NO IVORY TOWERS by RAVEN I. MCDAVID, Jr.

The American Dialect Society has always been a small organization. Relative to other professional societies it has become even smaller in recent years. With the escalating costs of publication, it has been necessary to raise dues to continue publishing our relatively small issues of PADS. To publish larger issues and more frequent ones will require a much greater financial base than the Society now has.

For some years this problem was only academic. The editors received hardly enough publishable manuscripts to fill the slim issues that appeared twice a year. There was a little worry that the slimness of these issues might be discouraging potential members, but not a great deal. There was an agreeable homeostasis that no one wanted to disturb; if a few more manuscripts were submitted, some at least could be referred to new journals like Names.

But now our editor tells us that a logjam has developed. Considering only the manuscripts finally or provisionally accepted, he finds himself with a three years' supply and suggests that some of the authors might be asked if they want to wait. In this way the old homeostasis might be restored.

Raven I. McDavid, Jr. is professor of English at the University of Chicago. Professor McDavid was president of the American Dialect Society from January 1967 to December 1968.
Perhaps, however, it should not be. For the past five years have seen educators becoming aware that dialect differences exist and setting up new programs to deal with dialectal diversity. That many of these programs are based on an incomplete awareness of the nature of dialect differences not only augurs ill for their success but suggests that the American Dialect Society has not been active enough—or at least has not made its activities known. For after all we are the one organization exclusively concerned with regional and social variations in American English. If we are not willing to make our knowledge available, we can blame no one else if ignorance prospers.

For myself, I should like to see the Society move in the following directions:

1) A greater official commitment to studying social dialects and their implications. We have been assured that the MLA will give us a second meeting period each year, devoted to social dialects; in addition, this year* we are contributing a jointly sponsored section to the meeting of the Speech Association.

2) We should use every means at our disposal to draw into the Society those people who are concerned with problems of social dialects. It would be easy to double our numbers in a year, quadruple them in five, if we attracted only a fraction of those concerned with the relationships of dialect differences to social problems.

3) We should look to increasing the number of issues of PADS from two to four a year, with at least half of the content concerned with social dialects. (The post office charges less for four issues a year than for two).

4) We should consider the possibility of performing services for the Office of Education and other public agencies. Not only would we be compensated for these services, but we would become more widely known, and our membership would further increase.

If this seems a far cry from the Dialect Society of Emerson and Hempel, so is our world a far cry from theirs. The Linguistic Society helped change the direction of foreign-language teaching in response to the emergency of World War II. We have as great an obligation to put our knowledge at the disposal of our society when this knowledge can contribute much toward restoring the health of that society, including that of the cities which are the homes for so many of our great universities.

* 1968
The American Dialect Society, organized in 1889, has as its object the study of the English language in North America together with other languages influencing it or influenced by it. It is one of the constituent members of the American Council of Learned Societies.

The Society is interested in publishing in its journal, Publication of the American Dialect Society (PADS), studies in (1) regional speech and localisms, (2) place names, (3) linguistic geography, (4) usage, (5) non-English dialects, (6) new words, (7) proverbial sayings and (8) social dialects.

The Society's major project is the preparation of a dialect dictionary of the United States. A project was begun to collect and prepare materials from all 50 states for the eventual compilation of the Dictionary of American Regional English. This project is under the direction of Professor Frederic G. Cassidy of the University of Wisconsin, Madison.

Officers:

President: Professor David W. Maurer
Vice-President: Professor Harold B. Allen
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Delegate to the ACLS: Professor Einar Haugen
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Professor Audrey R. Duckert
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Research Committees:

Regional and Linguistic Geography
Place Names
Usage
Non-English Dialects
New Words
Proverbial Sayings
Use of Computer in Dialect Studies

Membership in the Society is open to any individual or institution interested in its aims and activities. Dues are $5.00 a year (student rate $3.00) and include the member's subscription to PADS and NADS (Newsletter of the American Dialect Society).
The Newsletter of the American Dialect Society (NADS) is published three times a year, in February, June and November, at the Center for Applied Linguistics, 1717 Massachusetts Avenue N.W., Washington, D.C. 20036.

The Editor, A. Hood Roberts, 1) would be happy to receive news of the activities of ADS members and comments and suggestions from them; 2) hopes to be able to provide information concerning recently completed research and 3) invites the readers to use the queries section for certain of their specialized inquiries to the membership as a whole.

CONTENTS OF PADS #47 (to be issued shortly)

Dialect Labels in The Merriam Third
Raven I. McDavid, Jr.

