

[s]

[z]

NEWSLETTER OF THE AMERICAN DIALECT
SOCIETY

Volume 3 Number 1

February 1971

-----[s]-----
-----[z]-----

NEWSLETTER OF THE AMERICAN DIALECT
SOCIETY

Volume 3 Number 1

February 1971

A MESSAGE FROM THE PRESIDENT

Election to the presidency of the American Dialect Society is an honor more deeply appreciated when one remembers what great names appear on the list of presidents during its first half century, from the founding until the Second World War. Among them were C. H. Grandgent, George L. Kittredge, Francis J. Child, William Allan Neilson, James W. Bright, and Louise Pound. But it is not enough for your president simply to inherit the scholarly tradition of concern with the study of varieties of our language. The office is one of honor, true; it also is one of responsibility. This responsibility is for the welfare of the society itself and for the extension of its concerns. I offer some specifics.

1. Two recent developments are of basic importance to us. One is that within the past twenty years several influences have conspired to make the English language a primary content subject in the school and college curriculum. Within this subject field more and more elementary, secondary, and college textbooks are devoting attention to the regional variations within American English. The second development is that within the past ten years socio-economic forces have conspired to thrust into the academic lime-light vertical or social variations in our speech, those that constitute the characteristics of social rather than of regional dialects.

Yet neither of these developments has appreciably affected the growth of the Society, despite the obvious increase in the number of people with at least a passive interest in dialectology. Despite the letters and notices sent out last year by President Maurer and the executive secretary, the resulting increase in membership brought the membership total up to only about 700, not much greater than the previous peak of 605 in 1952. Yet the Society is the natural focus of scholars and teachers and others with concern for American English in its rich geographical and social diversity. The researcher in Black English and the

collector of skimobilers' slang should alike find their home in the American Dialect Society. For the sake of scholarship as well as of popular interest in dialect study the Society must greatly expand its membership. Be prepared to participate in a membership campaign.

2. The publication policy must expand as the Society expands. The publication timetable of PADS needs, of course, to be brought up to date with all possible speed, and the editor is confident that this will be done. But the diversity of interests within the Society must be recognized, as is done in comparable organizations, through providing opportunity to publish other materials than the monographs and dissertations that increasingly have become the peculiar concern of PADS. As authorized by the Executive Council your officers already have begun action to this end, through discussions with the Columbia University Press about an arrangement by which its quarterly journal, American Speech, founded in 1925 through the influence of the American Dialect Society, may now become an official publication of the Society. This action will be followed through.

3. To provide greater opportunity for members to present papers the moribund system of regional secretaries needs to be replaced by a regional structure which, patterned according to the regional affiliates of the Modern Language Association, will make possible regional Society meetings as well. The pattern was set by an initial such meeting in October, 1970, in conjunction with the convention of the Midwest Modern Language Association in Milwaukee. The national network now must be created.

4. More members should participate in the operation of the Society. This year should see the preparation and adoption of a revised constitution providing for a stronger, more efficient, and more democratic organization.

I pledge myself to work with you toward these objectives and others now under discussion in the best interests of our Society.

Harold B. Allen

REPORT OF THE EDITOR OF PADS

Though forces beyond the control of the editor prevented PADS No. 51 (April 1969) from going into production early in the fall, he is happy to say that it is now ready and should be received by members in the near future. It contains articles on whitewater kayaking terms, collegiate slang, the vocabulary of race relations in a prison, and the Secretary's Report.

The editor is happy to report that the long drought seems to have been broken. At present he has on hand four articles and five studies of monograph length. A schedule for the publication of these will be worked out as soon as possible with the Secretary-Treasurer in terms of available funds.

The editor wishes to thank the following who have served during the past two years as editorial consultants on various MSS:
Dwight L. Bolinger, Frederic G. Cassidy, Einar Haugen, Raven I. McDavid, Jr., Lee A. Pederson, Carroll E. Reed, and Gordon R. Wood.

CALL FOR PAPERS--ANNUAL MEETING

The 1971 annual meeting of the American Dialect Society is being planned for December 26 and 27 in the Palmer House in Chicago. Time and place will be announced later.

Those who wish to present a paper are invited to send five copies of an abstract of not more than 250 words to:

Professor I. Willis Russell
Chairman, ADS Program Committee
Route 3, Box 582
Cottondale, Alabama 35453

The deadline for receiving abstracts is June 15. Those who submit papers will hear of the Committee's decision by July 26.

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.

QUERIES

Miss H. H. T. Dorner, lecturer in the Department of English, University of South Africa, and co-editor of the Index of English Usage in Southern Africa, will be in the United States and Canada from early May to mid July, 1971. She has expressed an interest in meeting any members of the Dialect Society who are interested in English usage in Southern Africa. Miss Dorner thinks that "we have much in common regarding the influence of Dutch on American English and Dutch/Afrikaans on South African English and an interchange of ideas could be rewarding." Members of the Dialect Society whose interests parallel Miss Dorner's are urged to correspond with her directly. Her address is 607 L'Hirondelle, 157 Relly Street, Sunnyside, Pretoria.

