



EuroLinguistics Newsletter

No. 1 (April 2005)

The EuroLinguistic Circle of Mannheim (ELAMA, e.V.) on behalf of The EuroLinguistic Association (ELA)

Editorial

Dear EuroLinguists,

On behalf of the EuroLinguistic Association this is the first issue of the EuroLinguistics Newsletter sent out by ELAMA to disseminate information about things EuroLinguistics. With this issue we have made it our task to spread information on recent EuroLinguistic activities such as symposia, conferences, work shops and celebrations (European weeks, European Days, the European Year of Languages, the European Year of Enlargement etc.). It will also serve as a bulletin board for The EuroLinguistic Association (ELA), to be officially founded in 2005, whereby a president, editor and associate editors, officers and an executive committee will be elected after the EuroLinguistics conference in Rome on April 12, 2005 and the 6th EuroLinguistics Symposium in Uppsala, Sept. 16-18, 2005.



The ruins of St Andrews Cathedral reflected in the calm waters of the harbour.

At this early stage, the EuroLinguistics Newsletter is not meant to become a full-fledged journal of EuroLinguistic research, but rather an information leaflet. It will be open to all scholars of a Europe-wide orientation who stress the importance of cooperation across the national boundaries (cf. Thesis 9 in The Pushkin Manifesto). It will also stress

the interaction of languages and cultures in Europe as being crucial for rejuvenating linguistic research in a period when the pendulum of popularity has swung back from the euphoric years after World War II, when systemic linguistics - structuralism and generative linguistics - dominated the field of study. Today's wide-spread elimination of linguistics chairs at a great number of European universities is, besides economic causes, a consequence of the downfall of monolingual synchronic research. Instead a multilingual ethnohistorical and contactological paradigm has been introduced as an alternative to the one-sidedness of national linguistics. The new ethnohistorical paradigm, with its emphasis on contacts and fusion of languages and cultures will give rise to a new view of Europe-wide similarities and togetherness as being essential in the treatment of European languages (cf. Pushkin Theses 5-8).

In this context, it must be added, EuroLinguistics also has a global dimension by including the European languages overseas, which it also describes in their contact with exotic non-Indoeuropean languages, e.g. English-worldwide, French-worldwide (Francophonie), Spanish-worldwide (Hispanidad), Portuguese-worldwide (Lusitanidad), Russian worldwide, etc. (cf. Pushkin Theses 15-17). This Europeanness embodied in the worldwide contacts with non-

European languages helps us to avoid Eurocentricism and European nationalism. Instead the significance of establishing a general feeling of linguistic and cultural togetherness through cooperation with non-European linguists is stressed through a new branch of linguistics – *Global EuroLinguistics*. The founding of EuroLinguistischer Arbeitskreis Mannheim (ELAMA), which may serve as a prototype in the beginning, took place in the first meeting on

January 23, 1999, in the conference room of the Dean's office, Faculty of Language and Literature, University of Mannheim.¹

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In these days of the European Union's eastern enlargement, integrating linguistic research across national borders runs parallel with that of a political integration. Europe constitutes an economic, cultural, religious and linguistic unit that cannot be divided by national borders. In this sense EuroLinguists are called upon to contribute to such Europe-wide approaches in describing the linguistic diversity of Europe in order to discover what unites and separates the peoples of Europe (cf. Thesis

¹ Chairman was Prof. Dr. P. Sture Ureland and Secretary Marc Koschel, Mannheim. The following persons were members and invited guests: Dr. habil. Gabriele Birken-Silverman, Mannheim, Prof. Dr. Eugenio Coseriu, Tübingen, Prof. Dr. Peter Hellwig, Heidelberg, Prof. Vadim Kassevitch, St. Petersburg, Prof. Dr. Robert Schmitt-Brandt, Heidelberg, Docent Olga Voronkova, Vilnius/Mannheim and Dr. Peter Wagener, Mannheim.

7). This is especially important after all the years of dissent and wars that plagued the 20th century, which was one of the bloodiest in European history.

The symposia and workshops organised by ELAMA during the past few years since 1999 were all inspired by the general endeavour toward unity and peace in Europe, which is embodied by the European Union. Of special relevance for maintaining ethnic peace and language tolerance in Europe was the passing of *The Charter of Minority or Regional Languages* by The Council of Europe in 1992 after many years of preparation and proposals.