Some Southern Farm Terms in Faulkner's Go Down, Moses
Gerald W. Walton

The Secretary's Report

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REPORT OF THE COMMITTEE ON NEW WORDS

The chairman of the Committee on New Words again expresses the hope that this committee can be reactivated in the near future and address itself to some of the suggestions contained in "Needed Research in American English, 1963," published in PADS, No. 41 (April 1964). He will be happy, therefore, to have the names of any ADS members who are interested in the work of this committee.

I. Willis Russell
Chairman of the Committee on New Words

REPORT OF THE EDITOR OF PADS

I am happy to be able to report that page proof for PADS #47 (April 1967) has been returned to the printer. I hope this issue will be in your hands not too long after the first of the year.

A gratifying number of MSS have been approved by the Editing Committee for publication. The number seems sufficient to see us through PADS #51 (April 1969), perhaps through #52 (November 1969). If all goes well, I may be able to send to our printers sometime in February copy for PADS #s 48-52 in the hope that they may be able to set up a production schedule that will before long have PADS appearing on time again.

Grateful acknowledgement is due our editorial consultants, Dwight L. Bolinger, Daniel N. Cárdenas, Frederic G. Cassidy, and James B. McMillan, for valuable aid in evaluating MSS.

I. Willis Russell
On January 19 and 20, 1968, the undersigned attended the annual meeting of the American Council of Learned Societies as your delegate. The meeting was held at the Princeton Inn, Princeton University. I attended the morning and afternoon programs on Friday, January 19, which were devoted to lectures on topics of current interest to scholars in the humanities. Lee Benson, Professor of History, University of Pennsylvania, acquainted us with some of the problems arising from the introduction of computers and "the transition from little scholarship to big scholarship". Alan Pifer, President of the Carnegie Corporation of New York, gave a rather pessimistic view of "the future of foundations." Bernard Barber, Professor of Sociology, Barnard College, warned professors of the problems facing them in the current shift of authority which was threatening to change the universities. Robert F. Byrnes, Distinguished Professor of History, Indiana University, gave an enthusiastic view of Area Studies, which was not shared by all present, as appeared from the following discussion.

On Saturday morning I attended the business meeting of the Council. Officers were elected on nomination of the Nominating Committee; the Treasurer's report was heard and a budget for 1968-69 was voted. A report by Thomas Condon, Executive Associate of the ACLS, was heard on ACLS activities in the computer field: this is the second year of a three-year grant from IBM, which has been devoted to two pilot projects; two issues have appeared of an abstracts journal in musicology (RILM). Chairman Lumiansky reported on the program of the National Endowment for the Humanities, which has this year given its first awards. These are chiefly for older scholars, while the ACLS has turned its attention primarily to younger scholars. There were 456 applications for post-doctoral awards and 42 were given; there were 118 applications for study awards and 11 were given. Much of the time was devoted to a report by President Fred Burkhardt on the 50th Anniversary Fund campaign, which it is hoped may make the ACLS self-sustaining for current office expenses in the years to come. One move in this direction is to establish higher membership fees for the individual societies that are members of the ACLS; for the ADS this will be $300.00, an amount which has already been agreed to by the directors of ADS. Other moves will consist in requests to individual scholars, universities, and foundations.

Einar Haugen
The collecting and editing of proverbial sayings continues. Professor Atcheson L. Hench sent in his collection from Virginia. Dr. Joseph S. Hall (Pasadena City College) is still working on the proverbs, aphorisms, and other folk sayings from the Great Smokies. Professor Lalia Boone (Idaho University) reports that she has collected hundreds of sayings in her state.

During this past year the Chairman has spent a great deal of time in exploring the methods and the means of computerizing the material now collected, looking forward to the publication of the dictionary.

The Committee consists of Harold B. Allen (Minnesota), Frances Barbour (Southern Illinois, emerita), Francis W. Bradley (South Carolina, emeritus), Jan Harold Brunvand (Utah), Ernest H. Cox (Florida), Herbert Halpert (Memorial University of Newfoundland, St. John's), Wayland D. Hand (California, Los Angeles), Muriel H. Hughes (Vermont, emerita), Thelma G. James (Wayne State), Lorena E. Kemp (West Virginia State College), William E. Koch (Kansas State), Maria Leach (Barrington, Nova Scotia), James B. McMillan (Alabama), Alton C. Morris (Florida), Francis W. Palmer (Eastern Illinois), T.M. Pearce (New Mexico, emeritus), Henry A. Person (Washington), W. Edson Richmond (Indiana), G.M. Story (Memorial University of Newfoundland, St. John's), Archer Taylor (California, Berkeley, emeritus), Roy McKeen Wiles (McMaster), George P. Wilson (North Carolina at Greensboro, emeritus), and Margaret M. Bryant (Brooklyn College of the City University of New York), chairman.

