PROGRAM -- ADS ANNUAL MEETING

The first session of the 1973 Annual Meeting will be December 26 from 1:00 p.m. to 5:00 p.m. in the Crystal Room of the Palmer House, in Chicago. The program for this session is as follows:


2. "George Savery Wasson and the Dialect of Kittery Point, Maine." Jacob Bennett, University of Maine at Orono. (20 min.)

3. "The Dialect Author as Fieldworker." H. Rex Wilson, University of Western Ontario. (20 min.)

4. "Field Methodology: On Eliciting Syntactical Patterns." Bethany K. Dumas, Trinity University. (20 min.)

5. "Dialectology and Sound Spectrography." Thomas L. Clark, University of Nevada. (20 min.)

6. "Transformational Analysis of Preterite and Participle Leveling in American English." Curt M. Rulon, North Texas State University. (20 min.)

The Executive Council of ADS will meet December 27 from 9:00 a.m. to 12:00 noon in Parlor D of the Palmer House.

Session two will be December 27 from 8:00 p.m. to 12:00 midnight in the Crystal Room of the Palmer House. The program is as follows:

1. "What YOU Sound Like to an Arkansawyer." Gary N. Underwood, University of Texas. (20 min.)


5. "The Grammatical Tradition and Dialectology." Patricia A. Moody, Syracuse University. (20 min.)

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ACLS PRESIDENT RETIRES

The American Council of Learned Societies, a federation of leading national organizations concerned with humanistic scholarship, has announced that its President, Dr. Frederick Burkhardt, will retire in the summer of 1974, and that he will be succeeded by Dr. Robert M. Lumiansky.

Dr. Burkhardt will have completed seventeen years as President of the Council, during which time its constituency grew from twenty-nine to thirty-nine scholarly societies, which have over 200,000 individual members. Also during the period eighty-eight universities, colleges, and research libraries became affiliated with the Council as Associates of the ACLS. Program funds disbursed to advance humanistic scholarship have increased more than ten-fold during Dr. Burkhardt's presidency, and now exceed five and a half million dollars annually. Major sources of support have included the Ford Foundation, the Carnegie Corporation of New York, the Rockefeller Foundation, the Andrew W. Mellon Foundation, and the National Endowment for the Humanities.

The Council's programs include fellowships and grants for research awarded to individual scholars, various area studies programs and scholarly exchanges with the Soviet Union and countries of Eastern Europe which are jointly sponsored by the Social Science Research Council, an international program for the encouragement of American studies, and sponsorship of the Dictionary of American Biography and the Dictionary of Scientific Biography.
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, 1611 North Kent Street, Arlington, Virginia 22209.

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.

The ACLS represents the United States in the International Union of Academies. Dr. Burkhardt is a native of Brooklyn, New York. He holds A.B. and Ph.D. degrees from Columbia University, and a B.Litt. from Oxford University. As an officer in the USNR he was assigned to the Office of Strategic Services during World War II, subsequently, he was an Associate Professor of Philosophy at the University of Wisconsin, and from 1947 to 1957 he was President of Bennington College. He has been a member of the Board of Higher Education of the City of New York since 1966 and was Chairman of that Board from 1969 to 1971. He is currently Chairman of the presidentially appointed National Commission on Libraries and Information Science.

Dr. Lumiansky is Avalon Foundation Professor in the Humanities at the University of Pennsylvania; he also served as Chairman of the Department of English there from 1965 through 1972. Since 1959 he has been Chairman of the Board of Directors of the Council whose presidency he will assume next summer. He was born in Darlington, South Carolina. He holds an A.B. degree from The Citadel, an M.A. from the University of South Carolina, and a Ph.D. from the University of North Carolina. His teaching career began in the public schools of South Carolina, and he became a member of the English Department at Tulane University in 1946, after Army service as liaison officer with the Second French Armored Division during World War II. He served as Dean of the Graduate School at Tulane from 1954 to 1963 and as Provost of Tulane from 1960 to 1963. He was a Professor of English at Duke University from 1963 to 1965. He has held a Ford Foundation Faculty Fellowship and a Guggenheim Fellowship, and has published Of Sondry Folk: The Dramatic
Principle in the Canterbury Tales, Malory's Originality: A Critical Analysis of Le Morte Darthur, modern versions of Chaucer's works, and numerous articles concerning medieval literature. An edition of the Chester Medieval Mystery Plays, done in collaboration with Dr. David Mills of the University of Liverpool, will be published by the Oxford University Press in 1974. Dr. Lumiansky was appointed by President Johnson to membership on the National Council on the Humanities when that Council was established in 1966 and served as a member until 1968. He has been a member of the Phi Beta Kappa Senate since 1961 and was this year elected Vice-President of the United Chapters of Phi Beta Kappa.

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FOURTH INTERNATIONAL CONGRESS OF APPLIED LINGUISTICS

Between August 25th and 30th, 1975, the International Association of Applied Linguistics (AILA) is holding its 4th International Congress in Stuttgart. The Organizing Committee of AILA has great pleasure in inviting you to this important event, which will provide all guests with the opportunity to participate in the work of various sections and working groups, covering the following fields:

- Sociolinguistics
- Psycholinguistics
- Teaching Methodology
- Language Testing
- Language-Teaching Technology
- Phonetics and Phonology
- Speech Therapy
- Contrastive Linguistics
- Error Analysis and Therapy
- Semantics and Syntax
- Computational Linguistics
- Lexicography
- Lexicology
- Stylistics

Sections will be set up in the near future. Information on final arrangements regarding them will be included in the next NADS. You are cordially invited to send by March 1, 1974, proposed titles of papers you would like to present. Please send title and abstract (typed single spaced, approximately 150 words) to: AILA SECRETARIAT, c/o Herrn Detlev Riebicke, 7 Stuttgart 50, Hallschlag 151.

