NEW FAST DISSEMINATION IN ENGLISH SOCIAL DIALECT STUDIES

The Center for Applied Linguistics, in cooperation with the NCTE-CAL Clearinghouse Committee on Social Dialects and the American Dialect Society, announces a new service of interest to persons concerned with English social dialects. This new experimental service, funded partially by the Library and Information Sciences Program of the Bureau of Research of the U. S. Office of Education, is a part of a wider program undertaken by CAL for dissemination of material in a number of subfields with the language sciences. The Program's basic objective is to speed up the process of dissemination of research results which are too specialized or theoretical for inclusion in the ERIC System. In addition to reducing the time lag for dissemination to a matter of weeks instead of years, the Program will enable the participants to be kept abreast of the current literature in their fields by condensing the contents and making full texts available upon request. In other words, the user will pay for and read only what he is really interested in.

RULES AND PROCEDURES

General Scope

Papers dealing with the relationship of the English language and society, including interdisciplinary, theoretical, applied and peripheral aspects of this subject area. Although the emphasis is on social dialects, papers on regional dialects are also welcome.

1. Anyone may submit an unpublished paper for dissemination through this program.

2. If possible, papers should be accompanied by an abstract. The authors are also invited to submit half a dozen or so words which most adequately describe the article's contents. The authors are asked to do this for accuracy in indexing.
3. To insure that the disseminated material is of acceptable quality, a simple and rapid process of refereeing will be employed. Papers will be evaluated by the joint NCTE-CAL Clearinghouse Committee on Social Dialects consisting of:

H. B. Allen
A. L. Davis
W. N. Francis
A. S. Hayes
R. F. Hogan
A. H. Marckwardt
R. I. McDavid, Jr.
J. B. McMillan
D. W. Reed

4. Only copies of good graphic quality can be accepted. Ditto, smudged mimeograph or poor Xerox copies are not legible when microfilmed.

5. The titles, abstract, and indexing terms of accepted papers will be published in a special monthly bulletin distributed initially to members of the American Dialect Society and to other individuals concerned with this field upon request.

6. If possible, documents should be submitted in triplicate.

7. Copies of full texts will be available in the form of microfiche or hard copy from the National Cash Register Company at the following prices:

- Microfiche (MF) containing up to 60 pages $0.25
- Hard copy (HC) 0.07 per page

The new Program will be directed by A. Hood Roberts and managed by Adam G. Woyna.

It is important that the material and correspondence be addressed to:

Project for Information Dissemination in Linguistics or PIDL
Room 711
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W.
Washington, D.C. 20036.
The American Dialect Society welcomes submission of quality manu-
scripts for editorial examination and possible publication. The
subject matter may range over any aspect of regional or social
dialects used in the United States and Canada. The length may vary
from short articles to studies of monograph size. Although the
Society usually publishes the work of established scholars, it
welcomes fresh material from younger researchers, especially those
who have just completed a doctorate in linguistics.

Communications should be addressed to:

A. Hood Roberts, Secretary
The American Dialect Society
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W.
Washington, D.C. 20036

Manuscripts will be referred to the Editorial Board for careful
consideration.

D. W. Maurer
President

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 re-
cently completed research and 3) invites the readers to use the
queries section for certain of their specialized inquiries to the
membership as a whole.
RECORDINGS OF STANDARD ENGLISH
by A. L. Davis and Lawrence M. Davis

The following questionnaire is being used as part of an on-going project at the Center for American English, Illinois Institute of Technology. We are attempting to sample the major standard English dialects of the United States and Canada, and, with the help of interested scholars, we have so far (May, 1969) received tapes from the following places:

Canada
Newfoundland: St. John's
Nova Scotia: Halifax
Ontario: Toronto
British Columbia: Vancouver
Manitoba: Winnipeg
New Brunswick: Saint John

United States
Alabama: Tuscaloosa
California: San Francisco
D. C.: Washington
Georgia: Atlanta
Augusta
Savannah
Illinois: Chicago
Collinsville
Kentucky: Louisville
Louisiana: New Orleans
Maryland: Baltimore (2)
Massachusetts: Boston
Minnesota: Minneapolis
Missouri: St. Louis
New York: New York City
Pennsylvania: Pittsburgh
South Carolina: Charleston
Columbia
North Augusta
Orangeburg
Tennessee: Lebanon
Texas: Dallas
Utah: Salt Lake City

Eventually we hope to have samples of English wherever it is a native language. Because we are currently revising our questionnaire, we would appreciate any suggestions which members of the Society might have.

Directions for use of questionnaire.

1. The purpose of this questionnaire is to elicit variant pronunciations of ALL the words in the right-hand column. There are no substitutions which are acceptable.

2. Ask question in exactly the words given. If not successful, use the alternate question marked a). If this fails, use your own ingenuity.

