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NEWSLETTER OF THE AMERICAN DIALECT
SOCIETY

Volume 2 Number 3

November 1970

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REPORT ON REGIONAL MEETINGS

On Friday, October 30, 1970, the midwest group of the American Dialect Society met in conjunction with the Midwest Modern Language Association at the Sheraton-Schroeder Hotel in Milwaukee, Wisconsin. Time and space were provided by the Local Arrangements Committee and Executive Secretary of the Midwest MLA. The meeting was very well attended with about 40 persons in the room most of the time. The papers presented were:

"TV and U," by Thomas Pyles, Northwestern Univ.

"The Finiteness and Absence of Be: Features of Speech--Black and White?" by Joy Miller, Illinois Institute of Technology

A partial listing of those in attendance is as follows:

Richard W. Bailey, University of Michigan
 Virginia M. Burke, University of Wisconsin
 Frederic G. Cassidy, University of Wisconsin
 William Curd, Chicago State College
 Lawrence M. Davis, Illinois Institute of Technology
 Sarah G. D'Elvia, Chicago, Ill.
 J. Eichhoff, University of Wisconsin
 William Evans, Louisiana State University
 A. E. Galyon, Iowa State University
 Gary A. Hood, Southwest Minnesota State College
 Charles Houck, Ball State University
 Raymond D. Kush, Southwest Minnesota State College
 Victor Macaruso, Mt. Senario College
 Andrew MacLeish, University of Minnesota
 Raven I. McDavid, Jr., University of Chicago

John C. McGalliard, University of Iowa
John C. McGreevy, Northern Illinois University
Elizabeth J. Moffett, Moody Bible Institute
Ann Shannon Paden, Roosevelt University
Thomas Pyles, Northwestern University
A. Hood Roberts, Center for Applied Linguistics
Mark R. Seiler, Wisconsin State University
Paul Taubr, St. Paul, Minn.
Eileen Thomas, Southwest Minnesota State College
Gordon R. Wood, Southern Illinois University

Professor Frederic G. Cassidy of the University of Wisconsin was elected Chairman of the group, and Dr. Glenn Gilbert of the University of Southern Illinois was elected Secretary.

The South Atlantic section of the American Dialect Society met on Saturday, November 7, 1970, in conjunction with the South Atlantic Modern Language Association at the Washington Hilton in Washington, D. C. Chairman of the session was Richard Gunter of the University of South Carolina. The papers presented were:

"Black English: Problematic but Systematic,"
by Louise DeVere, Old Dominion University

"Problems in Urban Dialect Study," by Raymond K.
O'Cain, University of South Carolina

"Language Philosophy and Formal Inquiry," by Lee
Pederson and Howard G. Dunlap, Emory University

"Current Trends in the Study of Social Dialects,"
by Roger W. Shuy, Georgetown University and
Center for Applied Linguistics

Officers for the next year are Dr. David L. Shores of Old Dominion University, Chairman, and Dr. Woodford A. Heflin of Air University, Secretary.

OTHER MEETINGS

The South-Central Names Institute was held May 1-2, 1970, at the Hall of Languages, East Texas State University, Commerce, Texas, sponsored by the ETSU Department of English in cooperation with the American Name Society. The agenda was as follows:

Friday, May 1:

Fred Tarpley, Institute Director, presiding:

"Why American Indians Were Named Savages," by James L. Evans,
Pan American College

"Of Edsels and Marauders," by D. B. Graham, University of Texas
at Austin

"Towns, Poets, and Mythology," by Balma C. Taylor, East Texas
State University

"The Opposite of White: Names for Black Americans," by Sam
Grubbs, Texas Southmost College

"The Opposite of Black: Names for White Americans," by Ann
Moseley, East Texas State University

"Arabic Place Names in Andalucia," by Charles B. Martin, North
Texas State University

Names in English Fiction, Edna B. Stephens presiding:

"The Italian Names in Ben Jonson's Everyman Out of His Humour,"
by Robert H. Selby, LeTourneau College

"Lady Bellaston: Fielding's Use of the Charactonym," by John L.
Barnes, North Texas State University

"Character Names in The Beggar's Opera," by Donald A. Gill,
El Centro College

"Dickens and Charley Bates," by J. Don Vann, North Texas State
University

"Charactonyms in The Alexandria Quartet: Threads in a Tapestry,"
by William E. Tanner, University of Tulsa

Names in American Fiction, Paul W. Barrus presiding:

"Charactonyms in the Fiction of Nathaniel Hawthorne," by Laura
Gill Smith, Greenville (Texas) Junior High School

"Hawthorne's Use of Character Reference Names," by Aggie Boyet,
East Texas Baptist College

"The Catalogue of Names in The Great Gatsby," by Lottie R. Grim,
Pemberton High School, Marshall, Texas

"Symbolic Names in the Plays of Tennessee Williams," by R. L.
Cowser, Wharton County (Texas) Junior College

An informal reception honoring Mr. and Mrs. Elsdon C. Smith was
held at 6:30 p. m. on Friday, followed by the Institute Dinner.
The following addresses were given at the dinner:

"My Name is Sam Clemens," by J. D. Thomas, Rice University

"American Family Names," by Elsdon C. Smith, President, American
Name Society

Saturday, May 2:

Fred Tarpley presiding:

"Place Names of Concholand," by Lois Hayes, Texas Southmost
College

"The Names and Editors of Early Texas Literary Magazines," by
Imogene Bentley Dickey, North Texas State University

"From Bertha Big Foot to the Spider King," by Eusibia Lutz,
East Texas State University

"Censorship and Some Maine Place Names," by Phillip R. Rutherford,
Gorham State College

"The Great Revival of American Outhouse Names," by Betty Crapson
and Lee Hensley, East Texas State University

"Names Viewed Through the Racial Looking Glass," by Florine Dean,
East Texas Baptist College

"Name Patterns in the Texas Oil Fields," by Elizabeth K. Martin,
Odessa College

GENERAL NEWS

David W. Maurer, president of ADS, was seriously injured in an automobile accident recently in Elizabethtown, Kentucky, when the car in which he was a passenger was involved in a head-on collision. Professor Maurer is making a satisfactory recovery and is now recuperating at his home.

