



THE NATIVE SPEAKER

FALL 2002

THE UNIVERSITY OF CHICAGO LANGUAGE LABORATORIES AND ARCHIVES

Vol. 6.1

CALENDAR

WORKSHOP

October 16, Wednesday, 3:30 P.M. C 210

LLA Workshop. Barbara Need and Greg Davidson of the LLA will demo two newly implemented systems at the LLA: barcode reading technology at SS4 and an improved equipment reservation system at the LFRC. Refreshments.

PARTY

October 31, Thursday, 12 P.M. C 211

Halloween Party, potluck lunch! Bring your favorite ethnic dish!

DEADLINES

November 1, Friday

Deadline for grant applications for local Consortium projects starting in January, 2003. Submit to Michael Berger. (For more information see the notices on page 7.)

December 2, Monday

Deadline for requests for LLAmatching funds. Submit to Michael Berger. (For more information see the notices on page 7.)

Deadline for contributions to the Winter issue of *The Native Speaker*.

MEETING

December 2, Monday, 3:30 P.M. C 210

LICC Meeting.

Visit our web site at <http://humanities.uchicago.edu/lla>.

Welcome to the Autumn Quarter at the LLA! Those teachers who are returning from last year will recognize some changes that have occurred over the summer at both the SS4 Site and the LFRC. The most visible improvement at the LFRC is a new carpet in the main office, which is brighter and cheerier. In response to teachers' requests a new and larger marker board was installed in Cobb 209. The most substantive addition is a new equipment reservation system designed and programmed by Greg Davidson. It will allow teachers to request rooms 209 and 210 without the need of an additional reservation card and will also let them request equipment at two-week intervals with a single reservation. The system has other features which will be discussed at the first LLA Workshop on Wednesday, October 16 (see Calendar). Also to be demonstrated at this workshop will be the new barcode system that has been installed at the SS4 Site. Students' IDs and the tapes they check out will now be scanned at the Service Window, expediting the process while providing you and the LLA more accurate use information. Barbara Need and Joanna Lowenstein have been programming the database to keep track of teaching materials checked out by students. They and the student workers have placed barcodes on many of the most frequently used audio tapes, and with your help they will know what critical tapes and CDs should be entered into the system next.

We have designed these improvements to help you and our staff work more effectively, and we are always receptive to your comments and suggestions about ways to improve our services. To contact us or for more information about the LLA, please visit our two locations, the one in SS4 and the other in Cobb 211, write us via email at lfrc@uchicago.edu or language-labs@uchicago.edu or visit our web site at <http://humanities.uchicago.edu/lla>.

MICHAEL BERGER, *Manager*

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An Interview with George Chao - 5/28/02

George Chao and Michael Berger

George Chao, professor of Chinese in the Department of East Asian Languages and Civilizations, is retiring from the University of Chicago at the end of the Autumn Quarter, 2002. *The Native Speaker* is honoring his 32 years of teaching at the University by publishing this edited version of an interview with Professor Chao, conducted on May 28, 2002. A transcript of the entire interview will be available on the LLA's web site: <http://humanities.uchicago.edu/lla/>

Michael Berger (MB): How long have you been teaching Chinese now and have you been teaching for your whole career here at the University or elsewhere as well?

George Chao (GC): I have been teaching Chinese as a foreign language for over 40 years.

Before I came to Chicago, I taught at Taipei Language Institute (TLI), Stanford Center, Inter-University Program for Chinese Studies (IUP) in Taipei, University of Hawaii, Nanyang University in Singapore. In '69 I got the honor to be the private tutor of the prime minister of Singapore, Lee Kuan Yew. And then I got a letter from this University telling me that they wanted to reorganize the Chinese language program. They asked me whether I'd like to join them or not. I came to this university in late March, 1970. In those days, my title was lecturer. The contract was one year renewable.

Later I got tenure and was promoted to Associate Professor. Now I have been teaching at the University of Chicago for over thirty-two years. In these thirty-two years I received the Quantrell Award and also the Excellence in Foreign Language Teaching Award. I think this is the right time for me to retire. I'll finish teaching at the end of this calendar year. The official day of my retirement is the New Year '03.

