Vol. 28, No. 3 September 1996

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NADS is sent in January, May and September to all ADS members. Send ADS dues ($30 per year), queries and news to editor and executive secretary Allan Metcalf, English Department, MacMurray College, Jacksonville, Illinois 62650, phone (217) 479-7115 or (217) 243-3403, e-mail AAllan@aol.com.

ADS Web site: http://www.msstate.edu/Archives/ADS/

ADS-L discussion list: To join, send to Listserv@uga.cc.uga.edu the message:
Sub ADS-L Your Name
CALLS FOR PAPERS

**DSNA Call: Madison, May**

The 11th biennial meeting of the Dictionary Society of North America will be hosted by DARE at the University of Wisconsin, Madison, Thursday through Saturday, May 29–31.

For many years, ADS has been happy to designate DSNA as our own official Summer Meeting, since membership and interests of the two societies happily intertwine. Attendance is about 75 and there is only one session at a time, allowing opportunity for everyone to get acquainted. Most of the makers of American dictionaries attend, as do most of the scholars who study them.

The banquet will be a “Traditional Wisconsin Picnic, including a Door County Fish Boil.”

*January 31* is the deadline for two copies of a one-page abstract to co-chairs Joan Houston Hall and Luanne von Schneidemesser at DARE, 6125 Helen White Hall, 600 N. Park St., Madison, WI 53706, e-mail jdhall@facstaff.wisc.edu. Papers may address any aspect of dictionaries or lexicography, either historical or contemporary.

Other committee members for the 1997 meeting are DSNA Secretary Lou Milic, DARE Chief Editor Fred Cassidy, and DARE staff members Catherine Attig, Roland Berns, Elizabeth Blake, Elizabeth Gardner, George Goebel, Jean Patau, and Leonard Zwilling.

**SECOL Call: Charlotte, April**

The Southeastern Conference on Linguistics will meet April 4–6 at the University of North Carolina, Charlotte.

*December 2* is the deadline for abstracts. Proposal forms are available from Joan Weatherly, English Dept., Univ. of Memphis, Memphis TN 38152; fax (901) 678-2226; e-mail mjweatherly@cc.memphis.edu.

Local arrangements: Contact Ralf Thiede, English Dept., Univ. of North Carolina, Charlotte NC 28223; fen00rt1@unccvm.uncc.edu.

**ILA Call: Georgetown, March**

Once again, ADS will sponsor a session at the annual meeting of the International Linguistic Association. “Language Change and Variation” is the theme of the 42nd ILA Annual Conference, to be held March 7-9 in the Intercultural Center, Georgetown University, Washington, D. C. Invited speakers: William Labov and James McCawley.

*January 6* is the deadline for abstracts. For the ADS session, send three copies to Silke Van Ness, Germanic & Slavic Languages and Literatures, HU 216, University at Albany, SUNY, Albany NY 12222; e-mail sv478@cnsvax.albany.edu; phone (518) 442-4122; fax (518) 442-4217.

For other ILA sessions, send one-page abstracts, double spaced, camera ready, in seven copies, by *January 6* to the conference chair: Dr. Ruth Brend, 3363 Burbank Dr., Ann Arbor, MI 48105; phone (313) 665-2787; e-mail rbrend@umich.edu; fax (313) 665-9743. On an accompanying 3x5 card, include your addresses, telephone, academic affiliation, audio-visual equipment needed, and the amount of time desired (maximum 20 minutes).

Papers from all areas of linguistics, both theoretical and applied, are invited.

Registration: Preregistration by mail, sent to Dr. Brend (payable to ILA, U.S. funds): members $30; student members $20; non-members $40; student non-members $30. After March 1: members $40; student members $30; non-members $50; student non-members $40.

Accommodations: Rooms may be reserved directly with the Georgetown Univ. Leavey Conference Center at approximately $125 per night. Mention ILA to obtain a conference rate.

The conference chair will be happy to arrange roommates and can supply information on other accommodations nearby. She can also supply transportation information (within D.C.).
Annual Meeting 1997 • Chicago, Jan. 2–4

The ADS Annual Meeting, our historic first with the Linguistic Society of America, will be held January 2–4 at the Sheraton Chicago Hotel & Towers, 301 E. North Water St. Hey, that's where the Clintons exercised their family values during the Democratic Convention in August!

We're cheek by jowl not only with LSA but also with the Society for Pidgin and Creole Linguistics, and the North American Association for the History of the Language Sciences.

**LSA accommodations:** Special rates at the Sheraton Chicago: $78 single or double. Mention the Linguistic Society of America group when calling for reservations at (800) 233-4100 or (312) 329-7000. Call soon; after Dec. 12, reservations may not be available.

**LSA registration:** As guests of LSA, we are expected to register with them, at their members' rate. In return, we get the Meeting Handbook and admission to all LSA meetings. Until Dec. 6, preregistration is available at $50, students $20. On-site registration is $60, students $25. Send check to LSA Secretariat—Annual Meeting, 1325 18th St. NW Suite 211, Washington DC 20036-6501, phone (202) 835-1714, fax (202) 835-1717, e-mail lsa@lsadc.org.

**ADS registration:** Additional and entirely optional, but those who attend ADS sessions are encouraged to register at $20, students $10. (Pay it directly to ADS.) This enrolls you among the ADS Immortals, helps defray the cost of the refreshments for which our meetings are noted, and earns you a distinctive decoration for your LSA badge.

**Transportation bargains to Chicago:** Refer to LSA Bulletin No. 152, June 1996, or ask LSA.

**Annual luncheon:** 12:45 p.m. Saturday, Jan. 4. Richard Bailey, Univ. of Michigan, will speak on "Philological Eccentrics." $25 inclusive; LSA friends are welcome. Make reservations in advance with ADS Executive Secretary Allan Metcalf.

**Words of the Year 1996:** Send your nominations to John and Adele Algeo, PO Box 270, Wheaton IL 60189-0270, e-mail algeo@ix.netcom.com; or to David Barnhart, PO Box 247, Cold Spring NY 10516, e-mail Barnhart@highlands.com. Then come to the nominating session and the final vote Jan. 3.

*Bring your latest book* to the B.Y.O.B. exhibit and reception after the New Words vote.

**Finally, sign up for:**

**Workshops in Statistical Methods for Linguistic Analysis**

**Thursday, Jan. 2, 8:00 A.M.–6:00 P.M.**

To celebrate our first Annual Meeting with LSA, ADS is sponsoring six workshops on the quantificational (statistical) treatment of a variety of kinds of linguistic data. Each workshop, conducted by an internationally-recognized authority, will be presented twice, and participants may attend the full day's sessions, attending as many as four different workshops.

**Free and open:** These workshops are open to all who register for the meeting, and are free of charge, except for materials in some workshops.

**Advance reservations:** Participation is limited, so if you want to be assured a place, please send a letter, enclosing a self-addressed stamped post card, to ADS Executive Secretary Allan Metcalf at the address on the cover, or e-mail him at AAllan@aol.com. For each workshop you wish to attend, please list the name of the presenter and the time (e.g., Kretzschmar 8:00).

**Workshop schedule:**

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<th>Time</th>
<th>Presenter 1</th>
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<td>8:00–10:00</td>
<td>Kretzschmar</td>
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(abstracts begin on next page)
Thursday, Jan. 2: Workshops in Statistical Methods
Superior Rooms A and B and Erie Room, Level 2, Sheraton Chicago

8:00–10:00 a.m. See registration information on Page 3.

WILLIAM A. KRETSCHMAR, JR., Univ. of Georgia. Computer Plotting and Mapping of Areal Linguistic Data.

We will begin with the basic issues of the possible relationships between linguistic data and geographical locations, and of the nature of GIS (Geographical Information Systems). Computer plotting, and generalizations to be made from observation of plots, will be illustrated with the Graphic Plotter Grid from the Linguistic Atlas of the Gulf States, the LAMSASplot program from the Linguistic Atlas of the Middle and South Atlantic States, and the LAMSAS Internet plotter. We will then consider statistical procedures to assess geographical distribution of linguistic features: t-test, chi-square, and multiple comparison for fixed regions; spatial autocorrelation; and density estimation. Finally, we will consider uses of GIS software to assist in visualization of distributions.

