THE IMPORTANCE OF SOCIAL DIALECTS by DAVID W. MAURER

Within the past half-century the study of regional speech has prospered, comparatively speaking, along with the development of several other branches of linguistics. During the 1920's and '30's there appeared a small group of scholars remarkable for their originality and their linguistic genius. The two great ones were, I think we all agree, Leonard Bloomfield and Edward Sapir, who gave us the tools and the insights necessary to scientific linguistic study. Today almost every university has at least one well-trained linguist interested in some aspect of American English; books and articles on the subject come off the presses so rapidly that it is difficult to keep pace with them. In addition, there are two major works in progress which constitute monumental studies in American Dialects. These are The Linguistic Atlas of North America, begun in 1931 by Hans Kurath, and the Dictionary of American Regional English, edited by Frederic Cassidy at the University of Wisconsin. Both works are well along toward publication, and several sections of the Atlas have already appeared. These projects, along with a host of lesser ones, have been sponsored by the American Dialect Society, which also claims as members most of the productive researchers in the field.

So, while the study of regional dialects is by no means complete--and, of course, never will be--the work is flourishing and in good hands. The same thing cannot yet be said for a study of the social dialects.

David W. Maurer is professor of English at the University of Louisville. Professor Maurer became president of the American Dialect Society in January 1969.
As compared to the regional dialects, the social dialects represent a relatively unexplored area of linguistics. There are several reasons for this. Regional dialect study is based primarily on the geography of the territory and the history of its settlement, with the origins of the settlers, their European speechways, and their later migrations. And since American society was largely agricultural until the twentieth century, there was a common occupational bond uniting the great majority of Americans. In fact, agriculture was a way of life, with its language and its behavior-pattern carrying over into small towns and even cities, as people with a farming background congregated there. Even the great waves of immigrants attracted to America as a result of need for industrial labor in the cities came predominantly from farming backgrounds in Ireland, Italy, Germany, Scandinavia and the Slavic countries. The Negro, too, who has come to the cities in great numbers since 1900, brought with him an agricultural life-pattern.

The task of the linguistic geographer, then, is to prepare carefully drawn isoglosses which separate areas of linguistic usage according to a set of criteria which he has set up to mark dialect differences. He can do this on a horizontal plane and record his findings on maps, then expand on his maps with an accompanying text.

Social dialects, while they are predominantly, though not entirely, phenomena of urban life, cannot be so mapped, since they occur on a vertical rather than a horizontal scale within the very complex life of cities. Also, the phonology of social dialects, and, to some extent, the syntax, tends to follow a pattern of regional dialects; it is in the lexicon that we find the major differences. Furthermore, in America, many sub-cultures consist of people of varied national origins who have similar interests, occupations, economic status, or life patterns. Other sub-cultures were imported with a homogeneous national or racial background, but many have developed independently as a result of social forces which we will mention later on. So, while the linguistic geographer depends heavily on geography and history, the social dialectologist must go to the social sciences, and especially to anthropology if he is to understand the way of life and the language which characterize the sub-cultures. Social dialects carry highly charged connotations which are closely related to individual as well as group behavior.

Since social dialects are primarily cultural phenomena, perhaps a few remarks on American social structure are pertinent. If we may oversimplify, the nature of American culture somewhat, we might start with the growth and development of the middle class, which represents a certain degree of comfortable living, considerable conformity of beliefs, agreement on political concepts, and commonly held attitudes toward economics, education, social responsibility, the relation of man to man, man to government, and man to God. The history of our immigrant waves has been a struggle to enter this middle class, with the first generation of poverty-stricken Irish
or Poles or Italians settling in the slum areas of our cities and, by dint of hard work and frugality and education, moving to better jobs and better neighborhoods with each generation, until they at last achieved status and acceptance in the suburbs, thus leaving the inner city for the next wave of immigrants. One wave, however, has been unable to leave the slums and leapfrog to the suburbs. This is the Negro.

Because of the wealth and power concentrated in the middle-class, various myths have arisen which should not be confused with reality: one, that life there is all good; another, that economic status is the mark of intelligence; that the beliefs there are infallible, the mores not to be improved upon, the educational methods superior, the political philosophy perfect, and the citizens therein inferior to none elsewhere—which takes in a great deal of territory. Of course sharing in such bounty requires some sacrifices—the chief of which is true individualism. A heavy degree of conformity is the price most gladly pay for sharing in the emoluments of the middle class. And with a plethora of creature-comforts, economic security, political power, unlimited educational, industrial, and professional opportunities, to mention only a few of the accruing benefits, it has been only natural for the middle class to grow smug and somewhat self-satisfied. This has always happened on a smaller scale in European cultures too, but until recent years there has been an elite caste above the middle class—the aristocracy, which served—and still does, to some extent—as final arbiter. Here the middle class holds the reins. The only real threat to middle class values in America is the younger generation, which is in the process of spotty secession, a phenomenon politely referred to as "the generation gap."

Nevertheless, the middle class in America has become, without question, the dominant culture. It makes the laws, collects the taxes, controls the educational system, exerts police power, sponsors industry and business, regulates the lives of our citizens, and, without doubt, controls the destiny of our nation. Linguistically, all
this is very important, for the class-dialect of the middle class has become the basis for so-called standard English. By that, I mean the English taught in the public schools. Unfortunately, the teaching of English, like most of American education, is geared to obsolete 18th century educational theories, only more so. The nature of standard English (whatever that actually is) depends upon the textbooks used in the schools, and these texts are inexorably linked with the guidebooks to language etiquette written in England in the 18th century as short-cuts to culture—which meant the usage of the aristocracy as recorded by former tutors in upper-class families. These are replete with phony standards of "correctness," fake etymologies, and arbitrary rules of pronunciation, and superimposed grammatical concepts, which have all too little relationship to the English language as spoken and written in America today. Largely ignored are the very sound findings of historical linguistics, descriptive linguistics, and modern syntactic approaches which are readily available, but to which only passing lip-service is paid in most of the textbooks in use in the public school system today. It is here that conformity takes its real toll, for millions of youngsters are theoretically imbued with facility in "correct" English, only to find themselves in helpless confusion in the face of the actual usage they encounter outside the classroom. Fortunately, a number of first-class novelists, poets, and dramatists have not hesitated to write in the natural language they hear about them, and textbook standards be damned.

