

MEMORANDUM TO THE SOCIAL SCIENCES RESEARCH COUNCIL ON THE PLACE OF
LINGUISTICS AS A SOCIAL SCIENCE

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1. Introduction. Linguistics, or General Linguistics, as it is often called, is now firmly established in this country as that academic discipline which undertakes the scientific study of language. Over the past fifty years, Linguistics has developed many branches and applications, and its subject-matter now overlaps with that of many of the traditional arts subjects, as well as with that of the natural, physical and social sciences. The subject in its present form is the product of a number of distinct historical lines of development; apart from the existence of scholarly and popular traditions of linguistic observation in the history of Western thought, one should note in particular the nineteenth century European tradition of systematic study of the history of language (usually referred to as 'comparative philology'), the anthropological stimulus to field linguistic studies in the United States at the beginning of this century, the requirements of foreign language teaching programmes, both in Europe and the United States, and the interdisciplinary stimulus received from other fields with which Linguistics has come into contact in recent years (e.g. philosophy, psychology, sociology, mathematics, computing, acoustics).

This memorandum is specifically concerned with outlining those aspects of the discipline which would seem to fall under the general heading of the social sciences (see Section 4), as a preliminary to making certain proposals to the Social Science Research Council (see Section 6). As a perspective for this, however, it may be useful to outline the scope of Linguistics as a whole, and to summarise certain recent developments.

2. Scope of Linguistics. The study of language is seen as one part of a wider subject, the study of human communication as a whole, and there is no precise boundary between Linguistics and certain more general fields (e.g. semiotics, communication). Linguistics does not ignore the relevance of other modes of communication (such as the visual, or the tactile) to the understanding of the form and meaning of language, as non-vocal dynamic behaviour frequently reinforces or modifies the vocal, linguistic mode; indeed, most of the concepts which have been applied to the study of non-vocal communication modalities (e.g. kinesics) have in fact come from Linguistics. But in the first instance linguists concentrate their attention on the study of vocal communication (speech), and its representation in writing.

The linguist must necessarily begin with the study of specific languages, but the information obtained can be used for two distinct ends. First, there is the aim to produce complete and accurate descriptions of these languages; second, there is the aim to set up hypotheses about the nature of language as a whole - to establish how language 'works', to use a common metaphor. In connection with the first aim, it is important to bear in mind that no human language has ever been described in its entirety; and that many of the partial descriptions which do exist are of little value, due to their having been based on an unscientific methodology and unsound theoretical principles. Linguistics tries to avoid the misconceptions about the nature of language which have coloured so much of language study in the past (e.g. the view that writing, as opposed to speech, is the primary object of study, or that modern languages can be satisfactorily

described using the conceptual apparatus devised for the study of Latin or Greek). One also finds the development of a theoretical Linguistics, which is concerned with the second aim stated above, and which is the main justification for the description of Linguistics as a science. In referring to Linguistics in this way, one is primarily contrasting it with the random, impressionistic, and frequently mistaken observations about the nature of language which have been commonplace, and referring to the attempt of the modern study to establish sound theoretical principles, a consistent terminology, and a scientific research 'method' comparable to that used in other sciences.

A great deal of Linguistics at the present time is thus concerned with 'basic research and description': to define the categories needed in order to talk clearly about language, and to provide descriptions of as many languages as possible. In carrying out this task, the discipline has already developed a number of clearly distinct branches each of which aims to describe a restricted aspect of the phenomenon of language. The most central branches are generally agreed as being phonetics (the study of speech-sounds), grammar, lexis (the study of vocabulary), and semantics (the study of meaning in language). All these branches are descriptive, i.e. concerned with establishing the form and meaning of the language patterns used. They are also used as the basis for comparative and historical linguistic studies. Opposed to this 'pure' side to Linguistics, which sees language as a phenomenon to be studied as an end in itself for the theoretical and descriptive reasons mentioned above, there are various 'bridge-disciplines' generally referred to by the term 'applied Linguistics'. This in its broadest sense covers the application of linguistic methodology and research findings to other fields. The major application is in the field of language teaching and learning (especially foreign language teaching), but one ought also to refer to such fields as translation (especially automatic translation), telecommunications, speech recognition for man-machine communications, and speech pathology. Comparative studies are particularly relevant in these areas.

