Hans: Yes I am.

Glen: Well, good to hear from you.

Hans: Same here. I'm trying to figure out how to make this call recording thing work.

Glen: All right.

Hans: It seems to be working. Is it okay if I record you today, [Glen 00:00:37]?

Glen: No problem.

Hans: Wonderful. And that we can use it for this linguistics tree project. Thank you so much. So how have you been?

Glen: We've been fine except for the problem with our house.

Hans: Oh, I'm sorry.

Glen: It's the high season for [Sharon's 00:00:56] business so it's doing well. It's traumatic to have to move at our age, but we're doing it. And getting rid of a lot of stuff, you know. So it has to be done anyway and probably better now than later.

Hans: Yeah, I know, yeah. I'm amazed by how much stuff. I mean, we just moved in the spring and just moving all my books and files from one house to the other was amazing. Was kind of astonishing how much you accumulate.

Glen: Well, I counted about 40 bookcases in the house.

Hans: Oh no!

Glen: Lots and lots of books and notes.

Hans: That's a lot. Wow. So I'm looking at the questionnaire that you filled out a few weeks ago, and I-

Glen: Because I'm glad that you received it okay. I never did learn that you got it, but I assumed you did.

Hans: Oh, I'm sorry we never got back to you, Glen. I'm so sorry about that. Yeah, it's [inaudible 00:01:56] semester.

Glen: It was a lot of fun to write my thoughts on my history, you know.

Hans: I'm so glad to hear that. One of the things I wanted to ask you about your time at the University of [Condord 00:02:09] in 1957. This was after you had graduated from the University of Chicago?

Glen: Yes. I was an early graduate. I graduated in three years and a summer.

Hans: Okay.

Glen: So I was able to leave the United States in September of 1957. I had a Robert [Hutchins 00:02:32] Exchange Fellowship to Frankfurt. The University of Chicago was trying to help the University of Frankfurt. And two students who came from Germany to Chicago and then vice versa. And I was lucky because no suitable candidate applied the following year so I was renewed for a second year.

Hans: Oh wonderful!

Glen: And I originally went to study German literature but I wasn't really interested in it all that much so I switched over to Indo-European linguistics.

Hans: Wow. And it was like some type of class that made you aware of this, of your love for linguistics or what happened?

Glen: It was Professor [Banfried Shleiwatt 00:03:22] who was an Indo-Europeanist and a specialist in Indo-Iranian languages. And so I started studying Sanskrit and then older languages in general. Old Norse, old High German, old English, old Low German, ancient Greek, and languages like that.

Hans: Fantastic. And while you were studying those ancient languages you discovered your love for linguistics more and more.

Glen: Oh yes. Especially historical linguistics. I've always been very historically oriented. You know, I think about the past all the time and I see the past as a giant scale going back indefinitely, and so I'm just fascinated by how things develop and explain what we have today.

Hans: Right. So if you think about the field of linguistics today, how do you see the role of historical linguistics? I mean, a lot of research is not looking at historical, but how should historical linguistics inform linguistics more generally today?

Glen: Well, I see the ever-increasing role of genetics and ancient DNA study in historical linguistics. I think that it's at least as promising as archeology is, and these new tools I think offer a bright future to historical linguistics. I see it as continuing to be an important part of linguistics as a field.

Hans: Right. And how should historical linguistics in the narrow sense inform our study of language today? Like if we do a synchronic analysis, what should we think or what should we keep in mind in terms of historical linguistics?

Glen: You know, it's like biology. Biology has two aspects. It has the evolutionary aspect, how living things came to be like they are today. And then it has the synchronic aspect where we study biology as we see it today. So it is with linguistics that we have languages as they exist today and then we study their evolution in the past, very much like biology.

Hans: Oh, interesting. Okay. And during your time in Frankfurt, what else do you remember besides taking those classes and the faculty? Like what was student life back then as an American living in Frankfurt?

Glen: I knew my time there was very precious and I was eager to learn as much German as possible. Part of the scholarship that I had from Chicago included a room in the [Schtudentenhause 00:06:28] which was directly across from the main building. In fact, the building had been built by the Americans, the Ford Foundation or so. And most of the people there were German or spoke German. They were foreigners who spoke German. German was the language, not English. So I purposely stayed away from the military. Because almost all the Americans there were in the military. Frankfurt was in the American occupation zone.

Hans: Yes.