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NSF APPOINTS NEW STAFF ASSISTANT FOR LINGUISTICS

The National Science Foundation is pleased to announce the appointment of Dr. Alan E. Bell, currently Assistant Professor of Linguis-
tics at the University of Colorado, to the position of Staff Assistant for Linguistics, Special Projects Program, Division of Social Sciences. Dr. Bell joined the Foundation in August 1973 and will serve for a period of approximately two years, while on leave of absence from the University of Colorado.

Dr. Bell holds the B.S. in Mathematics from MIT, the M.S. in statistics from Stanford, and the Ph.D. in Linguistics, also from Stanford. After receiving the M.S., Dr. Bell worked as a systems analyst in industry, returning to Stanford University in 1966 as a research assistant in the Institute for Mathematical Studies in the Social Sciences and embarking upon a course of graduate studies leading to the Ph.D. In his graduate career, Dr. Bell held a NIH Predoctoral Fellowship and later a research assistantship in the Stanford Project on Language Universals. He has since held independent research grants from NSF and ACLS.

ACLS GRANT PROGRAMS

The Joint Committee on Eastern Europe of the American Council of Learned Societies and the Social Science Research Council wishes to draw attention to its four grant programs:

(1) Grants for Post-Doctoral Research—These are offered for research in the humanities or social sciences relating to Albania, Bulgaria, Czechoslovakia, Hungary, Poland, Romania, Yugoslavia, East Germany since 1945, and post-Byzantine Greece. The program supports research on East European cultures and populations regardless of their geographical locus. Such research should be problem-oriented and may be comparative in nature. The program particularly invites such comparative research on social institutions and processes. Small grants are awarded for research-related travel, research assistance, and maintenance for short periods of time. Grants to a maximum of $8,500 are also awarded for more extended periods.

(2) Grants for Study of East European Languages—These are offered for study of the languages of the above countries, with the exception of East Germany (for Greece, modern Greek only). Grants are for summer study abroad or for enrollment in intensive language courses in this country. They are offered to scholars who are East European specialists and to the non-East
European specialist who intends to apply his discipline to the area. Students who have completed at least one year of graduate study and for whom an East European language is essential for his doctoral dissertation may also apply. Maximum award: $1,000. Deadline for receipt of applications: February 1, 1974

(3) Grants in support of Conferences--Grants ranging between $2,000 and $5,000 are made to meet part of the costs of conferences held in the United States and Canada for the advancement of research in the East European field, exclusive of Russian/Soviet studies. Normally, consideration is given only to small, working conferences designed to elicit research papers written with a view to publication in a conference volume. A year's lead time for preparation of papers is considered desirable. Applications should be submitted by February 15, 1974: those received later run the risk of depleted funds.

(4) Travel Grants to International Conferences Abroad--These are offered to social scientists who are specialists in East European studies to attend international meetings abroad which deal with East-Central Europe and the Balkan states. [Humanists (including historians) should apply to the regular ACLS travel grant program.] Only persons who are to read papers or take some active, official part in the meeting are eligible. Awards do not exceed round-trip air fare; no allowance can be made for living or other expenses. Applications should be submitted prior to February 15, 1974.

For details of eligibility and information which MUST be supplied in requesting application forms, request an announcement brochure from:

Office of Fellowships and Grants
American Council of Learned Societies
345 East 46 Street
New York, New York 10017

MISSING ADDRESS

Our records show an incorrect address for Guy J. Forgue, 66 Ave. Charles de Gaulle, 95 Montgomery, France. Anyone knowing the current address for this member is urged to write the ADS Secretariat, c/o Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209.
IN RECOGNITION OF THE CONTRIBUTIONS OF BETTY F. ADLER

WHEREAS Miss Betty Adler's varied and superior library and literary skills made her one of the most productive members of the staff of the Enoch Pratt Free Library, and

WHEREAS Miss Adler was especially effective in guiding and advising, in person and through wide correspondence, scholars and others interested in H. L. Mencken, assisting inquirers always with imagination and patience, and

WHEREAS Miss Adler's creative work as Mencken bibliographer, editor of *Menckeniana*, and compiler of a number of volumes on H. L. Mencken and his writing, was a distinguished contribution to American literature, and

WHEREAS Miss Adler set an example of courage of a high order, triumphantly overcoming physical limitations that would have immobilized a lesser person, inspiring all who knew her,

NOW THEREFORE BE IT RESOLVED that the Board of Trustees of the Enoch Pratt Free Library records in its minutes on this sixteenth day of April, 1973, recognition of the dedication and many contributions of Betty Adler and publicly acknowledges her outstanding achievements, which reflected credit on the library and on the City of Baltimore.

Henry C. Evans, Chairman

C. Keating Bowie, President

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GRANT AWARDED

Dr. Arthur Bronstein, Dr. Cj Stevens, and Dr. Lawrence J. Raphael, Lehman College of the City University of New York, have received a $9,553 City University Research Foundation Grant to continue their efforts on the *Biographical Dictionary of the Phonetic Sciences* for the 1973-74 Academic year. The award is for research assistance.

