

AATT

American Association of Teachers of Turkish

Near Eastern Studies, 110 Jones Hall, Princeton University, Princeton, NJ 08544-1008

NEWSLETTER 13/14
Fall 1993

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1. Letter from the President

Dear Colleagues,

This issue of the *Newsletter* will reach your addresses during the summer vacation. Many of you, therefore, may open it only in September. PLEASE keep reading, for it includes a number of items that need your urgent attention.

In particular, see #3 for our last call for nominations for the annual *Student Prizes in Turkish*, and #4 for news of AATT activities at MESA 1993 and our request that you complete and return the enclosed questionnaire regarding the teaching of literature.

This is the thirteenth in our series of *Newsletters*, all of them edited and produced by Erika Gilson. She has done a wonderful job, but finds it difficult to continue shouldering this burden along with all her other responsibilities. It is time to give her a break! Do I hear a volunteer? Please call Erika (609) 424-2686, or me (609) 921-7176.

I look forward to a good attendance at Triangle Park in November.

Sincerely,

Kathleen R.F. Burrill
Columbia University

2. Business Report

Since the last Annual Meeting the AATT Executive Board has had several conference calls to follow up on items that were discussed during the Annual Meeting, in particular, the expansion of the AATT to include teachers of all the Turkic languages. Further discussed were finances: there has been considerable delay in disbursement of ITS funds due to financial difficulties. Therefore, spending on any exploratory activity on the part of board members was drasti-

cally reduced, as it seemed that during this budgetary uncertainty, conservation of funds is the primary concern. We are reminded again that without a reliable source of supplemental income, we cannot continue to be a pro-active organization.

In the meantime, ITS has mailed out new announcements for the 1994-1995 funding year, but the 'miscellaneous' category under which AATT has applied before, is not eligible for funding. It is therefore, most welcome that the Ford Foundation has agreed to continue supporting the work of the NATIONAL COUNCIL of Organizations of Less Commonly Taught Languages (NCOLCTL). This gives AATT an opportunity to apply for pass-through funding for specific projects.

FORD FOUNDATION FUNDING Phase II

The National Council has received funding for an additional three year period to continue strengthening the teaching of less commonly taught languages at U.S. institutions of higher learning. Two categories of funding will be available to member organizations: 1) to strengthen the association's capacity to exert national leadership in the language field which it represents, and 2) to develop a language specific language framework.

AATT, one of eleven founding members, has been represented by Erika Gilson, (board member-at-large, 1990-1993) and Richard Chambers (AATT representative to the Council). We are applying for funds in both categories:

i) Pass-Through Funding

AATT proposes to use the allocated funds as seed money for a Planning Conference for the expansion of the Association to incorporate teachers of the other languages of the Turks. This move will be mutually beneficial, result-

ing in a stronger association and an providing an organizational vehicle and focus for teachers of other Turkic languages.

The allotted \$3,500 will be used as seed money for holding a planning conference to which AATT board members and colleagues teaching the other languages of the Turks will be invited. The planned conference will be held in March 1994 at the University of Chicago, with additional funding coming from private sources and the Center for Middle Eastern Studies at the University of Chicago.

ii) Language Learning Framework for Turkish Project

With the approval of our proposal to the National Council of Organizations of Less Commonly Taught Languages AATT will proceed to work on a Language Learning Framework for Turkish. Güliz Kuruoğlu has agreed to be the principal investigator who will form and direct a Working Group, conduct background research and present in writing the results of the Group's work. The objectives of the project are to develop

- i. a general Language Learning Framework for Turkish within the American experience;
- ii. Curriculum Guides for formal programs in Turkish in academic settings in the U.S.

The Working Group ideally will be made up of three to four members in one geographic area, each of whom bringing special qualifications, such as, long term teaching experience, expertise in teaching methodology, applied linguistics, second language acquisition, and Turkish linguistics.

It is hoped that the initial meeting of Working Group can take place during MESA '93, and that the project can be introduced at the upcoming AATT Annual Meeting in November. Consulting with NCOLCTL Co-Directors, Richard Brecht and Ronald Walton, a draft outline will be

disseminated to AATT members in the (late) Spring Newsletter eliciting comments. A final draft is to be readied and made available for discussion at a AATT sponsored Workshop on LLF and Guidelines at the MESA Annual Meeting in November 1994. The Curriculum Guidelines evolving will be considered for adoption by the membership at the 1994 AATT Annual Meeting.

Ford Foundation funding available to AATT for this project is \$10,800 over three years.

3. 1993 James W. Redhouse Student Prize for Best Progress in Turkish

LAST CALL FOR NOMINATIONS

A number of institutions seem to have missed the June deadline for submitting nominations, and we have agreed to accept names up to September 15. If your institution is among those who have not yet submitted a name, please do so urgently, sending the pertinent material to your area coordinator:

WEST (Berkeley, UCLA, Texas-Austin, Utah, U. of Washington): Sarah Atuş, Dept. of South Asian Studies, University of Wisconsin, Madison, WI 53706.

EAST (Columbia, Georgetown, Harvard, NYU, U. of Pennsylvania, Princeton): James Stewart-Robinson, Dept. of Near Eastern and North African Studies, U. of Michigan, Ann Arbor, MI 48109.

NORTH (Chicago, Cornell, McGill, Michigan, Toronto): Erika H. Gilson, Near Eastern Studies, Jones Hall, Princeton University, Princeton, NJ 08544-1008.

MIDWEST/SOUTH (Indiana, Minnesota, Ohio State, Washington U., Wisconsin): Ralph Jaeckel, Dept. of Near Eastern Languages and Cultures, U. of California, Los

Angeles, CA 90024.

Nomination packages should, if possible, include:

1. Student's name and address
2. Student's CV, if available
3. Letter of recommendation confirming student's academic status (graduate/undergraduate, degree candidacy, etc.) and standing in the language class, with an assessment of his/her natural aptitude versus effort in language learning, and—unless included in CV—details of other foreign languages known, of any time spent in Turkey and/or other previous exposure to Turkish. Included should be a short paragraph that the TSA President can use for inclusion in a letter that will be sent to the student, his/her Chair and Dean announcing him/her as a winner
4. Name of course instructor
5. Description of course (level, and with—for example—syllabus, details of texts used, etc.)
6. Samples of student's written work, hand-ins, and/or exam booklets
7. Name and address of student's Departmental Chair
8. Name and address of student's Dean.

The monetary value of the Redhouse Prize (\$100) is small, but if we have outstanding students they deserve the public recognition that being a winner brings.

4. AATT Annual Meeting '93

AATT at MESA November 11-14

Our Annual Meeting is scheduled for Thursday evening, November 11, at 9 p.m., following the TSA meeting. Detailed information and ballots will be mailed under separate cover at the end of September. In addition, we plan to

hold our usual informal Breakfast Roundtables. These have proved very useful in the past, providing an opportunity for the more lengthy exchange of ideas usually impossible at the Annual Meeting itself because of its late hour. A number of good ideas on policy and activities have emerged from these early morning gatherings.

One of these ideas was sponsorship of workshops at MESA 1993. Workshops on *Language Teaching and Technology and Language Teaching* have had to be postponed for a later occasion (although there will be an opportunity at Triangle Park for AATT members to participate in a hand-on demonstration of computer assisted language programs for Turkish.

A third Workshop has materialized, and we need your help preparing for it. It is a Workshop on:

Teaching the Literature of the Turks: Current State of the Art and Future Directions

After a short factual review from the Chair (Burrill) of the present state of such teaching in North America, the following presentations are scheduled:

Literature of the Turks in general literature and cultural history courses (J. Stewart-Robinson)

Literature of the Central Asian Turks
(A.J.E. Bodrogligeti)

The Folk Literature of the Turks (W. Feldman)
Comparative Literature and the Literature of the Turks
(S.Moment Atuş).

The four speakers are being asked to limit their initial presentations to 15 minutes in order to give plenty of time for general discussion. The organizers, whose interests are mainly in literature, hope that colleagues with specialities in other disciplines will join them and give their views.

Meanwhile we seek your help as we assess the current

position, and ask that you complete the enclosed *Questionnaire*, giving information on coverage of the literature of the Turks at your institution.

Please complete a separate *Questionnaire* for each of the various Turkic languages covered, and send

by October 1 to:

K.R.F. Burrill
616 Kent Hall
Columbia University
New York, NY 10027

5. Report on Summer Sessions: Ten Years at Boğaziçi University: A REVIEW

[Editor's note: The BOĞAZIÇI SUMMER LANGUAGE PROGRAM is in its tenth year. It is only fitting that we publish a brief history and gain some insight into the funding processes and mechanics of the arrangement with Boğaziçi University. The following report was submitted by Ahmet Karamustafa, Washington University.]

Intensive Summer Language Program of Advanced Turkish Language Instruction at Boğaziçi University.