Harold B. Allen of the University of Minnesota and vice president of ADS received the 1969 Distinguished Service Award of the National Council of Teachers of English. The award was presented during the general session at the NCTE 59th annual convention in Washington in November, 1969. In presenting the award, Albert H. Marckwardt, past president of NCTE, lauded "a man who has made a notable contribution to the study of regional dialects of American English. He has made accurate and perceptive studies of English usage. . . He can look back to more than a generation of devoted service to the National Council and its affiliated organizations."

--from the Special Postconvention
Newsletter of the National
Council of Teachers of English
February 1970

For the second time a former president of ADS has received the David H. Russell Award for Distinguished Research in the Teaching of English. The 1970 Russell Award, which consists of a plaque and \$1,000, will be presented to Albert H. Marckwardt of Princeton University at the 60th annual meeting of the National Council of Teachers of English. Last year's award went to Raven I. McDavid, Jr., of the University of Chicago, president of ADS in 1967 and 1968. Professor Marckwardt was president of ADS in 1962 and 1963.

Walter P. Allen of the Department of English, University of Houston, recently had a student whose family still speaks Wendish. Anyone interested in the study of the Wendish language who would like help in getting in touch with this family is asked to write Professor Allen. His address is: Department of English, University of Houston, Cullen Boulevard, Houston, Texas 77004.

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.

National Endowment for the Humanities Research Program

General Scope

The Division of Research entertains applications for support of original thought, basic research, and editing projects in the humanities and in those aspects of the social sciences that have humanistic content and employ humanistic methods. Proposals by qualified persons for interpretive writing in the humanities for the general public also are eligible for consideration.

As with other endowment programs, the Division of Research is particularly interested in projects that bear on major issues of contemporary public concern. Also, it encourages applications for projects that may contribute to the forthcoming bicentennial observance of the American Revolution--projects that reflect major themes of the revolutionary era and contribute understanding of the founding of the Nation and its institutions.

Applications for research grants should come from persons with clear competence for well-defined projects which promise to make specific contributions to thought, scholarship, or public understanding. Individuals who seek time for more general or exploratory work to increase their competence as teachers, thinkers, and scholars should apply for an endowment fellowship; one may not apply simultaneously for both.

Kinds of Grants

Most research grants fall in the "Small Grant" category, not exceeding \$15,000 each. A number of Major Grants ranging up to \$50,000 or more will be given for large-scale projects; the endowment has on occasion given research grants as large as

\$300,000. Applicants for grants larger than \$15,000 should make preliminary inquiry.

Grants are available both for projects that can be completed during the term of the grant and for well-defined segments of longer term projects. Support may be requested for no more than 24 to 27 months; for grants under \$15,000, project duration should not ordinarily be more than 15 months.

Budget requests may include travel and per diem, research and clerical assistance, supplies, rental of materials and equipment, 3 months' summer support, and up to two-thirds of sabbatic, academic, or other leave pay offered by an applicant's institution. Salary payments for released time will not be provided. A person applying through an institution must have his project authorized by an officer of that institution and must be able to show, as an integral part of his budget, that the institution is supporting the project in more than nominal fashion--usually not less than 10 percent of the total cost of a project. Such cost-sharing is an absolute condition of research grants to persons affiliated with institutions.

Who Is Eligible

Any citizen of the United States or its territorial possessions is eligible, whether or not affiliated with an educational institution or learned society. (Persons who do have institutional affiliations must apply through their institutions.) Foreign nationals are eligible only when employed by American institutions. American citizens who hold permanent posts at foreign institutions, or who have resided abroad for more than 5 consecutive years immediately prior to the current year, are not eligible.

When to Apply

Applications may be submitted at any time, but are processed in three grant cycles each year. Early application is encouraged. For applicants desiring decisions by March 1971, proposals should be postmarked no later than November 2, 1970; for decision by June 1971, postmarked no later than February 1, 1971; for decision by November 1971, postmarked no later than June 14, 1971. Application forms and instructions may be requested from and proposals submitted to:

Director of Research and Publication
National Endowment for the Humanities
Washington, D. C. 20506

--taken from NEH brochure

BOOK NOTICES

John Voss and Paul L. Ward, eds. Confrontation and Learned Societies.

Available from: New York University Press
Washington Square
New York, New York 10003

The American Council of Learned Societies is a federation of thirty-three professional, learned associations whose scholarly interests encompass the humanities and humanistic aspects of the social sciences. The "Conference of Secretaries," comprising the executive officers of the various groups, meets periodically to discuss problems and issues shared by the constituent associations. In 1968 the rebellion of dissidents within higher education, first manifested in the Berkeley and Columbia confrontations, erupted at one and another annual meetings of professional learned societies, notably at the convention of the Modern Language Association of America held in New York. The Conference of Secretaries therefore chose "Confrontation" as the theme of its three-day symposium in June of 1969.

The papers included in this volume are intended to analyze the causes of disruption within learned societies, the responsibilities of learned societies to this dissent, and the role of the society in relation to upheaval in both the academic and outside world. Contributors are: Arthur E. Sutherland, Michael R. Winston, William Theodore de Bary, George Winchester Stone, Jr., and William Bouwsma. Christopher Lasch's contribution was written later and gives, in part, his reactions to the other papers read during the symposium.

John Voss is the Executive Officer of the American Academy of Arts and Sciences. Paul L. Ward is the Executive Secretary of the American Historical Association and Chairman of the Conference of Secretaries of the American Council of Learned Societies.

The American Dialect Society is a constituent society of the ACLS.

Robert S. Rudolph, Wood County Place Names.

Available from: The University of Wisconsin Press
Box 1379
Madison, Wisconsin 53701

Rudolph discusses the meaning and origin of nearly 700 place names in Wood County, Wisconsin, in this study. In doing so, he sheds light on the settlement and subsequent history of this area of Wisconsin as many of the county's place names reflect its historical background of lumbering, railroading, and farming.

