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NEWSLETTER OF THE AMERICAN DIALECT
SOCIETY

Volume 7 Numbers 1 and 2

February, June 1975

The Newsletter of the American Dialect Society (NADS) is published three times a year, in February, June, and November, at the Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209.

The editor, A. Hood Roberts, (1) would be happy to receive news of the activities of ADS members and comments and suggestions from them; (2) hopes to be able to provide information concerning recently completed research; and (3) invites the readers to use the queries section for certain of their specialized inquiries to the membership as a whole.

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THE FRAUDULENT DOT: A FOLKTALE ABOUT DIALECTOLOGY

---Charles Clay Doyle, English Dept., University of Georgia

When I was in graduate school at the University of Texas at Austin (during the interval 1965-1968, to be precise), the following anecdote circulated orally. It concerns the late G. Bagby Atwood's study, The Regional Vocabulary of Texas (Austin: University of Texas Press, 1962).

Do you know John Doe? Well, he was in Atwood's class when Atwood was compiling his atlas. Atwood had given the class a questionnaire to be filled out on the basis of research in everybody's home town. John never could get things done on time, and the night before the deadline he hadn't even started on the questionnaire. So he just faked it--put down something for every question, and turned it in. Now he points to certain maps in the atlas and says, "See that dot way over there? That's me!"

I heard the anecdote several times, at second, third, and fourth hand. The protagonist variously appeared as either of two long-time graduate students, well-known "characters." From the folkloristic standpoint the degree of veracity in such a tale is irrelevant. I have not attempted either to confirm or to confute the facts of the story, or to determine whether either of the variant protagonists actually contributed to Atwood's atlas.

However, even though it takes the form of a jest, as circulated among students of the language this anecdote also serves a cautionary function, pointing up the unreliability of the bread-and-butter method by which academic scholars collect data. Considering dialect researchers (or linguists in general) as a folk-group, I wonder if other such cautionary tales are passed about.

REPORT OF THE ANNUAL MEETING---1974

The Annual Meeting of the American Dialect Society was held in conjunction with the Modern Language Association of America, in New York. The first session was held December 27 at the New York Hilton and the second session was December 28 at the Americana Hotel. As usual, papers were presented at both sessions--the topics and speakers were published previously in the November 1974 NADS. The Business Meeting was held during Session II.

Minutes of the Annual Business Meeting, Saturday, December 28, 1974
Regency Ballroom, Americana Hotel, 2:00-6:00 p.m.

1. The meeting was called to order by the president, Audrey Duckert.
2. Then followed the report of the delegate to ACLS, Fred G. Cassidy. He reminded us that the ACLS is a potent force for work in the humanities. He also pointed out that the American Dialect Society is one of the oldest member societies of this Council.
3. While he had the floor, Fred G. Cassidy also gave the report on DARE. A report will be found at the end of the minutes.
4. Next came the report of the Executive Secretary, A. Hood Roberts. This report will also be found at the end of the minutes.
5. Then A. Hood Roberts gave the report of actions of the Executive Council. Please find this report at the end of the minutes.
6. It was then stated, in the interest of time saving, that the following reports would appear in NADS, and therefore would not be read at this meeting: Regional Secretaries, Editors, and Committee Chairpersons.

William Van Riper asked to be relieved of chairmanship of the Committee on Regionalisms and Linguistic Geography. The new chairman is Paul Escholz. Information can be sent to Prof. Escholz at the University of Vermont, Burlington.

7. The report of the Nominating Committee was given by A. Hood Roberts, for Harold B. Allen. The nominees were voted in

unanimously. The new officers are:

Vice President: H. Rex Wilson
University of Western Ontario

Executive Council Member: Mary Ritchie Key
University of California, Irvine

Nominating Committee Member: Lurline H. Coltharp
University of Texas, El Paso

8. Other business: At last year's annual meeting, it was decided that a committee of two (subsequently appointed were David Barnhart and Patricia Moody) consult with Prof. Bronstein to look at the materials already collected for the Biographical Dictionary in the sciences, and then report to the Executive Committee whether or not it recommends ADS's co-sponsoring of this dictionary. Prof. Bronstein had requested non-financial support. The committee reported at this year's meeting that it recommends that the Society do this.
9. The meeting was adjourned.

