ACADEMIC COURSES ON ONOMASTICS

Convenor: Botolv Helleland

INTRODUCTION

Academic courses in onomastics are given at numerous universities and colleges around the world, whereas probably many more still lack such programs. The primary goal of this meeting was to exchange programs and experiences in the field of academic teaching. At the same time these programs and ideas will perhaps influence other people involved in higher education to introduce onomastics as an academic discipline at institutions where such provision is not available.

It is of great value for a nation that its names stock is handled with understanding and insight. In this respect it is very important to offer the students at the universities and colleges good learning programs dealing with names, not only because of the need for onomastic competence in general, but also in order to prepare the ground for specialisation in this particular field of science. It is of vital importance for the coming generations of name scholars that at least some students become interested in this subject at an early stage of their academic career and that they are given good training conditions.

Some of the issues to discussed are:

1. The provision of courses/lectures and guidance on onomastics being offered to classes and student groups –at many universities courses in onomastics are given as part of the study of the mother tongue;
2. Availability of teaching material and handbooks of good quality;
3. Possibility of specialisation for post-graduate students of onomastics;
4. Possibility of jobs –most graduates become teachers and for that purpose onomastic insight is useful. As to specialist jobs in onomastics the offers are limited, because in a profit-based market it is not easy to “sell” names in the form of scientific publications, although popular name books often sell well. Perhaps onomasticians should be more active in persuading politicians to see the value of onomastic research in a modern society, both from a practical point of view as well as seen in the light of a national and regional history and identity.
The contents of a teaching program dealing with onomastics may comprise different aspects. When looking at the international handbook of onomastics (*Name studies*), we see that a variety of approaches is given, for instance

- methods and theory in name studies;
- semantics and pragmatics in name studies;
- historical development of names;
- names in language contact;
- names and history;
- names and society;
- names and law;
- names and literature.

The linguistic and interdisciplinary aspects of onomastics are of special importance, but also the more practical side merits the scholar’s concern, such as the collection of names, the standardisation of names, and the digitalisation of names.

As we shall see, most of these aspects are taken care of in the programs presented below. The following contributions, representing Croatia, Great Britain, Norway, Switzerland, South-Africa, Sweden, the Czech Republic, the USA, are revised and extended versions of what was said during the meeting on academic courses in onomastics at the XXth International Congress of Onomastic Sciences 20-25 September 1999. Though the contributions differ quite a lot in form they show that onomastics as an international academic discipline has many traits in common.

The meeting was chaired by Botolv Helleland, and notes were taken by Doreen Gerritzen. Helleland and Gerritzen are also responsible for editing this section of the proceedings.

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Although there has been a long tradition of onomastic research in Croatia, onomastics, until now, has not warranted a separate course of study at Croatian universities. Individual onomastic topics have been addressed by the Faculty of Arts within the disciplines of dialectology or general linguistics, but lectures in onomastics have been held only occasionally, and at the graduate level.

The situation has changed over the last few years. Beginning with the academic year 1999-2000, onomastics has been introduced as both a required and optional subject in the graduate linguistics program at the Faculty of Arts in Zadar. Dr. Petar Simunovic is the organizer of the required course in onomastics, and a portion of the work is conducted by Dr. Dunja Brozovic Roncevic. Dr. Simunovic has organized his lectures around theoretical and practical problems of onomastic science:

- the subject and methodology of onomastic research;
- onomastics as a linguistic and interdisciplinary science;
- fundamental readings in onomastics and onomastic periodicals;
- an overview of onomastic research in Croatia;
- areas of further research.

Particular attention is devoted to Croatian onomastics and the following themes are addressed:

- the stratification of Croatian toponymy;
- the toponymy of separate Croatian regions;
- geographic terminology and toponymy;
- onomastic terminology;
- the settlement of Croats in light of onomastic research;
- problems of hydronymy;
- Croatian first names, nicknames, surnames;
- the emergence and meaning of Croatian surnames;
- anthroponymical systems in individual European countries;
- the development of naming formulas in Croatia.

Dr. Vladimir Skracic is teaching the optional course, entitled Adriatic Toponymy. His lectures are aimed at introducing students to the multi-layered aspects of Adriatic toponymy. The topics of the course include:

- the place of onomastics within linguistics and the place of toponomastics within onomastics; the relationship between geography, topography and toponymy;
- the toponym as a specific, linguistic sign;
- the relationship between appellatives and toponyms;
- toponomastic microsystems and their place within toponymy;
- a survey of the history of the settlement and linguistic layers at the Adriatic;
- historical attestations and archival material;
- documents and lexicographic material;
- topographic maps and land-registers;
- the toponomastic corpus and modern materials etc.

The methodology discussed includes:
- field work and registering of Adriatic toponyms;
- the construction of toponomastic charts etc.

The Department of General Linguistics at the Faculty of Arts in Zagreb is in the process of establishing an optional course, entitled *Onomastics*, which will be periodically given by Dr. Simunovic and Dr. Brozovic Roncevic.

For many years a Committee for onomastics has been operating with the Department of philological science at the Croatian Academy of Arts and Sciences, which strives to coordinate onomastic research in Croatia and systematically organize a compilation of onomastic material in the field. The Onomastic committee, together with the committee for etymology, organizes every fourth year an international symposium entitled, *Skok’s Etymological-onomastic meetings*.

Recently an initiative has been undertaken to offer a course for young linguistics who are interested in onomastics under the auspices of the Institute for Linguistic Research at the Croatian Academy of Arts and Sciences.

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**GREAT BRITAIN**

Details are given below of courses in onomastics at three English universities (Newcastle, Manchester and Nottingham).

**University of Newcastle. Department of English Literary and Linguistic Studies**

**Name Studies**

Level 2/3. Semester 2. Module assessment: one piece of submitted work (3000 word project or essay). This is a double module, worth 20 credits (i.e. the students theoretically have a total of around 200 hours to devote to it, including the submitted work).