The *Dictionary* is being prepared for publication during the 1975-76 Academic year.

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INTERNATIONAL CONFERENCE ON PIDGINS AND CREOLES

The Steering Committee of the International Conference on Pidgins and Creoles to be held January 13-18, 1975, in Honolulu, Hawaii, hereby issues a preliminary call for papers. Scholars engaged in research involving pidgins and creoles are invited to submit abstracts of papers in one of the following three areas:

1. Challenges of Pidgins and Creoles to Current Linguistic Theory
2. Universality and Uniqueness in Pidgins and Creoles
3. Towards Explicitness and Adequacy in Studies of Individual Pidgins and Creoles

No papers will be read at the conference. Rather, in order to facilitate meaningful exchange of ideas, sessions will consist of five minute presentations of the theme of each paper followed by discussion. The deadlines are as follows: For abstracts (8 copies) March 15, 1974; notification of acceptance, April 15, 1974; distribution of completed papers, October 15, 1974.

Address all correspondence to: Richard R. Day, Chairman, Steering Committee, International Conference on Pidgins and Creoles, Department of English as a Second Language, University of Hawaii, 1890 East-West Road, Honolulu, Hawaii 96822 U.S.A.

REPORT OF ADS NOMINATING COMMITTEE

The Nominating Committee (Harold B. Allen, University of Minnesota, David Maurer, University of Louisville, and James Hartman, University of Kansas) has presented the following slate of officers:

Vice President: Lee Pederson
Emory University

Member of the Executive Council (1974-77): (to be presented at the meeting)

Member of the Nominating Committee: (to be presented at the meeting)

In accordance with the Constitution of the Society, the present Vice President, Audrey R. Duckert, U. of Massachusetts will succeed to the Presidency.
NINETEENTH ANNUAL CONFERENCE ON LINGUISTICS

The Nineteenth Annual Conference on Linguistics is to be held on March 9 and 10, 1974 at the Carnegie Endowment for International Peace, 345 E. 46th Street, New York, New York. All abstracts must be sent in 5 copies so as to arrive before January 1, 1974 to the following address: Professor Paul M. Lloyd, Dept. of Romance Languages, University of Pennsylvania, Philadelphia, Pa. 19174. The name and address should appear in the upper right hand corner and the area of linguistics (phonology, syntax, sociolinguistics, etc.) in the upper left hand corner. There should be a one line title and a maximum of 200 words of text, not to exceed one page of double-spaced typescript.

The 18th Annual Conference, held in Arequipa, Peru, in March, attracted over 500 registrants from all over the New World and Europe. It is hoped that the 1974 Conference will likewise provide a large audience for unpublished papers, reflecting thought and research in all areas of linguistic science, either pure or applied. Especially desirous would be a number of papers dealing with "THE STATE OF THE ART", critical summaries of the present condition of the various areas of linguistic research.

NORTHEAST REGIONAL MEETING

The Northeast Region of the ADS will meet with the Northeast Section of the MLA on April 4-6 at the Pennsylvania State University, University Park, Pennsylvania. The chairman of the meeting is Paul A. Eschholz. Anyone wishing to present a paper at the meeting should send an abstract to Professor Eschholz, Dept. of English, 315 Old Mill, The University of Vermont, Burlington, Vermont 05401 no later than December 15, 1973.

STATUS OF PADS AND AMERICAN SPEECH

PADS No. 53 was the last one released. There has been a delay in publication of PADS No. 54, No. 55, and No. 56. We expect these three to come out soon in rapid succession. Editorial work on American Speech is progressing according to schedule. It is planned that eight issues a year will be edited in order to get back on schedule.
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 0, 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 needed. Payments must accompany all orders below $10.00. All orders must be in writing.

DOCUMENTS ON DIALECT STUDIES ENTERED IN THE ERIC SYSTEM

ED 067 690
Torrey, Jane W.

Since speaking a nonstandard dialect is hypothesized to perhaps put a child at a disadvantage in learning to read Standard English or in understanding material expressed in Standard English, the effect of Black English on performance of school tasks was tested in 27 second graders in a Harlem school. They were interviewed and tested to measure their competence in spontaneous speech, oral and written comprehension, oral reading and explicit grammatical knowledge in Standard English morphemes often missing in Black English. The data show large individual differences in ability to use standard forms and low but significant correlation between speech and reading performance. Instruction in use of the standard forms significantly influenced several performances.