Glen: And I made only one exception. One of my fellow students in the Indo-European classes, Clyde [Wulverton 00:07:08], was an American soldier who had special permission to attend classes at the university. He was very exceptional and he became a good friend of mine. But other than that I spoke only German and forced myself to read German, there's a Frankfurt [foreign language 00:07:26] and newspapers, magazines, only German. I forced myself to take notes in German. And, you know, just tried to learn everything I possibly could about the language and using the language during my time there. And so I made some very good friends, listened to what they were saying. And it was very interesting for me. It was just a terrific experience.

Glen: I studied some modern languages in addition the ancient languages. I was studying Italian and French and Swedish, in addition to those ancient languages. So I was just fascinated by the linguistic situation in Europe, coming from American where you could travel for thousands of miles and speak the same language. In Europe you go from one to the other to the other and this for me was really interesting.

Hans: Of course. So looking back at your two years in Frankfurt, if you were to summarize, how did they shape your future career in linguistics?

Glen: I should tell you that I was very influenced by two philosophers that had escaped with their lives and came back, Adorno and Horkheimer, who were giving lectures there. I would also, my parents offered to let me stay a third year in Europe, so I was able to go to the Alliance Française and later the [Saban 00:09:20] and the [Quo de Outsetude 00:09:22] where I was able to hear lectures on Indo-European linguistics by French linguists.

Hans: Wow.

Glen: And also on French phonetics. I was fascinated by the French language and Hans, I think near the end of my stay, which was in August of 1960, stay in Europe, I was almost trilingual in English, German and French.

Hans: Wow.

Glen: I used the same techniques in France, speaking only French, reading the Le Monde, the French newspaper. And getting their point of view. And going back to Germany, I had a BMV [inaudible 00:10:02], a small BMV motorcycle. And I would cross that border and being neither French nor German I would be amazed in the changes in everything. When I crossed that border I was always observing, you know.

Hans: Yes, yes. And then at what point ... So you also took linguistics classes in Paris. At what point did you decide that you wanted to go to graduate school in the United States?

Glen: Well, that's an interesting question. Through Dr. [Shleiwad 00:10:36] in the Indo-European classes I got to know an exchange professor, Richard N. Frye, who was the Aga Khan Professor of Iranian Studies at Harvard. And I took his class on old Persian coins, and I told him I really wanted to go back to the States and not stay longer in Europe. And he recommended me to Professor Joshua Whatmough who was head of the Department of Comparative Philology they called it. It was really linguistics. And Whatmough admitted me on trial for the fall of 1960 at Harvard in that department as a graduate student.

Glen: And when I first met him, when I came back and introduced myself to him he said, "Well ..." You know, I was thinking I would work on a masters degree and then a doctors degree. But the first thing he said to me was, "I expect you're here for the doctors degree." And I had a split second to think about that. I said, "Yes, doctors degree." So I never got a masters degree.

Hans: Oh, fascinating. And how did it work back then in the 1960s when your professor in Frankfurt would recommend you to his colleague at Harvard? Would he write a letter? Would he give him a phone call? Would you be the middleman? Like how did that whole process work?

Glen: I don't know how it worked. I just know the end result, which was very favorable to me. I'd always wanted to study at a very good university in graduate studies. And I was hoping that, because the MIT school was just getting started then. And the whole atmosphere in Cambridge was revolutionary. I was a student of Eric Lenneberg who had the first degree in psycholinguistics, which he earned under [Ants Kasseuir 00:12:43] at the University of Chicago. And Lenneberg and I became very good friends. Even though I was his student.

Hans: Right.

Glen: And so the whole atmosphere, meeting Roman Jakobson who was on my doctoral committee. And [Jersey Korowobitch 00:13:04] who was a visiting professor. And it was just extremely stimulating and drove me more and more into linguistics. I took a course at MIT under Chomsky. We were allowed to cross-register at MIT without even applying. It was kind of one giant university.

Hans: And what made you take a course with Chomsky, just your curiosity or did someone recommend it, or did you hear about the course before?

Glen: I met Chomsky in Lenneberg's class. You know, Eric Lenneberg was of Jewish descent. He escaped with his parents to Argentina, grew up there, Spanish and German. He was bilingual. And then he had a chance to come to the United States and had a very illustrious career. I was very lucky to have known him. He knew Chomsky well and invited Chomsky to one of his classes, introduced him. Chomsky said a few words. And the whole subject really turned me on. And when I discovered I could take a class with him at MIT I registered.

Hans: Oh, fascinating.