Margaret M. Bryant
REPORT FROM PROJECT DARE (DICTIONARY OF AMERICAN REGIONAL ENGLISH)

1. Progress to date: Some fifty questionnaires have been com­
pleted since the beginning of this reporting period, bringing the
total number collected to 675—over two-thirds of the projected
total of 1,000. More than 1,200 tapes have been collected.

Ninety per cent of the collected questionnaires have been pre­
edited, approximately 100 of which have been typed onto scanning
sheets and scanned. This data is now being put into our INFOL
file.

The diary reading program, begun this summer, is proceeding
faster than we anticipated. More than fifty of the 332 diaries
selected have been read and edited, and the results both in quan­
tity and quality are highly satisfactory. Terms have been found
which exist in no present dictionary and which predate or post­
date citations in existing dictionaries.

Since September, 50 novels from our novel reading program have
been sent to readers; 23 of these have been read and returned
to our office for editing. A total of 273 novels, one half of the
projected total, have been read since this part of our program
began.

The selecting and pre-editing of materials from the workbooks of
the Linguistic Atlas of New England for use in our dictionary is
now complete. The pre-editor collected approximately 2,000 items
for consideration by our editor which were not included on the
L.A.N.E. maps.

Supplementary material composed of word slips containing dialect
terms not obtained from the questionnaires has been organized
and is being typed for scanning. Nearly one-third of the 1,200
slips collected thus far have been processed. This aspect of our
program is proving highly fruitful.
2. Major activities and events during the reporting period: Our staff held an Open House in November which was well attended by over 150 members of the University community and the general public. Staff members guided guests through exhibits that displayed all the major aspects of our program. Thanks to the Open House, we obtained several more volunteers for the novel reading program and applications from prospective fieldworkers.

In the interest of efficiency and speed, we have been testing a new machine, the "data recorder," as a means of transferring data more efficiently onto computer tape. If it proves useful, this will supplement or replace scanning.

3. Special problems: The reduction in funds has led to slowdown in the typing of data, to a phasing out of Word Wagons, and to a dependence on pieceworkers rather than regular fieldworkers for the collection of questionnaires. It has also greatly slowed down our scanning of material onto computer tape.

In general, all important segments of the Project are alive and progressing but at a reduced pace which is putting us somewhat behind schedule. With adequate funding we still could catch up within our 5-year period, as planned.

4. Major activities planned for next reporting period: We are now recruiting fieldworkers for next summer when we hope to collect at least 175 questionnaires. A summer of such productivity would place us within only 100 of our goal of 1,000 questionnaires which must be collected by 1970. However, the summer productivity is contingent upon adequate funds.

Professor Cassidy has accepted invitations for spring, 1969, to speak about the Dictionary at the University of Maryland, and at the University of California, Berkeley.

Frederic G. Cassidy

BUSINESS

The ADS voted to support the statement on Academic Freedom and Tenure at our Annual Meeting. This statement can be found in the summer 1967 issue of the AAUP Bulletin pp. 246, 247.
Purpose and Priorities: The objective of the research program is to stimulate and support research and writing that contribute to the national welfare through the discovery of knowledge in the humanities and its dissemination. The Endowment has a special interest in research and writing that have contemporary social relevance, particularly to urban and minority problems.

Because of limited funds and broad program responsibilities in other program areas in the 1968-69 academic year, the Endowment will emphasize small grants for support of research in the humanities and humanistic social sciences.

In evaluating research proposals, the Endowment will attempt to strike a balance between two related objectives:

1. to support research which is of intrinsic importance to the development of scholarship and knowledge; and

2. to support research proposals which are of significant value in relating humanistic scholarship to national life.

Additionally, limited support will be available for research related to the approaching Bicentennial of the American Revolution, particularly as such research attempts to relate the significance of the Revolution to the present national life.

For the time being, lower priority will be given to archival projects, bibliographies, catalogs, and concordances and other scholarly tools.

Grant Amounts and Eligibility Requirements: Grants will not exceed $10,000. Approximately 40-50 such grants can be made with available funds. Though they may be awarded to complete projects already underway, they will not be renewable; and although grants may be applied to summer salaries, research assistants' salaries, travel and certain other costs, they cannot be applied to the academic year salary of full-time faculty. Individuals associated with institutions must apply through their institutions; individuals unaffiliated with institutions may apply.
on their own. Applications for undergraduate and graduate students will not be considered. Those who have previously received grants from the Endowment research program may apply under this program, but must meet the criteria mentioned above, and will not be given preference.

The Endowment has established three annual deadlines for these grants:

- September 1 (for projects scheduled to begin after January 1)
- November 15 (for projects to begin after March 15)
- March 1 (for projects scheduled to begin after June 15)

Applications received prior to each deadline are competitive with one another, but not with subsequent applications.