ED 067 695
Berdan, Robert and Pfaff, Carol W.
Sociolinguistic Variation in the Speech of Young Children: An Experimental Study.
Thirty Black and Anglo kindergarten children from lower and middle income neighborhoods were asked to respond to three different tasks in an effort to investigate seven phonological and syntactical features of Black English and to determine the utility of each elicitation procedure. The interviews consisted of three production tasks which required the child to give some information about a set of pictures; a sentence repetition task which contained the same linguistic constructions; and a storytelling task which elicited continuous, spontaneous speech. The findings were these: (1) three kinds of differences were found between nonstandard usage of Black and Anglo children; (2) forms of nonstandard usage differed in some instances; (3) Anglo children generalized the use of agreement; (4) only Black children used "have" and "do" with no agreement; (5) the rate of nonstandard usage differed between the two groups; (6) Black children more often used the nonstandard form of each construction; (7) nonstandard patterns of usage differed; (8) the implicational relationships among features for Black children did not appear to hold for Anglo children; (9) income level among Black children did not correlate with linguistic usage; and (10) the production tasks appeared to elicit the most fruitful corpus of data.
This study investigated the hypothesis that an employer's hiring decisions are influenced by certain speech characteristics of prospective employees. Simulated job interviews of four different speakers were played for 62 employers involved in actual hiring. Sets of semantic differential scales were used to measure employer's attitudes towards the speakers. Employers also indicated the probability of hiring the prospective employees for job categories ranging from white collar to manual labor. The results demonstrated that employers seem to base judgments about intelligence, job competence, self-assurance, agreeability, and ethnicity on speech characteristics. The results also indicate that employers' ratings of speech characteristics are fair predictors of employability for higher job categories, but have little predictive value for the manual labor positions.

ED 067 714
Cowell, Catherine R.
Communication--Problem or Mystery?: An Interpretation of the Philosophy of Gabriel Marcel.
Pub Date 72
Note--15 p.; Speech given at the Convention of the Southern States Speech Communication Assn. (San Antonio, Texas, April, 1972)
EDRS Price MF-$0.65 HC-$3.29
Identifiers--*Marcel (Gabriel)

One of the central issues in the philosophy of Gabriel Marcel is the distinction between "problem" and "mystery." The author claims that speech communication scholars find it necessary to objectify elements of communication in the framework of a problem in order to find answers in the form of systematic theories to explain the phenomenon in question. Marcel, however, treats communication as subjective, which classifies it as a mystery and, therefore, not open to objective methods of investigation. The author explains Marcel's analysis of communication as a facet of man's participation in existence. She concludes with the question as to whether the communications scholar inquires out of curiosity about a problem or, in fact, out of wonder about a mystery.
Eleven articles illustrating linguistic and methodological considerations concerning culture, class, and language variety are compiled in this text. It is suggested that a familiarity with the ideas in this book will enable teachers of the disadvantaged to improve their linguistic perspectives and teaching skills. The articles include: (1) "Historical, Regional, and Social Variation," (2) "Culture, Class, and the Disadvantaged," (3) "Phonetics and Phonemics," (4) "The Suprasegmental Phonemes of English," (5) "Problem Areas in Grammar," (6) "A Checklist of Significant Features for Discriminating Social Dialects," (7) "Nonverbal Communications," (8) "English Problems of Spanish Speakers," (9) "Some Notes on Acadia English," (10) "Language Learning and Teaching," and (11) "Transcriptions." A bibliography is included.
This text is a syllabus for the training of teachers of standard English to speakers of nonstandard dialects. The assumptions underlying this publication are that important elements of foreign-language teaching methodology are applicable to teaching standard English as a second dialect and that this methodology can be taught effectively if applied linguistics and methodology are closely integrated and lead to immediate practical application. The syllabus consists of three parts: (1) applied linguistics, including sections on phonology, morphology, and elements of syntax; (2) teaching procedures; and (3) micro-lessons. The section on syntax examines: (1) management of audiolingual activities, (2) presentation of basic materials, (3) teaching of structure orally, (4) teaching structure through reading, (5) teaching of pronunciation, (6) teaching of sound/letter correspondence (spelling), (7) teaching of reading, (8) using visual aids, and (9) use of electronic equipment (language laboratory). A bibliography is included.

ED 066 749
Hendrick, Ann
Comparative Dialects: English, Vocabulary. 5112.23.
Dade County Public Schools, Miami, Fla.
Pub Date 71
Note--24 p.; An Authorized Course of Instruction for the Quinmester Program
EDRS Price MF-$0.65 HC-$3.29
Identifiers--*Quinmester Program

A Course to make students aware of the patterns of the different dialects of American English is offered by the Dade County Public Schools. Designed to foster tolerance for other ways of speaking, the quinmester program helps students to determine their own dialect and to compare it with alternative forms of speech. The course content includes a definition of dialect, a study of the regions of dialect, causes for dialects, identification of dialect variables, and a survey of dialects. Learning activities center around dialect examples from literature, newspapers, radio, and television. The course guide contains a list of suggested literature, as well as a list of student and teacher resources such as textbooks, magazines, and media resources.
A current vocabulary of argot terms and meanings was collected from a Black male control group in the South Central Los Angeles ghetto. This lexicon was used to elicit and compare responses from 5 male groups of youths between 15 and 20 years old. Two of the groups consisted of lower class blacks separated geographically. The other groups were composed of middle class Blacks, middle class whites, and lower class whites. The data confirmed the existence of a well-formed argo known to all members of the South Central group. Although lower class whites live in close proximity, their knowledge of the argot was limited. Lower class Blacks in Venice, over 10 miles away, demonstrated a mastery of the argot. Middle class Blacks were not as fluent in the argot as lower class Blacks, but their facility was greater than either of the white groups. Those in the white and middle class black group familiar with the argot were linked through illegal or anti-social life experiences.
To investigate black children's attitudes towards reading material written in standard English and Black English forms, third and fourth grade children from two elementary schools with a predominantly black population were asked to listen to tapes of two versions of a story—one written in standard English and the other in Black English. The language model used was constructed from data provided by descriptive sociolinguistic studies and the children's books were rewritten according to the guidelines set by the model. Four standard English versions of the books were played one at a time to 114 children in their classroom groups, and four Black English versions were played in the same manner to 110 children in their respective groups. Afterwards the children indicated their interest and attitude on a semantic differential instrument. Conclusions drawn from the data include: (1) black children are significantly more interested in standard English reading materials than in those written in Black English; (2) black children have more positive attitudes toward standard English reading materials; and (3) differences in children's interest and attitudes toward standard English reading materials are not affected by their sex, grade level, or age.