3. Words underlined should be emphasized in asking the question.

4. If INF has misunderstood the question, try again after some explanation.

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5. Phonetic transcriptions are not required but would be very useful to us. Please pause briefly after the INF's response.

6. Complete the interview at ONE sitting if at all possible.

7. Do not deviate from the order of the questions in the questionnaire.

8. Be sure to get natural responses, but keep conversation to a minimum during the direct questioning.

In order to get a clear tape.

1. Try to use a language laboratory or similar environment (carpeted room with draperies; relatively free from noise and interruption).

2. Record at 7.5 ips. speed; use tape only in one direction.

3. The volume should be set by testing the informant's voice. If more than one session is necessary, be sure that recording levels are matched.

4. Identify each tape orally and mark the reels and box(es) clearly.

Informant

Before working with the INF, the FW should complete the bibliographical form. This will aid the FW in determining if the INF is a "standard and representative" speaker, middle to upper class. Culture as well as education should be the main factor in assessing the INF's class status.

The Informant MUST:

1. be a "standard" speaker—he should speak the prestige dialect of the area.

2. be a "representative" speaker—not characterized by any outstanding speech habits (affectation, etc.).

3. be in college or a college graduate.

4. not have been out of the metropolitan area for any considerable length of time. This is somewhat subjective but most important in that the informant should not have dialect mixture.

5. be a young to middle-aged adult (in general range of 20-60).
6. It is desirable that at least one parent be a college graduate. Most essential, however, is that the family represents the cultural tradition of the community.

BEGIN TAPE RECORDING HERE:

NAME OF FIELD WORKER: ____________________________

BIBLIOGRAPHICAL DATA

NAME: ____________________________________________

STREET ADDRESS: _______________________________ CITY: ______________________

NAME OF NEIGHBORHOOD IF ANY: ___________________________

PLACE OF BIRTH: ___________________________ AGE: _______ SEX: _________

OTHER COMMUNITIES IN WHICH INF HAS LIVED AND HOW LONG: ____________

SIGNIFICANT TRAVEL (INCLUDE MILITARY SERVICE): ____________

OCCUPATION (SPECIFIC JOB TITLE or DESCRIPTION): ____________

EDUCATION: ______________________________________

FAMILY HISTORY:

MOTHER'S PLACE OF BIRTH: ____________________________

MOTHER'S EDUCATION: ________________________________

FATHER'S PLACE OF BIRTH: ____________________________

FATHER'S EDUCATION: ________________________________

MATERNAL GRANDPARENTS:

GRANDMOTHER'S PLACE OF BIRTH: ____________________________

GRANDFATHER'S PLACE OF BIRTH: ____________________________

PATERNAL GRANDPARENTS:

GRANDMOTHER'S PLACE OF BIRTH: ____________________________

GRANDFATHER'S PLACE OF BIRTH: ____________________________

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1. Count up to 15 (The first no. is_______.
The next is_______, etc.).  1-14
2. The number after 19 is_______.
3. 3 x 9 is_______.
4. After 29 comes_______.
5. After 39 comes_______.
6. After 69 comes_______.
7. In a line, the man who is number 20 is the 20th man; what do you call the man who is number one? first
8. Behind him is the_______man. second
9. Behind him is the_______man. third
10. Behind him is the_______man. fourth
11. Behind him is the_______man. fifth
12. Behind him is the_______man. sixth
13. Behind him is the_______man. seventh
14. Behind him is the_______man. eighth
15. Behind him is the_______man. ninth
16. Behind him is the_______man. tenth
17. Something which happens 2 times, happens_______twice
18. Something which happens 1 time, happens_______once
19. The 1st month of the year is_______ January
20. The 2nd month of the year is_______ February
21. After March comes_______ April
22. First day of the week_______ Monday
23. And then_______ Tuesday
24. And then_______ Wednesday
25. And then_______ Thursday
26. After Friday comes_______ Saturday
27. You eat breakfast early in the_______ morning
28. 2:00 p.m. is in the_______ afternoon
29. 11:00 p.m. is in the dark of_______ night
30. Today is Monday (name the day), so Sunday was_______ yesterday
31. And Tuesday is_______ tomorrow
32. We'd call 1967 "last_______ year
33. You can tell time by a (point to it)_______ watch
34. If a cloud descends on the earth and we can't see because of a white vapor, we'd say the weather is_______ foggy
   a) The weather in London is often_______ fog
35. So the reason you can't see is because of the thick_______
   a) Airports are sometimes closed down because of_______ fog
36. In the fall, we often look out and see a frozen white substance on the grass; it's not snow, it's_______ frost
37. Our family got too big for an apartment so we moved into a_________.  
38. On our block they are building several new_______.  
39. Something built on front or back of house to sit on is_______.  
40. You cook in what room?  
41. Smoke from a furnace goes through the_______ on the roof of the house.  
42. In fireplaces, people burn large heavy_______.  
43. After logs are burned, there is left a residue called_______.  
44. You are sitting in a_________.  
45. Chairs, tables, etc. are bought at what kind of store?  
46. The top part of a house, right below the roof, in which people store things is an_______.  
47. You hang your clothes in a_______.  
48. When dishes are dirty, they must be_______.  
49. After they're washed, they're still soapy, so you have to_______.  
50. After clothes are washed a housewife does the_______.  
51. If the iron is too hot a piece of clothing might get_______.  
52. After a bath, you dry yourself with a_______.  
53. You sweep a floor with a_______ (make motion).  
54. The top of a building is a pointed_______.  
55. You park your car in a_______.  
56. The President lives in the_______.  
57. The place where they process milk is called a________.  
58. You stir your coffee or tea with a_______.  
59. Fresh cut flowers are put in a_______.  
60. Chickens lay_______.  
61. Children drink a lot of_______.  
62. The metal bands around a barrel are called (try hula_______)  
63. You drive a nail with a_______. (gesture)  
64. Before a farmer plants a field, he has to_______.  
65. You cut grass with a_______.  
66. If a wheel squeaks, you have to put a thick substance on it called_______.  
67. If you spill butter on a table, the table feels_______.  
68. When driving, you might drive into a service station to get gas, and have the attendant check the_______.  