Wladyslaw Cichocki, U. of New Brunswick. Correspondence (Dual Scaling) Analysis.

Correspondence analysis is a statistical technique closely related to multidimensional scaling and factor analysis. CA is particularly helpful in studying the type of categorical, ordinal and frequency data commonly found in empirical linguistic investigations. While CA is predominantly a data exploratory technique, it can be used to formulate hypotheses. The presentation will avoid complicated algebraic formulas and will emphasize instead the simple graphical displays that are used to interpret and understand data structure. Applications will be chosen from dialectology, phonetics, sociolinguistics and syntax. Discussion will include issues of interpretation, stability and statistical significance as well as a review of available computer software.


This session will focus principally on logistic regression, the general statistical approach underlying VARBRUL analyses. The generalized application is particularly useful for data sets that are well described by both categorical and continuous variables, a frequent situation both for language acquisition and for historical data sets, in which time is best considered as a continuous variable, but various linguistic and demographic characteristics are categorical (or continuous). The SPSS implementation of logistic regression will be demonstrated in the workshop. The workshop will demonstrate the progression of analysis from text files to reportable graphics and statistics. Topics considered will be optimizing coding to the data set, hypothesis developing and testing, evaluating competing analyses, treatment of interactions among factors, and the interpretation of error and reliability. We will also compare assumptions of continuous change over time, versus discontinuities and restructuring. The SPSS graphics tools will be explored both as analytic techniques and for reporting findings. Where comparable, SPSS reporting will be converted to VARBRUL terms.

10:30 a.m.–12:30 p.m. See registration information on Page 3.

Robert Bayley, Univ. of Texas, San Antonio. VARBRUL Analysis of Linguistic Variation.

This session will provide a rationale for and demonstration of the VARBRUL computer programs (Pintzuk 1988; Rand and Sankoff 1990; Sankoff 1988). The demonstration uses data from a study of consonant cluster reduction in Mexican-American English (Bayley 1994) and relative pronoun choice in speech and writing (Guy and Bayley 1995) to show the steps in the heuristic process of hypothesis generation, testing, and revision with VARBRUL, including: 1) generating initial hypotheses to account for observed variation; 2) coding the data for the potentially large number of independent factors affecting variation; 3) conducting the initial VARBRUL run and interpreting the factor probabilities generated; 4) recoding the data to refine hypotheses on the basis of factor probabilities generated in step 3; 5) testing significance of individual factors and factor groups by log likelihood estimation. In addition, the workshop will consider several questions that are likely to arise when conducting a VARBRUL analysis, including dealing with suspected interaction among factors and choosing between competing analyses.

(Continued on next page)
Thursday, Jan. 2: Workshops in Statistical Methods (Cont.)

WILLIAM LABOV, Univ. of Pennsylvania. The Analysis of Vowel Systems.
This workshop will deal with the display and analysis of vowel formant data, with particular emphasis on the study of change in progress, using the Macintosh program Plotnik 03. Workshop participants should have a body of formant measurements in hand, or the opportunity to acquire them, through such programs as Kay Elemetric CSL, Eric Keller’s Signalyze, GSW Soundscope, or Cornell Ornithology Lab’s Canary. The workshop will show how vowel tokens are plotted, normalized, and automatically analyzed for segmental environment; how relevant subsets of vowels may be selected, plotted or highlighted; how means and standard deviations are plotted; how to carry out t-tests on the difference of any two means; how subsets of vowels may be plotted or highlighted by any combination of segmental environment, stress, or style. Particular attention will be given to methods for determining the participation of vowel systems in the Northern Cities Shift, the Southern Shift, the Canadian Shift, or the low back merger.

Participants will receive copies of Plotnik 03 along with tutorial and full documentation. Plotnik 03 includes several dozen features introduced following the Nwave 24 workshop with Plotnik 02, including adaptation to other languages, shift from color to black and white, and the addition of vectors from nuclei to glide targets. In addition, methods for superimposing large numbers of vowel systems will be introduced through the program Plotnik Major.

BERDAN. Advanced Multivariate Analyses.
• 1:30–3:30 p.m. See registration information on Page 3.

BAYLEY. VARBRUL Analysis.
EDWARD FINEGAN. Factor Analytic Procedures in Language Analysis.
CICHOCKI. Correspondence Analysis.
• 4:00–6:00 p.m. See registration information on Page 3.

LABOV. Analysis of Vowel Systems.
KRETZSCHMAR. Computer Mapping.
FINEGAN. Factor Analytic Procedures.

Friday, January 3

ADS Executive Council
Huron Room, Level 2, Sheraton Chicago
• 8:00 a.m.: Open meeting; all members welcome. Coffee and pastries will be served. Presiding: ADS President Lawrence Davis.
The Executive Council discusses and sets policy for the Society and hears reports from officers, editors, committee chairs, and regional secretaries. To get an advance copy of the agenda in early December, write or e-mail the Executive Secretary.

New Words of 1996
Huron Room, Level 2, Sheraton Chicago
• 10:30–11:30 a.m.: New Words Committee. Review of new words of 1996; nominations for Word of the Year. (Voting at 4:30 p.m.; see Page 7.) Leading candidates in particular categories will be identified. All members are welcome.

Dialect Boundaries: Special Session
Erie Room, Level 2, Sheraton Chicago
1:00–4:30 p.m. Chair: ADS Vice President Walt Wolfram, North Carolina State Univ.
1:00 • LAURA HARTLEY and DENNIS R. PRESTON, Michigan State Univ. Where Are the Speech Regions of American English at Anyhow? (Please turn to Page 6)
This presentation reviews the techniques of "perceptual dialectology" and compares and contrasts the views of U.S. dialect boundaries from the West (Oregon), the North (southeastern Michigan), the South Midland (southern Indiana) and the South (principally southeastern). Computer-assisted and hand-count techniques for producing generalizations of respondent hand-drawn maps of regional U.S. speech areas are discussed, and the results of these findings are compared with maps derived from the same respondents' assessments of the "correctness," "pleasantness," and "degree of difference" of U.S. speech areas. These assessments were converted to maps after nonparametric (multidimensional scaling) techniques had been applied to the ranking data. Mismatches between boundary placements according to both respondent area and task are discussed, as well as mismatches between these "perceptual" maps and the maps of traditional "production" dialectology. Of particular interest is the salience or "intensity" of an area, revealed by the frequency with which it is singled out on the map-drawing task, and the relation of such salience to the assessments. In general, it appears that the more nonstandard an area's English is seen to be, the more "distinct" the area itself is.

1:30 • Beverly Olson Flanigan, Ohio Univ. More on Midland Polylectalism.
At ADS 1995 I explored the grammatical polylectalism of college students in Ohio, with particular reference to needs + p.p. and sentence-initial and -final positive anymore. I suggested that the boundaries between Northern, North Midland, and South Midland might be redrawn to acknowledge a transitional Midland area which is neither Lower North nor Upper South but which extends both farther north and south than the redrawn lines in Carver (1987). This paper will analyze further data from Ohio in the light of recent work on transition areas by Frazer (1993), Davis and Houck (1995), and Kretzschmar (1996). These studies have primarily looked at lexicon and phonology; it is my contention that grammar is equally, if not more, important in the delineation of dialect areas, particularly in disputed or transition zones.

2:00 • Natalie Schilling-Estes, North Carolina State Univ. The Breakdown of Dialect Boundaries: Dialect Recession in Two Post-Insular Island Communities.
It is sometimes assumed that historically isolated dialects will recede in comparable ways as geographic and other dialect boundaries are broken down. However, my analysis of two post-insular island communities, Smith Island in Maryland's Chesapeake Bay and Ocracoke in North Carolina's Outer Banks, shows that such an assumption is empirically unjustified. Using data from cross-generational sociolinguistic interviews, I demonstrate that whereas the once-distinctive Ocracoke variety is becoming more similar to outside varieties, the Smith Island dialect is becoming more distinctive. However, it, too, may be classified as a receding variety, because it is rapidly losing speakers. The differential recession which characterizes the two dialect communities is evidenced in the variable patterning of a shared dialect feature—the production of /ay/ with a raised nucleus. A quantitative analysis reveals that this feature is receding in Ocracoke but expanding in Smith Island. Further, raised /ay/ is subject to quite different phonetic constraints in each variety and is accorded different status as a marker of islander identity in each community.