MB: That's an auspicious time to retire, I think. To begin anew.

GC: There are three reasons why I am going to retire. Number one: If the senior faculty won't retire, the young faculty have no chance to be in a higher position. Number two: Two and a half years ago, I had prostate cancer. My body is not as strong as before. Number three: This is what I'm going to say according to my conscience. The University is not as it was before anymore. It has changed—especially the lan-

guage component—it's not considered an important component [of a University of Chicago education] anymore.

MB: I wanted to ask you what some of your fondest memories of the classroom are. I know you love teaching and you've always been very proud of your students.

GC: I'm very demanding, very strict. The first day of class, I always tell my students, "I'm going to teach you. I'm not a babysitter. I care only for the goals. I don't care about the means." Also, I tell them that in order to pass my course, there are five Ps required: Prepare well, be Present, be Punctual, Practice, and Participate.

Even after my students have graduated, and they are working somewhere else, when they are in the Chicago area, they always know where and when to meet me. And then this is a necessity in my office [*pointing to a box of kleenex*]...sometimes when students talk to me or I guide them, or they talk about their personal joys and sorrows—this is very useful... When they ask me to write recommendation letters, especially for law school, or medical school, I always tell them that money is not the only important thing, but try to help the weak and the poor. Trying to help others is the most important thing of life. So I can see lots of students not only learn the language well, but become useful and helpful, decent people; that makes me so happy. I always tell them, "Don't just depend upon your gift. You have to work hard."

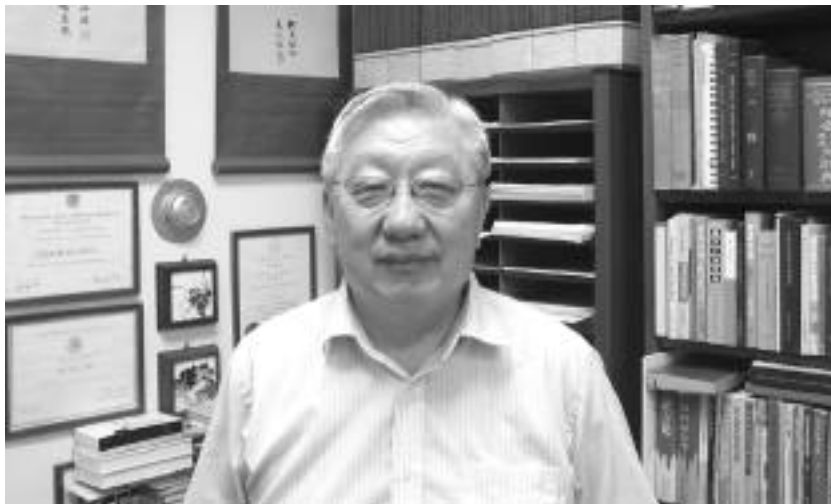
And I'm also happy that some of my former students are professors in other important schools, in diplomatic circles. Two years ago, when I went to Taipei, I learned that the second highest spot in the office representing the United States was a former student of mine. What a joy! In this school, three professors are my former students—not ordinary professors, highly regarded scholars.

MB: What do you see as the future of Chinese language instruction, not just here, but perhaps in the United States as a whole?

GC: I have lots of concerns for the direction of our field. Even those in academic circles are saying that all native speakers are qualified to teach a language as a foreign language without special training. This not only is a very ignorant comment, but an insult to the whole field. Teaching a language as a foreign language is not just counting how many courses you teach, but how much effort, how much time you have devoted to this. Nowadays some administrators want to enlarge the class size. For me that is a joke. Another thing is that they think all languages should be taught the same way...that's another joke. Some models just [follow] the World War II models, still considered the best; some try to be more with the fashion, neglecting the basic skills and training; that is another danger.

