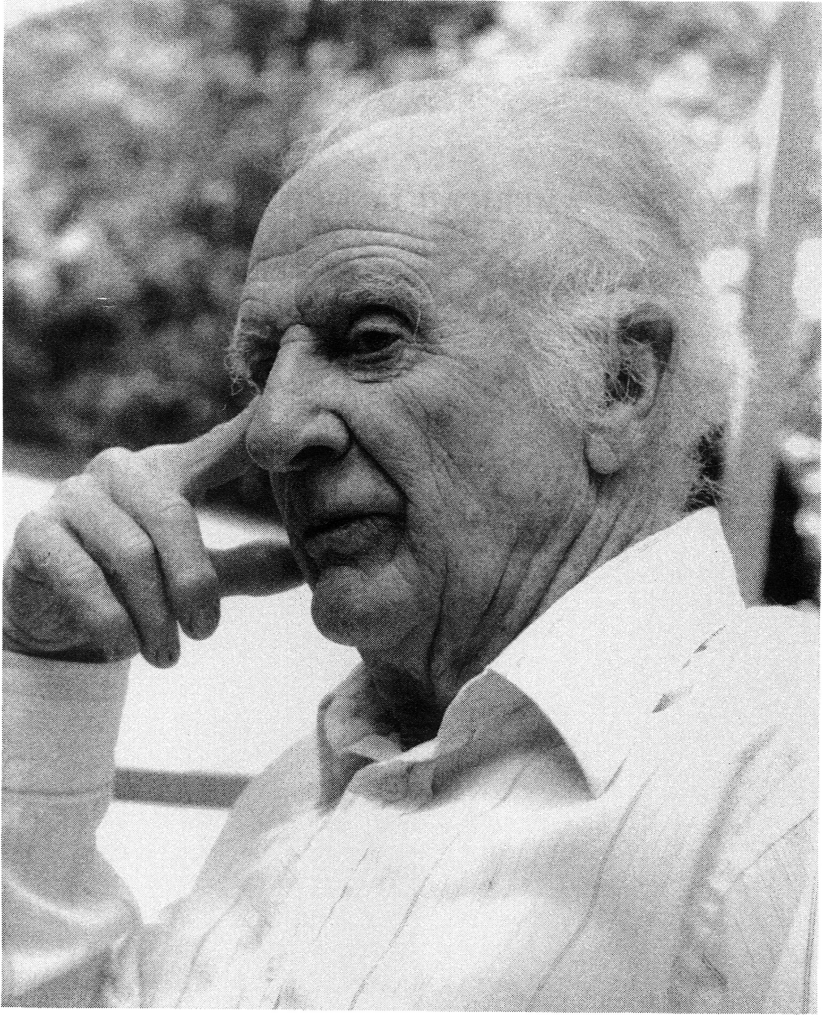


**AMERICAN LINGUISTICS  
IN PEACE AND AT WAR**

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## AMERICAN LINGUISTICS IN PEACE AND AT WAR\*

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### 1. *Background*

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

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

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\* This text goes back to a paper entitled "Peace and War", originally written as part of the history of the American Linguistic Society on the occasion of the 1974 Golden Anniversary Celebrations; it first appeared in *LSA Bulletin* No.64 (March 1975), pp.28-34, where it is preceded by an "Introduction" by Einar Haugen (25-26) and Martin Joos' "The Beginnings" (26-28), and followed by brief accounts by the subsequent secretary-treasurers of the LSA: Archibald A. Hill, Thomas A. Sebeok, and Arthur S. Abramson (34-39). Joos' much longer account, on which he worked until his death in 1978, was published in 1986 under the title of *Notes on the Development of the Linguistic Society of America, 1924 to 1950* (Ithaca, N.Y.: Linguistica), with a Foreword by J Milton Cowan & Charles F. Hockett. Hill's account of his years as Secretary-Treasurer (1950-1968) is to appear in *Historiographia Linguistica* 18:1.49ff. (1991).