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69. When driving, you can get a blowout and have to change the ________.

70. You squeeze toothpaste out of a ________.

71. To protect their clothes when they do dishes women sometimes wear an ________.

72. If it's cold outside, before you go out, you put on a heavy ________.

73. A man buys a matching coat and pants. He has a ________.
   a) If response is suit, then "It's not old, it's a ________.

74. Women often carry loose change in a change________purse

75. For a present you could buy a woman a charm ________.

76. If you wanted her to wear the bracelet, you might ask her to ________purse.

77. When it rains, you carry an ________. (gesture) ________

78. A small stream is called a ________.
   a) Corn flakes are made in Battle ________.

79. The Rockies, Alps, Pyrenees are all ________.

80. People in glass houses shouldn't throw ________.

81. After a vacation you begin the trip back ________.

82. (Gesture) I'm moving this away from you, now I'm moving it ________.

83. If you don't drink your coffee black, you drink it ________ cream.

84. If you don't drink it with cream, you may drink it ________.

85. An animal that barks and wags its tail is a ________.

86. An animal that moos and gives milk is a ________.

87. A baby cow is a ________.

88. The animal cowboys ride is a ________.

89. What material do we get from shearing sheep? ________.

90. When you mount a horse, you first put your foot in the ________.

91. To make a sandwich, you put meat between two slices of ________.

92. If asked how much something weighs, you'd say it weighs so many ________.

93. The substance which makes bread rise in a pan is ________.

94. In an egg are two parts the white and the ________.

95. The yolk is what color? ________.

96. If you put whole eggs with the shells left on in a pot of water, and turned on the heat, you'll make ________.
   a) If you cooked eggs, "They're not fried, they're ________.

97. On pancakes or waffles, we might put butter and ________.

98. To get steaks and other meat, you might go to what kind of shop, the man who cuts the meat is a_______.

99. If meat has turned bad, you'd say it was ________.

a) A child who gets everything he wants is ________.

100. At dinner, a waitress might ask if you want cream and sugar for your_______.

101. The two most popular flavors of ice cream are vanilla and_______.

102. Before you swallow food you_______.

103. Peas, carrots, corn, etc. are all_______.

104. You can grow your own vegetables in a_______.

105. On a piece of leather goods there could be one of two things stamped. Either "imitation leather: or_______.

106. What fruit did Eve give to Adam to eat in the Garden of Eden?

107. The most common citrus fruits are lemons, grapefruit and_______.

108. They come from California, Texas and_______.

a) What state is Miami in?

109. After you chew food, you_______.

110. If someone asks you to do something you don't want to do, he might say, "Will you do it?" and you might answer, "No, I_______."

111. If he says "Can you do it?" you might say, "Yes I_______."

112. A tadpole grows up to be a_______.

113. Birds peck at the ground to find_______.

114. Butterfly-like insects that eat wool are called_______.

115. A tree is held in the ground by its_______.

116. We can buy fresh or frozen vegetables, or else we can buy them in a tin_______.

117. A woman whose husband died is a_______.

118. My mother is married to my_______.

119. My mother and my father together are called my_______.

120. My female child is my_______.

121. She's not a boy; she's a_______.

122. She's not my brother, she's my_______.

123. My uncle's wife is my_______.

124. Jesus' mother is the Virgin_______.

125. In a college class there a professor and his_______.

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A citizen of the United States is an American.

(Point to the following parts of your body)
- forehead
- right ear
- mouth
- tooth, teeth
- gums
- fists
- chest
- shoulders
- palm

If a man doesn't shave, he'll grow a beard.

If you can lift 200 pounds, you're not weak, you're strong.

If you work hard, you get strong.

If I have a cold and talk like this (do it), I'm tired.