**Aims of the Module**

In this module, students will learn the main techniques of onomastic studies, gain a general knowledge of English place-names and the kind of information that they give us, and get acquainted with the resources available for studying them. Research in onomastics demands high levels of specialist knowledge, especially of languages but also of several other disciplines, and a module of this scale cannot fully equip students to carry out traditional names research independently. However, they will reach a good level of
knowledge and skill, which will enable them to make intelligent use of published work on the subject, and to investigate some aspects of the subject for themselves.

More specifically, students should, by the end of the module have knowledge and understanding of:

- basic onomastic principles (especially principles of interpretation) and terminology;
- essentials of English place-names: languages found in them; their structure; common elements; geographical distribution of groups of names etc.;
- relevant historical and geographical contexts;
- the place of place-names in the linguistic history of England;
- main current scholarly views about English place-names;
- relevant bibliography and how to find it;
- the value, and limitations, of place-names as a source of historical evidence;
- the kinds of questions that can be asked of/about place-names.

Students should also become able to:

- discriminate between good and less good onomastic arguments, and formulate them for themselves;
- assemble, analyse and discuss a corpus of material relevant to specific onomastic questions;
- critique and test existing opinions; pursue questions independently; ask onomastic questions; initiate new studies.

More general qualities encouraged by the module are: logical thought, powers of analysis, literacy, oral expression, teamwork, map-reading, and general knowledge (especially of the history, geography, administrative history and languages of Britain).

Programme

Week 1

Plenary 1: Introductory – what’s in a name?
Plenary 2: Resources – place-name dictionaries & the English Place-Name Survey.
Seminar: Resources.

Week 2

Plenary 1: Place-names as language I: morphology, lexis, semantics.
Plenary 2: Place-names as language II: phonology.
Seminar: The language of place-names.

Week 3

Plenary 1: Interpreting place-names.
Plenary 2: Documentary sources for place-names.
Seminar: Interpreting place-names I.

Week 4

Plenary 1: Before the English: pre-Celtic, Celtic and Roman influences.
Plenary 2: The Old English element.
Seminar: Interpreting place-names II: ‘unseen’ practice session.

Week 5

**Plenary 1:** The Scandinavian element.

**Plenary 2:** After the Conquest (French & Latin, including affixes).

**Seminar:** Domesday Book.

Week 6

**Plenary 1:** A regional study.

**Plenary 2:** Middle English and modern names.

**Seminar:** Maps for place-names.

Week 7

**Plenary 1:** Place-names and the landscape.

**Plenary 2:** Place-names and history.

**Consultation** on individual projects.

Week 8

**Plenary 1:** Surnames I.

**Plenary 2:** Surnames II.

**Consultation** on individual projects.

Week 9

**Seminar:** Workshop with student contributions.

Week 10

**Seminar:** Workshop with student contributions.

Notes

The students are a mixed group (English Language, English Language & Literature, Combined Honours, and a good number pure Literature). The module is popular, indeed over-subscribed, with more than 50 takers this year (mostly 3rd-years, who have first pick, plus a handful of 2nd-years). As a pre-requisite, students should ideally have completed the ‘Introduction to Historical Linguistics’ module. The ‘Workshops’ in weeks 9 and 10 allow the students to give 10 minute presentations, individually or corporately, on their own work (i.e. work towards their submitted projects). The majority of students choose to study the place-names of their home area, though others examine one or more place-name elements, or the influence of a particular language, or a broader topic. In 2002 the module title is to change to ‘English Place-Names’ and the surnames component will become optional. In addition to their submitted work, there is an opportunity for students to pursue independent research on an onomastic topic in more depth by undertaking an extended study.

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**English Names & Naming**

- 20 credits, Level 3, Semester 1
- 1 Lecture + 1 Tutorial
- Assessment: 2 hour exam (50%) + project (50 %)

**Aims**

This course-unit aims to describe and explain the character of the English name-stock in relation both to linguistic developments and to changes in the social context within which names in England have been coined and used since the Anglo-Saxon settlement.

**Objectives**

By the end of the course-unit students should have acquired an appreciation of the general methods of name-study, and some familiarity with its terminology. They should also have acquired a representative vocabulary of the words used to coin names in England and some appreciation of their meaning, currency and social or linguistic significance.

**Content**

The course-unit describes and explains the present and past English name-stock and its composition from different name-types and name-elements as applied to particular people and places in England, each significant within their own specific context.

**Introduction:**

1. Names and the English language: methods of study, sources, terms.

**Anthroponyms and their context in England before 1600:**

2. Names of nations, tribes and groups;
3. Personal names in England before and after 1066;
4. Middle English bynames and the growth of hereditary surnames

**Toponyms and their context in England before 1500:**

5. The earliest English place-names;
6. Names of regions and natural features;
7. English habitation-names and their significance;
8. Place-names and the Scandinavian settlements;
9. Minor names in the countryside;
10. Minor names in an urban context.

**Epilogue:**


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*English Place-Names*

Level: B  
Credits: 20  
Semester: Autumn

*Educational aims of the module:*

This module aims to give students:

- an outline of the linguistic history of England from an unusual point of view;
- a critical introduction to the techniques of historical-language study;
- the opportunity to discover the origins of many common names.

*Description*

The module employs the study of place-names to illustrate the various languages –British, Latin, French, Norse and English– that have been spoken in England over the last 2000 years. Students will learn in particular how place-name evidence can be used as a source for the history of English: its interaction with the other languages, its regional and dialectal patterns, and its changing vocabulary. The interdisciplinary contribution that place-names offer to historians and geographers is also considered. Part of the module’s assessment can be directed at an area of particular interest to the student.