In addition to these 'pure' and 'applied' studies, linguists' interest has been increasingly focussed over the past ten to fifteen years on what are these days referred to as 'sociolinguistics' and 'psycholinguistics'. A detailed study of the topics investigated by these branches will be made in 4. below. Meanwhile, it is worth emphasising that language is studied here from the point of view of its function, its uses in social interaction, and not simply as an abstract system of symbols. Language is seen in its full sociological, psychological and economic setting, and various aspects of the relationship between language and society and between language and the psychology of the language user are subjected to analysis.

3. Current state of Linguistics in Great Britain.

3.1. Universities. At present, Linguistics is taught at both graduate and undergraduate levels. Most universities present some course in the subject, and the increase in the amount of time given over to it is all the more remarkable when one considers that in 1960 only three Universities (Birmingham, London SOAS, Manchester) had established a Department of Linguistics. There are currently ten departments of Linguistics in this country (though the departmental title varies, e.g. General Linguistics, Linguistic Science, Language): these are at Bangor, Cambridge, Edinburgh, London SOAS, London UCL, London LSE, Manchester, Reading, Sheffield, York, (Edinburgh and London SOAS each have a single department of Linguistics and Phonetics). There is also a Department of Applied Linguistics at Edinburgh, Language Centres at Bradford, Essex, Kent, Nottingham, Southampton and York, a sub-department of Speech at Newcastle, and (older established) Departments of Phonetics at Glasgow, Leeds and London UCL. In addition Linguistics is taught to a high level in many Departments of English in this country, e.g. at Birmingham, Edinburgh, Leeds, London UCL, Newcastle; and general courses in Linguistics are frequently run by lecturers attached to Departments of English, Classics, Modern Languages or Education, e.g. at Bristol, Cardiff, East Anglia, Exeter, Hull, Lancaster, Nottingham, Oxford, Southampton, St. Andrews - most of these having been set up during the last five years. Linguistics is

also taught at a number of university institutes of science and technology, (e.g. Manchester, Cardiff). It is estimated that there are about 100 academic staff engaged in full-time linguistic teaching in this country, and a further 150 who teach Linguistics on a part-time basis (information from the membership lists of the professional bodies described in 3. below, and from the British Council's report 'Academic Courses in Great Britain relevant to the teaching of English as a Second Language' 1967). There is still a pressing need for further qualified personnel in many of these centres, however, and relatively few of the above linguists have had much research experience.

Academic qualifications in Linguistics are now available at both first degree and post-graduate levels. Since 1964 it has been possible to read for first degrees in Linguistics, and the first students have already graduated (at York). Linguistics may be taken as a Single Honours course, or in combination with such other subjects as Modern Languages, Sociology, Psychology, Philosophy, Education, English, Classics, Regional Studies (see the syllabuses of Bangor, Edinburgh, Leeds, London, Manchester, Reading, Surrey, York, and other courses are being planned. Linguistics as a special subject, i.e. one paper in a degree course, is available in most other Universities. Linguistics has been in the UCGA Handbook for three years, and there is now a steady flow of applications from schools, e.g. at the University of Reading nearly 1,000 applications were received to read Linguistics courses during the present session. Official statistics of students reading courses in Linguistics do not exist, but enquiries to the relevant departments at Bangor, Birmingham, Edinburgh, Essex, Leeds, London UCL, SOAS, LSE, Newcastle Reading and York produced the following results for the present session. At undergraduate level, 54 students were reading for a Single Honours degree in Linguistics, and 132 for a Combined Honours degree; a further 527 were reading Linguistics as one component in a degree course, and 200 were receiving an introductory course in the subject. Some 550 students were doing 'occasional' work in Linguistics (mainly foreigners at London). At graduate level one may read for a Ph.D., a 2-year research degree (such as the M.Phil.) by thesis, or a 1-year examination course (such as a Diploma or M.A. in some Universities). The total number of graduates reading these courses at the above-named Universities were: Ph.D. 66; 1- or 2-year course (either by examination or thesis) 324; other graduate work 75.

3.2. Other further education. Linguistics is now being taught at a number of Colleges of Education, polytechnics and colleges of further education, and this number is liable to increase rapidly as more trained linguists emerge from the new degree courses. At present, few colleges teach the subject to any great depth, and there is some concern amongst professional linguists that the absence of fully trained linguists should not lead to a lowering of standards. But some colleges (e.g. Moray House, Edinburgh; Jordanhill, Glasgow; Trinity and All Saints Collage, Leeds; Ealing Technical College; and the College of St. Mathias, Bristol have begun courses in Linguistics, and various other colleges have made or are making appointments in Linguistics or Applied Linguistics, (e.g. Birmingham College of Commerce, Loughborough College of Education, Holborn College, all colleges of education in Scotland). In addition, a number of specialist centres have begun to run courses in the subject, e.g. schools of speech therapy (Glasgow, Newcastle).