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Summary of Actions of the Executive Council
of the American Dialect Society
Friday, December 27, 1974
2:30-5:00 p.m., Malmaison Room, Americana Hotel, New York

1. The meeting was opened by the President, Audrey Duckert.
2. Present were: Audrey Duckert, Lee Pederson, A. Hood Roberts, Carroll Reed, David Shores, Tom Clark, Stewart Kingsbury, John Algeo, Mary Ritchie Key, Virginia McDavid, Juanita Williamson, I. Willis Russell, Henry Wiggins, and Penelope Pickett.
3. Reports of the officers were given and accepted. See end of minutes for reports. It was noted that the Executive Secretary is again bonded for the next three years. A discussion of increasing costs especially for American Speech ensued, and it was determined that at the next billing the dues increase from \$12.50 to \$15.00 per year.

Executive Secretary Roberts reported that supplemental funding for the Harold Paddock manuscript, "A Dialect Study of Carbonear, Newfoundland," looked promising.

4. The editor of PADS, Virginia McDavid, gave her report which follows at the end of the minutes.
5. The editor of NADS, A. Hood Roberts, gave his report which follows at the end of the minutes. A discussion arose concerning whether to reduce the number of issues per year. The determination was made to continue with the same number.
6. The editor of American Speech, John Algeo, submitted his report which appears at the end of the minutes. A discussion was held concerning having the Nominating Committee nominate the editorial committee candidates. This question will be brought up with the Nominating Committee. Henry Wiggins of Columbia University Press gave a presentation concerning printing costs and schedule.
7. Since some Executive Council members had to leave, at this point there was no longer a quorum.
8. Reports of the Regional Secretaries followed. The reports will be found at the end of the minutes. It was suggested that the Regional Secretaries automatically send copies of papers presented at their meetings to John Algeo for consideration for American Speech. Audrey Duckert will mention this to Regional Secretaries next year in her role as Past President. It was brought up that new secretaries needed to be appointed for the Northeast and Midwest regions.
9. Nominating Committee and Research Committee reports were submitted. For the Nominating Committee's report, see the business meeting minutes. The Research Committee reports follow the minutes.
10. The Executive Secretary announced the upcoming AILA meeting and the possibility of funding for travel from ACLS. ADS and LSA would jointly review applications.
11. The Executive Secretary presented the NEH Research Tools Program solicitation for applications for grants. It was agreed that someone from ADS should prepare a proposal for submission; however, there were no volunteers among those present.

12. The Executive Secretary presented a chart of ADS officers prepared by Penelope Pickett (of the ADS Secretariat). This chart covers the period 1889-1974. The slot for Vice-President for 1940 is blank. If anyone can fill in the blank, please notify Miss Pickett. If anyone would like a copy of the chart, there are still some available.
13. A letter from Harold B. Allen prompted a discussion of and agreement to the idea that meeting chairpersons should bring along a supply of ADS membership application forms and possibly some other materials as well to the co-sponsored meetings.
14. The Executive Secretary presented a proposal by the Georgetown University Library to archive ADS records. Audrey Duckert pointed out that the University of Michigan Library already has the ADS files and has adequate facilities. Also, she has easy access to them for writing her history of ADS.
15. Letters from ADS members prompted the Executive Secretary to raise the question of membership categories--should we have a category for Contributing Membership? for contributions (not Contributing Membership)?, and what would be the appropriate amount? The Executive Council sets the Life Membership fee--what would be an appropriate amount? The Executive Council will hold a mail ballot vote concerning this.
16. A letter from I. Willis Russell prompted a discussion concerning the publishing of the list of ADS members at regular intervals. Several methods were discussed (photo composition, names only, microfiche). The Executive Secretary will determine the most feasible means of publishing this list.
17. The meeting was adjourned.

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Executive Secretary's Report

MEMBERSHIP

As of December 19, 1974, our membership stands as follows: exchange, 45; life or complimentary, 15; individual members, 500, (not including 150 individual members as yet unpaid beyond publication year 1970); institutions, 300, (not including 40 institutions

as yet unpaid beyond publication year 1970). Total membership: 860.

Deaths

The following are deceased: W. Cabell Greet, Francis Lee Utley, H. S. Reeves, Patrick E. Kilburn, E. Gustav Johnson, Arthur Dunlap, and Atcheson L. Hench.

FINANCIAL REPORT

Fiscal Year: December 1, 1973 - November 30, 1974

Balance as of November 30, 1973 \$ 9,529.72

Receipts

Membership Dues	\$3,416.25	
Interest Dividends	259.82	
Donations	<u>5,012.50</u>	<u>8,688.57</u>
		\$18,218.29

Disbursements

American Speech Costs	\$3,647.38	
PADS Costs	8,342.52	
Newsletter Costs	648.75	
ACLS Dues	300.00	
Office Supplies & Expenses	636.85	
Travel	152.74	
Clerical Help	<u>1,294.57</u>	<u>15,022.81</u>

Balance as of November 30, 1974 \$ 3,195.48

Distribution of Funds:

First Commonwealth Savings & Loan Association - Savings Certificate	\$ 3,000.00
First Virginia Bank - Checking Account	<u>195.48</u>
	<u>\$ 3,195.48</u>

Note: Additional interest of \$121.31 has been earned on \$3,000 Savings Certificate.