of view, in which I sketched man as a robot with various sensors, primarily a color-sound camera with immediate playback (anticipating television), all hooked up to an enormous storage vault (memory) from which little gremlins could pull out any recordings for instantaneous replay (anticipating the computer). When I was through Edward Sapir rose and posed a question. If a man from Mars were to come to earth and see two men playing tennis would he, if the players were equipped with every known recording device measuring respiration, metabolism, heart rate, blood pressure variation, muscle tone, brain waves, etc., all rigged so as not to impede the players and connected to instantaneous graphic recorders, by reading these be able to figure out the rules of tennis?

There was an interesting social stratification at the Institutes. The elders, Roland G. Kent, Edward Sapir, Franklin Edgerton, E. H. Sturtevant, E. Adelaide Hahn, Leonard Bloomfield, C. C. Fries, Hans Kurath, A. L. Kroeber, G. M. Bolling, were a caste waited upon and revered by the youngsters, Zellig Harris, George Trager, C. F. Hockett, Henry Lee Smith Jr., Jack Carroll, Harold V. King, Kenneth Pike, Raven McDavid, Morris Swadesh, Henry Hoenigswald, Norman McQuown, Carl Voegelin, Mary Haas, John Echols, Fred Cassidy, Murray Emeneau, Harold Allen, Isidore Dyen, Carleton Hodge, Harry Hoijer, Herbert Penzl, to name a few. Albert H. Marckwardt and Bernard Bloch were very special, *Grenzmenschen*, sort of in between. Their ages placed them with the youngsters but their staff status let them consort with the elders, albeit somewhat apart. Except for them there was no first name trading across the boundary. But no holds were barred, and no inhibitions shown because of age or status when it came to linguistic discussion. I recall exactly an exchange between Leonard Bloomfield and Charles Hockett which ended by Hockett saying, "The trouble with you, Mr. Bloomfield, is that you don't believe in the phonemic principle." That should have been a conversation stopper but it wasn't. By 1939 I had become a regular staff member and taught at the last two pre-War Michigan Institutes and at Chapel Hill in 1941.

I can remember the shock, gratification, and anxiety with which I received the news that the Nominating Committee was going to put me up as a successor to Roland G. Kent. I had watched Kent run the Society with an iron hand and had real doubts about my ability to follow in his footsteps, knowing that his stern eye would be on me constantly. These misgivings were compounded because Kent made no bones about the fact that he would have preferred George Lane as his successor. However, as soon as the election was over he

congratulated me and then set about instructing me in my duties. I made two trips to Philadelphia for orientation before he would allow the books to be transferred to me at the University of Iowa. He was somewhat reassured when he learned that my wife had had experience in a bank and was an excellent bookkeeper.

New Year's Eve, 1941 — barely three weeks after Pearl Harbor — in Indianapolis was for me memorable. At its annual session before the regular meeting of the Society I had had to confess to the Executive Committee that the Society's books were out of balance by an even \$5.00 and that despite numerous attempts my wife and I had not been able to run down the error (it turned out that a check for dues had bounced and had not been redeposited). Roland G. Kent assured the Committee that it would be all right. He would go over the books with us himself that very night after the meeting and set matters straight. At 3:00 a.m. on New Year's Day he gave up and confessed that the double entry system he had devised and insisted we maintain was not infallible. Then he did a remarkable thing. He proposed that we have a drink and when the glasses were in our hands he said, "I'm now convinced that we made a good choice for Secretary-Treasurer. I propose a toast to both of you and ask that you call me Roland and I want to call you Ted and Milton."

