

NEWSLETTER OF THE
AMERICAN DIALECT SOCIETY

NADS 34.3

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NADS is sent in January, May and September to all ADS members. Send news and queries to editor and executive secretary Allan Metcalf, English Department, MacMurray College, Jacksonville, Illinois 62650, phone (217) 479-7117 or (217) 243-3403, AAllan@aol.com. Erin Klee, administrative assistant.

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ADS Web site (Grant Barrett, webmaster):

<http://www.americandialect.org/>

ADS-L discussion list: To join, send to listserv@listserv.uga.edu the message:

Sub ADS-L Your Name

From: AMERICAN DIALECT SOCIETY

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FIRST CLASS

Remembering Allen Walker Read

On October 16, 2002, **Allen Walker Read** died at the age of 96, less than three months after the death of his wife Charlotte. Allen had been an ADS member and a contributor to ADS publications for three-quarters of a century, surely a record. His first ADS publication was an article in our long since extinct *Dialect Notes* for 1927; his last was the most monumental *PADS* ever, *Milestones in the History of English in America* this very year.

Richard W. Bailey's introduction to *Milestones* preempts the need to recapitulate his career here, and that volume gives ample evidence of his vast and unequalled contributions to the history of American English. The final chapter of *Milestones* is a personal reminiscence, "A Life Exhilarated by Language," a talk he gave at the ADS meeting in New York City ten years ago. During that talk I was fortunate enough to sit at his feet, holding the microphone and feeling the presence of a living legend. Reading that article brings his presence back. We will not see his like again.

and Donald M. Lance

On October 23, another long-time member and friend of ADS died suddenly: **Donald M. Lance**, professor emeritus of linguistics at the University of Missouri, Columbia. He was a soft-spoken Texan who took his adopted state to heart, becoming the all-time expert on the history and pronunciation of *Missouri*. Among his many accomplishments, in folklore and names as well as dialectology, he chaired the ADS Teaching Committee when it produced the MLA publication *Language Variation in North American English: Research and Teaching*, which he co-edited with Wayne Glowka. He masterminded the masterful Twelfth Edition of John Samuel Kenyon's *American Pronunciation*, with an extensive introduction and even more extensive appendixes. He arranged the Tamony Lectures on American Language, commemorating the Tamony Collection of American slang that he helped bring to his campus, and gave the 15th annual talk himself in 2000. And he correctly located (in the Pittsburgh area) the accent of an amnesiac woman who had turned up in Columbia without knowing where she came from.

To the end, he was an active email correspondent and participant in the ADS-L discussion list. He too will be sorely missed.

Dictionary Society Deadline

December 1 is the deadline for abstracts for the 14th biennial meeting of the Dictionary Society of North America, to be held at Duke University in Durham, North Carolina, May 29–31. This is perhaps our closest sibling society, similar to ADS in size and with strikingly similar membership. For information on the meeting and specifications for the abstracts, see the website at

<http://www.duke.edu/web/linguistics/dsna.htm>.

Nominations Still Welcome

There is still an opportunity to nominate a student, graduate or undergraduate, for a four-year Presidential Honorary Membership starting in 2003. Each year the ADS president awards three of these memberships; recipients pay no dues for the four years and are guests at the Annual Luncheon. Any ADS member may nominate a candidate by sending an explanatory letter of recommendation to **Dennis Preston**, Linguistics, Michigan State Univ., East Lansing, Michigan 48824; preston@pilot.msu.edu.

Annual Meeting 2003: Atlanta, January 2–4

For our 2003 meeting we follow the LSA to the South, hopefully evading the interesting weather that prevented Southerners from venturing to our left coast meeting at this time a year earlier.

LSA Registration: As usual, as guests of the Linguistic Society, we must register with them; as usual, we get to register at the LSA members' rate. For preregistration (sent by Dec. 2) that's \$70 for regular members, \$60 for emeriti, \$30 for students and unemployed. Send a check (sorry, no credit card charges) to LSA Secretariat—Annual Meeting, 1325 18th St. NW Suite 211, Washington DC 20036-6501. After Dec. 2, registration on site costs \$85, emeriti \$70, students \$35. Registration gets you a meeting handbook and admission to all LSA sessions, as well as the ADS ones.

ADS registration: Additional and *entirely optional*, but those who attend ADS sessions are encouraged to register with the ADS Executive Secretary for \$20, students \$10. This helps defray the cost of our reception and earns you a distinctive decoration for your LSA badge.

Hotel: As guests of LSA we are entitled to the LSA rate at the Atlanta Hilton, 255 Courtland Street NE, Atlanta, GA 30303. Rooms at \$69 a night (single) and \$79 (double or twin) may be reserved by calling (877) 667-7210 or (404) 695-2000 and requesting the Linguistic Society rate. See the LSA website: www.lsadc.org.

Future LSA-ADS meetings: 2004 Jan. 8–11 Boston Sheraton; 2005 Jan. 6–9 San Francisco Hyatt; 2006 Jan. 5–8 Houston; 2007 Jan. 4–7 New York Hilton; 2008 Jan. 3–6 Chicago Hilton; 2009 Portland.

Annual luncheon: 1:15 p.m. Saturday, Jan. 4. Speaker: ADS President **Dennis Preston** (see Page 11). For \$40 inclusive (our cost) you get: croissant sandwich with chicken tarragon salad and sun-dried tomatoes; tricolor pasta salad garnished with red grapes, sliced tomatoes and oak leaf lettuce; homemade Southern pecan pie with Kentucky bourbon sauce; rolls and butter; coffee or tea. LSA friends are welcome. Please make reservations with ADS Executive Secretary Allan Metcalf at AAllan@aol.com.

Words of the Year: As usual, we will be choosing Words of the Year, this time for 2002—words that were new, notable, or especially characteristic of the year. To nominate a word or phrase in advance, send it to New Words Committee Chair **Wayne Glowka**, Dept. of English and Speech, Georgia College and State University, Milledgeville GA 31061, wglowka@mail.gcsu.edu; or to **David Barnhart**, PO Box 2018, Hyde Park NY 12538, Barnhart@highlands.com. Then come to the committee meeting and the final vote on Friday, January 3. To see previous years' choices, go to the ADS website at www.americandialect.org.

Bring your latest book to the B.Y.O.B. exhibit and reception after the New Words vote on Friday the 3rd.

ADS at MLA, New York City, Dec. 29–30

At the annual meeting of the Modern Language Association in New York City, Dec. 27–30, ADS will have two sessions, arranged by **Michael Adams** of Albright College. Both are in the Hudson Room on the fourth floor of the Hilton New York.

To attend, even to peek inside the door, MLA registration is required. They are rather strict about that. If you're an MLA member and preregister by Dec. 1, it's \$95, and it goes up from there. See the MLA website at www.mla.org.

Session 483: "Sound, Meaning, and All That Jazz." Sunday, Dec. 29, noon–1:15 p.m.

Chair, **Anne L. Curzan**, U. of Michigan.

1. "Regional and Ethnic Variation in Oral Read-

ing Prosody of Non-fluent Readers." **Anne Marie Hamilton**, U. of Georgia.

2. "Diva and the Modern Woman." **Alice H. Deakins**, William Paterson U., and **David K. Barnhart**, Lexik House.

3. "Baseball Origin of the Term *Jazz*, 1913 in San Francisco." **Gerald Cohen**, U. of Missouri-Rolla.

Session 781: "Fashions and Self-Fashioning in Current American Speech." Monday, Dec. 30, 1:45–3:00 p.m. Chair, **Anne Marie Hamilton**.

1. "Rhesis from Burbs to Zines." **Mary Blockley**, U. of Texas, Austin.

2. "Slayer Style: Individuation and Cohesion in the Buffyverse." **Michael Adams**.

Thursday Afternoon, January 2: Attitudes & Perception

Session 1: Language Attitudes and Perception, 1:00–2:30 p.m.

Fulton/Cobb Rooms, Atlanta Hilton

1. “*Jew vs. Gentile*.” **Thomas M. Paikeday**, Lexicography, Inc., Brampton, Ontario.

This paper arises from an e-mail debate with a Jewish linguist on the proposition that *gentile* is an exclusionary term like *outsider*, *foreigner*, *stranger*, and *heathen* (with negative connotations) and *Brahmin*, *the elect*, *native speaker*, etc. (positive), hence properly used only in Jewish circles; non-Jews may find it objectionable when used in reference to them.