For example, last year in November I attended the annual conference of the Chinese Language Teachers Association. A young colleague was proudly presenting her masterpiece. She told us because the teachers have no time to correct students' homework, she designed a program by using computers. If it is an *assistance*—fine; if it is a *substitution*—that is a problem. For example, she asked students to type the Chinese equivalents of the English words, [like] the English

GC: My old tradition was that from the second quarter of the first year on, the video project is the oral part of the final. We don't write the scripts for the students or practice with the students. They have to do their own creation. I'll give them the guidelines, and if they use more of the patterns they learned, their grade will be higher; the more supplemental vocabularies they use, [their grade] will be higher... If they want to insert some effects, it's up to them; but I discourage



George Chao in his office in Wiebolt Hall, May 2002

word "teacher". Its romanization in Chinese is *lao3 shi1*. For this s-h-i, the <i> isn't pronounced /i/ at all—it depends upon the language environment. And *lao3* in this position requires a half-tone 3, not a full-tone 3. I just couldn't stand it. I asked her, "So your design is for the student to practice...reading English letters?" That's the trend.

I still remember very clearly another trend. [They say,] as long as one can sustain one's speech, communicative competence has been achieved. The language competence tests where you listen to a recording asking you, is this the railway station or the fish market or the school? I think that's a joke. Some so-called standardized tests only test reading and listening. So you see, they don't have to say a word, don't have to write a word. How can you expect them to learn the language well? When President Clinton visited Beijing and they held a news conference with China's counterpart, President Jiang Zemin, China's interpreter was a Chinese lady who spoke beautiful English; on the American side, the interpreter was a Caucasian who spoke lousy Chinese. This is the result of what they did in recent years. I still remember the old days [when] those we trained spoke beautiful Chinese. Tones are crucial in Chinese; when the tones are learned wrong, it's hopeless.

MB: I want to ask you about the Chinese Video Project that, for as long as I remember, has been used here in the classes. Can you tell me how that began?

them to do so. That part is not for me to evaluate, but rather, the language. Each group, no more than five, has to compose their own part; to put it together and work as a group. Oh, they do unbelievably great! It's really a joy for me to see!

MB: How would you compare the Chinese language program *here* at the University of Chicago to others in the United States?

GC: Let me give you one example that will illustrate my point. There is a very successful language program, it's called Princeton in Beijing. Those who want to go there not only must write a statement of purpose with letters of recommendation, but also they have to record an audiotape in order for them to be evaluated. The students from some schools are on the waiting list, but for our students I even don't write recommendation letters anymore. Almost all of our students who applied were accepted.

MB: Because they don't need recommendation letters?

GC: Yes.

MB: I think that illustrates it pretty well.

GC: I have to be humble—I cannot say it too much...

MB: I just have a couple more questions for you. One ques-

Northwestern University Language Symposium 2002

Measuring up: Assessing Curriculum, Teaching and Learning

Michael Berger

On May 17 and 18 Michael Berger attended the third annual Northwestern University Language Symposium, *Measuring up: Assessing Curriculum, Teaching and Learning*. The following are descriptions of the talks that he thought would be the most relevant to the readers of *The Native Speaker*.

In his keynote presentation on May 17th, Benjamin Rifkin of the Department of Slavic Languages and Literatures at the University of Wisconsin at Madison described assessment techniques used to measure learning outcomes in listening, reading, writing, speaking and grammar. Some of the assessment techniques are technology-mediated, and all but one of them are based on the ACTFL proficiency guidelines. He then explained how the results can be used to assess the success of the curriculum, demonstrating different approaches to the examination and re-examination of curricular design. Rifkin believes that the proficiency guidelines provide a useful framework for this kind of curricular analysis as well as for inter-language and inter-institutional collaborations. Examples of assessment instruments, curricula, and collaborative efforts in curricular development were demonstrated during the course of his remarks. He explained that if the assessment data indicate that the curriculum does not work, then it is time to change the curriculum. For example, at Middlebury Mr. Rifkin discovered that students were making better progress reading novels than short stories, so novels were substituted in the Russian language program there.