When I became Secretary-Treasurer of the Society there were 552 members (at the end of this year [i.e., 1974] there were around 4,000!). I knew most of the names by heart and all of the active members personally and by first name. These reminiscences are supposed to be mainly about the Society during World War II. Perhaps it should be stated explicitly that the Society never went to war directly. You will find hardly any statements and no pronouncements in our publications which would let you know that there was a war going on. The Society's regular business went serenely on its way as it had before except in 1942 and 1943 when informal gatherings in New York and New Haven took the place of the official winter meetings. The Journal was published, meetings with the offering of scientific papers continued. But it did send its Secretary to Washington to assume full-time direction of the Intensive Language Program of the American Council of Learned Societies, and in no time the Society's linguists were mobilized in strategic war-time activities.

## 2. *The Intensive Language Program (ILP)*

It began back in 1939 and what follows is largely an account of the development of ideas generated by Mortimer Graves, the Executive Secretary of the American Council of Learned Societies. Graves reasoned simply and directly

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

Graves liked simplicity. One example will serve to show his directness. Mary Haas was doing research in indigenous Indian languages at the University of Michigan. There happened to be a group of Thai students there. Mortimer asked Mary to shelve the Indian for the time being and make an analysis of Thai. He provided fees for the Thai students who participated and who were known as informants (following the then current anthropological practice; we all lived to regret that term). When she was well along with the analysis he asked her to run a class in which the students would work directly with Mary, observing her analytic techniques, learning what Thai they could in the process but also learning how to analyze a language. Meanwhile she converted what knowledge she had gained into teaching materials to be used in class. This was the genesis of the 'linguistic method' of language teaching, later known as the 'Army Method' of which more later. Mortimer sent subsidized students to participate in this bootstrap operation.

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

The first act of the Intensive Language Program (ILP) was to corral the practicing linguists. Those who had not already been drafted were protected so they could work for the Program. Those who had been inducted were retrieved through the military system and put to work on linguistic projects or held in cold storage. We didn't lose a single linguist! Much of this was due to Mortimer's knowing whom to talk to, most of it resulted from persuasive argument

stressing the national need which was pretty well recognized in the higher circles of government, and some to sheer luck.

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

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

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

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

It is difficult today to visualize some of the obstacles we had to overcome. To illustrate I will tell the Burmese story because it has multiple punch lines. In the lottery of languages William S. Cornyn drew the Burmese straw. This frightened him a bit but Leonard Bloomfield promised to hold his hand. Nobody knew where to find any native speakers of Burmese and the files of the Alien Registration Act were classified. The Department of Immigration and Naturalization said there were *no* Burmese legally in the country at the time. There were supposed to be some sailors who'd jumped ship in New York and San Francisco but they hadn't caught up with them yet.

Mortimer sent me to the Pentagon to see a young fellow in G-2 (Military Intelligence), Major Dean Rusk, a name not so well-known in those days, but

known to Mortimer. I described the non-existence of known Burmans and why we wanted some. He volunteered to see what could be done with the roster of Alien Registration. He phoned our office the same afternoon, saying that he had over a hundred names and he'd call back as soon as he could have them decoded. Next morning he phoned to say there was something funny, they were Abernathys, Browns, Collinses, Davenports, Fitzgeralds and so on down through the Youngs. It turned out that the Roster listed those foreigners residing in the U.S. who had been born in Burma, regardless of their current nationality. These were the names of children born to business people and missionaries while living in Burma. There were only two names that sounded exotic enough to be possible Burmans.

We zeroed in on the first, Alamon, Tung. He was shown to be in New York, unemployed, on relief. That was a solid lead so Cornyn, Bloomfield and I met at the Biltmore. They waited at the hotel while I went off looking for Mr. Alamon. His place was on the lower East Side and I was viewed with suspicion by everyone I met, especially by the 'super(visor)' of the tenement whom I found in a basement apartment. He and his wife listened a long time to my story until they were convinced I wasn't from the police. Then they led me to Alamon. He listened patiently to my story and to my offer of employment and agreed to meet with my colleagues to talk over details. While he was changing his shirt I went out to telephone Cornyn and Bloomfield to meet us in the hotel lobby within the hour.