And if I (do it), I'm hoarse.

If someone's hard of hearing, you'd say he was deaf.

If a soldier is shot, but not killed, he's been wounded in action.

Another name for graveyeard is cemetery.

The ceremony before burial is called a funeral.

a) The activities surrounding burial are called the

The dead person's family observes a period of mourning.

After I was engaged for awhile, I got married.

A public wedding is usually held in a church.

Ballerinas don't sing; they dance.

After high school, some people go on to college.

You can charge out books at a library.

That's a question I wish you wouldn't ask.

People go to high school and college to get a good education.

In a strange city, you'd probably stay at a hotel.

Movies and plays are viewed in a theater.

For an operation, you'd go to a building called a hospital.

The women who care for the patients are called nurses.

Between 1942-1945, we fought the Second World War.

Some people save stamps. Others save coins.

a) Quarters, dimes, and nickles are all metal.

Every Sunday in church, the clergyman gives a lecture called a sermon.

Miss Universe is more than pretty, she's beautiful.
161. Symphonies, concertos, and rock-and-roll are all kinds of music.
162. Satan is also called the devil.
163. If ghosts inhabit a house, we'd say the house was haunted.
164. We greet each other on Dec. 25 by saying Merry Xmas.
165. To remain in a club, you have to pay your yearly dues.
166. If you don't have money, you may have to go to a bank and do what to get it?
   a) If you don't have any sugar, you might go next door and borrow it from your neighbor.
167. If a man fell out of a boat and couldn't swim, you'd say he drowned.
168. If I take something and do this (gesture) to it, I'm not pulling it, I'm pushing it.
169. Roses, tulips, etc. are called flowers.
170. You'd get bored with nothing to do.
171. Many people don't like margarine; they like real butter.
172. What did I just do to my wrist? (gesture)
173. The opposite of rich is poor.
174. To get to the roof of a building, you could climb up a ladder.
175. The most famous singing group from England are the Beatles.
176. The second of two things isn't the former; it's the latter.
177. A one-foot ruler is 12 inches in length.
178. If a pie is cut into 6 pieces, we'd say it was cut into sixths.
179. If a pie is cut into 12 pieces, we'd say it was cut into twelfths.
180. An old piece of cloth you might use for cleaning is a rag.
181. If you're out on a desert, you'd better have a canteen of water.
182. If you wanted to swim indoors you could go to a swimming pool.
183. The opposite of push is (motion) pull.
184. The library is a place that has lots of books.
185. The female deer is a doe; the male is a buck.
186. On a lake or river you would ride in a boat.
187. After a cigarette has been smoked, all that is left is a cigarette butt.
188. A bandage is made of adhesive tape and gauze.
189. If a person is constantly in and out of a room you might tell someone that "He comes and goes." 
190. A small folding bed is a cot.
a) Soldiers may sleep on a folding bed called an Army cot.
191. After a fishing trip you might describe the fish that you caught.
192. Another word for taxi is cab.
193. On an ear of corn we have the grains of corn and the cob.
194. If people continually walk across the grass on the lawn they create a path.
195. Children instead of learning the old arithmetic now learn the new math.
196. In baseball the ball is hit with a bat.
197. A wager placed on a horse is a bet.
198. If it rains on us we get wet.
199. When you're not alive, you're dead.
200. The opposite of "I didn't" is "I did." 
201. A ball point pen is used for writing.
202. If we want to diaper a baby, we'd fasten the cloth with a safety pin.
203. The route that a policeman covers is sometimes called his beat.
204. If a dog sank his teeth into me, I'd say that he bit me.
205. A thick hot Mexican soup made with meat and beans is called con carne.
a)__________ con carne
206. One child but two children.
207. One might cut paper or cloth with a pair of scissors.
208. The biggest meal of the day is dinner.
209. Women from India wear a native dress called a sari.
210. A person apologizes because he is sorry.
211. A childhood nickname for a man named Thomas would be Tommy.
212. The first name in__________, Dick and Harry is?
213. A word that rhymes with C-A-L-M (spell) and refers to anything soothing or healing is balm.
214. The inside of the hand (show) is the__________. palm
215. The explosive that is dropped from an airplane is a _________. bomb
216. A man's shirt has sleeves, body and a _________. collar (point)
217. Someone who comes to visit for a very short time is a _________. caller
  a) In a phone conversation, one person is the answerer and the other is the __________. caller
218. Bacon, ham, etc. are not beef but _________. pork
219. We use a knife and spoon and one other utensil for eating. The other is a _________. fork
220. If something is not near, it is _________. away.
221. When camping we might get cold and build a _________. fire
222. The organ that pumps our blood is our _________. heart
223. The opposite of soft is _________. hard
224. When you apply for a job, you hope to get _________. hired
225. If you didn't want someone to find you, you might try to find a place to _________. hide
226. A bricklayer's helper carries bricks in a _________. hod
  a) If no answer, spell it.
227. The opposite of cold is _________. hot
228. If a man is six feet tall, we might say he is six feet in _________. height
229. Moby Dick is a fictitious _________. whale
  a) The largest animal in the sea is a _________. whale
230. A word that is similar to the one just mentioned and is sometimes used to describe what sirens and babies do is _________. wail
  a) weep and _________. wail
231. Chinese eat noodles and _________. rice
232. If this rice is bleached, it is what kind? white rice
233. Another word for a ringlet of hair is a _________. curl
  a) If a girl doesn't have straight hair, she has naturally _________. hair.
  b) She might put up her hair in _________. braid
234. The description of the shape of a spring is a _________. (gesture)
235. If a man has no hair, he's _________. bald
236. When an egg, or anything else is cooked in water, it is _________. boiled
237. The chief executive of the United States is the _________. president
238. If you don't smoke a cigar or pipe, you might smoke tobacco wrapped in paper, called _________. cigarettes
239. The place we stay in a strange city is a hotel.