Glen: Now I have to tell you, Hans, that he wasn't a very good teacher, because his head was in the clouds all the time. He would walk back and forth in front of the blackboard with his hand to his forehead and write something on the board. He didn't lead the students up to what he was trying to say.

Hans: Right.

Glen: Are you there?

Hans: Yes I'm there.

Glen: Yeah. He didn't. You know, a good teacher kind of guides his students up to the level where he wants students to be. And he didn't do that. And so it was up to the students to fill in that gap, and it was difficult. I tell you.

Hans: Do you remember anything else on the class. Like did you have conversations with the other students in the class about the content or the methodology of Chomsky's teaching?

Glen: Oh I did. I knew a number of them. And Morris Halle also sat in on the classes. And actually I became more influenced by Halle than by Chomsky because you'll notice in my linguistic atlas I use the distinctive feature system, in describing the phonology of Texas German. And that came directly from Chomsky and Halle's The Sound Patterns of English.

Hans: I see.

Glen: But the whole atmosphere at MIT was revolutionary. But I've always been more attracted to phonology than to syntax.

Hans: Right, right. Of course. And so what were your thoughts about the actual subject matter in Chomsky's class. Because you came in with this background in historical and Indo-European linguistics and you are all of a sudden in a class of transformation of grammar I assume?

Glen: That's right. I was taken aback by the heuristic model that Chomsky or the normative model that Chomsky was lecturing on. I saw language as very variable, you know, and variable. It's always changing like a chameleon. And there wasn't any sociolinguistics at the time. I knew about [Me-Yeh 00:16:40] and [inaudible 00:16:41], but it hadn't taken a hold in the United States. I didn't know about Wienreich and Labov's work in New York City. It hadn't happened yet. Weinreich's Languages in Contact, which he kind of coined that phrase. It was his doctoral dissertation under [Andre Martineau 00:17:05] at the school ... I can't ... I think it was the Free School of Social Research in New York City, which was attached to Columbia.

Glen: But I didn't know about all that work. But I felt that I was terribly constrained by Chomsky's view of the world and I felt that I needed another model. I wasn't very satisfied at all I have to tell you.

Hans: Right.

Glen: And as I told you I think in an email recently, when I learned about Labov's work, in fact at UT in the conference on phonology, I met him and Weinreich. I was just, I couldn't lay their books down. I felt that was the model I was looking for.

Hans: Right, right. And so you took the class with Chomsky during your first year at Harvard or when did you take it?

Glen: I think it may have been the second year or the second semester at least.

Hans: I see.

Glen: In the spring semester.

Hans: Okay. Do you have any recollection back then in Cambridge when you had the different strands of linguistics going on. I presume at Harvard it was mainly historical and Indo-European, and then the emerging MIT school with Chomsky. Was there any interaction between these different groups of linguists with different interests? Or was there ... So interaction with both professional and or private. Or was that just really separate?

Glen: I got the impression that it was separate. The historical linguistics was represented generally by Europeans. Like [Whatmao 00:19:01] was originally from England, and Roman Jakobson I guess from Russian originally. And [Klairwovitch 00:19:11] from Poland. These people were all Europeans. They represented a historical view. Not Jakobson but surely [Klairwovitch 00:19:20] and [Whatmao 00:19:22]. [Whatmao 00:19:22] was a specialist in the Italic dialects.

Hans: Right.

Glen: The Italic part of Indo-European. And that the people representing the new linguistics tended to be younger, they tended to be Americans. And it was something that developed indigenously in the United States as opposed to Europe.

Hans: Right, right. Did you get any idea about whether this newly emerging MIT school influenced the historical linguists, the Indo-Europeanists, at all?

Glen: Not when I was there. I'm sure it happened afterwards. Well, no, I'll take that back. I met both [Kiparskia 00:20:08] when I was attending Chomsky's class. And [Kiparski 00:20:15], both the father and the son, they were from Finland, were very interested in the application of Chomsky's model to historical linguistics.

Hans: Right.

Glen: They're known for that. And I was at ... This was the part of transformational genitive grammar that attracted me the most.

Hans: Of course, of course.

Glen: Listen to [Kiparski 00:20:39] talk.

Hans: Oh, interesting. Okay.

Glen: Some of these classes, Hans, were like round table discussions. You'd have people that later became very famous in the field all giving their opinions. And Chomsky was kind of leading the discussion.

Hans: Right, right. So at your time at Harvard, did you take any other classes at MIT besides with Chomsky?

Glen: Only that one.