The three Eurolinguistics conferences between 2001-2003 (the Mannheim-Strasbourg, the Zadar and the Mannheim *Europäische Woche* papers) will be published in Ureland (ed.) (2005): *Integration of European Language Research*, Berlin: Logos. These conferences were the outcome of such a movement towards tolerance and peace together with the political atmosphere after the fall of the Berlin Wall and the reunification of Germany in the period 1989-1991. They were meant to bring Eurolinguists together disregarding linguistic boundaries and treating Europe as a linguistic and cultural continuum. They were also intended to stress the basic similarities between the European languages while not ignoring the differences between languages. The latter was made possible by working out various typologies of contact (cf. Theses 3-4)².

Therefore, ELAMA invited experts from east and west to contribute to a common survey of European minority languages as a realistic counterweight to the idealised recommendations laid out in The 1992 Charter.

Furthermore, by including a comparative typological perspective of two European Seas – the Baltic and the Adriatic – it was possible to expand our approach on a European basis so that we reached the level of Comparative Eurolinguistics (cf. the 2002 Zadar papers published in Ureland (ed. 2005)³. All this was possible due to the fall of the Iron Curtain, when the coastal regions of the eastern sides of the two

seas opened and became accessible for cultural and linguistic research to an extent that was impossible before 1989. Up to very recently, these had been separated from contacts with the West by a misanthropic political system, which was unique in its brutality for isolating the European peoples and languages on both sides. A line of division ran across the sea through the Baltic and the Adriatic and also through Continental Europe from Stettin to Trieste – The Iron Curtain, so named by Churchill after the termination of the Second World War in his famous Fulton speech of 1946. It is true that the days of the Iron Curtain and the Cold War are gone now, but we Europeans are still divided from each other by a new line in the east, the so-called Velvet Curtain of ideology and economy (cf. Huntington 1996:9).⁴

By introducing the first issue of the Eurolinguistics Newsletter we hope that a new forum for discussion can be created which will promote and stimulate Eurolinguistic research and exchange, to which all Europe-competent scholars of different orientation are cordially invited to contribute.

With the best Eurolinguistic greetings,
P. S. Ureland,
1st Chairman of ELAMA

Report on Eurolinguistic activities in Rome, Mannheim and St Andrews in 2004

In 2004, the year of the eastern enlargement of the European Union, Eurolinguistischer Arbeitskreis Mannheim, ELAMA, was involved in three different conferences on Eurolinguistics in Rome, Mannheim and St. Andrews, Scotland



Members of the Eurolinguistics Conference of "La Sapienza" in Rome (March 2004), in the first row, left to right Prof. Ureland, Mannheim, and Prof. Merolle, Rome.

1. In Rome – report on the Eurolinguistics conference at "La Sapienza"

At the conference in Rome, which was organised at the University of Rome, "La Sapienza" on March 2, 2004, by Facoltà di Scienze Politiche, Dipartimento di Lingue per le Politiche Pubbliche, the aims and research programme of ELAMA were presented to the conference in two lectures which were attended by participants from various Italian universities besides "La Sapienza": Urbino, Teramo, Naples, Molise, Bologna, Torino, Verona, Bari on the one hand; and on the other, by scholars from abroad: Murcia (Spain), Lille (France), Mannheim (Germany), Louvain (Belgium), New York (USA) and Lima (Chile).

The main topic of the conference was *Eurolinguistics*, which served as a cover term for dealing with multilingual, multicultural and multiethnic aspects of the countries of the European Union, giving full resonance to the dimensions of variation intrinsically present in all linguistic systems. The necessity of making multilingualism the basis of the cultural unity of Europe is today accepted as a new starting point. A Europeanisation of linguistic research is now taking place in a number of European research centres and universities, of which the Rome conference was a good example.

Generally speaking, multilingualism is now posited as the norm rather than

² Cf. The Pushkin Theses in www.elama.de.

³ Cf. Ureland, P. Sture (2005): *Integration of European Language Research – Eurolinguistics North and Eurolinguistics South*. Berlin: Logos Verlag.

⁴ Cf. Huntington, Samuel P. (1998): *The Clash of Civilisations and the Remaking of World Order*. London: Touchstone Books.

the exception among Eurolinguists. By overcoming the limitations of nationally oriented linguistics and giving more attention to centuries-old international contacts between languages, the concentration of research on *common linguistic structures* in Europe has been promoted. Various scholarly traditions are now converging, making it possible to give life to a new, truly European type of linguistics, which has as its main object the study of interference and convergence and the dynamic multilingual processes which are of great interest for all European areas from the beginnings of the historical-genetic appearance of any European language.