A. Hood Roberts
Secretary-Treasurer

PADS

Virginia McDavid, Editor

The following issues of PADS appeared in 1974: Hans Kurath and Guy S. Lowman, Jr.: The Dialectal Structure of Southern England: Phonological Evidence. Number 54; November 1970; Charles W. Foster: The Phonology of the Conjure Tales of Charles W. Chestnut. Number 55; April 1971; Virginia O. Foscue: A Preliminary Survey of the Vocabulary of White Alabamians. Number 56; April 1972; Thomas L. Clark: Marietta, Ohio: The Continuing Erosion of a Speech Island. Number 57; April 1972.

In galley is Lawrence Foley: A Phonological and Lexical Study of the Speech of Tuscaloosa County, Alabama (Number 58; November 1972). The Mitchell Foundation of Mobile, Alabama, provided for the publication of the monographs by Foscue and Foley.

A monograph by Dennis Preston: Bituminous Coal Mining Vocabulary of the Eastern United States (Number 59; April 1973) has been edited and is out for bids. Being edited now is Hilda Jaffee: The Speech of the Central Coast of North Carolina.

The following manuscripts have been received and are being revised: Harold Paddock: A Dialect Survey of Carbonear, Newfoundland; Gary Underwood: The Dialect of the Mesabi Iron Range in Its Historical and Social Context.

Six possible monographs are being considered by the Editorial Committee.

The editor is most grateful to many persons for their help during the past year. As always, to I. Willis Russell. To the Editorial Committee, Marvin Carmony and Murray Wanamaker. And especially to James McMillan. In addition to his regular responsibilities as Managing Editor, Dr. McMillan has edited the monograph by Preston.

NADS

A. Hood Roberts, Editor

Volume 6, Nos. 1, 2, and 3 were published in 1974. Numbers 1 & 2 formed a combined issue. (Both issues were published late in the year.) 92 pages were published, which includes 51 pages of abstracts.

American Speech
John Algeo, Editor

Progress toward the goal of putting American Speech back on regular schedule continues. The status of issues since the last annual report is as follows:

Winter 1969: Published in late December 1973
Spring-Summer 1970: Published in February 1974
Fall-Winter 1970: Published in July 1974
Spring-Summer 1971: Published in August 1974
Fall-Winter 1971: Page proofs read in October 1974
Spring-Summer 1972: Page proofs read in November 1974
Fall-Winter 1972: Page proofs being read now
Spring-Summer 1973: Manuscript sent to the Press in June 1974
Fall-Winter 1973: Manuscript sent to the Press in September 1974
Spring-Summer 1974: Manuscript nearly complete
Fall-Winter 1974: Manuscripts being collected

It has been our aim to prepare enough manuscripts each calendar year for two publication years of the journal. At the present time, we are two months behind on that schedule, but on the whole, we have kept fairly well to it. If the supply of contributions continues adequate, we hope to catch up the lag during the new year. The supply of contributions has been adequate, although not abundant, in quantity; it has been insufficiently varied, however. We are getting too many contributions of the same kind, and although we continue to accept all those that are appropriate for American Speech, we need more diversity in subject matter and approach. Production time averaged about 16 months for our first four issues; it improved to 13 months for Spring-Summer 1971, but Fall-Winter 1971 will be back to 16 months (it is an index issue, which necessarily is longer in preparation because an extra step is involved). It is too early to tell about the issues from 1972 on, but it looks to me as though they are each going to take well over a year in production.

For the future, our editorial plans are to continue with the schedule we have been following to the extent that the supply of manuscripts is adequate. That calls for us to send the last of 1974, all of 1975, and the first part of 1976 to the Press during calendar 1975. If we are able to keep to the schedule, we will be very close to being caught up in editorial work by this time next year. A possible problem is the supply of contributions. We have had several large batches of manuscripts (such as the papers from

the first Prince Edward Island conference) drop in our laps; without such a windfall during the coming year, we will need an increased supply of regular contributions.

We have had a number of inquiries about the future of the Bibliographies and three offers to help with it. But three helpers are not enough. If the Bibliographies are to be revived, we probably need a fairly large committee of readers and we certainly need someone to assume responsibility for gathering, collating, and selecting material and for preparing copy. Until those needs are met, the Bibliographies will remain in abeyance.