ITEM OF INTEREST TO ADS MEMBERS

The editor of the newsletter was interested to learn, as he thinks other members will be, of the number of former officers of the ADS who have also held the office of president of the Modern Language Association and/or the Linguistic Society of America. A list of the officers and the years during which they held office follows:

	<u>President of ADS</u>	<u>President of MLA</u>	<u>President of LSA</u>
James Morgan Hart Professor of Rhetoric and Philology, Cornell	1891-92	1895	
Edward S. Sheldon Professor of Romance Philology, Harvard	1894-95	1901	
Charles Hall Grandgent Professor of Romance Languages, Harvard	1896	1912	1929
George Lyman Kittredge Professor of English, Harvard	1897	1904	
Oliver Farrar Emerson Professor of English, Western Reserve	1898, 1906-09	1923	
Lewis F. Mott Professor of English, College of the City of New York	1899-1900	1911	
George Hempl Professor of Germanic Philology, Stanford	1901-05	1903	
Raymond Weeks Columbia	1910	1922	
Calvin Thomas Columbia	1911-12	1896	
James W. Bright Johns Hopkins	1916-21	1902	
William Allan Neilson President, Smith College	1922-37	1924	

	<u>President of ADS</u>	<u>President of MLA</u>	<u>President of LSA</u>
Louise Pound Professor of English, Univ. of Nebraska	1938-41	1955	
Kemp Malone Professor of English, Johns Hopkins	1944-46	1962	1944
Albert H. Marckwardt Professor of English, Princeton	1962-63		1962
Einar Haugen Professor, Sociolinguistics, Scandinavian, Harvard	1965-66		1950
Percy Waldron Long	Secretary - 1913-28	1948	
A. C. Baugh	Vice Pres.- 1951	1952	

GENERAL NEWS

A new recording by Dick Reeves, Gullah II, is now available. This recording consists of Gullah stories recorded by Mr. Reeves in Carolina Lowcountry patois, and can be obtained from the John Huguley Co., Inc., 263 King Street, Charleston, South Carolina 29401, for \$4.98 plus 20¢ tax and 30¢ postage.

A report on place names in West Virginia was placed in the Congressional Record of December 15, 1970, Vol. 116, No. 201, p. E10409, by the Honorable Jennings Randolph of West Virginia.

The South-Central Names Institute will meet at East Texas State University, Commerce, Texas, June 24-25, 1971. The meeting will be sponsored by the ETSU Department of English in cooperation with the American Name Society. Listed below are the titles of some of the papers read at the 1970 institute.

- "Censorship and Some Maine Place Names"
- "Charactonyms in the Fiction of Nathaniel Hawthorne"
- "How Oil Fields are Named"
- "The Opposite of White: Names for Black Americans"
- "Character Names in The Beggar's Opera"
- "Place Names of Texas Concholand"
- "The Names and Editors of Early Texas Literary Magazines"
- "The Great Revival of American Outhouse Names"

The deadline for registration is June 18. Those wishing further information should write:

Dr. Fred Tarpley, Director
The South-Central Names Institute
Department of English
East Texas State University
Commerce, Texas 75428

A new award, the Promising Researchers citation, was presented by the National Council of Teachers of English at its annual convention in November 1970 to six researchers in the teaching of English and reading. The award is designed to recognize individuals whose doctoral dissertations or first pieces of independent research are particularly impressive.

The first recipients of this award, with their research topics, are as follows:

W. T. Fagan, University of Alberta, Canada, Faculty of Education, dissertation at the University of Alberta under the direction of Professor Marion D. Jenkinson: An Investigation into the Relationship between Reading Difficulty and the Number and Types of Sentence Transformations;

Bryant P. Fillion, University of Illinois, Department of Secondary Education, dissertation at Florida State University under the direction of Professor Dwight L. Burton: Rhetoric as Symbolic Action: An Explication of Kenneth Burke's Theory of Rhetoric and Its Implications for the Teaching of Rhetoric in Secondary Schools;

Julie M. Jensen, University of Texas at Austin, dissertation at the University of Minnesota under the direction of Professor Naomi C. Chase: A Comparative Investigation of the Casual and Careful Oral Language Styles of Average and Superior Fifth Grade Boys and Girls;

Paul J. Melmed, Language Behavior Research Laboratory, University of California, Berkeley, dissertation at the University of California, Berkeley, under the direction of Professor T. Bentley Edwards: Black English Phonology: The Question of Reading Interference;

Herbert D. Simons, University of California, Berkeley, Department of Curriculum and Instruction, dissertation at Harvard University under the direction of Jeanne Chall: The Relationship between Aspects of Linguistic Performance and Reading Comprehension;

Susan M. Tatham, University of Wisconsin-Milwaukee, dissertation under the direction of Professor Wayne Otto: Reading Comprehension of Materials Written with Select Oral Language Patterns: A Study at Grades Two and Four.

Chairman of the NCTE Committee on Research is James R. Squire of Ginn and Company. Roy C. O'Donnell of the Department of English Education, Florida State University, is chairman of the selection subcommittee.

Selection of researchers for the new award is made on the basis of examination of dissertations and other research reports. In future years, senior researchers who sponsor doctoral candidates will submit abstracts of studies to be considered, and research projects independently submitted to the Committee on Research will also be considered. No fixed number of citations will be given in any one year.

-- from NCTE News Release
November 25, 1970

In two competitions during the 1969-70 academic year, the American Council of Learned Societies awarded a total of one hundred grants-in-aid for postdoctoral research in the humanities and related social sciences. Several of the recipients, with their research projects, are listed below:

Awards announced in February

Alva L. Davis, Department of Linguistics, Illinois Institute of Technology: Recordings of English in the British Isles and Ireland

John T. Waterman, Department of Germanic and Slavic Languages, University of California, Santa Barbara: A history of 18th century linguistic thought.

Awards announced in June

Foster W. Blaisdell, Jr., Department of Germanic Languages, Indiana University: An edition of the Old Icelandic Ivens saga.

Thomas A. Sebeok, Department of Linguistics, Indiana University: Preparation of a book on Semiotics.

Daniel Sedey, Department of Philosophy, San Fernando Valley State College: Construction of a tenseless language.

-- from ACLS Newsletter,
Vol. XXI, No. 3, Oct. 1970

BOOK NOTICES

Glenn G. Gilbert, Linguistic Atlas of Texas German.