ED 071 039
DeStafano, Johanna S.
Register-Social Variation in Language: Implications for Teaching Reading to Ghetto Black Children
Pub Date Apr 71
EDRS Price MF-$0.65 HC-$3.29
Identifiers—*Language Instruction Registers

This study investigated how much of the Language Instruction Register (variation in language in different social situations) black-vernacular speaking children had acquired by grades one, three, and five. A sentence repetition task was devised which contained selected Language Instruction Register forms having black ghetto vernacular semantic equivalents. One hundred-eighty
Black students in ghetto area schools, were asked to repeat each sentence immediately after hearing it. One of the major findings was that approximately two-thirds of all the responses made by the ghetto black children on the sentence repetition task were Language Instruction Register responses. In first grade, fifty-six percent of the responses were made in the Language Instruction Register forms. By fifth grade, slightly over seventy percent of the responses made to sentence repetition tasks contained Language Instruction Register forms such as "I don't have any," instead of the vernacular equivalent "I ain't got none." The data seem to indicate a steady increase in acquisition of certain forms within the Language Instruction Register.

ED 071 058
Zuck, Louis V., Comp. Goodman, Yetta M., Comp.
Social Class and Regional Dialects: Their Relationship to Reading; An Annotated Bibliography.
International Reading Association, Newark, Del.
Pub Date 71
Note--14p.; available from--International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 ($.72 non-member, $.50 member)
EDRS Price MF-$0.65 HC-$3.20

Research, pedagogical implications for reading, and the exploration of issues surrounding social dialects and reading are addressed in this annotated bibliography. Criteria for choosing the articles included (1) that all American children and teachers whose first language is English speak a dialect of American English; (2) that all dialects of American English have structure and rules; (3) that all children have a variety of experiences and belong to social groups; and (4) that all social groups have a culture. The entries have been grouped into four sections. The first section deals with literature on linguistic concepts related to oral language and the second, with literature on concepts related to written language. The third section is concerned with implications for the classroom, ranging from those suggesting the postponement of reading until an oral standard English has been acquired to those suggesting that dialect differences would not interfere in reading if the schools allowed children to speak in their native dialect. Finally, the fourth section discusses the relationship between social class dialects and second language learning. This document was previously announced as ED 055 755.
The historical relationship between members of different racial and ethnic groups and the dominant culture in the United States is characterized by dominant/submissive postures. Communication between such groups in a contemporary setting tends to be riddled by the tensions and hostilities inherent in such an historical relationship. Linguistic barriers to interracial communication are produced by the development and use of contracultural language codes within our society, designed to ensure culture-group survival. Contracultural language codes or argots serve as a means for both expression of hostile reactions and preservation of group integrity. The historical plight of the Jews of Spain during the Inquisition; the code of the Pachuco, an argot of youth drawing from Mexican and American slang; black argot; and Japanese-American Nisei argot are discussed in this paper, in relation to the respective language codes' capacities to serve as a cultural storehouse for expression of hostility toward the dominant culture and maintenance of the identity and group solidarity of these "out groups."

ED 071 464
Metcalf, Allan A. and Others
Riverside English: The Spoken Language of a Southern California Community.
California Univ., Riverside
Pub Date 71
Note—44 p.; Available from—Allan Metcalf, English Department, University of California, Riverside, California 92502 ($1.00)
EDRS Price MF—$0.65 HC—$3.29
This article, primarily a critical review of Wayne O'Neil's study "The Politics of Bidialectalism," defines and examines sociological and pedagogical implications of the concepts of bidialectalism and biloquilism. It is argued that any definition of bidialectalism which refers to linguistic differentiation on the basis of social class is implicitly a racist conceptualization of the term itself. Selected linguistic examples illustrate how standard English is becoming simplified and, thus, easier for speakers of nonstandard English to acquire. Concluding remarks concentrate on reasons why students should reject the notions of bidialectalism or biloquilism as defined by O'Neil in favor of standard English.
interaction governing the relative status and the relationships
of those differing groups in particular societies; and (3) specific types of community settings within which these groups become
further differentiated or intermixed.

ED 071 481
Kurath, Hans
A Word Geography of the Eastern United States.
Pub Date 67
Note--251 p.; available from--University of Michigan Press, Ann
Arbor, Michigan 48106 ($4.95)
Document not available from EDRS
Descriptors—*Atlases, Charts, *Dialect Studies, Geographic
Books, *Regional Dialects, Vocabulary, Word Frequency
Identifiers—*United States

This study, based on the "Linguistic Atlas," is concerned with the
regional and local vocabulary of the Eastern United States. This
geographically restricted vocabulary is in daily use among millions
of Americans in all walks of life and characterizes them as New
Englanders, Pennsylvanians, West Virginians, Virginians, North
Carolinians, or South Carolinians. Three main chapters focus on
(1) a perspective of the English spoken in the Eastern United
States, including (a) settlement areas and speech areas, (b)
national stocks and social classes, (c) cultivated speech, common
speech, and folk speech, (d) ranges of the vocabulary, and (e)
European sources and American innovations: (2) the speech areas
of the Eastern United States, including the Northern area, the
Midland area, and the Southern area; and (3) regional and local
words in topical arrangement. One hundred and sixty-three iso-
gloss maps are provided with a glossary.

