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NEWSLETTER OF THE AMERICAN DIALECT
SOCIETY

Volume 1 Number 3

November 1969

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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 Anyone may submit an unpublished paper for dissemination through this program.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 manuscripts 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 recently completed research and 3) invites the readers to use the queries section for certain of their specialized inquiries to the membership as a whole.

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	British Columbia: Vancouver
Nova Scotia: Halifax	Manitoba: Winnipeg
Ontario: Toronto	New Brunswick: Saint John

United States

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

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 7.5ips. 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: _____

FW QUESTIONSITEMS

- | | | |
|-----|--|-----------|
| 1. | Count up to 15 (The first no. is _____.
The next is _____, etc.). | 1-14 |
| 2. | The number after 19 is _____. | 20 |
| 3. | 3 x 9 is _____. | 27 |
| 4. | After 29 comes _____. | 30 |
| 5. | After 39 comes _____. | 40 |
| 6. | After 69 comes _____. | 70 |
| 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 |
| 35. | a) The weather in London is often _____.
So the reason you can't see is because of the
thick _____. | fog |
| 36. | a) Airports are sometimes closed down
because of _____.
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 _____ . house
38. On our block they are building several new _____ . houses
39. Something built on front or back of house to sit on is _____ . porch
40. You cook in what room? kitchen
41. Smoke from a furnace goes through the _____ on the roof of the house. chimney
42. In fireplaces, people burn large heavy _____ . logs
43. After logs are burned, there is left a residue called _____ . ashes
44. You are sitting in a _____ . chair
45. Chairs, tables, etc. are bought at what kind of store? furniture
46. The top part of a house, right below the roof, in which people store things is an _____ . attic
47. You hang your clothes in a _____ . closet
48. When dishes are dirty, they must be _____ . washed
49. After they're washed, they're still soapy, so you have to _____ them. rinse
50. After clothes are washed a housewife does the _____ . ironing
51. If the iron is too hot a piece of clothing might get _____ . scorched
52. After a bath, you dry yourself with a _____ . towel
53. You sweep a floor with a _____ (make motion). broom
54. The top of a building is a pointed _____ . roof
55. You park your car in a _____ . garage
56. The President lives in the _____ . White House
57. The place where they process milk is called a _____ . dairy
58. You stir your coffee or tea with a _____ . spoon
59. Fresh cut flowers are put in a _____ . vase
60. Chickens lay _____ . eggs
61. Children drink a lot of _____ . milk
62. The metal bands around a barrel are called (try hula _____) hoops
63. You drive a nail with a _____ . (gesture) hammer
64. Before a farmer plants a field, he has to _____ it. plow
65. You cut grass with a _____ . (gesture) lawn mower
66. If a wheel squeaks, you have to put a thick substance on it called _____ . grease
67. If you spill butter on a table, the table feels _____ . greasy
68. When driving, you might drive into a service station to get gas, and have the attendant check the _____ . oil

69. When driving, you can get a blowout and have to change the _____ . tire tube
70. You squeeze toothpaste out of a _____ . tube
71. To protect their clothes when they do dishes women sometimes wear an _____ . apron
72. If it's cold outside, before you go out, you put on a heavy _____ . coat
73. A man buys a matching coat and pants. He has a _____ . new suit
- 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 _____ bracelet
76. If you wanted her to wear the bracelet, you might ask her to _____ . put it on
77. When it rains, you carry an _____ . (gesture) umbrella
78. A small stream is called a _____ . creek
- a) Corn flakes are made in Battle _____ .
79. The Rockies, Alps, Pyrenees are all _____ . mountains
80. People in glass houses shouldn't throw _____ . stones
81. After a vacation you begin the trip back _____ . home
82. (Gesture) I'm moving this away from you, now I'm moving it _____ you. toward
83. If you don't drink your coffee black, you drink it _____ cream. with
84. If you don't drink it with cream, you may drink it _____ . without
85. An animal that barks and wags its tail is a _____ . dog
86. An animal that moos and gives milk is a _____ . cow
87. A baby cow is a _____ . calf
88. The animal cowboys ride is a _____ . horse
89. What material do we get from shearing sheep? wool
90. When you mount a horse, you first put your foot in the _____ . stirrup
91. To make a sandwich, you put meat between two slices of _____ . bread
92. If asked how much something weighs, you'd say it weighs so many _____ . pounds
93. The substance which makes bread rise in a pan is _____ . yeast
94. In an egg are two parts the white and the _____ . yolk
95. The yolk is what color? yellow
96. If you put whole eggs with the shells left on in a pot of water, and turned on the heat, you'll make _____ . boiled eggs
- a) If you cooked eggs, "They're not fried, they're _____ ." "