On Saturday, May 18th, two University of Chicago teachers of Italian, Kristen Ina Grimes and Rachel Walsh Urquhart started the day's program with their presentation "Setting the Stage for Learning: Theatrical Texts in Developing & Assessing Reading, Speaking & Writing Skills".

Ms. Grimes and Ms. Urquhart described a systematic approach to using theatrical texts in building and assessing competency in reading, speaking and writing skills in an introductory or intermediate language course. The sample exercises and activities they used come from a series of modules developed as the cultural component of the first-year

Italian language program at the University of Chicago. (Nobel Prize-winner Dario Fo's comedy *Non tutti i ladri vengono per nuocere* (*Not all thieves come to do you harm*) is used as a supplement to the first-year text, *Uno*.) In their classrooms, cultural discussions about Fo's comedy embrace a variety of cross-cultural topics, such as family relations and social life. In addition, they use Fo's text as a relevant linguistic model of contemporary speech. After briefly describing their approach, they discussed the assessment of student learning and concluded with ideas about extending this approach to include the acquisition and assessment of listening skills.

In the next presentation Margaret Sinclair from Northwestern University explained that we usually look at assessment as a means for an instructor to evaluate a student's progress. "But", she asked, "how can the student assess their own progress in a language class?" Of course, grades and the teacher's comments are indicative but not detailed enough; moreover, at the lower levels, at which basic learning is still ongoing, it is difficult for the student to discern progress in the nine-week courses at Northwestern. At the advanced level, however, and especially in a writing class, compiling a portfolio of their work is a means by which students and instructor can both review the quarter's accomplishments and measure progress.

Amelia Liwe from the Indonesian program at the University of Wisconsin at Madison described the importance of teaching culture in the foreign language classroom. Ms. Liwe discussed teaching methods she incorporates into her teaching, using the communicative approach. Then she described how the integration of cultural context is covered in written and oral tests, including examples taken from ACTFL interviews. She asserted that there are many cases where the tests successfully assess students' language skills, but fall short in assessing cultural knowledge. She concluded her remarks by restating that cultural knowledge can assist students in their use and understanding of a language; e.g., how class differences affect the use of the polite/impolite forms in Indonesian.

In her talk, "'Awareness' as Assessment Tool in Teacher Professional Development", Katherina Sprang, a member of Georgetown University's German Department, suggested that effective foreign language teaching requires that the instructor be "aware" or "mindful" of a number of facets of classroom practice. She began by introducing Donald Freeman's model for teacher development, composed of four components: knowledge, skill, attitude and awareness. Sprang argued that awareness is necessary for the development of the other three abilities. She then presented data collected from teachers in the German Department and demonstrated how teacher growth is linked to continual assessment of one's teaching method and then changing when necessary.

Ingrid Zeller, Dominique Licops and Tasha Seago-Ramaly, all of whom are language teachers at Northwestern University, presented "An Alternative to the OPI: Group Discussions between Students (Rather than between Student and Tester)". This approach is part of a more extensive project, which examines the effectiveness of technology in language learning and is sponsored by the Mellon Foundation. The French, German and Spanish and Portuguese Language Departments at Northwestern University participated in the project and evaluated the oral proficiency of intermediate language students in a unique setting. Three to five students were asked to discuss among themselves one of several topics for a period of 20 minutes and were evaluated on pronunciation, fluency, range of vocabulary, communicative effectiveness and grammar usage. Some departments provided topics that had been covered in class, while others introduced new topics. The groups were videotaped and observed by two instructors. The teachers discovered that three was the optimum number of students for such testing, that there was a negative socio-linguistic factor (some students will dominate the conversation), that this method is most effective with advanced students (since it demands more responsibility of the students) and that it provides a more authentic test of skills.