Work on the cumulative fifty-year index moves ahead. We have a working list of descriptors for preparing the subject index and are now revising it. I will be sending it early in the new year to those who have volunteered to work on the project. More volunteers are urgently needed. A volunteer must have access to a back file of the journal on his own, because we cannot furnish copies. But we will be grateful for the help of anyone who can borrow a volume of American Speech from his library, read it for content, note down the subjects of the articles on forms that we will send, and return the forms to us. Such help will be acknowledged, of course, in the preface to the published index. If 43 persons will each volunteer to read one volume, we can cover the unindexed volumes. It would be better, however, to have each volume read more than once to be sure that no important subjects are overlooked, so we can use as many volunteers doing as many volumes each as we can get. Just drop me a note, and I will send you a list of the descriptors, instructions, and indexing forms.

As in past years, it is a pleasure to acknowledge the help of various persons, without whom we could not function. The staff of the Columbia University Press, particularly Maria Caliandro and Henry Wiggins, have continued in their exemplary fashion to guide and correct. The administration of the University of Georgia, particularly James Colvert, Head of the Department of English, John C. Stephens, Jr., Dean of the Franklin College of Arts and Sciences, Charles H. Stammer, Associate Dean, and Hardy M. Edwards, Jr., Dean of the Graduate School have helped in substantive ways by providing equipment, released time, and student assistance. With the beginning of this year we had a new secretary for American Speech: Ann Kingston, who has been invaluable in keeping our editorial shop going and in preparing manuscripts. O. C. Dean, our editorial assistant for the past two years, has finished his doctoral degree and is no longer with us; I am grateful for his

keen eye and devotion to the often tedious chores of getting an issue together and proofing. Since September, we have had the very competent help of Sheryle Bolton Eubanks and Judith Johnson, both graduate students in linguistics at Georgia. Adele Algeo continues to be a mainstay in proofing. As in past years, I am grateful to the members of the Editorial Advisory Board for the benefit of their advice, and to the editors of special departments: Edward A. Stephenson for "Miscellany" and I. Willis Russell for "Among the New Words." Willis Russell has been joined in his editing of ANW by Mary Gray Porter; we are both glad to have her excellent help in that department. Finally, and especially, to James Hartman of the University of Kansas and Murray Kinloch of the University of New Brunswick go particular and heartfelt thanks for their labors in the editorial vineyards, where they have done the hard work of crushing the grapes that make the wine.

Past President's Report

---I.W. Russell

The Society again can feel nothing but the profoundest satisfaction at the activity of the regional groups in 1974. All told 24 papers were presented before the five sections reporting. Even more gratifying is the fact, noted by Harold Allen last year, that many of these papers were presented by a younger generation of scholars. With the amount of important work in our field still to be done, we can only feel encouragement at this activity.

REPORTS OF REGIONAL SECRETARIES

Northeast Region---Report by Paul A. Eschholz

The Northeast Region of the ADS held its annual meeting in conjunction with the Northeast Section of the MLA on April 5, 1974 at the Pennsylvania State University, University Park, Pennsylvania. The twenty-six members in attendance heard two informative, stimulating papers: Dennis E. Baron (The City College) "Reactions to Written Non-Standard English: Toward a Formal Description of the Written Code of Non-Standard English;" and Virginia P. Clark (The University of Vermont) "Women and Language: Some Current Research."

At the conclusion of the meeting, Professor Virginia P. Clark was elected to chair the 1975 regional meeting in Montreal, Canada. Professor Audrey Duckert is the regional secretary.

South Atlantic Region---Report by David L. Shores

The annual meeting of the South Atlantic Section of the American Dialect Society was held in the Monroe Room-East of the Washington Hilton Hotel in Washington, D.C., Saturday, November 2, 1974, in conjunction with the meeting of the South Atlantic Modern Language Association. The chairman, John Algeo, of the University of Georgia presided, and David L. Shores of Old Dominion University served as secretary. Though only 76 people signed the attendance sheets, about 150 attended the meeting.

The following papers were presented: (1) "On Defining Standard American English," Edward A. Stephenson, University of Georgia; (2) "Can (and Should) Standard American English Be Defined?," Walter E. Meyers, North Carolina State University; (3) "Describing a Dialect: The Afro-American Example," Richard A. Long, Atlanta University; (4) "Suggestions for Investigating Tennessee English: A Sociolinguistic Approach to Dialect Study," Bethany K. Dumas, University of Tennessee, Knoxville; (5) "Social Stratification of /aI/ Among White Speakers in Tuscaloosa, Alabama," L. Ben Crane, Temple University; (6) "Southern Standards Revisited," Raven I. McDavid, University of Chicago, and Raymond K. O'Cain, University of South Carolina.