Prof. Giuseppe Castorina, Chairman of the Dipartimento di Lingue per le Politiche Pubbliche, opened the conference in the morning with a paper on "Uno spazio per l'Eurolinguistica nel dialogo tra ricerca, scienza e società", in which multiculturalism and vertical multilingualism were stressed as being essential for creating a feeling of European identity. Prof. Louis Begoni, Université de Charles de Gaulle, Lille 3, then gave a review of new trends in the teaching of European languages "Pour un renouveau de l'enseignement des langues dans l'espace universitaire européen"; Palo Ridola, Università "La Sapienza" continued the exposé of the European view of "Multiculturalismo e identità costituzionale europea", after which Alberto Destro, Università di Bologna, presented his view of the language of European literature: "La lingua della letteratura in Europa". Some shorter contributions then followed in a discussion session by Dario Andretta, Università di Torino; Dr Uwe Mohr, Linguistics Section of the Goethe Institut Roma; Caesare Gagliardi, Università Verona; Alba Graziano, Università della Tuscia and Rita Salvi, Università "La Sapienza", all of whom spoke on the concept of "interlinguismo" and the role of European aspects in teaching foreign languages.

In the afternoon, Prof. Ureland continued his introduction to Eurolinguistics from the morning by giving a short review of the next publication in the ELAMA series "Studies in Eurolinguistics, Vol. 2", *Integration of European Language Research – Eurolinguistics North and Eurolinguistics South*.

After this lecture, Prof. Robert Hodgson, Nida Institute for Biblical Scholarship, New York, in his paper "The Bible across Europe" offered the listeners an

overview of the original languages in which the Bible was written (Hebrew, Aramaic and Greek) and which languages were used for translation in Antiquity and the Early Middle Ages: Greek, Latin, Gothic, Armenian, Coptic, Old Church Slavonic, etc. for conveying the new faith to the converted Christians in Europe and the Near East. Then Prof. José Maria Jiménez Cano, Dean of Universidad de Murcia, suggested in his paper "El papel de viajeros y diplomáticos en la historia de la lingüística europea" a new branch of Eurolinguistics encompassing descriptions and visions of what is deviant but still found in written sources of the past, especially those of travellers, discoverers and diplomats, but also already available in publications of historiography and anthropological research. Finally, Prof. Fernández Cozman, Universidad Nacional Mayor de San Marcos, Lima, stressed the *avante-garde* rôle of Hispano-American literature and French as an international language: "El vanguardismo literario hispanoamericano y el francés como lengua internacional".

S.U.



Handing-over of the „Staffelstab“ at the „Europawoche 2004“ in Mannheim (May 2004)

2. In Mannheim - report on the ELAMA workshop, May 7, 2004

As in the year 2003, a workshop was again organized by ELAMA in May 2004 to celebrate the annual "Europawoche", initiated by the European Commission every year since 2002. The workshop dealt once again with the eastern enlargement of the EU: "The eastern enlargement of the EU and its linguistic consequences", for which two

main speakers had been invited: Prof. Desmond Fennell, Dublin/Rome and Prof. Ioan Hătegan, Timișoara, and also a number of other speakers from the University of Mannheim who addressed additional aspects of the enlargement countries.

Prof. Fennell gave the audience a more general orientation to European history and culture in his paper "The necessary revision of European history", claiming English to be the overall language of communication in "a new Amero-European Empire", the era of which started with the mass murder and massacre of Hiroshima and Nagasaki in 1945.⁵ The acceptance of this crime against humanity meant the downfall of Europe as a humanistic idea and civilization.

The concatenation of war, crime and perverted language policy in the 20th century, the bloodiest in history, was dealt with by Medea Blassl, who presented her MA-thesis on language policy and ethnic discrimination in Czechoslovakia up to 1945.

As a contrast to these negative events in European and world history, Prof. Hătegan and Nicolae Stoia showed in their papers on The Banat that this multicultural and multilingual area on the Danube can serve as a positive example of peaceful cooperation and mutual understanding among peoples of different languages and religions. Dr. Gabriele Birken-Silverman presented another example of such peaceful cultural coexistence and linguistic harmony in the history of the Danube region from travel

descriptions written by a Hungarian count between 1818-1819, who used a German-Italian-French mixed code in his diaries and letters reflecting the extensive mixed use of European languages among 18th and 19th century multilingual intellectuals.