3.3. Schools. Linguistics is not yet taught in schools in this country, though it has been successfully introduced at this level in certain parts of the United States. There is, however, a strong body of opinion that the subject should be introduced as soon as possible. Recommendations 25 and 27 of the Secondary School Examinations Council's Report to the Department of Education and Science, 'The Examining of the English Language' (H.M.S.O. 1964) states: 'We recommend that a linguistic section should be introduced into the existing English literature examinations at advanced level which would then become examinations in English rather than in English literature' 'We should also like to see the foundations laid for the study of some of the basic principles of Linguistics, with English as the language of exemplification'. The Schools Council has also recommended that courses in Linguistics be established by Institutes of Education for in-service training of teachers of English and these have already begun, e.g. at Oxford, Reading (see Working Paper no. 3 of the Schools Council, 'English - a programme for research and

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development in English teaching', (H.M.S.O. 1965), Part 4). The difficulties involved in carrying out these recommendations are primarily due to the newness of Linguistics as a subject. There is a shortage of suitable introductory textbooks, syllabuses, and, in particular, trained teachers; and until various modifications are introduced into the present examinations, it is unlikely that much progress will be made. Meanwhile, a certain amount of research is going on into the questions of grading Linguistics for courses in schools, and introducing a linguistic perspective into modern language courses. Teachers of English and foreign languages are increasingly aware of the influence of Linguistics, and some professional bodies, e.g. the National Association for Teachers of English, have done a great deal to introduce the implications of the subject to their members.

3.4. Professional bodies. There are three major professional bodies concerned with Linguistics in this country at the present time. The oldest is the Philological Society, established in its present form in 1842, and comprising some 490 members (148 from outside Great Britain) and 126 libraries (information from 1967 published membership list). As its name suggests, it is primarily (though by no means exclusively) associated with historical language study. The New English Dictionary on Historical Principles was begun at the initiative of this Society. Secondly, there is the Linguistics Association of Great Britain, founded in 1959, and currently comprising some 520 members (including 65 foreign members). The membership of this Association is increasing at the rate of 20% per annum. Thirdly, there is the British Association for Applied Linguistics, founded in 1967, whose aims are 'to promote the study of problems of language acquisition, teaching and use, and to foster interdisciplinary collaboration in this study'. B.A.A.L. is affiliated to the International Association of Applied Linguistics, on whose behalf it is organizing the 2nd International Congress on Applied Linguistics, to take place at Cambridge in September, 1969. Apart from the various bodies concerned with teaching modern languages (such as the Modern Languages Association, the Audio-Visual Language Association), one should also note that the International Phonetics Association has its headquarters in this country (University College London). At a more local level, a number of Universities have founded Linguistics Circles, which meet regularly, and which are usually interdisciplinary in membership (e.g. at Cambridge, Leeds, London, Manchester, Oxford, Reading, Newcastle).

3.5. Publications. The two main British linguistics periodicals are the Transactions of the Philological Society, published annually, and the Journal of Linguistics, published twice a year for the Linguistics Association. Both have a wide international circulation. More restricted in circulation are Archivum Linguisticum (edited at Leeds), Language and Speech (edited at London), Le Maître Phonétique (edited at London) and the Journal of West African Languages (co-edited at Leeds). Publishers have become increasingly interested in Linguistics over the past five years: O.U.P. and Longmans both publish successful series of books on Linguistics, and C.U.P. begins a monograph series this year. A useful source of information on Linguistics (as well as language teaching) is the publication Language-teaching abstracts, compiled by the English-Teaching Information Centre of the British Council, and the Centre for Information on Language Teaching.