Available from: University of Texas Press
P. O. Box 7819
Austin, Texas 78712 (\$50.00)

This atlas displays selected linguistic features characteristic of the German language in Texas. The text describes major linguistic differences between "Standard German" and "Texas German," the methodology followed in gathering field data, the texts of the field questionnaire, the informants, the system of transcription, and the make-up of the maps. A summary of each map, a bibliography, and an index of linguistic forms are included. The maps portion comprises seven orientation maps and 148 linguistic maps showing the geographic distribution of selected features of syntax, lexicon, semantics, and phonology. The atlas highlights certain research problems and points the way toward

additional investigation, making possible sociolinguistic comparison with other immigrant languages in the United States and with other German dialects spoken under similar circumstances in the United States and elsewhere.

Glenn G. Gilbert received the A.B. degree from the University of Chicago, the Diplome de Sorbonne, and the Ph.D. Degree from Harvard University. A University of Chicago Exchange Scholar to the University of Frankfurt, he was later Fulbright Scholar in Linguistics at the University of Marburg, where he did much of the work on the maps included here. He is presently associate professor of linguistics at Southern Illinois University, and is the secretary of the Midwest Regional ADS which meets with the Midwest MLA.

Charles C. Adams, Boontling: An American Lingo

Available from: University of Texas Press
P. O. Box 7819
Austin, Texas 78712 (\$7.50)

Boontling is the name given by its speakers to a local language spoken between 1880 and 1920 in Boonville, the largest town in the upper Anderson Valley of Mendocino County, California. In its heyday the language was widely used by the valley's inhabitants-- to the confusion of outsiders. Today it is kept alive by about twenty Boonters who meet every other week, although about two hundred residents of the area harp (speak) and understand the jargon. There are three explanations as to the origin of Boontling, but all agree that it was begun as a secret language which enabled the group involved to converse among themselves without being understood by outsiders. Many words in the language were derived from the names of inhabitants of the valley or from prominent geographical features of the area. Boontling also incorporates many terms which were turn-of-the-century slang. About 15 percent of the jargon involves areas generally considered taboo in the culture, such as sexual activity and bodily functions. Boonters called this portion of their vocabulary the "nonch harpin's," which means "objectionable talk."

The Boontling Dictionary contains nearly one thousand words, personal names, and geographical terms, and includes pronunciation, definitions, and origins of the terms.

Charles C. Adams is professor of English and Chairman of the Department of English at Chico State College in Northern California. His historical and linguistic study of this colorful language is accompanied by a map of the valley and pictures from the Boontling era--with captions in Boontling.

-- from the publisher's
announcement

PUBLICATIONS

William W. Evans. "The Survival of the Second-Person Singular in the Southern Counties of England," The South Central Bulletin, Vol. XXX (Winter, 1970), 182-86.

Available from: South Central Modern Language Association
Rice University
Houston, Texas 77001

Claude Simpson. "Early Rhode Island Pronunciation 1636-1700 as Reflected and Published in Town Records." 147 pages.

Available from: Library of Congress
Photoduplication Service
Washington, D. C. 20540
(Order document #1013; \$1.67 microfilm,
\$14.90 photocopy)

DISSERTATIONS OF INTEREST TO ADS MEMBERS

Afendras, Evangelos A. *The Balkans as a Linguistic Area: A Study in Phonological Convergence.* Johns Hopkins, 1968.

Anshen, Frank Stephen. *Speech Variations Among Negroes in a Small Southern Community (Hillsborough, N. C.).* New York University, 1969.

Austin, Jessie Gardner. *Syntactic Maturity as an Element of Class Dialect.* Alabama, 1969.

- Borsoi, Edward E. A Linguistic Analysis of Trade Names in American Spanish. University of Illinois, 1967.
- Berger, Gertrude. The Effect of Structure and Topic on Dialect Usage in Written English. Yeshiva University, 1968.
- Boesen, Mary L. Contextual Incidence of Verb Forms in the Speech of Selected Sixth Grade Minneapolis-Born Children. University of Minnesota, 1968.
- Buckholdt, David R. The Language Exchange: Therapy for Language Failure Among the Disadvantaged. Washington University, 1969.
- Clegg, Joseph Hulvor. Fonética y fonología del Español de Texas. University of Texas, 1969. [in Spanish]
- Cook, Stanley Joseph. Language Change and the Emergence of an Urban Dialect in Utah. University of Utah, 1969.
- Danks, Joseph H. Some Factors Involved in the Comprehension of Deviant English Sentences. Princeton University, 1968.
- Glick, Ruth Moser. The Relationship between Selected Sociolinguistic Variables and the Ability To Read English among Ugandan Children. University of California in Los Angeles, 1969.
- Goulet, Rosalina M. English, Spanish and Tagalog: A Study of Morphological, Lexical, and Cultural Interference. New York University, 1968.
- Heard, Betty Ruth. A Phonological Analysis of the Speech of Hays County, Texas. Louisiana State University, 1969.
- Horner, Vivian Maryann. The Verbal World of the Lower-Class Three Year Old: A Pilot Study in Linguistic Ecology. University of Rochester, 1969.
- Lewis, Brian A. The Phonology of the Glarus Dialect in Green County, Wisconsin. University of Wisconsin, 1968.
- Martin, Elizabeth Kathryn. Lexicon of the Texas Oil Fields. East Texas State University, 1969.