The modern Republic of Turkey occupies a crucial position between its NATO allies in the West, the newly independent republics of the former USSR, Iran, and the Arab lands, while its predecessor, the Ottoman Empire, dominated political and cultural life in the Balkans and the Middle East for almost six hundred years. Only recently, and sometimes grudgingly, have scholars recognized that Turkish language

and area studies should, for historical and strategic reasons, be an integral part of Middle East programs in American universities, and that the study of the post-fifteenth century Arab and Iranian Middle East as well as of the Ottoman heartland and the Balkans until the twentieth century demands a knowledge of Turkish and of Turkish sources.

Turkish is an important research tool in a wide range of humanistic and social scientific fields. For example, most of the administrative documents and the court records that scholars now acknowledge to be primary sources for the social and economic history of Turkey, the Balkans, the Arab World, and Israel were written in Ottoman Turkish. Turkey not only possesses some of the world's finest collections of Arabic, Persian, and Turkish manuscripts and the incredibly rich Ottoman archives, but it is also one of the few countries in the region in which American scholars can still engage in sustained research. Furthermore, the relatively early development of a Western-style educational system in Turkey has produced a corpus of scholarly literature in Turkish which surpasses in quantity, quality, and scope that which exists in other languages of the region. Access to this literature is facilitated by the fact that modern Turkish is written in a modified Latin script and has an exceptionally regular grammar. For American students, competence in modern Turkish is also the normal and expected starting point from which to learn Ottoman Turkish or the Turkish languages of Central Asia. The field of Turkish studies has, nevertheless, remained relatively neglected. This is especially true of language study, which has lagged behind both Arabic and Persian. The number of American universities offering Turkish has tripled since the 1960's but it is still small, and many of the instructors were not trained to be language teachers. Textbooks and other teaching materials, particularly those designed to provide communications

skills, are woefully inadequate and, until recently, no co-operative efforts were made to coordinate programs or to establish proficiency standards. In most instances, students began to study Turkish only after entering graduate school. With only a few sporadically organized intensive language courses available, they were obliged either to begin their dissertation research before attaining satisfactory proficiency in Turkish, or to prolong their graduate studies by as much as two years in order to be able to handle Turkish sources adequately. During the last ten years the problems of coordination and acceleration of Turkish language instruction have been addressed through the establishment in 1982 of the Boğaziçi University summer program with funding provided through Fulbright-Hays Group Projects Abroad grants. Rapid recognition of the Boğaziçi University program as the one regularly available program most effective for the intensive study of advanced Turkish convinced all concerned that the program should be continued and that it should be strengthened by the backing of a consortium of institutions on the model of the Center for Arabic Studies Abroad. In 1984 the American Research Institute in Turkey (ARIT), the major U.S. consortium of educational institutions (now numbering twenty-eight) concerned with the broad range of Turkish studies and the only private organization that represents, through its branches in Istanbul and Ankara, the American academic community in Turkey, assumed responsibility for the American side of the program.

Coordination between Boğaziçi University, ARIT/Istanbul, and ARIT/U.S. has been fostered by the fact that ARIT has branch facilities and a full-time director in Istanbul. This arrangement has proven completely satisfactory and has provided a firm institutional basis for ongoing cooperation between ARIT and Boğaziçi University for the past ten years. For eight of these years the program has re-

ceived support from The Fulbright-Hays Group Projects Abroad program. The experience of each year has brought about modifications in the next year's program. In 1984 ARIT added a proficiency examination to the application procedure, and in 1986, 1988, 1989, and 1990 the examination procedure was revised. With the raising of admission standards the instructional program has become progressively more rigorous, and the program continues to attract a significant number of applicants and participants even though admission has become more selective.

The summer program has, as in the preceding years, the following objectives:

1. to provide intensive advanced language training in a Turkish-speaking environment;
2. to utilize more efficiently existing instructional resources in the Turkish language;
3. to familiarize American students with the cultural environment and scholarly resources of Turkey early in their careers so as to accelerate advanced training in area studies;
4. to establish standards and criteria, parallel to those used in more widely taught languages, for measuring language competence in Turkish;
5. to facilitate coordination among programs of Turkish studies at American universities;
6. to strengthen ties between American and Turkish scholars and universities;
7. to foster Turkish awareness of the growing American recognition of Turkey's cultural and strategic importance; and
8. to disseminate information about Turkey in the United States.

These objectives are consonant with the purpose of the Mutual Education and Cultural Exchange Act of 1961 as specified in Section 102(b)(6) in that they would promote

the study of Turkish language and culture in American universities through group studies abroad. Serving as an extension of existing programs of Middle East language and area studies in American universities and of the research and training programs sponsored by ARIT, the summer program utilizes the faculty, resources and facilities of Boğaziçi University in Istanbul for its course of instruction.

As in past years, ARIT and Boğaziçi University (BU) continue to share the responsibility of planning the program. The specific responsibilities of ARIT are:

- 1.. appointment of co-directors (U.S.);
2. preparation of grant proposals and budget;
3. administering grants and other funds received in support of the project;
4. preparation and dissemination of program announcements and publicity in cooperation with the Turkish Studies Association (the professional association with which virtually all scholars of Turkish language and area studies in this country and others from abroad are associated);
5. establishment of an Admissions Committee to review applications and select participants;
6. providing letters of certification for students enrolled in the program (similar to those provided by CASA);
7. arranging for international travel for participants; and
8. liaison with U.S. Government and preparation of final reports.

Boğaziçi University is be responsible for:

1. appointment of co-directors (Turkey);
2. implementation of the curriculum and program in consultation with the on-site U.S. co-director;
3. provision of teaching materials and facilities;
4. arrangements for cultural activities;
5. arrangements for room and board for participants; and
6. liaison with the Turkish Government.

The two cooperating institutions share responsibility for:

1. selection of instructional staff;
2. curriculum and program design;
3. on-site orientation; and
4. program evaluation.

This administrative design, intended to ensure the maximum collaboration between the American consortium and the Turkish host institution, has worked very well in past years. ARIT's Istanbul Branch Director, Dr. Anthony Greenwood, continues to play an important role in the areas of liaison, coordination, and orientation. Both U.S. co-directors are involved in supervising and evaluating the program. One or both of them are usually present in Istanbul for the orientation session, portions of the course, and the subsequent evaluation period.

The co-directors of the program—currently Dr. Cornell Fleischer (Delegate to ARIT from Washington University in St. Louis), acting Co-Director of the ARIT/BU program in 1986 and Co-Director since the 1987 program, and Dr. Ahmet Karamustafa, Assistant Professor of Islamic Thought and literature at Washington University. Dr. Karamustafa replaced Dr. Richard Chambers (University of Chicago, formerly President of ARIT), who served as Co-Director of the program from its inception in 1982 until 1988. The co-directors are responsible for preparation of grant proposals and budget, liaison with the U.S. Government, and preparation of final reports. In addition, they supervise the administration of grants and other project-related funds, the preparation and dissemination of program announcements and publicity, and arrangements for international travel for program participants. They also serve *ex officio* on the Admissions Committee. They share with Boğaziçi University administrators responsibility for the selection of instructional staff,

curriculum and program design, on-site orientation, and program evaluation. One or both of the co-directors are on site during the summer session, actively involved in various aspects of the program.

To participate as a Fellow in the summer program, applicants must:

1. be citizens or permanent residents of the U.S.;
2. be enrolled in a degree program (graduate or under graduate) or be an instructor of Turkish related language or area studies at an American university;
3. have a minimum of two years of college-level Turkish language study or its equivalent (knowledge of fundamental grammar, ability to read simple prose and to engage in basic conversation);
4. have a minimum B average in their university studies (In exceptional cases, as in that of a university professor, this may be waived at the discretion of the Admissions Committee.); and
5. perform satisfactorily on a proficiency-based admissions examination.

For most students, participation in the ARIT/BU summer program represents their first experience in Turkey. Other things being equal, preference is given to those who have not recently been in the area. Other qualified individuals may be admitted to the program as non-Fellows provided that they meet the same requirements of language preparation and proficiency as Fellows. This fellowship opportunity has also been opened up to faculty members in Turkish and related language and area studies, consonant with Public Law 87-256, Section 102(b)(6), which specifically calls for promoting modern foreign language training in U.S. educational institutions through study in foreign countries by one professor has participated in the program as a non-Fellow.

The proficiency examination used in 1990 was used again, with modifications, in 1992. The test was originally developed by Professor Robert Dankoff of the University of Chicago and was thoroughly revised by Professors Fleischer and Karamustafa in 1988 and in 1989. Further suggestions for revision of the 1990 exam were solicited from U.S. teachers of Turkish and from the Boğaziçi University staff, with a view to bringing about broader uniformity of standards and expectations; the 1990 examination was thoroughly revised in light of this important feedback.

The basic examination consists of two parts: in the first part the students' grammatical knowledge and reading comprehension are examined by means of a written examination, while the second part tests the students' oral comprehension through their comprehension of parts administered by the instructor of Turkish at the applicant's home institution or at the nearest institution that has a Turkish program where the applicant may take the test. In the preparation of the testing materials, ACTFL provisional proficiency guidelines, developed under a grant from ED, have been consulted. The development of these testing procedures constitutes a significant step towards establishing proficiency tests for intermediate level Turkish language acquisition.