2:30 • Kirk Hazen, North Carolina State Univ. Diachronic Aspects of Ethnic Boundaries.
It has been claimed that migratory settlement patterns, de facto segregation, and ethnic boundaries in Northern cities have caused the distinct separation of subject-verb concord patterns for most African Americans and European Americans in Northern cities (Wolfram 1969, Labov 1972, Wolfram and Fasold 1974). But a current study of Warren County, North Carolina, located in the rural piedmont, reveals that the distribution of African-Americans to European-Americans (60 percent to 30 percent) has created communities in the county which share more similar patterns of subject-verb concord with past be and to a more limited extent with copula absence. For other sociolinguistic variables, among older and middle-aged rural European-Americans, we find features traditionally associated with African-American Vernacular English such as th to f (e.g. birthday to birfday) and completive done (e.g. she done killed the chicken) (Hazen and Peterson 1995). This unusual mix of dialect features in the local European-American Vernacular English of older speakers fosters a situation where the dialects were once appar-
ently more similar but are now diverging with each generation. Diachronic shifts in the rates of past be and copula absence also indicate that they are diverging while ethnographic analysis indicates that this divergence is not due to the strengthening of ethnic boundaries through symbolic claims of local identity, as has been assumed in previous studies (e.g. Labov and Harris 1986), but rather through the changing nature of rigorous ethnic boundaries which have existed since the county was first populated.

The historical isolation of Warren County had blocked the stigmatization of many AAVE features. Ironically, the effects of school desegregation, increased mobility, and altered peer group relations of speakers under 40 years of age have led to a heightened awareness of the ethnic association of particular features—structures now popularly associated with AAVE. As these features become more associated with ethnic group membership, African-American and European-American communities are diverging from each other in their vernacular norms.

3:00 • Lawrence M. Davis, Wichita State Univ. From Confederate Overalls to Designer Jeans: The Changing Southern Vocabulary.


3:30 • Lisa Ann Lane, Univ. of Chicago. Dialect Boundaries: Defining Local Linguistic Communities.

This research provides a glimpse into how a localized linguistic community can be identified and how we may trace its transformation towards non-localized linguistic norms. This is accomplished by historicizing the particular linkages of social formation and how the linguistic norm is effected and informs those formations (Silverstein 1996). Thereby we begin to determine the local cultural construal of linguistic norms and the geo-linguistic space they encompass. The methodology is presented through the documentation of Thyborøn, Denmark’s geographic, political, economic, demographic, social and linguistic changes over a century. These changes produced a cohort effect resulting in a community which contrastively self-identifies itself through its residents’ forever-changing set of shared experiences, social and linguistic norms. Internally discrete subgroupings of the population are delimited by specific socio-historical events and are indexed through differing social ideologies, network patterns and variable uses of dialect forms. The life-stage at which group members experience the socio-historical events is crucial to that group’s collective orientation to the events and in turn to the effect which those events may have on their orientation to the community. Furthermore such events have an ebb and flow. The data reveal that “dialect boundaries” can best be understood as variably existing internally and externally to the linguistic community.

4:00 • Daniel Long, Osaka Shoin Women’s College. Who Decides Which Isoglosses Are Dialect Boundaries?

This paper will discuss the long history of dialect boundary and dialect division studies in Japan, including scholarly controversies regarding the proper role of (nonlinguist) speakers’ language consciousness in determining dialect divisions (boundaries). I will examine the results from my own study of nonlinguists’ perceptions of dialect regions, focusing on the differences and similarities in dialectologists’ and nonlinguists’ impressions of dialect boundaries. I will contrast views of Japanese and Western scholars regarding the relative importance of various types of linguistic features and further contrast these with the perceptions of nonlinguists.

New Words of 1996

4:30–5:30 p.m.: Discussion and voting on nominations made in the morning (see above, Pages 3 and 5). All present are invited to vote.

Bring-Your-Own-Book Exhibit

5:30–6:30 p.m., Mayfair Room: Tables will be able to display your books and order forms. Refreshments will be served.
Annual Business Meeting

8:00-9:00 a.m.: Election (see below); report of yesterday’s Executive Council meeting; as
time permits, reports of officers, editors, committee chairs, regional secretaries. Most of the
business of the Society is conducted at the Executive Council meeting (8 a.m. Friday, open to
all members).

NOMINATING COMMITTEE REPORT

The committee proposes for vice president 1997 and 1998 (succeeding to the presidency for
2000: Michael Montgomery, Univ. of South Carolina. For member of the Nominating

Additional nominations may be made by a petition with the signature of at least ten
members, which must reach the Executive Secretary by December 15.

General Session

Erie Room, Level 2, Sheraton Chicago

9:00 a.m.–12:30 p.m. Chair: ADS President Lawrence Davis.

9:00 • JOSEPH C. FINNEY, Monterey, Calif. Dual Contradictory Agent-Marking: Dia-
chronic Syntax Within Proto-Polynesian.

As PCP, the proto-forebear of Polynesian, was Fiji-like, the question arises: how did the ancestral Fiji-
type Cia active transitive paradigm come to be passive or ergative in Polynesian languages and dialects?
In steps:
A subset of unergative “look-at” reanalyzed its past participle to accusative object, making a new
active transitive, notably in Hawaiian. A subset of unaccusative “lie among, be surrounded by” reana-
lyzed its past participle to agent and got a modified preposition-article e as the marker for the new
(ergative- or passive-appearing) case. Threatened by both new quasi-transitives, the old Cia paradigm
borrowed the e marker and temporarily marked its agent as both nominative and oblique. Tuvalu and
Kapingamarangi keep traces of the dual contradictory marking. Elsewhere the nominative was lost and
the e-marked Cia paradigm became ergative/passive. In Hawaiian and others it became a new passive
against the new active transitive. Fusion of verb classes was necessary to provide this opposition.

9:30 • BRYAN GICK, Yale Univ. and Haskins Laboratories. The Intrusive L.

The English “intrusive r” has remained a standby of phonological argumentation to generations of
linguists. With no other parallel instances of “consonantal intrusion” offered for comparison, many have
considered it an isolated quirk of history, and hence theoretically unimportant. In this paper, I shall
introduce the first such parallel case: the “intrusive 1” of Eastern U.S. dialects. Compare:

Intrusive r (E. Mass) Intrusive 1 (Phila.)
draw [drO:] draw[r]ling draw[l]ing
bra [bra:] bra [r] is bra [l] is

The addition of the “intrusive 1” into the field’s inventory promises to lead to an understanding of these
“intrusions” not as isolated historical anomalies, but as a bona fide class of phonological behavior, with
serious and direct implications on our understanding of phonetic/phonological merger and syllable
structure.

10:00 • MICHAEL MONTGOMERY, Univ. of South Carolina, Columbia. 18th-Century Sierra
Leone English: Another Exported Variety of AAE?

Recently linguists have learned much about 19th-century African-American English from disparate
sources—interviews with Liberians whose ancestors left the U.S. in antebellum days (Singler 1992, inter
alia), letters from black Civil War soldiers (Montgomery et al. 1993), and interviews in remnant
communities of expatriate African Americans in the Dominican Republic (Poplack and Sankoff) and
Saturday, January 4: Ozark, Standard, Trademarks
Erie Room, Level 2, Sheraton Chicago

Nova Scotia (Poplack and Tagliamonte 1991). The Afro-Canadian community in Nova Scotia originated from blacks brought from the Caribbean and by American ex-slaves fleeing the colonies in the aftermath of the British surrender. A set of colloquial documents has come to light that offers a profile of the language of freed blacks who lived in Nova Scotia in the 1780s before migrating to Sierra Leone. These comprise 41 letters and petitions written from 1791 to 1800. Until now, it has been unclear how or whether confirmation might be sought for extrapolations from contemporary studies of Nova Scotian Black English into the past. Preliminary analysis of these documents identifies morphological features that will be compared to existing studies of remnant communities of Afro-Canadian and African-American English speakers.