Ask INF to read the following sets (ask INF to pause between words).

1. dog, log, fog
2. Mary, marry, merry
3. syrup, stirrup
4. mourning, morning
5. broom, room
6. horse, hoarse
7. a can, I can
8. card, cord, barred
9. boy, buoy
10. furry, hurry, worry
11. poor, pour, pore
12. scorch, porch
13. mirror, dearer
14. caller, collar
15. beer, dear
16. scare, bare
17. sorry, starry, story
18. wore, war
19. any, many, penny
20. farmer, former, foreman
21. whipping, whooping

HAVE THE INFORMANT READ "ARTHUR"¹

THE STORY OF ARTHUR THE RAT

Once upon a time there was a young rat who couldn't make up his mind. Whenever the other rats asked him if he would like to come out hunting with them, he would answer in a hoarse voice, "I don't know." And when they said, "Would you rather stay inside?" he wouldn't say yes, or no either. He'd always shirk making a choice.

One fine day his aunt Josephine said to him, "Now look here! No one will ever care for you if you carry on like this. You have no more mind of your own than a greasy old blade of grass!"

The young rat coughed and looked wise, as usual, but said nothing.

"Don't you think so?" said his aunt, stamping with her foot, for she couldn't bear to see the young rat so cold-blooded.

¹The version used in Frederic G. Cassidy's Dictionary of American Regional English
"I don't know," was all he ever answered, and then he'd walk off to think for an hour or more, whether he should stay in his hole in the ground or go out into the loft.

One night the rats heard a loud noise in the loft. It was a dreary old place. The roof let the rain come washing in, the beams and rafters had all rotted through, so that the whole thing was quite unsafe.

At last one of the joists gave way, and the beams fell with one edge on the floor. The walls shook, the cupola fell off, and all the rats' hair stood on end with fear and horror.

"This won't do," said their leader. "We can't stay cooped up here any longer." So they sent out scouts to search for a new home.

A little later on that evening the scouts came back and said they had found an old-fashioned horse-barn where there would be room and board for all of them.

The leader gave the order at once, "Company fall in!" and the rats crawled out of their holes right away and stood on the floor in a long line.

Just then the old rat caught sight of young Arthur - that was the name of the shirker. He wasn't in the line, and he wasn't exactly outside it - he stood just by it.

"Come on, get in line!" growled the old rat coarsely. "Of course you're coming too?"

"I don't know," said Arthur calmly.

"Why, the idea of it! You don't think it's safe here anymore, do you?"

"I'm not certain," said Arthur undaunted. "The roof may not fall down yet."

"Well," said the old rat, "We can't wait for you to join us." Then he turned to the others and shouted, "Right about face! March!" and the long line marched out of the barn while the young rat watched them.

"I think I'll go tomorrow," he said to himself, "but then again, perhaps I won't - it's so nice and snug here. I guess I'll go back to my hole under the log for a while just to make up my mind.

But during the night there was a big crash. Down came beams, rafters, joists - the whole business.
Next morning — it was a foggy day — some men came to look over the damage. It seemed odd to them that the old building was not haunted by rats. But at last one of them happened to move a board and he caught the sight of a young rat, quite dead, half in and half out of his hole.

Thus the shirker got his due, and there was no mourning for him.

To finish the interview, we’d like a few minutes of connected speech by the INF. There are several ways to elicit this kind of data:

1. Have INF recount an incident where he was in great danger.
2. Tell about any interesting experience connected with his school occupation, etc.
3. Tell a TV story recently seen or a movie seen, etc.
5. Anything else which could produce the few minutes required.
6. Should the informant be quite brief on one subject switch him to another.

Book Notice

E. Bagby Atwood. Regional Vocabulary of Texas. The book may be ordered from:

Steve T. Rice
Sales Manager, Trade Books
University of Texas Press
P.O. Box 7819
Austin, Texas 78712.

