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## Message from the President

The past few months have not been an easy time for those of us involved in Czech studies. The floods in Bohemia left many of us watching hopelessly from the sidelines as the waters rose higher, wondering what was happening to our friends and families. Many colleagues at Charles University got off relatively lightly; most were only barred from their workplaces temporarily. The Academy of Sciences took a far worse battering, with the Institute of Philosophy library, the Archaeological Institute and the Academy Archives suffering heavy losses of books and other materials. Theatres and museums across the country are still closed, trying to assess the damage to their collections and exhibition spaces and figure out how to repair them. Many tourist areas of Prague look at least superficially normal; yet behind the scenes there are massive cleanup operations needed, and vacation bookings to the Czech Republic are down as tourists get cold feet.

Yet each piece of bad news about the built environment was balanced by reports of everyday fortitude and generosity among the population. University staff and students (including those whose parents had previously had great trouble getting them to do the dishes) joined the clean-up operation, devoting weeks of unpaid and malodorous labor to get the towns and cities back on their feet again. The staff of the Letní škola slovanských studií in Prague, barred from using their usual rooms in the Filozofická fakulta, made the daily trek across to the Kajetánka to do their teaching, only to spend the entire day shouting over all the other teachers holding classes in the cafeteria, with no guarantee that they would be able to make their ways home in the evening on the city's fragile, overloaded transportation system. Colleagues at the Ústav pro jazyk český, whose building was flooded to a depth of two meters and was without electricity, still managed to produce and mail a long-awaited conference volume. If any good can come of a natural cataclysm like this, then perhaps it will be to make the Czechs, for a little while at least, leave off the self-flagellation that is so often characteristic of their public discourse and appreciate the better points in their national character.

The IATC-NAATC office at Brown University has most definitely not been flooded, at least not by members' yearly dues checks. Many of you will be receiving this newsletter for the last time, as our expenses are forcing us to cut out mailings to those whose membership is not current. Your mailing label should tell you the last year for which you paid your dues; if you're in any doubt or it's unclear, please contact the IATC office; the Editorial Assistant, Alice Klima ([Alice\\_Klima@brown.edu](mailto:Alice_Klima@brown.edu)), will be able to tell you what you owe.

Neil Bernel  
University of Sheffield

**IATC now accepts membership payments by credit card  
please see page 7**

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### One Year in the Life of an American Student Studying Czech

Eva Eckert, Connecticut College

In 2001/02 I conducted a year long program in Czech language, culture and history, as part of the so called Study Away Teach Away (SATA) program that was implemented at Connecticut College several years ago and aimed at (1) immersing students in a culture that they would unlikely seek on their own, and (2) creating an ambiance for close collaboration of the professor who leads the group and her students. Every semester one or two such programs are organized by professors taking student groups to challenging destinations such as Tanzania, Mexico, Vietnam, India and other countries that are not part of the western world or to countries undergoing a critical transition of politics and economy. In 1999 I submitted a SATA proposal for the Czech Republic and traveled with twelve students to Prague in fall 1999, just in time to witness the ten-year anniversary of the Velvet Revolution. The program was reapproved for the Spring 2002 semester with a critical difference: The semester abroad was to be preceded by a semester course in Czech language, history and culture that would prepare students for living in a new language and culture in Prague and equip them with basic cultural literacy. Czech Language and Culture 101 became the prerequisite for participating in the Prague SATA program.

I believe setting up this prerequisite was critical in my mind. By insisting that the students study Czech language and history prior to living and studying in Prague I made explicit the basic tenet about language, i.e., that it is inseparable from the culture, literature and history of its speakers. Therefore, the study of language should not be approached as learning vocabulary items but as breaking a foreign code and understanding a new schema of language organization. Language contains the history of its speakers, and national/ ethnic literature and culture cannot be comprehended without the knowledge of language per se. Language displays how people think, and its metaphors and idioms reveal cultural priorities. Language is layered and deep, and lexicon and grammar layers harmonize with historical developments and cultural trends of a given period. Severing the study of language from this context renders learning a foreign language incomplete and erodes the understanding of language as well as, I believe, the core of liberal arts education.