In the business meeting, the Chairman called for announcements and reports. David L. Shores announced that meetings of the South Atlantic-ADS would be arranged in the spring with the Southeastern Conference on Linguistics (SECOL) and in the summer with the Linguistic Society of America (LSA). He also announced that the University of Alabama Press had made a tentative commitment to publish a collection of papers read at the South Atlantic-ADS meetings and that the Camwil phonetic ball, designed by Alva Davis and Raven McDavid, was available from Camwil, Inc., 835 Keeaumoku, Honolulu, Hawaii 96814.

Ray O'Cain announced the joint agreement of the University of South Carolina and the University of Chicago to edit and publish the Linguistic Atlas of the Middle and South Atlantic States (LAMSAS).

David L. Shores reported the nomination of C. William Foster of the University of North Alabama for Chairman of the 1975 South Atlantic-ADS meeting (nominating committee: Lee Pederson, Emory University; Jane Appleby, University of Georgia; David L. Shores, Old Dominion University). C. William Foster elected.

Midwest Region---Report by Stewart A. Kingsbury

The Annual Meeting of the Midwest Region of the ADS was held on Friday and Saturday, November 1-2, 1974, at the Chase Park Plaza, St. Louis, Missouri. The Chairman, James Hartman, University of Kansas, held three sessions during which these seven papers were presented: (1) "Problems and Perspectives for a Linguistic Atlas of Kansas," Albert S. Cook, University of Kansas; (2) "Perceptions and Production of Low Vowels in Wichita, Kansas," Melanie M. Lusk, University of Kansas; (3) "Missouri Dialect Division," Donald Lance, University of Missouri, Columbia; (4) "A Survey of Dialect items in McLean County, Illinois," Garrett Scott, Bloomington, Illinois Public Schools; (5) "Lexical Anomalies in the Ohio Valley," Robert Dakin, Ohio University; (6) "Sociolinguistic Variables in Midwest Pronunciation," Timothy Frazier, Western Illinois University; (7) "Miss Fiddich Triumphs in the Upper Midwest," Harold Allen, University of Minnesota.

One paper, "Free Enterprise as a Means of the Publication of Dialect Materials or 'Publishing the Unpublishable,'" by Gerald Udell, Ohio University, listed on the program was not presented.

A short business meeting followed the presentation of the session papers during which these agenda items were presented with these actions taken: (1) Allan Metcalf, MacMurray College, was nominated as Secretary, Midwest Region for the next term of three years, the nomination being unanimously approved by all ADS members present. This nomination is herewith forwarded to the Executive Committee for approval by means of this report; (2) Timothy Frazier, Western Illinois University, was nominated as Chairman of the Midwest Regional Meeting of the ADS to be held in Chicago, Illinois, in 1975. This nomination is herewith forwarded by means of this report. All members of the ADS present unanimously approved the nomination of Timothy Frazier as Chairman of the 1975 Midwest Region Meeting of the ADS; (3) Richard Bailey, University of Michigan, proposed that the three past chairmen of ADS (Midwest) meetings serve as an advisory committee to the chairman of the ADS (Midwest) on a rotating basis, to wit: Glenn Gilbert, University of Southern Illinois (Carbondale) for 1 year; Richard Bailey, University of Michigan, for 2 years; and James Hartman, University of Kansas, for 3 years. The motion was seconded and passed unanimously by all ADS members present; (4) Motions were made to thank the outgoing Chairman James Hartman and Secretary Stewart A. Kingsbury for jobs well done. The meeting was adjourned Friday, November 1, 1974, at 4:15 p.m.

South Central Region---Report by Gary Underwood

The fourth South-Central regional meeting of the American Dialect Society was held November 1, 1974, from 7:30 to 10:00 in the Republic of Texas Room of the Rice Hotel in Houston, Texas, in conjunction with the annual meeting of the South Central Modern Language Association. Curt M. Rulon of North Texas State University presided over the meeting. Fifty-seven participants registered with the Regional Secretary. The peak attendance was 55, the average 48.

The program planned by the Regional Secretary with the assistance of the Chairman, consisted of these four papers: (1) "Dialectism Confirmed: An Attitude Measuring Instrument," Scott Baird, Trinity University; (2) "An Evaluation of the Language-Related Cultural Component of Bilingual Education Programs," Inés Hernandez Tovar, University of Houston; (3) "Sexism Is Not an Aggie Joke," Marjorie Swacker, Texas A&M University; (4) "What's in a Label: The Politics of Naming," Julia P. Stanley, New York, New York. A Fifth paper, "Black English and the 'Miseducation of the Negro'--Again," by Geneva Smitherman, Wayne State University, was scheduled but not presented because the author was unable to travel to Houston.