Hans: Okay.

Glen: I was in a hurry to finish. I didn't want to stay there. I should have stayed longer because it was a fabulous atmosphere, but I wanted to finish and so, you know, I was trying to learn more about non-historical linguistics and when I got a chance to go to UT Austin to the Summer Institute of Linguistics sponsored by the Linguistic Society of America, I went there. That was the summer of 1961. And that's when I became acquainted with the Texas Germans.

Hans: Exactly, exactly. Oh, fascinating. I notice on your questionnaire you mentioned that your Harvard University studies were funded by your parents and then the National Defense Education Act [inaudible 00:22:02].

Glen: The [inaudible 00:22:02].

Hans: How did Swedish play into this?

Glen: I was a National Defense Fellow in Swedish.

Hans: And how do you become a National Defense Fellow in Swedish?

Glen: Well, you know Sputnik had gone up in 1959 and the government determined that our educational system was woefully deficient in mathematics and science. And also in the study of modern foreign languages.

Hans: Right. Okay.

Glen: And so I'd always wanted to learn a Scandinavian language. I'm partly of Scandinavian descent. Half Scandinavian. So when I learned that Swedish had been deemed a priority language I applied to become a fellow. And it required me to study the language every semester. And so I did. I studied Swedish language and literature.

Hans: Oh wow. And why was Swedish deemed so important for national security?

Glen: I guess it was the largest Scandinavian language in terms of population. Also maybe strategically important at that time between Russia and the United States.

Hans: Okay.

Glen: It was neutral. And the policy of the government was to increase knowledge of languages it deemed critical for national security.

Hans: Right. Of course. And had you taken any Swedish before that?

Glen: Not really. No, I'd never been in Scandinavia. And I was fortunate though because my teacher of beginning Swedish was [Nils Hasselmo 00:23:49] who was a student of [Einar Haugen 00:23:53] at the University of Wisconsin. And he told me a lot about his teacher [Haugen 00:23:59], and he once complimented me. He said I worked so long in the language laboratory that he heard his own dialect coming through. And he was trying to speak standard Swedish. So I was copying his type of Swedish. But [Hasselmo 00:24:23] later became the president of the University of Minnesota.

Hans: Oh, fascinating. And how much [crosstalk 00:24:29]. Yeah, sorry.

Glen: I should also tell you that the Swedish language was so interesting for me because of its connections with both German and English.

Hans: Right.

Glen: And I ended up also learning Danish. Just by myself I learned to read Danish and not really to speak it but to read it. And read mostly science fiction books in Danish. This was just my hobby. And also, you know, after I discovered the Texas Germans I also got very interested in Portuguese because of the German immigration to Brazil, which I wanted to compare with the immigration to the United States. And so I also studied Portuguese at Harvard. And actually my professor, whose name was Francis [Rogers 00:25:30], his English name, but he was actually of Portuguese descent. He was also on my dissertation committee. And that kind of provided relaxation from my other studies, just studying these languages.

Hans: Interesting. And how much Swedish did you take in total?

Glen: Oh, I wanted to learn more so I even paid an undergraduate there at Harvard who was studying economics, undergraduate from Sweden. I paid him to talk to me in Swedish. So I went over there for oral lessons twice a week to the dormitory. And then in addition I took two or three courses in literature from a Swedish poet who was visiting Harvard. And also two courses from [Nils Hasselmo 00:26:24] in the Swedish language. So it was about five courses plus this oral work.

Hans: Oh, fascinating. And did you at some point later on get back to your study of Swedish or was that just kind of to fund your studies basically?

Glen: Well, when I finished my degree in the end of the spring of 1963 I went to Germany, bought an old BMV, also small one, and took a trip up to Scandinavia by motorcycle, including Sweden.

Hans: Oh, fascinating.

Glen: And I still had some relatives in Norway who I visited.

Hans: Oh, I see. Wow. Fantastic.

Glen: But I really didn't do much with it. I started my work at UT Austin in 1963 the fall, and didn't pursue Swedish any further.

Hans: Sure, sure. Were you aware when you started at UT Austin that there was also such a thing called Texas Swedish?

Glen: Oh yes. You remember I edited a book called Texas studies in bilingualism.

Hans: Exactly!

Glen: Which included Scandinavian languages, Norwegian, Swedish in Texas.

Hans: Did you ever come across any Texas Swedish speakers yourself?

Glen: No. I didn't. It depended on ... Actually [Hasselmo 00:28:02], the professor I mentioned, wrote a chapter in the book on Texas Swedish.