A standardized form for letters of recommendation is used. The information elicited on applicants' adaptability to different environments and ability to get along with others is particularly useful, since these are important factors in maintaining small-group interaction in a project abroad. The Admissions Committee, consisting of the U.S. co directors and at least two professors of Turkish language at other institutions, reviews the applications, proficiency examinations as well as recommendations and then selects participants and awards fellowships.

All applicants meeting the requirements listed above are judged solely on the basis of merit as evidenced by their academic record, statement of purpose and career goals, letters of recommendation, and the results of the proficiency examination. The ten-week program usually extends from late June to early September, with the eight-week instructional session of the program taking place from July 1 to August 30 when the facilities of Boğaziçi University are available. Formal orientation sessions organized and conducted by the ARIT-Istanbul Branch Director, are held at the ARIT facilities in Istanbul. Supervised tours of the city is arranged, and students are encouraged to attend concerts and other events scheduled in connection with the Istanbul Arts Festival.

During the orientation period, a comprehensive proficiency examination is administered by the Boğaziçi University faculty. Students are divided into two sections on the basis of their performance in this examination. Our experience in previous summer sessions indicates that students of similar levels of competence perform better if placed in the same section. The instructional format developed in the ten years the program has been in existence has proven to be highly satisfactory in the estimation of both staff and students. The daily schedule consists of four segments: (1) drill session in the language laboratory; (2) review and correction of lab work, followed by introduction and explanation of points of grammar; (3) discussion of previously assigned topics, including reading assignments, assigned compositions, and the subjects of the compulsory weekly lectures (in Turkish); and (4) open conversation on topics selected by students. Three of the four hours of formal instruction are conducted solely by the teaching faculty; teaching assistants supervise the laboratory hour.

In addition to these four hours of formal instruction before lunch, students meet individually or in small groups

with the teaching assistants for a one-hour conversation session in the afternoon. Cultural lectures, given in Turkish, are scheduled each week. Attendance is compulsory, and the lectures are discussed the following day. Formal site visits in Istanbul accompanied by the TAs and supplemental informal excursions will provide material for conversation sessions and acquaint the students with Turkish culture and society. One or two evenings per week a Turkish film or television program will be shown, with assistance provided and discussion led in Turkish. A television set and video equipment are available in the tea house adjacent to the dormitory for student viewing. The Turkish-speaking atmosphere will be sustained in the cafeteria and dormitory by the presence of the TAs. The instructors will join the students and TAs at lunch. The primary goal of the course is to provide the students with the ability to utilize Turkish not only for everyday needs but also for fieldwork and scholarly exchange of ideas. Therefore, students will be obliged from the outset to deal with Turkish spoken idiomatically at a normal rate of speed. Over the past ten years, a collection of reading and classroom materials has been developed specifically for the program and coordinated with specially prepared tapes. These are reviewed yearly, updated, supplemented, and on the basis of proficiency examinations and final reports. In response to some negative comments in the final reports of the 1987 Fellows, an entirely new set of tapes, of enhanced audio quality and incorporating completely new material, has been prepared and has been in use since 1988. The course materials are designed to provide a very careful means of identifying grammatical problems, expanding vocabulary, and providing subject matter for classroom interaction. Teaching assistants participate in all laboratory sessions. They monitor and correct student responses and identify problems in comprehension, pronunciation, and usage.

The program, the equivalent of at least one full year of instruction, requires a total of 120 hours of classroom instruction and at least 40 hours in the language laboratory. This compares with 90-100 classroom hours per academic year for students of advanced Turkish in American universities. Students who complete the course successfully usually are able to communicate in Turkish for all practical purposes as well as to conduct independent research and fieldwork requiring oral communication. At the same time, their reading and writing skills will be improved and their understanding of formal grammatical usage will be reinforced. Although the program is primarily directed toward development of oral and aural proficiency, reading and writing skills have received increased attention with each year of the program. The participants' enhanced language skills will be put to the test when they leave Istanbul and travel in Anatolia after the final week of the program.

Administrative and instructional personnel is drawn from the cooperating institutions. The U.S. co-directors are Drs. Cornell Fleischer (Professor of Islamic History at Washington University, St. Louis) and Ahmet T. Karamustafa (Assistant Professor of Islamic Thought and Turkish Literature at Washington University). At Boğaziçi University Dr. Ömür Akyüz, Professor in the Department of Physics, has served as the co-director for administration of the program for the past five years, and it is anticipated that he will again be appointed to serve in this capacity by the Rector. The co-director for academic programs was, until his retirement Dr. Hikmet Sebuktekin, Professor of Linguistics and Dean of the Faculty of Education, who has occupied this position nine of the ten years the program has been in existence. He coordinated the entire instructional program, supervised review and modifications of teaching materials, and planned the lectures on Turkish.

The reputation the program has earned over the years has reflected considerable credit on ARIT and have stimulated expansion of its institutional membership base in the last four years. Boğaziçi University provides the facilities utilized for the academic session itself. The historic ties of the University (formerly Robert College) with the American academic community are reinforced by an organization based on the American model and a faculty that is largely American-educated. Located in the Istanbul metropolitan area, BU has excellent facilities (classrooms, dormitories, food services, library, language laboratory, infirmary) that have proved more than adequate. Istanbul, the cultural capital of Turkey, is easily accessible from the campus, and program participants are encouraged to take advantage of the cultural, educational, and recreational resources (including the annual Istanbul Arts Festival in late June-July) that this extraordinary city offers. Istanbul also provides excellent surface and air transportation for both domestic and international travel.

Over the first eight years of the Boğaziçi University summer program, 145 students from 25 universities have participated. Their experience, performance, and proficiency examination results have demonstrated conclusively how great is the need to coordinate, standardize, and accelerate Turkish language learning in the United States. It was found during the first years of the program that students from certain universities who had the minimal training required for admission to the program proved to be superior to students from other universities who had completed more courses, including courses designated as advanced. Some students, possessed of a firm but passive understanding of grammar, were able to read adequately at an intermediate level but had little or no facility on oral communication, while other students had a satisfactory intermediate-level competence in spoken

Turkish but had poor knowledge of grammar and little or no ability to read relatively simple texts. The cooperative efforts stimulated by these findings and facilitated by the formation of AATT have already begun to remedy these deficiencies. Initially, the majority of program participants were graduate students who had not studied Turkish as undergraduates; many had already completed their course work and would have begun their dissertation research had they not been obliged to make up their deficiencies in Turkish. While summer intensive courses in elementary and intermediate Arabic and Persian have been regularly offered at various U.S. universities and the Center for Arabic Studies Abroad (CASA) in Cairo has long offered both summer intensive and full-year Arabic programs, until recently Turkish had rarely been taught at any American university during the summer, even at the elementary level.

Gradually this profile has begun to change, thanks in large measure to the success and continuation of the ARIT/BU program. It is noteworthy that in 1982 only one Title VI summer fellowship was awarded for the study of Turkish, as compared to seven for Persian and thirty-six for Arabic. In that year, twenty-one students (ten with fellowships and eleven who secured their own sources of funding) participated in the program at Boğaziçi University. In 1985, 1986, 1987, 1988, 1989, and 1990 several of the participants in the ARIT/BU program were supported by Title VI summer fellowships of other awards made by their respective universities, and summer intensive Turkish courses at the elementary and intermediate level were offered by university consortia on both the East and West Coasts in this country.

Meanwhile, publicity resulting from the success of the advanced program has led Boğaziçi University to introduce an intensive elementary Turkish course in 1983 and an inter-

mediate level course in 1986. A full-year semi-intensive elementary Turkish course for foreigners was put into the BU curriculum in 1985-86. The summer intensive language program has now been fully institutionalized by Boğaziçi University, with a record 43 students (including ARIT/BU Fellows) enrolled at all three levels in 1988 and 40 in 1989. Given the quality, success, and modest cost of the BU program, it is foreseeable that the BU summer intermediate course may, in the near future, effectively replace the summer intermediate level consortium programs offered in the U.S. There can be no doubt that the ARIT/BU program has been the major stimulus in these encouraging developments.

The growth of institutional and student interest in the United States has also contributed to the improvement of Turkish studies. Recent years have seen a rise in the number of applicants to the ARIT/BU program who are either undergraduates or Middle East majors at earlier stages of their graduate careers. The immediate and positive impact of the ARIT/BU program is demonstrated by a number of examples. At a recent scholarly lecture given in Turkish at the University of Chicago, all but one of the American students in the audience (who also asked questions and participated in the discussion in Turkish) were graduates of the program. In the last several years new full-time positions in Turkish language have been established at Ohio State University, the University of Illinois, the University of Texas, and Washington University in St. Louis.