Listed alphabetically, the names include, in addition to towns and cities, such features as rivers, creeks, flag stations, schools, railroads, and many others. Rudolph analyzes the names to determine their probable derivation and interpretation. He also provides spelling variants; the approximate date range of the use of the name; the precise location of the named feature (in terms of quarter sections of surveyor's townships wherever possible); and the several names used over the years.

Rudolph's findings have been gathered from maps, county histories, editions of local newspapers dating back as early as 1858, state gazetteers, records of early censuses, notes of the original surveyors, and histories and records of the railways. He has also interviewed many residents of the county and observed the major sites.

Gordon R. Wood, Vocabulary Change: A Study of Variation in Regional Words in Eight of the Southern States.

Available from: Southern Illinois University Press
Carbondale & Edwardsville, Illinois

This study examines word usage and its changing patterns in eight of the Southern states. The area encompasses Arkansas, Alabama, Florida, Georgia, Louisiana, Mississippi, Oklahoma, and Tennessee. The data collected were recorded and analyzed by computer, and the results have been presented in maps, tables, and lists of word frequencies. In addition, the study describes and defines salient traits of the Southern dialect of American English.

The book's immediate audience is that body of scholars interested in dialectology, sociolinguistics, and cultural differences.

However, it will be of value also to general readers and students interested in the history of the language.

PUBLICATIONS

A new biannual journal, Indiana Names, is being published by the Department of English, Indiana State University (general editor - Marvin Carmony; editor - Ronald L. Baker; managing editor - Charles D. Blaney; corresponding editor - W. Edson Richmond, Indiana University; editorial assistant - Phyllis A. Townsley). Volume I, Number 1, was issued in the spring of 1970 and includes:

"The Value of the Study of Place Names," by W. Edson Richmond

"Some Approaches to Indiana Place Names," by Jerome C. Hixson

Volume I, Number 2, appearing in the fall of 1970, will include:

"How to Collect Local Place Names," by Frederic G. Cassidy

"Collecting Place Name Legends," by Linda Degh

"Library Resources for the Study of Place Names in the State of Indiana," by W. Edson Richmond

Subscriptions, \$2.00 yearly, should be sent to the Managing Editor, Indiana Names, Department of English, Indiana State University, Terre Haute, Indiana 47809. Checks and money orders should be made payable to Indiana State University.

Jane Appleby. "Is Southern English Good English?" South Atlantic Bulletin, Vol. XXXV, No. 2, March 1970.

Available from: South Atlantic Modern Language Association,
Box 638, Chapel Hill, N. C. 27514

William M. Ryan. "How Will We Spell It Tomorrow?" Word Watching, Vol. XLV, No. 4, April 1970.

Available from: G. & C. Merriam Company, Springfield,
Mass. 01101

Gary N. Underwood. "Linguistic Realism in Roderick Random," Journal of English and Germanic Philology, Vol. LXIX, No. 1, January 1970.

Available from: University of Illinois Press, Urbana, Ill.

Gary N. Underwood. "Midwestern Terms for the Ground Squirrel,"
Western Folklore, Vol. XXIX, No. 3.
Available from: University of Arkansas, Fayetteville, Ark.

Sharon Vandercook, ed. "The Mencken-Hench Correspondence,"
Menckenia, No. 34, Summer 1970.
Betty Adler, editor. Enoch Pratt Library, Baltimore, Md.

MASTER'S THESIS OF INTEREST TO ADS MEMBERS

Ehrenkranz, Jean Faith. A Study in Structural Dialectology.
Brown University, 1970.

DISSERTATIONS OF INTEREST TO ADS MEMBERS

Bachman, James K. A Comparison of Nonstandard Grammatical Usage
In Some Negro and White Working-Class Families in Alexandria,
Virginia. Georgetown University, 1970.

Baena-Zapata, Luis Angel. The Phonology of the Spanish of
Antioquia (Colombia). University of Texas, 1967.

Carden, Guy. Logical Predicates and Idiolect Variations in
English. Harvard University, 1969-70.

Correa-Zoli, Yole. Lexical and Morphological Aspects of American
Italian in San Francisco. Stanford University, 1970.

DeStefano, Johanna S. A Sociolinguistic Investigation of the
Productive Acquisition of a School Language Register by
Black Children. Stanford University, 1970.

Fickett, Joan Gleason. Morphemics, Syntax, and Semology of an
Inner-City Dialect (Merican). State University of New York
at Buffalo, 1970.

Fischer, Milla. Verification of a Suggested Hierarchy of Problems
Encountered by English Speakers Learning Spanish Phonology:
Dialectal Case Studies. Georgetown University, 1966.

Gordon, Susan B. The Relationship between the English Language
Abilities and Home Language Experiences of First Grade
Children from Three Ethnic Groups. University of New Mexico,
1970.

- Harrison, Hellehe. A Methodological Study in Eliciting Linguistic Data from Mexican-American Bilinguals. University of Texas, 1967.
- Hensey, Frederick. Linguistic Consequences of Culture Contact in a Border Community. University of Texas, 1967.
- Hoffer, Bates. Linguistic Principles in Lexicography. University of Texas, 1967.
- Hoffman, Melvin Jacob. The Segmental and Suprasegmental Phones, Phonemes, and Morphophones of an Afro-American Dialect. State University of New York at Buffalo, 1970.
- Klima, Edward Stephen. Studies in Diachronic Transformational Syntax. Harvard University, 1964-65.
- Light, Richard Lee. Syntactic Structures in a Corpus of Non-Standard English. Georgetown University, 1969.
- McArthur, James F. A Phonological Study of the Franco-Canadian Dialect of Saint-Jerome-de Terrebonne, Quebec, Canada. Georgetown University, 1969.
- Megenney, William W. An Ethnolinguistic Study of West African Influences on Bahian Portuguese. University of New Mexico, 1970.
- Nagara, Susumu. Pidgin English Used by Japanese Immigrants on the Plantations of Hawaii. University of Wisconsin - Madison, 1969.
- Natalicio, Eleanor. Formation of the Plural in English: A Study of Native Speakers of English and Native Speakers of Spanish. University of Texas, 1969.
- Ourdoubian, Reza. Rutherford County: A Study in Onomastics. Auburn University, 1968.
- Reeds, James Alexander, II. Front Vowel Aperture and Diffuseness in Midwestern American English. University of Michigan, 1966.
- Sampson, Gloria Marie Paulik. Sociolinguistic Systems and Lexical Features: Pronominal Usage in the Canterbury Tales. University of Michigan, 1969.