Several years ago Charles Fries made the first major attack on this synthetic concept of language when he bugged the switchboard at the University of Michigan and recorded some 200,000 words spoken exclusively by educated people—many of them with Ph.D. degrees—and subjected the resulting corpus to analysis by modern linguistic methods. The result was his Structure of English, which was dynamite. He did the same thing for the written language, using correspondence among government bureaus; the result was American English Grammar. Currently in England, the same thing is being done by a very competent linguist named Randolph Quirk at the University of London, except that he is busy demolishing Fowler, that all-time champion of English undefiled, in the United Kingdom, as well as among confirmed purists in America.

Fortunately many school teachers have read Fries' books and have developed deep misgivings about what they are teaching. Little can be done about this situation, however, until the textbook publishers see the light, and until modern linguistics has a greater influence on language and composition courses taught in the universities where teachers get their education. The effect of all this is to seal off the dominant culture in areas of educational opportunity, employment, and social acceptance to people who have not been fully indoctrinated with the present
public school English.

If the values of the dominant culture were truly supreme, we would have a monolithic society. But this we do not have. There are literally hundreds of sub-cultures which must be considered. Some of these are totally within the dominant culture; some are partly within it and partly outside; and some, like the Gypsies, for instance, are totally outside and like it that way. Sub-cultures are really miniature cultures in themselves. Some have a whole set of culture-indices which differ from those of the dominant cultures, and some share certain indices with the dominant culture but differ in others. Some of them constitute constructive adjuncts to the dominant culture, like the many occupational sub-cultures; and some are entirely parasitic on the dominant culture, like the many criminal sub-cultures. In all sub-cultures there is considerable linguistic differentiation from the dominant culture, and, in some sub-cultures, so-called standard English is virtually a foreign tongue. In fact, there is some evidence that sub-cultures are language-generated.

Also characteristic of sub-cultures is a certain amount of one-way or two-way hostility between the dominant culture and the sub-culture. This may range from semi-friendly rivalry between the sub-culture of, say, upstate New York lumberjacks and the dominant culture of the towns where they may congregate on Saturday nights, to the deadly enmity between the Mafia (a classic example of a criminal sub-culture) and the dominant culture. This friction between sub-cultures and the dominant culture leads to pressures exerted in either unilateral or bilateral fashion. That is, the coal miners' sub-culture may exert pressure on the dominant culture through the unions, or a sub-culture of racketeers may suffer from pressures applied by the law in behalf of the dominant culture. These pressures serve to strengthen the racketeers' sub-culture to the point where they can apply even more pressure (known as heat) either directly on the police or indirectly on the dominant culture.

One thing is certain: sub-cultures tighten their internal structure and accelerate their differentiation in response to pressure applied by the dominant culture, or from a competing sub-culture. In fact, without pressures, most sub-cultures would not develop beyond the rudimentary or abortive stage; this is particularly true of criminal sub-cultures. There must be a threat or implied threat from the dominant culture, which intensifies the internal forces already at work, and the specialized language developing there emphasizes the values, attitudes, and techniques of the sub-culture, at the same time downgrading or disparaging those of the dominant culture. The language reflects this growing hostility. Among criminal groups, for instance, improved technology may excite acute linguistic activity, often with an emphasis on secrecy. The gap between society and the sub-culture widens. As a sub-
culture becomes more aware of its functional identity, a self-image is generated which must be bolstered by word and deed, and, among criminals, the argot becomes a prime factor in triggering criminal behavior. This glorified image may be confused with reality, while the proliferating argot serves to enhance prestige and gratify ego-expansion. Some gangsters appear to build themselves up, partly through verbalization of the invincible self-image, to a state of megalomania suggesting paranoia, while whole criminal sub-cultures, so deluded, can become formidable threats to any force that the dominant culture can throw against them. We see some of this machinery currently at work in the formation of certain cliques of black militants arising from the ghetto sub-cultures. We see the finished product in the Mafia.

These principles appear to apply to all sub-cultures, and vary only in degree according to the intensity of conflict between dominant culture and sub-culture. Sub-cultures agglutinate against the matrix of a dominant culture already vastly experienced in symbolizing its values through language. In the non-learned and non-technical sub-cultures, the tendency is to draw words and phrases from the dominant culture and to give them new meanings, which we might call neo-semanticism; in the learned occupational or professional sub-cultures, the tendency is to create neologisms; which process makes for group-solidarity, mutual recognition, prestige, and a sense of exclusiveness. The continuity of any sub-culture is dependent on keeping its language usage exclusive, since a sub-culture tends to lose its identity once its language is known and used by the dominant culture. When large numbers of words escape from the sub-culture, this may be an indication of the diffusion of the sub-culture and indicate that assimilation of the sub-culture is under way with a consequent deterioration of the sub-culture. We have a good example of this in the sub-culture of the jazz musician and that of the criminal narcotic addict. Words from both these sub-cultures are now the basis of the slang vocabulary of millions of teenagers, and neither sub-culture is nearly so exclusive as it was some twenty years ago.