Michael Morris of Northern Illinois University and Christine Huhn of Purdue University next presented "How Learners' Attitudes Toward Technology Can Affect A Program: One Institution's Experience". In 1998 Northern Illinois University opened a state-of-the-art computerized learning center to serve the students enrolled in its language courses. The opening of the center produced considerable enthusiasm in the Department of Foreign Languages and Literatures at NIU. However, many students did not share in the excitement, for reasons that had not been expected or anticipated. Students' unfavorable reactions to the use of technology in the Elementary Spanish program provided motivation to initiate research to examine their attitudes toward technology as a teaching and learning tool in the program in more detail, and how their attitudes affected teachers' efforts to attain program goals. Based on a survey and interviews that solicited students' reactions to technology-based teaching and learning in 1999, the curriculum was revised. The research indicates that a committee should take care in imposing technology on a curriculum without the participation of teachers and students and should use their input to help assess the program.

MICHAEL BERGER, *the manager of the LFRC, is also faculty liaison and grants administrator for the LLA.*

From the Archives

Archiving Recordings on DAT

Joseph Toth

After a pause of many years, the Language Labs' preservation efforts received a renewed emphasis in the academic year just past. As certain key researchers and scholars retire and as older media decay or threaten to become inaccessible because the required equipment is no longer available, backing up the LLA's unique archive of language-related recordings is becoming a top priority. The present writer took on the major responsibility for the backing-up of many of these archival recordings.

Before I could even begin such a major undertaking, the LLA had to establish protocols to insure that the archival recordings were as faithful to the originals as possible and that the recording medium we used would remain chemically stable over a long period of time. Karen Landahl, Academic Director of the LLA, determined that digital recording was best for our purposes and that a sampling rate of 48 kilohertz (good enough for music) would accurately render any speech sound ever recorded. As our preferred archival-storage medium we chose digital audio tape (DAT). DAT, analogous to a miniature videocassette, has several distinct advantages: 1) its recording length can reach a maximum of two hours; 2) its small size allows a lot of data to be stored in less space than the older media required; 3) digital recording itself is virtually noise-free and 4) the digitized recording can be transferred directly to a computer hard-drive. Additionally, copies can be made with virtually no loss of fidelity or increase in background noise; and time-coding lets editors choose begin- and end-points of passages with precision—a great aid when it comes to timing passages and excerpting a tape.

But a word needs to be said about DAT's disadvantages, too. All the problems ever associated with audiotape in general present themselves here: stray magnetic fields may damage the data on the tape, a playback machine may "chew up" the tape, chemical changes over time may render the tape unplayable. More critically, the "reading" of data on the tape is accomplished by a rotating head (similar to the one on a videocassette player). In time, repeated playing will stretch the tape, leaving it permanently curved rather than flat. In the end, it becomes impossible to "read" the tape accurately. Our solution to all these contingencies is to always make a secondary DAT back-up from the primary one, so, if the secondary is ever damaged, one can generate a fresh copy from

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tion that Karen Landahl wanted me to ask you is what is your theory for teaching Chinese? She added that it seems to be a very successful one!

GC: I'm not teaching to finish a textbook. I want the student to be able to internalize the language. Most of the schools are teaching the four skills at the same time from the beginning. My philosophy is, that's too hard for the students. The characters are complicated and the tones are complicated, especially because Chinese characters are monosyllabic. If these are used to read the language syllable by syllable, it would be awful. So the first quarter, there are no characters. I make sure that they learn the sound system well, not just in theory, but how to use it, not only accurately, but more naturally, with sophistication. Starting with the monosyllabic components, I teach them the stress patterns. These rules for stress patterns are my personal findings, which I have refined in recent years. Not only do I always introduce the structure and the meaning together, but the structure and meaning together with sounds. I still believe language has to be learned. Over-learning is necessary because we're not talking about language acquisition in the natural language environment. So, when the second quarter starts, we introduce the characters. By then it is only the shape: the sound has been learned, the meaning has been learned; it is only the shape in the new context.

MB: That's just something they add to the knowledge they have.

GC: Exactly. And it reinforces the old patterns. So we start from monosyllabic syllable[s], and then phrases, sentences—and we won't stop at the sentence level—and then discourse. But we have to make sure that the foundation is sound and then build on it.

MB: It sounds very simple, but I think in application it takes a lot of dedication and hard work.