Evidence of the claim is adduced from recorded usage since the beginnings of Modern English, as in Jeremy Taylor, 1649, *Gt. Exemp.* xvii, par. 6: “The primitive Christians when they had washed off the accrescences of Gentile superstition...” down to Hermione Lee’s review of *Rabbit at Rest* in *The New Republic*, Dec. 24, 1990, p. 34: “Harry has this gentile prejudice that Jews do everything a little better than other people, something about all those generations crouched over the Talmud and watch-repair tables, they aren’t as distracted as other persuasions, they don’t expect to have as much fun.” It must be a great religion, he thinks, “once you get past the circumcision.”

Since this is a socially sensitive subject, the presenter would like to take a secret vote of the audience by passing ballots around before the presentation and announcing the results at the end.

2. “Reality Check! Evaluations of Real and Imagined Varieties of Non-U.S. English.” **Stephanie Lindemann**, Georgia State Univ.

This study investigates Americans’ ideologies about non-native English, examining the relationship between categorization and evaluation of non-native speakers. Listeners appear to respond to native varieties in the same stereotyped ways regardless of whether they can identify the variety correctly (Milroy & McClenaghan, 1977; Dailey-O’Cain, 1999); this study suggests that non-native varieties, which are relatively unfamiliar to listeners, may be perceived as largely undifferentiated and less closely linked to specific stereotypes. Native speakers of US English were given a list of countries to rate in terms of how “correct,” “pleasant,” and “friendly” they believed the English spoken by people from each country to be. They then listened to voice samples of speakers from a subset of these countries (U.S. and Italy, rated positively on the first task, and Mexico and Korea, rated negatively on the first task) and were asked to evaluate each speaker on the same attributes and guess where they were from. Ratings of actual voice samples did not always correspond to ratings made based on country names; nor were listeners’ guesses as to the non-native speakers’ place of origin accurate.

3. “The ‘Grand Daddy of English’: U.S., U.K., and Australian Students’ Attitudes Towards Varieties of English.” **Betsy Evans, Peter Garrett, and Angie Williams**, Cardiff Univ., Wales.

In order to gain an understanding of the status and awareness of different varieties of English around the world, university students in a variety of countries were asked to respond to the questions “Name countries around the world where you know English is spoken as a native language” and “What kind of impression do you get when you hear these varieties?” This paper focuses on results from British, American and Australian students. Our results contrast sharply with experimental type studies conducted by Bayard et al (2001) in which respondents rated U.S. English more positively on a variety of trait dimensions than Australian or New Zealand English. Our results show some similarities in attitudes among the British, American and Australian students in their perceptions of varieties of English other than their own, indicating some unanimity, while the local experience of the respondents is certainly visible. For example, the majority of British students’ comments about American English were negative while American students showed striking deference to British varieties. We find that comments from U.S. respondents on British English such as “Grand daddy of English,” indicating that British English is the most correct, are especially intriguing in light of Preston’s (1996) evidence that these particular U.S. respondents are among the most linguistically secure in the U.S.

Session 2: Lexical Variation in English: The American West and Montreal, 3:00–5:00 p.m.

Fulton/Cobb Rooms, Atlanta Hilton

4. “Variation on the Range: Ranching Terms in Colorado Folk Speech.” **Lamont Antieau**, Univ. of Georgia.

Originating under the direction of Lee Pederson in the late 1980s, the Linguistic Atlas of the Western States is a project devoted to the systematic gathering of data on American English as it is spoken in the western United States. In keeping with established Atlas methods, the project concentrates on older, rural speakers in the belief that they will be able to provide older forms unlikely to survive in the speech of subsequent generations. Taking into account the culture of

the western states, a sizable portion of the worksheets for the three-hour interviews conducted with informants is devoted to the elicitation of terms pertaining to ranches and ranching. Far from being a homogenous set of lexical items, ranching terminology is subject to a great deal of variation, due to a number of influences, including borrowing from other languages, notably Spanish, and variation in ranching practices by the cattle industry and the sheep industry. As its data set, this paper will take interviews conducted in Colorado in 1990, 2001 and 2002, concentrating mainly on those interviews collected during the last two years.

5. "Apparent Time vs. Real Time: New Evidence from Montreal English." **Charles Boberg**, McGill Univ.

Dialectologists and sociolinguists often rely on apparent time evidence to study language change in progress, yet this approach must always be evaluated in light of the possibility that age differences reflect change over speakers' lifetimes, rather than the evolution of the language. The best test of apparent time analyses is to compare them with "real time" data, by examining previous studies of the same variables in the same community. Such comparisons have so far produced inconclusive results.

In the study of Canadian English in Montreal, we have two previous studies with which to compare the results of a new dialect survey. The studies date from 1958, 1972, and 2000. All three employed similar methods and variables.

The comparison suggests that apparent time patterns do not always reflect a change in progress. In some cases, robust generational differences in the recent study exhibit continuity with earlier data. For instance, the proportion of Montrealers using "chesterfield" for "couch" has fallen from over 50% to 12% today, and shows a strong correlation with age in the new study, from 29% usage for older people to 0% for teenagers. In other cases, however, age correlations in the new study are not corroborated by real time data. While the new study indicates a decline in the long-/ah/ pronunciation of "vase", from 64% for older people to 22% for teenagers, the earlier studies show that the frequency of this pronunciation has remained stable at around 45% for the last 40 years.

6. "Substantial Evidence of Lexical Variation in El Paso, Texas." **Anne Marie Hamilton**, Univ. of Georgia.

One might not expect much lexical variation among retired middle-class Caucasians in El Paso, Texas. Most lexical variation in forms describing daily life is traditionally expected to occur over wide geographic areas or between groups differing in social class, ethnicity, and age, for example. In order to test this assumption, three-hour modified Linguistic Atlas style interviews, based on Lee Pederson's revised worksheets for the western states (Pederson, 1996), were conducted with forty native Caucasian El Paso retirees, providing around two hundred lexical variables.

This paper explores the lexical variation and examines the extent to which it correlates with urban/rural identity, parental origin, occupation, and biological sex. For example, one might expect only rural informants to use 'headquarters' to mean 'ranch house.' However, some urban El Pasoans show a surprising knowledge of rural terminology. Likewise, rural El Pasoans are not cut off from urban affairs. Many terms, such as the address forms 'Mother' and 'Daddy' for the lexical variables 'Mother' and 'Father,' are overwhelmingly shared between urban and rural El Pasoans. Other lexical variables, such as 'bureau,' 'sick __ my stomach,' and 'work shoes' show wide variation, not so easily attributable to rural/urban identity. It is possible that correlations exist instead between parental origin and occurrence of lexical forms. Where possible, El Paso data is compared to data from the Linguistic Atlas of the Gulf States, the Linguistic Atlas of the Middle and South Atlantic States, and Atwood's *Regional Vocabulary of Texas*. In addition to investigating lexical variation, this paper examines the semantic categories of forms the informants share in common and explores what they can tell us about the shared identity of this El Paso microcosm.

7. "The Snake River Region Revisited: Dialect Change in Southeastern Idaho from 1971 to 2001." **Sonja Launspach**, Idaho State Univ.

This paper discusses lexical data gathered in the Snake River region of southeastern Idaho by students at Idaho State University. The students used the vocabulary portion of the questionnaire from Hall (1985). Using both sets of survey results, a comparison of the overall totals of frequency of responses for items reveals three basic trends in frequency of responses. 1) No real change in highest frequency term for the questions (often accompanied by some shift in order of secondary terms). 2) There is a rearrangement in the order of frequency of the terms. This has two main variations: a) terms 1 & 2 switch places or b) there is an overall rearrangement of the terms; and 3) there is rise in the responses of 'don't know', where 'don't know' is the highest or a high frequency 'term' for a question. In addition to these observations, some new terms have been introduced, although most of these are reported at a relatively low frequency of use. The paper will present examples from each of these types of shifts.

In addition to shifts in frequency for usage of terms, there has been a loss of terms observed in the data. These terms fall into semantic categories usually associated with a more rural lifestyle. This finding gives us insight into ongoing social changes in this region as a more urban orientation for speakers emerges from the data.

Thursday Afternoon, January 2 (Cont.): Grammar

Session 3: Grammatical Variation, 5:30–7:00 p.m.

Fulton/Cobb Rooms, Atlanta Hilton

8. “Need in? Want Out?” **Erica J. Benson**, Michigan State Univ.