The SATA program brought together twelve sophomores and juniors majoring in diverse disciplines ranging from English, Art, Architectural Studies, Philosophy and Environmental Studies to American Studies who traveled with me to Prague in January 2002. As expected, differences between students participating in the Fall '99 and Spring '02 programs in terms of their overall involvement and interest, but also understanding of the Czech cultural context and appreciation for Czech literature and culture were enormous. Many of the 1999

students perceived learning Czech in Prague, which was simply a requirement of the local Collegium Hieronymi Pragensis (CHP) where they studied, as an obligatory subject that they had to undertake in order to spend a semester in a beautiful and inexpensive city that provides an easy access to other European destinations. The 2001/02 SATA students valued the opportunity of getting prepared for studying abroad. All those who originally enrolled in Czech Language and Culture 101 in Fall 2001 ended up going to Prague in the spring. Although the fall course, in particular, was academically ambitious and demanding, and the students were expected to invest a substantial amount of their study time in Czech grammar and lexicon, literature and history, they complied with the requirement in the expectation of rewards awaiting them in the Czech Republic. Once in Prague, they had a major advantage over students from other American colleges who also studied in CHP but learned no Czech prior to the semester abroad. In final evaluations my students wrote that, "By studying a language and then having the opportunity to learn and be in the country is an incredible advantage. I learned how language shapes cultures and how traditions and customs link the language to the speakers... Learning Czech language and Czech history before arriving in Prague was one of the best things I could have done to prepare...I definitely noticed a difference in our appreciation and regard to the Czechs as compared to the other students who did not have any introduction to Czech culture... To be able to arrive in this country already knowing that I could speak some Czech was of infinite reassurance."

[...] national/ ethnic literature and culture cannot be comprehended without the knowledge of language per se.

Czech Language and Culture 101, offered in fall '01, include language teaching and seminars on Czech history, literature and film. The course consisted of three language classes per week (I used Susan Kresin's Czech for Fun) that were complemented by weekly seminars on Czech film, fiction and history (proceeding along Derek Sayer's *On the Coasts of Bohemia*). The historical seminars followed a basic chronological outline (related to Patocka's division of pre- and post-1526 history) and were, at the same time, also organized thematically (by topics such as the role of the Church in Czech history, Czech-German contacts and conflicts, etc.). Post-WWII history was covered mainly through films and documentaries (Menzel's *Closely Watched Trains*, *All My Good Countrymen* and Nemeč's *Report on the Party and its Guests*, Švankmajer's *Faust*, the documentaries *The Long Wait for the Spring*, *Václav Havel: Leadership in Eastern Europe* and *After the Velvet Revolution* and a cartoon by the son of Zdenek Fierlinger portraying his childhood in communist Czechoslovakia) that yielded to discussions of Czechs' participation in World War Two, 1948 Communist take-over, the totalitarian regime, 1968 invasion, *Charta 77* and *Velvet Revolution*. The students read several Czech novels and analyzed them in their diaries: Capek's *R.U.R.*,

Hrabal's *How I Served the King of England*, Kundera's *Joke*, Havel's trilogy *Protest, Audience and Unveiling* and Paul Wilson's volume with Czech literary excerpts organized geographically around Prague's dominant cultural vistas. I supplemented all the materials with reading questions and lists of basic cultural and historical concepts. The class discussion took place, in part, over the e-mail, mainly in response to questions sent to the group after seminar sessions. At the course web site students found useful Czech addresses on history, fiction as well as sites with grammar drills, contemporary Czech music, the newspaper *Prague Post*, reviews of recent Czech films, crossword puzzles and other materials (I drew on many resources originally prepared by Susan Kresin from UCLA who also shared with me a list of relevant web sites).