GC: This year colleagues from quite a few universities are organizing an international conference on October 12th and 13th in honor of my upcoming retirement. The reason why is because last October my colleagues from Mid-Western universities held a conference here and asked me to give the keynote speech. I posed lots of questions as to my observations and concerns for the field—lots of questions that they want to have some response to.

MB: So this will be an opportunity to respond to the questions you raised. It sounds like a very nice honor.

GC: The Chinese Language Teachers Association has been established for 40 years. This is the first time to honor a retiring colleague in this way in our field.

MB: Congratulations. Well, my last question for you is why do you think language teaching is a satisfying career? I can see that it's been very satisfying for you for many, many years, but there are also some frustrations that one has to deal with when embarking on a career...

GC: This depends upon one's dedication. For example, just like a tree, a tiny tree: you have to water it, and sometimes trim it. You have to be very careful, all the time; but you see this grows so nicely, and bears lots of fruit, and that *that's* the joy. In the process sometimes you have to worry—but if you let it be, just plant it, and let it be...maybe it's too late...and the result is awful. It is the same attitude.

MB: It's true—even with a tree, pruning it too late won't help the tree.

GC: This is the same principle. Besides lecturing to the students I insist on drilling them to help them internalize the language and the culture. They have to internalize the culture as their second nature. In this way, they won't offend others, because sometimes the gestures and deliveries and behaviors in different cultures mean different things.

MB: Do you think in an environment like in the United States that one of the hardest parts of language education is to teach the cultural aspects since the student doesn't get that kind of reinforcement?

GC: Our students, no matter where they go can be identified, right away, by two distinctive features: one is the pronunciation and the other is behavior. So just a piece of paper, to certify the student has competency, for me is a joke. If you think this is a document for finding a better job, I think that is not as important as [the fact] that the student can function linguistically and culturally in the language. The previous one is just for decoration, for publicity. I hope that is not the principle we're adopting here.

Transcribed and edited by Tamra Wysocki and Joseph Toth. *Ms. Wysocki is a graduate student in Linguistics, and Mr. Toth is manager emeritus of the LLA. Since his retirement in 1998 he has worked on a part-time basis at the LLA as an assistant for special projects.*



Preserving Old Recordings Digitally

Brian Horne

After watching a tape snap apart during a recent attempt to replay one of his thirty-year-old field recordings, Professor Michael Silverstein (Anthropology, Linguistics, and Psychology) became aware of the increasingly urgent need to preserve his original field interviews. This summer, with the assistance of the staff of the Language Labs and Archives, I started transferring Professor Silverstein's set of approximately 450 hours of field tapes to digital media using equipment at the SS4 Site of the LLA. It is expected that digital media will provide for long-term storage and greater accessibility for scholarly use.

Recorded from 1967 to 1974, the tape recordings document Professor Silverstein's study of Kiksht (Wasco-Wishram Chinookan) on the Warm Springs Reservation in Oregon. The tapes include reviews of Kiksht grammar and vocabulary and stories and interviews with native speakers. Today only five fluent Kiksht speakers remain on the Warm Springs Reservation, making these recordings especially precious.

However, the process of transferring the field recordings to digital audio tape and CD posed several unusual technological hurdles. Professor Silverstein made many of these recordings on a Uher Report 4000-L reel-to-reel machine set at the slowest possible speed, 15/16 inches per second (ips), in order to maximize the recording time on each reel and minimize costs. Unfortunately, few reel-to-reel players manufactured in the past few decades support this speed. Fortunately, two of the same model Uher machines have been donated to the LLA. Such low recording speed resulted in an additional problem: Professor Silverstein's recordings include a relatively higher amount of tape-hiss and capture a narrower range of frequencies than do recordings made at higher speeds. (Anyone who has heard the famous Nixon White House tapes, which were recorded at the same 15/16 ips speed, will have some idea of the quality of Professor Silverstein's recordings.) While there is little that can be done to improve the quality of these tapes, the LLA staff has made available their specialized software to process and clarify the field recordings where possible.