The status of *need/want + in/out* in the United States is unclear:

1. The cat needs in.
2. Mike wants out at the corner.

While most dialectology projects/reports and usage guides label such forms as regional, in particular, Midland, others claim they are widespread (cf. Allen 1975; Wilson 1993; Quirk et al. 1985)

Based on questionnaire data from 200 respondents, I report on acceptability judgments of *need/want + in/out* in Ohio and Michigan and attempt to account for the patterns found. Is it true that ‘the spread of the construction is so wide that it can scarcely be considered regional any longer’ (Ashcom 1953: 255)? Although at first glance it may appear that the forms are gaining wider acceptance, there is an important semantic consideration in their distribution. Compare the concrete uses in 1-2, in which a physical movement is intended or required by the subject, with the more abstract uses in 3-4, in which a desire to be involved or no longer involved is intended:

3. That sounds like a great plan. I want in.
4. Barry’s job has become too stressful; he needs out.

Concrete uses display a more regional distribution, while abstract uses show more widespread acceptance. This is confirmed in periodical databases, which reveal only abstract uses of *need/want + in/out* in the titles of articles, a context that comes under the close scrutiny of editors, e.g. *ABA Banking Journal*: ‘Serving the wealthy: Everybody wants in’ (Asher 2001:42).

9. “Grammar in Southeastern Ohio Speech: South Midland or Appalachian?” **Sandra L. Nesbitt** and **Beverly Olson Flanigan**, Ohio Univ.

Studies of American English dialect variation have delineated three general regions: the North, the Midland, and the South, with subregions marking internal differences and continua of change. However, the existence of a South Midland subarea has been questioned, with boundaries redrawn repeatedly since Carver (1987), Davis and Houck (1992), Frazer (1994), Flanigan and Norris (2000), and, most recently, the *Atlas of North American English* (Labov, Ash, & Boberg, in progress) have debated the validity of the original lines proposed by Kurath (1972), Kurath and McDavid (1961), and others.

Such divisions and re-divisions have been based largely on lexical and phonological differences across boundaries. The present study focuses on the morphology and syntax of vernacular speech in southeastern Ohio. Ten long-term residents of working class background and ranging from 18 to 65 were interviewed in familiar and casual settings. In addition, a questionnaire on recognition and use of 40 grammatical constructions was given to 50 students at a local vocational high school.

Results show the continued use of forms traditionally labeled South Midland or Appalachian in this hilly and relatively isolated part of Ohio. These include leveled and regularized verb forms, perfective *done*, *a*-prefixing of progressive verbs, the personal dative, existential *it* and *they* for *there*, uninflected plurals of measure, and subject relative pronoun deletion. It would appear that grammar, like pronunciation and lexicon, justifies the inclusion of southern Ohio in the South Midland area and, more specifically, that a trans-Appalachian subarea can be identified in the upper Ohio River Valley.

10. “An Investigation of LAGS Past Tense Forms.” **Allison P. Burkette**, Univ. of Mississippi.

This paper begins with a brief tour of the Linguistic Atlas of the Gulf States responses for the past tense forms of *come*, *done*, *run*, *give*, *see*, *throw*, *catch*, and *know*. Within these responses is an astonishing amount of past tense variation, both in terms of the great quantity of non-standard forms and the number of different manifestations of those forms.

This paper focuses on the standard and non-standard responses as they relate to state (region/rurality) and education level and, to an extent, how the use of specific forms relates to age and ethnicity. Data from over 900 speakers in 8 states allows for strong statements to be made about the relationship between language use and these social variables. LAGS data provides a wealth of untapped linguistic data that can expand our understanding of past tense variation in Deep South states.

Friday, January 3: Executive Council, New Words, Phonetics

Executive Council, 8:30–10:30 a.m.

Clayton Room, Atlanta Hilton

Open meeting; all members welcome. Presiding: ADS President **Dennis Preston**.

The Executive Council discusses and sets policy for the Society and hears reports from officers, editors, committee chairs, and regional secretaries. This year's most important agenda items are:

1. Matters concerning *American Speech* recently raised by editor Connie Eble. Among them, she would like to retire as editor after her tenth year (in 2005), so we need to begin a search for a new editor.
2. Changes to the ADS constitution proposed by Ronald Butters. (See Page 22.)

Words of the Year Nominations, 10:30 a.m.–noon

Clayton Room, Atlanta Hilton

Open meeting of New Words Committee. Chair, **Wayne Glowka**, Georgia Coll. and State Univ. Review of new words of 2002, and of nominations for Words of the Year (see Page 3). Final candidates will be identified in preparation for the afternoon vote (see Page 9).

Session 4: Phonetics and Phonology, 2:00–3:30 p.m.

Fulton/Cobb Rooms, Atlanta Hilton

11. "Show Me Mergers: How Missourians Deal with Too Many Vowels." **Matthew J. Gordon**, Univ. of Missouri, Columbia.

The state of Missouri has long been known as a dialectological crossroads where the South meets the North. The traditional blend of dialect features heard in Missouri reflects historical trends including settlement patterns. Today, Missouri speech continues to show influences from various regions though apparently not due to any population shifts. Instead, linguistic changes with broad regional currency appear to be moving into the state.

This paper investigates two vocalic mergers that are currently heard throughout Missouri. One is an active sound change: the merger of the low back vowels of *cot* and *caught*, which appears to be spreading eastward across the state. The other is the "pin/pen merger," a conditional merger that is actively spreading in some areas but seems to be fairly well established in Missouri. To examine the distributions of these mergers, two different types of data are presented in this paper: (1) written questionnaires from over 800 respondents representing a fairly wide social range; and (2) production data from sociolinguistic interviews with approximately 100 adolescents.

This research shows that the *cot/caught* merger has progressed much further than indicated by previous studies such as Labov's phonological atlas survey. It also suggests that the *pin/pen* merger is developing into a marker of rural speech. In addition to discussing the distributional patterns related to these particular dialect features, the paper also addresses methodological questions about the reliability and comparability of the differing types of data employed here.

12. "Mergers in the Mountains." **Kirk Hazen**, West Virginia Univ.

This paper focuses on a geographic overlap of vowel mergers in West Virginia. The paper first details the dialectological indications of West Virginia's isoglossic boundaries, specifically the evidence for the Southern and Northern sociolinguistic split of the state. The paper then turns to a qualitative and quantitative analysis of geographically-overlapping vowel mergers. East of the Mississippi, the low back merger (e.g. *cot/caught*) has traditionally been seen as a Lower North feature. The prenasal front lax merger (e.g. *pin/pen*) has been traditionally a Southern feature. Evidence from the Atlas of North American English (Labov, Ash, and Boberg forthcoming) complements data drawn from a subject pool of 70 speakers recorded in West Virginia. The prevailing trend is that subjects born after 1970 appear to have both mergers in production; older speakers tend to have one or the other depending upon cultural identity.

As the cultural affiliations of these two mergers have not been the same, neither has their degree of stigmatization: Testimony from subjects who have both mergers is given concerning the different forms of stigma they have received. Between the sociogeographic distribution of the mergers and the social attitudes about them, a hypothesis is proposed that in an abstracted manner, West Virginia is closer to sociolinguistic unity than at any other time in its 139 year history.

13. "N/o:/ W/e:/ J/o:/ s/e:/: A Look at Monophthongization in Two NCCS Dialects." **Nancy Niedzielski** and **Alexis Grant**, Rice Univ.

Friday Afternoon, January 3 (Cont.): Discourse Communities

Discussions of monophthongization of diphthongs tend to focus on the low vowels, such as the monophthongization of /aj/ in various dialect shifts in American English. However, we have found evidence for significant monophthongization of the mid tense vowels, attested in basically anecdotal descriptions of Minnesota English.

In this paper, we present the results of research based on twenty speakers from two dialect regions participating on the Northern Cities Chain Shift. We have analyzed and charted the vowels for ten speakers from Mankato, Minnesota, and ten speakers from Detroit, Michigan, and have found several differences in the progression of the vowel shifts in the two groups of speakers, particularly with regard to the monophthongization of the mid vowels /e/ and /o/. We have found that while the Minnesota speakers demonstrate clear monophthongization for both the mid-front and mid-back vowels, Michiganders only demonstrate this process for the mid-back vowels. In addition, the Michiganders produce a more fronted /o:/ than the Minnesotans, and a more raised nucleus in /ej/ than the /e:/ produced by Minnesotans.

We suggest that such patterns of monophthongization are important features of the NCCS, and systematic descriptions of this in other NCCS dialects are warranted.

Session 5: Discourse Communities, Strategies, and Speech Acts, 3:45–5:15 p.m.

Fulton/Cobb Rooms, Atlanta Hilton

14. “Linguistic Ecology and the Construction of Sociocultural Identity: Discourse Communities of a Southern American University.” **Catherine Davies**, Univ. of Alabama.