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

Things went well for about a month then one day Franklin Edgerton turned up in our office looking very embarrassed. He said that Alamon had not been entirely frank about his sources of income, and although he rather enjoyed the atmosphere at Yale and Spotty was happy and well-adjusted, he was losing money on the deal. It seems he had been running a little numbers racket in



lower Manhattan. Our work was so far along and the problem of getting a replacement so great that we finally settled for doubling his salary. The unwritten history of Burmese linguistics is loaded. Alamon's successor, the other Burmese-sounding name on the Roster, gave rise to an embarrassment of the Yale linguists and the University which was as funny to outsiders as it was painful for those involved. But enough for Burmese.

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

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

At the end of the mission, on recommendation of the commanding officer, Hockett was commissioned as First Lieutenant, the only instance that has ever come to my attention of such a reward by the military for a professional job well done. He returned to become Haxie Smith's right-hand man and converted his recent experience into the text *Spoken Chinese*, one in the Spoken Language Series being prepared and published by the ILP.

But that's not the end of the Chinese Episode. We rushed *Spoken Chinese* into print. I took the first copies over to the Pentagon the very day General Clayton L. Bissell, freshly returned from China, was giving the arm-chair warriors an account of what real war was like. He had them spellbound with stories of his ramblings in the hinterlands where there was disorganized fighting between the Japanese and Chinese guerrilla detachments. He described how one day his reconnaissance group came up over a small rise in the ground to find themselves looking down the muzzles of a long line of nasty looking rifles. They didn't know whether they were up against Japanese or Chinese guerrillas. Realizing that they were Japanese they wouldn't understand anyway, one of the boys called "wǒ-men shì-'mey-gwo-'bīng", whereupon the rifles were lowered and the Chinese came out for a happy and relieved exchange of greetings.

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

### 3. *First and Second Level Materials*

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

The first and obvious military need was for simple language phrase books. We called these First Level Materials. We prepared and published through the Language Section the Technical Manual TM30-300 Series, Pocket Language Guides in 56 languages, each accompanied by two 12-inch phonograph records. I had developed the basic model in Brazilian Portuguese after trying out several versions on enlisted men at Fort Meyer and I voiced the English on the accompanying records. As soon as Haxie arrived he took over the preparation of all the remaining phonograph records. There were also Phrase Books for many languages published as the TM30-300 Series. These contained more extensive vocabulary which would extend the scope and usefulness of the

Pocket Language Guides. Believe it or not a dozen of the latter are still published and available today through the Government Printing Office.

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

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

Merrill Y Van Wagoner	Spoken (Iraqi) Arabic
William S. Cornyn	Spoken Burmese
Charles Francis Hockett	Spoken Chinese
Jeannette Dearden	Spoken Danish
Leonard Bloomfield	Spoken Dutch
Thomas A. Sebeok	Spoken Finnish
François Denoëu and Robert A. Hall, Jr.	Spoken French
William G. & Jenny K. Moulton	Spoken German
Henry & Renée Kahane and Ralph Ward	Spoken Greek
Henry M. Hoenigswald	Spoken Hindustani
Thomas A. Sebeok	Spoken Hungarian
Vincenzo Cióffari	Spoken Italian
Bernard Bloch,	
Eleanor Jordan	Spoken Japanese
Fred Lukoff	Spoken Korean
Isidore Dyen	Spoken Malay
Einar Haugen	Spoken Norwegian
R. A. Hall, Jr., and Vincenzo Cióffari	Spoken Portuguese

Leonard Bloomfield	Spoken Russian
Carleton Hodge	Spoken Serbo-Croatian
S. N. Treviño	Spoken Spanish
Mary Haas	Spoken Thai
Norman A. McQuown	Spoken Turkish
R. A. Hall, Jr.	Melanesian Pidgin English Grammar