- Mattingly, Ignatius G. Synthesis by Rule of General American English. Yale University, 1968. [Accompanying Tape Recording Available from Yale Library.]
- Peck, Charles Whitman. An Acoustic Investigation of the Intonation of American English. University of Michigan, 1969.
- Pickens, William Garfield. Nonstandard Morphology in the Writing of 7th Grades in the Public Schools of Hartford, Connecticut. University of Connecticut, 1969.
- Resnick, Melvyn C. The Tabulation of Phonological Data in American Spanish Dialectology. University of Rochester, 1968.
- Stern, Henry R. The Concept of Linguistic Purity in English from 1700 to the Present. Northwestern University, 1968.
- Tabbert, Russel D. The Frequency of Sentence Complementation in Two Corpora of Spoken American English. University of Iowa, 1969.
- Wichiarajote, Weerayudh. Semantic Feature Analysis of Role Differentiation: A Potential Model for Cross-Cultural Research. University of Illinois, 1968.
- Wolfe, Virginia S. The Social Significance of Negro Speech. Ohio State University, 1968.
- Zinkin, Vivian. A Study of the Place-Names of Ocean County, New Jersey. Columbia University, 1968.
- this list of dissertations
provided by Dr. Donald M. Boyd,
University of Texas
- Strickland, Arney L. A Study of Geographical and Social Distribution of Some Folk Words in Indiana. Ball State University, 1970.

This is a study of the geographical distribution in Indiana and the social distribution in a few Indiana counties of several hundred lexical items taken from the Linguistic Atlas work-sheets. The material was gathered in 1957 and 1958 by means of a questionnaire distributed using a variation of the correspondence method described and shown to be valid by Alva L. Davis in his Ph.D.

dissertation "A Word Atlas of the Great Lakes Region" (University of Michigan, 1948). The purpose of this study was to discover what the primary material shows about the northern and southern boundaries of the Midland dialect area in Indiana, and to show what it reveals about the effect of age and education on vocabulary.

The study is based on 263 questionnaires consisting of 147 checklists like those used by Davis in his dissertation. The informant was asked to circle the word or expression in each checklist which he would use to express the idea defined in that semantic unit.

The study makes frequency counts of the recurring lexical items by a methodology developed by Charles L. Houck and recorded in his "A Computerized Statistical Methodology for Linguistic Geography: A Pilot Study" [Folia Linguistica, I (1967), 80-95] and in his "A Statistical and Computerized Methodology for Analyzing Dialect Materials" (Ph.D dissertation, University of Iowa, 1969). Houck's programs, designed for the IBM 7044, 32K core computer, are adapted in this study to the IBM 360-40, 131K core computer.

The first three chapters of this dissertation describe the problem and the method, review related studies, and survey Indiana settlement history. Chapter IV shows the geographical distribution of items in 133 of the checklists, only those which contain items the regional classification of which could be discovered in former studies. Chapter V is a record of the distribution by age and education among the informants from eastern central Indiana of the items in 23 of the checklists. The Appendix contains a sample questionnaire, maps showing the geographical distribution of the items in 50 checklists, and sample computer programs and read-outs.

The conclusions in this study conflict with Davis' "A Word Atlas of the Great Lakes Region" in 50 instances out of 96 checklists which appear on both his questionnaire and the one used in the present study. These conclusions suggest that considerable change in vocabulary occurred in the decade between Davis' study and the time the material was gathered for this study.

The limited analysis of the distribution of lexical items based on age and education shows little that is surprising. The older informants tend to have more alternate terms for a specific meaning than do the younger ones. The less well educated informants are generally made up of the older ones; therefore, the

discovery that the less education, the more variety of vocabulary is likely insignificant.

Generally, this study indicates that dialect boundaries among Northern, Midland, and Southern Regions on the East Coast-- which other studies have shown to extend westward--are blurring considerably in Indiana.

The editor of this newsletter does not pretend to claim that this list of dissertations approaches completeness, and he would welcome information on other dissertations and Masters' theses which would be in the area of interest of the ADS. 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, P. O. Drawer O, Bethesda, Maryland 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.

Payments must accompany all orders below \$10.00. All orders must be in writing.

DOCUMENTS ON DIALECT STUDIES ENTERED IN THE ERIC SYSTEM

ED 036 787

DeCamp, David

Implicational Scales and Sociolinguistic Linearity

Pub date December 1969

MF-\$0.65; HC-\$3.29 22 p.

Descriptors: Dialect Studies, Language Styles, Linguistic Competence, Linguistic Performance, Measurement Techniques, Regional Dialects, Social Dialects, Sociolinguistics, Transformation Generative Grammar

Identifiers: Frequency Analysis, Implicational Analysis

The writer introduces the idea of sociolinguistic competence, the ability of a speaker to produce and recognize an infinite number of inter-idiolectal code switches, and discusses two methods of dealing with such language variations: frequency analysis and implicational analysis. In frequency analysis, the method used by sociolinguists such as Labov and Wolfram, the linguistic data are correlated to non-linguistic data, resulting in a statement of the frequency with which a given linguistic form appears in a given non-linguistic context. Frequency analysis, in generalizing the empirical description of a corpus, deals with linguistic performance. Implicational analysis, on the other hand, "attempts not to describe a set of speech acts but to model the idealized competence of the persons involved in those speech acts." Variations are explained by a set of conditional statements of the form: If F1, then F2; if F2, then F3, etc. Implicational analysis is preferred to sociolinguistic work because implicational scales, having been structured without reference to non-linguistic data, permit the correlation of socio-economic and other contextual data to linguistic variation, continuously and without circularity of argument. The significance of the linearity of implicational scales and their place in a generative grammar are also discussed. (FWB)

ED 036 803

Griffith, Jerry, Ed. Miner, L. E., Ed.

The First Lincolnland Conference on Dialectology

Pub date 1970

Available from: University of Alabama Press
University, Alabama

188 p.