Finally, how enriching such a fusion of languages and cultures can be in Europe was also demonstrated by Dr. Olga Voronkova, Heidelberg-Mannheim, who discussed the rise of the city of Elbing, Poland, as a mixed multicultural centre on the Baltic Sea during the Middle Ages, with its mixed

⁵ Cf. Fennell, Desmond (2003): *The Revision of European History*. Belfast: Athol.

population of Baltic, German and Polish speakers. Dr. Peter Wagener, the director of the German dialect archives at the Institute of the German Language (IdS) in Mannheim, also gave a detailed description of the rich documentation of German dialects tape-recorded in Romania after the Second World War and now stored and digitalised at the IdS archives, which contain valuable specimens of the German settlers' language in Transylvania, The Banat and Zathmar. They lived side by side with Hungarian and Romanian speakers. The very existence of this corpus is again good evidence of peaceful ethnic cohabitation in the past since the Middle Ages up to the Second World War.

The workshop on Eastern Europe (Lithuania, Poland, the Czech Republic and Romania) during the "Europawoche 2004" in Mannheim was a celebration of the eastern EU-enlargement with a series of papers given by researchers, friends of Europe and students from the Rhine-Neckar area and guests from abroad. In his summary of the results of the 2004 workshop, Prof. S. Ureland, the chairman of ELAMA, hoped that similar financial means would be found again for further workshops planned for 2005 and 2006. At the beginning of the Mannheim workshop Prof. Ureland was presented with a large pencil decorated with stars in EU-colours as symbols for the new and old EU-member states by Dr. Peter Simon, director of the Europe Bureau in Mannheim, on behalf of the Ministry of State (Staatsministerium) in Stuttgart. Prof. Ureland expressed the wish that the Europa-Büro of the City of Mannheim also be helpful in making additional means available next year for inviting further friends of Europe as speakers from other EU-countries, whereby he thanked the Staatsministerium in Stuttgart for sponsoring the ELAMA-workshop 2004.

S.U.

3. In St Andrews, Scotland, June 11-13, 2004 - report on the 5th Eurolinguistics Symposium

The 5th International Symposium on Eurolinguistics was held between June 11-13, 2004, at the University of St Andrews in south-eastern Scotland. The topic of the symposium was *Language*

Contact and Minority Languages on the Littorals of Western Europe. It was organised jointly by the St. Andrews Institute for Language and Linguistic Studies (SAILLS) and Eurolinguistischer Arbeitskreis Mannheim (ELAMA). Its aim was to explore the effects of language contact since 1500 in different areas of Western Europe: Scandinavia, the Low Countries, the British Isles, France, Italy and the Iberian Peninsula. Primary focus was on the traditional languages of Europe, but attention was also given to contacts between minority and immigrant languages outside the European continent, the so-called global Eurolinguistic contacts (e.g. Scottish Gaelic in New Zealand and Australia and South Russian in Canada).



Members of the St Andrews Symposium (June 2004)

The St Andrews symposium was the fifth in a series of international Eurolinguistics symposia: Glienicke near Berlin (1997), Pushkin in Russia (1999), Mannheim/Strasbourg (2001) and Zadar in Croatia (2002). Eurolinguistics itself is a relatively young branch of not only linguistics, but also of the interdisciplinary field of European studies. Its overriding goal is to explore the consequences of multilingualism on the bi- and multilingual individual and the dynamics that arise from multilingualism in language contact, causing language change in the ever-changing European context. With more than 30 participants from 13 countries (Scotland, England, Sweden, Norway, Germany, Switzerland, Austria, Croatia, Slovenia, The Netherlands, Belgium, Spain and Canada), papers had to be presented in two

parallel sections, which in their turn were divided into one session on general perspectives of European languages and other sessions on different maritime contacts on the Irish Sea, the Mediterranean, the North Atlantic, the North Sea/English Channel and the Baltic Sea. In addition, there were four plenary sessions during the two days of the symposium.

The opening ceremony was held by Prof. R. Miller, Vice-Principal of the University of St Andrews, Prof. Stefan Pugh, Prof. Anthony Lodge, both organizers in charge of the symposium, and Prof. P. Sture Ureland (Chairman of ELAMA, Mannheim). It was followed by the first plenary presentation by Peter Nelde (Brussels) speaking about "Language Contact and Language Conflict

in Western Europe or How to Manage Linguistic Diversity". Beginning his presentation in French and German before turning to English, he presented not only a most informative but also entertaining introduction to the symposium sessions.