97. On pancakes or waffles, we might put butter and _____ syrup
98. To get steaks and other meat, you might go to what kind of shop, the man who cuts the meat is a _____. butcher
99. If meat has turned bad, you'd say it was _____ spoiled
a) A child who gets everything he wants is _____
100. At dinner, a waitress might ask if you want cream and sugar for your _____. coffee
101. The two most popular flavors of ice cream are vanilla and _____. chocolate
102. Before you swallow food you _____ it. (gesture) chew
103. Peas, carrots, corn, etc. are all _____. vegetables
104. You can grow your own vegetables in a _____. garden
105. On a piece of leather goods there could be one of two things stamped. Either "imitation leather: or _____. genuine (leather)
106. What fruit did Eve give to Adam to eat in the Garden of Eden? an apple
107. The most common citrus fruits are lemons, grapefruit and _____. oranges
108. They come from California, Texas and _____. Florida
a) What state is Miami in?
109. After you chew food, you _____. (gesture) swallow
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 _____." won't
111. If he says "Can you do it?" you might say, "Yes I _____." can
112. A tadpole grows up to be a _____. frog
113. Birds peck at the ground to find _____. worms
114. Butterfly-like insects that eat wool are called _____. moths
115. A tree is held in the ground by its _____. roots
116. We can buy fresh or frozen vegetables, or else we can buy them in a tin _____. can
117. A woman whose husband died is a _____. widow
118. My mother is married to my _____. father
119. My mother and my father together are called my _____. parents
120. My female child is my _____. daughter
121. She's not a boy; she's a _____. girl
122. She's not my brother, she's my _____. sister
123. My uncle's wife is my _____. aunt
124. Jesus' mother is the Virgin _____. Mary
125. In a college class there a professor and his _____. students

126. A citizen of the United States is an _____ .American
 127. (Point to the following parts of your body) forehead
 128. Not my left, but my _____ . right ear
 129. mouth
 130. tooth, teeth
 131. gums
 132. fists
 133. chest
 134. shoulders
 135. palm
 136. If a man doesn't shave, he'll grow a _____ .beard
 137. If you can lift 200 pounds, you're not weak, you're _____ . strong
 138. If you work hard, you get _____ . tired
 139. If I have a cold and talk like this (do it), I'm _____ . hoarse
 140. And if I (do it), I'm _____ . coughing
 141. If someone's hard of hearing, you'd say he was _____ . deaf
 142. If a soldier is shot, but not killed, he's been _____ in action. wounded
 143. Another name for graveyard is _____ . cemetery
 144. The ceremony before burial is called a _____ .funeral
 a) The activities surrounding burial are called the _____ .
 145. The dead person's family observes a period of _____ . mourning
 146. After I was engaged for awhile, I got _____ .married
 147. A public wedding is usually held in a _____ .church
 148. Ballerinas don't sing; they _____ . dance
 149. After high school, some people go on to _____ .college
 150. You can charge out books at a _____ . library
 151. That's a question I wish you wouldn't _____ .ask
 152. People go to high school and college to get a good _____ . education
 153. In a strange city, you'd probably stay at a _____ . hotel
 154. Movies and plays are viewed in a _____ . theater
 155. For an operation, you'd go to a building called a _____ . hospital
 156. The women who care for the patients are called _____ . nurses
 157. Between 1942-1945, we fought the Second World _____ . War
 158. Some people save stamps. Others save _____ .coins
 a) Quarters, dimes, and nickles are all metal _____ .
 159. Every Sunday in church, the clergyman gives a lecture called a _____ . sermon
 160. 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? borrow
- a) If you don't have any sugar, you might go next door and _____ 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 _____ it. pushing
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) pinched
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
- a) A hard shelled brown or black insect is a _____ .
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. 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 _____ .
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 _____ is used for writing. pen
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 _____ me. bit
205. A thick hot Mexican soup made with meat and beans is called _____ . chile
- 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? Tom
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 _____.
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. far
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 _____.
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 _____.
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 _____.
234. The description of the shape of a spring is a _____ (gesture) coil
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.
4. Describe a childhood game. Describe job.
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.