As the evaluations at the conclusion of the first semester revealed, the students found language study rewarding, in particular because, they were "discovering Czech literary masterpieces and following certain historical trends, at the same time." They saw Czech literature as "amazing" and a "true discovery" and became fascinated by all the Czech writers they encountered, in particular Bohumil Hrabal. Throughout the course the students struggled with Czech humor that they found "too dark and unclear, bitter and sarcastic." They also commented that Czechs seemed "distant, self-enclosed and sad" and, as one student put it, "probably not getting enough sun".

The Prague semester interlinked the study of language in the class with excursions in and around the city to the historical sites known already from Sayer's history book and seminar discussions, such as *Divoká Šárka*, *Levý Hradec*, *Brevnov* and *Strahov* monasteries, *Vyšehrad*, *Emauzy*, *Bílá Hora* and others. Every week students received suggestions to see certain plays, attend concerts and exhibits, and the weeks were structured so that the students could respond to ongoing cultural and political events. A typical curriculum of a Conn student at CHP consisted of classes in central European history, art, Jewish history, a course in cultural memory and Czech literature. All students also continued to study the language. At the conclusion of the two semesters they were able to introduce themselves, talk about their studies, family, interests, travels, childhood and plans for the future, and had mastered the basic etiquette of phone calls, shopping and ordering food in a restaurant. They had also grasped the foundational grammatical concepts ranging from declension and conjugation to verbal aspect. They learned how to interview others, describe their trips around Europe, write informal letters, and express their likes and dislikes.

Student evaluations showed that Czech language became alive when the students realized that it was intrinsically linked to the culture and captured the worldview of its speakers through metaphors and humor. Through this experience, they concluded that, "English provides only one of many options of organizing the world around them." They have not only begun to acquire, in

my opinion, a new language but became more empathetic as speakers of English, having realized the value of studying foreign languages. In their evaluation the students made the following comments: "I know more about Czech history, politics and culture than I do about American. This year has taught me a lot about Czechs and about myself. I gained an understanding of how Czechs view the world and how that is different from my view... The past year I've spent studying Czech culture has definitely opened my eyes to the events beyond our traditional US-centered view... I learned a lot about Czech culture, which has given me a new perspective on my own culture... I think SATA is one of the best study abroad programs that Connecticut College offers...students get more out of SATA Prague than other abroad programs because the professor communicates directly her culture to the students..."

The 2002 SATA program in Prague is an excellent illustration of a successful marriage of the course offerings of the home institution and a study abroad program. It demonstrates that study abroad is most meaningful and effective for the intellectual development of students when it is couched in a solid academic program at the home institution. In the era of globalization, collaboration between a US institution and the study abroad is an integral part of college education. Our college has made deep financial cuts in the offerings in the foreign language curricula including Czech language and culture. Despite these difficulties, we are determined to find innovative approaches to ensure pre- and post-study abroad offerings that integrate language and culture of the target country. This is the responsibility of any institution if it promises to provide high-quality education that promotes respect for cultural and ethnic diversity.

#### **Brown University Czech Literary Anthology**

([www.language.brown.edu/CZH/](http://www.language.brown.edu/CZH/))

**Masako Fidler, Brown University**

The Brown University Czech Literary Anthology, a new version of what used to be the Brown University Czech Anthology, has been placed on the web this fall. While the previous site contained only a handful of texts, the present site consists of 22 literary texts with vocabulary and cultural annotations, prereading questions, sound files, and literary commentaries. The texts range from nineteenth-century to contemporary authors. The User's guide contains suggested goals for teachers and students at different levels of reading proficiency. Texts can be used as part of intermediate- /advanced-level Czech language courses or as additional reading materials.

The anthology is, however, not limited to developing reading skills in Czech per se. It attempts to demonstrate the complexity of reading, in particular the process of how people find some aspects of text relevant. Different readers have different sets of assumptions and knowledge. Thus, when they look for information that is most relevant to them – a normal approach in processing information -- their interpretations may vary. Sometimes the readers lack

the appropriate context to frame the text. Czech texts are fine tools to explore this intricate process of reading. Foreign interventions and drastic shifts in political and cultural climates have left traces in every aspect of Czech culture. The literary texts thus reflect the unstableness of what is considered the absolute truth. They serve as an excellent starting point understanding what is relevant to readers with different.