There are many kinds of sub-cultures clustered within and about the dominant culture. Every occupation constitutes, to some extent, a sub-culture, with the more technical and well organized ones comprising tight in-groups. Railroading is a good example of one with a voluminous special language which, so far as I know, has never been fully studied, along with a tight organization which makes entrance from the outside difficult, but not nearly so difficult as entrance to, say, the printers' trade, where new employees are entered with something of the same complicated ritual as that attending registering a foal for the Kentucky Derby. All sports form sub-cultures of sorts, in which members share most of the indices of the dominant culture, except those directly connected with the sport. Horse-racing, for instance, cuts across a wide swath of sub-cultures, each with its appropriate linguistic
differences, but all overlapping somewhere along the way. Racing starts with the breeders, who have an astonishing expertise in connection with horses, and ends with the gamblers, who know nothing about horses but the price on the formsheet. There are religious sub-cultures like the Trappist monks, the Amish, and the Mennonites, the Trappists having rejected the dominant culture almost entirely, along with the spoken language, though their sign-language shows many of the characteristics of the special language features of other sub-cultures. Many religions or "Utopian" sub-cultures in the United States have disintegrated because they could not inspire in the younger generations enough hostility to maintain the dichotomy with the dominant cultures—so the youngsters joined it.

Other sub-cultures are found in the entertainment world—past and present—(where was there ever a tighter sub-culture than among old-time circus people?), among the military, among the dozens of sub-cultures of professional criminals sometimes referred to as the underworld, in public institutions and especially prisons, (none of which has ever been thoroughly studied) among sexual deviants, and among law-enforcement officers, to name only a few. Among the police, for instance, we now see what was formerly a loose occupational sub-culture turning into something which may be more sinister; under increasing pressures from both the dominant culture and the criminal element, many large police departments seem, in self-defense, to be tightening their sub-culture into a force which may some day give us the police state.

However, the major social problems today stem from a matrix of subcultures which we call the ghetto—though, in reality, we have never had a bonafide ghetto in the United States. Here the behavior pattern deviates widely from that of the dominant culture, the values are often diametrically opposed, and there are few cultural indices in common. Education seems to be the only hope of bringing these millions of people into the dominant culture—if not into the middle class—even assuming that they wish to switch cultures. However, as many dedicated and frustrated school teachers well know, language here is the great barrier. Communication itself is difficult, and it may be most effective to teach English as a foreign language. There is now intense interest in solving this problem, which will require the patient cooperation of teachers, sociologists, linguists, and anthropologists over a period of some years. Perhaps the Negro will eventually follow the Continental custom of speaking an authentic dialect at home and the formal, official language in public.

What is known of the behavior-patterns and specialized language features (and they must be studied simultaneously) of this multiplicity of sub-cultures? Not very much, I can assure you. In fact, we have available more data on some obscure primitive cultures from the South Seas to the Cape of Good Hope that we have on our own social micro-systems. Since all linguists, and especially
those who have worked in dialectology, have the needed technology, they constitute one of the logical disciplines to become actively involved. It has become obvious that the life and language patterns of our own sub-cultures call for systematic study in depth.

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QUERIES

Two letters referred to us by the ERIC Clearinghouse in Linguistics, Center for Applied Linguistics, Washington, D.C.

From: Mrs. D. A. Barlow
1114D University Village, MSU
East Lansing, Michigan 48823

"I am currently working on a comparison of the dialects of the Connecticut-Massachusetts area as divided by the Connecticut River. If you could send a listing of available information on this topic, it would be greatly appreciated."

From: Miss Nelda M. Stuck
809K Cherry Lane
East Lansing, Michigan 48823

"Professor Ney in the English Department here at Michigan State suggested to our class that your clearinghouse might be helpful in providing literature or a bibliography on individual areas of dialect study. I am seeking information on the effects radio and television announcers have on dialects across the country. Has there been any noticeable change in pronunciation due to such widespread communication?"

The editor hopes that specialists in these areas will get in touch with the persons mentioned above directly.
On January 17 and 18, 1969, the undersigned attended the annual meeting of the American Council of Learned Societies as your delegate. The meeting was held in New York City, Friday at the Pierpont Morgan Library and Saturday at the ACLS offices. This was a red-letter meeting, since it was the 50th anniversary of the founding of the ACLS, and nothing was spared to make it an interesting and memorable occasion. A large number of foreign delegates were present, representing the board of the International Union of Academies (UAI), which had originally stimulated the creation of ACLS in order to have American representation for the humanities. On Friday lectures were delivered by the Rt. Hon. Lord Annan, Provost, University College London (on the state of humanistic scholarship in Britain) and by Dr. Caryl Haskins, President of the Carnegie Institution of Washington (on the relationship of science and humanities). On Friday evening a special anniversary banquet was held at the Waldorf Astoria Hotel for secretaries, delegates, officers, and guests of the ACLS. On this most festive occasion greetings were brought on behalf of the UAI by Prof. L. L. Hammerich of the Royal Danish Academy of Copenhagen. President Burkhardt reported on the successful progress and early expectation of goal achievement of the 50th anniversary endowment campaign. The speaker of the evening was Charles Odegaard, President of the University of Washington (Seattle), who congratulated ACLS on its half century of achievement and spoke of the problems that face scholarship in our troubled age.

On Saturday morning a business meeting of the ACLS was held, at which the delegates of the constituent societies elected officers, heard reports, and adopted next year's budget. The most important item on the agenda was President Burkhardt's report on the 50th Anniversary Endowment campaign: 584 individuals have pledged an average of better than $100 each; 60 universities have pledged annual contributions of $2000 each (and 3 colleges $1000 each); foundations (especially the Avalon, Rockefeller, Carnegie and Old Dominion) have pledged over one and a half million dollars. In terms of endowment this amounts altogether to better than four and a half million dollars; he is confident that the five million dollar goal will be reached before the end of the fiscal year on June 30. A motion to appoint a committee to investigate the problem of increasing the base of ACLS was rejected after some discussion. A motion was passed transmitting to the Endowment for the Humanities sentiment regretting the priority placed on their grants in favor of "urban and minority problems", as being an undue limitation on the applicants' freedom of choice.