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DOCTORAL DISSERTATIONS WHICH MAY BE OF INTEREST TO A.D.S. MEMBERS


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Pub Date 68
Document not available from EDRS.

In an earlier article (also published in the Florida Foreign Language Reporter) the author cited evidence for belief that the Negro field slaves "spoke a variety of English which was in fact a true Creole language" and that structural traces of this Creole predecessor may be heard today in the nonstandard English speech patterns of American Negroes (especially children). In this article he compares grammatical patterns of Negro nonstandard, white standard and nonstandard, Gullah, English-based Creoles of the Caribbean, and West African Pidgin English, and he calls for a complete reassessment of current dialect studies concerning the relationships among these varieties of English. It may be that "The word-form similarities
between non-standard Negro dialects and non-standard white dialects are the result of a relatively superficial merging process" through "minor pronunciation changes and vocabulary substitutions" with the creole grammatical patterns remaining resistant to this substitution process. The teacher, unaware of the process involved, may concentrate on the more obvious word-form differences and miss the grammatical differences. Realistic language programs for the disadvantaged Negro child must take into account "ethnically correlated dialect differences." This article was published in the Spring 1968 issue of the Florida Foreign Language Reporter, 801 N.E. 177 Street, North Miami Beach, Florida 33162.

ED 016 585 RE 001 107
Craig, Myrtle C.
Reading and Writing Standard English.
Pub Date Nov 67
EDRS Price MF-$0.25 HC-$0.45 7P.

The problem of how to teach pupils in elementary schools to read and write standard English is discussed. The value of oral language as a means of attaining reading and writing proficiency is suggested. Success in these areas can be attained if (1) the home language of the child is accepted, (2) the child is offered materials on his level of understanding as well as on his level of speech, (3) the child's writing is accepted on the basis of successful communication rather than on the basis of mechanics, (4) the child is immersed in oral speech, (5) the thought process in speech is explained to him as thought-action and writing as after-thought. This paper was presented at the National Council of Teachers of English Conference (Honolulu, November 23-25).

ED 016 588 RE 001 110
Kasdon, Lawrence M.
Language Experience Approach for Children with Non-Standard Dialects.
Pub Date Nov 67
EDRS Price MF-$0.25 HC-$0.55 9P.
Descriptors - Beginning Reading, Language Arts, Language Experience Approach, Nonstandard Dialects, Audiovisual Instruction, Dictating, Literature Appreciation, Socioeconomic Influences, Spelling.

The language experience approach to reading for children with dialectal problems is presented as a total approach to reading rather than as a method. The child is encouraged to express his thoughts about his environment. These thoughts and expressions are recorded and perhaps illustrated and then read by the child. As much as possible, the child's own words are recorded for him, and only grossest errors are changed to comply with grammatical structuring. Phoneme-Grapheme correspondence across dialectal lines should be taught cautiously. Spelling across dialects
should be uniform. Teachers should allow the child to read in his dialect and should remember that spelling may not determine pronunciation. It is recommended that (1) the language experience approach be used with children as early as possible, (2) speech, vocabulary, and concepts be developed continuously, (3) skills be taught systematically, (4) audiovisual instruction be used with the approach, (5) questions promote thinking and the use of language, and (6) the best teachers be employed. This paper was presented at the National Council of Teachers of English Conference (Honolulu, November 23-25, 1967).

ED 016 946 AL 000 688
Labov, William Cohen, Paul
Systematic Relations of Standard and Non-Standard Rules in the Grammars of Negro Speakers.
Columbia Univ., New York
Report Number BR-5-0545
Pub Date 25 May 67
Contract OEC-6-10-059
EDRS Price MF-$0.25 HC-$1.05 19P.
Descriptors - Grammar, Morphology (Languages), Negro Dialects, Phonology, Social Dialects, Age Differences, English, Language Ability, Lower Class, Middle Class, Nonstandard Dialects, Phrase Structure, South Central Harlem, Standard Spoken Usage, Surface Structure.

This paper discusses the intersection of the nonstandard English dialect of the urban ghettos and standard English. The authors draw on some preliminary data gathered in personal interviews, including a random sample of 100 lower- and middle-income adults in three areas of South Central Harlem. Although Negro speech patterns have been explained as the product of dialect mixture of two originally uniform grammars, these data do not support such a construct. Rules are described which embody continuous variation at all age levels, as well as other rules representing adjustments in conditions on standard rules which have proved unstable in the history of English. Generally, the authors' investigations so far indicate that differences between this dialect and standard English are greater on the surface than in the underlying grammatical structure. This report was presented at the "Project Literacy Conference, Cambridge, Massachusetts, May 25, 1967" and appears in "Project Literacy Reports Numbers 8," Cornell University, 1968.