4. Linguistics as a social science. While it has been argued that Linguistics is best defined as a social science (cf. Denison's arguments in a pamphlet for the Advisory Centre for Education, where Linguistics is defined as a social science, its concern being with human linguistic behaviour in all its aspects. Linguistics is one of the main subdivisions for the classification of articles in the International Encyclopaedia of the Social Sciences (MacMillan Co. & Free Press, 1968)), it is clear that some aspects of the subject are more bound up with considerations of a social scientific nature than others; and it seems advisable to consider in the first instance only those aspects which have a clear and immediate relationship. These aspects would be primarily grouped together under the headings of sociolinguistics and psycholinguistics - topics which are these days considered to be integral parts of Linguistics, and which are no longer felt to be marginal areas of interest. Basically, these two subjects are one, concerned with the relationship of the individual

to society as that relationship is established by, and manifested through, language. The fundamental activity is the description of varieties of verbal behaviour,*and the parallel description of non-verbal characteristics, in order to see what correlations can be established between the two. Psycholinguistics is primarily concerned with the individual; sociolinguistics with groups. Naturally the study of the relationship between linguistic and non-linguistic behaviour presupposes a certain amount of knowledge about the nature of language in general, and in this sense sociolinguistics and psycholinguistics depend on General Linguistics for much of their analytical apparatus. But they are distinct from the general field of Linguistics in purpose, method and theory, as should be clear from the topics listed below. Perhaps the main point of difference is that the descriptive and theoretical categories involved are defined partly in linguistic and partly in non-linguistic terms (derived from psychology, social psychology, social anthropology, sociology, in particular). Work on the definition of these categories is now substantially advanced, and the basic linguistic concepts required and the methods of collecting and evaluating linguistic data in order to relate them to social, political, economic and cultural factors are only likely to be understood at this time by linguists. (In the United States, this is not true, as anthropologists, for example, tend to be very competent in Linguistics, as do many social psychologists.)

As is normal with rapidly developing branches of a subject, the boundary lines of sociolinguistics and psycholinguistics are by no means clear, and no generally agreed brief definition of either is available. If however, one examines the literature which has appeared under either heading over the past few years, one can reach a reasonably clear a posteriori understanding of what any definition would have to comprehend.

4.1. Sociolinguistics. This field has been well reviewed by Pride in a paper for the Committee for Research and Development in Modern Languages (see Appendix). It is clear from this and other literature that at least four main areas of research have been established - though this is not to deny the existence of important areas of overlap between them.

4.1.1. Linguistic problems of a maximally general anthropological and cultural nature, involving the study of problems of linguistic contact and linguistic barriers between large and small social groups (multilingualism, bilingualism, the development of standard, national, prestige languages, etc.), both at home (problems involving immigrants, literacy between classes, etc.) and overseas (particularly in the Commonwealth); the linguistic correlates of such social psychological notions as 'loyalty', 'status', and 'role'.

4.1.2. Dialectology, in the sense of the study of regional dialects, has to be considered a separate area for research as it has a longer and rather different history from the topics discussed in 4.1.1., and has to a large extent developed its own techniques. In Great Britain, dialect surveys of English, Scottish, Welsh and Irish dialects have all begun, but are nowhere near completion. Many dialect studies are carried on in collaboration with other departments, e.g. departments of folk life. Increasingly, however, as in the Tyneside Linguistic Survey, dialectology and sociolinguistics are merging.

4.1.3. Stylistics. The study of the way in which different varieties of language can be differentiated and formally described with reference to variables in the social context. A number of concepts have been established in order to clarify the nature of these variables (e.g. 'register', 'status', 'role'), but a great deal of theoretical discussion is still needed and many important varieties have not begun to be studied (e.g. the language of religion, advertising, instruction, public speaking). General surveys of usage are still very much needed: the study of varieties of English and Russian is fairly well advanced, but that of other modern languages is neglected. Related to studies of specific varieties of a language is the study of an individual's use of language, especially in a literary context (literary stylistics). This involves such questions as authorship identification, stylometrics, and what has sometimes been called 'forensic' Linguistics. Statistical Linguistics is a relatively undeveloped area, but it has immediate

*and of change in verbal behaviour,

application to this field.

4.1.4. Diachronic sociolinguistics. The reasons for language change involve an understanding of social, economic, and other factors, e.g. the influence of prescriptive and normative agencies, of literature, mass media, taboo. Some study has begun (e.g. at York and Newcastle) particularly in the fields of contact situations, of pidgin and Creole languages and sub-standard varieties of English, to determine the social correlates of language change; but to reach any general conclusions, a great deal of survey work will have to be initiated.