Descriptors: Articulation (Speech), Bibliographies, Child Language, Dialect Studies, Disadvantaged Groups, Distinctive Features, Language Handicaps, Language Instruction, Negro Dialects, Phonology, Social Dialects, Speech Pathology, TENL, Transformation Generative Grammar

The First Lincolnland Conference on Dialectology, held at Eastern Illinois University in March 1968, was attended by linguists and speech pathologists specializing in the areas of speech science, dialects, articulation disorders, language development and language disorders. The purposes of the conference were: (1) to

review research dealing with the generative rules utilized in dialects; (2) to discuss various theoretical and clinical approaches to the evaluation and management of dialectolalia; (3) to determine major areas of agreement and disagreement; and (4) to consider possible areas for further research. Of special interest was the possible role of the speech clinician in the teaching of standard English to speakers of non-standard dialects. Original papers prepared for the Conference and presented in this volume are: Marvin Garmony, "Some Phonological Rules of an Indiana Dialect;" Fred M. Christ, "Notes on a Philosophy of Disordered Communication: Language Aspects;" James F. Curtis, "Segmenting the Stream of Speech;" Charles G. Hurst, Jr., "Basic Factors Relating to Development of a Dialect by Disadvantaged Children;" Thomas H. Shriner, "Social Dialect and Language;" Harris Winitz, "Articulatory Acquisition: Some Behavioral Considerations;" Paula Menyuk, "The Role of Distinctive Features in Children's Acquisition of Phonology." (FWB)

ED 037 712

Fleming, James T.

Teachers' Ratings of Urban Children's Reading Performance

Pub date March 1970

MF-\$0.65; HC-\$6.58

115 p.

Descriptors: Elementary Grades, Group Norms, Negro Dialects, Negro Youth, Oral Reading, Phonotape Recordings, Reading Ability, Reading Comprehension, Social Dialects, Socioeconomic Background, Speech Evaluation, Standard Spoken Usage, Teacher Attitudes

This study is partly based on Bloomfield's early commentary on primary, secondary and tertiary responses to language. The author maintains that despite prodigious evidence to the contrary, "there are still too many teachers who either do not listen or cannot listen to and accommodate in their schemes even objective straightforward information about language." The investigator recorded four 4th grade boys reading a 40-word passage with a difficulty range on a third grade level. The boys represented four different levels of reading ability, two different levels of socioeconomic background, and two different ethnic groups. After the tapes were made, 36 teachers in a first level graduate reading course were asked to rate the reading performance of "some 4th grade boys." Scrambled and inaccurate information about the socioeconomic or ethnic background of the boys was given to the subjects, to check the influence of labeling. Results

indicated that the labeling had little or no effect, because the ratings of the 36 subjects were highly consistent and reasonably accurate about the reading ability of the boys. Full details of the study and sample rating sheets are included. (FB)

ED 037 713

Uskup, Frances Land

A Method for Automating Dialect Analysis

Pub date 1970

MF-\$0.65; HC-\$3.29 13 p.

Descriptors: Codification, Computational Linguistics, Computer Programs, Data Processing, Dialect Studies, Phonetic Transcription, Phonology

This paper proposes a method of handling limited problems in dialect research. In approaching the problem, it was necessary to devise a system for coding phonetic transcription which would take into account the variance in the diacritics of different field workers so that none of the material would be lost while permitting computer analysis. The design of the program also allows the researcher to isolate the significant variables found in the dialects examined. The author presents the coding system, the program organization and deck assembly instructions, a listing of the program and all the subroutines, and the informant coding. An accompanying computer print-out is available for inspection at the ERIC Clearinghouse for Linguistics, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036. Copies of the print-out are also available from the author at the Illinois Institute of Technology, Chicago, Illinois 60616. (Author/DO)

ED 037 720

Fasold, Ralph W., Ed. Shuy, Roger W., Ed.

Teaching Standard English in the Inner City. Urgan Language Series No. 6.

Pub date 1970

Available from: Publications Division, Center for Applied Linguistics, 1717 Massachusetts Ave., N.W. Washington, D. C. 20036 (\$5.00)

MF-\$0.65; HC not available from EDRS 158 p.

Descriptors: Applied Linguistics, Contrastive Linguistics, Educational Theories, English Instruction, Negro Dialects, Negro Students, Sociolinguistics, Standard Spoken Usage, Teacher Education, Teaching Methods, TENL

Identifiers: Biloquialism

There are three approaches to the nonstandard dialects of Negro inner-city children; eradication; biloquialism, sometimes called functional bidialectism; and appreciation of dialect differences with no attempt to change speech patterns. The essays in the present volume are all written from the biloquialist point of view, which advocates that inner-city children be taught standard English to facilitate their functioning in the greater society without being encouraged to give up their home language. Whereas most past biloquialist discussions have offered only more-or-less programmatic suggestions of philosophies and possible methodologies, the articles in this volume attempt to offer practical solutions to the language problems of inner-city Negro children. The articles, most of which are printed here for the first time, are: William A. Stewart, "Foreign Language Teaching Methods in Quasi-Foreign Language Situations;" Joan C. Baratz, "Educational Considerations for Teaching Standard English to Negro Children;" Ralph W. Fasold and Walt Wolfram, "Some Linguistic Features of Negro Dialect;" Irwin Feigenbaum, "The Use of Nonstandard English in Teaching Standard: Contrast and Comparison;" Walt Wolfram, "Sociolinguistic Implications for Educational Sequencing" (ED 029 280); Roger W. Shuy, "Teacher Training and Urban Language Problems" (ED 030 116). (FWB)

ED 037 723

Gilbert, Glenn G.

Linguistic Change in the Colonial and Immigrant Languages in the United States

Pub date 20 April 1970

MF-\$0.65; HC-\$3.29 18 p.