- Smith, Jack Alan. A Study of Place-Names in Forrest County, Mississippi. Auburn University, 1969.
- Streeter, Victor J. Homogeneity in a Sample of Technical English. University of Michigan, 1969.
- Wakeham, Irene. Deviations from Standard English in the Writing of Filipino College Freshmen. Stanford University, 1965.

-- taken from LSA's list by
Dr. Donald M. Boyd,
University of Texas

- Austin, Jessie Gardner. Syntactic Maturity as an Element of Class Dialect. University of Alabama, 1969.
- Foley, Lawrence Mason. A Phonological and Lexical Study of the Speech of Tuscaloosa County, Alabama. University of Alabama, 1969.

The editor of this newsletter does not pretend to claim that this list of theses and dissertations approaches completeness, and he would welcome information on other dissertations and Master's theses which would be in the area of interest of the ADS. The titles of those that are brought to the attention of the editor are published in each issue of the newsletter.

ORDERING PROCEDURES FOR DOCUMENTS ENTERED IN THE ERIC SYSTEM

Where indicated, hard copies (HC) and microfiche (MF) are available from the ERIC Document Reproduction Service, The National Cash Register Co., 4936 Fairmont Avenue, Bethesda, Md. 20014. Where no MF or HC price is given, inquiries concerning the document's availability should be directed to the author or publisher.

When ordering, please list the ED numbers of desired documents, type of reproduction (MF or HC) and the number of copies.

Payment must accompany order totalling less than \$5.00. Add a handling charge of 50 cents to all orders except full document

collections in the U.S. and sales tax as applicable.

Foreign Orders: A 15-percent service charge calculated to the nearest cent must accompany the orders from outside the United States, its territories and possessions except Mexico and Canada. Export charges are eliminated completely on individual orders under \$50.00 from Canada and Mexico; the 15% service charge applies, however, on all orders over \$50.00

DOCUMENTS ON DIALECT STUDIES ENTERED IN THE ERIC SYSTEM

ED 028 424

Labov, William; and others

A Study of the Non-Standard English of Negro and Puerto Rican Speakers in New York City. Volume II: The Use of Language in the Speech Community

Pub date 1968

MF-\$1.50; HC-\$18.40

366 p.

Descriptors: *Negro Dialects; *Language Usage; *Sociolinguistics; *Verbal Ability; *Negro Culture; Stereotypes; Ethnic Groups; Language Styles; Puerto Ricans; Culture Conflict; Verbal Communication; Reading Instruction; Negro Youth; Peer Groups; Negro Education; Negro Attitudes; Nationalism; Urban Culture; Urban Language; Age Groups; Racial Recognition; English Instruction; Contrastive Linguistics; Instructional Improvement; TENL; Social Values

Identifiers: *New York City; Harlem

Volume I of this report (AL 001 821) is a general description of the project, background and related research, the methods employed, and a linguistic analysis of the structural differences in grammar and phonology between non-standard Negro English (NNE) and Standard English (SE). Volume II is directed to a wider range of readers and deals with the differences in the uses of NNE and SE. Included here are a description of the peer groups and vernacular culture studied in Volume I, a description of NNE speech events and group standards of excellence, the relation of school performance and reading to achievement in the vernacular culture, the subjective evaluation of language differences by adults, and overt attitudes towards language. It is concluded that NNE is a dialect of English with certain extensions and modifications of rules found in other dialects. The verbal capacities of ghetto children are much greater than those

found by other investigators. While structural conflict between NNE and SE is one factor in reading failure, functional conflict (cultural conflict between NNE and SE value systems expressed as different language norms) is the chief problem. It is recommended that children learn to read by reading back their own words, that young, male "auxiliary teachers" be used to mediate between teachers and students, and that the teaching of SE in the early grades be linked to the value system the NNE student brings to school. (Author/JD)

ED 029 279

Wolfram, Walter A.

Social Stigmatizing and the Linguistic Variable in a Negro Speech Community

Pub date December 1968

MF-\$0.25; HC-\$0.50 8 p.

Descriptors: *Negro Dialects; *Social Dialects; *Social Class; Social Differences; Dialect Studies; Lower Middle Class, Middle Class; Lower Class; Negroes; *Sociolinguistics; Black Community; Socioeconomic Status

Identifiers: *Linguistic Variables; Detroit Language Study

The measurement of sociolinguistic behavior requires the formulation of a unit which can take into account continuous, ordered variation within and across discrete linguistic types--the linguistic variable. The linguistic variable, itself an abstraction, is realized in actual speech behavior by variants. The formulation of the linguistic variable may be viewed as a function of its correlation with extra-linguistic variables (socio-economic class, sex, age, contextual style, and racial isolation) or independent linguistic variables (linear environment and syntactic construction). The author tries to show that in order to account for systematic variation between the variants of a variable a consideration of extra-linguistic and independent constraints is imperative. Only a consideration of these two facets will reveal the fully systematic nature of variation and the various constraints on the relative stigmatization of certain variants. (D0)

ED 029 280

Wolfram, Walter A.

Sociolinguistic Perspectives on the Speech of the "Disadvantaged"

Pub date April 19, 1969

MF-\$0.25; HC-\$0.70 12 p.