In the near future, model exercises for two selected texts will be added. Also under construction are the "Resources" pages where not only Czech-related links (on-line Czech dictionaries, Czech language references, Czech literary texts and Czech culture), but also links to research in general linguistics, world literatures and other aspects of world cultures by Czech scholars and academic institutions can be found. This is also part of an attempt to provide a different viewpoint from which to interpret events and texts. The anthology project has been supported by Brown internal grants (Undergraduate Teaching and Research Assistantships, the Francis Wayland Collegium Grant, the Wriston Curricular Development Grant), and external grants (Campus- and Consortium-based Grants from the Consortium for Language Teaching and Learning).

**The 3rd Annual Brussels Summer Czech Course  
Milan Hrdlicka**

**Institute of Czech Studies, Charles University**

The Third Annual Summer Czech Culture and Language Course (Université d'Eté 2002 Langue et Civilisation tchèques) was offered at the Université libre de Bruxelles (ULB) from June 23 to July 5, 2002.

This important Czech Studies gathering intended for students at ULB and other secondary education institutions, as well as the general public, has attracted a significant number of participants, and thus yielded success (unique in the Francophone world) and tradition. The Summer Czech Language and Culture Course takes place at the initiative of professor Jan Rubeš, the director of the Center for Czech Studies (Centre d'Etudes tchèques,

CET) at ULB. This institution organizes the Brussels courses in cooperation with the Charles University in Prague and the Czech Center in Brussels with sponsorship from the Czech airlines.

The CET has been functioning as the main organizer of the courses at the ULB since 1997. Over the years of its existence, CET has become an important research, distinguished pedagogical, educational, and organizational center, which made possible numerous international events -- research symposia and lectures, discussions and meetings with prominent cultural and political public figures, language courses, and other events.

This year's Czech Studies meeting proceeded in accord with the established schedule. The 27 participants were divided into four groups by a placement test. The course for beginners was conducted in the morning (3 contact hours). In the evening, courses for beginning, intermediate, and advanced students were offered (also 3 contact hours). In the afternoon hours, the participants were able to access the internet and Czech periodicals at the nearby Czech Center. Czech films and a series of lectures about Czech culture were also part of the program.

Special features of the Brussels program included courses divided into morning (intended primarily for students) and evening sessions. Also included was the premier opening of the preparatory course for advanced students with a final Czech language examination under the guidance of the Language School of the City of Prague (Jazyková škola hlavního města Prahy) as well as the CET. This exceptional offer will certainly further arouse interest in Czech studies, especially from the perspective of workers of numerous European institutions.

We are happy to report that this year's meeting was very successful. This was demonstrated not only by the positive responses from the participants at the graduation, but also by the steadily growing numbers of interested participants in next year's program and other activities of the CET at the ULB and the Czech Center.



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Lída Holá: *Czech Step by Step. A Basic Course in the Czech Language for English Speaking Foreigners*. Fragment, 2000; 288pp. ISBN 80-7200-402-6. ([www.czechstepbystep.cz](http://www.czechstepbystep.cz))  
Reviewed by Susan Kresin, UCLA

*Czech Step by Step* (CzSS) is an excellent resource for those seeking a practically oriented approach to learning Czech. It emphasizes communication in real-life situations, focusing on those aspects of the language that students are most likely to need for everyday life in the Czech Republic. In the first two chapters of the book, a direct method of instruction presents certain elements of “survival Czech,” enabling students to begin communicating as quickly as possible. As opposed to many textbooks, which tend to present a single Czech expression for a given communicative function, CzSS presents alternative phrases, so that students can understand natural Czech speech even when it does not follow the limited “script” of textbook dialogues. After the first two chapters, the author switches to a grammatical-communicative method, continuing to stress communication while gradually introducing the complexities of Czech grammar. Throughout CzSS, the topics presented in dialogues, readings and vocabulary lists are lively and engaging. They include not only standard textbook topics, such as food, home, and nationalities, but also more novel topics, such as Business Czech, traffic, and immigration/emigration. Vocabulary is reinforced through extensive use of pictures (a panel of thirty-six pictures in most of the chapters). Readings are extensive and entertaining; many are adapted from the current media (interviews with hockey player Jaromír Jágr and “nejprodávanejší český spisovatel” Michal Viewegh).