Major Grants: A very limited amount of funds will be available for major grants, limited to three or four cooperative endeavors of considerable magnitude. These grants will range between $25,000 and $250,000. Applications for such grants may be submitted by academic institutions, a consortium of such institutions and professional or scholarly organizations.

As in the small grants program, in the major grants, for the time being, lower priority will be given to archival projects, bibliographies, etc. For these grants, the Endowment has two deadlines:

- August 1 (for projects scheduled to begin after September 1)*
- March 1, 1969 (for projects scheduled to begin after July 1, 1969)

Inquiries should be addressed to:

Mr. James H. Blessing, Acting Director
Division of Research and Publications
National Endowment for the Humanities
1800 G Street N.W.
Washington, D.C. 20506

*This deadline is for applications received in the latter part of the 1968 fiscal year.
ACLS Fellowships of Interest to ADS Members

Aaron Bar-Adon, Department of Linguistics, University of Texas: The History of the Revival of Modern Hebrew.

Paul Kiparsky, Department of Linguistics, Massachusetts Institute of Technology: Study of the Indian Grammatical Tradition.


Samuel R. Levin, Department of English, Hunter College: A Language-Based Account of Poetry.


The Newberry Library

The Newberry Library and Bell and Howell Company announce plans to make Newberry Library holdings available by photoduplication.

An agreement has been signed by which the Newberry's holdings, at present totaling almost a million volumes, will be made available to other institutions and to individuals by microfilm, and other methods of photoduplication.

The Library is especially rich in Renaissance Italian, English, American, Portuguese, and Latin American materials. Among its outstanding special collections of interest to ADS members are the Edward E. Ayer Collection of Americana and the Everett D. Graff Collection of Western Americana.

Book Notices


Publications

Occasional Papers No. 12 and No. 13 (Publication of the Australian Language Center - University of Sydney)


Regional Language Studies (RLS) - Newfoundland

This informal publication is designed to spread certain kinds of information related to linguistic research being conducted in Newfoundland or related to the languages spoken in Newfoundland and Labrador. It will contain notes on research, questions about puzzling problems, bibliographies, brief articles on aspects of language in this province and other related notes. It will include material on pronunciation, suprasegmental phenomena, grammar, vocabulary, usage, special meanings, the language of the past, technical terms (as in fishing or the lumber woods) and place and family names. In general it will not present longer articles more suitable for specialized journals.

Correspondence, queries, corrections and requests for numbers should be addressed to the editor, William Kirwin, Department of English, Memorial University, St. John's, Newfoundland, Canada.

Contents of Number 1, October 1968 issue:
The Present State of Language Studies in Newfoundland
Bibliography of Writings on Newfoundland English
Either or Any in Newfoundland
Linguistic Research Materials in the Folklore Archive at Memorial University.

The Language of Nuclear Science by François Kertesz

The wartime codes and the more recent special terms used in the nuclear literature and engineering trade jargon are reviewed. Study of these expressions revealed that in spite of the requirements of secrecy, there is a definite correlation between the terms and the objects or concepts involved. In contradiction to other scientific fields, words of Latin and Greek origin are not preferred by nuclear scientists. This document can be obtained from the author at Oak Ridge National Laboratory, Box X, Oak Ridge, Tennessee 37830.
Upper Midwest Linguistic Atlas

The University of Minnesota Press has offered to the Upper Midwest Linguistic Atlas a contract for publishing the edited Atlas materials in four volumes. It is hoped that the first volume will appear by the end of 1970; perhaps both the first and second volume will appear by then.

The publication will be unusual, in that it will offer material for further analysis and study by the scholar and also descriptive comment and summary appropriate for use even in secondary schools where some attention is paid to American English and its regional varieties.

Place Names

At the Annual Meeting in New York, Professor E.C. Ehrensperger made his fourteenth report on place-name research in progress, giving information on thirty-six on-going projects. Anyone interested in receiving future reports on research in place names should send his name and address to:

Professor E.C. Ehrensperger  
1002 Mulberry Street  
Yankton College  
Yankton, South Dakota 57078

50th Anniversary Fund of the ACLS

As many of you know, the American Dialect Society is one of the constituent members of the American Council of Learned Societies (ACLS). The ACLS is celebrating its 50th anniversary this year. Since the 1930's the ACLS has strongly supported the American Dialect Society, preeminently in its sponsorship of the Linguistic Atlas. This important organization is right now in the midst of a campaign to raise a capital fund of $5,000,000 under the aegis of a small committee of scholars, including two of the former presidents of the American Dialect Society. The ACLS has now begun discussions with foundations and it may be very helpful to receive checks and pledges of support during the next few weeks. Clearly, the stronger the showing of support from scholars throughout the country, the better will be the council's case with these potential donors. All contributions to the Fund are tax deductible.
A letter referred to us by the Center for Information on Language Teaching, London:
from Mr. M.H. Short
49 Chantry Road
Moreby
Birmingham 3, England