The linguistic ecology of a Southern American university community is examined through interviews and participant observation from a “constructionist” theoretical perspective (Ochs 1993). This perspective highlights the role that communicative phenomena play in the production and reproduction of sociocultural identity, as mediated by (1) the degree to which interlocutors share interpretive conventions; (2) the degree to which they share a history which links acts and stances to a particular identity; and (3) their differential capability of ‘ratifying’ sociocultural identity. Institutional entities oriented to the teaching of English, groups defined by variety of English spoken, and cross-discourse-community interactions are examined from this perspective within the general framework of interactional sociolinguistics (Gumperz 1982). The analysis draws simultaneously on microanalyses of interactions between members of different discourse communities and a macroanalysis of discourse communities within the linguistic ecology of the university community itself. The study reveals that notions of prestige (overt and covert) and stigma are heterogeneous, do not constitute even shared knowledge let alone shared norms, and may be situationally interpreted as part of the co-construction of sociocultural identity. Thus in a sense each individual inhabits a different “world” in the same situated context, and the notion of sociocultural identity is revealed as a complex construction based in inferential processes. The study highlights the need for enlightened exposure to linguistic variety in language programs, i.e., a descriptive approach which emphasizes the role of linguistic variation in the representation of sociocultural identity and also the importance and the sociopolitical nature of prescriptive judgments about language.

15. “Appalachian Discourse Strategies in the Literary Dialect of Charles Frazier’s *Cold Mountain*.” **Stephanie Hysmith**, Ohio Univ.

Authors often use traditional literary dialect to add regional flavor to their characters and to demonstrate social class. The most common forms are “eye dialect” and other misspellings which attempt to represent regional, often non-standard, pronunciation. Some authors’ attempts may render a text nearly incomprehensible or at least momentarily confusing. Because of the use of these forms, Appalachian literature has been less widely read than other genres. So why was the first novel by an unknown Appalachian author, Charles Frazier’s Civil War novel, *Cold Mountain*, so phenomenally successful, appearing on the *New York Times* bestseller list for 82 weeks? One of the reasons is the paucity of “eye dialect” or other misspellings. Frazier masterfully demonstrates that an author need not resort to such manipulations in order to portray the language of a region. Instead, language distinctions emerge through the discourse strategies of the main characters, who show a propensity for indirect speech acts and hedging, for example, which conveys a kind of politeness and indirectness embedded in mountain culture. The paper will show what this indicates about the personal characteristics of the characters, how they conduct their lives, and how the Appalachian value system is reflected in their verbal interactions.

16. “Tobaccospeak: Image Repair as a Variety of American English.” **Roger W. Shuy**, Georgetown Univ.

People get caught with their hands in the cookie jar. Image repair, a common speech event (Hymes 1961) that follows public embarrassment, has predictable strategies with considerable variability in the quantity and quality of how these strategies are employed. The tobacco industry, now facing a serious image repair problem, reveals its approach in its public websites. This paper documents the image repair strategies and language variability of Philip Morris, noting that

its language strategies include mitigating its initial mea culpa, displaying its good intentions, shifting the blame to others, cataloging the good things it has done, and minimizing the problem by redefining, camouflaging, and distancing itself from its embarrassment, often using vague and ambiguous language. Although the industry can be faulted for being deceptive before and during the tobacco settlement of 1998, its language behavior during this period of image repair appears to be a more sophisticated version of what the careful person (or company) does in such circumstances.

Words of the Year: Final Discussion and Voting, 5:30–6:30 p.m.

Fulton/Cobb Rooms, Atlanta Hilton

Discussion and voting on nominations determined in the morning (see Page 7). All present are invited to vote.

Bring-Your-Own-Book Exhibit and Reception, 6:30–7:30 p.m.

Clayton Room, Atlanta Hilton

Tables will be available to display your books and order forms.

Saturday, January 4: Business Meeting, Regional Varieties

Annual Business Meeting, 8:00–9:00 a.m.

Fulton/Cobb Rooms, Atlanta Hilton. Agenda:

1. *Nominating Committee report*: For Vice President 2003-04, succeeding to President 2005-06: **Joan Hall**, Dictionary of American Regional English. For Executive Committee 2003-06: **Robert Bayley**, Univ. of Texas, San Antonio. For Nominating Committee 2003-04: **Bethany Dumas**, Univ. of Tennessee. Additional nominations may be made by a petition with the signature of at least ten members; it must reach the Executive Secretary by December 20. Those elected take office immediately after the end of the current Annual Meeting.

2. Proposed amendments to Bylaws. (See Page 22.)

3. Other matters.

Session 6: Regional Varieties, 9:15–11:15 a.m.

Fulton/Cobb Rooms, Atlanta Hilton

17. “Urbanization vs. Regionalization in Utah Speech: A Reanalysis with Ramifications.” **David Bowie**, Brigham Young Univ.

Previous analyses of variation in spoken English in Utah have come to different conclusions concerning the issue of whether region or urbanness is the stronger influence. These claims are best exemplified by the studies conducted by Helquist and Lillie. Helquist claimed that urbanness is most important, with an urban variety emerging immediately around the Salt Lake City metropolitan area. Lillie, on the other hand, made the explicit claim that region is more important than urbanness, with the most urbanized areas of Utah actually falling within a larger “northern Utah” region that also includes vast tracts of rural space.

This paper presents a reanalysis of Lillie’s data, looking at the geographical distribution of the data more finely than before and paying particular attention to phonetic items previously reported in the literature (such as pre-lateral vowel laxing). The results of this analysis show that, at some level, claims for the importance of both regional and urbanness effects are valid. However, to fully explain the variations in the data, separate geographic regions *within* urbanized areas must be defined, which requires the adoption of assumptions that run counter to claims that single metropolitan areas are essentially linguistically unitary. The importance of the finding that individual urbanized areas are not necessarily unitary is discussed, with particular emphasis on the ramifications for sampling methodologies in dialectological research.

18. “The Regional Alignment of African American English in the Smoky Mountains.” **Becky Childs**, Univ. of Georgia; **Christine Mallinson**, North Carolina State Univ.

Recent studies of bi-ethnic enclave dialect communities in the South suggest that earlier versions of African American speech both accommodated local dialect norms and exhibited a persistent substratal effect from the early African-

Saturday Morning, January 4 (Cont.): Region, Culture, Gender

European contact situation. This presentation extends the analysis to examine Texana, North Carolina's largest community of African Americans in the Smoky Mountain region of Appalachia. This study examines the extent to which African Americans share the local dialect with cohort European Americans and what this reflects about the status of earlier African American English (AAE) in Appalachia by considering key phonological and morphosyntactic variables.

As has been found in previous studies of enclave dialect communities, data from older Texana residents both confirms the regional accommodation of earlier AAE and points toward a substrate influence in the historical development of African American Vernacular English (AAVE). In contrast to what was expected for Texana's younger residents, analyses indicate that their dialect is not aligning with a supraregional norm of AAVE but rather is accommodating to a more Southern English norm. This paper discusses how sociological and sociopsychological factors may be influencing the direction of language change for these young African Americans.

19. "Prolegomena to Any Future Historical Dictionary of African American English." **Michael Adams**, Albright Coll.

Many of us increasingly feel the need for a historical dictionary of African American English. I renew previous proposals that the ADS eventually sponsor such a dictionary.

Experience teaches that any historical dictionary undergoes a long and strenuous stage preliminary to any editing, during which research essential to making a great dictionary is amassed and expectations for the function and form of the dictionary developed. Makers of a historical dictionary of AAE will face many challenges, some of them routine to historical lexicography and some of them unique to treatment of AAE, and we cannot start preparing soon enough if we would like to begin editing such a dictionary by mid-century.

For instance, we need to locate, edit, and "produce" texts (i.e., collect fragmentary evidence); we need to compile a foundational bibliography for the project, one that confronts many vexing textual problems; we need to learn much more about the history of African languages and we need to continue research into African-language based creoles begun so brilliantly in the last century; and we need to imagine what an entry in such a dictionary would look like. For instance, how will entries provide grammatical information (a bigger challenge for a dictionary of AAE than for other English dictionaries), and what place will folk etymology have in entries? Given the paucity of early texts, entries will need to incorporate relatively oblique evidence, and entries will, as a result, have a "texture" different from the texture of entries in other historical dictionaries.

20. "English Comes to Georgia, 1700–1750." **Richard W. Bailey**, Univ. of Michigan.