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

- Adams, Charles Clinton. Boontling: limited language of Booneville, California, and its environs. University of Washington, 1967.
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ED 016 236

AL 001 078

Stewart, William A.

Continuity and Change in American Negro Dialects.

Pub Date 68

Document not available from EDRS.

Descriptors - Diachronic Linguistics, Dialect Studies, Negro Dialects, Negro History, TENL, Creoles, Grammar, Gullah, Language Classification, Language Handicaps, Language Instruction, Language Research, Language Standardization, Structural Analysis.

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.

Descriptors- Reading, Social Dialects, Speaking, Writing, Educational Psychology, Language Arts, Language Development, Learning Processes, Listening, Oral English.

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

Contract OEC-6-10-059

EDRS Price MF-\$0.25 HC-\$0.65 11P.

Descriptors - Negro Dialects, Teacher Attitudes, TENL, Urban Language, Verbal Ability, Adolescents, Cultural Environment, English, Grammar, Language Arts, Language Handicaps, Language Usage, Males, Negro Culture, Negro Education, Student Teacher Relationship, Temple University, Urban Culture.

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.

ED 016 948

AL 000 690

Labov, William Cohen, Paul

Some Suggestions for Teaching Standard English to Speakers of Non-Standard Dialects.

Columbia University, New York

Report Number BR-5-0545

Pub Date July 67

Contract OEC-6-10-059

EDRS Price MF-\$0.25 HC-\$1.80 34P.

Descriptors - Curriculum Development, English Curriculum, Negro Dialects, Nonstandard Dialects, TENL, Bureau of Curriculum Research (New York City Board of Education), Central Harlem, Contrastive Linguistics, English Instruction, Language Arts, Language Handicaps, Material Development, Negro Youth, New York City, Phonology, Pronunciation Instruction, Social Dialects, Standard Spoken Usage, Structural Analysis, Syntax, Urban Language, Vocabulary.

This paper was submitted to the Bureau of Curriculum Research of the New York City Board of Education for their use in preparing a manual for language arts skills in grades 5 to 12. The suggestions

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 non-standard 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.

ED 016 974

AL 001 114

Lane, Harlan and Others

The Perception of General American English by Speakers of Southern Dialects.

Michigan Univ. Ann Arbor, Ctr. for Res. Lang. and Behavior.

Report Number BR-6-1784

Pub Date 67

Contract OEC-3-6-061784-0508

EDRS Price MF-\$0.25 HC-\$0.65 11P.

Descriptors - Dialect Studies, English, Negro Dialects, Nonstandard Dialects, Southern States, Alabama, Auditory Perception, Auditory Tests, Cultural Differences, General American English (GAE), Perception Tests, Standard Spoken Usage.

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

Report No. IV" of the Center for Research on Language and Language Behavior, University of Michigan, City Center Building, 220 East Huron Street, Ann Arbor, Michigan 48108.

ED 017 507

TE 000 321

Shuy, Roger W.

Discovering American Dialects

National Council of Teachers of English, Champaign, Ill.