In the business meeting the group discussed plans for future meetings because the Linguistic Association of the Southwest (LASSO) invited the group to meet in conjunction with LASSO in San Antonio in 1975. Rather than to break ties with SCMLA, the group approved a plan calling for two meetings in 1975--one with LASSO in San Antonio during the weekend of November 1 and another in New Orleans with SCMLA during the weekend of December 13. Scott Baird of Trinity was elected Chairman for the 1975 meeting.

Rocky Mountain Region---Report by Thomas L. Clark

The meeting of the Rocky Mountain ADS was held on Saturday afternoon, October 19, 3:30-5:00 p.m., in the Spanish Room of the Hotel Paso del Norte.

In the absence of Thomas L. Clark, Chairman, the meeting was conducted by Lurline H. Coltharp of the University of Texas, El Paso. Sixteen persons were present at the meeting. The following papers were read: (1) "Some Naming Problems of Syrian Immigrants to Texas," Gary Underwood, University of Texas, Austin, read by Garland Bills; (2) "Three Terms: A Diachronic Approach," Lurline H.

Coltharp, University of Texas, El Paso; (3) "Language Variation and Second Language Instruction," Karl J. Kranke, Utah State University. Participants felt that the lateness of the hour on the last day of the meeting contributed to the small crowds.

Elected officials for the 1975 Rocky Mountain American Dialect section are: Chairman, Don L.F. Nilsen, Arizona State University; Vice-Chairman, Lurline H. Coltharp, the University of Texas at El Paso.

Pacific Coast Region---Report by Mary Ritchie Key

The Third Pacific Coast Regional Meeting of the American Dialect Society took place May 4, 1974. It was held in association with the Fourth California Linguistics conference at the University of Southern California, in Los Angeles, under the chairmanship of Edward Finegan of USC.

The following papers were read: "The Measurement of Linguistic Change," Lawrence Johnson, USC; "The Linguistic Repertoires of the Bay Area Chinese," Teresa M. Chen, Berkeley; "History versus Historicity in the Matter of Black English Vernacular," Martha Carpenter, CSC Sonoma and CSU San Francisco; "Syntactic Variation in the Speech of Mexican-American Children," Sandre Prasad, SWRL.

Due to illness, Robert J. Gregg, of the University of British Columbia was not able to read his paper, "Speech Differences Along the Canadian-U.S. Border in British Columbia."

During the business meeting, those in attendance brain-stormed such topics as: where to meet in the future, what group to meet with or to meet separately, what kind of papers to be read, the whereabouts of the California dialect survey materials collected several years ago, how to bring in all the interests from the very large Pacific Region, including Hawaii and Alaska, and north to Canada. A revision of the Survey of Bilingual Communities of the Pacific Coast Region was distributed. This is available by request from the regional secretary. Elizabeth Traugott, Stanford University, was elected to be next year's program chairman.

Canada Region---Report by H. Rex Wilson

Except for occasional forays by students of R.J. Gregg at the University of British Columbia and the continuing field work of A.M. Kinloch in southwest New Brunswick, Canadian Dialectology has

largely moved indoors. In English, the projects reported by Van Riper in the Newsletter (6:1-2) are on a steady-as-she-goes basis. The Maritimes Dialect Survey contemplates a trial of its computer program to produce a word geography of Digby Neck as preparation for a full word geography of southwest Nova Scotia. The energies of this group have been diverted recently to the design of a one-element phonetic system for both typewriter and computer terminal use.

In French the massive collections of l'Atlas linguistique de l'est du Canada are being edited under the direction of Gaston Du-long at l'Université Laval. The French of the Eastern Townships of Quebec is the subject of a growing series of Documents de travail under the direction of Normand Beauchemin at l'Université de Sherbrooke. Montreal urban speech is being studied by Gillian Sankoff with computer assistance by Laurent Santerre at l'Université de Montréal. Thomas Lavoie, Université du Québec à Chicoutimi is active in the Lac St. Jean region of Quebec.