Early eighteenth-century Georgia was a multilingual region, and English settlers (and the English language) did not find a warm welcome there. My paper will summarize the historical events that bear upon the introduction of English and offer ideas about what varieties of English entered with them. Return with me to those thrilling days of yesteryear when Chutabeeche and Robin, two war chiefs, welcome General Oglethorpe to Savannah in 1738 and where they found Mary Musgrove ready to translate their eloquence into English.

Session 7: Gender and Culture, 11:30 a.m.–1:00 p.m.

Fulton/Cobb Rooms, Atlanta Hilton

21. "Gender Differences in Narrative: The Case of Skydivers." **Stephen E. Brown**, Johns Hopkins Univ.; **Ceil Lucas**, Gallaudet Univ.

Gender differences in language form and use have been well documented in sociolinguistic studies (Coates 1998, Wolfram and Schilling-Estes 1998), and gender differences in narratives have also been described by Bell (1988), Sheldon and Rohleder (1996), and Holmes (1997), among others. Holmes, for example, observes that men and women use stories to 'do gender' and that "Telling a story is one means of presenting oneself and others as appropriately feminine or masculine in terms of current societal ideology, or alternatively, a story may be used to subvert or contest the dominant ideology" (1997: 273). This paper examines gender differences in Danger of Death narratives among skydivers. The paper builds on a recent study (Brown and Lucas 2002) which compared the Danger of Death narratives produced by skydivers and firefighters in the context of a sociolinguistic interview. We focus here on the narratives produced by seven male and five female skydivers about malfunctions—that is, life-threatening situations—that they have experienced while skydiving. Informants have levels of experience ranging from 200 to 12,000 jumps, the average being 5400. Narratives are compared for overall length and basic structure (e.g. monologic or dialogic, the nature of the various components of the narrative), for the use of specific linguistic features such as -ing/-in' and t/d deletion (using a Varbrul analysis), and discourse features such as constructed dialogue. Gender-related differences are described, along with

features shared across narratives, independent of gender and more directly related to the nature of the sport and the type of narrative elicited.

22. “Gender Variation in the Use of YES and NO in Tactile American Sign Language.” **Karen Petronio**, Eastern Kentucky Univ.; Valerie Dively, Gallaudet Univ.

During 12 one-hour interviews conducted in Tactile American Sign Language, female interviewees used the signs YES and NO almost twice as often as male interviewees. The interviewer, a Deaf-Blind woman, was fluent in Tactile ASL as were the 12 Deaf-Blind participants, 6 men and 6 women. In Tactile ASL, the receiver places their hand on top of the signer’s hand and receives language tactilely. In the 12 interviews, focusing only on the data from the interviewees, YES and NO occurred over 1200 times (averaging over 100 times per interview).

The instances of YES and NO can be categorized into at least 10 different functions, including use: as an answer to a question, as feedback, as a noun, as an agreement verb, as a predicate, in a preverbal position and at the end of sentences. While a few of these functions also occur with English *yes* and *no*, most do not.

In addition to providing brief descriptions and examples of the many functions of YES and NO, we will show correlations between sociolinguistic factors such as gender and age, and the frequency of use for the different functions. For example, the women’s more frequent use of YES and NO for feedback purposes is one of the factors which resulted in the signs YES and NO occurring almost twice as often among the female interviewees.

23. “Behind the Magic Screen: Cultural Values and Linguistic Prejudice.” **Patricia Cukor-Avila** and **Aubrey Hargis**, Univ. of North Texas.

Recent studies on animated Disney films suggests that the link between language variety and/or accent of the characters and the cultural and behavioral norms associated with certain races, ethnicities, and national origins is often discriminatory and misleading (Lippi-Green 1997: 101). Lippi-Green notes that 90% of all characters in Disney movies speak English natively, with American or British accents; these characters are typically “good,” with the exception of characters who speak socially stigmatized varieties of English, such as the thieves in *101 Dalmatians* or the hyenas in *The Lion King*. The representation of foreign-accented speakers is far more negative than that of U.S. or British English. For example, in *Aladdin* the Arabs who are evil have foreign accents while those who are good do not (Precker 1993), and the only Asian accents in *Lady and the Tramp* are given to the evil Siamese cats (Pandey 1997).

Research suggests that both adults and children make judgments about a person’s social attractiveness and competence based on accent alone, even as young as age five (Giles, et. al. 1983). In light of this finding, Lippi-Green (1997: 85) argues that animated films “teach children to associate specific characteristics and life styles with specific social groups by means of language variation.”

The present study investigates Lippi-Green’s hypothesis using a computer-based survey designed to test the language attitudes of a random sample of 7- to 12-year-old children. Respondents listened to recordings of speakers with various accents in English reading a short passage. They then rated speakers on social attractiveness and competence characteristics, and chose “life positions” for each speaker, such as king, cook, thief, or waiter. Respondents also answered a series of questions to determine movie-watching habits and exposure to non-native accents. Preliminary results support Lippi-Green’s suggestion of a correlation between viewing animated movies and negative attitudes towards accented English.

Annual Luncheon, 1:15–2:45 p.m.

Clayton Room, Atlanta Hilton

Speaker: ADS President **Dennis Preston**. “Where Are the Real Dialects of American English At Anyhow?”

For the delicious menu and information on making reservations in advance, please see Page 3.

Special Session: Teaching Varieties of English in America, 3:00–4:30 p.m.

Fulton/Cobb Rooms, Atlanta Hilton

Panel sponsored by the ADS Committee on Teaching. Chair: **Anne Curzan**, Univ. of Washington.

The Committee on Teaching hosts this panel session to examine specific pedagogical issues involved in teaching varieties of English in America. As Michael Adams and Anne Curzan (forthcoming) point out in the introduction to a special issue of the *Journal of English Linguistics* devoted to teaching American English, although American English has been spoken for almost 400 years, it has only recently become a subject of study in American classrooms; they argue that “serious study of American English should figure in the intellectual life of any educated American, and that, for cultural reasons, the teaching of American English in America is a fundamental educational concern.” We should, therefore,

Saturday Afternoon, January 4 (Cont.): Panel on Teaching

continue to initiate serious discussion of the most effective ways to teach varieties of English in America, both in published forums and in conference sessions, in order to encourage ongoing innovation and collaboration in developing better pedagogical approaches.

24. "The Broadest Impacts of Teaching About Language." **Kirk Hazen**, West Virginia Univ.

Although scholars who study language have demonstrated both the importance and the methods for teaching about dialects (Wolfram, Adger, and Christian 1999), a comprehensive and coherent educational plan has not been adopted by the daily professionals in secondary and post-secondary education. This paper presents such a plan for teaching how language works to high school and college students. Special focus is made in this paper on the benefits of understanding how language variation works: How can knowledge of language variation benefit the widest possible swath of educational realms?

This paper is part of a larger effort to incorporate knowledge about language into more mainstream curriculums. Following the model of the Council of Writing Program Administrators, the goal is to carefully delineate within the community of scholars widely agreed-upon outcomes. In other words, what knowledge, skill, and attitudes should students have about language? A preliminary estimate has a tertiary structure: Students should have a better understanding of the relation between language and biology, the relation between language and writing, and the relation between language and society.

With a coherent and comprehensive plan for what students need to understand about language, we can begin the arduous and extensive efforts of lobbying educational institutions (e.g. NCTE) and the general public. The goal is to have these outcomes established as the basics by the turn of the next century.

25. "Teaching American Dialects: Bringing Scholarship to the Schools." **Beverly Olson Flanigan**, Ohio Univ.

Textbooks presently available for teaching American English dialects, though varied in scope and audience design, fail to fully engage young students, who need to see explicit links between scholarly work and the real world of language use. Classroom instruction must apply scholarship to the speech community of friends, family, and hometown if it is to promote dialect awareness and tolerance of other ways of speaking. Recently I have participated in workshops for high school teachers in an attempt to talk about real language issues and their implications for teaching. One, on the Ebonics controversy of the late 1990s, dealt with misunderstandings surrounding the use of African American English in the schools; another focused on similarities between the Englishes of Africa and American Black English (in a workshop for South African teachers). Finally, in a summer institute on Appalachian literature for high school teachers, we compared Appalachian English with other varieties and looked at its use in fiction and film.

Using such text- and film-based activities would encourage more interest in traditional undergraduate courses as well as in high school classes. Collecting oral histories, exploring ethnic and linguistic roots in hometown and family, and doing archival research in letters, diaries, folklore, and music are other possibilities for extending dialect study beyond the classroom. Examples from my own undergraduate classes and from work done in local schools by my graduate students will be presented in this ADS colloquium.

26. "Varieties of English in America: The Creole Pieces of the Puzzle." **Alicia Beckford Wassink**, Univ. of Washington.