The new feature is a color-coded approach to grammatical gender: masculine nouns are presented in blue, neuter in green, and feminine in pink. Another innovation is an extensive system of cross-references, which enables students to easily find related grammatical material and topical vocabulary. This enables the author to introduce individual points of grammar on the basis of the students’ most immediate practical needs, while avoiding the sense of haphazardness or incompleteness that students may feel when related grammar is presented gradually (case-forms of nouns before adjectives, for example, or singular forms in a different chapter from plural). Grammar is presented in panels, with one page devoted to each topic. As the author notes in the introduction, this allows for easy comparison between related topics (comparing cases, for example). At the same time, however, the concise nature of these explanations makes independent study infeasible: the book is designed specifically for instruction with a teacher, either individually or in a group.

As a general methodological principle, CzSS builds on what the student already knows, gradually adding new material while taking advantage of the familiar. For example, in Lesson (L) 1, practice in pronunciation includes reading place names and signs that in-country students are likely to see in their everyday lives. Explanations of important pragmatic aspects of everyday language also appear early in the book; for example, the many uses of *prosím* are also addressed in L. 1. Building on the foundation that a native speaker of English naturally brings to his or her study of Czech, the book makes extensive use of “international words” (such as *elegantní*, *energický* or *senzacní*). As the author notes, the book presents “literary Czech in its spoken form,” as reflected in morphology, the lexicon and syntax. Literary forms are given as the standard and are practiced exclusively in drills, but Common Czech forms are presented

as alternatives that students are likely to hear in everyday communication.

One drawback to CzSS is its presentation of verbal categories. Conjugation is introduced in L. 7 (of twenty-seven), though individual forms are introduced earlier as needed for specific communicative functions. In addition, the past and future tenses are introduced in a single lesson (L. 8), as are aspect and prefixed verbs of motion (L. 16); this may cause some difficulty for some students. At the same time, however, the author is to be commended for her focus on verbal forms in the following chapters, including extensive lists of commonly used verbs that are linked to the study of the cases that they govern. A list of “difficult verbs” at the end of the book presents irregular present and past tense forms in an easily accessible format. Unique to this book is a section entitled “A trip back through history,” which addresses important historical changes in Czech that have led to apparent irregularities in the language.

The materials currently include a workbook and two tapes. The tapes include recordings of the dialogues, readings and vocabulary of each lesson, read at a natural pace. The workbook provides two pages of detailed grammar and vocabulary practice for each lesson, presented in interesting and often novel contexts. At the end of the workbook, the author has compiled a list entitled “The Most Common Mistakes You Should Avoid in Czech,” including many Anglicisms, with crossreferences to explanations in the book. Currently under development, a teacher’s manual will provide commentary on individual pages of the textbook, with additional materials (including pictures, songs, and games) and suggestions on how to teach specific points of the language.

Steve Franks & Tracy Holloway King: *The Handbook of Slavic Clitics*. Oxford: OUP, 2000, 403pp. ISBN 0-19-511712-3. Reviewed by Charles Mills, Knox College

Clitic placement in the various Slavic languages has enjoyed a certain vogue in recent years, a number of studies addressing Czech as well, e.g. Thorpe (1991), Fried (1994), Avgustinova & Oliva (1995), Veselovská (1995), Rezac (1999), Richardson (1998), Toman (1999), Junghanns (2000), Lenertová (2001). The *Handbook of Slavic Clitics* (HSC) represents the fruit of this research. Surprisingly, Czech authorities often remain silent on the subject (e.g. Šmilauer 1966, Grepl & Karlík 1998), therefore such a study is long overdue. The authors are just the people for such an undertaking. Franks has authored a number of papers on Polish and South Slavic clitics, while King is known *inter alia* for cross-linguistic studies on clitic placement in Slavic.