Morris Swadesh's name belongs on the list. Although he did not appear as an author, he helped prepare the experimental proto-type, *Spoken Spanish*, and contributed in many ways to the format into which all of these texts were fitted. And the entire program bears the imprint of Haxie Smith who was in on every policy decisions and who single-handedly bull-dozed the recordings to completion, voiced the English, led, cajoled, flattered and when necessary brow-beat the native speakers into natural, unaffected renditions of their languages into the microphone. At a normal tempo this alone would have been a full-time job for longer than the two years during which it was accomplished. Even before any of the Second Level Materials were ready, the ILP had published two works, the *Outline Guide for the Practical Study of Foreign Languages* by Leonard Bloomfield and the *Outline of Linguistic Analysis* by Bernard Bloch and George Trager. These were re-issued, bound together, as the first publication to appear under the imprint of the newly formed United States Armed Forces Institute.

Despite the extensive post-war language-text publication, USAFI continued to find these courses to be the best available for self-study by service personnel and continued to supply them until May of this year when it was finally disestablished by the Congress. By that time USAFI had distributed well over a million language texts and recordings. The texts and recordings in the Spoken Language Series were made available to the general public by Henry Holt & Co. (later Holt, Rinehart & Winston) under contract with the ACLS beginning early in 1944 and lasting until 1971. The story of text preparation and related developments is told in brief in the ACLS Newsletter devoted to the retirement of Mortimer as its Director<sup>1</sup> and in detail by Martin Joos in his account of the history of our Society (Joos 1986).

#### 4. *The Army Specialized Training Program (ASTP)*

We come now to mention the most massive experimentation in intensive language instruction ever undertaken, that conducted under the Language and Area Curriculum of the Army Specialized Training Program. The ASTP, as its

<sup>1</sup> See *ACLS Newsletter* Vol. VII:12ff. (1957).

name implies, was designed to equip soldiers with special competences which were not sufficiently widespread so that the needs for them could simply be filled by the drafting of civilians. Obviously unusual languages ranked high in priority in a world-wide war.

Mortimer Graves and I attended a meeting called by ASTP in Chicago in March 1943 to hammer out a curriculum for full-time language and area study. The original plan was to train 1500 men in 13 languages, Arabic, Bengali, Burmese, Chinese, Finnish, Greek, Hindi, Japanese, Malay, Russian, Serbo-Croatian, Swedish and Turkish. Note that there was no provision for French, Spanish, Italian or German. Nobody had anything against these languages. It was simply a fact that bilingual speakers of them were available in considerable numbers and there was an organized teaching profession which could take care of any special needs which might arise. Ten universities were known to have linguists capable of handling the language instruction as well as related facilities to give the complementary instruction in area studies. The courses were to run 18 months and the trainees were to be given commissions as language officers, in a manner similar to which the Navy was doing for its Japanese language officers. Because of our experience with the ILP, Mortimer and I were asked to write the language curriculum. We did so assuming that most of the courses would be conducted using relatively untrained native speakers working under close supervision of the linguists.

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

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

Classification Test) were engaged in full-time intensive language study.<sup>2</sup> Then abruptly they were pulled out and re-assigned as regular troops. Only by accident or chance did any trainee ever get assigned where his language knowledge could be used.

The original plan had made provision for follow-up assignments for the trainees. In fact the number to be trained had been based on careful analysis of need by the different branches of the services. I have always felt that the very size of this elite reserve pool and the publicity given to it were responsible for its early dissolution and the abortion of the plan to provide specialized linguistic manpower wherever needed. And I like to dream of what our academic institutions, diplomatic corps, and all phases of American relations in a global world would be like today if, instead of a handful of Dave Olmsteds and John McCoys who got their first exposure to foreign languages through the ASTP, we had had the original 1500 fully trained and fed back into our public life.