The success rate of graduate students who participated has been very high; nearly all have returned to Turkey on research fellowships provided by Fulbright-Hays, ARIT, and SSRC. Many of these have testified that their subsequent studies and research were greatly facilitated by their participation in the ARIT/BU program, which is now becoming a *sine qua non* for serious students of Turkish, fulfilling the

same function as CASA for those in Arabic studies. In 1986 one graduate student with considerable language learning experience wrote that the program "was one of the most efficiently organized and capably taught language programs in which I have participated."

On another front, significant progress can be noted. The lack of coordination and of proficiency standards in the teaching of Turkish in the United States has been highlighted by the ARIT/BU program and, as mentioned above, a series of workshops were organized by the co-directors to address these problems. At the conclusion of the March 1985 workshop, it was decided to create an organization of Turkish teachers which might be effective in addressing crucial issues of the field. Funding was secured and the association, the American Association of Teachers of Turkish, came into being in November 1985. AATT is working effectively to remedy some of the deficiencies in Turkish language instruction at American universities. One of the first tangible fruits of this cooperative venture has been the development of Proficiency Guidelines for Turkish.

To summarize, the intensive program of advanced Turkish:

1. enables Turkish language instructors at American universities to send their best students to acquire advanced skills in a Turkish-speaking environment and permit them to concentrate their energies on improving the elementary and intermediate courses and on developing specialized courses for advanced students;
2. provides higher standards of proficiency by which all instructors can measure the performance of their students at various levels;
3. accelerate the acquisition of language skills and thus substantially reduce the time required to complete a degree program;
4. enables students to gain the fluency necessary to use

Turkish sources comfortably at an earlier stage of their training and, in so doing, improve the quality of their subsequent research;

5. provides some students with their only overseas academic experience and others with an initial experience which would be of immense value when they return to Turkey for dissertation research or other advanced study;

6. permits spoken Turkish to be taught intensively as no summer program in the U.S. could possibly do while also increasing reading and writing skills;

7. by drawing students from various universities, achieves an optimum class size for more efficient and economical utilization of resources;

8. increases contact and cooperation between individuals and institutions in this country involved in Turkish language and area studies;

9. strengthens ties and creates new linkages between Turkish and American scholars and between universities in Turkey and in the U.S.; and 10. complement the ARIT and Fulbright fellowship programs. It is equally clear that only through the continuation of the ARIT/BU program over a period of years can all the desired ends be attained.

Given the success of the past ten years, the administrators feel confident in asserting that the ARIT/BU program is doing for the Turkish field what the CASA program, which is our model, has done for Arabic language and area studies in the United States. ARIT was established as a consortium of American institutions of higher learning with major commitments to Turkish studies for the purpose of fostering research in Turkey. As such scholarly research demands a high degree of Turkish language competence, the summer program is a logical continuation of introductory level Turkish language courses taught at academic institutions.

Ahmet Karamustafa
Washington University

6. Other Teachers' Organizations

IN ENGLAND

In recent years, several new organizations have been established abroad to further Turkish Studies and, in particular, the teaching of Turkish as a foreign language. One of them is SCOUTT which stands for 'The Standing Committee of University Teachers of Turkish Studies.' Based at the Middle East Centre of Oxford University, the committee published recently a very attractive booklet entitled *Turkish Studies at British Universities*, a guide primarily intended for undergraduate study.

Further information on the work of the committee as well as copies of the guide may be obtained from

The Secretary, Middle East Centre,
St. Anthony's College, Oxford OX2 6JF, UK.

TASG, 'Turkish Area Study Group,' is another organization based in England. It publishes a newsletter twice a year, in March and November which 'aims to provide news of and information about Turkey and Turkish peoples on matters of educational, social, and cultural interest.' Although it is not primarily a language teachers' organization, the teaching of Turkish literature and language is not neglected: the March 1993 newsletter included several items on the subject as well as a review of a new teaching aid, *Colloquial Turkish* reprinted below (#9 Reviews). TASG also organizes annual symposia; its fourth annual symposium was held last May.

For further information, contact the secretary,
Dr. J.M. Wagstaff, Dept. of Geography,
The University, Southampton S09 5NH, UK.

IN GERMANY

More recently, and with some input from AATT, teachers of Turkish in Germany have formed an association, "Türkisch als Fremdsprache ('TaF': Turkish as a Foreign Language)." The association is based at the University of Hamburg and the first elected officers are Esin Ileri (Hamburg), Maren Fittschen (Hamburg), and Hartwig Scheinhardt (Germersheim). In addition to the concerns which motivate AATT, their agenda includes the teaching of Turkish in high schools, since Turkish has been approved in 1992 as a foreign language to satisfy high school graduation requirements in Germany.

Anyone interested in getting specific information on TaF should contact:

Dr. Esin Ileri
Seminar für die Geschichte und Kultur des
Vorderen Orients, Hamburg University
Rothenbaumchaussee 36
2000 Hamburg 13, Germany

7. Announcements

TIBOR HALASI-KUN MEMORIAL FUND Columbia University

The Center of Turkish Studies at Columbia University has announced the establishment of a fund in memory of Professor Halasi-Kun and his long years of service to worldwide Turkish Studies.

The Fund will be used to ensure the continuance of some of Professor Halasi-Kun's life-long missions and interests, such as publishing important research in the field of

Turkish Studies. In particular, support will be given to the two periodicals that he established

Archivum Ottomanicum and
Archivum Eurasiae Medii Aevi.

Contributions (which are tax deductible) may be sent to The Center of Turkish Studies, 616 Kent Hall, Columbia University, New York, NY 10027.

Checks should be made out to "Columbia University" and marked "Halasi-Kun Memorial Fund."

FELLOWSHIPS

ARIT

American Research Institute in Turkey

American Research Institute in Turkey announces the availability of National Endowment for the Humanities Fellowships for research in Turkey for the year 1994-1995.

ARIT/NEH Fellowships offered for 1994-1995 cover all fields of the humanities, including prehistory, history, art, archaeology, literature and linguistics as well as interdisciplinary aspects of cultural history.

The fellowships are held for a full year or half year term. Stipends range from \$15,000 to \$30,000. Applications must be submitted to ARIT before November 15, 1993. The committee will notify applicants by late January, 1994.

For further information and applications forms contact:

American Research Institute in Turkey
The University Museum
33rd and Spruce Streets
Philadelphia, PA 19104-6324
(215)898-3473

THE FULBRIGHT PROGRAM

Deadline for the 1994-1995 programs: October 15, 1993

Grant Categories of Interest:

Senior Scholar Program: fellowships to U.S. and foreign academics and professionals to lecture and/or conduct research.

Graduate Student/Junior Scholar Program: scholarships to U.S. and foreign students to study/conduct research at the graduate level.

Specialized Awards for Specific World Areas: funds for organizations promoting student and scholar exchanges in specific geographic areas.

Humphrey Fellows Program: grants for mid-career professionals from developing countries for combined graduate study and professional experiences.

University Affiliations Program: funds for short-term exchanges of faculty and staff between a foreign and a U.S. university or college to foster sustained institutional partnerships.

Fulbright Teacher Exchange Program: provides for direct one-for-one exchanges of teaching positions; in some cases one-way assignments are awarded.

USIA INVITES APPLICATIONS for the Fulbright Teacher Exchange Program

[Editor's note: anyone interested in obtaining further information can call the program's outreach specialist Lee Scott, at (800) 726-0479 or (202)382-8586, who can also set up an interview with a present or former Program participant in your area.]

The Fulbright Teacher Exchange Program is accepting application requests from U.S. university and college faculty, and secondary and elementary school educators interested in teaching abroad during the 1994-95 academic year. There are also exchange opportunities for educational administrators.

Applications available now must be completed and post-marked by October 15, 1993. Requests for application booklets, publicity material, and general information should be directed to the

Fulbright Teacher Exchange Program,
600 Maryland Avenue S.W., Room 142,
Washington DC, 20024, tel. 1-800-726-0479.

These exchanges are administered by the United States Information Agency (USIA) as part of the Fulbright Program, the aim of which is to promote mutual understanding between citizens of the United States and those of other countries through educational and cultural exchanges. Since the Fulbright Program began in 1946, over 190, 000 Americans and people from other countries have participated.

Each year about 500 educators take part in the Fulbright Teacher Exchange Program. U.S. and international exchange participants remain on their home institutions' payrolls while exchanging classrooms and often homes.

A limited number of semester and shorter term exchanges, as well as one-way assignments, are also available. A tentative list of the 1994-95 academic year's participating countries includes: Argentina, Belarus, Bulgaria, Canada, Chile, Colombia, Cyprus, Czech Republic, Denmark, Egypt, Estonia, Finland, France, Germany, Hungary, Italy, Latvia, Liechtenstein, Lithuania, Mexico, Morocco, Netherlands, Norway, Poland, Portugal, Romania, Russia, Senegal, Slovak Republic, South Africa, Switzerland, Turkey, Ukraine and the United Kingdom.

U.S. educators interested in participating in the program must meet the following requirements: U.S. citizenship; at least a Bachelor's degree; three years of full-time teaching experience (for teaching positions) or two years full-time teaching experience (for seminar participation); current full-time employment in a relevant subject area; and for some non-English speaking countries, fluency in the appropriate foreign language.