Einar Haugen
GENERAL NEWS

ACLS Fellowships of Interest to ADS Members

George Cardona, Department of Linguistics, University of Pennsylvania: Studies in Indian grammarians: syntactic rules.

Martin Chasin, Department of History, Howard University: To study the Ottoman Turkish language and Ottoman history and civilization, with particular emphasis on the period from the thirteenth through the eighteenth century.

Jürgen Eichhoff, Department of German, University of Wisconsin: The German language in America.

Erwin A. Esper, Department of Psychology, University of Washington: Analogy and association in linguistics.

Morris Halle, Department of Modern Languages and Linguistics, Massachusetts Institute of Technology: Preparation of a handbook of phonetics and research on English dialectology, the rules of word formation in Russian, and studies of poetic form.

William O. Hendricks, Department of English, University of Nebraska: An intensive study of structural analysis in folklore and its relevance to linguistics.

Alfred B. Hudson, Department of Anthropology, Michigan State University: A linguistic survey of the indigenous languages of Borneo.

James A. Matisoff, Department of Linguistics, Columbia University: Lahu and Tibeto-Burman linguistics.

Anthony Salys, Department of Slavic Languages, University of Pennsylvania: A historical dictionary of the Lithuanian language with emphasis on neologisms of the 19th and beginning 20th century.

John E. Stambaugh, Department of Classics, Williams College: To study the language, culture and religion of ancient Egypt at Brown University.

ACLS Grants - General

The American Council of Learned Societies has awarded grants to seventy-seven Americans and foreigners for summer study in linguistics. These awards, funded jointly by the Ford Foundation
and the National Science Foundation, are designed to further the training of, or to attract into the study of linguistic science, younger scholars of high competence and to enhance the scientific training of language teachers, including that of teachers of English as a foreign language abroad. All the recipients, except two, will attend the Linguistic Institute which will be held at the University of Illinois, Urbana, June 16 to August 9, 1969.

ACLS Travel Grants of Interest to ADS Members

Conference on "The Ethnogenesis of the Balkan Peoples from the Archaeological and Linguistic Point of View up to the Byzantine Period"
Eric P. Hamp, Department of Linguistics, The University of Chicago.

ACLS - General Information on Aids to Individual Scholars

The Council's programs of fellowships and grants, with the exception of Study Fellowships, Summer Study in Linguistics, and Study of East European Languages, are designed to advance research. The fields of specialization included in them are: philosophy (including the philosophy of law and science); aesthetics; philosophy, languages, literature, and linguistics; archaeology; art history and musicology; history (including the history of science, law and religions); cultural anthropology; and folklore. Programs with a predominantly humanistic emphasis in economics, geography, political science, psychology, sociology, and the natural sciences will also be considered. Competitions are not restricted to members of academic faculties.

ACLS Awards for Computer-Oriented Research in the Humanities

In cooperation with the International Business Machines Corporation, the ACLS offers a limited number of awards to support research in all fields of the humanities involving the use of electronic computers. All applications under this program will be judged both in terms of their potential contribution to scholarship and in terms of the interest and potential importance of the computer applications which they involve. The purchase of computer time cannot be included in the budget of these applications.

The purpose of these awards is to provide funds in support of significant humanistic research involving the use of computers. Originality in the use of the computer rather than routine application is sought. The award will be available to the recipient immediately following his acceptance, and should be expended within one year after acceptance. With the exception noted below, awards are to be used exclusively to advance specific programs of research in progress by contributing to the scholar's essential personal expenses for that purpose. These expenses may include personal
travel and maintenance away from home necessary to gain access to materials; research or clerical assistance; reproduction or purchase of materials. In exceptional cases, however, an award may be made for living expenses at home to relieve the applicant from the necessity of teaching beyond the conventional academic year. Awards can be made up to a maximum of $10,000.

In order to provide greater flexibility for prospective applicants, applications will be accepted and reviewed throughout the year rather than at one annual deadline date. Announcement of awards will normally be made within three months after receipt of the application.

ACLS Grants for Summer Research in Linguistics

Grants-in-aid of amounts up to $2,000 are available at the postdoctoral level on a competitive basis from the ACLS Linguistic Research Fund. The purpose of these grants is to provide support, not available from other sources, for summer research such as field work and access to manuscripts or other primary data by contributing to scholars' essential expenses, including personal travel and maintenance away from home necessary to gain access to materials, and reproduction or purchase of materials. Grants will not be awarded to relieve applicants from the necessity of teaching beyond the conventional academic year, nor for such routine services as typing of manuscripts and bibliographies.

The deadline for receipt of applications is February 15, 1970. Awards will be announced within ten weeks after the deadline.

Meetings and Conferences


September 8-13, 1969. 10th International Congress on Onomastic Sciences, Vienna, Austria. [Write: Vienna Academy of Medicine, U.S. Travel Department, Lilo Breuer, 9 East 38th Street, New York, New York 10016.]

November 29-30. National Council of Teachers of English Conference. Washington, D.C. One session of the Conference will be jointly sponsored by the American Dialect Society on November 30. The program will be as follows:
Edward Artin, G & C Merriam Co. "The Pronunciation of Our"
Stanley J. Cook, University of Utah, "Low-Back Vowels in Utah Speech"
Lawrence M. Davis, Illinois Institute of Technology, "Literary Dialect in Milt Gross' Nize Baby"
Lee A. Pedersen, Emory University, "Social Factors in Southern Regional Dialectology"
Roger W. Shuy, Center for Applied Linguistics, "The Differences in Black-White Speech"
Publications

Occasional Paper No. 14 (Publication of the Australian Language Center-University of Sydney)
Contents: The Terminology of Australian National Football
Part 3: P-Z.