"I am writing to you to try and find out if you know of any information or articles on the dialect of the Salinas valley area of California, U.S.A. I am writing a thesis at the University of Birmingham which constitutes a stylistic analysis of Steinbeck's "Of Mice and Men." I want to see if the speech in the novel accurately represents the speech of the Salinas valley area, and so I need information on the English spoken in that area.

If you can give me any information or leads on this matter I would be very grateful."

Can any members of the ADS provide Mr. Short with the information he seeks?

Abel, James W. A study of the speech of six freshmen from Southern University (Negro). Louisiana State University, 1950.


Buffington, Albert F. A grammatical and linguistic study of Pennsylvania German. Harvard University, 1937.


Emerson, Frances G. The vocabulary of Samuel L. Clemens from 1852 to 1884. University of Missouri, 1932.


Fawcett, Vera E. English grammar in American public schools from 1890 to 1940. George Peabody College for Teachers, 1943.

Fenn, Johnnye A. The speech of Haynesville, Louisiana, at three age levels. Louisiana State University, 1938.


Folk, Lucile P. A word atlas of North Louisiana. Louisiana State University, 1961.


Garbutt, Cameron W. A study of the dialectal characteristics of the older generation living in the three southernmost counties of Illinois: Alexander, Pulaski, and Massac. Louisiana State University, 1952.

Gifford, Clarence W. The vocabulary of American history, University of Wisconsin, 1928.

Gruen, Ferdinand B. English grammar in American high schools since 1900. Catholic University of America, 1934.


Hall, Joseph S. The phonetics of Great Smoky Mountain speech. Columbia University, 1942.


Hanley, Theodore D. An analysis of vocal frequency and duration characteristics of selected samples of speech from general American, eastern American and southern American dialect regions. University of Iowa, 1950.


Heflin, Woodford A. Characteristic features of New Mexico English between 1805 and 1890. University of Chicago, 1942.


Highfill, Robert D. The vocabulary of Samuel Sewall from 1673 to 1699. University of Chicago, 1927.


Idol, Harriett R. A strobophotographic study of Southern intonation. Louisiana State University, 1937.
Ingledue, Grace E. A study of the speech of the three generations in one family, and in like generations of three different families in Monroe, Louisiana. Louisiana State University, 1938.

Ives, Sumner A. The dialect of the Uncle Remus stories. University of Texas, 1950.


Lynn, Klonda. A phonetic analysis of the English spoken by Mexican children in the elementary schools of Arizona. Louisiana State University, 1940.


O'Hare, Thomas J. The linguistic geography of eastern Montana. University of Texas, 1964.


Pardoe, T. Earl. A historical and phonetic study of Negro dialect. Louisiana State University, 1937.


Scholes, Robert J. Grammaticality of phonemic strings, with reference to prevocalic consonant clusters in American English. Indiana University, 1964.


Shuy, Roger W. The boundary between the Northern and Midland dialects in Illinois. Western Reserve University, 1962.


Sleator, Mary D. Phonology and morphology of an American English dialect. Indiana University, 1957.

Smith, Harley. A recording of English sounds at three age levels in Ville Platte, Louisiana. Louisiana State University, 1936.


Steger, Stewart A. American dictionaries. University of Virginia, 1913.


Tarpley, Fred A. A word atlas of Northeast Texas. Louisiana State University, 1960.


Traver, Alice A. The modificational patterns of the substantive head construction in present-day American English. University of Michigan, 1945.

Walker, Saunders E. A dictionary of the folk speech of the East Alabama Negro. Western Reserve University, 1956.


Waterman, Margaret B. Surnames of the original settlers in Watertown, Massachusetts. University of Wisconsin, 1942.


ADDENDA


Stevens, Cj. Early American phonology. Louisiana State University, 1951.