All participants must be approved by the Presidentially appointed J. William Fulbright Foreign Scholarship Board (BFS), a group of private citizens who oversee the Fulbright Program.

The Fulbright Teacher Exchange Program is the only Fulbright Program with direct one-to-one exchanges. These exchanges offer a double advantage to participating institutions. Schools and communities gain the expertise and perspective of the visiting exchange teacher, and subsequently, share the international experiences of their returning faculty member.

The United States Information Agency is an independent foreign affairs agency within the executive branch that explains and supports U.S. foreign policy and national security interests abroad through a wide range of information programs. The agency promotes mutual understanding between the United States and other countries through a series of educational and cultural exchange activities.

USIA's educational and cultural programs include the Fulbright academic program, the International Visitor Program, the Citizen Exchanges Program, Arts America, book translations, English teaching, and a network of overseas libraries and cultural centers. Other programs include

the Voice of America, Radio and TV Marti, the WORLD-NET satellite television system, the daily Wireless File, the U.S. Speakers Abroad program, publications translated in over 15 languages, and three Foreign Press Centers in the United States. The Agency has more than 210 posts in over 140 countries.

CONFERENCES

27th ANNUAL MESA MEETING November 11-14, 1993

The annual conference of the Middle East Studies Association will be held this year at the Sheraton Imperial Hotel in Research Triangle Park, North Carolina.

For further information, contact:

The Secretary, MESA

1232 N. Cherry Avenue

University of Arizona, Tucson, AZ 85721

Tel: (602)621-5850, Fax: (602)321-7752

(Please see AATT Annual Meeting, #3)

7th International Conference on Turkish Linguistics August 4-6, 1994 Mainz, Germany

Call for Papers:

It is our pleasure to invite you to *The 7th International Conference on Turkish Linguistics* convened by Lars Johanson. The International Conference on Turkish Linguistics is held every two years and aims at bringing to-

gether scholars working in the field of Turkish linguistics, both Turkologists and general linguists. The organizers of the conference in Mainz would also like to encourage linguists working on other Turkic languages to participate.

The Seventh International Conference on Turkish Linguistics will be held on August 4-6, 1994 at the *Institute of Oriental Studies, Turcology, University of Mainz*. The arrival date is Wednesday, August 3, the departure date is Sunday, August 7. There will be morning and afternoon sessions on Thursday, Friday and Saturday from 9 a.m. until 17:30 p.m. The time allotted to each speaker will be 30 minutes (including discussion).

As decided at the sixth conference in Eskişehir, there will be a selection process for papers to be presented at the conference. A committee of five persons will make the selection on the basis of anonymously submitted abstracts. The organizers of the conference will not take part in the work of this committee. You are also welcome to participate and to contribute to the discussions without presenting a paper of your own.

The deadline for sending abstracts will be January 15, 1994. The organizers will forward the abstracts to the committee without names. The text of the abstracts should not exceed 600 words. As usual, the official language of the conference is English.

The organizers will not be in the position to cover the costs of travel and accommodation for the participants.

Signed:

Christiane Bulut, Eva Agnes Csato and Lars Johanson.

All correspondence should be sent to

Prof. Dr. Lars Johanson,
Seminar für Orientkunde, Turkologie,
Johannes Gutenberg-Universität
D-55099 Mainz, Germany.

8. Sample Outreach Program

Turkey in World History Symposium THE UNIVERSITY OF CHICAGO

[Editor's note: the following information was forwarded by Richard Chambers and is included here as a sample of outreach programs needed to build up the field of Turkish/Turkic Language and Area Studies. Members are encouraged to send similar information on similar programs they have conducted or planned.]

A one-day symposium "Turkey in World History," was held on the University of Chicago campus on Saturday, May 15 1993. There were approximately one hundred attendees including Consul General Mehmet Taşer and Vice Consul Basat Öztürk of the Turkish Consulate General in Chicago; faculty and students from the University of Chicago, other colleges and universities in the region, and Chicago area high school teachers; representatives of the Turkish-American community in the Chicago metropolitan area; and members of the interested public.

The centrality of the Ottoman Empire and the modern Republic of Turkey, situated between Europe and Asia, between the Christian West and the Islamic East, is of unique geopolitical and historical significance. Yet the relevance of Ottoman/ Turkish studies to European, Russian/Central Asian, and even Middle Eastern/ Islamic studies is seldom accorded due recognition. Rarely do scholars and students of European history have any knowledge of Turkish, any acquaintance with Turkish sources, or more than a superficial—and sometimes biased—view of Ottoman/Turkish history. Historians of Russia and Central Asia and even of the non-Turkish Middle East are often only marginally more knowledgeable about Ottoman/Turkish studies and not fully cognizant of the importance of that field to their own areas

of specialization. One measure of this is that few American universities offer Turkish language instruction and, even in those with major Middle Eastern studies programs, Turkish almost invariably is given less priority than either Arabic or Persian.

Recent events underscore the critical need to understand the history of the area where Europe, Asia, and Africa meet, much of it for centuries ruled by the Ottoman Empire, and to recognize that the modern Republic of Turkey is directly and immediately involved with Europe and the Balkans, with the Caucasus and Central Asia, with the Mediterranean and the Middle East. It is the only country which is a member of both NATO and the Organization of Islamic Conference.

The Aegean and Cyprus problems have strained Turkey's relations not only with its neighbor, Greece, but also other allies, including the United States. The European Community's reluctance to grant full membership to Turkey and the increasing hostility being experienced by Turkish guest-workers in Europe have created resentment among Turks and problems for Europeans. The important role of Turkey in the Gulf War and the diplomatic, political, and economic repercussions of that conflict on Turkey are as little understood or appreciated as are Turkey's concerns about the Kurds, the armed conflict between-Armenia and Azerbaijan, the on-going tragedy of Bosnia-Herzegovina, and the threat of more "ethnic cleansing" in Kosova and Macedonia. Turkey's relations with its Arab neighbors to the south are being affected by concerns regarding the availability of water once the system of dams being built in southeastern Turkey is completed. The possibility of Islamic fundamentalism spreading from Iran and the Arab world to the secular Turkish Republic worries many, as does the spread of Islamic radicalism to the newly independent states of

Muslim Central Asia. Secular Turkey presents an alternative to Islamic fundamentalist-dominated Iran as a model for those states. Nor should it be overlooked that Turkey is taking a leading role in the Organization for Black Sea Economic Cooperation. Few countries occupy such a strategic position at the center of so many potential arenas of conflict which pose serious threats to world peace. As a result, Turkey can hardly avoid being a prominent player in the historical process as we approach the twenty-first century. For all of these reasons, the history of the Ottoman Empire and modern Turkey deserves to be better known and understood.

The symposium was designed to reaffirm the relevance and importance of Ottoman/Turkish studies to [1] European, [2] Russian/Central Asian, and [3] Middle Eastern/Islamic studies. Some of the questions addressed were:

1) Why should [1] historians of Europe since the 14th c., [2] Russian/Central Asian historians, and [3] Middle Eastern/Islamic historians be better informed about the history of the Ottoman Empire and modern Turkey; and how might their utilization of historical sources written in Ottoman and modern Turkey affect the histories they write?

2) In the 1990s, how central is Turkey to developments [1] in Europe, [2] in the successor states to the USSR, and [3] in the Middle East and the Islamic world; and how can knowledge of Ottoman/Turkish history increase our understanding of current problems in all of those areas?

3) In the 21st century, what role might Turkey play [1] in Europe, [2] in the Turkic lands of Asia, and [3] in the Middle East and the Islamic world?

The Symposium was sponsored by the Center for Middle Eastern Studies in cooperation with the Departments of History and Near Eastern Languages and Civilizations, The University of Chicago, with the financial support of the Norman Waite Harris Memorial Foundation.

9. Textbook Reviews

Reprinted with permission from TASG News, March 1993.]

Colloquial Turkish, Arın Bayraktaroğlu and Sinan Bayraktaroğlu, Routledge 1992.
ISBN 0-415-0473-6, £ 9.99.

This remarkable book is a valuable addition to the scant resources that are at present available to learners and teachers of Turkish. The range of those introductory materials that are intended for English-speaking learners of Turkish, and which are at the same time both freely available and reasonably affordable, comprises no more than Geoffrey Lewis's *Teach Yourself Turkish*, Bengisu Rona's *Turkish in Three Months*, and Norman Itzkowitz's revised edition of Lewis Thomas's now very dated *Elementary Turkish*. This new work of Arın Bayraktaroğlu and Sinan Bayraktaroğlu does not supplant any, let alone all, of the works just mentioned but supplements them in a highly creative and productive manner. It organizes and presents the selected data along lines quite different from those of previous introductory courses by orienting the language data towards the situational requirements for Turkish rather than focusing on Turkish as primarily as language system with its own internal coherence and consequently with no rationale for any methodology but learning and teaching from the bottom upwards, from the smaller units of structure to the larger and more complex ones.