10:30 • Bethany K. Dumas, Univ. of Tennessee, Knoxville. Ozark English: Observable Differences in Vocabulary.

Scholars and lay persons have been writing about Ozark English for well over 150 years (e.g., Schoolcraft 1821). Of great interest have been the unusual vocabulary items reported as early as Pike 1836 (e.g., mind for “remember”). A series of word lists appeared between the 1890s and the 1940s, principally in Dialect Notes, 1903-1928. In 1953, Vance Randolph’s book, Down in the Holler: A Gallery of Ozark Folk Speech, gathered his many contributions. Generally, the perception was that Ozark English was heavy with rapidly dying Elizabethan or earlier words and phrases.

This paper will report findings from a comparison of a finely-meshed survey of Ozark lexicon (the Newton County, Arkansas, Survey conducted by Dumas in 1971) with DARE and LAGS conclusions. It is expected that the study will reveal a greater complexity of lexical distribution than that indicated by DARE and LAGS.

11:00 • Ahmed Albanyan and Dennis R. Preston, Michigan State Univ. The Future of Standard English.

To survey changing norms in undergraduate usage, we tested 1683 college-age European-American and 174 demographically similar African-American Michiganders for their evaluations of prepositional object nominatives (to Bill and I), who for whom (I know who Jack cheated), unmarked plurals of measure (two mile down the road), subjunctive was (if I was you), singular verbs in plural there contexts (there’s two men), prepositional object reflexives (they gave it to Carol and myself), question word order in embedded clauses (I wonder why did Sally leave), everybody agreement (everybody should watch their coat), objective subjects in elliptical as clauses (he’s just as short as me), try and plus verb (let’s try and go), all’s (all’s I have is one left), and needs plus past participle (my hair needs washed). The results show interesting patterns of hypercorrection and strong gender and some ethnic differences. In several cases, unexpected “corrections” display an interesting disregard for meaning. The survey had the secondary purpose of testing an efficient data-collection procedure for large undergraduate courses in linguistics.


Trademarks have been a matter of dispute between lexicographers and corporate lawyers since the leading British case, Millington v. Fox (1838), established that trademarks might entail a property right. Trademarks were an issue for the OED, and even more so for American dictionaries, since American law was potentially more stringent, yet incompletely settled until the Lanham Act of 1946.

Trademarks, then, were a particular concern for the Dictionary of American English (1938-44) and the Dictionary of Americanisms (1951). For instance, owners of the trademark crackerjack objected to its inclusion in the DAE and to the definition provided there; Coca-Cola, Inc., on the other hand, encouraged entries for coke and coca-cola, viewing DAE as an advertising opportunity. Sir William Craigie advised his colleagues to avoid trademarks altogether. After the crackerjack flap and the attempted Coca-Cola takeover, they did.

Subsequently, however, commercial dictionaries have included trademarks, the legal inclusion of which reflects not only clearer trademark law but a gradual understanding of the social purposes of dictionaries, their prerogatives of lexical eminent domain, and the status of words as inalienable property of the people.

(Please turn to Page 10)
Saturday, January 4: Final Session and Luncheon

Erie Room, Level 2, Sheraton Chicago

12:00 • MIRIAM M. M. EYERS, Metropolitan State Univ. The Pleasures, Perils, and Promise of the Language and Gender Course.

Courses on language and gender offer an excellent opportunity not only to examine an area of active research, but also to teach broader concepts about language and variation to non-majors. Yet the task of doing both is daunting. This session will provide a retrospective picture of my experience teaching an undergraduate language and gender course for the past 15 years. I will draw on findings of a recent survey of students completing the course during that period. These students' reports of the impact of the course on their lives document the promise—and pleasures—of teaching such a course. Perils to be discussed include problems of course naming, materials selection, and tone-setting.

Annual Luncheon

Mayfair Room, Level 2, Sheraton Chicago

12:45–1:45 p.m. Speaker: RICHARD W. BAILEY, Univ. of Michigan. Philological Eccentrics. Price $25 inclusive; all are welcome. Make advance reservations with the ADS Executive Secretary.

James B. McMillan 1907–1996

By Michael Montgomery

James B. McMillan, Professor Emeritus of English at the University of Alabama, passed away August 28 in Tuscaloosa at the age of 89. He had taught at the university from 1931 to 1976. Few people have contributed more to the study of American English or to the advancement of the profession than this epitome of a wise, conscientious and selfless scholar, this keen observer of language and editor of extraordinary acumen.

McMillan founded the University of Alabama Press in 1945 and directed it until 1962. He edited PADS from 1956-62, was a tireless supporter of the dialect society, and for decades mentored members who sought his advice on lexicography, linguistic geography, usage and other projects.

His own published scholarship was rather slight by today's measures, but of the very highest standard, ensuring that such articles as "Infixing and Interposing in English" (AS 55, 1980) will remain seminal contributions (his publications through 1977 are listed in James B. McMillan: Essays in Linguistics by His Friends and Colleagues, ed. James Raymond and Willis Russell).

His tireless devotion to the profession and the profession's debt to him can perhaps be best gauged not by his publications, but by acknowledgments to him in many important reference works, such as Dictionary of Americanisms, which editor Mitford Mathews said "owes much to his fine discrimination and sound judgment" (xii) and Current American Usage, edited by Margaret Bryant, a work for which McMillan "planned and organized the collection of data, worked out the editing procedure, and organized the bibliography" (xii). Similar credit is given to him by numerous other works on whose title page his name might well have appeared. In this generous and soft-spoken gentleman the society has lost a great friend and a model scholar.

What's the Use?

"I am again appealing for submissions to the Usage Newsletter, which Chuck Meyers and I are hoping will become a regular function of the Committee on Usage. If you have a short piece you'd like to submit, please do so to the address below: short articles, notes, queries, announcements of books, etc., are entirely welcome." —ALAN R. SLOTKIN, Professor of English, Box 5053, Tennessee Technological University, Cookeville, TN 38505; e-mail ars7950@tntech.edu; phone (615) 372-3262.
Directory of Members, September 1996

In addition to the 528 individuals listed here, about 250 institutions belong to the ADS. Updated mailing labels and lists are available from the Executive Secretary, free for ADS mailings and at a reasonable fee for other purposes of benefit to members. Listings by locality are available to members who would like to get to know their neighbors.

Special categories include ∞Life Membership, available for $600 (minus the current year’s dues, if paid); §Emeritus Membership, free to retired members, but including only the Newsletter; **Presidential Honorary Membership, awarded to three students annually by the ADS President, and *Student Membership, including all publications, at $15 per year for as many as three years. A student’s application should be accompanied by a confirming note from an ADS member.

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NADS 28.3 May 1996 /19
Lexicographical Applications Invited for Verbatim–DSNA Award

December 6 is the deadline to apply for the second annual Verbatim–DSNA Award to support lexicographical study and research. Funded by the magazine Verbatim: The Language Quarterly (edited by Laurence Urdang) and administered by the Dictionary Society of North America, the Verbatim–DSNA Award will support one or more lexicographical projects during 1997, with awards ranging from $500 to $2500.

Winner of $2000 in last year's competition was DARE. The award supported a Project Assistant to verify quotations.

For applications, write John Algeo, President DSNA, PO Box 270, Wheaton, IL 60189-0270; e-mail algeo@ix.netcom.com.
NWAVE in Las Vegas, October (Sorry for the Fine Print)

The annual conference on New Ways of Analyzing Variation will celebrate its Silver Anniversary in the Silver State at the Sahara Hotel, Las Vegas, Oct. 17-20. For information write Dr. Jan Tillery or Dr. Guy Bailey, NWAVE Coordinators, UNLV College of Liberal Arts, 4505 Maryland Parkway, Box 455001, Las Vegas NV 89154-5001; fax (702) 895-4097; e-mail gbailey@ccmail.nevada.edu.