### 5. *Linguistic Institutes*

The Society's Linguistic Institutes made a strong effort toward accommodation to war-time activity. It is interesting to note the spread of the idea that linguistics might have some application to language teaching. The report on the session for 1940, the last pre-war Institute at the University of Michigan, bears no notice of the fact that George Kennedy conducted an intensive course in Chinese wholly supported by the ILP as an adjunct to the Institute. Pedagogy, even Chinese and intensive, was still *infra dig*. Likewise the beginning of applied linguistics in the teaching of English as a second or foreign language under C. C. Fries and his group received small attention at the time. The experimental intensive course at Michigan for Spanish speakers in the summer of 1941 marks the start of a new discipline and a new profession.

The Chapel Hill Institute in 1942 offered intensive Portuguese conducted by Tigner Holmes with ILP support. The Director of the 1943 Institute at Madison reports that Thai, Polish, Portuguese and advanced German "were taught by the intensive method". Also that "an Assistant Professor of German at the University of Illinois took the course in Thai in order to get familiar with the method of teaching unusual languages by using a native informant as assistant in classroom work. He has been working on the language of Afghanistan because of the possibility that he may have to teach it to American

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<sup>2</sup> The ASTP spawned a large discussion literature in the language teaching profession. The salient facts on the program are to be found in the *Special Report on the Commission on Trends in Education of the Modern Language Association of America* of 1944.

soldiers" (*LSA Bulletin* 17:13).<sup>\*</sup> Mary Haas was bold enough to publish an article in *Language* entitled "The Linguist as a Teacher of Languages" (Haas 1943).

From the Director's report on the 1944 Madison Institute we read: "The class which attracted most attention, if only because of its high auditory perceptibility and willingness to burst into song on the least occasion, was the Chinese course, in which Professor Twaddell was assisted by three Chinese informants, Mr. Tung Yiu, Miss Pin Pin Tan, and Mr. Mu Hsien Chu (see *LSA Bulletin* 18:15) And thereby hangs a tale. Mortimer was beginning to detect signs of fatigue in me after fighting the battle of the Potomac for 30 months, so he sent me to Madison for a dose of the medicine I had been prescribing so liberally for others. I was in that Chinese class, as was Einar Haugen. Mu Hsien Chu was eager for us to sing and taught us an intricately syncopated 'marching song' called Chi Lai. Gunnar Johannsen, Wisconsin resident concert pianist, who followed our activities with great envy but was unable to participate full time, was charmed by Chi Lai. The following year in a concert given in Washington and sponsored by Howard University, Gunnar presented it under the title "Theme and Variations". We believe this was the first time an unsuspecting American public was exposed to what is now the national anthem of the People's Republic of China.

By the time the Institute returned to Michigan in 1945 language pedagogy had become an established component in the Institute offerings. The Director reported:

Among those in attendance the largest single group consists of teachers of foreign languages attracted by the emphasis placed upon the discussions (supported by demonstration courses in Russian, German and Spanish) of the contribution which linguistic science can make to a successful dealing with the practical problems of learning and teaching languages. For these the chief interest centered in the course entitled "Contemporary Trends in the Teaching of Foreign Languages", given by Professor Twaddell. Many of the luncheon conferences also dealt with these problems (average attendance 35; range 28 to 82). (*LSA Bulletin* 19:16)

## 6. *Other Activities*

We have touched on a few large-scale activities of our Society's members during the War. But there were also the Martin Jooses, Arch Hills, Win Lehmanns, Budd Claritys, John Seamans, Bill W. S. Smiths, Al Hayses, and

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<sup>\*</sup> [This "Assistant Professor of German" was Herbert Penzl, as we may gather from his autobiographical sketch in the present volume. — Ed.]

others working in quiet anonymity while cracking German and Japanese codes and training a generation of youngsters in the art. Bill Moulton and Haxie Smith were rehabilitating German prisoners of war getting ready for military occupation of Germany. A large group of linguists was working in the Office of War Information, in the Army Language Section at 165 Broadway, and in many other operations where their peculiar talents were of special strategic importance.

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

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