The general topics that followed were on contact linguistics (Sture Ureland, Mannheim) and on language policy within the European institutions (Camiel Hamans, European Parliament). For the rest of the afternoon, participants could choose between the sessions focusing on the Irish Sea or the Mediterranean: Margaret MacKay (Inverness) and Kenneth MacKinnon (The Black Isle) introduced *The Western Isles Language Plan*; Martina Müller (Mannheim) spoke about her research among bilingual- and monolingual secondary pupils in the Isle of Skye and compared her results to similar work done in Connemara (Ireland); Ranko Matasović (Zagreb) focused on the

classification of Insular Celtic, especially on the role of language contacts between British and Goidelic.

The first day of the conference was concluded by an informal dinner at John Burnett Hall, where all participants were accommodated, and by the showing of the film *The Atlantean* by Bob Quinn, which discusses the origin of the peoples and culture of Ireland as being influenced by Atlantean contacts (singing, dancing, religion, sailing, art, genetics and language), whereby early maritime contacts between North Africa and the British Isles (especially western Ireland) created great similarities in culture and language, so that Irish culture and the Irish language spoken in the extreme west on the Atlantic coast can be regarded as having been a special culture with a special language variety, Atlantean Irish, also considered not to be directly derived from the Continental Celtic branch, according to Bob Quinn.⁶

Saturday saw a full schedule of further presentations. The opening of the day's programme in the morning was Ralph Penny's (London) interesting historical review of language contacts in Spain in the plenary meeting, before the sessions on the Irish Sea and the Mediterranean; Barbara Bird (Oslo) introduced some of her findings with regard to English in the Western Isles of Scotland; John Skilton (Fribourg) spoke about Scottish Gaelic in New Zealand and Australia; Wendy Anderson gave an overview of the *Scottish Corpus of Texts and Speech* (SCOTS), a project of the Department of English Language at the University of Glasgow. In the parallel section, Günter Scharschmidt (Victoria, Canada) gave some information on the change of the South Russian dialect of the Doukhobors in Canada; Lelija Sočanac (Zagreb) presented the sea as a medium of language contact through trade and migration by giving the example of the Ragusan Republic (present-day Dubrovnik) and its contacts with Western Europe. Maria-Pilar Rerea from Barcelona then concluded the morning sessions reflecting on the French influence on the Catalan dialect "Rosselonnés".

After the lunch break, Robert Blackwood (Liverpool) continued the Mediterranean session by informing the audience about attempts to revive the once

so strong Corsican language in the shadow of French. While Ronnie Ferguson focused on „the impact of long-term contact of Italian on Venetian“, Anthony Lodge, his colleague from the University of St Andrews, considered “the dialectal status of Gallo-Romance before the outset of standardisation” and argued that the language boundaries traditionally postulated are an “ideological fiction”. Then Cordula Voigts (Bamberg) spoke about Alpine Occitan and the Mediterranean session was finally concluded by Alexander Onysko (Innsbruck) reflecting on the problem of linguistic borrowing as illustrated by indirect borrowings from English to German.

In the afternoon, the Atlantic session started with Astrid Huygens (Maribor) who gave a paper on Galician. The next presentation was by M. Celeste Augusto (Utrecht) about “lexical exchanges between Portuguese and some European languages”. The short Atlantic session was then concluded by Andrew Linn from Sheffield, who introduced Norwegian as “the classic example of a planned language” and explained “how and why language planning is collapsing” with regard to Nynorsk.

The session on the North Sea/English Channel was then started by Tom Rendall (Kirkwall) who presented some of the results of a project examining the use of Scottish Standard English and an Orcadian dialect in the Orkney Islands. The afternoon was concluded by Peter Trudgill's (Fribourg) plenary lecture, which gave some entertaining insights into “the hidden influence of Dutch on East Anglian English”.

Another highlight of the day was the official conference dinner in the ancient “Lower College Hall” of the University of St Andrews. After a sherry reception and a 4-course-dinner, various speeches were made. The organizers of the conference were praised, especially Snezha Mathewson for getting everything arranged and organised in time, which was no small task in the days before the symposium. The evening was then concluded with a recital by Gill Craig on clarinette and William Stevenson on piano.