Bibliographies


Dialect Recordings


News from an ADS member

Dr. Wolfgang Viereck of the Seminar für Englische Sprache und Kultur der Universität, Hamburg, West Germany, sent the following report:

"As far as my present activities are concerned I may report that I am editing the lexical and grammatical material of the wide-meshed survey Guy S. Lowman carried out in the South of England 1937-38. The Atlas will contain 270 maps, the findings of which will be compared with Orton's Survey of English Dialects, Wright's English Dialect Dictionary and, on the other side of the Atlantic, with The Linguistic Atlas of New England, The Linguistic Atlas of New England, The Linguistic Atlas of the Middle and South Atlantic States, Kurath's Word Geography and Atwood's Verb Forms. Because of the greater comparability of Lowman's data with the American Atlas, his findings are bound to give a better insight into the interrelationship of regional British and American English and are likely to provide a better knowledge of the origins of the latter. The Atlas will be completed, I hope, at the end of next year."

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The following is a list of the Publications of the American Dialect Society (PADS). They should be ordered from: University of Alabama Press, Drawer 2877, University, Alabama 35486.

1. Instructions to Collectors of Dialect, G. P. Wilson, 14 pp., $1.00, April 1944

2. Word Lists from the South: Tobacco Words, 72 pp., November 1944

3. "Notes on the Sounds and Vocabulary of Gullah," L. D. Turner; comments on PADS 2, 28 pp., $2.25, May 1945

4. Proverbs and How to Collect Them, M. M. Bryant, 25 pp., $3.00, November 1945

5. A Glossary of Virginia Words, P. J. Wilson, preface by H. Kurath, 46 pp., $3.00, May 1946

6. A Word List from Virginia and North Carolina, C. M. Woodard, 46 pp., $3.50, November 1946

7. The Place-Names of Dane County, Wisconsin, F. G. Cassidy, foreword by R. L. Ramsay, 255 pp., $7.50, April 1947

8. "Maple Sugar Language in Vermont," M. M. Bryant; comments on PADS 5 and 6, 41 pp., $1.00, November 1947


10. An Iowa Low German Dialect, A. P. Kehlenbeck, 82 pp., $1.00, November 1948


12. Pronunciation of the French Spoken at Brunswick, Maine, W. N. Locke, preface by J. M. Carriere, 201 pp., $3.00, November 1949

13. "A Word List from 'Bill Arp' and 'Rufus Sanders,'", M. G. Figh; comments on word lists in PADS; word list from Kentucky, 27 pp., $1.00, April 1950
14. Word lists from South Carolina and Florida, 81 pp., $1.00, November 1950

15. "Language Trends in Oil Field Jargon," R. Rippy; "Folk and Scientific Names for Plants," W. L. McAtee; "Vernacular Names for Texas Plants," B. M. Reid; word lists from Indiana, New Hampshire, Louisiana; list of members of the Society, 95 pp., $1.00, April 1951

16. The Argot of the Racetrack, W. D. Maurer, 70 pp., $1.50, unavailable, November 1951


18. The Place Names of Boone County, Missouri, R. L. Ramsay, 52 pp., $1.50, November 1952


20. A Method for Collecting Dialect, F. G. Cassidy, 96 pp., $5.00, November 1953


22. The Phonology of the Uncle Remus Stories. Sumner Ives, 59 pp., $1.50, November 1954


24. Whiz Mob: A Correlation of the Technical Argot of Pickpockets with Their Behavior Patterns, D. W. Maurer, 199 pp., $3.50, November 1955 (No Reprint)


27. "Principal and Subsidiary Dialect Areas in the North-Central States," Albert H. Marckwardt; "English Loan Words in the Low German Dialect of Westphalia, Missouri," W. A. Willibrand; The Secretary's Report, 32 pp., $1.00, April 1967

28. Interrogative Structures of American English (The Direct Question), Dwight L. Bolinger, 184 pp., $7.50, November 1957


32. The Low-Central and Low Back Vowels in the English of the Eastern United States, Thomas H. Wetmore, 131 pp., $4.00, November 1959


34. A Colorado Word Geography, Clyde T. Hankey, 82 pp., $3.00, November 1960

35. "Word Distribution in the Interior South," Gordon R. Wood; The Secretary's Report, 24 pp., $1.00, April 1961


37. "Marble Words in Hayes, Kansas," S.J. Sackett; The Secretary's Report; Individual Members of the Society, 32 pp., $1.00, April 1962


41. "Webster's Third on Non-Standard Usage," Jean Malmstrom; "Socal Aspects of Bilingualism in San Antonio, Texas," Janet B. Sawyer; "Names in Gardening," Margaret M. Bryant, 69 pp., $4.50, April 1964


43. "A Dialect Study in Dartmouth, Massachusetts," Ruth Schell Porter, 64 pp., $4.50, April 1965


47. "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,$2.50, April 1967

DIALECT NOTES (published by the American Dialect Society, 1890-1939)

Volume I (1890-1896), 497 pp., $15.00
Volume II (1900-1904), 479 pp., $15.00
Volume III (1905-1912), 656 pp., $15.00
Volume IV (1913-1917), 498 pp., $15.00
Volume V (1918-1927), 525 pp., $15.00
Volume VI (1928-1939), 784 pp., $15.00
ED 012 435
AL 000 239
Stewart, William A.
Pub Date 67
EDRS Price MF-$0.25 HC-$0.40 6P.
Descriptors - Language Instruction, Negro Dialects, Negro Education,
Negro History, Social Dialects, Applied Linguistics, Creoles, Dis-
trict of Columbia, Negro Stereotypes, Pidgins, Sociolinguistics.