Colloquial Turkish does far more than establish a relationship between the learning stages in Turkish and a series of extralinguistic situations. First, the situationally-orient-

tated data is accompanied by the judiciously measured provision of 'grammatical' information. This, however, is generally not found in the conventional sequence but in one dictated by its relevance to the structures elicited by the situational sequence. For instance, the suffix *-ki* to form adjectives from nouns with a locative suffix is often learned early on as part of the process of becoming familiar with the nominal group. In *Colloquial Turkish*, however, *-ki* is introduced as late as the ninth lesson out of 15, and then only to distinguish it from the conjunction *-ki*, the need for which emerges naturally in the situation 'Making a deduction'. There is, then, a price (but only a small one) to be paid for a situation-based approach: the 'grammatical' data is neither systematic nor comprehensive enough to confer a 'working knowledge' of Turkish on its own. However, there is no such thing as the ideal language course, and, as has already been indicated, what was needed—and what we here have—was a vitalizing new approach to contribute to the rounding out of the learning process. The publisher's claim that "the work will help you to learn and use the language you need in everyday situations" is therefore fully justified, but more caution is called for than is implied by the statement that it "assumes no previous knowledge of the language". *Colloquial Turkish* will be optimally used by learners also working with one of the courses mentioned above and/or with a teacher and is less suitable as the sole source for autodidactic purposes. This is partly because of the apparently arbitrary way in which the grammatical information is presented, but partly also because the grammatical descriptions are often too condensed to be followed by the beginner without linguistic expertise: e.g., "if, however, the first noun does not appear to have the genitive case suffix, then it is used as a qualifier to the second noun, and not as a possessive" (p.35). On occasion, too, there is real confusion in the terminology. For instance, on p. 35 *-sİ* (which

should be *-(s)İ*!) is referred to as a possessive suffix, but on p. 119, with reference to expressions of quantity bearing this suffix, it is said that "when used with these words, the noun takes the possessive suffix: *patateslerin hepsi*", when what is meant is the possessor suffix. (In fact, this area is so confusing for the learner that we ought to refer only to 'possessor' and 'possessed' suffixes and avoid the use of possessive altogether!). It is also probably unwise to introduce the potentially accented locative suffix *-DE* and the always unaccented conjunction *-DE* together as if they had some connection with each other, especially with the misprinted example "Ankara'da - in Ankara too (p.32).

A word needs now to be said about the 'situations' which are the core of this book. These are not location-specific such as "At the post office" or "In the hotel", where what is learnt is applicable only in the context to which it relates, and where there is no provision for learning to understand a possible range of responses. This work is, then, in no sense a glorified phrase book! The authors are concerned to replicate broadly communicative situations, like 'Expressing a preference', 'Expressing agreement and disagreement', 'Congratulations and good wishes', 'Suggesting a course of action', and so on. The operative language data required in each communicative situational type is given in a box at the head of the section, and the situation is illustrated by utterance-pairs or mini-conversations, which, because they are stimulating and lively, will be readily retained by the learner. The operative language data is eclectic, so that it includes whatever bits of language are required to do what the situation requires, regardless of their structural provenance; and the illustrative material constitutes a splendid source book of Turkish in spontaneous, interactive situations. And finally there is ample provision of exercises (with a key), and also open-ended tests enabling the learner

to check that the ability to meet situational requirements has been acquired.

Introductory manuals for Turkish always present authors and publishers with special problems in choosing and using type, and *Colloquial Turkish* leaves something to be desired in this respect. In particular, there is an objection to using the same typographical device—bold capitals—to indicate both accented syllables and phonemes subject to variation through consonant and vowel harmony. A future edition might find a better solution to this and to the problems of layout generally.

All in all this is an indispensable handbook for every learner and teacher of Turkish, and one that will not be amiss in the hands of English-speaking users of Turkish at every level. The usefulness of the book is enhanced by the availability of a cassette, which can either be bought separately or obtained together with the book in a single pack.

John Martin
University of Kent, Canterbury

10. Teaching and Learning Aids and Resources

DICTIONARIES

Redhouse Press, Istanbul Turkey, announces the appointment of James Sowerwine as the distributor for the Redhouse series in North America.

Available dictionaries are:

1. The New Redhouse Turkish-English Dictionary, \$50
2. The Redhouse English-Turkish Dictionary, \$44
4. The Redhouse Portable English-Turkish/Turkish-English

Dictionary, \$12.50

5. The Redhouse Mini English-Turkish/Turkish -English Dictionary, \$9.50.

Orders can be placed directly with
James Sowerwine, Redhouse Press Publications
77 Court Street, Machias, ME 04654
Telephone: (207) 255-452

TEXTBOOKS

The *Türkçe öğreniyoruz*, the series developed at Ankara University's TÖMER center, is expanding. In addition to I,II, and III, there is now a fourth and fifth volume. Further, in the final planning stages is an interactive multimedia program for Turkish as a second language.

For information, contact:

Mehmet Hengirmen
Süleyman Bey Sok. 17/11
Maltepe / Ankara, Turkey

JOURNALS and SOURCES

JOURNAL OF TURKISH STUDIES *TÜRKLÜK BİLGİSİ ARAŞTIRMALARI*

Edited by Şinasi Tekin. Gönül A.Tekin

**Journal of Turkish Studies* has been founded in 1977 by Fahir İz (Chicago) and Şinasi Tekin (Harvard). This is the only Monograph-Journal in North America that publishes original research in the fields of Turkish (including Central Asia) & Islamic Studies.

*A great many volumes have been dedicated to well known Turkologists:

A.N. Tarlan, A. von Gabain,
O.Ş. Gökyay, T. Halasi-Kun,
Francis W.Cleaves, H. İnalçık,
G. Doerfer, F.İz and R.N.Frye.

* Back issues are available.

* Managed by private funds and edited and published at

Harvard University,
Department of Near Eastern Languages and
Civilizations

[Volumes I-XVII, 1977-1993]

I. II. & III. Ali Nihad TARLAN-Festschrift
[1977-1979]

VI. dedicated to A. von GABAIN [1980]: R.
DANKOFF, A. FISHER, O. PRITSAK etc.

V. [1981]: F. W. CLEAVES, R. DANKOFF, S. SOUCEK
etc.

VI & VII. O.Ş.GÖKYAY Festschrift [1982-1983]:
G. DOERFER, J. WALSH etc.

VIII. Tibor Halasi-KUN-Festschrift [1984]: G.
BAYERLE, P. GOLDEN, R. MURPHEY etc.

IX. Francis Woodman CLEAVES-Festschrift
[1985]:

W. Heissig, O.Pritsak etc.

X & XI. Halil İNALCIK-Festschrift [1986-1987]:
M. Cook, T. Halasi-Kun, O. Pritsak, R. Mantran etc.

XII. Imperial Self Portrait: 'The Ottoman
Empire as revealed in the Sultan Abdul Hamid
II's Photographic Albums [1988]

XIII. Gerhard DOERFER-Festschrift [1989]: P.
Fodor, K. Röhrborn L. Johanson etc.

XIV & XV. Fahir İZ-Festschrift [1990-1991]: W.
Madelung, M. Mahdi, E. Birnbaum, B. Lewis, A. Tietze
etc.

XVI & XVII. Richard Nelson FRYE-Festschrift
[1992-1993]

**SOURCES OF ORIENTAL
LANGUAGES & LITERATURES**
Edited by Şinasi Tekin and Gönül Alpay Tekin.

The basic goal of this Series is to reproduce old MSs in
facsimile with translations and/or transliterations along with
philological and historical commentaries and indices . The
Series deals with three areas of scholarship:

I. Turkish Sources (Islamic & Pre-Islamic texts)

II. Islamic Sources (Arabic and Persian texts)

III. Central Asian Sources (Iranian, Mongolian etc.)

**SOURCES OF ORIENTAL
LANGUAGES & LITERATURES**
Edited by Şinasi Tekin . Gönül Alpay Tekin

I. Abhidharmakoşa. Uigur Translation of Sthiramati.
Ş.Tekin.

II. Menâhicü'l-İnşâ. The Earliest Ottoman Chancery
Manual. Ş.Tekin.

III. Ahmed-i Dâ'i and his Çengname, Facsimile.
G.Alpay (see XVI below).

IV. Saltuk-Nâme. The Legend of Sarı Saltuk. F.İz [Parts:
1, 2, 3, 4, 5, 6, 7]

V. Heşt Bihişt. The Tezkire by Sehi Beg. Günay Kut.

VI. The Book of Advice. The Earliest Old Ottoman
Version of Kâbüsnâme. E. Birnbaum.

VII. Mahmûd el Kâşgarî. Compendium of the Turkic
Dialects. R.Dankoff. First time in English [Parts:1, 2, 3].

VIII. Shaikh Jamâli Dihlavî. Mir'atul Ma'ânî
(Persian Text). Hameed ud Din.

IX. Kanûn-nâme-i Sultânî-li-'Azîz Efendi. R.
Murphey.

X. 'Alâu'ddawla Simnânî, (Arabic & Persian Texts).
W.M. Thackston, Jr.

XI. Evliya Çelebi Seyahatnâmesi: İstanbul.
Facsimile. F. İZ.

- XII. **Evliya Çelebi Seyahatnâmesi: Istanbul.** Index. F. İz.
- XIII. **Munyatı'l-Ghuzât.** A 14th c. Mamluk-Kiptchak Military Treatise. K. Öztopçu.
- XIV. **An Evliya Çelebi Glossary.** Unusual, Dialectal and Foreign Words in the Seyahat-name. R. Dankoff.
- XV. **Şem`ü Pervâne,** Feyzi Çelebi. A 17th c. Ottoman Mesnevi in Syllabic Meter. G. A. Tekin.
- XVI. **Çengnâme, Ahmed-i Dâ`i.** Critical Edition and Textual Analysis. G. A. Tekin (see III above).
- XVII. **Vahidi's Hvâce-i Cihân.** A. T. Karamustafa
[Forthcoming:]
- XVIII. **Bâbur-Nâme (Persian-Çagatay-English).** W.M. Thackston, Jr. [Parts: 1, 2, 3].