Hans: Right.

Glen: So I depended on him. I may have also had a Scandinavian student in my classes who went out into the field. But I don't remember exactly.

Hans: Oh, fascinating. And just for a minute, coming back to your time at Harvard. You said that Morris Halle was a big influence on you. Did you meet him on a regular basis? Like what was the nature of your relationship with him?

Glen: Only in these round table discussions in Chomsky's class. And then The Sound Pattern of English really influenced me. I must have read it two or three times.

Hans: Okay.

Glen: And the whole distinctive feature, you know Roman Jakobson was also there and he was also very instrumental in the breakdown of phonological units into smaller units.

Hans: Right, right.

Glen: He suggested that already in the 20s.

Hans: Right, exactly. So there was a lot of interaction between Halle and Jakobson at the same time?

Glen: That's a good question. I don't know. I suspect there might have been. Halle was from Latvia, and Jakobson was from Russia.

Hans: Right. Okay. And then can you tell me a little bit more about [inaudible 00:29:41], about his background and what he taught and where he came from?

Glen: Yeah, I wish I knew that much about him. He was a very interesting person, easy to understand, a good teacher. How he got interested in Indo-Iranian I don't know, but I know he must have spent some time in India. And he spoke quite good English actually, but to me he always spoke German in Germany. He came to visit me in Texas.

Hans: Oh really?

Glen: He came up from Mexico and stopped in Austin for a few days. And at that time he spoke English. And I was surprised how good his English was, actually. He must have learned it in India.

Hans: Oh, fascinating.

Glen: Near the end of his life I met him once more in Berlin. He was a professor at the [Humborg 00:30:46] University of Indo-Iranian, and he was just completing a dictionary of [inaudible 00:30:53] old Iranian. And he had a fabulous collection of CDs. He loved classical music. And he had thousands of CDs in a kind of a darkened room with a large aquarium on the other side. It was interesting fish. He was really fascinating. The problem that he had there in [Talin 00:31:15], the city had just been reunited and we were able to walk through the [Brandenburger Tor 00:31:22] again without hindrance.

Hans: Oh, wonderful.

Glen: Oh, for me it was just amazing. Because the whole time I was there the city was divided.

Hans: Of course, of course. When you think back to your time at UT Austin, was there a lot of interactions among linguists on the UT campus back then. And if yes what did these interactions look like?

Glen: Well, when I first went there there wasn't any linguistics department. It was part of the German department.

Hans: Okay.

Glen: So the people like Robert [Harms 00:32:01] and [Leheman 00:32:02] himself, an historical linguistics, Indo-Europeanist, Emmon Bach, you know, people who later became very well known were all in the German department. And German was kind of the umbrella language, the [foreign language 00:32:22] for linguists. So there weren't that many linguists in the English department or the two romance languages department. I believe Italian and French were grouped against Spanish and Portuguese at UT.

Hans: Yes.

Glen: And [inaudible 00:32:41] at that time also. But it was mostly having to do with German. Slavic was not so linguistically oriented either. But it was [Leheman's 00:32:54] proposal to separate the linguistics component of German into its own department, and that's how it happened.

Hans: Do you know why [Leheman 00:33:04] made that proposal back then?

Glen: I think he wanted to weaken the link between German and linguistics so that linguistics could pursue its own ends, without being so tied to German or the Germanic languages.

Hans: And do you have an idea of how [Lehaman 00:33:30] as a historical linguist, when he founded the linguistics department, why he was so interested in getting people trained by Chomsky and his people primarily on to the UT campus?

Glen: Well, I don't know what his policy was. I remained in the German department. You remember in an email recently I was explaining how I couldn't teach sociolinguistics because as soon as these new methods became known they were taught by [Edgar Palme 00:34:03] and [Leheman 00:34:06] himself, as far as I remember. Except for one summer when I was able to teach and my student [Marvin Heres 00:34:13]. You remember I told you he was detained by detectives in a department store?

Hans: Yes.

Glen: It's hilarious. And that was another reason that I wasn't so concerned about leaving because I thought at Carbondale I would have a much better chance to teach sociolinguistics, and that's true. I must have taught the course 20 times or so.

Hans: Wow. Okay.

Glen: So my wish was fulfilled. But on the other hand the stimulating atmosphere of Austin was lost, you know I left. So it was a trade off.

Hans: Of course. And were there any tensions between the Chomskians on campus and the non-Chomskians back in the 1960s at UT?