In teaching about "varieties of English" in "America," where do creole languages fit? According to the 1999 Statistical Yearbook of the United States Immigration and Naturalization Service, the population of immigrants to the United States of America from the Caribbean has exceeded 100,000 in each year since 1997. For many American students, the music of Bob Marley and the allure of reggae culture constitute the extent of familiarity with "West Indians." Myths abound regarding these individuals and the language(s) they speak. Two specific but distinct misunderstandings are commonly encountered: that creole languages are based upon French, or that speech in the anglophone Caribbean amounts to a lilting accent with a few lexical differences from English. Teachers, particularly those whose classrooms contain students from the English-speaking Caribbean, need to have a more accurate understanding of Creole varieties. This paper will address the importance of discussing Creole languages in classrooms in North America, both at the secondary and postsecondary level, and offer suggestions for using one variety, Jamaican Creole, for in-depth case study. Focused discussion on a single creole can serve as a way to introduce more general information about pidgins and creoles as well as to examine the specific linguistic, social, and political issues arising in locales where they are spoken. The paper will address more theoretical and ideological questions involved in teaching about Jamaican Creole and will provide specific pedagogical applications that have proved effective in bringing the topic and the language variety itself to life for students.

Directory of Members, September 2001

The information in this directory comes from our own ADS database and Duke University Press records. If it's wrong, or if you have been omitted, please let the executive secretary know (AAllan@aol.com), and he'll set matters straight with Duke too.

Special categories include ∞Life Membership, available for \$700 (minus the current year's dues, if paid; \$800 after Dec. 31); §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 \$25 per year for as many as three years.

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Proposed Changes in ADS Bylaws

At the suggestion of Ronald Butters, General Editor of ADS Publications, the following changes in the ADS Bylaws will be considered by the Executive Council on Friday morning during our annual meeting (please see Page 7) and then voted on at the Annual Business Meeting (please see Page 9). Approval requires a majority of members in good standing at the Annual Business Meeting.

There is nothing radical in these proposals; they simply bring the Bylaws into accord with current practice.

CURRENT VERSION

1. The Executive Council shall appoint the editors of the Society's publications. Each shall hold office for two years, and may be reappointed. After consultation with and upon the advice of the editors, the Executive Council may appoint associate or assistant editors. Each shall hold office for two years, and may be reappointed. After consultation with and upon the advice of the respective editors, the Executive Council shall appoint a publications committee for the *Publication of the American Dialect Society* of three members serving three-year terms, one to be appointed each year, and an Editorial Advisory Committee for *American Speech* of twelve members serving three-year terms, four to be appointed each year.

2. Copyrights and reprint rights are covered by contracts drawn up by the Executive Council and executed jointly by the editor and the Executive Secretary.

PROPOSED REVISIONS

1. The Executive Council shall appoint the editors of the Society's publications. Each shall hold office for two years, and may be reappointed. After consultation with and upon the advice of the editors, the Executive Council may appoint associate, or assistant, and managing editors. Each shall hold office for two years, and may be reappointed. The Executive Council may also if desirable appoint a General Editor for American Dialect Society Publications; the General Editor will serve an indefinite term and may be removed by a majority vote of the Executive Council in session at any annual meeting. After consultation with and upon the advice of the respective editors, the Executive Council shall appoint a ~~publications committee for the *Publication of the American Dialect Society* of three members serving three-year terms, one to be appointed each year,~~ and an Editorial Advisory Committee for *American Speech* of twelve members serving three-year terms, four to be appointed each year.

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Regional Abstracts

Programs for the regional meetings were announced in the May issue. With the meetings over by the time of publication of this issue, we present here only the abstracts that were not previously printed. The January issue will have calls for 2003 meetings.

Rocky Mountain: Scottsdale, Arizona, Oct. 10–12

“New York City!?: Italian and Yiddish Influence in the Big Apple.” **Ray Villegas**, Arizona State Univ.

The New York City accent has always been of great interest to me. Most Americans can pick out an east coast accent fairly easy but the challenging part is picking out exactly where that person is from. The part of the city or suburb that the person grew up in is exciting and memorable to that person. The accent spoken from different parts of the city denote territory, family, experience and history. This is what I find exciting about any accent. The history and stories that are involved that helped form the person’s particular accent. Having many friends from New York City, I chose to write a paper on the different accents of NYC, concentrating on the Italian and Yiddish cultures that have influenced the accent and why it is viewed as one of the most popular accents in America. I would also like to examine phonetic differences with people that do not have a NYC accent with people that do.

The sources I will be using for this research paper *Social Stratification of English in New York City* by William Labov, *Acting with an Accent* by David Alan Stern, Ph.D., and *Accent in Context* by Peter LangøBern, *Pronunciation of English in New York City* by Allen Forbes Hubbell. The data I have collected is applying the information that Labov and Stern uses to movies such as *My Cousin Vinny* and *Moonstruck*. I will also be interviewing 3-6 people from NYC that have Italian or Yiddish background and are from different areas of NYC such as Queens, Bronx, and Long Island. I have interviewed two people that match Labov’s findings on how the accent is affected by the environment and social structure.

Upon completion of the paper, I would like to continue researching this particular accent since there are many different types of accent coming into NYC. The material that we have researched could change on account of these different accents. I understand that Rap is playing an important part on changing the accent in little segments and it is being used by the younger generation of NYC. It will be interesting to follow this type of development from the first stages of the language and accent change.

“You Say /tɒmeto/, I Say /tɒmato/: Preference for British or American English.” **Mary Morzinski**, Univ. of Wisconsin-La Crosse.

This is an ongoing study of perceptions that nonnative speakers of English have for the British and American varieties of English. Respondents are asked for their age, level of education, occupation (or aspirations to such), gender, home language, and number years studying or using English. In the narrative part of the questionnaire, they are asked first for their overall perceptions of British and American and second for their preference for either variety as well as reasons for that preference. Here are a few preliminary conclusions from a total of 205 responses:

Overall, the perceptions of British have been that it is a more formal, more correct variety, but this formality was considered to be positive by some respondents and negative by others. Conversely, the American variety is considered to be less formal and more idiomatic; but as with the perceptions of British, these features were seen positively by some respondents and negatively by others. It is not surprising, then, that those aspiring to the field of education favored British whereas those interested in the field of business and international relations slightly favored American.

Typically, females have aspired to more standard, or more acceptable, language forms while males have been comfortable using less formal or even stigmatized forms. It is significant, then, that the results of this study do not support these expectations.

Only a few respondents expressed, or admitted, that personal feelings toward British or American political policies influenced their perceptions of the language.

South Atlantic: Baltimore, Nov. 15–17

“Subdividing a Dialect Region.” **Sharon Ash**, Univ. of Pennsylvania.

The phonemic split of short *a* into tense and lax classes in the Mid-Atlantic region of North American English (e.g., tense *bad*, lax *bat*) shows detailed lexical, grammatical, and phonological conditioning. The dialects of New York City and Philadelphia both exhibit the split, but they differ from each other: the tensing environments in New York are a superset of the tensing environments in Philadelphia. It had originally been assumed that the intervening area in New Jersey would exhibit a gradual expansion of tensing environments from south to north, in a fan-like continuum of dialect differentiation.

(Continued on next page)

South Atlantic Abstracts: Continued from Page 23

This hypothesis has been contradicted by recent research designed to refine the definition of the varieties of the short *a* pattern in this region and to investigate the mechanism of their spread. Data are gathered by recording speakers in a large number of communities in the area under study in comparatively short, anonymous interviews. The results support the conclusion that the hierarchical (cascade) model of diffusion applies to the split of short *a* in the region of interest. The New York City pattern is sharply confined to the communities that are closest to New York; towns as little as a dozen miles away do not show the phonemic split at all. The area of this one-phoneme system extends southward to a narrow zone that marks the transition to the two-phoneme system of Philadelphia, around the middle of New Jersey. South of Philadelphia, the only places that clearly exhibit the phonemic split are the largest cities: Wilmington, Delaware, and Baltimore, Maryland. The smaller towns give little evidence of the Philadelphia system, but rather show tensing only before following nasals.

However, it appears that there are remnants of the phonemic split throughout the one-phoneme areas, which suggests that the two-phoneme system is the pre-existing condition and is being replaced. Data on a set of five lexical items with short *a* preceding intervocalic nasals are presented to provide a more precise description of the status of each community with regard to lexical diffusion in the tensing of short *a* in Philadelphia and the surrounding area.