Pub Date 67

Document not available from EDRS

Descriptors - American English, Dialects, English Instruction, Regional Dialects, Social Dialects, Descriptive Linguistics, Dialect Studies, Field Interviews, Grammar, Linguistics, Non-Standard Dialects, Pronunciation, Secondary Education, Sociolinguistics, Student Research, Vocabulary.

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.

ED 017 901

AL 000 900

Weener, Paul David

The Influence of Dialect Differences on the Immediate Recall of Verbal Messages.

Michigan University, Ann Arbor, Center for Research on Language and Language Behavior.

Report Number BR-6-1784

Pub Date 1 Sep 67

Contract OEC-3-6- 061784-0508

EDRS Price MF-\$0.50 HC-\$5.00 98P.

Descriptors - Dialect Studies, Language Research, Race Influences, Recall (Psychological), Social Dialects, Children, Negro Dialects, Phonetic Analysis, Racial Recognition, Sociolinguistics, Verbal Communication.

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.

Descriptors -Concept Formation, Language Patterns, Language Usage, Negro Dialects, Wolof, Cognitive Development, Context Clues, Language Research, Learning Processes, Oral Communications, Senegal, Speech Skills, Subcultural, Thought Processes, Unwritten Language, Verbal Communication, Written Language.

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

AL 001 067

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.

ED 018 800

AL 001 237

Shuy, Roger W.

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.

ED 019 122

PS 000 830

Cervenka, Edward J.

Final Report on Head Start Evaluation and Research--1966-67 to the Institute for Educational Development. Section VI, the Measurement of Bilingualism and Bicultural Socialization of the Child in the School Setting--the Development of Instruments. Texas Univ., Austin, Child Develop. Eval. Research Ctr. Report Number IED-66-1

Pub Date 31 Aug 67

EDRS Price MF-\$1.00 HC-\$12.00 238P.

Descriptors - Bilingual Students, Measurement Instruments, Measurement Techniques, Second Language Learning, Social Adjustment, Bilingualism, Contrastive Linguistics, Del Rio, Grade 1, Head Start, Language Research, Mexican Americans, Oral English, Rating Scales, Socialization, Texas.

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.

ED 019 263

TE 000 334

Wood, Gordon Reid

Sub-Regional Speech Variations in Vocabulary, Grammar, and Pronunciation, Final Report.

Report Number GRD-3046

Report Number BR-5-0909

Pub Date 67 Contract OEC-6-050909-0972

EDRS Price MF-\$0.75 HC-\$7.50 148P.

Descriptors - Descriptive Linguistics, Dialect Studies, Grammar, Pronunciation, Speech, Vocabulary, American English, Computers, Data Processing, Lexicography, Phonology, Regional Dialects, Syntax.

A computer analysis of spoken words and phrases was obtained in 1959 from the responses of 33 native informants from 23 counties in Tennessee, Georgia, Mississippi, and Alabama. Informants were asked to identify pictures, and their responses were recorded on tape and transcribed. A computer was utilized to produce listings of particular speech items in specific geographic areas in order to establish (1) what lexical and phonological systems in the counties surveyed have counterparts in the regional systems reported for the Atlantic States, (2) what distributional relation other items of lexical and phonological evidence have to those identified above, (3) what elements of a grammatical-syntactical subsystem can be identified by computer techniques and (4) what the relation of the grammatical-syntactical elements so identified is to the occurrence of lexical and phonological items. Conclusions showed that there are uniform aspects of lexicon, phonology, and syntax for the region studied, and that smaller lexical and phonological groupings occur within areas of that region. It was also deduced that changes in lexicon are readily made. Further research could be conducted by both linguistic and educational researchers. Included are (1) tables and maps of lexical, phonological, and syntactical occurrence and distribution, (2) a selected reproduction of the computer printout, (3) details of the computer technique utilized, and (4) a summary of the final report.

NEWSLETTER OF THE
AMERICAN DIALECT SOCIETY

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