ED 070 058
Braun, Carl, Ed.
Language, Reading, and the Communication Process
International Reading Association, Newark, Del.
Pub Date 71
Note--178 p.; available from--International Reading Association,
6 Tyre Avenue, Newark, Del. 19711 ($4.50 non-member, $3.50 member)
EDRS Price MF-$9.65 HC-$6.58
Descriptors—Beginning Reading, *Bilingualism, Child Language,
Conference Reports, Language Arts, *Language Development, Linguis-
tic Performance, Negro Dialects, *Nonstandard Dialects, Oral
Communication. *Psycholinguistics, *Reading Instruction, Syntax
Among the papers presented at the 15th Annual Convention of the International Reading Association were the 16 included in this volume. The papers, all dealing with relationships between language and linguistics and reading, reflect both a wide range of opinion on the subject and considerable variety of focus. The six research reports are all concerned with reading achievement, but under varying conditions. Among these are a study of variations in oral reading styles of fourth-grade nonstandard English speakers, and another of variations in reading achievement among subjects at nine grade levels. Theoretical discussions of language development as related to reading comprise the remaining papers. These include reviews of pertinent research and present ideas based on this research. Among the factors discussed are the development of language concepts, influences of sex on language development, and means of relating instruction to children's language abilities. Tables and references follow individual papers. (This document previously announced as ED 049 898.)

ED 070 078
Armstrong, Ann H.
Speech Therapy and the Culturally Different Student
Pub Date Sep 72
Note--15 p.; Portions of this paper were presented at the Annual Convention of the American Psychological Assn. (80th, Honolulu, September 1972)
EDRS Price MF-$0.65 HC-$3.29

Educators and psychologists whose concern is to understand why a student does not succeed in school have held the view that speakers of nonstandard English are either nonverbal and, if verbal, highly ungrammatical, or so verbally destitute as to impair intellectual functioning. Linguists, on the other hand, view the language of subculture groups as fully developed, highly structured, rule governed systems which are simply different from standard English. Given this latter view, the resulting conceptual model for the speech therapist should include an ability to diagnose the speech characteristics of culturally different students, an understanding of their cultural backgrounds, and instructional procedures which make maximal use of the student's first language. This latter view also holds significant implications for the field of speech pathology: (1) it would seem more logical to change the professional title "speech therapist" to "speech specialist" in order to de-
emphasize the remediation bias the title now carries; (2) work needs to be relevant to the language of the community being served; (3) new approaches are needed for the training of students in speech pathology; and (4) a vigorous program of recruitment of people from culturally different backgrounds needs to be established.

ED 070 079
Gantt, Walter N. and Wilson, Robert M.
Syntactical Speech Patterns of Black Children from a Depressed Urban Area: Educators Look at Linguistic Findings.
Pub Date 29 Nov 72
Note--27 p.; Unpublished research study
EDRS Price MF-$0.65 HC-$3.29
Identifiers--Baratz (Joan)

The syntactical speech characteristics of black children living in depressed areas of an Eastern city were compared with the eight identified by Baratz, i.e., absence of "s" in the third person singular, zero copula, double negation and "ain't," zero past marker, zero possessive marker, zero plural marker, the substitution of "did" or "can" for the "if" expression of option or condition, and the use of "be" in a temporal sense. Oral language samples were obtained during individual interviews from three groups of children: intermediate low achievers, intermediate average achievers, and kindergarteners. The children were asked to tell a story about a picture which showed a boy and girl in an urban neighborhood staring at several bags of groceries lying scattered in the street. Tape recordings were made and analyzed with the results supporting the following conclusions: (1) more standard than divergent syntax was produced; (2) intermediate average achievers produced a greater amount of standard usage; (3) all of the characteristics identified by Baratz were produced; (4) a number of individuals with the low and average achieving groups used all standard speech, with no individuals using all divergent speech; and (5) the trend was toward mixed and standard usage.

ED 070 081
Robinson, Virginia Hope
Comparison of Standard English Patterns Produced by Head Start Participants and Comparable Children with No Head Start Experience.
This study compared the use of oral language of children who had participated in a Head Start program with that of children with no preschool experience. Of the 43 children enrolled in Project Uplift, 25 were Afro-American, one was Anglo-American, and seventeen were Mexican-American. It was found that Head Start participation for the groups studied did not seem to imitate standard English patterns or to increase use of standard forms of pronouns and auxiliary verbs in the production of language. This study showed that Mexican-American subjects employed a higher proportion of standard forms of auxiliary verbs than did Afro-Americans. Further, of all sub-groups, Afro-American boys with two years of participation in this Head Start program seemed most likely to have been affected by the experience.
intonation patterns and syntactic units, and were analyzed yearly in terms of 21 oral language problems or deviations from standard spoken English. Progress in resolving these difficulties was then plotted for four groups—Caucasians with high and low language proficiency, Negroes with low language proficiency, and a random sample. Results indicated that the most persistent difficulties for those children not handicapped by social dialect are not in usage but in developing coherence and organization and that individual instruction in this area is much more helpful than drill in usage. On the other hand, the most persistent problems for Negro children are those of usage, particularly compound verbs and the verb "to be." Oral drill based on expressing ideas, attitudes, and values of concern to the learners is more effective instruction than workbook drill. (This report is based on an earlier study, ED 001 275.) (This document previously announced as ED 023 675.)