RESEARCH COMMITTEE REPORTS

Committee on New Words---I. Willis Russell, Chairman

In his report last year, the Chairman expressed the hope that by Christmas, 1974, the Committee would be fully activated. He can report some progress. Joseph S. Hall (Pasadena College) and Peter Tamony (San Francisco) have agreed to continue as members of the Committee. It is a pleasure to report two new members, Mrs. Joyce T. Fuller (Montevallo) and Dennis E. Baron (Illinois at Urbana-Champaign). The chairman is still hoping for a committee of 10-12 members, contributing 3000-4000 citations a year (see last year's report for form). With this number of citations annually, significant work in neology should be possible. The Chairman hopes that all with any interest in systematic work in lexicography will write him at Route 3, Box 582, Cottdonale, Alabama 35453.

In his last year's report, the Chairman also stated that with American Speech now sponsored by the ADS, it "seemed proper for the New Words Committee to have as a primary responsibility the preparation of Among the New Words," an arrangement that the editor of American Speech has approved. It is therefore pertinent to report the activity of the chairman and co-chairman, Mary Gray Porter (Alabama), in the preparation of ANW. During the year, two installments of ANW appeared: one prepared by the chairman

alone, another with the assistance of the co-chairman. The chairman and co-chairman together prepared and submitted four installments of ANW.

Proverbial Sayings---Margaret M. Bryant, Chairman

The collecting of proverbial sayings continues. The chairman continues to go through various folklore journals, putting all proverbial sayings found on slips. She is still hopeful that some means of computerizing the material will be found.

It is with deep regret that I report the death of one of the members of the committee: Professor Roy McKeen Wiles (McMaster, emeritus).

The committee consists of: Harold B. Allen (Minnesota, emeritus), Ernest R. Cox (Florida, emeritus), Herbert Halpert (Memorial University of Newfoundland, St. John's), Wayland D. Hand (California, Los Angeles), Muriel J. Hughes (Vermont, emeritus), Thelma G. James (Wayne State, emeritus), Lorena E. Kemp (West Virginia State College), William E. Koch (Kansas State), Maria Leach (Barrington, Nova Scotia), James B. McMillan (Alabama), Alton C. Morris (Florida, emeritus), T.M. Pearch (New Mexico, emeritus), Henry A. Person (Washington), W. Edson Richmond (Indiana), G. M. Story (Memorial University of Newfoundland, St. John's), and Margaret M. Bryant (Brooklyn College of the City University of New York, emeritus), chairman.

Committee on Regionalisms and Linguistic Geography---Paul A. Eschholz, Chairman

The year 1974 saw the publication of a number of new books and the revised editions of several others. The new books include David W. Maurer's Kentucky Moonshine (University Press of Kentucky) a study of occupational jargon; Marvin Carmony's Indiana Dialects in Their Historical Setting (Indiana Council of Teachers of English, 1972), a monograph previously not reported; and Walt Wolf-ram's Sociolinguistic Aspects of Assimilation, Puerto Rican English in New York City (Center for Applied Linguistics). Also of interest are Southwest Areal Linguistics (Institute for Cultural Pluralism, San Diego State University), edited by Garland D. Bills, a volume containing papers on Chicano English, Southwest English dialectology, and Indian English delivered at the 1973 conference in Albuquerque, New Mexico; Sociolinguistics in the Southwest (Trinity University), edited by Bates L. Hoffer and Jacob Ornstein,

a collection of selected papers from the 1972 Linguistic Association of the Southwest and South Central ADS meetings in Tulsa, Oklahoma; and The American Southwest (Summer 1974 number of the International Journal of the Sociology of Language), a volume of nine papers from the 1973 Albuquerque conference that have been edited by Bernard Spolsky and Garland D. Bills.

An expanded and updated edition of David W. Maurer's The Big Con appeared as The American Confidence Man (Charles C. Thomas Publisher). The fourth edition of Maurer's Narcotics and Narcotic Addiction (Charles C. Thomas Publisher, 1973) includes an extensive treatment of the drug culture. Out in a second edition is A Manual for Dialect Research in the Southern States (University of Alabama Press), edited by Lee Pederson, Raven I. McDavid, Jr., C. William Foster, and Charles E. Billiard.