[For further information, please see order form on the final page of the Newsletter]

CURRENT AFFAIRS

AATT has received complementary issues of *Turkey Briefing*, an 'independent digest of Turkish current affairs'. As there are few independent sources in English for those in the early stages of learning Turkish, information for this publication (excerpted from material provided by the publisher) is included here:

Turkey Briefing offers the expertise of a balanced and fair assessment of what is happening there [in Turkey] in the field of politics, economics and human rights. Published by a non-profit venture four times a year, it is billed as an independent news digest and resource with occasional bibliographies and commentaries. Distribution ranges worldwide from academics to trade unions, from human rights organizations to commercial interests, from government officials to visiting tourists.

Interested parties are encouraged to write for a free issue.

For further information contact:

Turkey Briefing Group
87 Glebe Street
London W4 2BB, UK

11. Reports from the Field

[The following open letter and the articles on two Ottoman language and literature projects were submitted by Walter Andrews.]

Dear colleague,

I am sending a version of this letter to all of my colleagues who are working on (or may have students working on) Ottoman poetry. The purpose of the letter is to acquaint you with the Ottoman Text Edition Project [OTEP] and its close relative the Divan Poetry Archive Project [DPAP]. Although both of these projects are still in their infancy, I believe that they can already open up new avenues of research for scholars interested in *divan* poetry and related subjects.

Historically, both of these projects grew out of a joint research project that the late Mehmed Çavuşoğlu and I began in 1985, a project intended to see if we could profitably introduce the use of computers into the task of editing and analyzing Ottoman texts. The result of this initial project is an edited electronic text of the *divan* of Revânî begun by Prof. Çavuşoğlu and completed with the assistance of Ali Tanyeri. The tragic death of Prof. Çavuşoğlu was a tremendous blow both to me personally and to the project. Nonetheless, his assistant, Mehmed Kalpaklı, has subsequently completed an electronic edition of the *divan* of Fevrî under my supervision and Yeşim Kalpaklı has entered the *gazels* of Necâî from the Tarlan edition and I have corrected the text so that

we now have an electronic text that corrects many or most of the typographical errors found in the printed text .

In brief, OTEP is intended to expand the project and to help scholars in the transcription and editing of Ottoman texts by providing them with some easy-to-use tools for employing micro-computers (PCs) in their editing work. We have found the direct benefits of employing this technology to be well worth the trouble it takes to make the transition from traditional methods. Among these benefits are the ability to work with a text that never needs re-typing (and hence never introduces new errors into the text), immediate, instantaneous access to all items in the text without file cards or sorting, the ability to access other data immediately without leaving the keyboard (we have some basic materials, such as excerpts from Timurtaş's *Osmanlı Türkçesi Grameri*, available for use), direct translation into typesetting programs that can produce camera-ready copy for printed editions. In addition, the editor will have access to all the benefits of computer word-processing including instant switching between the Turkish F keyboard, Turkish on a Q keyboard, and the standard IBM English keyboard, and easy use of all the special characters commonly used in the transcription of Ottoman Turkish.

DPAP represents a major revolution in the relation of scholars to texts. When electronic texts are available, they can easily be indexed and analyzed, giving scholars instant access to numerical data, to exhaustive lists of the uses of words, of word combinations, of suffixes, etc. Searches that would be life-time projects using file cards can be done in moments on a home computer. We have been very successful in preparing our electronic texts (*Revânî*, *Fevrî*, *Necâtî*) for analysis using the *WordCruncher* program and are in the process of entering other texts (*Fuzûlî*, *Hayâlî*, *Bâkî*) to

expand our archive. However, text entry is a slow process and will not really speed up until other scholars begin using computers in text editing and analysis.

The purpose of OTEP/DPAP is to encourage and support the study of Ottoman literature through *cooperative* efforts to employ newer technologies. We are pledged to receive no profit from materials prepared for these projects (when they are used for scholarly purposes) and are willing to share everything we know or have prepared with interested colleagues. Some of the materials we have adapted for use are commercial programs (*PC WRITE*, *WordCruncher*, etc.) and must be purchased through usual outlets, but everything else is available at your request.

The cooperative aspect of the project means that we would like you to join us in this effort and to offer a *quid pro quo* for our assistance. For example, we would be willing to share our archive of texts with anyone who will add a text to the archive. [These texts will, of course, remain the property of their editors and will not be reproduced without permission except under the usual rules for the scholarly use of such texts.] We would be glad to run some vocabulary through our archive for comparative purposes—that is, we could, for example, pull all references to a word or phrase from the above mentioned *divans* or give a count of uses for any word or a number of other things. However, we would ask you or your students to consider compensating us for our time by entering a part of a *divan*, or including us in a grant you are applying for (we would use any compensation to pay students for the tedious job of text entry), or something else at your suggestion.

If you are interested or think you might at some time be interested in working with OTEP/DPAP, please feel free to

contact me by letter at the above address, by E-Mail or by telephone at 206 885-5525. I would be glad to work with you or any of your students to set up a word-processing environment compatible with OTEP/DPAP, to help you use **WordCruncher** for the analysis of Ottoman texts, or to do anything within reason that would entice you or them to become a partner in the projects. I would also be glad to help you find ways to use our archive in your research—this is the ultimate purpose of these projects and the aspect that interests me the most.

I hope to hear from you and wish you well in your work,
Sincerely yours,

Walter G. Andrews

OTEP / DPAP:

The Ottoman Text Edition Project The Divan Poetry Archive Project

Introduction: The Problem

The study of Ottoman society is, at this time, marked by tremendously acute problems and by some unusual opportunities. The problem can be described briefly as follows: Ottoman culture was, at the highest levels, a very literate and literary culture focused rather narrowly on poetry. Although recent years have seen a burgeoning of interest in Ottoman history and society and in the extensive influences of the Ottomans on both Europe and the Middle East, interest in Ottoman literature has lagged far behind. Poetry was an important part of the lives of rulers, ministers, generals, judges, soldiers, tradesmen and others; historical writings are profusely larded with poetry; it is inextricably linked to the interpretation of visual art and music; public buildings are

adorned with it; it sets a tone for polite conversation and for significant aspects of social behavior. Yet, by all measures, the nature and influences of this poetic tradition are not well reflected in work on Ottoman society and culture. With but a few exceptions, scholars working in such areas do not read Ottoman poetry extensively or regularly nor do they have adequate resources to help them read if they were inclined to do so .

Among the reasons for this state of affairs a few stand out:

1. The most difficult to discuss, most politically sensitive of reasons lies in the historical necessity for the Turkish Republic to distinguish itself, its ethos, and its goals from those of the Ottoman Empire. In the earlier years of the Republic, this need for a clean break with the past required a focusing of interest away from Ottoman culture toward the developing culture of the new Turkey. As a result, the study of Ottoman literature was not a priority for support, it was not looked upon with favor by the general public, and interest in it was seen as a suspect, reactionary nostalgia for a past better forgotten. The details of the state of the art in the field of Ottoman literature are, for the most part, determined by this historical fact.
2. The poetry is quite highly developed and difficult; it draws on a long and stable tradition in three languages and two dialects [Eastern and Western Turkic, Persian, and Arabic] and demands familiarity with a broad range of themes from both secular and religious literatures. It cannot be dealt with or appreciated without the support of vital and active interpretive communities.
3. In comparison to the cases of most other major literary traditions, the state of primary sources for Ottoman poetry is woefully inadequate. Only a fraction of the available works

have been properly edited; editions are not supported by adequate annotation and lexicographical materials; there is little conformity or agreement in the scholarly community even on issues as basic as the form of representing Ottoman script in modern Turkish characters.