Descriptors: *Negro Dialects; Nonstandard Dialects; Socially Disadvantaged; Cultural Disadvantage; *Sociolinguistics; Dialect Studies; *Linguistic Theory; *TENL; Negro Youth

Views from different disciplines and within different disciplines often come into sharp conflict with one another about the speech of lower socio-economic class Negroes. Furthermore, some current views of Black English have challenged basic linguistic and sociolinguistic premises about the nature of language. It is therefore the purpose of this paper to examine some very basic premises about the nature of language which have a direct bearing on current viewpoints toward Black English: (1) Languages are notoriously "nonlogical;" it is therefore a deceptive practice to teach the so-called "logic" of languages and to vindicate statements about the rules of a language by philosophical dictums about the logical nature of languages. Yet one of the common grounds for rejecting Black English by educators is that it is illogical. (2) A second premise of the linguist is that all language systems are adequate for communication. Yet, one need not read very far in the literature on the speech of the disadvantaged to find them characterized as non-verbal, verbally destitute, or at best drastically deficient in their speech. (3) A basic linguistic axiom is that language is systematic and ordered, but some treat Black English as an unsystematic and irregular deviation from standard English. (4) Language is learned in the context of the community, but Black children are judged by a norm to which they have not been exposed--SE. (Author/DO)

ED 029 281

Wolfram, Walter A.

Sociolinguistic Implications for Educational Sequencing

Pub date February 28, 1969

MF-\$0.25; HC-\$0.95

17 p.

Descriptors: *TENL; *Sociolinguistics; *Negro Dialects; Nonstandard Dialects; *Material Development

Identifiers: Detroit Dialect Study

Although different philosophical and methodological approaches underlying materials for teaching Standard English (SE) to Black English (BE) speakers have now received some attention, one aspect of methodology for which there is no specific discussion is the order in which SE features should be presented. The author suggests and discusses five sociolinguistic factors that should be used as a basis for determining the most relevant

order of lessons. Precedence should be given to (1) the most socially diagnostic variables, (2) the most general rules, (3) grammatical variables over phonological variables, (4) speech patterns of general social significance over those of only regional significance, and (5) the most frequently occurring items. When determining the order of lessons, each BE feature must be considered in terms of the total configuration of sociolinguistic principles. The author views the determination of order in terms of a sociolinguistic matrix, which he presents. (DO)

ED O30 103

Wakfram, Walter A.

Linguistic Correlates of Social Differences in the Negro Community

Pub date March 1969

MF-\$0.23; HC-\$0.80

Descriptors: *Negro Dialects; *Negro Culture; *Sociolinguistics; *Social Structure; Language Research; *Urban Language; Language Styles; Social Class; Social Status; Racial Distribution; Sex Differences; Age Differences; Grammar; Phonology
Identifiers: *Detroit Dialect Study; Linguistic Variables

The regularity with which much variation between forms, formerly dismissed as "free variation," can be accounted for on the basis of extra-linguistic and independent linguistic factors has made the concept of the linguistic variable an invaluable construct in the description of patterned speech variation. The linguistic variable, itself an abstraction, is realized in actual speech behavior by variants (individual items which are members of a class of variants constituting the variable). The particular value of a given linguistic variable may be viewed as the function of its correlation with extra-linguistic or independent linguistic variables. The extra-linguistic variables considered in the Detroit Dialect Study were socio-economic class, sex, age, contextual style, and racial isolation. Independent linguistic factors taken into account were linear environment and construction type. The author also summarizes in this paper several basic research questions concerning the function of the linguistic variable as a marker of social status in the black community: (1) the intersection of various social factors in accounting for patterned speech variation, (2) the extent to which social differentiation is quantitative or qualitative, (3) the relation between socially diagnostic phonological and grammatical variables, and (4) the effect of independent linguistic constraints on

variability. (DO)

ED 030 106

Entwisle, Doris R.

Semantic Systems of Minority Groups

Pub date June 1969

MF-\$0.25; HC-\$2.55

49 p.

Descriptors: Environmental Influences; Reading Difficulty; *Disadvantaged Youth; *Semantics; Minority Groups; Sociolinguistics; *Associative Learning; *Child Language; Urban Language; *Rural Urban Differences; Amish; Negro Youth; Structural Analysis; Social Dialects; Association (Psychological); Social Differences; Cognitive Development

Because socialization in terms of language behavior is the pivot for all other socialization, great emphasis is being placed in the linguistic determinants of cognition, and the influence of parents' language on child language and cognition. The same life conditions that foster dialect differences may be presumed to lead to semantic differences. At simple levels of discourse, difficulties in communication may be minimal, but semantic differences, when added to phonological and dialect differences, may have very serious consequences for the reading instruction of young children. Much evidence suggests that from first grade on there are widening gaps between the language of children from poverty environments and those from middle class groups. Word association research suggests specific kinds of deficits, particularly in consolidation of verbs and adverbs. There may be a lack of environmental forces to encourage semantic development which not only causes reading deficits but rules out reading as a source of semantic enrichment. The author describes studies in word association of black and white inner city children, compared with rural Maryland and old order Amish children. She suggests developing semantic structures through schools games which provide drill on particular skills, and more mixing of students in the school and the community. (AMM)

ED 030 869

Politzer, Robert L.; Bartley, Diana E.

Standard English and Nonstandard Dialects: Phonology and Morphology

Pub date June 1969

MF-\$0.25; HC-\$2.45

47 p.

Descriptors: *TENL; Interference (Language Learning); *Nonstandard Dialects; *Contrastive Linguistics; Spanish Speaking; Negro Dialects; *Phonology; *Morphology (Languages); Consonants; Vowels; Verbs; Nominals; Adjectives; Standard Spoken Usage; Teacher Education; Teacher Improvement; English

This memorandum is a systematic listing and description of the salient features of English phonology and morphology, accompanied by a listing of parallel features in non-standard dialects that account for the difficulties the speakers of nonstandard speech experience in the acquisition of standard English. The dialects considered are English as spoken in Negro subcultures and the dialect associated with a Spanish (Mexican) substratum. The information concerning Negro speech is based on various linguistic publications cited in the memorandum. The description of interference associated with a Spanish substratum is primarily inferred from a comparison of English and Spanish structure. This memorandum will be useful in training teachers of standard English as a second dialect as well as to actual practitioners in that field. The authors welcome comments, criticism, and specific suggestions concerning the language problems of speakers of nonstandard dialects and the interference with the acquisition of standard speech. A revised version is to become part of a "Syllabus for the Training of Teachers of Standard English as a Second Dialect," a project carried out within the Teaching the Disadvantaged program of the Stanford Center for Research and Development in Teaching. (Author/DO)

ED 031 703

Markel, Norman N.; Sharpless, Clair Ann
Socio-Economic and Ethnic Correlates of Dialect Differences

Pub date December 1968

MF-\$0.25; HC-\$1.15

21 p.