Descriptors: Bilingualism, Deep Structure, Diachronic Linguistics, Dialect Studies, Immigrants, Linguistic Theory, Phonology, Regional Dialects, Social Dialects, Sociolinguistics, Syntax, Transformation Generative Grammar
Identifiers: Linguistic Geography

This paper deals with three problems encountered in the areal study of "colonial" and "immigrant" languages (used in Haugen's sense) and examines how data presented in tabular or map form can assist in their solution. They are: (1) the mechanisms by which the speakers of various dialects of a single language--dialects which were often mutually unintelligible in Europe--make themselves understood in the new situation; (2) the compilation of glossaries

recording the lexical "adjustments" brought about by a socio-physical environment ranging from somewhat different to much different from that of Europe; and (3) idiolectal versus communal effects of wholesale bilingualism over large areas. The author maintains that a process similar to the creolization of a pidgin or contact language takes place in interdialectal situations involving the immigrant generation as opposed to succeeding generations. He discusses the use of theory oriented (rather than data oriented) elicitation procedures and questionnaires for both phonology and syntax in the light of recent theories of rule reordering and rule additions in areal linguistics. (Author/DO)

ED 037 729

Feigenbaum, Irwin

English Now. A Self-Correcting Workbook with "Write and See."

Pub date 1970

Available from: New Century, Educational Division, Meredith Corporation, 440 Park Avenue South, New York, N. Y. 10016

316 p.; Developmental Edition of Workbook, Teacher's Manual and 14 tapes

Descriptors: Autoinstructional Aids, English Instruction, Grammar, Instructional Materials, Language Styles, Negro Dialects, Non-standard Dialects, Oral English, Pattern Drills (Language), Phonology, Programed Materials, Standard Spoken Usage, Tape Recordings, TENL, Workbooks

These materials, a self-instructional workbook, a teacher's manual and accompanying tapes, are designed for students grades 7 through 12 who are speakers of the dialect sometimes called "Black Non-standard." The terms "standard" and "nonstandard" are avoided, however, "informal" being used for the child's own dialect and "formal" for the English which he learns at school. Also, instead of designating the child's informal speech as "wrong" and the formal speech as "right," these materials stress that formal language is appropriate for certain situations and informal for others. Thus the materials are designed to teach the child standard English without attempting to eradicate or belittle his own speech, and the use of the child's informal speech in the classroom is advocated as an effective pedagogical tool, for example, in drills involving translating between the two forms of speech. The workbook consists of 14 programed lessons, each concentrating on a phonological or grammatical feature of the standard dialect not found in the nonstandard dialect. Drills, while relying to some

extent on foreign language teaching methodology, have been adapted to the present situation. The teacher's manual provides prefatory commentary to each lesson, including suggestions for class activities such as games; page reductions of the workbook; and a teacher's script. (FWB)

ED 038 629

Allen, Virginia F.

Reading the Language of Public Life

Pub date March 1970

MF-\$0.65; HC-\$3.29 7 p.

Descriptors: Negro Students, Reading Difficulty, Reading Instruction, Standard Spoken Usage, Teaching Techniques, TENL, Writing Exercises, Written Language

In this discussion of the reading problems of American Negro dialect speakers at intermediate grade level, the author uses the term "Public Language," because although it is not ideally satisfactory, it is free from the evaluative connotations of "Standard" English and directs attention away from the distinctions of race or social class. Since the "Second Dialect" student's everyday speech is further removed than other dialects from the language of public life, his reading problems may best be solved by classroom activities that focus his attention on features that characterize the kind of English customarily presented to the public eye. The teacher should ask to what extent the student has (1) grasped the relationship between speech and writing in English, (2) developed decoding skills that enable him to recognize known words when he sees them, (3) adjusted to the many instances of mismatch between sounds and spelling, and (4) learned to compensate for the absence in print of aids to comprehension which are supplied by the voice in speech. Such questions, with answers in terms of classroom activities (illustrated briefly in this paper), deserve special attention when teachers help students read the language of public life. (AMM)

ED 038 630

Hagerman, Barbara P.

Teaching Standard English as a Second Dialect to Speakers of Non-standard English in High School Business Education. Final Report.

Pub date 1970

MF-\$0.65; HC-\$3.29 11 p.

Descriptors: Business Education, Business English, Evaluation Criteria, Experimental Programs, Language Laboratories, Negro Dialects, Nonstandard Dialects, Role Playing, Secondary Grades, Statistical Analysis, Tape Recordings, TENL, Tests

Twenty girls were selected out of 110 enrolled in tenth-grade typing classes at San Bernardino High School for the two-semester experimental Business Speech program described in this report. In addition to taped language laboratory lessons on grammatical and syntactical items in standard English contrasted with nonstandard Negro English, instruction included pretests in audio discrimination and grammatical structure, oral drill, taped dictation tests, discussion by the teacher and small groups, role-playing, and practice in telephone skills and office procedures. The control group was taught with standard instructional procedures and no dialect study. The Business Speech students were "generally pleased" with taking dictation, role-playing, and discussion, but responded negatively to the taped lessons once the novelty interval had passed. They did not relate their change in speech production to the language laboratory lessons despite the fact that they could hear differences and see their grammatical error count go down in business letters. The author feels that the same material offered in a more informal fashion (small groups with a tape recorder) would achieve the same or better results, and could be adapted within a reorganized Business Speech class for other groups of nonstandard dialect speakers. (AMM)

ED 038 638

Jacobson, Rodolfo

The Teaching of English to Speakers of Other Languages and/or Dialects--An Oversimplification.

Pub date March 1970

MF-\$0.65; HC-\$3.29 20 p.