*Provisional lecture-list (2001-2)*

1. English place-names: overview;  
2. Techniques of place-name study;  
3. Celtic;  
4. Pre-Celtic and Latin;  
5. Old English;  
7. Old Norse;  
8. Norman French and Middle English;  
9. Seminar: Historical semantics;  
10. Test: Writing a place-name etymology;  

[Reading Week]

11. Personal names;  
12. Seminar: Name theory;  
13. Personal names in place-names;  
14. Field-names and changing name-types;  
15. Seminar: Varieties of naming;  
16. History: political and settlement;  
17. History: social and cultural (including folklore and religion);  
18. History: local, archaeology and landscape;  
19. Dialectology;  
20. Revision: how to study names, how name-study can be applied.
Notes
The module is always oversubscribed. The number of students is to be limited to 24.

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Norway

History of onomastic courses
In Norway onomastics has a long tradition as an academic disciplin. Although the founder of modern name research, Professor Oluf Rygh (1833-1899), accomplished his great work on Norwegian farm names (Norske Gaardnavne vol. 1-18, see http://www.dokpro.uio.no/) after his period as professor of archaeology at the University of Oslo, he has played an undisputed role in developing academic methods in the study of names, especially place-names. His successors, Professor Magnus Olsen and Professor Gustav Indrebø, could take advantage of Rygh’s achievements when they around 1920 built up both scientific place-names archives and organized name research as an optional subject for master students in Scandinavian languages. In the years to come an increasing number of students chose onomastics as a part of their Scandinavian studies. Until now roughly 200 Norwegian students have written their master’s thesis in name research, most of them treating place-names which the students themselves have collected in the field.

To start with onomastics was taught only at the University of Oslo, but as the other universities were founded (Bergen 1946, Trondheim and Tromsø 1968) this subject has been offered there, too, in recent years also at several regional colleges (Kristiansand, Stavanger, and Volda) at the first and second level. The study of onomastics as an academic discipline has always been attached to the Departments of Scandinavian Languages and Literature. Onomastics as a main subject (master degree) is limited to the universities.

Since 1995 seven doctoral theses on onomastic subjects have been submitted at the universities of Bergen (4) and Oslo (3). Candidates for the doctorate may produce their thesis independently without time limite and without any formal supervisor before defending it (doctor philosophiae) or they may follow a doctorate program over normally three years under the supervision of a professor before being admitted to defend the thesis (doctor artium).

Onomastics as part of the study of Scandinavian languages and literature
Traditionally the study of Scandinavian languages and literature comprises three levels: 1) *foundation subject* (2 semesters), 2) *intermediate subject* (1 semester subsequent
foundation subject), 3) *main subject* (3-4 semesters subsequent intermediate subject). The study of names may make out a smaller or greater part of all of these three levels (see below). Additionally the universities of Bergen and Tromsø offer an independent *semester unit* on names, whereas the University of Trondheim (the Norwegian University of Science and Technology) started up a *half semester unit* internet based course on names in the second semester 2001. The course focuses on methodological and practical aspects of place-names in use. The University of Oslo plans to launch three modules in onomastics in 2003, each worth 10 credits in order to follow up the demand for limited and flexible subject modules. On lower levels teaching books / compendiums are available, but most of the material on medium and higher levels relates to articles in journals, yearbooks, conference proceedings etc.

**University of Oslo**

The following survey applies to the University of Oslo, where the teaching is taken care of by the personnel at the Section of Name Research at the Institute for Scandinavian Studies (visit the Section’s home page http://www.hf.uio.no/inl/an/an.htm).

As part of the *foundation subject* the study of names represents a rather limited activity. A couple of lectures are given each semester related to the present curriculum in onomastics of not more than 20 pages. Students who wish so, may choose names as a topic for an essay written at home. In near future the frames of the foundation subject will be changed, and some people at the institute have suggested to leave out onomastics on this level. At the stage of the *intermediate subject* the students may choose names as a topic for an essay in Scandinavian linguistics. In that case they are offered two weekly lectures plus guidance in writing the essay of about 4000 words. The curriculum covers 300 pages, of which one third is related to personal names.

Master’s degree students who are working with their *main subject* may choose onomastics as one of 3 (in some cases 4) *subject areas*. They may also choose names as topic for their master’s thesis. As part of the main subject, the study of names provides a comprehensive introduction to Norwegian and Scandinavian name research. The curriculum includes theoretical and methodological literature as well as literature treating the main types of place-names and personal names. As to the apportionment of the two main groups of names, place-names and personal names, the former makes out about two thirds and the latter one third. The study of so-called “other names” should also be included. It is expected that the students acquire knowledge of etymological, structural, semantic, historical, and sociological aspects of the name material. It is also important that the students become familiar with names as a source as well as with the scientific results within onomastics. Practical activities such as field work, combined with excursions, digitizing names, standardizing names are also included in the course of study. It is further recommended that some titles by non-Scandinavian authors should be included in the curriculum.
The curriculum of the subject area comprises some 1000 pages, organized in three groups: 1) General part (250 pp.), 2) Selected fields of research (600 pp.), 3) Practical part (150 pp.). The general part is compulsory and comprises history of name research and approaches to the subject, also seen in contrast to other disciplines. The rest of the curriculum may be chosen among a wide range of onomastic literature listed in a bibliography available at the institute (a comprehensive bibliography of Norwegian onomastic publications is available on the internet site http://www.dokpro.uio.no/namn/bibliografi.html). The student may choose two or three items among the following ten (none of them should cover less than 200 pp.):

1. Name formation and name change;
2. Etymology of names;
3. Chronology of names;
4. Place-names and cultural history;
5. Names in language contact;
6. Personal names – first names;
7. Personal names – bynames and surnames;
8. Psychological and sociological aspects of names, names in literature;
9. Judicial aspects of names, name standardizing;
10. The history of name research.