Although American educators are gradually realizing that some
children should be taught standard English as a separate, second
dialect, remedial English programs still do not reflect structural
observations on language variation among the disadvantaged. There
is a lack of communication between linguists, teachers, and com-
community leaders and the non-linguists involved in such programs have
been disturbed by the idea of a correlation between language behav-
or and ethnic grouping, this correlation is particularly controver-
sial when the linguist points out that Negro dialects are alike
throughout the country, while different in many ways from the non-
standard dialects of whites living in the same area. In this study,
the historical roots of primarily Negro speech patterns are found
in the Creole and pidgin English spoken by Negro slaves and recorded
in literature of the era. Even after the civil war, when the field-
hand Creole English began to take on more features of local white
dialects and the written language, certain dialect features remained
peculiar to Negro speech. An understanding of the historical ling-
guistic process that led to nonstandard Negro dialects will help
the educators of the disadvantaged to communicate with applied lin-
guists working on the same problems. This article was published

- 18 -
Stewart, William A.
Research in Progress--Social Dialects of English.
Center for Applied Linguistics, Washington, D.C.
Report Number 3
Pub Date Sep 67
EDRS Price MF-$0.25 HC-$2.30 44p.

Included in this report are brief descriptions of 36 current, projected, or recently completed social dialect studies in English. The third in a series, Report No. 3 completely supersedes the previous reports (which were entitled "Current Social Dialect Research at American Higher Institutions, Nos. 1 and 2"). The projects outlined in this report deal with many aspects of sociolinguistics, including linguistic analysis of dialects, materials preparation for teaching standard English to speakers of other dialects, pilot studies, dialect contact and change, and research on teaching methods for speakers of certain dialects. In each case the report gives the name and location of the principal investigator to aid researchers needing more detailed information not given by the report resumes.

Labov, William
The Social Stratification of English in New York City.
Center for Applied Linguistics, Washington, D.C.
Pub Date 66
Document not available from EDRS

The work presented in this study is an investigation of the social context of language. The complexity of the English dialect spoken in New York City parallels the complexity of the city's changing social structure. Data gathered from the large speech community show that the variation in individual speech patterns is reflected in a highly systematic structure of social and stylistic variation. The study extends the limits of formal linguistic analysis to include factors of continuous social and stylistic variation and unconscious subjective reactions to the speech patterns studied. Many of the techniques developed for gathering data may have a more general application. The final chapter integrates individual linguistic and sociolinguistic data, focusing on the New York City vowel system. In order to make these findings accessible
to the non-linguist, technical terms and symbols are defined in the text and appended in a glossary. This book is available for $5.00 from the Publications Office of the Center for Applied Linguistics, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036.

ED 012 948  
McCarthy, John W.  
New Hampshire Univ., Durham, Graduate School  
Pub Date 66  
EDRS Price MT-$0.25 HC-$0.90 16P.  

Directive and less-directive counseling are examined on a theoretical basis through the concept of linguistic relativity (LR). The following are assumed--(1) the goal of counseling in our society is individual freedom and emergence, (2) directive counseling, an end in itself, guides the client to predetermined adjustment, and (3) less-directive counseling preserves the sovereignty of the client because answers can only be known by the client. LR is concerned with the way languages, particularly vocabularies, are influenced by the physical and social environment. Similarly, perception is affected by mental set. It is impossible for people to think and perceive beyond the bounds of their language. Consequently, people who live in different cultures see the world in different ways. By analogy, individual verbalizations are subject to a law of individual, linguistic relativity, differing only in degree from cultural linguistic relativity. Doubt is thus cast on the ability of the directive counselor to clearly understand and provide solutions for individual problems. In contrast, LR and less-directive counseling are in harmony because the counselor merely acts as a catalyst in a process intended to allow the client to understand his relationship to life. This article is published in "Perspectives on Counseling," Volume 1, Number 1, Spring 1966, an occasional journal published by the University of New Hampshire Graduate School.

ED 013 455  
Loman, Bengt  
Conversations in a Negro American Dialect.  
Center for Applied Linguistics, Washington, D.C.  
Pub Date 67  
EDRS Price MF-$0.75 HC-$9.35 185P.  
The data presented in this book were gathered as a part of a project to analyze the nonstandard dialect of English spoken by Negro children in Washington, D.C. The ultimate aim of the project is to produce the basic linguistic information essential to programs for teaching standard English to these children. The tape recordings used in this study are available from the Center for Applied Linguistics and are free, spontaneous conversations recorded in a special "sound studio" installed in a low-income neighborhood of Washington. The passages selected from the recordings for transcription are conversations between members of a family group and neighborhood children. A modified standard orthography was used for the transcription with prosodic aspects transcribed in a modified Trager-Smith system. The language data contained in these texts will serve as the basis for further linguistic and anthropological studies. Copies of this book are also available for $4.00 from the Center for Applied Linguistics, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036.

ED 01 061 AL 000 727
Fishman, Joshua A.
Yiddish in America—Socio-Linguistic Description and Analysis. Indiana University, Bloomington, Research Cntr. in Anthropology Report Number IURC-Pub-36
Yeshiva Univ., New York, N.Y.
Report Number NDEA-VI-62
Pub Date Apr 65
Contract OEC-SAE-8729
Document not available from EDRS.