The book is divided into 3 parts. Intended for the general linguist and Slavic linguist alike, it offers both breadth and depth. Part 1 presents basic clitic facts for each language considered. Part 2 focuses on select topics of interest to the broader linguistic community. In Part 3 the authors survey the scholarly literature and present their own analysis. The remainder of Part 3 is given to accounting for remaining apparent ‘last resort’ effects. In addition to the three major divisions, an introduction introduces basic concepts associated with clitics and gives a broad overview of the organization of the book, while an excellent bibliography and indexes round out HSC. Czech receives nearly a third more attention than any other language in the book. HSC thus represents the most comprehensive exposition of Czech clitic data to date and will no doubt make an indispensable reference for years to come.

In spite of this fact, a few facts escape mention, some of which are important to a proper understanding of the

phenomenon. For example, the ability of *-li* to adjoin to *l*-participles in Czech (e.g. *nebyl-li jsem vyhozen ...*) indicates that Bošković's putative constraint against *l*-participles in C is language-specific to Serbo-Croatian, while sentences such as *Kam tys chodila do školy?* support the authors' claim that clitics appear lower in the sentence than C (*kam*) or AgrS (*ty*), which is not backed up in the book.

Because *HCS* is intended for the general linguist as well, Part 2 focuses on issues of potential interest to the broader linguistic community. This includes the organization of the clitic cluster (205-15), its location in the clause (216-49), clitic doubling (250-8), *wh* and the interplay of mood and negation (259-72), and clitics inside NP (273-84).

Part 3 constitutes the analytical heart of the book. The survey and critique of the scholarly literature are clear, insightful, and to the point. Analyses are divided into three types—prosodic, syntactic, and nonderivational accounts. One complaint I had was that, since the authors adopt an Optimality Theoretic-like approach themselves, they might have discussed the workings of Richardson's (1998) difficult-to-obtain OT account more in depth; as is, it only receives mention.

In the second half of Part 3, the details of the authors' own account are spelled out. Franks & King propose a mixed account (à la Chomsky 1995) in which syntax and phonology both play a role. Derivation takes place in two steps, first in the syntax, then in phonology (PF). Syntactic derivation is along standard minimalist lines. Pronominal clitics are generated in VP and come to be in 2P as the result of movement, where movement is defined in terms of *copying*. As such, clitic placement reduces to an issue of which copy of the clitic is *pronounced*. Clitics with no host are prosodically ill-formed and cannot be pronounced at PF; in this case, the next highest copy is pronounced. The workings of this analysis are illustrated in (1). (The original Serbo-Croatian example—*predstavio sam mu se*—is translated here into Czech; no consequences for the analysis should result. Clitics of interest are in boldface type.)

- (1) a. *Predstavil jsem se mu.*  
 b. [*jsem se mu* [*predstavil* [*jsem se mu* [*predstavil* ]]]]  
 c. *jsem se mu predstavil jsem se mu predstavil*  
 d. *~~jsem se mu~~ predstavil jsem se mu ~~predstavil~~*

The syntax generates the representation in (1b), with copies of clitics and the verb in the various agreement positions to which they move (left), as well as in their initial base-generated positions in VP (right). Syntactic representation is no longer visible at PF, as seen in (1c). Selection of the proper copy takes place at this level. Because the higher copies have no host, the next highest copies are pronounced. Unpronounced expressions are deleted, as in (1d).

The attractiveness of this approach lies in its clear separation of levels: syntax and phonology are cleanly compartmentalized, each faithful to the operations characteristic of its own grammatical domain.

There are a number of objections to this analysis, however. First, the analysis starts from the assumption that clitics are inherently prosodically *deficient*, but this assumption is problematic: As Jakobson (1962) shows, accent is nondistinctive in Czech. If accent is nondistinctive,

it is hard to imagine how it can figure in the structural description of a rule.

Second, note that in this analysis *jsem* is generated in VP from which it moves to 2P. This 'VP-analysis' has serious consequences. First, recall the basic fact that past-tense and unreal-mood auxiliaries pattern alike. For example, both *jsem* and *bych* appear in 2P and select an *l*-participle, as in (2a-b).