Thursday, Oct. 17—Workshops
12:30—2:00 p.m. (repeated 2:30—4:00) Room A: Statistics for Linguists (Cynthia Bernstein and Robert Bernstein). Room B: Computer Cartography for Linguists (Tom Wikle). Room C: Ethnographic Approaches to Fieldwork (Patricia Cukor-Avila and Guy Bailey).
6:15 p.m. Plenary session: Alan Bell.

Friday, Oct. 18—Concurrent sessions
8:30 a.m. Room A: Social variation and ideological unity among white users of AAVE (M. Buchtel).
B: Linguistic cross-dressing: A mechanism in the transmission of change? (D. Baron)
C: The northern cities chain shift in your mind (D. Preston)
8:55 A: Yorktown crossing: A case study of the influence of "hip hop" culture on the speech of a white middle-class teenager in New York City (C. Cutler).
B: Code-switching in medieval and early modern English texts (H. Schindel).
C: The northern cities shift in rural Michigan (R. Ito).
B: Turn taking protocol variation in synchronous chat rooms on the Internet (J. Staczek).
C: Urban sound change beyond the cities: The spread of the northern cities chain shift (M. Gordon).
9:45 A: Discussant (B. Rampton).
B: "Conversational" code-switching on xerest and Internet relay chat (J. Paoliello).
C: One of us says milk and the other says melk: Lax vowel lowering in Canadian English (M. Meechan).
B: Conversational codeswitching by native Irish speakers: Interaction with social context and style (M. O'Malley).
C: The acquisition of linguistic variation by Philadelphia children (S. Ash and J. Roberts).
10:55 A: /æ/ vs. /e/ raising among African-Americans in Lansing, MI (J. Jones).
B: Discourse evidentiality and codeswitching in three Atlantic Canada Acadian communities (R. King and T. Nadasi).
C: The geography of variation: /i/ vocalization in urban settings (J. Milroy).
B: If it ain't broke, don't fix it: Repairs in bilingual discourse (J. Fuller).
C: Linguistic and social environments affecting the Southern vowel shift (V. Fridland and G. Alfaro).
11:45 A: Variation in the surface realizations of post-vocalic, pre-consonantal /r/ in the speech of African Americans in Detroit (W. Edwards).
B: Codewitching and compromise: Structural strategies when congruence is missing (J. Jake and C. Myers-Scotton).
C: Short /o/ in the American South: The distribution of [æ] (M. Berni).
2:00 p.m. A: Modeling contact-induced language change (N. Nagy).
B: One lexicon or two: A case study of three bilingual infants (S. Baum and O. Rebollo).
C: Variation as an interaction resource (L. Milroy).
2:25 A: Addressing the actuation questions for local linguistic communities (L.A. Lane).
C: Lexical factors in phonological variation (I. Dale).

Saturday, Oct. 19—Concurrent sessions
8:30 a.m. A: Situated cells: Inner-city youth identities, language use, and schooling (Y. Kuwahara).
B: The politics of racism: Discursive strategies of appropriation (S. Erlich).
C: The role of markedness in perception of variable patterns in sound change (K. Zubritskaya).
8:55 A: How different are middle class speech communities? (K. Linnea).
B: PC or not PC? The recent history of "Politically Correct" (S. Erlich and R. King).
C: The "communicative priority list" of obsolescent linguistic knowledge: The case of foreign speakers of Yiddish (G. Levine).
D: A majority sound change in a minority community: /u/ fronting in Chicano English (C. Fought).
9:20 A: Language and uses of identity (S. Lanehart).
B: Discrimination and linguistic stereotypes among Argentinian adolescents (A. Coronel and C. Coronel).
D: The lack of vowel reduction in Buffalo Puerto Rican English (T. McColle).
B: Empirical analysis of the metaphoric underpinnings of recent Californian anti-immigrant political discourse (O. Santa Ana).
C: Pronouns are not freely dropped in Japanese (S. Uehara).
D: Variation in the nativization of foreign /l/ in English (C. Boberg).
10:30 A: Question formation in Samana English (C. Debose).
B: Real mothers don't have accents: Language ideology and stereotypical gender roles in Disney animated films (R. Lippi-Green).
C: Phonetic and lexical effects: Post-vocalic /s/-in Rio de Janeiro Portuguese (M. Luebs).
D: Sociolinguistic network theory and stylistic variation in 18th century England (S. Wright).
10:55 A: Old patterns and new developments in the marking of verbal /s/-in the Liberian Settler English of New York City (J. Singer).
C: The general and the particular: Constraints on /l/-deletion in Argentine Spanish (G. Guy).

(please turn to page 22)
Complete Program of NWAfVE XXX (Cont.)

Sunday, Oct. 20—Concurrent sessions

8:30 A: What makes a coinage successful: The survival and death of new words (V. Boulianger)
B: On the role of the feature [+human] in variable concordance (M. Scherf and A. Nato)
C: Variable lexical affinity in minority French (T. Nadasi)
D: Guarded pride: The social complexity and gender-grading of attitudes toward Jamaican Creole (A. Beckford)
8:55 A: Western words: The lexicon of Western North America (T. Clark)
B: Gender agreement in Xinghu Portuguese (A. Macedo and D. Luchesai)
C: Syntactic variation, parameters, and their social stratification (L. Cornips)
D: Language gender and variation: Another look at the Caribbean (R. Blake)
9:20 A: Convergence, divergence and the unexpected: -ate and -ator (B. Phillips)
B: Visible subjects and invisible clitics in Brazilian Portuguese (S. Cyrino, M. Duarte, and M. Kato)
C: The origins of thematic suffixes: The case of Tsez (R. Ramasan)
D: Insights into the moselect (P. Patrick)
9:45 A: Discretionary names (E. Callary)
B: Referential subjects in European and Brazilian Portuguese (M. Duarte)
C: The name file: Comparing the development of futures and counterfactuals in Early Modern Greek (P. Pappas)
D: "Broke-down French?" Creole French status in African-American communities in South Louisiana (S. Dubois and M. Melancon)
10:30 A: The Linguistic Atlas Internet site (W. Kretzschmar)
B: A case study in apparent time and real time: /æ/ deletion in Brazilian Portuguese (Y. Lelie and D. Callou)
C: From Amish to Mennonite: Language maintenance and language death in a Pennsylvania German community (S. Keiser)
D: Dialect contact, focusing and phonological "complexity" in British English (D. Britain)
10:55 A: The Chattahoochee River - A dialect boundary? (E. Schneider)
B: Variable phonological rules and first and second language use (M. Mollica)
C: When is a copula: strategies for expressing the copula in interlanguage (J. Langman)
D: Sociolinguistic coherence of changes in a standard dialect (J. Chambers)
11:20 A: Findings and questions (E. Johnson)
B: The functional nature of variation (M. Braga)
C: One speaker, three languages: A study of Persian-Turkish-English bilingual speakers (H. Bayat)
D: Variable lexical affinity in minority French (T. Nadasi)
11:45 A: The names of American English (L. Hartley and D. Preston)
B: Variable phonological rules and first and second language use (M. Mollica)
C: On the role of the feature [+human] in variable concordance (M. Scherf and A. Nato)
D: Guarded pride: The social complexity and gender-grading of attitudes toward Jamaican Creole (A. Beckford)

Grammar at NCTE, November

ADS-sponsored Session B.28 at the annual convention of the National Council of Teachers of English, Nov. 21–26, Chicago Hilton and Palmer House Hilton.

Grammar for English Teachers
10:15—11:30 a.m. Friday, Nov. 22.
Chair: Dennis Baron, Univ. of Illinois, Urbana. Speakers: Baron; Lynda Thompson, East Central Univ. (Oklahoma); Paul Prior, Univ. of Illinois, Urbana.

Write NCTE at 1111 Kenyon Road, Urbana, IL 61801; phone (217) 328-3870.
ADS at the Modern Language Association, December


MLA membership and registration are required to attend. Write MLA, 10 Astor Place, New York NY 10003-6981. Membership office (212) 614-6381, membership@mla.org; convention (212) 614-6372, convention@mla.org.