At the other Norwegian universities and regional colleges there may be some differences as to the structure of the courses and the choice of literature, but mainly the same aspects are focused on. At the University of Bergen, for example, following items are taught over one semester:

**Part I: Personal names**

1. Introduction of personal names research. Limitation and terminology;
2. Our oldest personal names;
3. Personal names in the late middle ages and in the 17th-19th century;
4. 20th century: Stability and innovation in name giving;
5. Personal name research in the 20th century;
6. Norwegian family names, names of immigrants;
7. The personal name law.

**Part II: Place-names**

8. Place-name research;
9. Main lines in name research;
10. Field work and handling of collected material;
11. Classification of collected material;
12. Farm name groups;
13. Place-name chronology;
14. Standardization of place-names. The place-name law.
Examination

The examination procedures may differ slightly from university to university. Intermediate students have to pass an oral examination in addition to a homewritten essay or alternatively an eight hour written test in the classroom. As part of the main subject a 45 minutes lecture is required in addition to an oral test.

Institutional cooperation

All the institutions which are responsible for courses in onomastics at an academic level take part in the National Committee of Onomastic Cooperation (Samarbeidsnemnda for namnegransking) where for one thing views and experiences in onomastic teaching may be exchanged. However, every institution has the right to decide upon the curriculum of the subject and the examination procedures.

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SCHWEIZ
(Die deutschsprachige Schweiz)

Die Situation der letzten Jahrzehnte

Die heutige Situation


So stellte sich mir die Aufgabe, die jungen MitarbeiterInnen für die Namenbucharbeit auszubilden. Diese Ausbildung ist projektbezogen, das heisst sie beinhaltet die Feldforschung und die Archivarbeit. Da unsere schweizerischen Namenbücher historische
Ortsnamenbücher sind, nimmt die Arbeit mit den archivalischen Quellen einen breiten Raum ein.

An den wöchentlichen Teamsitzungen werden folgende Themenbereiche bearbeitet:

- Namenbuchkonzept;
- Aufbau der historischen Dokumentation: Quellengattungen, Quellenkritik, Editionsregeln;
- Schreibweisen der Namen, Standardisierung der Namen;
- Lokalisierung der Namen, digitale Erhebung der Koordinaten;
- Karten und Pläne;
- namenkundliche Literatur, Nachschlagewerke und Hilfsmittel.

Übungen im Feld behandeln Aufnahmepraxis, Mundarttranskription, Feldbegehung und Realprobe.

Mit fortschreitender Arbeit werden vermehrt auch theoretische Themen erarbeitet wie Terminologie, Wortbildung, Namentypen, Etymologie usw.


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SOUTH AFRICA

Academic Courses and Lectures

By and large, onomastics is not recognised as an academic discipline in South Africa. There are no chairs in onomastics and no departments of onomastics in this country. In
the two universities that I know of where onomastics is actually taught as an academic
discipline, it is taught as a module within a specific language discipline:

*Zulu onomastics* has been taught since 1991 in the department of Zulu at the University of
Natal in Pietermaritzburg. The Onomastics Paper is one of seven papers offered to
postgraduates at Honours level.

- Paper 1: Zulu Phonology and Tonology;
- Paper 2: Zulu Semantics and Morphology;
- Paper 3: Comparative Bantu Studies;
- Paper 4: Zulu Onomastics;
- Paper 5: Zulu Prose;
- Paper 6: Zulu Poetry;
- Paper 7: Comparative African Literature.

The 16 to 18 2-hour seminars spanning a year of study cover most aspects of ono-
mastics, with specific reference to Zulu, and some comparison with naming systems of
other South African and African language groups.

A much shorter module on Zulu anthroponymy is offered to undergraduates as part
of their major course in Zulu (12 x 45min lectures). The lecturer for most of these is
Professor Adrian Koopman, who is *not* specifically a professor of onomastics, but a
professor of Zulu linguistics and poetry.

A course in Zulu onomastics was offered for the first time in 1999 on the Durban
campus of the University of Natal with Professor Koopman sharing the teaching with
Professor SE Ngubane, a relative newcomer to onomastics.

*Xhosa onomastics* has been taught since 1992 at the University of the Western Cape
under Professor Bertie Neethling of the Xhosa department, who is also a professor of
Xhosa linguistics and literature, and not specifically a professor of onomastics.

The Department of African Languages (Venda, Northern Sotho and Tsonga) at the
University of the North has shown interest in developing postgraduate onomastic cour-
ses and I visited them in June 1999 to give a seminar on “Onomastics as an Academic
Discipline”.

There is *to my knowledge* no general course in onomastics offered at a university in
South Africa.

During 2000 the Onomastics Studies Unit was established as part of the School of
Languages, Communication and Culture on the Pietermaritzburg campus of the Uni-
versity of Natal. Although at this stage primarily an archival unit established to provide
a home for various onomastics collections, the Unit is also actively promoting research
into onomastics and is presently (January 2001) motivating with the University for the
establishment of a Course-work Masters Degree in South African onomastics. Details of
the Onomastics Studies Unit (OSU) can be found on its website www.osu.unp.ac.za.
Such a Masters Degree is intended to cover major onomastic subdivisions such as an-
thponymy, toponymy, onomastic theory and literary onomastics, with reference to onomastics studies and research current in South Africa’s eleven official languages.

**Recruitment/scholarships**

There is no recruiting and no scholarships for onomastics studies in South Africa.

**Teaching materials**

There are no textbooks or specifically developed teaching materials. Those very few academics teaching onomastics use their own research, various relevant published articles in *Nomina Africana*, and theses by graduate students.

**Onomastic competence on the job market**

This is an unknown issue in South Africa. Onomastics is an almost totally unknown discipline, and onomastic competence is certainly not a requirement for any career or position.

**Teaching Aspects**

As far as I know, Professor Neethling in his Xhosa course covers much the same as I do in my Zulu course:

- methods and theory in onomastics;
- semantics and pragmatics;
- historical development;
- names and literature.