In addition, a number of variables that distinguish portions of the Mid-Atlantic region are considered: lexical choice (*sub* versus *hoagie*), word class assignment (the preposition *on* as to whether it contains the phoneme /o/ or /oh/), and mergers before liquids (*Mary-merry-marry* and *fool-full*). It appears that these phonological and lexical variables, having more generality within the linguistic system, also have more generality across the geographical extent of the Mid-Atlantic region. The elements that are narrower in scope, the individual lexemes involved in the diffusion of short *a* tensing, do more to distinguish individual speech communities within the overall pattern of short *a* tensing.

Given the complexity of the phonemic split, the transition from a two-phoneme system to a one-phoneme system for short *a* is surprisingly abrupt. The data presented here add considerable detail to the picture of the relationship of neighboring speech communities to each other.

“Just How Southern is Charleston?” **Maciej A. Baranowski**, Univ. of Pennsylvania.

This paper deals with the position of Charleston S.C. in the South as a dialect area. Although often regarded as the most Southern of U.S. cities, Charleston has in fact never shared most of the features characterizing the sound system of what is linguistically referred to as the South, such as the Southern Shift. In addition, until fairly recently Charleston's vowel system contained features that made it distinct not only from the rest of the South, but also from most other U.S. dialects, such as monophthongal long mid vowels, the merger of /iyr/ and /eyr/, and Canadian Raising for both /ay/ and /aw/.

There is evidence that those features have now largely disappeared and that the dialect may be acquiring some Southern characteristics (Baranowski 2001). In order to test this hypothesis, eleven Charleston speakers ranging from 16 to over 90 years of age were interviewed. The interviews included spontaneous speech and the reading of a wordlist, and the speech was analyzed impressionistically and acoustically. In addition, two rapid and anonymous surveys were conducted in the city: one for /ay/monothongisation and the other for r-lessness. It appears that Charleston's sound system has lost its distinctiveness. While it may be acquiring some Southern features, it does not yet have most of them, and it remains a marginal Southern dialect.

“It's Not All Rain and Coffee: An Investigation into the Western Dialect of Portland, Oregon.” **Jeff Conn**, Univ. of Pennsylvania.

The regional dialect areas of the North Central, Midland and Southern United States have recently been the subjects of many investigations by both dialectologists and sociolinguists. However, the dialect region that is identified by Carver (1987) as the West has received very little attention. While Labov (1991, 1994) and others describe the Inland North part of the US by its participation in the Northern Cities Shift and the South by its participation in the Southern Shift, the only definition offered for the West (including Canada) is the stability of short-a /æ/ and the low-back cot-caught merger. While more detailed phonological data are given in the Atlas of North American English, the West is still not well defined or investigated. In spite of this simplified description of the West, Clarke, Elims and Youseff (1995), provide data for a vowel shift operating in Canadian English, involving the short front vowels. In addition to the Canadian evidence, Luthin (1987) suggests a similar chain shift operating in California.

In order to better describe the dialect region known as the West, this paper presents data from Portland, Oregon, the largest urban center in the state of Oregon. Because Portland is almost equidistant from both California and Canada, it is crucial to describe the dialect of Portland to gain a better understanding of a possible uniformity or discontinuity of the West as a single dialect region. If Portland is not behaving like Canada or California, which is partly supported by Carver

More Abstracts from the South Atlantic Meeting

and by the data in this paper, then Portland is emerging as a distinct dialect, and the construction of North American dialects which includes a unified West needs to be revised to accurately describe the current situation. While different aspects of the Portland dialect are discussed in this paper, there is a focus on short-a and the low-back merger. The analyses from these data suggest that short-a is not completely stable and that the low-back merger was not a feature that the dialect was settled with, but rather an innovation that occurred in the dialect over time.

“Variation During Rapid Language Obsolescence and Death: The Noun Gender System in Mississippi Gulf Coast French.” **Rebecca Larche Moreton**, Oxford, Mississippi.

Mississippi Gulf Coast French (MGCF) is a newly-reported, moribund dialect of French present in southern Mississippi since the early eighteenth century. Based on structure, MGCF is not a creole; based on external history, it is not Cajun, which is present in Louisiana only from 1755. MGCF is rather a Colonial French influenced by a creole and by English. Both African Americans and whites (identifying themselves as, respectively, ‘creole’ and ‘French’) are included in the small group of remaining speakers. Within the past seventy-five years, or three generations, the MGCF community has changed from monolingual in French, to bilingual in French and English, to its current state as a monolingual English-speaking community with francophone ancestors.

Variation appears in MGCF at all levels of analysis. The sixteen speakers are interviewed, ten women and six men, twelve of whom are white and four are African-American, fall into three groups based on their speech patterns. The first group, older fluent speakers, deviate from inherited structures of French in loss of phonemes, restructuring of the phonetic content of phonemes to encompass English material, reduction of the noun gender system, proliferation of personal pronouns, and loss with restructuring in the tense, aspect, and mood systems of the verb phrase. The second group, younger fluent speakers, share these characteristics and in addition have lost most of the morphology associated with noun gender. The third group, semi-speakers in Dorian’s terminology, is comprised of those whose production is defective; this group marks gender only in personal pronouns. The three groups of speakers correlate well only with age and the circumstances of acquisition of the French.

In this paper, I examine a complex of morpho-syntactic changes which have resulted in the restructuring and loss of the inherited French noun gender system, relate these changes to the known history of the community, and compare the MGCF noun gender system with the systems reported for other North American French Varieties.

“‘I seen some things *a-hanging* in a tree back there’: Grammatical Variation in the Colorado Corpus.”

Lamont Antieau, Univ. of Georgia.

While a great amount of data providing evidence of lexical and phonetic variation in American English was collected using the traditional methods of the Linguistic Atlas in such projects as LAMSAS and LANCS, dependence on on-site phonetic transcription in the earlier Atlas studies limits the kinds of analyses that can be done on macrolevels of language, such as syntax and discourse. The audio recording of interviews since the LAGS project, however, has made it possible to conduct grammatical analyses of the data using methods more commonly used in socio- and corpus linguistics.

This paper discusses work currently underway on interviews conducted in Colorado as part of the Linguistic Atlas of the Western States (LAWS). In this paper, I propose a typology for categorizing grammatical variation found in the interviews based on variants realized in completed transcriptions: 1) Regional variation (i.e. variants associated in the variationist literature with dialect regions in the eastern United States, e.g. a-prefixes, double modals, and other variants typically associated with the South); 2) Social variation (e.g. double negatives and subject-verb nonconcord); 3) Idiolectal variation (variants used by only one informant but on several occasions, e.g. the use by one informant of multiple complementizers in sentences like “*(If that you subscribed to that, why, you would get this big book)*” and 4) Cognitive variation (e.g. “I went down to Denver” used by an informant living south of Denver but at a higher altitude). The postulation of these categories is intended to enable us to arrive at a better understanding of the grammatical variation that occurs in the West while also providing an opportunity to reexamine some of our beliefs about variation in American English in general.

REGIONAL MEETINGS 2003

Rocky Mountain: Oct. 9–11, Missoula, Montana.
 South Central: Oct. 30–Nov. 1, Hot Springs, Arkansas.
 Midwest: (date not announced), Chicago.
 South Atlantic: Nov. 6–8, Atlanta.
 The next ADS newsletter will give details.

JOE HICKERSON’S MUSIC

“Vintage Paleo-Acoustic Pre-Plugged Folksinger” and ADS member Joe Hickerson offers his new CD of 17 folk songs and ballads, performed with a gathering of friends, for \$17 by mail direct from: Joe Hickerson, 43 Philadelphia Ave., Takoma Park MD 20912; jhick@starpower.net.

Variation, Baseball, ASL, New Words, African American

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

J.K. Chambers, Peter Trudgill and **Natalie Schilling-Estes**, editors. *The Handbook of Language Variation and Change*. Blackwell, 2002. xii + 807 pages. ISBN 0-631-21803-3. This volume provides a timely survey of the progress in studies of the social uses of language. It brings together 30 original chapters by a distinguished international roster of linguists, most of them members of ADS, as are all three editors. Topics include the social evaluation of linguistic variants, the role of age, sex, social class and other social variables in language use, and the functions of language in disparate social settings.