Descriptors: (American English), Caucasians, Cultural Factors, Dialects, *Dialect Studies, Ethnic Origins, Negro Dialects, Negro Youth, *Non-Standard Dialects, Phonetic Transcriptions, *Pronunciation, Regional Dialects, *Social Dialects, Socioeconomic Backgrounds, and *Socioeconomic Influences, Vowels

This study examines the pronunciation characteristics of Negro and white children from different socioeconomic classes in Gainesville, Florida. As expected, there are significant differences between the white and Negro children. However, all of the Negroes and the higher whites produce both "General American" and "Southern" dialect pronunciations. Only the lower class white children do not deviate from a "Southern" dialect. This study also examines the pronunciation characteristics of the higher and lower socioeconomic classes within both the Negro and white groups. There are no significant differences between the high and low Negro groups. However, the pronunciation of five vowels differentiate the high and low white groups. This result supports the hypothesis of greater dialect cleavage between socioeconomic classes within the white community than in the Negro community. The Negro children shared two pronunciations with the low white children. The high white pronunciations are "General American," while the low white and Negro groups give "Southern" pronunciations. These results indicate the need for more intensive dialect investigations. It may be that there are vast dialect cleavages (or similarities) between both Negroes and whites and the socioeconomic classes within these ethnic groups in different geographic areas. (Author/DO)

ED 031 707

Stewart, William A., ed. Non-Standard Speech and the Teaching of English. Language Information Series, 2.

Pub date 1964

MF-\$0.25; HC-\$1.95

37 p.

Descriptors: Creoles, Language Instruction, Negro Dialects, *Nonstandard Dialects, Pidgins, *Standard Spoken Usage, Teacher Attitudes, *Teaching Methods, *TENE

This document brings together three papers dealing with the teaching of standard English to speakers of substandard varieties of the language, as well as of English-based pidgins or creoles. The first two papers are by linguists. The essay "Foreign Language Teaching Methods in Quasi-Foreign Language Situations" by William A. Stewart is intended to serve as a general introduction to the problem. "Non-Standard Negro Speech in Chicago" by Lee A. Pederson is a summary of a partial study in depth of the Chicago situation and supplies a more detailed illustration of one specific case. The last paper, "Some Approaches to Teaching English as a Second Language," is by an English teacher, Charlotte K. Brooks. Her practical concern with the teacher's attitudes toward non-standard speech and its users becomes especially meaningful once the linguistic aspects of the situation are understood. What is especially noteworthy, however, is that all three papers express the same basic conclusion as to what should be done. Number 1 of the Language Information Series, "Second Language Learning as a Factor in National Development in Asia, Africa, and Latin America," dates from 1961 and is available from the Publications Section of the Center for Applied Linguistics, 1717 Massachusetts Avenue, NW, Washington, D. C. 20036, for \$0.50 (Editor/DO)

ED 032 585
Wolfram, Walter A. Social Dialects from a Linguistic Perspective: Assumptions, Current Research, and Future Directions
Pub date October 1969
MF-\$0.25; HC-\$2.95 57 p.

Descriptors: Descriptive Linguistics, *Dialect Studies, Linguistic Theory, *Negro Dialects, *Nonstandard Dialects, Research Needs, *Social Dialects, *Sociolinguistics, Surveys

This paper begins with a discussion of the assumptions basic to the study of both language and social dialects: verbal systems are arbitrary, all languages or dialects are adequate as communicative systems, they are systematic and ordered and learned in the context of the community. A survey of current work and findings in dialect studies follows. In the last part of the paper, the author discusses research needs in the areas of (1) field techniques (size of sample necessary for a reliable study of social dialects; role of race, sex, and social class of the fieldworker in affecting the speech of an informant; elicitation procedures which can get at judgments of the grammaticality of nonstandard structures apart from judgments about social acceptability; and importance of statistical calculations in comparing the various quantitative measurements that are made), (2) descriptive studies (intonation, Black English in the South, nonstandard white dialects, age-grading, acquisitional studies of nonstandard dialects, and more descriptive data on the role of sex in language), and (3) theoretical issues (way in which observed linguistic variation can be accounted for in a linguistic model of description, extent to which a description can encompass more than one idiolect, and descriptive differences between several types of language situations). (D0)

ED 033 327

Moore, Mary Jo, Comp.

A Preliminary Bibliography of American English Dialects.

Pub date November 1969

MF-\$0.50; HC-\$3.15

61 p.

Descriptors: American English, *Bibliographies, Creoles, Culturally Disadvantaged, Dialect Studies, *Negro Dialects, Nonstandard Dialects, Pidgins, *Regional Dialects, *Social Dialects, Socially Disadvantaged, Sociolinguistics, *Ten1

The 804 entries in this bibliography are divided into four major categories. The first category, regional dialects, is concerned with those varieties of English which are confined within specific areas of the continental United States. The second, social dialects, is concerned with varieties of English which have features that tend to be indicators of social class. This category thus includes studies of nonstandard English and the language of the "disadvantaged." The third category is divided into two sub-categories: Negro English of the continental United States and Negro English of the Caribbean. It was felt that any

study of American Negro English would be incomplete without reference to the historical significance of the creoles and pidgins spoken in the Caribbean. The fourth category, applications to teaching and learning, is concerned primarily with teaching standard English to speakers of nonstandard dialects. However, as the cultural and socioeconomic aspects of the "disadvantaged" are significantly related to the linguistic aspects, some of the literature of the cultural and socioeconomic aspects of poverty and the urban ghetto has been included in so far as it relates to education. Some of the entries in this bibliography are available through ERIC and have been listed with their ERIC Document numbers and prices. (Author/DO)

ED 033 356

Wolfram, Walt

Black/White Speech Differences Revisited: A Preliminary Report.

Pub date. November 1969

MF-\$0.25; HC-\$1.20

22 p.