FIRST SESSION


One result of the “democratization” of the Internet, the urbanizing of the electronic frontier, has been an increased concern with conventionality and linguistic correctness in e-communications. Errors in spelling or usage, once considered a badge of honor, now produce flames. Language gatekeepers even argue over the correct spelling of email (E-mail, e-mail), and whether or not it can function as a verb or a count noun.

SECOND SESSION


1. Lora Schwenk, Auburn U. The Loss of Southern Dialect in Americana, Brazil.

The communities of ex-Confederates who emigrated from the United States to Brazil after their defeat in the Civil War have allegedly retained the Southern dialect spoken over a century ago. However, as the ex-Confederates have become more appropriated into the Brazilian lifestyle, they have become bilingual. Their bilingualism has also progressed: while they initially spoke Portuguese only to non-English speakers, Portuguese is now the more dominant language. Using a pre-determined base of Southern American English discourse features, I will travel to Brazil and extensively interview second and third generation Confederate emigrants. In addition, I will examine samples of written correspondence for Southern discourse features, including forms of address, linguistic politeness, evidential constructions, and conditional constructions (Johnstone, 1995). I will conclude which Southern discourse features have been retained and which have been lost or changed in Americana.

2. Marianne Cooley, Univ. of Houston-University Park. Literary Dialect in The Yorker’s Stratagem.

This American play, performed in New York and Philadelphia in 1792, includes extensive use of literary representations of 18th-century American English, incorporating New England Yankee speech, French-accented English, and Jamaican Creole, which is related to other early representations of African-American English. Its analysis suggests that the author possessed keen powers of observation of linguistic form and language use. The play provides three kinds of evidence about language variation: 1) respellings, grammar, and diction, which constitute partial descriptions of the varieties, even if literary; 2) code-switching; and 3) language attitudes expressed by characters and their behavior.

3. Marvin Ching, Univ. of Memphis. Rudeness and Politeness at a Court Trial: Two Faces of the Same Coin.

Analysis of the 640-page transcript of a murder trial in Memphis, Tenn. shows the mutual connection between rudeness and politeness and also the integral relation between power and solidarity. The judge, in particular—in taking the multiple identities of 1) friend and host to jurors, 2) authoritative arbiter in rulings, and 3) teacher or professor—shows codeswitching to maintain these different roles. He wins the jurors’ confidence because of meeting their face wants so that he wins their compliance. He emphasizes a common ground of fairness by the strict adherence to rules of the law and thus gains compliance and solidarity. In his more formal pedagogical explanations of a legal term, he is paradoxically showing closeness by meeting the needs of the jurors and thus gains positive politeness.
REGIONAL MEETINGS, FALL 1996
Rocky Mountain Region

In association with RMMLA, Oct. 24-26; Albuquerque, New Mexico; Sheraton Old Town.
3:15 p.m. Friday, Oct. 25, Turquoise Room.

1. "Two Vocabulary Patterns in the Language of Alternative Medicine." William F. King, Univ. of Arizona.—The vocabulary of alternative medicine consistently differs from that of conventional medicine in reliance on new jargon and the use of terms dealing with purity and impurity. The latter is a common semantic denominator linking most of the non-traditional therapies, from colonic irrigation, or fast, to high dosage vitamin and mineral supplement regimens. Two general semantic fields are established. One is characterized by negative vocabulary indicating impurity, pollution, dirt, excrement, or bad thoughts. The opposite group comprises words such as purify, cleanse, eradicate, eliminate, dispel, rebirth. Such vocabulary associates alternative medicine with spiritual well being, as opposed to making the distinction between scientific and religious/spiritual beliefs characteristic of mainstream Western medicine. This is often emphasized by unscientific anecdotal evidence using vocabulary with implicit or explicit religious connotations of possibility, i.e. amazing or miraculous.

2. "Difference between Traditional Southern Dialect and ‘Redneck.’" Mary Morzinski, Berry Coll.—If textbook definitions of Southern dialect such as promulgated by Kurath and Labov are reassessed with more regard for differences due to social class, two separate dialects emerge. Kurath’s early studies identify, for the most part, the upper-class Southern dialect usually perceived as being centered around Charleston, S.C. But the features described as Southern in these studies are rarely, if ever, heard among speakers of the “redneck” dialect, who are perceived as lower-class whites with some years of secondary schooling. Its lexical, syntactic and phonological features differ signifi-
cantly from those of the textbook, or Charleston, dialect and noticeably from Black English Vernacular.

3. "It Is a Bird to Some Degree: Hedges in Male and Female’s Judgment on Birdness." Yili Shi, Ball State Univ.—According to Lakoff (1972), “natural language sentences will very often be neither true, nor false, nor nonsensical, but rather true to a certain extent and false in other respects.” People’s judgment about members of a category will reflect such “fuzziness.” This study investigates the role of fuzziness and hedges in male and female informants’ rank ordering of 15 birds in relation to being birdlike and being beautiful. The gender groups give attention to different criteria. For example, females consider the small and cute size of a bird as being more birdlike, while males consider the power and big size of a bird as being more birdlike. This difference is particularly obvious in their judgment on the eagle: Males ranked it 0.92 on a scale of 0 to 1; females ranked it 0.72.

4. "Preliminary Results of a Dialect Survey of Utah." Diane Lillie, Brigham Young Univ.—My master’s thesis, a Dialect Survey of Utah, will investigate several questions: What assumptions do Utahns have about their language? Are those assumptions valid? Is there an English dialect characteristic of Utah? Are there multiple Utah dialects? Where are the boundaries of a Utah dialect or dialects? What are the characteristic features which differentiate Utah dialects from other American English dialects? A questionnaire designed this summer will be used by field researchers throughout Utah to provide baseline data about the linguistic geography of the state. By October, I will be able to summarize the findings on several phonological and lexical aspects of Utah speech. For example, I will provide data on the loss of the tense/lax distinction in vowels preceding /l/, as well as on the merger of /l/ and /s/.

(Continued on next page)
Rocky Mountain Region
(Continued from Page 24)

5. “American Indian Transfers.” Grant W. Smith, Eastern Washington Univ.—“Indian” place names of North America reflect a very fresh historical record of the overlay and interaction between English and the indigenous languages. In this paper I shall describe, and elaborate with examples, seven types (and several subtypes) of “Indian” place names to illustrate mechanisms of borrowing and absorption. Examples will be drawn primarily from the Northwest.

Chair: Xiaozhao Huang, Dept. of English, Univ. of North Dakota.

ADS Regional Secretary 1995–96: Grant W. Smith, English Dept., Eastern Washington Univ., Cheney WA 99004; e-mail gsmith@ewu.edu.

Registration is $48 by Oct. 14, $60 later, including reception, banquet and party. RMMLA Membership is $25, students $15. Write Executive Director Charles G. Davis, C-203, Boise State Univ., 1910 University Dr., Boise ID 83725; CDavis@quartz.idbsu.edu; (208) 385-1199 or (800) 824-7017, ext. 1199.

Future meeting: 1997 Denver.

South Central Region
In association with SCMLA, Oct. 31–Nov. 2; San Antonio, St. Anthony’s Hotel.

10:45 a.m.–12:15 p.m. Saturday, Nov. 2, Austin Room.

1. “Mais, I doan write dat anglish too good no’: Cajun Vernacular English and the Effects of Vernacular on Standard Writing.” Deary Cheramie, Nicholls State Univ.

2. “Audience and Dialect in the Writings of Somerville and Ross.” Nicole P. Greene, Univ. of Southwestern Louisiana.


Chair: Elsa P. Rogers, Modern Languages, Univ. of Southwestern Louisiana.

ADS Regional Secretary 1996–97: Charles B. Martin, Dept. of English, Univ. of North Texas, P.O. Box 13827, Denton TX 76203-3827; phone (817) 565-2149.

Registration is $35 in advance, $40 on site. Write Katherine E. Kelly, Executive Director, SCMLA, Dept. of English, Texas A&M Univ., College Station TX 77843-4227; phone (409) 845-7041; smla@acs.tamu.edu.