ED 016 947 AL 000 689
Labov, William
The Non-Standard Vernacular of the Negro Community--Some Practical Suggestions.
Columbia Univ., New York
Report Number BR-5-0545
Pub Date 17 May 67
In connection with research into the differences between standard English and the nonstandard dialects of the urban ghettos, it was found that there is a difference in the relative depth or abstractness of the unconscious grammatical rules. In memory or "shadow" tests, groups of Negro boys from 10 to 14 years old were highly motivated to repeat exactly sentences given in standard and nonstandard English. Results indicate that some standard forms, such as use of "is", were easily remembered and repeated. Sentences with standard English negation forms or "if" clauses, however, were understood but were repeated in nonstandard dialect. Regarding the complex question of relative social value of the two forms of English, the author feels that the adult Negro community shares the normative social values of the larger white community. Negro teenagers, however, associate standard English with "effeminacy, gentility, and over-cultivation," and language programs should take this into account. Research also shows that children judged "nonverbal" in school language tests actually had rich verbal resources when stimulated by sophisticated techniques. The author feels that children and adolescents can be motivated to learn standard English by emphasizing its value for influencing and controlling other people, since this is the use for which verbal skills are already prized in the vernacular culture.
here grew out of the authors' attempts "to isolate the structural and functional conflicts between the vernacular used in urban ghettos and the standard English of the classroom." The structural conflicts are discussed in this paper since they are most immediately accessible to linguistic analysis. Briefly, the suggestions are designed to present information on the phonology and grammar of nonstandard and Negro dialects in a form useful to the English teacher. The most important problem areas are outlined and presented in terms of the general rules differentiating between standard and nonstandard forms. Some of the grammatical points discussed are (1) verb tenses, (2) forms of the noun, (3) negation patterns, (4) pronouns, (5) embedded questions, and (6) count and mass nouns. Articulation and pronunciation patterns in nonstandard speech are also discussed and the authors present concrete suggestions for preparing materials to teach contrastive patterns. The linguistic terminology used in this report is understandable by the nonspecialist.

Lane, Harlan and Others
The Perception of General American English by Speakers of Southern Dialects.
Report Number BR-6-1784
Pub Date 67
Contract OEC-3-6-061784-0508
EDRS Price MF-$0.25 HC-$0.65

Recent linguistic research shows that the speech patterns of Southern Negroes constitute a legitimate dialect of English with phonological and grammatical rules somewhat different from General American English (GAE). An experiment was designed to determine whether those aspects of the Negro dialect which set it apart from other English dialects lead to differences in speech perception, as well as to the differences noted in speech production. Phonetically-balanced word lists and sentences were tape-recorded by two native speakers of General American English and played to 25 Negro and 16 Caucasian university students in Alabama. Each student was asked either to repeat or write down what he heard from the tape recordings. The mean score for the Negro students was consistently lower than for the Caucasian students under all test conditions and both groups performed less well than listeners who were native speakers of GAE. Thus, it appears that speakers of the Southern Negro dialect commit more errors when attempting to correctly perceive GAE than do Caucasian students from the same geographic area and of the same social and economic level. This report appears in "Studies in Language and Language Behavior. Progress
This book provides a comprehensive examination of dialectology as a descriptive science and of major aspects of American English dialects. The first two chapters define what dialects are and how regional and social dialects differ from one another in terms of pronunciation, vocabulary, and grammar. Chapter 3 notes the patterns of settlement history, population shift, and physical geography which account for dialect differences. Chapter 4 describes current American dialects and illustrates the manner in which dialectologists have been able to isolate geographically and describe dialects. Chapter 5 assesses the influence of foreign languages on American dialects, and Chapter 6 shows the use of dialects in literature. Extensive field research projects for teachers to conduct with their classes are suggested and word lists, interview forms, dialect maps and illustrations of speech sounds are provided. Chapter 7, "Further Work in Dialectology," contains a bibliography of books and articles on dialects. This document is available from the National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61820, $1.50 (30 or more, $1.00 each), order No. 25001.
The purpose of this study was to investigate the influence of phonetic, syntactic, and semantic dialect differences on communication between persons from different dialect communities. The three hypotheses upon which the study was based stated that phonetic, syntactic, and semantic features of dialect differences would each contribute to restrictions on the amount of information transmitted between members of different dialects. Race, social class, and place of birth were primary indices used to select a group of adults and children from each of two dialect populations in the Detroit metropolitan area. Language samples were obtained from both groups of adults. These samples served as stimulus materials for an immediate recall task with the two groups of children. Each stimulus list was presented by two speakers from each of the dialect groups to each subject. Each stimulus presentation was defined by three factors—the speaker, the source from which it was collected, and its approximation to English-word-order. The effect of phonetic differences was significant for the white middle-class group but not for the Negro lower social class group, while the effects of source differences were not clearly observable in the data. This dissertation appears in "Supplement to Studies in Language and Language Behavior, Progress Report V," September 1, 1967.

ED 018 279 PS 000 902
Greenfield, Patricia M.
Oral or Written Language--The Consequences for Cognitive Development in Africa and the United States.
Pub Date 9 Feb 68
EDRS Price MF-$0.25 HC-$0.90 16P.