Glen: Well, I'm sure there were. But I kind of got the idea that [Leheman 00:35:13] was trying his best to accommodate himself to the new currents in linguistics. And that counts for these famous symposia, the one on phonology and the one on Texas German.

Hans: Right.

Glen: But the Texas German scholars generally were old school people. They weren't very much trained in current linguistics I felt. People like [Reid 00:35:46] and [Syfert 00:35:47] and [Klaus 00:35:47]. The furthest they would go would be sociolinguistics. Not [TG 00:35:54] grammar.

Hans: Right. Right. Interesting. What do you think helped linguistics grow on the UT campus?

Glen: That's a good question. It wasn't all that practical of a subject because it had limited career opportunities, you know. Generally teaching, possibly the foreign service. I don't know. It's always been kind of, I don't know, I've always felt that when students want to major in linguistics and I have to warn them that the career opportunities are not that great. They have to be very hustling and get a good job.

Glen: So I always got the idea that people studying linguistics had to be really dedicated to it. They weren't doing it for the money.

Hans: Right.

Glen: But they were doing it because they found it so fascinating that they would sacrifice everything to study it.

Hans: Yeah. Absolutely.

Glen: And you know, Hans, when I was a student at the University of Chicago majoring in German, I was of the same mind. A German major didn't have many career opportunities, and there weren't many of us. I think there were six undergraduate majors when I graduated in 1975. But I'd always felt that it would lead to better things and I was ... You know, if I was telling you I was trying to understand English better and I felt German held a very important key to that understanding, so that's what made me keep going.

Hans: Right, right. Of course.

Glen: But as far as linguistics goes, at UT the German department had an exceptional number of students, partly because of the Texas Germans there were people that were interested in studying German because of their heritage. But also at that time in the early 60s, middle 60s, English didn't occupy the position in science that it does now. In other words German still had a part in scientific discourse at that time. But Germany was terribly weakened in the two world wars. And very soon English came to ... You know, I taught scientific German. That was one of the things that I was assigned to. I was a coordinator of all the sections. We had lots of students and they were actually studying German because of a requirement in the sciences at that time.

Hans: Right. So what type of classes did you teach at UT when you were here in the 1960s?

Glen: What kind of classes?

Hans: Yes.

Glen: Well, firstly the scientific German. That's what [Leheman 00:39:07] assigned me. There were five, six, seven sections. And you know, I should tell you that [Emmon Bach 00:39:15], who later became so well-known, was one of the teachers of scientific German and his classes were almost consistently at the bottom of the achievement scale.

Hans: Really?

Glen: In other words I got the idea that he wasn't really a very good instructor.

Hans: Right, right. Interesting.

Glen: Other than that I taught that one summer of sociolinguistics. I had to teach beginning and intermediate German, many classes in that. I don't know if ... Maybe I also taught a class in German dialectology.

Hans: Yes.

Glen: Using [Keller's 00:40:04] textbook. Which had just come out. And I taught an advanced graduate seminar in Texas German, German in the United States.

Hans: Wow.

Glen: One summer near the end of my stay in Austin, it must have been the summer of either '68 or '69, I taught an advanced seminar in the German language in the United States. [Carmen's 00:40:33] Atlas of Kansas had just come out and we were able, all of us took a part of Kansas. Each class member went to a different area of Kansas. I was telling [inaudible 00:40:46] that I was the one that went to Hays, Kansas to study the Germans who had come from Russia.

Hans: Right.

Glen: The lower Volga. Another student went to the Germans around Manhattan, Kansas. Another went to Mennonite German in the southern Kansas. And then at the end of the summer we all compared our experiences. It was tape recorded. I think I still have those tapes. And then one of my students, Veronica [Bohmbrake 00:41:25], wrote her masters thesis on her research near Manhattan, Kansas, the low German speakers. And she later married [Stuart Euroland 00:41:39], the famous professor in Europe. She was his wife.

Hans: Fascinating. Okay.

Glen: So those were the kinds of courses I taught.

Hans: Right, right. And at UT were people interested in taking your class because of your research in Texas German or how did your research on Texas German affect your teaching and the types of students that you worked with?

Glen: Well, it affected it increasingly. The student [Frederik David Walter 00:42:17] who was from Fredericksburg, who ... You know, an article that I published about 1965 or 66 was on ... I think it was on dative versus accusative in Texas German. It was a text that he dictated to me. And this famous prayer that I cited [foreign language 00:42:46]-

Hans: Yes.