Midwest Region
In association with MMLA, Nov. 7–9; Minneapolis Marriot City Center.

12:30–2:00 p.m. Thursday, Nov. 7, Elk Lake Room, fourth floor.


3. “Continuing Change in Dialect Vocabulary.” Alvin L. Gregg, English, Wichita State Univ.


Discussant for session: Anna Fellegy, English, Univ. of Minnesota.

Chair and ADS Regional Secretary 1995–96: Beth Lee Simon, CM 109, Dept. of English and Linguistics, IPFW, Fort Wayne, IN 46805; phone (219) 424-8834; e-mail simon@cvax.ipfw.indiana.edu.

Registration by Oct. 31 is $30 (includes 18 papers), for students $15 (no papers); on-site $35 and $20. Write MMLA, 302 English-Philosophy Bldg., Univ. of Iowa, Iowa City IA 52242-1408; phone (319) 335-0331.

Future meetings: 1997 Nov. 6–8 Chicago, Ramada Congress Hotel; 1998 Nov. 5–7 St. Louis, Regal Riverfront Hotel; 1999 Nov. 4–6 Minneapolis, Marriott City Center.

(For SAMLA please turn to Page 26)
South Atlantic Regional Meeting

In association with SAMLA, Nov. 8–10; Savannah, Georgia, Marriott Riverfront Hotel.

9:45–11:20 a.m. Sunday, Nov. 10, Boardroom A.

1. “The Sociolinguistic Situation in the Danish West Indies from 1690 to the early 1900s.” Robin Sabino, Auburn Univ., and Anne-Katrin Gramberg, Auburn Univ.


Chair: Peter Patrick, Georgetown Univ.

Unmentionable, Devils, Japanese, and the South: New Books

If you have recently published a book, send pertinent information to Executive Secretary Allan Metcalf (address on cover), and we'll mention it here.

Reinhold Aman. “I have just published a new dictionary, but I won’t bother to have it announced to ADS members, for two reasons: 1. Not one of your ADSers has ever ordered Maledicta; 2. I’m sure you’ll consider it again ‘truly offensive,’ as you did Maledicta 11” (in the January 1996 newsletter). You’ll have to inquire of him at PO Box 14123, Santa Rosa CA 95402-6123.


Ellen Johnson. Lexical Change and Variation in the Southeastern United States, 1930–1990. Tuscaloosa: Univ. of Alabama Press, 1996. 376 pages. Paper $19.95 plus $4 postage. Discusses words used in the Southeast, how they have changed during the 20th century, and how they vary according to the speaker’s age, race, education, sex, and place of residence (urban versus rural; coastal versus piedmont versus mountain). Data collected in the 1930s as part of the Linguistic Atlas of the Middle and South Atlantic States were compared with data collected in 1990 from similar speakers in the same communities. Although region was the most important factor in differentiating dialects in the 1930s, it is the least important now; age, education, and race all show about the same influence. ISBN 0-8173-0794-X.
Help DARE Mind Its P’s and Q’s for Volume IV

DARE Volume III, I through O, is due to be published in November (see Page 28) and we are well on with Volume IV, which should contain PQR and part of S. There will ultimately be a Supplement, so contributions to any letter of the alphabet are welcome. Send them to Prof. F. G. Cassidy, DARE, 6125 Helen C. White Hall, 600 N. Park St., Madison, WI 53706. Our fax number is (608) 263-3709; e-mail jdhall@facstaff.wisc.edu.

packout—We have two quotes from the Northwest. Meaning “takeout”: food prepared at a restaurant to be eaten off the premises. Is this known elsewhere?

paddy bed—A pallet. Reported 1968 from Loretto, PA. Is this known elsewhere? Any ethnic associations?

padogie—A triangular dumpling filled with mashed potato mixed with cheese. Reported from PA and WI. Is it generally known elsewhere? A variant of pirogi?

pahute weed—A sea blite: Suaeda depressa, CA and Pacific NW. How pronounced—which syllable stressed? Any connection with the Paiute Indians?

pank—To pack down snow or earth with a shovel. Well known in Upper Peninsula of MI; also PA, nNY. Anywhere else? Any ideas about the etymology?

pan doce—Portuguese pao doce, sweet bread. Current in HI—where else known? How pronounced in English?

pan plow—Our only quot is from an old Lecompte, LA, farmer who says it’s a former name for a turning plow. Is or was it known elsewhere? Why pan?

panther tongue—A squealing device made by children. One report: Lexington, VA, from an old white farmer: You blow into it and it makes “an awful panthery racket.” Is this known elsewhere? How is it made?

pan weed—Reported once from OR, 1967: “A wild weed that grows among alfalfa; gets in milk of cows.” Can anyone identify this? Where else is it known?

passing the ring/scissors—Said (ME inf) to be a game much like button-button, in which “scissors are passed and legs are crossed” (FL inf). Any further examples or information?

pig beans—Butter beans: large, flat, yellow, not in pods. Reported once only: Pacific Northwest, c1955. Does anyone know this? And why pig?

pig’s ears—Is this a type of pastry? We refer to it from cochino in DARE Vol. I: a Mexican pastry shaped like a pig, like gingerbread. We need more information. A recipe?

quaigle—The queasy or sinking-in-the-stomach feeling from the motion of a vehicle passing rapidly over a rise-and-fall in the road surface. Said to be current in WI, IA, nIL. Reported 1979. Is it known elsewhere?

qualify—A verb meaning to change the quality of a liquid in some way—e.g., to put cream into coffee, water into wine, etc. An old sense—is it still current?

quarter—As in quarter lunch (reported from cnAK) taken during the work period, and quartering time (from IL) when such a lunch is taken. We need more on this—is it a kind of “break”? Where and when taken?

quarter to nine—Meaning “very close,” as the hands of a clock are when showing that time. How current is this? In what context?

Quebec choker—Apparently a lumbermen’s term for a tool. How did it work to explain the name? Where and when?

quern—A stone hand-mill. Is this only a book word or are querns still in actual use anywhere and known by that name?

quickstarts—A type of sneakers. Reported once, 1971, from wMT. Where else is this term in use? What explains the name?

quiddle—From New England, “To busy oneself with unimportant things.” From CT specifically, “To give a piece of information or news too soon.” These meanings, reported separately, can hardly be reconciled. More, please, if you know the word.
One, Two, Three! DARE Is Here Again

Yes, Volume III (I–O) of our great Dictionary of American Regional English is indeed on its way, scheduled for mid-November.

(For a preview of Volume IV, turn to p. 27.)

Volume III (and its older siblings) will be on display at the Bring-Your-Own-Book reception at this year's ADS Annual Meeting in Chicago, but you don't have to wait that long to hold it in your arms. Below is a coupon with all you need to know to order Volume III for yourself—and the previous volumes, if you don't yet have them.

Are ADS members getting smarter? When we had a contest to identify Volume II words five years ago, nobody got them all. But this time, out of 27 entries for the Volume III quiz in our May issue, five were perfect: from Brad Grissom, Fritz Juengling, Jonathan Lighter, Dale Coye and Ron Arruda. The first three arrived the same day, so a drawing was held and Juengling declared winner of the prize copy of Volume III.

For those who needed help, the answers are given at right.

In August, DARE was given $5,000 from the B.F. Goodrich Co. Foundation. This evoked personal ties from long ago: Cassidy worked at Goodrich in 1924, and Hall's father was working there when she was born.

1. idiot stick j  a. stilts
2. inchworm w  b. harvest festival
3. infare days q  c. catalpa bean
4. johnny walkers a  d. cut into pieces
5. jugarum k  e. bell pepper
6. Juneteenth r  f. report
7. junk d  g. snack bar
8. kermiss b  h. unusual
9. king's ex l  i. Spanish moss
10. kram s  j. shovel
11. kensington y  k. bullfrog
12. lady cigar c  l. time-out
13. lanai t  m. go into hiding
14. larrup u  n. press hard
15. lay up m  o. inquisitive person
16. mango e  p. sandstorm
17. mash n  q. honeymoon
18. maypop v  r. emancipation day
19. mulligrubs x  s. junky stuff
20. norate f  t. porch
21. neb-nose o  u. thrash
22. night prowler z  v. passion flower
23. noshery g  w. looper
24. off-brand h  x. unwellness
25. Oklahoma rain p  y. sewing club
26. old man's beard i  z. earthworm

Everybody can be a winner—at least a 20 percent winner—with the coupon below.