“Names in language contact” is not part of my teaching course, but it is certainly an interesting avenue to be explored, given the rich language-contact situation of South Africa.

Field work, name collections, digital names data bases and mapping activities are all covered in the regular United Nations Toponymical Training Courses which Dr. Peter Raper of UNGEGN and the Names Society of Southern Africa has been organising over the last ten or so years. He has been assisted in this by Dr. Lucie Möller, local specialists (linguists, geographers) and international experts such as Dr. Helen Kerfoot, and Professors Ferjan Ormeling and Naftali Kadmon.

**Conclusion**

There has been a great deal of recent interest in onomastic studies in Southern Africa over the last ten years, and particularly in the nine indigenous official languages of South Africa: Xhosa, Zulu, Swati, Ndebele, Sotho, Pedi, Tswana, Venda and Tsonga. Naming is clearly as relevant in South Africa as in the rest of the world, and there is equally clearly a need to develop onomastic research and onomastic teaching. In order to develop research and teaching, educational administrators in South Africa need to be made aware of the nature of the onomastics discipline and its value in a multi-lingual and multi-cultural country. Such an awareness could be stimulated by the small group of active onomasticians in this country with the assistance of their more fortunate onomastic colleagues in Europe and America. Such assistance could and should take the
form of full academic cooperation, bibliographic links, the sharing of research and visits between South Africa and other countries. Financial assistance would also be useful in order to promote onomastics in the form of scholarships for students.

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SWEDEN

Onomastic studies in Swedish university departments of Scandinavian languages

Courses in onomastics or courses partly onomastic for undergraduates are offered at the universities of Göteborg, Karlstad, Linköping, Lund, Stockholm, Umeå, Uppsala and Örebro. Sweden has one chair especially designed for onomastics. Doctoral theses in onomastic subjects have been submitted at Göteborg, Lund, Stockholm, Umeå and Uppsala. At Göteborg, Lund, Umeå and Uppsala there is important cooperation between the university and the Institute for Dialectology, Onomastics and Folklore Research (Språk- och folkminnesinstitutet).

Göteborg

At the University of Göteborg (Gothenburg) it is possible to attend a course in onomastics for undergraduates at C or D level. Essays on onomastic subjects are written at B, C and D levels. Information about onomastics is given in lectures at A and C levels. (Level A corresponds to 1 semester, level B to 2 semesters etc.). Two candidates for a doctor’s degree at Göteborg are preparing doctoral theses on onomastic subjects. There is fruitful cooperation between the Department of Scandinavian Languages of the university and the Göteborg section of the Institute for Dialectology, Onomastics and Folklore Research.

Karlstad

In the undergraduate studies there is an onomastic element. This applies especially in a course in language history. Essays on onomastic subjects have been written at C level.

Linköping

Toponymic subjects have been chosen for essays written by undergraduates at different levels in the fields of history and human geography. Every term there is a lecture on toponymy for future teachers of history. Onomastic data are included in a current digitization project, in which pedagogic aspects are important.

Lund

At the University of Lund there is no compulsory course in onomastics. It is, however, possible to attend a course in onomastics at A or B level, and essays on onomastic
subjects are written on C and D levels. The Department of Scandinavian Languages of the university cooperates in an important way with the Lund section of the Institute for Dialectology, Onomastics and Folklore Research; this local institute is an information centre for toponymy and gives assistance to students of history, human geography and mediaeval archaeology who use place-names in interdisciplinary projects.

**Stockholm**

At the University of Stockholm an optional course in onomastics for undergraduates is offered every year. All doctoral candidates have to study onomastics to some extent when attending a compulsory course in Scandinavian language development and the contemporary Scandinavian languages. Graduate students also have the possibility of attending an optional individual course in onomastics. A number of essays on onomastic subjects are produced every year at C or D level.

**Umeå**

At the University of Umeå a compulsory course in Scandinavian language development is offered in the undergraduate studies; this course is to some extent devoted to onomastics. Doctoral candidates may attend a specialized course in onomastics. Every year onomastic topics are occasionally dealt with in the graduate seminars. At B, C and D levels several essays have been written in onomastics. At present two graduates are preparing their doctoral theses.

**Uppsala**

At the University of Uppsala there is a chair of Scandinavian Languages, especially Onomastics. It was created for Jöran Sahlgren in 1930. This chair is combined with the Section of Onomastics (Seminariet för nordisk namnforskning) of the Department of Scandinavian Languages. A great number of regular seminars for graduates take place in the Section of Onomastics every year. Several doctoral theses are being prepared. In the spring of 2000 two very comprehensive theses on onomastic subjects were submitted: Katharina Leibring, *Sommargås och Stjärnberg*. Studier i svenska nötkreatursnamn and Eva Nyman, Nordiska ortnamn på -und. Per Vikstrand submitted a thesis on sacred place-names in 2001. Essays on onomastic subjects are produced at C and D levels.

In the course program for doctoral candidates of the department there is a compulsory course in dialectology and onomastics but also optional special courses in onomastics. The course in Scandinavian Languages at A level for undergraduates includes an onomastic element and is combined with lectures on toponymy and anthroponymy. At B level there is a course in dialectology and onomastics. Undergraduates who are studying to be future teachers of Swedish have an onomastic element on their course program. Finally, there is a basic course in onomastics offered to all university students, not only linguists.

The cooperation with the Onomastic Department (comprising the Uppsala Place-Name Archives and the Archives for Sveriges Medeltida personnamn) of the Institute for
Dialectology, Onomastics and Folklore Research in Uppsala is important for the Section of Onomastics of Uppsala University.

Örebro

At the University of Örebro an optional course in onomastics is offered at C level. Essays on onomastic subjects have been written at C and D levels.