Over the one thousand years of its history, the Yiddish language has been an integral part of the history, culture, and social life of Ashkenazic Jewry. During periods of ascendancy it was the spoken vernacular, the idiom of entertainment literature, and the language of popular religious education. The period 1861-1914 saw the development in Eastern Europe of Jewish "national" secular ideologies concerned with Jewish self-definition through common ethnic, linguistic, and cultural traits rather than through traditional religious beliefs and practices. Generally, in the United States, greatest support for the use of Yiddish in education, mass media, cultural organizations, literature, and the theatre has come from these secularists rather than from ultra-orthodox or Zionist groups. Today, the great majority of American Jews are neither orthodox nor secularist and use little, if any, Yiddish. On an intellectual level, however, Yiddish will continue to live as long as scholars study the history and cultural heritage of the
Jewish people. This study appears in Part II of the "International Journal of American Linguistics," Vol. 31, No. 2, April 1965, and is available for $3.00 from the Director of Publications, Research Center in Anthropology, Patton House, Indiana University, Bloomington, Indiana 47405.

ED 014 070 AL 000 786
Slager, William R.
Effecting Dialect Change through Oral Drill.
National Council of Teachers of English, Champaign, Ill.
Pub Date Nov 67
Document not available from EDRS.

The author's aim in this paper is to introduce the classroom teacher to the techniques of preparing and using oral drills to teach standard English to speakers of non-standard English. Suggested linguistic readings and a brief outline of the work being done in the United States in the field of regional and social dialectology precede explanation of the different types of drills which the teacher can adapt to his own teaching situation. Models for drilling changes in pronunciation and grammar are presented with practical teaching suggestions. The author warns, however, against limiting this teaching to oral drills, and points out the need for developing the syntax and vocabulary of the non-standard speaker. This calls for greater emphasis on sentence building and paragraph writing in the classroom. This article appeared in the "English Journal," Volume 56, Number 8, November 1967.

ED 014 711 AL 000 757
Raun, Alo Saarest, Andrus
Introduction to Estonian Linguistics.
American Council of Learned Societies, New York
Report Number P-8
Report Number NDEA-VI-195
Pub Date 65
Document not available from EDRS.
Descriptors - Diachronic Linguistics, Dialects, Estonian, Balto Finnic Languages, Bibliographies, Descriptive Linguistics, Dialect Studies, Ethnic Groups, Language Classification, Language Styles, Morphology (Languages), Phonology, Syntax.

This text comprises a survey of the Estonian language, which is grouped here with Livonian, Votic and a part of Western Finnish, to form the Southwestern branch of the Finnic (or Balto-Finnic languages. The authors' classifications and a history of the studies which have been carried out in Estonian are presented, followed by a presentation of Estonian phonology, morphology, and syntax. An extensive lexicon contains--(1) Pre-Estonian, Indo-Iranian, Baltic,
and Germanic borrowings, (2) Estonian additions, (3) personal names, and (4) place names. A history of the Estonian language and a description of its dialects, illustrated by texts in English, literary Estonian, and each of the various dialects, complete this linguistic survey. A selective bibliography is appended. A knowledge of comparative linguistics is assumed on the part of the reader. This text is Volume XII of the "Ural-Altaische Bibliothek Series," published by Otto Harrassowitz, Wiesbaden, Germany.

ED 014 725 AL 000 950
Dillard, J.L.
Negro Children's Dialect in the Inner City.
Pub Date 67
Document not available from EDRS.

Recent research on the nature of nonstandard English dialects has indicated that certain archaic speech forms associated with creole languages are preserved in the speech of urban Negro children. The author of this article believes that language programs for these children should be based on a more complete linguistic analysis of their language acquisition patterns. He points out that, although Negro children eventually stop using these special patterns in acquiring patterns closer to standard English, the child's educational problems are most critical at just that time when his dialect is most different from standard English. The Negro child must learn to read in standard English, a dialect he cannot speak, and is taught by a teacher who usually does not recognize how different the student's language really is from the English of his textbooks. Further studies into the relationship between the history of the English language in America and the structure of the Negro nonstandard dialect will not only reveal historical data but will probably change the way standard English is taught to speakers of nonstandard dialects. This article appeared in "The Florida FL Reporter," Fall 1967 issue. Reprints are available for $0.25 from "The Florida FL Reporter," 801 N.E. 177 Street, North Miami Beach, Florida 33102.

ED 015 479 AL 001 013
Carroll, William Feigenbaum, Irwin
Teaching a Second Dialect and Some Implications for TESOL.
Teachers of English to Speakers of Other Languages
Pub Date Sep 67
EDRS Price MF-$0.25 HC-$0.60 10P.
The research described here is being carried out by the Urban Language Study of the Center for Applied Linguistics: the principle task of the project is to study the speech of Negro children in a low socio-economic area in the District of Columbia. Special materials for teaching standard English to speakers of nonstandard Negro dialects are being prepared on the basis of the contrastive analyses resulting from this study. A basic assumption of the Urban Language Study is that the nonstandard Negro dialect differs systematically from standard American English in grammatical structure as well as in phonology and lexicon. While no "very complete or definitive statements" have as yet been made about the Negro dialect verb system, enough data has been analyzed to indicate particular problem areas. These materials being developed and used in experimental classes in Washington, D.C. are designed not to replace the "informal, nonstandard variety of English spoken by a large number of students," but to teach the students to control an additional variety—a standard dialect. Presented by the authors at the TESOL Convention in April 1967, this article is published in the 'TESOL Quarterly,' Volume 1, Number 3, September 1967, Institute of Languages and Linguistics, Georgetown University, Washington, D.C. 20007.

ED 015 928
Kitzhaber, Albert R.
Language Curriculum 1-Test for "Varieties of English".
Oregon Univ., Eugene
Report Number CRP-H-149-94
Report Number BR-5-0366-94
Contract OEC-5-10-319
EDRS Price MF-$0.25 HC-$0.35 5P.

This test--"Varieties of English"--was designed by the Oregon Curriculum Study Center for a Seventh Grade language curriculum. It is intended to accompany the curriculum units available as ED 010 149 and ED 010 150.