Glen: ... was one I got from him. But definitely I think that ... I think I taught a course in comparing the structures of English and German. He was in that class. And others like him heard about my work. In fact, when I was doing interviewing for the atlas i talked to some families. I talked to a guy who was in high school. He was a year of graduation and he was torn between going to Texas A&M and the University of Texas at Austin. And I said, "Oh, you should come to Austin. That's where the action is."

Glen: So he actually came. He came up to my office, introduced himself. I said, "Oh, yes. I remember you." I was from down south around [inaudible 00:43:39] or east of San Antonio.

Hans: Right.

Glen: And other students also in my classes. I noticed that in beginning and intermediate German I had a number of students, I could see from their family names that they must be of Texas German affinity. Many of them, maybe half of them.

Hans: Right. During your teaching career overall did you notice any changes in your typical students? Like their knowledge of non-English language or knowledge of English grammar. Did you notice any changes over the years?

Glen: I don't think so, Hans. I wasn't there long enough.

Hans: Right. But then later at Carbondale.

Glen: You know, I could have wept if I had looked more closely at what Carbondale offered. Firstly they didn't even split up the foreign languages. It was the department of foreign languages. And there was no German major. There was much less interest in foreign languages in southern Illinois than in Texas I would say.

Hans: Right, right. Okay. And in your research on Texas German, I mean there's this kind of thread going from the traditional dialectology as in the dialect of German in Germany, to the dialectology of minority languages such as Texas German in the U.S. how has that strand of research influenced your interest Pidgins and Creole? Or in other words, how do you get from Texas German into Pidgins and Creole?

Glen: Okay. You remember my recent message also about ... I've been thinking about that. You know, I was always interested in English and trying to see English from the side or from the back, to approach it indirectly. And I felt that study of German dialects, how German develops an intense pressure from other languages, especially English. But also like in South Africa with Afrikaans, and in South America with Portuguese. So the German dialects and German contact with other languages, I saw so many parallels with old English, the development of English, that I was wondering is there something about the Germanic languages which encourages them to develop in certain directions. All of them.

Hans: Right.

Glen: Whether it's Dutch or German or English or Scandinavian. So when I learned about the Pidgins and Creole, especially Jamaican Creole. I read Frederic Cassidy's book Jamaica Talk.

Hans: Yes.

Glen: And John Reinecke's book Language and Dialect in Hawaii. And then [David Ducamp 00:46:59] who was on the UT faculty in the English department had done extensive work in Jamaica. And I knew him well. And I talked to him about it. I thought this was another way of approaching English, so when I left Austin and went to Carbondale, you know, I felt this was a time I could start another type of study.

Glen: I think it was the summer of 1970 before I started in Carbondale, I was planning at the end to go to the Linguistic Institute, which was at [Asweego 00:47:51] in New York State on Lake Ontario. But then I heard that [Fillmore 00:48:00] and [Lakoff 00:48:01] and a few other people and [TG 00:48:04]were going to be teaching at the California Summer Institute of Linguistics at Santa Cruz, UT Santa Cruz. So I decided to go to California instead.

Glen: And one reason I went there was because I was hoping secretly to go on to Hawaii to confer with [Reineke 00:48:24] and [Tzuzaki 00:48:25] there about English in Hawaii. And you know, it's so funny because when i got to Santa Cruz I wrote Professor [Reineke 00:48:37] a letter that I hoped to come to Hawaii to meet him, and the very next day in the mailbox appeared a letter from him inviting me to come.

Hans: No way.

Glen: He heard I was in California.

Hans: Small world.

Glen: It was uncanny. So to make the long story short I went to Hawaii and experienced this Creole English firsthand which is very interesting, and talked to these people. And that really got me started in a new direction of Pidgins and Creoles. But those based on English primarily.

Hans: Right. And which year was that?

Glen: The summer of 1970.

Hans: Okay. So that was basically between you ending your position at UT Austin and before you beginning your new position in Carbondale.

Glen: That's right.

Hans: Wow. That is interesting, also in terms of timing. So then you started researching Pidgins and Creoles. And can you tell me more about how the society was founded, and then later on how the journal got off to to a start.

Glen: Well, firstly I should tell you that I was always very interested in connecting my interest in Germany and the German language with Pidgins and Creoles. So I did a lot of work with [inaudible 00:50:05] writings. I translated numerous essays by [Schukhart 00:50:13]. They were published by Cambridge University Press. And also I got a second Fulbright Grant to go to Germany in 1973, 74. I went to [inaudible 00:50:29] this time, not far from Frankfurt. And did work with students on the sociolinguistics of German as used by [inaudible 00:50:39].