Descriptors: American English, Caucasians, Deep Structure, *Dialect Studies, *Negro Dialects, Negro Youth, Nonstandard Dialects, *Racial Differences, Regional Dialects, Standard Spoken Usage, Surface Structure.

There are two positions on the relationship of the speech of Blacks and whites, and they are quite opposed to one another. One position observes virtually no differences in the speech of Southern whites and Blacks and therefore assumes that the historical development can be traced to a British dialect. The other sees many significant differences and therefore assumes that Black dialect is derived from a creole-based system more like the Caribbean creoles than it is like a British dialect. In order to resolve some of the issues at the heart of this controversy, Wolfram, Shuy, and Fasold have begun extracting data from 50 lower socio-economic class children (Black and white) between the ages of six and eight. This specific age range was chosen to represent a period when the children would be past the developmental stage but at an age when the awareness of the social consequences of speech would be minimal. The age is also crucial because both Stewart and Dillard maintain that only among children do certain creole-like features exist. Analysis of the third person singular, possessives, copula absence, invariant "be," and word-final consonant clusters lead the author to conclude that there are definite Black/white speech differences that cannot be dismissed as "statistical skewing": some are qualitative. However, the extent of these differences is not nearly as great as is

sometimes claimed; they differ in surface rather than deep structure. (DO)

ED 033 368

English as a Second Language for the Culturally Depressed Children at Rogers School, Leflore County, Mississippi. Research Monograph

South Central Regional Education Lab. Corp., Little Rock, Ark.
Pub date 1969

MF-\$0.25; HC-\$1.10 20 p.

Descriptors: Achievement Gains, Achievement Tests, Communication Skills, *Culturally Disadvantaged, Elementary Grades, English (Second Language), Language Instruction, *Negro Youth, *Programmed Instruction, Reading Skills, Rural Youth, Standard Spoken Usage, *Ten1

The purpose of this study was to investigate the initial one-year effects and the second-year follow-up effects of introducing programmed English as a Second Language into the elementary curriculum. The initial phase or Phase I was concerned with determining the effect of English as a Second Language (ESOL) on the achievement of second, third, and fourth grade students receiving the programmed ESOL instruction during the academic year just preceding the year considered by this report. Achievement areas involved were reading vocabulary, reading comprehension, total reading scores, mathematical reasoning, math fundamentals, and total mathematics scores. The subjects were students from culturally disadvantaged Negro homes enrolled in the Laboratory School on the campus of the Mississippi Valley State College. It was found that no valid judgment could be rendered regarding the effectiveness or non-effectiveness of the programmed ESOL materials used. Due to the contamination of the control group, no true analysis was possible. More than one year of ESOL would be needed to determine the permanent effects, if any, on the achievement of the students. (DO)

ED 033 370

Wolfram, Walt

Sociolinguistic Premises and the Nature of Nonstandard Dialects.

Pub date November 1969

MF-\$0.25; HC-\$0.90 16 p.

Descriptors: Dialect Studies, *Linguistic Theory, *Negro Dialects, Negro Youth, Nonstandard Dialects, *Sociolinguistics, Standard Spoken Usage, Teacher Attitudes, *Ten1

The relativistic viewpoint of the sociolinguist emphasizes the fully systematic but different nature of nonstandard dialects. In this paper, the author takes issue with various views that currently enjoy popularity in a number of disciplines but which violate basic linguistic and sociolinguistic premises about the nature of language. These views are often communicated to and adopted by those in a position which directly affects the lives of many ghetto children. Furthermore, these views have a direct bearing on the attitude of both white and black middle class teachers toward Black English. The attitudinal problem towards this intricate and unique language system is probably the biggest problem faced. But there is also a practical reason for understanding some linguistic and sociolinguistic premises about the nature of language with reference to nonstandard dialects. An understanding of systematic differences between nonstandard dialects and standard English must serve as a basis for the most effective teaching of standard English. Author/DO)

ED 034 970

Leaverton, Lloyd, and others

Psycholinguistics Oral Language Program: A Bi-Dialectal Approach.
Experimental Edition, Part I

Pub date 1968

MF-\$0.75; HC available from: Psycholinguistics Project
Chicago Board of Education
228 North LaSalle Street
Chicago, Illinois 60601

Descriptors: Audiolingual Methods, Cultural Context, *Instructional Materials, *Language Instruction, Negro Culture, *Negro Dialects, Psycholinguistics, Teaching Guides, *Ten1

This oral language program for Afro-American children in grades 1 to 3 who speak nonstandard English is designed to emphasize and utilize the child's existing language competency, gradually and systematically introducing standard English as an additional dialect. Priority has been given to the aspects of the child's language which identify him as a nonstandard speaker, particularly in grammar, as it was felt that there is less social toleration of grammatical differences than other differences (in pronunciation or vocabulary). The lessons in this manual focus on the absence of forms of the verb "be," "were," as the past plural of "be," and the third person singular ending "-s" or "-es." The instructional sequence begins with the teacher telling a story or asking questions to elicit the desired sentence

patterns. Sentences are described as "Everyday Talk" or "School Talk," depending on the verb pattern used. After the activities stemming from the children's own statements are concluded, pre-written sentences and stories in "Everyday Talk" are introduced for practice in changing from one form to the other. These activities are followed by pattern practice drills and dialogs as well as written exercises in "School Talk." Each child is asked to give an informal oral presentation using "School Talk" at the end of each unit. Detailed teaching suggestions are given. (AMM)

ED 035 857

Loflin, Marvin D.

On the Structure of the Verb in a Dialect of American Negro English

Pub date September 1967

MF-\$0.65; HC-\$3.00

25 p.

Descriptors: American English, Deep Structure, Dialect Studies, Morphophonemics, *Negro Dialects, Nonstandard Dialects, Semantics, *Sociolinguistics, *Standard Spoken Usage, Structural Analysis, Surface Structure, *Syntax, Transformation Generative Grammar, *Verbs, Vocabulary

Identifiable relational entities in the Auxiliary (Aux) structure of Nonstandard Negro English (NNE) enter into different sets of relationship from identifiable relational entities in the Aux structure of Standard English (SE). Specifically, there is an absence of "have + en" structures; there is no agreement between subjects and verbal forms other than "be"; "-ed" and unmarked verbs traditionally identified with SE present tense may be neutralized; and "be" functions as a tense. These facts about NNE raise problems about the ways we might account for differences between SE and NNE and about accounting for differences between language varieties in general. (Author/DO)

ED 035 863

Taylor, Orlando L.