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**TSCHECHIEN**

**Karlsuniversität in Prag**


Die Tatsache, daß man die Namenkunde an tschechischen Hochschulen im Rahmen der Bohemistik studieren kann, ist durch ihre Stellung im System von Gesellschaftswissenschaften gegeben. Die Namenkunde ist nämlich in Tschechien in der Gegenwart nicht als eine Hilfswissenschaft oder als ein Randfach anderer wissenschaftlichen Disziplinen aufgefaßt, sondern als eines der sprachwissenschaftlichen Fächer, für das eine enge Zusammenarbeit sowohl mit Geschichte und Geographie als auch mit anderen Wissenszweigen charakteristisch ist. An der Philosophischen Fakultät der Karls Universität wird also die Namenkunde als das sogenannte Wahlseminar für Studenten der Bohemistik ausgeschrieben, ähnlich wie z. B. Dialektologie oder Etymology.

Der Lehrstoff ist in zwei Semester eingeteilt – im Wintersemester wird die Toponomastik durchgenommen, im Sommersemester steht im Zentrum des Interesses die Anthroponomastik. Es ist dabei möglich, beide Seminare gegenseitig unabhängig zu besuchen, eventuell zuerst das anthroponomastische und im Wintersemester des nächsten Jahres das toponomastische Seminar zu absolvieren.

Den Ausgangspunkt des toponomastischen Seminars bildet eine theoretische Einführung, deren Inhalt aus einer kurzgefaßten Geschichte der Onomastik als Wissenszweiges, aus der Erläuterung der Natur der Eigennamen und der Unterschiede zwischen Appellativen und Proprien und aus dem Überblick der grundlegenden
namenkundlichen Terminologie und der Literatur besteht. In den folgenden Stunden
wird auf Grund der Übersicht der Haupttypen tschechischer Oikonyme das System der
tschechischen Ortsnamen ausführlich beschrieben. Besonderer Nachdruck wird auf die
systemhafte Auffassung der Oikonymie gelegt, und deshalb wird Aufmerksamkeit
– neben Namenetymologien und Einflüssen, die bei der Entstehung eines Namens zur
Geltung kommen – auch der Chronologie von Namentypen und der gesellschaftlichen
Funktion von Namen gewidmet. Mit Rücksicht auf Untersuchungen der letzten Jahre
verweist man auf Schwächen einiger älterer Erklärungen und neue, wahrscheinlichere
Etyrnologien werden präsentiert. Mittels Studentenreferate und der nachfolgenden Diskus-
son wird auch die Problematik von Flurnamen, Oronymen, Hydronymen, Urban-
onymen und Exonymen durchgenommen.

Ebenso im anthroponomastischen Seminar wird die untersuchte Problematik in
mehreren Hauptrichtungen verfolgt. Eine von ihnen stellt die Entwicklung von Vor- und
Familienamen in Tschechien zusammen mit der Klassifikation ihrer Typen dar, weiter
Hypokoristika und Spitznamen. Ausführlich spricht man über das gesellschaftliche Funk-
gieren von Personenamen, über soziologische Aspekte der Namenwahl und über die
rechtlichen Fragen, die sowohl mit dem Auswahl eines Vornamens als auch mit weibli-
chen Formen fremder Frauenfamilienamen im Tschechischen und mit Änderungen,
bzw. Regelungen von Familienamen verbunden sind. Nicht zuletzt ist im Studienplan des Seminars ein Raum für die literarische Onomastik vorbehalten, in deren Rahmen
werden die Studenten mit der Funktionen der Proprien in literarischen Texten und mit
den Weisen der Übertragung von Eigennamen in Übersetzungen fremder literarischer
Werke ins Tschechische vertraut gemacht.

Nicht unbesehen bleibt in den Seminaren die Analyse von Übereinstimmungen und
Unterschieden zwischen onymischen Systemen des Tschechischen und der anderen eu-
opäischen Sprachen – man verweist z. B. auf das Vorkommen zusammengesetzter Perso-
nennamen, auf Gründe der Entstehung von Zunamen in slawischen und nichtslawischen
Sprachen und auf die dabei ausgenützten Motivierungskreise, weiter u. a. auf Parallelen
zwischen tschechischer und deutscher Rodungs namen des Typs Žďár, Mýto und Werni-
gerode, Mürzzuschlag, gegebenenfalls auf die analoge Motivation tschechischer (slawi-
scher) Ortsnamen des Typs Strakonice, Bojanovice und deutscher (germanischer) Namen
wie Göppingen, Tübingen. Stark ist der dialektologische Gesichtspunkt, der besonders in
den den Flurnamen und den hypokoristischen Varianten von Vornamen und ihrer regiona-
len Verankerung gewidmeten Stunden zur Geltung kommt. Bei Darlegungen und ebenso
bei Vergebnungen von Referaten werden Spezialisierung und Interesse der Studenten
berücksichtigt und ihre Kenntnisse sowohl der Bohemistik (vor allem der historischen
Grammatik, Formen- und Wortbildungslehre) als auch anderer Fächer ausgenützt.