St Andrews Castle seen from the harbour

The sessions on Sunday, the last day of the conference, started off with Sture Ureland's plenary lecture on „Integration of Language Research in Europe“ and its different facets. In the North Sea section, Arjen Versloot (Ljouwert/Leewarden) presented Town-Frisian as a main language in several Frisian cities and described the rise of this mixed language between Modern Frisian and Dutch. Peter Wagener (Mannheim) then summarised some findings of “a research project on real-time changes in spoken Low-German on the North Sea” based mainly on data from the Deutsche Spracharchiv (DSAv), Mannheim. This section was finally concluded by Ludger Kremer (Antwerp) with an interesting description of “Dutch across the border: East Frisian as a Case Study in Language Shifts”. The Baltic Sea sessions took place on Sunday morning, with Olga Voronkova (Mannheim/Heidelberg) speaking about the development of Old-Prussian. Eric De Geer (Uppsala) then continued by describing “Migrating language groups into the Nordic countries and their distribution after 1945” and Erling Wande rounded this short session off with a presentation of Kven and Meänkieli, two related Finno-Ugric languages spoken in the northern parts of Norway and Sweden.

Lunch on Sunday was the official end of a most interesting and wide-ranging symposium. St Andrews, its beaches, famous golf courses, sunny weather (!) and the oldest university of Scotland, made this 5th Eurolinguistics symposium an outstanding event for all participants. Another memorable event was the proposal of the foundation of an umbrella association for Eurolinguistics

⁶ Cf. Quinn, Bob (2005): *Atlantean Irish. Ireland's oriental and maritime Heritage*. Dublin: Lilliput Press.



tics - Eurolinguistic Association (ELA) – which is planned to contain several Euro-linguistics branches in the near future modeled after the prototype and constitution of ELAMA.⁷ Its further development will be one of the main issues at the next year's Eurolinguistics symposium in Uppsala (September 2005).

M.M.



From left to right: Docent E. De Geer, Uppsala and Prof. A. Lodge, St Andrews at The Lower College Hall, St Andrews Univ. (June 2004)

ELAMA Publications 1991-2005

Language Contact in the British Isles ed. by P. Sture Ureland and George Broderick (1991): In: *Linguistische Arbeiten* 238. Tübingen: Niemeyer.

Language Contact across the North Atlantic (1996), ed. by P. Sture Ureland and Iain Clarkson. In: *Linguistische Arbeiten* 359. Tübingen: Niemeyer.

Global Eurolinguistics. European Languages in North America – Migration, Maintenance and Death (2001) ed. by P. Sture Ureland Tübingen: Niemeyer.

Convergence and Divergence of European Languages. In: *Studies in Euro-linguistics* ed. by P. Sture Ureland (2003), Vol. 1. Berlin: Logos Verlag.

Integration of European Language Research(2005). In: *Studies in Euro-linguistics*, Vol. 2, ed. by P. Sture Ureland. Berlin: Logos Verlag

Müller, Martina (2003): *Sprachkontakt und Sprachwandel auf der Insel Skye (Schottland)*. Diss. Univ. Mannheim. In: *Studies in Eurolinguistics*. Vol. 3. Berlin: Logos Verlag

From left to right: Prof. L. Kremer, Antwerp,



Dr P. Wagener, Mannheim, and G. Castorina, Rome, at The Lower College Hall, St Andrews Univ. (June 2004)

⁷ The local committee which convened on June 12, 2004 in St Andrews consisted of ten symposium members : Giuseppe Castorina, Rome, Eric De Geer, Uppsala, Ludger Kremer, Antwerpen, Anthony Lodge, St Andrews, Martina. Müller, Mannheim, Lelija Sočenac, Zagreb, Sture Ureland, Mannheim, Olga Voronkova, Heidelberg/Mannheim, Peter Wagener, Mannheim and Erling Wande, Stockholm.

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The Pushkin Manifesto

A. Multilingualism in focus of research and a factor of glottogenesis in Eurolinguistics

Thesis 1: Departing from the insight that man is endowed with a *faculté du langage* that is not of a monolingual but a multilingual nature, Eurolinguistics places the multilingual individual in the centre of research.

Thesis 2: Linguistic and cultural divergence or convergence which arises through the effects of multilingualism is the focus of Eurolinguistics.

B. Contact Typologies and networks of language contacts

Thesis 3: The description of historical and contemporary contact typologies of the European languages is an urgent task of Eurolinguistics.

Thesis 4: The historical, political, social and economic factors giving rise to such contact typologies are indispensable for describing the European and extra-European influences on the languages of Europe.

C. Common linguistic characteristics (europeanisms) mirroring networks of contacts

Thesis 5: Therefore to be described are the common linguistic characteristics of European languages, which have been the result of contacts between the peoples of Europe throughout the centuries of fusion.