* The editor of the newsletter does not pretend to claim that this list of dissertations approaches completeness and he would welcome information on other dissertations and Masters' theses which would be in the area of interest of the ADS. It is planned to publish the titles of theses and dissertations which have been brought to the attention of the editor in each issue of the newsletter.
The Educational Resources Information Center (ERIC) is a nationwide information network consisting of a central staff at the U.S. Office of Education and 18 clearinghouses, each of which focuses on a specific field of education. The Clearinghouses acquire, review, abstract and index the documents which are announced in the U.S. Office of Education monthly publication RESEARCH IN EDUCATION and disseminated through ERIC Document Reproduction Service (EDRS). The Clearinghouses also prepare bibliographies and interpretive summaries of research. The field of linguistics is covered by the ERIC Clearinghouse for Linguistics whose scope reads as follows:

The ERIC Clearinghouse for Linguistics is responsible for acquiring research reports and other documents dealing with
1. Linguistics
2. The uncommonly taught languages (i.e. all languages except French, German, Italian, Russian, Spanish, Latin, and Classical Greek)
3. The teaching of English as a foreign or second language
4. The teaching of English as a native language to speakers of non-standard dialects

Included in this subject-matter area are reports concerned with the language teacher or researcher in the language sciences and reports dealing with phonetics, structural and descriptive linguistics, psycholinguistics, sociolinguistics, computational linguistics, language learning, programmed instruction of all languages, and other instructional and research materials concerned with the uncommonly taught languages.

Since the success of the ERIC Clearinghouse for Linguistics, and indirectly of the ERIC system, depends on the degree of cooperation extended by members of the educational community, the latter are requested to send all relevant material such as pre-publication papers, conference papers, formal and informal reports, theses, etc. to the following address:

ERIC Clearinghouse for Linguistics
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W.
Washington, D.C. 20036

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The following documents on Dialect Studies are available through ERIC Document Reproduction Service, the National Cash Register Company, Box 2206, Rockville, Maryland 20852. Copies of documents must be ordered by the individual ED numbers. Prices are given for microfiche (MF) and hard copy (HC). Payment must accompany orders totaling less than $5. For all orders add $.50 for handling. In the U.S., add sales tax as applicable. Foreign orders must be accompanied by a 25% service charge calculated to the nearest cent.

ED 003 402 24
Social Dialects and Language Learning, Proceedings of the Bloomington, Indiana, Conference.
By - Davis, Alva L. and others, National Council of Teachers of English Report Number CRP-F-059 Pub date 64 Illinois Inst. of Tech., Chicago Contract OFC-5-10-148 EDRS Price MF-$0.75 HC-$7.80 154P.
Descriptors - Conferences, Dialect Studies, Negro Dialects, Research, Teaching Programs, Bloomington, Dialectology, Dialects, Indiana, Language Programs, Linguistics, Nonstandard Dialects.
A Conference was held on August 3-5, 1964, to bring together scholars in dialectology and related fields. The entire conference was tape recorded and a typescript made. The contents of the report encompass both the panel papers presented and discussions on (1) social dialectology, (2) field projects, (4) social factors in learning standard English, (5) reactions of related behavior sciences, (6) implications for future research, and (7) summary of the conference proceedings.

ED 003 901 48
The Labeling of National and Regional Variation in Popular Dictionaries.
By - Read, Allen W., Indiana University, Bloomington Report Number NDEA-VI-16-9 Pub Date Oct. 60 EDRS Price MF-$0.25 HC-$0.90 16P.
Descriptors - Dialect Studies, Dialects, English, Lexicography, Bloomington, Indiana.
Labeling techniques for indicating lexicographic variations in national and regional use of words were discussed. The report
suggests that techniques are necessary, for example, to distinguish variations among the English dialects of England, America, Canada, Scotland, Australia, and South Africa. This report is one of a series of 13 papers presented at a conference on lexicography, Indiana University, November 11-12, 1960.

ED 010 052 24
Communication Barriers to the Culturally Deprived
By - McDavid, Raven I. Austin, William M. University of Chicago
Report Number CRP-2107
Illinois Inst. of Tech., Chicago
EDRS Price MF-$0.75 HC-$9.05 179P.
Descriptors - Communication Problems, Cultural Disadvantagement, Middle Class, Negro Dialects, Nonstandard Dialects, Chicago, Illinois, Pronunciation, Social Relations, Urban Areas.

This report was designed (1) to provide a more detailed and sophisticated knowledge about social differences in oral communication and (2) to ascertain the accuracy with which subjects could identify the race and education of speakers whom they could not see. To determine reactions to pronunciations, the investigators devised an instrument composed of pronunciations by speakers of specific regional and ethnic background. This instrument was administered to some three hundred respondents, whites and Negroes in almost equal numbers, of various educational backgrounds. It was found that differences between lower-class white speech and middle-class to lower-class Negro speech are much more difficult to detect than differences between the speech of white Chicagoans and southern Negroes. It is an intuitive reaction that supra-segmentals and paralanguage are more effective indicators of ethnic background than vocabulary, grammar, or pronunciation.

ED 010 149 24
By - Kitzhaber, Albert, University of Oregon, Eugene
Report Number CRP-H-149-20 Pub date 65
Report Number BR-5-0366-20
EDRS Price MF-$0.25 HC-$1.60 30P.