Descriptors: Cultural Factors, Deep Structure, English (Second Language), Linguistic Competence, Linguistic Theory, Nonstandard Dialects, Regional Dialects, Second Language Learning, Social Dialects, Sociolinguistics, Standard Spoken Usage, Surface Structure, Teacher Education, Teacher Education Curriculum, Teaching Methods, TENL

The acquisition of Standard English by speakers of other languages and by speakers of non-standard dialects seems to differ (1) in motivation, (2) in the perception of Standard English, (3) in the

social significance of Standard English, (4) in the cultural heritage and its influence on man's identity and self-respect, (5) in the source language/dialect as a system, (6) in deep structure, and (7) in matters of performance. Because they differ in more ways than they agree, their teaching methodologies should not be the same. A modified ESOL approach is suggested for teaching Standard English to speakers of Black English: this teaching should be based on a cross-disciplinary approach that helps the learner overcome the barriers resulting from sources other than linguistic ones. Major emphasis should be placed on the fact that the speaker of non-standard English is a native speaker of the language; rather than seeking competence in a language unknown to him, he wishes to acquire new ways of performing in the same language. Discussed is the State University of New York College at Cortland's graduate program in English sociolinguistics for prospective and experienced English teachers, which offers training in both English for speakers of other languages and Standard English for speakers of a non-standard dialect, with special attention on the latter. (AMM)

ED 039 528

Bachmann, James K.

Field Techniques in an Urban Language Study

Pub date March 1970

MF-\$0.65; HC-\$3.29 8 p.

Descriptors: Age Differences, Dialect Studies, Field Interviews, Field Studies, Interdisciplinary Approach, Negro Dialects, Non-standard Dialects, Questioning Techniques, Questionnaires, Sociolinguistics

From sociolinguistic and dialect research have merged three hypotheses concerning the comparison of American Negro and white speech: (1) there is little difference in the linguistic usage of Negroes and whites of similar socioeconomic status; (2) Negroes have a separate dialect with its own phonological, grammatical, and lexical features; and (3) some language features, while not exclusive to Negroes, are used more often by them than by whites. The data from the author's investigation tends to support the third position. A statistical difference significant at the .01 or .05 level seems to confirm the author's hypotheses that Negro children and adults show a higher proportion of nonstandard grammatical forms than do the corresponding white children and adults, and that the children show proportionately higher nonstandard usage than do their parents. The data here suggest that differences

between races decrease with age. Discussed also are methods used to collect and analyze data, and recommendations for selecting informants, questionnaires and outside consultants. (AMM)

ED 039 511

Williams, Clyde E.

On the Contribution of the Linguist to Institutionalized Racism

Pub date December 1969

MF-\$0.65; HC-\$3.29 27 p.

Descriptors: Child Language Cognitive Ability, Culturally Disadvantaged Interviews, Negro Youth, Psycholinguistics, Racism, Socioeconomic Background, Verbal Ability

This paper attempts to discredit the theory held by many educational psychologists and found most prominently in works by Bereiter and Engelmann, that lower class children are verbally deprived. The author reports on an experiment conducted by the staff of the Southwest Educational Laboratory among lower socioeconomic class children in Watts and neighboring areas of Los Angeles. Their findings conflict with Bereiter and Engelmann's in demonstrating that such children are able to ask questions of several types, to give explanations, to draw inferences, to exchange and give information, and to use complex sentences. It is suggested that group interviews are most successful in eliciting language from these children and that faulty interviewing techniques may account for the results obtained by Bereiter and Engelmann. Finally the author warns that if linguists, whose primary task is to show how children learn and use language, do not take the lead in demonstrating the invalidity of the theory of verbal deprivation, they may be considered passive contributors to "institutionalized racism," which is manifested "when the social scientist enshrines canons of objectivity and academic detachment to a point where the meaningful or insightful study of human affairs is precluded." (FWB)

ED 039 512

Williamson, Juanita Virginia

A Phonological and Morphological Study of the Speech of the Negro of Memphis, Tennessee

Pub date 1968

Available from: Sales Department, University of Alabama Press, Drawer 2877, University, Alabama 35486 (PADS 50)

54 p.

Descriptors: Age Differences, Dialect Studies, Educational Background, Morphology (Languages), Negro Dialects, Nominals, Phonemes, Phonology, Pronouns, Verbs
Identifiers: Memphis, Tennessee

This study of certain phonological and morphological aspects of the Negro speech of Memphis, Tennessee, is a revision of the author's 1961 Ph.D. thesis submitted to the University of Michigan. Twenty-four informants, all but one of whom were native Memphians, were used for the study; they were classed according to education and age. The interview form was the short work sheet of the Linguistic Atlas of the United States and Canada. Free conversation was encouraged, however, and was the main source of the morphological and syntactical items. Chapters on phonology contain a description of the segmental phonemes, a discussion of the incidence of the phonemes, and a discussion of the vowels before unsyllabic "schwa" and consonantal "r". It was concluded that the distinctively Memphian phonological features were to be found on the subphonemic levels and in the incidence of the phonemes. Little difference was found in the speech of the educated and non-educated on the phonological level. The morphological section of the study concentrates on selected features of the morphology of the noun, the pronoun and the verb. Marked differences between educated and non-educated informants were found on this level, especially in the use of verb form. A concluding chapter summarizes the findings of the study. See related document ED 021 210. (FWB)

ED 040 387

McDavid, Raven I., Jr.

Teaching Standard English to Non-Standard Speakers

Pub date 26 November 1963

MF-\$0.65; HC-\$3.29 4 p.

Descriptors: Dialect Studies, Language Role, Negro Dialects, Social Dialects, Standard Spoken Usage, TENL

The situation in the U.S. is different from that in England, France and other European countries; in each of those countries there is something that is known as the standard language, and a number of dialects apart from the standard language. There is also a rather close consensus on what the standard dialect is (especially on phonological lines). The situation in the U.S. is more complicated regarding standard speech. Several regional varieties exist, and within these are social varieties. There are, in addition, groups of people who speak a variety of English heavily enlarged

with some other language. The most critical problem is the Negro in the large city slums whose speech is marked by striking phonological differences. The individual speaker will have to choose whether he wants to substitute the speech habits of the dominant culture for the habits of his own nonstandard dialect. The choice should be made available to him; he should not be made to live imprisoned with the nonstandard dialect all his life through lack of opportunity to move out of it into the standard dialect if he deems the move advantageous. More research, such as noted briefly here, is needed in analyzing white and Negro speech, before the standard dialect can be effectively taught. (Author/AMM)

ED 040 389

Imhoof, Maurice

The Preparation of Language Arts Teachers for Ghetto Schools

Pub date March 1970

MF-\$0.65; HC-\$3.29 10 p.