Thesis 6: The common European Heritage underlying these characteristics (europeanisms) will thus be made known to the general public in an explicit way.

D. Europeanisms, European togetherness and identity

Thesis 7: Such insight into the common linguistic and cultural basis of European languages will foster a sense of European togetherness.

Thesis 8: Such feeling of European belonging together, from ancient to mod-

ern times, will help to create a European identity which is still lacking even among the younger generations.

E. Eurolinguistics, nationalism, national Weltbilder and discrimination

Thesis 9: Eurolinguistics will become a discipline counteracting nationalistic tendencies in the science of language, supporting the European educational policy of the member states of the European Union, and disintegrating biased national *Weltbilder*.

Thesis 10: A sense of European identity based on insights into the common European linguistic and cultural heritage will help to block the growth of extremist national movements and ethnic discrimination.

F. Eurolinguistics, lesser-used languages and linguistic equality

Thesis 11: Eurolinguistics will be a support for research into European minority languages of the past and the present promoting the equal standing of lesser-used languages and their inalienable rights of use in all domains.

Thesis 12: With its Europe-wide programme Eurolinguistics will promote an understanding of the inner causes of cultural, religious and political conflicts both between major languages, and between major and minority languages, in Europe, thereby serving peace research (cf. *The European Charter for Regional or Minority Languages of 1992*).

G. European studies (Europäistik) as a subject in education

Thesis 13: Eurolinguistics as an integral part of a new interdisciplinary branch of the humanities - European studies (*Europäistik*) - with the aim of promoting a European-minded programme in the education of young Europeans from primary schools to universities.

H. Migration and europeanisation

Thesis 14: Eurolinguistics will also incorporate urgent multilingual programmes for promoting the training of migratory workers and refugees and their children who become bilingual

Europeans through long periods of absence from their native countries.

I. Eurolinguistics and globalisation - European languages world-wide

Thesis 15: The foundation of an international basis of European linguistics will set an example also to a global scenario by including English world-wide, Spanish world-wide, French world-wide, Russian world-wide etc.

Thesis 16: The overseas contacts of the former colonial languages have given rise to new pidgins and creoles and acted as catalysts for the technical, economic and cultural development outside Europe on other continents.

Thesis 17: Therefore Eurolinguistics is not only a European concern but that of a world civilisation in its function as a linguistic innovator for languages spoken outside Europe.

J. Eurolinguistic initiatives for a Europe-wide orientation

Thesis 18: The members of the Pushkin Symposium support the campaign of the *Eurolinguistischer Arbeitskreis Mannheim* in its efforts to a Europe-wide orientation in research and organisations in the member states of the European Union and other European countries.

Thesis 19: Research projects and possibly research centres on multilingualism and Eurolinguistics should be founded in European countries where such projects and institutions do not exist, and where the assimilation of immigrant minorities is an issue called for to foster a feeling of Europe as our "Heimat", especially among the younger generations of the migrated guest workers.

Thesis 20: The members of the Pushkin Symposium and the ELAMA call upon official and private organisations to sponsor Eurolinguistic activities (exchange of scholars, meetings, workshops, symposia, research projects, campaigns for the acquisition of linguistic literature) in all countries and ask private persons to become members of Eurolinguistic associations.



Le tesi di Pushkin

A. Il plurilinguismo come oggetto di ricerca e fattore di glottogenesi nell'eurolinguistica

Tesi 1: Partendo dal concetto che l'uomo è dotato di una facoltà di linguaggio che è di natura non monolingue ma plurilingue, l'eurolinguistica pone il soggetto multilingue al centro della ricerca.

Tesi 2: La divergenza o convergenza culturale e linguistica, culturale, che sorge per gli effetti del pluriculturalismo, costituisce il centro dell'eurolinguistica.

B. Tipologie di contatto e reti di contatti linguistici

Tesi 3: La descrizione delle tipologie di contatto storiche e contemporanee delle lingue europee è un compito urgente dell'eurolinguistica.

Tesi 4: I fattori storici, politici, sociali ed economici che creano tali tipologie di contatto sono indispensabili per definire le influenze europee ed extra-europee sulle lingue d'Europa.

C. Caratteristiche comuni linguistiche (europeismi) che rispecchiano rete di contatti

Tesi 5: Occorre pertanto descrivere le caratteristiche linguistiche comuni delle lingue europee che derivano dai contatti tra i popoli europei attraverso i secoli di fusione.