A study guide was prepared for student use in a seventh-grade language curriculum. Background information about regional dialects, social dialects, and functional varieties of English were included with related exercises. The guide also described a unit on using the dictionary. Review materials were included for each of two units covered by the guide. An accompanying guide was prepared for teachers (ED 010 150).
By- Kitzhaber, Albert, University of Oregon, Eugene
Report Number CRP-H-149-21 Pub date 65
Report Number BR-5-0366-21
EDRS Price MF-$0.25 HC-$1.90 36P.

A guide for teacher use was prepared for a seventh-grade language curriculum. Contained in the guide were background information, suggestions for introducing units on (1) varieties of English and (2) using the dictionary, an annotated bibliography, teaching method descriptions, exercises, and answers. Related assignments in speech and composition were also included. An accompanying guide was prepared for students (ED 010 149).

Trends and Implications of Current Research in Dialectology.
By - Broz, James J., Jr.
EDRS Price MF-$0.25 HC-$1.55 29P.
Descriptors - English, Language Research, Nonstandard Dialects, Sociolinguistics, Attitudes Ethnic Groups, Learning Difficulties, Lower Class, Middle Class, Negroes, Verbal Behavior.
Linguistic studies in Chicago, Detroit, London, New York City, and Washington, D.C. are reviewed. They suggest one of the current trends in dialect research--narrow linguistic, interdisciplinary analyses of language variation in cities. Another trend studied is the description of the speech of students in elementary and secondary schools, and colleges and universities whose speech is so severely divergent as to cause academic failure. Both types of study open the way for including further investigations of language variation descriptions of sociolinguistic phenomena, including paralinguistic features.

The Linguistic Variable as a Structural Unit
By - Labov, William Pub Date 66
EDRS Price MF-$0.25 HC-$1.15 21P.
Research on English Phonology in New York City is described. Current linguistic theory is considered unable to account for massive "free variation" in the phonology of the speech of that area. Isolated were phonological variables which are associated with social, stylistic, ethnic, and individual factors in New York City.
Quantitative indexes were constructed and interviewing techniques devised to isolate contextual styles. The findings show that the speech of New Yorkers is highly determined by context and socio-economic class. The research permitted establishment of a structural unit, the linguistic variable, which is a class of variants such as morphs or phones, which is ordered along a continuous dimension, and whose position is determined by an independent linguistic or extralinguistic variable. The theoretical consequence of introducing this construct is the enlargement of linguistic theory. The author suggests the addition of the linguistic variable to the repertory of structural linguistics to describe regularities in linguistic behavior which would otherwise remain inaccessible. This article is published in the "Washington Linguistic Review," Volume 3, Spring 1966.

ED 010 875 AL 000 059
A Note on the Deep Structure of Nonstandard English in Washington, D.C.
By- Loflin, Marvin D.
Center for Applied Linguistics, Washington, D.C. Pub Date 66
EDRS Price MF-$0.25 HC-$0.55 9P.

Ambiguous sentences with "be" in the nonstandard speech of Negroes are discussed. The author hypothesizes that there are differences in the underlying semantic structure (deep structure) between nonstandard Negro speech and other dialects of English, and that a "habitutive" category must be postulated to remove structural ambiguity. A sampling is taken from the speech of Negro children between the ages of 8 to 14 in the Washington, D.C. area. Three simplified tree diagrams show the deep structure differences which give three different interpretations to the sentences "I be busy" or "when you come, I be busy." In addition to the modals "will" and "would", there is a third "habituitive" category, which represents a recurring activity engaged in at specific times.

ED 010 876 AL 000 062
Current Social Dialect Research at American Higher Institutions.
Center for Applied Linguistics, Washington, D.C.
Report Number 2 Pub Date 15 November 66
National Council of Teachers of English
EDRS Price MF-$0.25 HC-$2.00 38P.

Report Number 2 of the Clearinghouse for Social Dialect Studies (Center for Applied Linguistics and National Council of Teachers of English) gives brief descriptions of 26 current, projected, or recently completed social dialect studies at universities and other institutions of higher learning in the United States. The emphasis is on the speech of speakers of nonstandard varieties of English and associated school problems. The objectives and procedures of each
Most of the programs described are school-based, but some are under the auspices of government programs like Project Head Start and Project Literacy.
whether the child talks to adults or to children), and that language stimulation may vary in quality and quantity. The problems which dialect differences pose for language development scales were probed. The author suggested a child's language development be evaluated for progress toward the norms of this particular speech community. Interindividual and intraindividual modes of communication were presented. The importance of the relationship between these two modes to studies of subcultural differences in child language was stressed. This article is a reprint from "Merrill-Palmer Quarterly of Behavior and Development," Volume 12, Number 3, 1966.