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In den ersten Phasen des Namenkundeunterrichtes hat man sich an die von Prof. Vladimir Šmilauer (1895-1983) an der Prager Karls Universität gewonnenen langjährigen Erfahrungen gestützt. Das Šmilauersche Konzept galt als Muster sowohl für den Inhalt als auch für die Organisation namenkundlicher Seminare fast an allen Universitäten der damaligen Tschechoslowakei. In Brno (und wenig später auch an der Universität in Ostrava (dt. Ostrau), wo im Jahre 1969 der Autor dieser Zeilen in Zusammenarbeit mit Frau N. Bayerová ein onomastisches Seminar gegründet hat) wich man diesem Muster jedoch bald ab. Dafür gab es mindestens drei Gründe:

a) Wesentlich mehr als in Prag begann man die theoretischen Grundlagen der Namenkunde im Sinne der funktional strukturell-lexikologischen Lexikologie der Prager Schule und ihrer Nachfolger aus der Nachkriegszeit zu betonen, was Mitte der 70er Jahre schließlich zur Konstituierung der Theorie der Benennungsmodelle, der sog. proprialen Objekte und später der Theorie der proprialen Sprachsphäre und der Typologie der Eigenenamen nach ihrer Struktur und Motivation führte.

b) Aus meiner bis in die 70er Jahre überwiegend auf Dialektologie orientierten Tätigkeit (im Institut für tschechische Sprache der Akademie der Wissenschaften) ergab sich eine enge Verknüpfung der namenkundlichen mit den dialektologischen Untersuchungen. Dies führte zur Betonung des kommunikativen Aspektes (zur Stellung und Funktion der EN in der Kommunikation) sowie des synchronen Herangehens an die EN-Materie. Seit dieser Zeit sind Bestandteile meiner onomastischen Seminare Exkursionen ins Terrain, die Untersuchungen zum Namenentstehen (z. B. im Bereich der Spitznamen), zur Namenstruktur und –motivierung (z. B. bei der Bildung nichtoffizieller proprialer Personenbenennungen) oder zur Namenfunktion (z. B. bei Hypokoristika oder im Bereich des sich verändernden Flurnamenschatzes) usw. zum Ziel haben. Sehr wichtig ist das Erlernen der graphischen Aufzeichnung von Eigennamen im authentischen Dialektmilieu. Über
das Orts- oder Regionaltypische verbindet sich das Namenkundliche sowohl mit dem Sprachhistorischen als auch mit dem Synchronen.

c) Mitte der 60-er Jahre wurde auf dem ganzen historisch tschechischen Sprachgebiet eine organisatorisch sehr gründlich vorbereitete und schriftlich durchgeführte Sammelaktion von Flurnamen gestartet. In jedes Dorf (in jede Ortschaft) wurde ein mit methodischen Hinweisen versehener Fragebogen versand. Es gab jedoch nicht wenige Ortschaften, die nicht geantwortet haben. Um die höchstmögliche Vollständigkeit des gesammelten Materials zu sichern, habe ich ein Projekt der Teilnahme der Namenkundestudenten an der Sammelaktion vorbereitet und auch realisiert. Ab Ende der 60er bis in die Mitte der 80er Jahre entstanden fast hundert Magister – und Seminararbeiten, in denen Flurnamenmaterial aus kleinräumigen Arealen oder aus 5-10 noch fehlenden Ortschaften bearbeitet wurde. Drei Arbeiten davon wuchsen in Doktorarbeiten über. – Auf diese Weise wurde das auf Grund der schriftlichen Sammelaktion gewonnene Material dermaßen ergänzt, daß eine fast sechszundneunzigprozentige Bedeckung des Sammelgebietes erreicht wurde. Dieses Material stellt eine außerordentlich wertvolle Grundbasis für das künftige Wörterbuch der Flurnamen in Mähren und Schlesien (also des Ostteiles des tschechischen Sprachgebiets) dar.

Zur Organisation des Unterrichtes (nach dem heutigen Stand):


3. Themen:
   - allgemeine Einführung;
   - Quellen zur namenkundlichen Arbeit;
   - Theorie der Namenkunde mit vielen Beispielen: Grundbegriffe und –termini; Definitionen;
   - propriale Sprachsphäre, ihre Unterschiede zur appellativischen;
   - propriale Semantik; propriale Funktion; propriale Objekte;
   - propriale Motivation, ihre Klassifikation; propriale Modelle;
   - Stellung der EN in der Kommunikation; propriale Norm;
- Entwicklung der EN, EN und Sprachgeschichte;
- Klassifikation der EN nach verschiedenen Prinzipien;
- einzelne Namenklassen;
- Namenkunde und Etymologie;
- Namenkunde und Lexikologie;
- Namenkunde und Grammatik;
- Namenkunde und Dialektologie, Exkursion;
- Namenkunde und Sprach- und Kulturkontakt;
- literarische Onomastik;
- Verhältnis der Namenkunde zu anderen (nichtsprachwissenschaftlichen) Disziplinen, besonders historischen; Besiedlungstätigkeit im Lichte der EN.

Literatur


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In the United States, onomastics is often given brief consideration in linguistics courses, but only occasionally is it offered as a single academic course. The most significant research in onomastics in the United States is being done by anthropological linguists. Onomastics is obviously important in the recording and study of the Amerindian languages, and it is in departments of anthropology where graduate scholarships might be available for students interested in onomastics. William Bright at the University of Colorado is a leader in this field and is compiling a dictionary of Amerindian place names with the help of many anthropological linguists throughout North America.

However, specialized courses in onomastics are not possible at most universities. On those occasions when a course is devoted to onomastics, it almost always focuses on place names. I know of no one who has taught an onomastics course focusing on personal, literary, or other types of naming.

My own introduction to onomastics was a place names project which I chose from among possible independent projects required as part of a linguistics course in graduate school. I had to learn the specific research procedures and write a term paper without instruction or guidance in the peculiarities or significance of onomastics or toponymy. The professor assumed that each of the possible projects was an exercise in gathering and analyzing linguistic data using general research procedures modified by each student to fit whichever project was chosen.

Many place name studies in the United States have followed a similar pattern of students working on independent—but usually with a little more guidance. Many have been theses projects for the MA degree. Between 1930 and 1960, E.C. Ehrenspërger at the University of South Dakota and Robert Ramsey at the University of Missouri were especially vigorous and successful in encouraging many of their students to complete comprehensive place name studies of individual counties in their states as MA theses.