ED 068 814
Kinkaid, J. Peter and others
Use of the Automated Readability Index for Evaluating Peer-Prepared Material for Use in Adult Reading Education.
Georgia Southern Coll., Statesboro.
Spons Agency--Committee of the Permanent Charity Fund, Inc., Boston, Mass.
Bureau No--BR-1-D-054
Pub Date Sep 72
Grant--OEG-4-71-0069
Note--62 p.; EDRS Price MF-$0.65 HC-$3.29
Identifiers--*Automated Readability Index

Stories relating to life experiences were tape recorded in an informal setting using natural language patterns and familiar topics in this study of peer-prepared reading materials for black adults. Three of the stories were written at different levels of difficulty according to the Automated Readability Index (ARI). The stories were presented to a predominately black high school remedial reading class where the 2 "easier" versions were more readily comprehended than was the more difficult version. Five of the tape-recorded stories were compiled in a booklet "Big Red and Other Adult Stories." The book was given to 2 groups for
Two groups of children in grades 3 and 4 (80 lower-socioeconomic Negro children whose native speech dialect was Negro nonstandard English and 80 middle-class white children whose native dialect was standard English) were given two 50-item cloze reading comprehension tests to determine the effect of native speech dialect and written language structure on reading comprehension. The tests—one constructed from stories written in standard English and the other from the same stories written in Negro nonstandard dialect—were scored by an exact deletion method and a modified deletion method. Results revealed that both groups had better comprehension for stories written in standard English and that there was a significant relationship between the subjects' ability to comprehend written standard English and Negro nonstandard dialect; however, this relationship was weaker for the Negro subjects, indicating systematic differences in the test performance of the two groups. It was suggested that linguistic interference from a native dialect may not cause serious problems at the third and fourth grade level, but that if structural interference is a source of reading problems for lower class Negro children, then the effects are probably most serious at a younger age when they have competence only in their native dialect.
Equally divided by sex, grade level, and socioeconomic status, 360 subjects were used in two major experiments. Experiment 1 (Sentence Recall) Attempted to answer three questions: (1) What are some of the developmental differences between standard and non-standard speech? (2) To what extent are these differences sex and social class bound? (3) To what extent is the nonstandard variant racially bound? Experiment 2 (Interaction-Communication) investigated the developmental differences in the use of standard and non-standard English in a situation utilizing stimulus variation. Results revealed that socioeconomic status, race, age, and sex were not equally robust. Sex was found to be the least important variable, while race and age were found to be most important. The recall task showed that blacks performed better than whites in terms of percentages correct when given stimulus sentences in non-standard dialect, and that whites performed better than blacks when standard dialect was used. It was further found that blacks used standard and nonstandard expressions to the same degree in the language comprehension and production study. No racial differences were found with regard to listening comprehension. For both blacks and whites a positive correlation was found between the number of standard forms repeated correctly and the number of spontaneously produced standard structures.

ED 076 981
Rubrecht, August Weston
Regional Phonological Variants in Louisiana Speech.
Pub Date 71
Note--270 p.; Ph.D. Dissertation, The University of Florida
Available from--University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-16,653, M Film $4.00 Xerography $10.00)
Document not available from EDRS
Based on tape recorded conversations of 28 informants in 18 Louisiana communities, this study investigated regional phonological variants in Louisiana speech. On the basis of settlement history and previous dialect studies, four regions are defined: northern Louisiana, the Florida Parishes, French Louisiana, and New Orleans. The informants are all native English speakers and range in age from 11 to 88 years and in educational level from grammar to graduate school. Numerically the distribution was weighted toward those 60 years or older and those with relatively little formal schooling. Discussion is largely limited to those segmental phonemes which show significant variation. Maps are included for all stressed vowel phonemes and for a few consonants. In the absence of phonological distinctions, northern Louisiana and the Florida Parishes are classed together as Anglo Louisiana. Evidence indicates that patterns of speech in French Louisiana have not spread far outside it; on the other hand, speech in French Louisiana includes many features characteristic of Anglo Louisiana. In several respects, the English of New Orleans follows the usage of French Louisiana; in others, it is more like Anglo Louisiana. Overall, phonological patterns are highly complex and subject to numerous exceptions.