An Introduction to the Historical Development of Black English: Some Implications for American Education

Pub date July 15, 1969

MF-\$0.25; HC-\$1.15

21 p.

Descriptors: Creoles, Educational Policy, *Language Development, Language Role, *Negro Dialects, *Negro History, Pidgins, Racial Attitudes, Teaching Methods, *Ten1

In discussing the rich linguistic history of Afro-Americans, the author points out that black people had a linguistic system when they came to the New World and frequently had a knowledge of a form of English which had been influenced by Black Portuguese and West African languages. Despite many assertions to the contrary, Black English, "the variety of English spoken or understood by many persons of Afro-American descent," is not a deficient use of Standard English. It represents a logical linguistic evolution typical of people who have been exposed to many different languages. Attitudinal and philosophical changes are needed with respect to the utilization of Black English in the schools. The teaching of Standard English as a tool language is a tenable goal for American Education, so long as it does not preclude instruction in Black English. These points suggest a re-evaluation of how teachers should meet the educational needs of black children. They imply a need for a number of revisions and additions to contemporary education in such areas as materials, curriculum, teacher preparations, and certification. (A bibliographical listing of recent references concludes this paper.) (Author/AMM).

ED 035 879

Houston, Susan H.

Child Black English in Northern Florida: A Sociolinguistic Examination

Pub date September 1969

MF-\$0.25; HC-\$2.95 57 p.

Descriptors: *Child Language, English, Language Styles, Linguistic Theory, *Negro Dialects, *Negro Youth, Phonology, *Sociolinguistics, Syntax, Tape Recordings

Identifiers: *Linguistic Registers, Rural Northern Florida

The writer, who feels that the chief differences between Black English (BE) and White English (WE) are phonological and not syntactic, reports on a sociolinguistically oriented examination of that variety of English spoken by children in rural Northern Florida (CBE/Fla). Twenty-two black children between the ages of nine and 12 were taped individually and in group interviews over a period of two weeks. Observations of this and other data led to a postulation of a specific linguistic "register," or

range of styles of language. The "school" register, which the children used during the first interviews, was non-fluent and distinctively different from the "non-school" register, in which they were verbal, fluent, and articulate. Implications of this distinction between registers are discussed in the light of disparate theories of the relationship between BE and WE, and their pedagogical applications, particularly in the teaching of reading. In presenting a linguistic analysis of CBE/Fla., the author lists the phones, a probable inventory of phonemes, and their phonological rules. She found four main morphosyntactic deviations from standard WE, namely the use of "be" in the present tense. Appended is a sample transcription of "The Three Little Pigs," as told by a verbally gifted 11-year-old boy in CBE/Fla. (AMM)

ED 035 884

Turner, Lorenzo Dow

Africanisms in the Gullah Dialect. The American Negro, His History and Literature (Series)

Pub date January 1969

Available from: Arno Press

330 Madison Avenue

New York, N. Y. 10017 (\$12.50)

317 p.

Descriptors: *African American Studies, *African Culture, *African Languages, *Creoles, *Gullah, Negro Culture, Negro Dialects, Negro History, Negro Literature

Identifiers: *Africanisms

The present text on Gullah, a dialect of a large number of Negroes in South Carolina and Georgia, is a reprint of the original volume published in 1949 by the University of Chicago Press. (Publication of the original was aided by a subsidy from the American Council of Learned Societies) In the first preface, the author remarks on the current assumptions concerning this creolized form of English, which held that the "peculiarities of the dialect are traceable almost entirely to the British dialect of the seventeenth and eighteenth centuries and to a form of baby-talk adopted by masters of the slaves to facilitate oral communication between themselves and the slaves." In this study, the result of fifteen years' research, the author reveals the "very considerable" influence of several West African languages upon Gullah. Chapters treat the following: (1) Backgrounds; (2) Phonetic Alphabet and Diacritics; (3) West African Words in Gullah; (4) Syntactical

Features; (5) Morphological Features; (6) Some Word Formations; (7) Sounds; (8) Intonation; and (9) Gullah Texts, several dating back to 1868. A list of the language informants, an extensive bibliography, notes, and an index complete the work. (AMM)

ED 035 892

Scott, Charles T.

Transformational Theory and English as a Second Language/Dialect
Pub date 1970

Available from: Publications Department
School of Languages and Linguistics
Georgetown University
Washington, D. C. 20007 (Monograph Series
No. 22. \$2.95)

12 p.

Descriptors: Audiolingual Methods, *Child Language, Deep Structure, *English (Second Language), Linguistic Competence, Linguistic Performance, Negro Dialects, *Second Language Learning, Teaching Methods, *Ten1, *Transformation Theory (Language)

Noam Chomsky's numerous criticisms of formerly well-accepted beliefs about the nature of language learning (e.g. in his review of Skinner's "Verbal Behavior") have led to a diversity of views regarding the potential application of transformational theory to the teaching of English as a second language/dialect. It seems clear, moreover, that his criticisms have shaken the faith of many teachers in the efficiency of the audio-lingual approach to second language/dialect teaching. While Chomsky's views have been directed towards problems in the general theory of human language acquisition rather than to principles involved in the teaching and learning of second languages/dialects, the writer of this article does not think that it has been a mistake on the part of ESL (English Second Language) specialists to attempt to relate his views to the latter situation. This paper explores a number of notions developed in transformational theory which appear to have direct bearing on a theory of language acquisition; these notions are discussed with a view to their relevance in the second language/dialect situation. Tentative conclusions concerning the pedagogical effects of these notions are drawn, with appropriate distinctions made between effects on the teaching of English as a second language and as a second dialect. (Author/FWB)

NEWSLETTER OF THE
AMERICAN DIALECT SOCIETY

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