Tesi 6: Il comune Patrimonio Europeo che costituisce il fondamento di queste caratteristiche (europeismi) sarà così reso noto al pubblico in modo esplicito.

D. Europeismi, comune appartenenza europea e identità

Tesi 7: Una tale comprensione della base linguistica e culturale delle lingue europee favorirà un comune senso di appartenenza europea.

Tesi 8: Tale senso di appartenenza europea, dai tempi antichi al giorno d'oggi, aiuterà a creare un'identità europea che ancora manca, anche tra le generazioni più giovani.

E. Eurolinguistica, nazionalismo, Weltbilder nazionali e discriminazioni

Tesi 9: L'eurolinguistica diventerà una disciplina che combatterà le tendenze nazionaliste nella scienza linguistica, a sostegno della politica per l'istruzione europea degli stati membri dell'Unione Europea, facendo disintegrare i Weltbilder parziali nazionali.

Tesi 10: Un senso di identità europea basato sulla comprensione del patrimonio linguistico e culturale aiuterà a bloccare la crescita di movimenti nazionali estremisti e la discriminazione etnica.

F. L'eurolinguistica, le lingue meno usate e l'uguaglianza linguistica

Tesi 11: L'eurolinguistica appoggerà la ricerca sulle lingue europee di minoranza del passato e del presente, promuovendo lo status paritario delle lingue meno usate e il diritto inalienabile che usarle in tutti i campi.

Tesi 12: Con il suo programma paneuropeo, l'eurolinguistica promuoverà la comprensione delle cause interne dei conflitti culturali, religiosi e politici tra le lingue delle maggioranze e tra quelle delle minoranze e delle minoranze in Europa, così sostenendo la ricerca sulla pace (vedi La Carta Europea delle Lingue Regionali o Minoritarie del 1992).

G. Gli Studi Europei (Europäistik) come materia per la scuola

Tesi 13: L'eurolinguistica come parte integrante di una nuova campo interdisciplinare degli studi umanistici – gli studi europei (Europäistik) – con l'obiettivo di promuovere un programma di orientamento europeo nella istruzione dei giovani europei dalla scuola elementare all'università.

H. Migrazioni ed europeizzazione

Tesi 14: L'eurolinguistica inoltre incorporerà tempestivamente programmi plurilinguistici per la preparazione dei lavoratori emigrati e profughi ed i loro figli che diventano europei bilingui per aver trascorso lunghi periodi di assenza dai loro paesi d'origine.

I. L'eurolinguistica e la globalizzazione – le lingue europee nel mondo

Tesi 15: La costruzione di una base internazionale dell'eurolinguistica darà un esempio anche allo scenario globale tramite l'inclusione dell'inglese mondiale, dello spagnolo mondiale, del francese mondiale, del russo mondiale, ecc.

Tesi 16: I contatti oltremare delle ex lingue coloniali hanno dato esito a nuovi "pidgin" e "creole" e hanno agito da catalizzatori per lo sviluppo tecnico, economico e sociale in altri continenti fuori dell'Europa.

Tesi 17: Perciò, l'eurolinguistica riguarda non solo l'Europa ma anche una civiltà mondiale nella sua funzione di forza innovatrice linguistica per le lingue che vengono parlate al di fuori dell'Europa.

J. Le iniziative dell'eurolinguistica per un orientamento paneuropeo

Tesi 18: I componenti del Simposio Pushkin appoggiano la campagna del "Eurolinguistischer Arbeitskreis Mannheim" nei suoi sforzi per raggiungere un orientamento paneuropeo nella ricerca e nelle organizzazioni negli stati membri dell'Unione Europea ed in altri paesi europei.

Tesi 19: Occorre fondare progetti di ricerca ed eventualmente centri di ricerca sul plurilinguismo e l'eurolinguistica laddove questi non esistono, e dove l'assimilazione delle minoranze di immigrati è una politica necessaria per incoraggiare il sentimento dell'Europa come la nostra "Heimat," soprattutto tra le generazioni più giovani di lavoratori emigrati.

Tesi 20: I componenti del Simposio Pushkin ed ELAMA sollecitano le strutture ufficiali e private a sponsorizzare attività di Eurolinguistica (scambi tra studiosi, incontri, workshops, simposi, progetti di ricerca, campagne per l'acquisto di letterature linguistiche) in tutti i paesi e chiedono ai privati di diventare soci delle associazioni di eurolinguistica (vedi 2 e 3.1 per dettagli).