- (2) a. *Já jsem mu ho nedal.* (Junghanns 2000)  
 b. *Já bych mu ho nedal.*

Since the two pattern alike, differing only notionally (i.e. tense vs. mood), we may view them as variants of a single complex category (tense/mood) (cf. Toman 1999). By Franks & King's analysis then we would expect *bych* to be generated in VP too. This is not the standard assumption, however. The standard assumption is that mood is generated higher in the clause—in C or a projection especially singled out for that purpose—consistent with evidence from complementizer-mood contractions such as *abych*, *kdybych*, etc. Generating mood in VP would thus represent a dramatic departure from traditional minimalist assumptions.

On the other hand, if *bych* is generated higher in the tree, a new problem arises: The copy-and-pronounce analysis cannot generate sentences such as (3a) (cf. 1a & 3a).

- (3) a. *Predstavil bych se mu.*  
 b. [*bych se mu* [*predstavil* [*se mu* [*predstavil* ]]]]  
 c. *~~bych se mu~~ predstavil se mu ~~predstavil~~*

The problem is, with no host the higher copy of clitics (where *bych* is generated) cannot be pronounced, as seen in (3c). Instead, the lower copy of clitics must be pronounced, the same as in (1c). But if *bych* is not present in a lower copy, it cannot be pronounced. Clitic auxiliaries thus pose a problem for the copy-and-pronounce approach.

Finally, the copy-and-pronounce analysis makes wrong predictions when it predicts that, given a potential host, the highest copy of a clitic will always be pronounced. No provision for 'low' clitics is made, but this possibility exists as well, as the minimal pair in (4a-b) illustrates. In (4a-b) a suitable host exists (*asi*). In (4a) the clitic follows the host as expected. But in (4b) the lower copy is pronounced. If—given a host—pronunciation of the higher copy were obligatory, then (4b) ought to be ungrammatical, contrary to fact.

- (4)a. *Asi ho chtela usušit pomalu.* (George & Toman 1976)  
 b. *Asi chtela usušit ho pomalu.*

The key lies in the fact that these sentences do not really constitute a minimal pair, but subtly differ in interpretation. If the scope of focus is narrow—on *pomalu* alone—then the clitic appears in 2P, as in (4a). But if the scope of focus extends over the embedded clause as a whole (*usušit ho pomalu*), then the clitic is bound to that clause. As such, a proper analysis of clitic height in (4a-b) calls for a solution in pragmatic terms (e.g. Veselovská 1995, Junghanns 2000, and Lenertová 2001). The copy-and-pronounce analysis makes no explicit allowance for the role pragmatic factors play.

Objections to the proposed analysis aside, *HSC* represents a major contribution to the field, bringing together so much information in a single volume that—like the computer and cell phone which came before—it's hard to imagine life without it.

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## Czech Language News

*Czech Language News* is a newsletter published by the International Association of Teachers of Czech/North American Association of Teachers of Czech. This newsletter is currently housed at the Department of Slavic Languages, Brown University, and serves the diverse and growing Czech language community as a forum for information on research, teaching and organization of Czech language instruction. It is intended to contribute to the promotion of interdisciplinary and international cooperation as well as the integration of theoretical and applied aspects of language study.

*CzLN* is an open exchange of information and ideas, and the editors welcome ideas and submissions for inclusion in the next issue.

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## Submissions

*Czech Language News* welcomes submissions of articles, comments, letters to the editor, advertisements, etc. Contributions may be written either in English or in Czech, and should include the name of the author and his/her affiliation. Please include a diskette with your submission to save us time with retyping. The size of the diskette should be 3.5"; both IBM and Macintosh format are accepted, although Macintosh is preferred. Please indicate on the diskette label the type of the operating system and word processor you are using. You can contact the editor at the address shown on the previous page or send an e-mail message to: [Masako\\_Fidler@brown.edu](mailto:Masako_Fidler@brown.edu)

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