4.2. Psycholinguistics. There is no convenient document that can be appended to this memorandum, as in the case of sociolinguistics, but this should not be taken to imply that this branch is any less developed. In fact, as is clear from many recent published collections of papers, (e.g. R. C. Oldfield & J. C. Marshall, Language (Penguin Modern Psychology Series), J. Lyons & R. Wales, Psycholinguistics: a book of Readings, and S. Saporta, Psycholinguistics), psycholinguistics is perhaps in advance of sociolinguistics. Four main areas seem to be involved.

4.2.1. Native language acquisition. This is primarily the study of the processes of child language development, though it also covers adult acquisition (in the case of certain pathologies). The stages whereby a child acquires its language, and the relationship between this language and the social context in which it is used, and the whole process of socialisation through language, are not known other than in very general outline, and a coherent theory of language acquisition has yet to be formulated. The related study of speech and language disorders should also be mentioned at this point, as should the whole question of the relationship of language to such matters as comprehension, intelligence and concept formation.

4.2.2. Psychology of language perception and production. In many ways the most well-developed area, there still remains much that is unknown about the relationship between the physical facets of speech and writing and processes of perception and cognition. Specific topics which would be included under this heading would be psychoacoustics, the measurement of meaning, sense association, linguistic recall, interference due to languages in contact (as in bilingualism, translating, interpreting), reading and spelling difficulties, factors affecting the control of one's linguistic output (e.g. speed and loudness of speech), the link between 'language and thought', and the investigation of responses using controlled (speech synthesised) materials. The study of pathologies of linguistic behaviour would also partly fall under this heading.

4.2.3. Attitudes to language. This primarily involves research into people's ways of thinking and talking about language, and in particular into their judgments as to whether language is being used 'acceptably', 'grammatically', 'pleasantly', etc. This involves an understanding of people's preconceptions as to the nature and function of language, and hence raises issues of a social psychological nature. Social stratification in particular interrelates with ideas about linguistic norms.

4.2.4. Psycho-therapy. The use of language as an index of anxiety, schizophrenia, general attitudes, etc. is well advanced in the United States, where psycho-analysts and linguists have worked in collaboration for some years. The study of non-verbal communication is particularly relevant here, and as yet, few of the linguistic variables involved (such as intonation, stress, pause) are understood, even for relatively well-controlled (e.g. interview) situations.

4.3. Other areas. Other areas of overlap between Linguistics and the social sciences would be: a) educational problems of language teaching and language learning, especially concerning the processes of second language acquisition, e.g. the mental strategies adopted by the language-learner, problems of transfer from the mother-tongue, the influence of linguistic and social context and schedules of reinforcement on learning and retention, aptitude for second-language learning, motivation, the study of perception and its significance in

the construction of visual aids; b) problems of communication in specific social situations, e.g. medicine, management, where the isolation and description of specific communicational difficulties requires some adequate conceptual framework; c) the contribution which the history of Linguistics can make to our understanding of the history of ideas and the philosophy of science; and d) the general question of the nature of communicative activity as a whole, how language fits in with other meaningful behaviour patterns in humans, and the similarities between human communication and that of other sign-using organisms and devices, such as animals, machines.

5. Research.

5.1. Present sources of support. Many of the areas and topics mentioned in 4. either do not fall within the scope of the various fund-giving bodies which provide funds for language research or are considered marginal by them. As a result, a number of projects currently envisaged seem unable to be begun because they do not fall within the brief of these bodies, and certain projects are in serious danger of not being completed because of a grant not being renewed (see below). At present, no single body has a primary interest in sociolinguistics and psycholinguistics in the sense of 4. The main relevant body is the Committee for Research and Development in Modern Languages: this committee has no funds of its own, but recommends projects to the Department of Education and Science, the Scottish Education Department, and the Nuffield Foundation. Some support for psycho-sociolinguistic research has been given by this committee (see items 53, 54 55 and 56 cited in the First Report of the Committee (H.A.S.O., 1968)), but the committee considers only certain kinds socio- and psycholinguistic research to fall within its brief. (see Section 30 of the Report). Nuffield have supported a number of important projects in these fields, e.g. the Edinburgh language acquisition project, the Leeds child language survey, the London University English teaching project. Apart from CRDML, some research into certain of the above areas has been supported by SSRC though this work is being primarily carried out by people who are psychologists: e.g. Argyle's 'Studies of non-verbal communication'; Wilkes' 'Stylometric identification of authorship in Russian texts'; Matthews' 'The temporal and associative characteristics of spoken English'; Kennedy and Wilkes' 'Latency studies of human memory with particular reference to language'; Goldman-Eisler's 'Cognitive processes in simultaneous translation' (SSRC Newsletters 1 and 2).