Descriptors: Disadvantaged Youth, Language Arts, Language Role, Teacher Education, Teacher Qualifications, TENL, Urban Education

Language arts teachers cannot handle the problems of the disadvantaged children of the ghetto because they cannot understand the language of the children well enough to evaluate the abilities of the children or create activities which would improve the quality of language experience for the child. It is possible to provide language arts teachers for ghetto schools with an academic experience which has immediate applications in the classroom. Thorough linguistic knowledge is the primary requisite for a sound language arts teacher-training program. Two courses would give minimum preparation in this area; one dealing with the nature of language and one on urban dialects. Standard English should be taught; the student must be given the language skills which will enable him to alternate between the dialect of his peers, his home, his teachers, and his books. The language arts teacher in the ghetto school should (1) be familiar with ghetto culture; (2) study black English, but not necessarily as a means of communication with his students or the community; (3) learn about the family and community structures; (4) study the effects of poverty; and (5) study the peer group relations and different learning styles of ghetto children. A successful ghetto teacher must be resourceful, have magnetism, possess self-knowledge, and reflect love. (AMM)

ED 041 261

Stephenson, Bobby L.

An Investigation of the Psycholinguistic Abilities of Negro and White Children from Four Socioeconomic Status Levels. Final Report. Pub date May 1970

MF-\$0.65; HC-\$3.29 92 p.

Descriptors: Ability Identification, Caucasian Students, Language Ability, Language Learning Levels, Negro Youth, Psycholinguistics, Social Class, Social Differences, Verbal Learning

Identifiers: Illinois Test of Psycholinguistic Abilities

The purpose of this study was to investigate and compare the patterns of psycholinguistic abilities of lower and middle class Negro and white children. The subjects for the study were 160 second grade children in the 90 to 110 IQ range from Northeast Louisiana. They were subgrouped by race and social class (lower-lower, upper-lower, lower-middle, and upper-middle) and were given the Illinois Test of Psycholinguistic Abilities (ITPA), Revised Edition. Analysis of data resulting from this test indicates that: (a) Race and social class were significant factors in the pattern of psycholinguistic abilities. (b) Significant differences existed between the subsets of the test for the total sample, for races, for social classes, and for races by social classes. (c) The interaction of race and social class was significant in the general test and by subtest. (d) The interaction of social class and subtests was not significant. (e) The interaction of race, social class, and the ITPA subtests was not significant. Based on the findings of the study, teachers should examine their teaching methods and materials to determine if they are appropriate to the patterns of psycholinguistic abilities of children in the classroom. (Author/JD)

ED 041 263

Willis, Clodius

The Development of an Automatic Dialect Classification Test. Final Report.

Pub date July 1969

MF-\$0.65; HC-\$6.58 181 p.

Descriptors: Acoustic Phonetics, American English, Artificial Speech, Auditory Perception, Dialect Studies, English, Perception, Phonology, Regional Dialects, Vowels

These experiments investigated and described intra-subject, inter-subject, and inter-group variation in perception of synthetic vowels as well as the possibility that inter-group differences reflect dialect differences. Two tests were made covering the full phonetic range of English vowels. In two other tests subjects chose between one of two vowels, specifically the vowels in the

contrasts bet/bat, cot/caught, and hat/hot. The tests were administered to 196 subjects from four dialect regions: Western New York, Virginia, Ontario (Canada), and Massachusetts. The data which resulted from the tests gave rise to the following conclusions: (1) There is ample evidence for the existence of dialectally determined variation in vowel perception. (2) Specific intergroup differences which seem clearly to correlate with dialect are the particular treatment of /a/ before /r/ by Massachusetts subjects, differences in perception of the contrast bet/bat, and differences in position of the phoneme boundaries /i/-/e/, /ae/-/a/, and /o/-/u/. (3) Certain results in the data, such as the contrast of cot/caught, cannot easily be explained by dialect differences. The report concludes with general observations on performance and reliability of tests of this type, possible applications of the tests to dialect study, and theoretical insights afforded by the study. (Author/JD)

AN APPEAL TO ADS MEMBERS

As you know, the Dictionary of American Regional English, an official project of ADS, was supported for five years (1965-70) by the U.S. Office of Education, during which time the materials necessary for the Dictionary were collected and put into a computer file. We are now ready to begin editing these materials, hoping to have the Dictionary finished by 1976, in time for the national Bicentennial celebration.

We have partial support now from the National Endowment for the Humanities, which has promised to match any funds we can raise up to \$221,613. We have sought, and continue to seek, Foundation support, but so far without success. At present, the support seems to be going toward immediate social improvement, not long-range scholarly projects. We must therefore depend on ourselves, and D.A.R.E. appeals to you individually. Whatever gift you make will be matched by N.E.H., and we plan first to get out the "Data Summary," a digest of the materials collected by means of our Questionair in fifty states.

Checks should be made to the "National Endowment for the Humanities, for the D.A.R.E. Project," and we will forward them. Gifts are tax exempt. All will be gratefully received.

Frederic G. Cassidy
Director, D.A.R.E.

329 State Street
Madison, Wisconsin 53706

NEWSLETTER OF THE
AMERICAN DIALECT SOCIETY

Secretariat: Room 800
1717 Massachusetts Avenue, N.W.
Washington, D.C. 20036

nonprofit organization
U. S. POSTAGE
PAID
WASHINGTON, D.C.
PERMIT NO. 43595