ED 076 989
Shuy, Robert W., Ed. and Fasold, Ralph W., Ed.
Language Attitudes: Current Trends and Prospects
Pub Date 73
Note--201 p.
Available from--Publications Dept., School of Languages and Linguistics, Georgetown University, Washington, D. C. 20007 ($3.50 paper)
Document not available from EDRS

Subjective reactions to language (language attitudes, beliefs, values, etc.) are the focus of this monograph. Chapters include:
(1) "Sociolinguistic Correlates of Speech Style in Quebec" by
Alison d'Anglejan and G. Richard Tucker; (2) "Some 'Unexpected' Reactions to Various American-English Dialects" by Bruce Fraser; (3) "Attitudes and Learning a Second Language" by John Macnamara; (4) "A Preliminary Report on a Study of the Linguistic Correlates of Raters' Subjective Judgments of Non-Native English Speech" by Leslie A. Palmer; (5) "Subjective Reactions toward Accented Speech" by Ellen Bouchard Ryan; (6) "Anatomical and Cultural Determinants of Male and Female Speech" by Jacqueline Sachs, Philip Lieberman, and Donna Erickson; (7) "Stereotyped Attitudes of Selected English Dialect Communities" by Roger Shuy and Frederick Williams; (8) "Language, Speech and Ideology: A Conceptual Framework" by David M. Smith; (9) "Some Research Notes on Dialect Attitudes and Stereotypes" by Frederick Williams; (10) "Attitudes toward Spanish and Quechua in Bilingual Peru" by Wolfgang Wolck; (11) "Objective and Subjective Parameters of Language Assimilation among Second-Generation Puerto Ricans in East Harlem" by Walt Wolfram; and (12) "Teachers' Attitudes toward Black and Nonstandard English as Measured by the Language Attitude Scale" by Orlando L. Taylor.

ED 076 991
McMillan, James B.
Annotated Bibliography of Southern American English
Pub Date 71
Note--173 p.; Available from--University of Miami Press, Drawer 9088, Coral Gables, Florida 33124 ($7.95 cloth)
Document not available from EDRS

This bibliography of Southeastern American English includes writings that have appeared in popular books, technical treatise, language journals popular magazines, special-interest periodicals, student theses, and dissertations. The South is defined as the area south of the Mason-Dixon Line and the Ohio River westward to Arkansas and East Texas. The ten sections of the bibliography include: general studies; historical studies; lexicon; phonology and phonetics; morphology and syntax; place names; personal and miscellaneous names; figurative language, exaggerations, and word-play; literary dialect; and serial bibliographies. Writings on folklore and literary language are listed only when related to dialect study. Works on foreign languages spoken in the area are included only when they describe foreign language influence on Southern American English. Newspaper and local magazine articles and general treatments of American English which discuss Southern American are excluded.
The papers collected in this volume support the theory that the language skills of the dialectically different child can form a solid matrix upon which a viable reading/learning environment can be organized. Chapters under the section "Focusing on the Problem" discuss nonstandard dialect problems and make some observations on cognition and language. Reading problems and foreign language interference, reading skill acquisition, dialect differences in oral reading, Black English phonology and the question of reading interference, creative language activities for the culturally divergent child, dialectal readers, and the relationship between Black English and reading are some of the topics covered in the section "Questioning Language Difference Interference." The remaining two sections, "Publishing Nonstandard Dialect Materials" and "Reviewing Some Issues and Principles," discuss neutralizing the effect of a nonstandard dialect, a nonstandard publisher's problems, and current perspectives from linguistics and psychology on language and cognition. It is hoped that teachers will glean from the various papers materials relevant to the challenges of their separate teaching assignments.
In order to discover the linguistic competence of Hawaiian Kindergarten children, tape recordings of their speech were collected, both openly and surreptitiously, in a wide variety of circumstances, including at home, at play, at school, and in formal situations. An analysis of the data reveals that the children command a wide range of linguistic skills. This competence is generally overlooked or not completely understood by local educators and is consequently not taken advantage of by the local teachers in their attempts to teach English to Hawaiian Creole-speaking children.

ED 075 813
Cox, Adrienne Flore
The Receptiveness of Black Students to Dialects Sometimes Different From Their Own.
Pub Date 71
Note--156 p.; Ed.D. Dissertation, Wayne State University
Available from--University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764 Ann Arbor, Michigan 48106 (Order No. 72-14,543 MF $4.00, Xerography $10.00)
Document not available from EDRS

This study sought to determine (1) what attitudes black children have at the primary level, fifth grade, and eighth grade regarding dialects sometimes different from their own, and (2) what cues children use in identifying the race or ethnic background of taped speakers. An audio tape was made of thirteen speakers retelling Aesop's Fables. The speakers were three black and four white males, and three black and three white females. After listening to these speakers of various American dialects, the children answered a questionnaire in which they identified the speaker and the speaker's race and/or ethnic background by selecting photographs of the assumed speaker. Personal interviews with six children from each grade provided reasons for some of the selections. Included among the seventeen conclusions that were drawn from the study were: that most inner and outer city black children in the fifth and eighth grades did not compare their own voices to the
speaker when evaluating the voices; that inner city children identified black speakers more often than outer city children; and that outer city fifth and eighth graders perceived their voices as being different from those of white speakers.

ED 075 817
Claerbaut, David
Black Jargon in White America
Pub Date 72
Note—89 p.; Available from—Wm. B. Eerdmans Publishing Co., 255 Jefferson Ave., S. E., Grand Rapids, Mich. 49502 ($1.95)
Document not available from EDRS

This book discusses the special jargon used by black people in the United States. In the first two chapters the author, a white man, discusses his personal experiences with the black community in order to establish an argument for the need for more awareness of what black jargon is and how it is used. Chapter three proposes that standard English should not be the only acceptable language and suggests that if whites learned more black jargon (and spoke it respectfully), race relations might see some improvement. Chapter four discusses some of the functions and possible origins of selected examples of black jargon. The last section of the book is a dictionary providing samples of black jargon, with an emphasis on terms used nationwide by urban blacks. The dictionary is cross-referenced and provides parts of speech for most of the words and phrases.

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