In recent years there has been no similar systematic attempt to use students in the study of place names, although individual studies and occasional course offerings continue. Part of the reason might be that the federal government began funding the state-by-state collection of place name data—the Geographic Names Information System (GNIS). Ramsey (and probably others) had, at one time, viewed the products of his students as contributing eventually to a national project organized by academics as the Placename Survey of the United States (PLANSUS). After the federal government began the GNIS project, interest in a coordinated academic effort waned, and PLANSUS has become an interest group within the American Name Society with its own web site for describing and promoting toponymic studies.

Individual students have continued to undertake general place name projects in a variety of contexts, and individual courses have been offered in toponymy at a variety of universities, but these efforts generally lack regularity, programmatic status, and...
linguistic sophistication. There may have been courses offered at six to ten different universities in the United States over the past ten years, but those offered by me and by two others—Bill Loy at the University of Oregon and Tom Gasque at the University of South Dakota—probably account for at least half of all offerings and illustrate the nature and extent of academic courses in onomastics.

William G. Loy retired a couple of years ago as chair of the Department of Geography at the University of Oregon but until then offered at least one seminar in toponymy every two years which advanced undergraduates or graduate students could take as an elective course in a Geography major. It was not a requirement, but it was cross-listed as GEOG 407 and GEOG 507 and represents the most regular series of offerings with the strongest program status of any onomastic courses I know of outside the field of anthropology.

Professor Loy’s seminar always included a wide ranging, interdisciplinary bibliography but also had a clear relevance to the discipline of geography. His syllabus for his 1996 spring seminar begins as follows: “How can geographers contribute to a field that has been long dominated by linguists and historians? In this class we will survey the field of geographic name research, study the methods of handling geographic name data… and each student will complete a research topic that will contribute to everyone’s understanding of the naming process”. However, he often varied the content of his seminar. In the spring of 1994, for example, he had all of his students work on a single project: “This term the project for the Geographic Names Seminar will be the design and partial implementation of a Street Name Information System (SNIS) modeled on the USGS Geographic Names Information System (GNIS). Our test area will be the Eugene/Springfield urbanized area”.

Unfortunately, Professor Loy is no longer leading his seminar, and I do not know if another member of his department has taken over this course. The American Association of Geographers does not sponsor papers on toponymy at their national meetings, and I know of no other regular offerings in geography departments at American universities.

Thomas J. Gasque has taught seminars in the toponymy of South Dakota from time to time as elective offerings in the English Department, having taken over this interest from his chair and mentor, E. C. Ehrensperger. In his description of the course written for the newsletter of the Newberry Library in 1983, Gasque emphasizes the interdisciplinary nature of his course, “how names reflect language change, how names follow historical development and reveal the idealistic values as well as the economic interests of developers, how the railroads played such an important role in the names of the midwest, how Indian names (or even the lack of them) are significant in the whole texture of names in this country”. One of the most important things he says he teaches in this course is “the use of maps”. He says he requires students to “learn both the range and township system, used for legal descriptions, and the latitude and longitude system”. His bibliography includes many of the same items as Professor Loy’s.
Professor Gasque justifies the course as an offering in the English department because of its long history there and because “the students get a quick look at linguistic concepts, such as how language changes and names reflect these changes… and learn to transcribe into a phonetic alphabet”. However, the course is not offered as part of the language studies requirement in the major. It can count as an elective in the English major or as a general elective for other majors, such as history.

The consequence is that the course has been offered less and less frequently. As greater demands have been made for efficiency at American universities, professors have had to limit their teaching more and more to courses specifically required for graduation. Such pressures may help explain why Professor Gasque, as told me in a recent conversation, hasn’t had time to offer his place names seminar for at least five years.

My onomastics courses have been even less a part of an integrated curriculum than either Professor Loy’s or Gasque’s. As director of the Humanities Program at Eastern Washington University, I can create and offer whatever courses I want. A Humanities course cannot count as part of a major in a regular discipline, although it can count as a free elective and a student can graduate with an interdisciplinary degree in Humanities.

Over a thirty-year period I have created several programs and many experimental courses. About fifteen years ago I began a Humanities seminar in local place names and offered it four times in two to three year intervals (16-22 students). It has always been an evening course meeting once per week, and it has always attracted a few working adults not enrolled in other classes, as well as students enrolled for elective credit. For this particular course I have usually secured cross-listings with the departments of history, anthropology, and English so that students could use the course as an elective within those majors.

I have taught the course very much like Professor Gasque’s – teaching map reading less, but presenting elementary linguistic concepts, emphasizing Indian names, and having the students learn the research methods by visiting the sites, conducting interviews, searching the GNIS data base, filling out GNIS forms, ransacking libraries, and reporting their progress weekly. Most students have enrolled because they had been in other courses of mine or had a strong interest in local history.

The last time this course was offered (1994), the Department of History refused to cross-list because they didn’t want their students taking a course for history credit that would not generate student credit hours for their department. At the same time, funding for all Humanities offerings began to decline sharply, and I have had to teach other courses or see whole programs terminated.

I foresee increasing pressures for departments to offer, and for students to take, a narrow range of courses approved for General Education Core Requirements (basic skills and traditional liberal arts) and specialized courses within a major. An onomastics course would never be approved as a GECR at our university, and as a specialized course, it would have to be part of a program in historical or anthropological linguistics, neither of which exists at our university.
The best alternative I see is to offer courses in toponymy at the general level – much like the courses Professor Gasque and I have offered in the past. I do not see how such courses can become structural parts of departmental programs, but I believe they can attract strong enrollments – specifically, a mixture of traditional students taking the courses as free electives and of older, non-traditional students who have personal interests in local history, geography, ethnic groups, and language. The older, non-traditional students are most attracted to summer sessions and to distance education programs, and to pursue these possibilities, I plan to begin summer offerings of my place names seminar in the year 2001 and to explore the possibilities of distance education – as suggested by W.F.H. Nicolaisen in Santiago de Compostela.

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