ED 016 226
Wilson, Graham
A Linguistics Reader.
Pub Date 67
Document not available from EDRS
Descriptors - Descriptive Linguistics, Linguistic Theory, Structural Analysis, Composition (Literary), Dialect Studies, Dictionaries, Etymology, Grammar, Language Standardization, Language Styles, Literature, Morphology (Languages), Phonemics, Spelling, Transformation Theory (Language), Vocabulary.

This collection of 36 essays by some of the most outstanding
linguists now working in the United States and the British Isles presents a composite picture of the various aspects of modern linguistics. Designed for a reading audience of freshmen or upper division English students, future teachers, or the layman interested in language and its workings, the first group of essay topics includes assumptions which the linguist makes about language, and some possible applications of linguistics to the teaching of composition and literature. Other sections deal with "correctness," linguistic criticism, grammar, and such related matters as spelling, dialects, and dictionaries. Discussion questions follow most of the selections. The foreword, written by Paul Roberts, provides a background of history of language study and some of the main problems with which linguists are concerned today. This volume is published by Harper and Row, Publishers, Inc., 49 East 33rd St., New York, N.Y. 10016 ($5.50).

ED 016 232
Gladney, Mildred R. Leaverton, Lloyd
A Model for Teaching Standard English to Non-Standard English Speakers.
Pub Date Feb 68
EDRS Price MF-$0.25 HC-$0.70 12P.

After tape recording and analyzing informal conversations with kindergarten and third-grade Negro children in the Chicago public schools, a program of language arts instruction was drawn up to (1) use actual statements made by the child in his dialect for contrast with standard English, (2) limit pattern practice to verbs and to statements easily compared with standard English, and (3) focus on one verb pattern at a time. In each of eight units the children were first encouraged to make statements using the verb to be studied. These were then recorded on the chalkboard in standard English (called "school talk") and nonstandard dialect (called "everyday talk") and contrasts were pointed out and drilled. Written materials were prepared in both dialects and the children practiced changing nonstandard to standard. At the end of one school year, informal conversations in "school talk" were recorded with small groups from the experimental class and from control classes. Significant differences were noted in regard to usage of two of the six verbs tested, but no statistically significant data were found for the other four. This paper was read at the American Educational Research Association Meeting, Chicago, Illinois, February 1968.
Dear American Dialect Society Member:

On the opposite page you will find an invitation to join the ADS which we have just prepared with the primary aim in our mind of helping the Society increase its membership. It is a sad fact that the Society's membership has not risen anywhere near proportionally to the increase in the population nor to the expansion of higher education.

For example, in 1889, the membership of the Society was 158, in 1900 the membership was 324, in 1917 it was 379 and our present membership is only 534, which is a minuscule number when compared with the number of people who are interested in regional and social dialects. I hope you agree with me that the situation should be remedied and that you will pass this invitation on to a potential member of the Society.

A. Hood Roberts
Secretary-Treasurer
American Dialect Society

CALL FOR PAPERS - ANNUAL MEETING

The 1969 Annual Meeting of the American Dialect Society will be held on December 27 and 28 in Denver, Colorado, in the Onyx Room of the Brown Palace Hotel from 10:30 a.m. to 11:45 a.m.

Those who wish to present a paper are invited to send 5 copies of an abstract of not more than 250 words to the Chairman of the Program Committee: Dr. Roger W. Shuy, Center for Applied Linguistics, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036. They will hear of the decision by the end of September.
The President and Secretary of the American Dialect Society are pleased to invite you to become a member of the Society.

As you may know, the American Dialect Society is composed of scholars, researchers, teachers, editors, writers and laymen who have an interest in the regional and social dialects used in the United States and Canada. The work of this distinguished membership has, over the years made a most useful contribution to the collection and study of certain aspects of the English language in America. With current social problems emanating from conflict between various regional and cultural sub-groups, the establishment and maintenance of communication with these groups is imperative. Furthermore, language is often one of the keys to understanding behavior-patterns in sub-cultures, and research in this area is presently very much needed.

The American Dialect Society is one of America's oldest continuously functioning learned societies. It was founded in 1889 and meets annually (both on a national and regional schedule) in connection with the Modern Language Association. It also has useful liaisons with other research-oriented groups like the American Name Society and the American Council of Learned Societies. Its past membership includes a large number of distinguished pioneers in language study, such as Louise Pound and H.L. Mencken.

Today the membership includes many researchers actively interested not only in regional and social dialects, but also in psycholinguistics, sociolinguistics, semiotics, anthropology, sociology, criminology, social psychiatry, and the history of place-names. A number of these people are actively publishing, not only through the Society but through other channels as well, and contributing new and fresh insights into many aspects of American English. Their names appear on many of the most significant language studies now published.

Membership in the Society allows you to:

1. Receive all the Society's publications including the Newsletter, the regular issues of the Journal, and the substantial monographs which are issued from time to time.
2. Attend the Society's meetings, both national and regional.
3. Submit to the Editorial Board manuscripts to be considered for publication.
4. Participate in all discussion sessions and business meetings of the Society.
5. Keep abreast through the publications of the research projects sponsored by the Society, and of other projects and to hear of grants and contracts awarded for projects in the area of the Society's interest.
6. Utilize any published findings of the Society (with appropriate clearance by the Secretary) in the course of your own teaching, research, or writing.
We who are already members regard these privileges highly. And the cost of membership is a modest $5.00 a year. Whether you are a professional or an amateur with an interest in language, you are welcome. You are invited to fill out the blank on this page and mail it back with your check.

David W. Maurer
President ADS
University of Louisville
Louisville
Kentucky 40208

A. Hood Roberts,
Secretary-Treasurer ADS
Center for Applied Linguistics
1717 Massachusetts Ave. N.W.
Washington, D.C. 20036

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University of Wisconsin
2218 University Avenue
Madison, Wisc. 53706

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