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VALUABLE COUPON

20% OFF list price of the brand new
Dictionary of American Regional English, Volume III
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List price $75; with this coupon, $60 each. Add $4.50 to your order for shipping.

___ Volume I [A–C], ISBN 0-674-20511-1
___ Volume III [I–O], ISBN 0-674-20519-7

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Please mention: Promotion code 22–100

Coupon valid through June 30, 1997
Call for Submissions

The ADS Teaching Newsletter invites you, your colleagues, and your students to submit book reviews, short articles on pedagogy, notes on teaching ideas, and related materials. If you or a colleague has (or might be persuaded to compose) an item for the newsletter, please contact Alan D. Manning, Dept. of Linguistics, Brigham Young University, Provo, UT 84602. E-mail: alan_manning@byu.edu

Dialects and The Composition Classroom

Kirk Hazen, Department of English
North Carolina State University

A valuable site for teaching about dialects is available and often underused at most universities, the composition classroom. Composition teachers look to employ programs and material which are detailed and provoking; debates on dialects and correct English meet both criteria. College composition classes provide an ideal forum for discussing dialects and getting out the word about their legitimacy and use in American society.

Dialect study can be incorporated into the composition classroom in one of two ways. The local dialectologist can give a one-day dialect awareness program as part of some other lesson, or the composition teacher may choose to design an entire lesson around a language topic--such as correct English, the English-only movement, or dialect discrimination--including in the lesson a paper assignment on the topic. Dialect awareness programs provide an intriguing subject on which students can hone their analytical skills while focusing their attention on language itself.

As a dialectologist and a composition teacher, I teach an entire lesson on dialects and correct English, giving a dialect awareness program which portrays dialects as natural, patterned, and legitimate parts of people's lives. Two underlying assumptions in dialectology of which students are often not aware--that speaking and writing differ in form and that prescriptive and descriptive grammars differ in goals--need to be fully explained.

Especially by establishing the notion of descriptive grammar, students can develop notions of legitimate dialect patterns. The dialect features I illustrate are those of Appalachian English, African-American Vernacular English, and Southern English. Specifically working from the dialect awareness programs designed by Walt Wolfram (1996), the class investigates the patterns of a-prefixing, habitual be, and the merger between /I/ and /e/ before nasals, by comparing descriptively
grammatical and ungrammatical sentences. For the a-prefixing pattern, we analyze three sets of data, each designed to show one aspect of the requirements for a-prefixing: an a-prefix may only be attached to 1) a verb with 2) no preceding preposition and 3) with stress only on the first syllable. Most students find this dialect feature to be a mark of ignorance or quaintness before conducting this exercise, but they usually change their views after perceiving a regular rule in the data. I give examples of descriptively grammatical and ungrammatical (*) sentence pairs like those below.

**LIST A:**

a. *a-Buildin' is hard work.

b. She was a-buildin' a house.

**LIST B:**

a. *They make money by a-buildin' houses.

b. They make money a-buildin' houses.

**LIST C:**

a. *She was a-discoverin' a trail.

b. She was a-followin' a trail.

For habitual *be*, much the same format is given. Students investigate one set of data which contrasts habitual versus nonhabitual activities and they look for the pattern in the descriptively grammatical sentences. Although they understand the pattern, most students, both European-American and African-American alike, struggle more to perceive this feature as legitimate than the others. Their persisting disbelief offers the dialectologist an opportunity to demonstrate the ranking of American dialects on a scale as determined by the social status of the people who speak them, and not on the intrinsic, linguistic qualities of the dialect itself.

a. They be tired all the time.

b. *They be tired right now.

For the Southern vowel merger, the students are presented with two sets of data, one in which the vowels would be merged and one in which the vowels would not be merged. I either play a tape of a Southern speaker reading each list, or preferably I have a Southern student from the class read the list. The students then observe in which list the vowels are pronounced the same (A) and in which they are pronounced differently (B). They analyze the data and determine the controlling factor in the pattern, the following nasal. We formulate a descriptive rule and call it the Southern vowel rule. We then test the rule on a third set of data where some of the pairs of words will demonstrate merger and some will not.

**LIST A:**

1. tin and ten
2. kin and Ken

**LIST B:**

1. lit and let
2. pick and peck

**LIST C:**

Same or Different?
1. bit and bet
2. bin and Ben

Having established the legitimacy of all dialects, the students then take up the question of whether correct English exists and what the
relation between correct English and dialects might be. By considering this one question, they are prompted to consider prescriptivism, the social structures that enforce prescriptive values, the social aspects of dialects, and the methods by which they themselves are evaluated in their classes and in their profession. The two most common relationships between correct English and dialects suggested are 1) correct English as a basis for all dialects and 2) correct English as the most efficient form. Of course the students' definitions of correct English must first be questioned.

Perhaps the student conceives of correct English in the traditional sense as a set of prescribed forms, but for the first relationship the student may also conceive of the term "correct English" as denoting the set of all features common to all dialects (e.g. a rule of this kind of correct English would be "Do not arrange two prepositions contiguously": *She's in at the store*). For the second relationship, correct English may have a rhetorical sense; the best dialect would be the most appropriate for the audience.

Thus, a politician speaking to a group of North Carolina tobacco farmers would be better off speaking their local dialect and a different but equally appropriate dialect with a group of Wall Street investment bankers. This second concept of correct English, as the most rhetorically appropriate dialect, appears to be quite widespread among first year college students.

Their research and class discussion on dialects and correct English culminate in a five page paper where they argue about what roles dialects and correct English should play in their lives. The desired goal of this paper is to engage students in the rigorous analytical task of understanding the nature of dialects and prescriptivism.

For the assignment, I give general guides but allow the students to creatively organize and choose their argument. I present the issue of correct English and dialects as a debate and assign readings from different positions— including the first two chapters of Wolfram (1991) and "Why Good English is Good for You" by John Simon (1990). I have them decide which position they want to argue and assure them I will make no grading decision based on their position. I then have them freewrite in order to dredge up their beliefs about dialects so they can deal with the readings consciously and honestly. Besides the readings, they may include their own dialect encounters as support.

I ask them for several drafts since both the subject matter and the assignment are challenging. The problems students often produce reflects the complexity of the
assignment: the rate of sentence fragments rises (students are focused on ideas instead of just sentences) and many students cannot focus on one argument. They also produce titles such as the following: "Standard Spoken English: Myth or Reality?", "Ain't You Learned Correct English?", "Dialect: To Be Good English or Not to Be?.

In these papers, students usually take up one of three claims. The first claim is that correct English should be used by all people at all times. This claim may not necessarily be what students believe but most often is the position that students believe is easiest to defend; it is a dogmatic, categorical position which the students have often heard from teachers and parents. The second claim is that dialects are natural and legitimate and need to be accepted by everyone. The third claim is what students view as a middle-ground between the first two claims, that prescriptive English should be used for formal writing and speaking but that dialects should be used rhetorically for all other circumstances.

From the assignment I receive a variety of comments, most often

I had never thought about their dialect [Appalachian or African-American] as anything but wrong. I didn't realize it had rules.

and

I always felt so embarrassed when I spoke to anyone from outside my area because I knew they thought I was stupid because of the way I talked. Now I don't feel that bad about the way I talk.

Generally, the students retain a heightened awareness about dialects and appreciate their new perspective on a topic, grammar and language, that had previously been beaten into their heads.

With dialect study incorporated into the college composition classroom, the teachers can benefit from an assignment and lesson packed with research goals, relevant for the students, providing analytical challenges, and several debatable topics. Dialectology benefits in general from students' and teachers' heightened awareness of the role of dialects. A dialect lesson in a college composition course can bring to the students topics which they find current and which the students can then transform into papers by analyzing an integral part of their lives, language.

References