Speaking an oral language and speaking a written language involve different patterns of language use which are in turn related to different educational methods and different courses of cognitive development. Because oral speech relies on context for communication, a common context and point of view is assumed by the speaker to exist between the listener and himself, and his speech is attached to context-dependent thought. In oral cultures, education is accomplished by the child's learning to imitate, using concrete objects in concrete activities. In a written language culture, where knowledge exceeds the amount which any one individual can know, abstract thinking is encouraged with emphasis on the ability to generalize and to manipulate symbols. In experiments conducted with the Wolof children in Senegal, it was demonstrated that language use rather than language structure determines cognitive development. It was found that Wolof school children taught in French nonetheless changed their use of Wolof in a concept-
formation situation so that in functional terms Wolof became more "written." United States Negro lower class children have been found to have the same object-context orientation found in oral cultures and have similarly improved in abstract thinking ability when given training. Increased study of African subcultures may lend direction to American subcultural development. This paper was presented at the Symposium on Crosscultural Cognitive Studies, American Educational Research Association (Chicago, February 9, 1968).

ED 018 783
Golden, Ruth I.
Learning Standard English by Linguistic Methods
EDRS Price MF-$0.25 HC-$0.60 10P.
Descriptors - Language Instruction, Negro Dialects, TENL, Inner City, Linguistics, Negro Students, Primary Grades, Secondary Grades, Standard Spoken Usage, Tape Recordings, Teaching Methods, Tests.

The author, who spent a year as a Ford Fellow studying the non-standard English of students in Detroit, describes briefly a series of taped language lessons for secondary level which were found to be "effective to a significant degree." Further experimentation was carried out on the first level of primary school, preparing and testing a series of tapes designed to help children from impoverished backgrounds develop verbal facility. It was felt that the sooner the child learns to distinguish the sounds of the home and neighborhood from those of the school and business world, and has practice in using the new sounds through participation in songs and games designed to strengthen standard usages, the better start he will have in all communication skills. The tape scripts were discussed and revised by a multi-racial team of teachers and supervisors as well as consulting linguists and educators in various parts of the United States. After preliminary recordings were tested in classroom situations, three elementary schools in Detroit used the tapes (three lessons a week for 12 weeks). Control groups were taught "speech improvement" according to the usual methods. The speech scores based on oral interviews given before and after the 12-week instruction period showed a .05 level of confidence in favor of the experimental groups. No other factor (sex, education of parents, school building, or mental abilities) showed statistical significance. A personality test on "anxiety scale" was administered both before and after the tapes were used. No evidence of increased anxiety due to the tape lessons was shown. These tapes, "Golden Series of American English Language Lessons at High School Level" (14 tapes) and "Golden Primary Language Lessons" (12 tapes) are produced by Golden Language Tapes, Highland Park, Michigan 48203.
A Selective Bibliography on Social Dialects.
Center for Applied Linguistics, Washington, D.C.
Pub Date June 68
EDRS Price MF-$0.25 HC-$0.35 5P.
Descriptors - Annotated Bibliographies, Research Reviews, (Publications), Social Dialects, TENL, Theories, English, Language Role, Nonstandard Dialects, Sociolinguistics.

The purpose of this bibliography is to "acquaint linguists, sociologists, and educators with a representative selection of linguistically oriented readings on the available theory, design, research and pedagogical applications in the area of social dialects." The 46 references are divided into three categories--(1) theoretical and programmatic aspects (works which develop theory in several disciplines or relate it to the study of social dialects), (2) research reports (articles and books in a report format, many of which may contain theoretical or pedagogical implications), and (3) pedagogical applications for the classroom. Each reference is annotated by several sentences describing briefly its contents and scope. This bibliography was published in the June 1968 issue of "The Linguistic Reporter" by the Center for Applied Linguistics, (1717 Massachusetts Avenue, N.W., Washington, D.C. 20036) where the author is Director of the Sociolinguistics Program.

A study to develop instruments to measure child bilingualism and bicultural socialization was conducted in Del Rio, Texas, a Mexican-American community in which school is taught in both Spanish and English. Three instruments were developed--(1) a Series of 6 tests for measuring linguistic competence in English, (2) a similar series of 6 tests for Spanish, and (3) a series of 3 instruments for measuring socialization. Test batteries focused on the oral-aural use of language in realistic school situations. A random sample of 97 first graders was grouped into 4 experimental sections taught bilingually by Mexican-American teachers and into 4 control sections taught in English by English teachers.
The control group children were given the English series and inventory of socialization while the experimental children were given both the English and Spanish series and the inventory. Analysis of test results showed that the experimental subjects were as competent in English as those learning only in English and also better adjusted socially. Test instrument validity and reliability was determined and an item analysis carried out. Appendices which include facsimiles of test instruments and analyses of experimental data comprise more than half of the report.