Hans: Right.

Glen: So there I was looking at Pidginization of German and it kind of combined my interests in language simplification and contact with the German language.

Hans: Right.

Glen: The society for Caribbean Linguistics had been going for some time. I think it was founded about 1965 in Jamaica by Le Page and Tabouret-Keller, his collaborator. And they wrote the famous book Acts of Identity.

Hans: Yes.

Glen: And it had been meeting in various campuses. Generally the English speaking campuses of the University of the West Indies. So there's a campus in Jamaica and one in Trinidad, and one in Barbados. A couple of other, Guyana I think. And so I went to these summer meetings and it was a very exotic atmosphere in the Caribbean on these islands. And meeting people that were working on those languages. And it was just, you know, being historically oriented I was interested in the colonization of the new world by the Europeans, the fight for the Caribbean Islands. The world empires, England, France, The Netherlands, Spain and Portugal were the five powers vying with each other generally. And you could still see this in the Caribbean, in the languages, the cultures, Creole atmosphere.

Glen: So at a conference of the Society for Caribbean Linguistics in the Bahamas, where you were just recently, [Nasseau 00:52:36] at the University of the Bahamas, I suggested to the group that we found a society for generally for Pidgins and Creoles. Not just the Caribbean, or even Indo-European languages, but generally Pidgins and Creoles. And it was very well received. And so we decided to meat every winter in conjunction with the LSA.

Hans: Right. Nice.

Glen: And the first meeting was then the winter of 1989 I believe. And I wrote the constitution. It was amended and approved and it was launched in 1989. [crosstalk 00:53:28]. You know, the Journal of Pidgin and Creole Languages started sooner than that. I got another stipend from the Dutch government to study the work of [Christian Hessling 00:53:42] and [Lieden 00:53:44] who had studied the fate of Dutch in South Africa and also in the Caribbean. He'd written books on this. And so I was studying his papers. I was there as a research fellow. And this was five years before the society was founded.

Glen: I went to Amsterdam very often to hear the linguists there lecture. [Peter Meisken 00:54:12] and [Mervin Eileen 00:54:13] and [Hunston Beston 00:54:16], [Norval Smith 00:54:17]. These were people that were working at the University of Amsterdam on Creole languages. And I suggested to [Meiskin 00:54:25] that we found a journal devoted generally to Pidgin and Creole languages. And he suggested I contact John and Claire Benjamins, whose headquarters is also in Amsterdam. And we met there and the Benjamins were very receptive to founding a journal.

Glen: And so they agreed to have it prepared in Carbondale. The University there supported it. And it was launched in 1985. And I think that's why when I suggested a society associated with the journal where the members of the society would get a copy of the journal as part of their membership. That's why it fell on such sympathetic ears. People thought the time was right for it. And so I ended up being editor of the journal and the founder of the society.

Hans: Fascinating.

Glen: They're still both going strong.

Hans: I know. I know. Wow. Glen-

Glen: When you go to LSA in the winter you'll see the big section on Pidgins and Creoles.

Hans: Yes. It's there every year. And I'm always fascinated and amazed by the really exciting presentations. I need to go in a few minutes because I have my next meeting unfortunately. But I would love to continue the conversation. Would you have time maybe in the new year, in January? Should I email you?

Glen: Oh, I'd be delighted, Hans. To talk about all this brings back lots of memories.

Hans: Oh, Glen, thank you so much. I really really appreciate it. I think I only got through about a third of my questions, so there's lots of questions that I still have left, specifically also about Texas German and that sort of broader study on heritage [inaudible 00:56:21] in the United States. So I will shoot you an email to talk about us talking again in January. And in the meantime all the best and then merry Christmas and all the best with the new year, Glen.

Glen: Merry Christmas to you too, Hans. I wish you the very best. I know you don't have an easy job.

Hans: Oh, I love my job. It has its challenges, but I really love it.

Glen: That's great. That's the important thing.

Hans: It is. It is. Glen, thank you so much. Please say hi to your wife and all the best with the holiday season, and also with the upcoming move.

Glen: The same to you.

Hans: Thank you, Glen. Take care. All the best.

Glen: Okay. Bye-bye.

Hans: Okay. [inaudible 00:57:05], bye-bye.