ED 011 611 24
Developmental Sociolinguistic--Inner City Children.
By- Entwisle, Doris R.
Johns Hopkins Univ., Baltimore, Md.
Report Number BR-6-1610-1 Pub Date May 67
Grant OEC-2-7-061610-0207 EDRS Price MF-$0.25 HC-$2.30

The word association of urban slum children, both Negro and white, were studied to determine what impact extreme socioeconomic status differences have on language development. This study of children from the lowest extreme of the socioeconomic scale was made as a followup to an earlier study of children representing various cultural and socioeconomic clusters. Data were gathered from 541 children enrolled in public elementary schools in Baltimore City, Maryland because it had been observed previously that race-of-interviewer affected the children's response. The entire design was replicated four times (Negro interviewer with white children, and white interviewer with Negro children). No child was interviewed more than once. The principle measure of linguistic development was the number of word responses that matched previously determined paradigms, such as, the response to "go" is "run."

First-grade white slum children were found to be more advanced linguistically than suburban children of similar IQ. Further, even though Negro first-grade slum children are not as advanced as white slum children, they are probably as mature linguistically as white suburban children of the same intelligence level. The relative advancement of first-grade slum children disappears by third grade, and they lag behind suburban children at ages 8 and over. This suggests that the degree of urbanization may strongly affect verbal development. In analysis of the race-of-interviewer factor, it was found that more mature responses are made by children when they are responding to an interviewer of a different race than their own.
Patterns of the linguistic development of children of different socioeconomic environments were determined by a study of word associations. The relation of residential area, social class, or subcultural group membership to linguistic development was the main concern of the study. Each membership group was further categorized according to IQ level, sex, and grade; groups were compared by holding constant age and IQ. The word associations were obtained in response to a list of 96 stimulus words. Each child was interviewed alone, and was asked to respond with the first word thought of as the interviewer said a word aloud. Results of the study support the following conclusions—(1) there are negligible differences between suburban children from upper middle class and blue collar neighbourhoods, (2) rural Maryland children tend to develop more slowly than the suburban children, especially those whose IQ is average or below, (3) Amish children develop even more slowly than the rural Maryland children, and (4) white slum children are advanced compared to suburban children at first grade, but retarded at third grade, Negro slum children are generally behind white slum children, but at first grade the Negro slum children are on a par with white suburban children.
Reading Instruction," is concerned with structural analysis. Chapter 3, "Syntax in Reading Instruction," is concerned with language units more complex than the single word, and their relationships with reading instruction. Chapter 4, "Dialectology in Reading Instruction," deals with problems arising from the fact that language patterns vary from area to area and from cultural level to cultural level. Complicated terminology is simplified for the creative teacher seeking to develop the child's background in basic language patterns in his oral language in order to facilitate his beginning reading development. Emphasis is placed upon helping the child feel comfortable with the language he brings to school, as well as upon devising means of developing language understandings and appreciations to fit the classroom situation. Implications for and recommendations to the classroom teacher are discussed. Figures, charts, tables, and a bibliography of 47 entries are included.

ED 012 026 AL 000 497
Language and Communication Problems in Southern Appalachia.
By - Stewart, William A.
Center for Applied Linguistics, Washington, D.C. Pub date Aug 67
EDRS Price MF-$0.25 HC-$2.25 43P.
Descriptors - Culturally disadvantaged, English Instruction, Negro Dialects, Nonstandard Dialects, Appalachian Region, Educational Laboratory, Applied Linguistics, District of Columbia, Mountain Speech, Rural Resettlement, Social Dialects, Sociolinguistics.

A linguistic field survey of the English spoken in the cultural-geographical area of Appalachia shows that there are at least two major nonstandard dialects in current use. The dialect family most commonly associated with the Appalachian region is Mountain Speech. Although well structured and expressive in its own right, it has come to be considered inferior, ungrammatical, and of low social stature. The Negro dialect spoken in Appalachia has even less social status and is often mistakenly identified with Mountain Speech. Programs for teaching standard English in this area should be based on an understanding of which ethnic and cultural groups use these dialects, how each of the dialects contrasts with standard English, and the special linguistic techniques which have been developed for teaching standard English to speakers of nonstandard dialects. The author briefly outlines a wide range of research, materials, and action programs which could be undertaken by the Appalachian Regional Educational Laboratory to improve language teaching. He also appends a bibliography of articles, books, and pamphlets concerned with language and language-related social structure in Appalachia. This document is also available from the Language in Education Program of the Center for Applied Linguistics, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036.