Eventually, Professor Silverstein hopes to integrate segments of the digitized recordings with various text-files, including transcriptions and analyses for use in future scholarly presentations of the linguistic and ethnographic content.

BRIAN HORNE *is a graduate student in Anthropology.*

From the Calendar on Page 1

Notices

► Consortium for Language Teaching and Learning Grants

The University is a member of the Consortium for Language Teaching and Learning, along with the Ivy League schools and MIT. Each year the Consortium provides the University with funds with which to foster language learning and research projects at the local level. In addition, the Consortium makes funds available at the national level for large-scale projects or for those projects that develop materials that can be used at other Consortial schools. For more information contact Michael Berger at 2-9772.

► LLA Matching Funds

Each year the LLA provides matching funds to teachers who would like to purchase pedagogical materials. The applicant must obtain consent from the chair of their department and secure the commitment of their department to cover 1/3 of the cost of the materials. The LLA will then fund the remaining 2/3 of the cost. These funds are rather limited so applicants are encouraged to submit fairly modest requests. For more information contact Michael Berger at 2-9772.

A New Computer Research Assistant for the Humanities Division

We welcome Lec Maj to the Division in the position of Computer Research Assistant. Lec completed his Computer Science in Engineering degree at UIC and has a vast knowledge of UNIX system administration and programming. He is eager to meet faculty and staff and assist the Division's researchers with their computing dilemmas. Even though Lec spends most of his time—both at work and at home—glued to the computer screen, in his free time he enjoys beach volleyball, skiing, and many other outdoor activities. Other hobbies include exotic fish, chess, and traveling to new and exciting places. Originally from Poland, Lec is fluent in both English and Polish. Contact Lec via email at lec@uchicago.edu or call him at 4-8703. His office is in Classics 48.

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the primary. The only thing left to consider is this: let us hope we have access to DAT players well into the future—at least until the "perfect" preservation medium comes along!

This year's preservation efforts have focused on making back-up (archival) copies of some of the LLA's oldest tape recordings, most of them wound onto five-inch reels and recorded on acetate stock, a medium prone to getting brittle with time. A large proportion of these recordings, in turn, come from the extensive collection left in our care by Eric P. Hamp, an emeritus professor and a founder of the LLA. Since the boxes holding the original tapes contain little information useful to the archivist, the LLA took the initiative in setting up a series of interviews with Mr. Hamp. During Winter and Spring Quarters I met regularly with the professor to learn as much as possible about the background of the tapes.

As an Indo-Europeanist, Mr. Hamp has devoted his career to reconstructing Proto-Indo-European. To this end, he has concentrated on collecting data mainly on the Albanian dialects spoken for hundreds of years in Italy and Greece. Called *Arbëresh* in Italy and *Arvanitika* in Greece, these dialects preserve linguistic features of Albanian long since lost in Albania itself. Last fall I backed up the *Arbëresh* tapes first, recorded by Mr. Hamp in 1952. Those were followed by sev-

eral series in *Arvanitika* dialects recorded in 1956. Since ancient Greek is also important to his work, Mr. Hamp has collected samples of isolated Greek dialects—the *Bovese* dialect of southern Italy and the *Tsakonian* dialect of the Peloponnese in Greece. This past spring I also made DAT dubs of these samples (made in 1956). Finally, I backed up Mr. Hamp's recordings of the Albanian dialect of Skopje in Macedonia and a series of Scots Gaelic dialects spoken in northern Scotland.

During the Spring Quarter I made DAT copies of a series of tapes in the Ixcatec language, a dialect of Maya spoken in southern Mexico. What made this series unique is that the tapes were made in the 1950s from three *wire* recordings originally recorded in Mexico in 1950! Wire recording is a technology that literally involves a strand of steel wire wound on a spool. Once tape recording became available wire became obsolete. [For a related article, see also in this issue "Preserving Old Recordings Digitally".]

JOSEPH TOTH *is manager emeritus of the LLA. Since his retirement in 1998 he has worked on a part-time basis at the LLA as an assistant for special projects.*



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