Gerald Cohen. *Dictionary of 1913 Baseball And Other Lingo*, volume 2: G-P. 237 pages; soft cover. Limited edition of 110 copies. \$25 + \$5 for shipping and handling. (Checks should be made payable to the University of Missouri-Rolla and mailed to Gerald Cohen, G-4 Humanities Social Sciences Building, Univ. of Missouri-Rolla, Rolla MO 65401. All funds remaining after publication costs are met will be donated to a scholarship fund at the University of Missouri-Rolla.) Primarily from the baseball columns of the *San Francisco Bulletin*, Feb.-May 1913. This work started as a careful search for the earliest attestations of "jazz" (used in a baseball context before a music one) and then broadened out as a whole variety of baseball terms and expressions came to his attention. Volume 1, published in 2001, is still available. 208 pp.; soft cover; likewise \$20 + \$5 for shipping and handling.

Ceil Lucas, **Robert Bayley**, and Clayton Valli in collaboration with **Mary Rose**, **Alyssa Wulf**, Paul Dudis, Susan Schatz, and Laura Sanheim. *Sociolinguistic Variation in American Sign Language*. Sociolinguistics in Deaf Communities, Vol. 7. Gallaudet Univ. Press, 2002. xvii + 237 pages. Hardcover ISBN 1-56368-113-7 \$55. Observations at the phonological, lexical, morphological, and syntactic levels demonstrate that ASL variation correlates with many of the same driving social factors of spoken languages, including age, socioeconomic

class, gender, ethnic background, region, and sexual orientation.

Allan Metcalf. *Predicting New Words: The Secrets of Their Success*. Houghton Mifflin, 2002. xvi + 207 pages. Hardcover ISBN 0-618-13006-3 \$22. Why do so many of the brightest and best new words fail to find a permanent place in our vocabulary? For that matter, why are so many of the ADS Words of the Year evanescent rather than enduring? Do words that fill "gaps" in the language have a better chance of success? And what kind of word should you create if you want it to succeed? These and other mysteries yield to the author's sleuthing among copious examples of new words and phrases of the recent past, both those that succeeded (like *couch potato*) and those that failed (like *schmoozeoisie*).

Thomas Paikeday. *The User's® Webster Dictionary* online. Complete text available for searching free of charge at www.paikeday.net/userswebster.html. There is no printed counterpart being sold commercially; the 2000 print edition is sold out.

Lorenzo Dow Turner. *Africanisms in the Gullah Dialect*. With new introductions by Katherine Wyly Mille and **Michael B. Montgomery**. 352 pages. Paperback ISBN 1-57003-452-4 \$21.95. Advertised as the first—and still most important—book on Gullah language. Originally published 1949. Mille and Montgomery set the text in its sociolinguistic context, explore recent developments in the celebration of Gullah culture, and honor Turner with a recounting of his life and scholarly accomplishments.

Walt Wolfram and **Erik Thomas**. *The Development of African American English*. Blackwell, May 2002. 256 pages. Hardcover ISBN 0631230866 \$73.95; paperback ISBN 0631230874 \$36.95. A reconsideration of the earlier and current development of African American English based on a unique biracial enclave situation that has existed on the North Carolina coast for almost three centuries. The conclusions of this study challenge the Creolist, the Anglicist, and the neo-Anglicist positions on the history of African American English and offer insights into the development of African American speech in the twentieth century.

Meanwhile, On to Volume 5: DARE Queries No. 51

The grand event of publishing the fourth volume of DARE (see next page) hasn't stopped the staff from keeping their eyes on the prize—on to Z in Volume 5. So for the 51st time, they invite your help:

If you are familiar with any of the following words or expressions, please let us know. It is most helpful if you can give an example or examples of how it is (or was) used, and as much detail as possible about when, where, and by whom. Please send your responses to DARE's Chief Editor Joan Hall at jdhall@facstaff.wisc.edu or 6125 Helen White Hall, 600 N. Park St., Madison, WI 53706.

slapper—"A fried cornmeal cake." Most of our evidence is from DE and PA; is it still used there or elsewhere?

slat—"A slap, blow; a gust of wind." Our scant evidence for this swEngl. dialect term is from NEng.

slat-and-wire fence—This seems like a straightforward description, but all our evidence is from KY; is this a coincidence, or is it really regional?

slatch—"An interval of good weather, a respite." All our evidence is from Nantucket, and the latest is from 1916. Is it still used there or elsewhere? What about the corresponding adjective, *slatchy*?

New Books (Cont.)

Walt Wolfram, Clare Dannenberg, Stanley Knick, and Linda Oxendine. 2002. *Fine in the World: Lumbee Language in Time and Place*. Pembroke, North Carolina: Native American Resource Center Publication Series, 2002. Available for \$15.97 plus \$3 postage from the Native American Resource Center, UNC Pembroke, PO Box 1510 UNCP, Pembroke, North Carolina 28372-1510. Includes 32 pages of color photos.

A popular account of the development and maintenance of a unique Native American Indian variety used by the Lumbee Indians in the tri-ethnic context of Robeson County, North Carolina. The Lumbee are the largest Native American group east of the Mississippi River, with over 54,000 members on their tribal rolls. Though the Lumbee gave up their ancestral language generations ago, they have maintained their ethnolinguistic identity through the maintenance of a unique variety of English.

slew-eyed—"Squint-eyed."

sliver—"A slice cut from the side of a fish; to cut slices from (a fish); a piece of the sweet inner bark of a pine tree stripped off and eaten in the spring; to strip off such pieces." These senses are mostly attested from NEng. Are they still in use, and what is the pronunciation?

sllobberhan(ne)s—"A messy person; a variant of the card game hearts."

slough, sluff—"A card game similar to solo or skat."

slough-pump(er)—This is well attested as a name for the bittern (*Botaurus lentiginosus*), but a recent correspondent reported that it is applied to the great blue heron (*Ardea herodias*) in "rural southwestern Minnesota." Any evidence for its use in reference to birds other than the bittern would be appreciated.

sloven (wagon)—"A type of wagon." We have two quotations from NEng (one from the 60s) and one from Canada. Is this still known, and what exactly is it?

soreback (salmon)—A WA Informant says this is a salmon that is dying after spawning; the only other evidence we are aware of is an uninformative citation in OED2.

south moon under—This phrase is well known from the M. K. Rawlings novel of this name; it also appears in a recent song by John Anderson, a native Floridian. Does anyone know it apart from these literary references, and can they explain the phenomenon? (In Rawlings it refers to the inferior culmination of the moon, but Anderson seems to be alluding to some less common and regular event.) What about the corresponding south moon over, found only in Rawlings?

stag—1. "To cut (pants) short." This is well attested as a term of loggers; does anyone know it from other contexts? 2. "To castrate." Stag was the response of five scattered Informants; several evidently knew little about farming and may have been confused, but two were farmers of some kind.

third-party fly, third-party bug—All our evidence for these two insect names is from TX. Can anyone identify either of them?

DARE is Here! for the Fourth Time

December 15 is the official publication date for Volume IV of the *Dictionary of American Regional English*. Need we say more? If you're brand new to ADS, or have Rip Van Winkled the past 20 years, you can find out about this ADS-sponsored project at polyglot.lss.wisc.edu/dare/dare.html and can find out about this newest volume at www.hup.harvard.edu/catalog/CASDI4.html.

Get your copy now! and while you're at it, if you don't have the first three volumes, buy them too. You can use the coupon below.

The free copy that we offered in our May contest goes to ADS member **Douglas G. Wilson, M.D.**, of Pittsburgh. He managed to match every one of the items with its correct definition.

Here are the answers you'll find by looking in Volume IV:

- W 1. parrain, A godfather.
- H 2. peewink, A spring peeper.
- L 3. pencil point, A type of pasta.
- X 4. pin-basket, The youngest child in a family.
- Z 5. piroot, To whirl around.
- A 6. pomper, To spoil, treat too well.
- R 7. pushency, Urgent necessity.
- O 8. quisutsch, Coho salmon.
- S 9. ragged lady, A cornflower.
- M 10. relievo, A team hiding game.
- N 11. ribble off, To recite by rote.
- P 12. ridgeback, A map turtle.
- T 13. risk, Mumblety-peg.
- U 14. robin's nest, A thumbprint cookie.
- Q 15. runaround, A swelling on a finger.
- D 16. Sallygodlin, Lopsided, askew, out of line.
- V 17. Sally Lunn, A rich yeast bread.
- C 18. sancho, A runty animal.
- J 19. schnickelfritz, A mischievous little scamp.
- K 20. Scratch-ankle, An out-of-the-way place.
- I 21. seedbox, A false loosestrife.
- Y 22. sewage inspector, The common carp.
- G 23. sheepshead, A card game.
- B 24. shoo-shoo, A failed firecracker that is broken open and lit.
- E 25. skilligalee, A gruel thickened with bread.
- F 26. skyhoot, To go quickly.

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