Various other bodies have occasionally financed socio-psycholinguistic work, e.g. The Ford Foundation (The linguistic survey of E. Africa), the Medical Research Council (the Edinburgh Speech and Communication Research Unit), the National Science Foundation and the Office of Scientific and Technical Information (particularly concerned with computational Linguistics but who have sponsored, e.g. one project on scientific English and another on the teaching of a reading knowledge of Russian to scientists (London and Essex respectively)).

On the whole, however, very few projects have been supported by these and other bodies. The Commonwealth Foundation, for example, is only prepared to finance short-term projects, which excludes most of the above, and the Schools Council is only interested in socio-psycholinguistic projects if they have a clear educational angle (e.g. the project on West Indian Immigrant English at Birmingham, originally designed as a 'pure' sociolinguistic project, has had to channel a great deal of its effort into the production of classroom materials, with a consequent reduction in the scope of the fundamental descriptive work which could have been done). There seems to be no money available in Britain for 'fundamental' socio-psycholinguistic research, e.g. the field work prerequisite abroad for much sociolinguistic research, or the compilation of audio-visual material for child language development studies. At least two projects which can reasonably be called fundamental are in danger of not being completed due to lack of funds, viz. the Survey of English Usage at University College London, and the Linguistic Atlas Project at Leeds.

5.2. Planned research. The gaps in research are very clear. Most of the topics referred to in 4. have hardly begun to be investigated, and this country

is already lagging behind the United States as the Appendix makes very clear. Over the next few years, as more postgraduate studies are completed, one must expect an increase in the number of planned projects designed to cover these fields, e.g. comparative sociolinguistic studies at home and abroad; the study of immigrant situations in this country; studies in the social contexts of native language acquisition (see Appendix, 5(a)); studies of language varieties with special reference to such problems as language learning, social contact, and so on. There is no shortage of interest in these areas, and already large-scale projects have been or are being planned at a number of centres. A list of some of the projects which have already been formalised follows:

1. Study of the development of intonation and related features in children's speech in English, aiming to establish a scale of normalcy for the assessment of certain speech pathologies. (Reading).
2. A co-ordinated study of the urban dialects of Great Britain. (Birmingham).
3. The sociolinguistic description of Creole and other contact varieties of English. (York).
4. Study of the relationship between speech and writing, and especially of learning to read and write. (Manchester).
5. The study and comparison of the nature and function of English as a second language in Asia and Africa. (Leeds).
6. Investigation into the linguistic and cultural patterns of behaviour among various castes in S. India. (York).
7. A comparative sociolinguistic study of four communities in Mauritius, East Africa, British Honduras and U.K. (York).
8. Large-scale investigation of 'other-tongue' reports as evidenced in the 1961 census of India. (Leeds).
9. In the framework of interdepartmental work on 'Language in Society', a sociolinguistic investigation has been initiated of language function in a plurilingual community (see 'Sauris - a trilingual community in diatypic perspective' by N. Denison, to appear in 'Man' Vol. 3, no. 2, 1968). Plans have been formulated for a fuller sociolinguistic study of the community. (L.S.E.).

It is difficult to predict how many socio- psycholinguistic projects are at present envisaged by scholars in this country but available information (such as is to be found in the Linguistic Association's bulletin Language Research in Progress 2 (1967)) suggests that between twenty and thirty applications would be received by SSRC in the first instance, if the proposals outlined in 6. below were accepted.

6. Proposals. This memorandum has tried to indicate the pressing need for the advancement of sociolinguistic and psycholinguistic research in this country. This need would seem to be best met if the Social Science Research Council could let it be known in the departments of Linguistics and among the professional linguistic bodies of this country that it is open to applications for research grants for projects falling within the scope of Section 4. above; and that, provided sufficient applications are forthcoming, it appoint a Linguistics representative to both the Sociology and Psychology Committee to assess applications (the question of the establishment of an independent Linguistics Committee to be reviewed later in the light of the number of applications received).

This memorandum has the support of the Committees of the Linguistics Association of Great Britain, the British Association for Applied Linguistics, and the Council of the Philological Society. It has also been circulated amongst heads of departments of Linguistics in this country.