4. The lack of resources—dictionaries, linguistic studies, interpretive materials and the like—has discouraged broad involvement in reading and discussing Ottoman poetry. The study of Ottoman poetry has, in fact, depended heavily on direct transmission of knowledge from a group of scholars whose knowledge of Ottoman language and cultural themes was direct and personal, insofar as they had themselves been raised and educated as Ottomans. One of the principles of modern scholarship is that this type of transmission is neither reliable nor permanent, since something is lost at every generation and the chain of transmission can easily be broken or badly damaged by a few premature deaths (as has sadly been the case in recent years). Such a situation also encourages the hoarding of knowledge and discourages broad participation, engagement with other fields and general theoretical pursuits, thereby promoting insularity, over-specialization, and stagnation.

Introduction 2: Opportunities

Despite the bleak picture painted above, we believe that the situation obtaining in the study of Ottoman poetry at this time is far from hopeless and, in fact, can be viewed as presenting a tremendous opportunity for revolutionary advancements in the field. This opportunity lies in the combination of two significant elements:

1. Whether we are aware of it or not, we are in the midst of a revolution in information technology. All of the critical areas of concern to scholars, including the process of making

literatures of the past accessible to the present, have felt or will soon feel the impact of the computer. From typesetting to editing to lexicography to data storage and retrieval all areas of literary study will be profoundly transformed by the wide spread employment of electronic media. In just the past few years this technology has passed from being the province of "experts" using vastly expensive tools to being a resource widely available to individual scholars and projects lacking massive financial support. This means that relatively simple and low-cost means are available for introducing computers into the study of Ottoman language and literature.

2. The fact that much remains to be done with the editing and printing of Ottoman texts means that simple time-and-labor-saving changes in the technique of editing can drastically alter the future of the field without exhaustive re-working of already accessible materials. By introducing computer-assisted word-processing, editing and typesetting into the process of preparing texts, on-going work will also be capable of feeding into archives of electronic texts that will then be available for all sorts of literary and linguistic analysis. It is very important to note that in most other developed countries very little basic editing and transcribing of original texts is being done. This means that the introduction of computers and the development of electronic archives are activities that stand outside the major thrust of literary study and involve great efforts in text-entry that do not attract much interest. In Ottoman studies, however, many scholars and students are still involved in basic editing and transcription tasks that could quite naturally employ computers. As a result, Turkey and Turkish scholars have the opportunity to be among the leaders in the employment of computer technology for the study of historical literature.

OTEP The Ottoman Text Edition Project

I. History:

In 1986, Prof. Walter G. Andrews of the University of Washington and Prof. Mehmed Çavuşoğlu of Mimar Sinan University in Istanbul embarked upon a project designed to introduce computer technology at the most basic levels of text transcription and edition in the area of Ottoman Divan poetry. With the support of the Fulbright Commission, the University of Washington Humanities and Arts Computing Center, the IBM Company, and the technical assistance of Prof. Pierre A. MacKay, a system was developed that enabled Prof. Çavuşoğlu to employ a micro-computer to enter and edit most of the *divan* of the poet Revânî during the 1986-87 academic year.

As originally planned, Prof. Çavuşoğlu was to have returned to Turkey to set the groundwork for the creation of text editing and archiving centers there. His was the role of convincing his Turkish colleagues of the value and urgency of the project. Unfortunately, in the summer of 1987, Prof. Çavuşoğlu was killed in a tragic automobile accident and both his unmatched training and considerable influence were lost to the project. After a period of hesitation, at the urging of his family and colleagues in Turkey, it was decided that the project would continue in Mehmed Çavuşoğlu's memory. As a result, one of Prof. Çavuşoğlu's most advanced graduate students, Mehmet Kalpaklı, was brought to the University of Washington at the shared expense of the Department of Near Eastern Languages and Civilization, Mimar Sinan University of Istanbul, and the Turkish Council for Higher Education. He was trained in techniques of word processing and computerized text analysis and in

1991 completed the preparation of an electronic text edition of the *divan* of Fevrî. At the same time, Yeşim Kalpaklı entered the text of the *divan* of Necâtî published by Ali Nihat Tarlan which was substantially corrected and regularized for the electronic version.

II. The Project:

The purpose of OTEP is to encourage and support the use of computers in the transcription, editing, and publication of Ottoman texts. The goals and principles of the project are,

- *To enlist the cooperative support of the Turkish and international scholarly communities in using the world's most advanced technologies for the preservation of Turkey's cultural heritage.

- *To provide interested scholars with all information and software produced by the project on a non-profit basis.

- *To assist, in every way possible, in the creation of pilot projects and centers for computer-assisted text transcription and editing.

- *To continue to develop and refine low-cost means for the use of computer technology.

- *To engage in and support the development of computer tools to facilitate the editing of texts (for example, computer dictionaries, spelling and grammatical convention databases, etc.).

- *To encourage broad-based agreement on standards for transcription including, for example, the representation of Ottoman script, the transcription of non-Turkish elements and dialectical variations, the coding of transcription elements, and the mark-up of electronic texts, with continuous and careful consideration of the potentials of electronic media.

Interested scholars, programs or universities are invited to be come a part of OTEP or to request OTEP support or consulting services. Any scholars or students contemplating editing projects involving Ottoman texts should, at least, see what OTEP has to offer at the earliest possible stages (especially before preparing grant proposals!). The same is true of persons planning to purchase computers for use in scholarly work with Ottoman materials.

DPAP

The Divan Poetry Archive Project

The Divan Poetry Archive Project is a pilot project exploring the use of electronic texts in the study of Ottoman literature. As a result of the editing and text-entry activities of OTEP three major texts are available for computer analysis: the complete *divans* of Revânî and Fevrî, and the *gazels* of Necâtî. In addition the entry of the *gazels* of Fuzûlî and Hayâlî has begun. However, the ultimate goal of DPAP is to become an archive that includes all texts edited by OTEP standards or entered by the same standards from already edited sources.

The above mentioned complete texts have been computer indexed using the commercial indexing and analysis programs marketed by the *Electronic Text Corporation* under the brand-name WORDCRUNCHER. It is now possible to generate a number of analyses including, complete and partial word lists with frequency data, combined word lists (citing uses of two or more words in combination within specified limits), citations by *beyt* or whole poem for any specified words, lists rank-ordered by frequency, lists ordered by final suffix (reverse ordered lists), Z-score analyses, and with some difficulty, other more complex orderings. Because

indexing is quite efficient (about 10 to 20 min. for a 600 gazel text) it is possible for editors to refer to frequency data, to search whole texts for usages, to do word lists, etc. using preliminary drafts of the text while in the process of producing a final edited version. This capability has already proven itself in the editing of the Fevrî text and with further use should become an even more powerful tool, especially as the number of available texts in the archive grows.

In addition, scholars in the United States have already begun to use the archive in research projects, although the results have been limited to papers demonstrating the capacities of the archive and some studies which will include data on vocabulary frequencies from different periods.

The goals and principles of DPAP are,

- *To create a standardized archive of texts of Ottoman *divan* poetry in electronic form, which will be available to the scholarly community for study and analysis.

- *To assist scholars, on a non-profit basis, in using the archive for their research activities.

- *To foster cooperative international research efforts on the subject of Ottoman *divan* poetry.

- *To encourage research and exploration into new methods for the use of electronic texts in the literary and linguistic analysis of Ottoman poetry and the teaching of Ottoman literature.

- *Ultimately to establish a center in Turkey that would be in the forefront of the use of computers in the analysis of language and literature materials.

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12. Ve Saire

Toward the end of September, ballots will be mailed out for the election of one new member to the Executive Board to replace A. Karamustafa, whose term will expire. Please be prompt with your response. You will at the same time be asked to enter your e-mail address, should you have one, for inclusion in a membership listing.

There have been two new appointments in the field. Dr. Heath Lowry has been appointed to the Atatürk chair at the Near Eastern Department of Princeton University. And, at the University of Texas at Austin, Dr. Yıldırım Erdener is replacing Güliz Kuruoğlu who resigned last year. To both—başarılar dileriz!

You will have noticed that this is the second time two issues of the newsletter are being published together. One of the reasons is the lack of editorial help. As Kathleen Burrill states in her letter, the Newsletter is desperately looking for someone who is willing to take over preparation and editing of the Newsletter. Please call to find out what our needs are and offer your help: (609) 424-2686.

We have compiled lists of cognates, yet further sorting is necessary for it to become useful for instructional purposes. Anyone interested to work on such lists for a small honorarium should contact the secretary promptly.

Also, please review again your provisional minimum wordlist for first and second year Turkish students. Several very useful comments and suggestions were received and soon a final version will be readied for distribution.

Please indicate whether you wish to continue receiving copies of TULIP by writing or sending an e-mail message to me (ehgilson@pucc.bitnet). Also, please send in relevant information, announcements, and materials which would be of interest to the members for the Newsletter.

Again, last but not least, please remember that we are in a 'new fiscal year' as of July 1, 1993 and membership dues, promptly mailed, are very important to the continuing growth of the organization.

Erika H. Gilson
Princeton University

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