Work on the various Atlas projects has proceeded apace. Harold Allen reports that because of its size, the projected second and final volume of the Linguistic Atlas of the Upper Midwest will be split into two volumes. The University of Minnesota Press expects to publish volume 2, on grammar, late in 1975. Editorial work is currently being directed to volume 3, on pronunciation, which should appear in 1976. In 1974 a giant step was taken toward the publication of LAMSAS with the formalization of a partnership between the University of Chicago and the University of South Carolina for the financial support of all editorial operations. "Plans for the publication of LAMSAS," according to Editor-in-Chief Raven I. McDavid, Jr., "call for the presentation in finely graded phonetics of the responses of 1210 informants from 516 communities in list manuscript format. . . This format allows for the expanded treatment of items too complex for a single map, and abbreviation of simpler items. . . LAMSAS will appear in fascicles of 128 pages; more than enough edited copy for the first fascicle is ready for the compositor." Work on the Linguistic Atlas of the Gulf States has progressed remarkably well under the direction of Lee Pederson. He reports the acquisition in 1973-1974 of more than 1000 hours of tape recorded conversation which matches the quantity of data gathered in the preceding five years. Also, transcription has now been completed on 125 of the LAGS field records. As a result of accelerated research efforts, data collected through September 1974 includes 407 of an estimated 700 records (700/407) in the following states: Alabama (115/45), Arkansas (50/26), Florida (75/33), Georgia (125/98), Louisiana (65/20), Mississippi (80/69), Tennessee (115/95), and Texas (75/21). These estimated figures, as Pederson indicates, reflect the

decision to extend the investigation in Texas across the entire Blackland Prairie and to include the entire state of Arkansas in the basic rural sample, as well as intensifying the survey of urban speech in sixteen cities.

Much attention is now turned to and excitement is growing about Frederic G. Cassidy's Dictionary of American Regional English which nears completion. Cassidy reports that computer processing of the files should be complete by late 1974 and that final editing should begin in 1975. His "hoped-for" completion date is 1978; DARE will be printed and published by Harvard University's Belknap Press.

Several continuing projects and some new ones have been reported this year. In the United States, Audrey Duckert has now officially taken on David Carlson as her collaborator on the LANE Revisited project; Clyde Hankey continues to collect and assess local terms in the general vocabulary of western Pennsylvania and Ohio; Rudolph Troike is currently processing the data from the Testing Dialect questionnaire and hopes to have preliminary results available soon; Bethany Dumas has started work on and is director of the Tennessee Language Survey; Lee Pederson continues to direct the Dialect Survey of Rural Georgia; Gordon Wood reports some progress on his computer-assisted analysis of spoken vocabulary in parts of Tennessee, Georgia and Alabama; R. Vernon Stroud is working on a project entitled "Investigation of Dialect Change as a Function of Socialization in Two Large Metropolitan Areas, One Southern and One Northern;" and Joseph F. Foster continues work on the apparent development of ergative transitive structures in Ozark English and their possible relationship to the expression of cultural values. Projects which are nearing the publication stage include Marvin Carmony's "The English Language in Indiana," Rachel B. Faries "Word Geography of Missouri," Curt Rulon's and Gary Underwood's "Linguistic Theory and Language Variation," and Bethany Dumas' and Gary Underwood's "Manual for the Investigation of Language Variation in the Southern United States."

In Canada, G. M. Story, W. Kirwin, and J. D. A. Widdowson continue efforts on The Dictionary of Newfoundland English (DNE) which is now in its final phase of preparation. The Canada Council has provided Harold Paddock with a grant to support a preliminary dialect mapping of Newfoundland. The aim is to produce within the next eighteen months a set of about 20 maps which will show: 1) the geographical sources of dialect materials in the Folklore and Language Archive at Memorial University, and 2) the geographical

distribution of selected variations in phonology and grammar found in a selection of the above material. Mrs. Brenda Renaud, the full-time research assistant on the project, has extracted information on phonology and grammar from tapes representing twenty-three communities along about half of the Newfoundland coast. Also, PADS has agreed to publish a reduced and revised version of Paddock's 1966 M. A. Thesis, "A Dialect Survey of Carbonear, Newfoundland." Finally, Rex Wilson reports that plans are now set for the Second International Conference on Methods in Dialectology to be held in Charlottetown, Prince Edward Island, July 30 to August 6, 1975.

Two completed dissertations have been reported this year: Melanie Lusk, The Transmission of Linguistic Variables in Families (data from Kansas City, Missouri), University of Kansas; Patricia Tway, An Ethnography of Communication in a China Factory: A Case Study of Occupational Jargon, Syracuse University. Other dissertations have been reported as in progress: Joan H. Hall, "Regional and Social Patterns in the South Georgia Low Country," Emory University; Milford A. Jeremiah, "Description and History of Antigua Creole," Brown University; James Reece, "The Speech of Four Upper East Tennessee Counties," University of Tennessee; Linda Resh, "The Language of Ecology," University of Louisville; and Grace Rueter, "Vowel Nasality in Middle Georgia," Emory University. Also, two completed M. A. theses have been reported: Shirley Frazer, Dialect Preterites and Past Participles in the North Central States and Upper Midwest: A Generative Analysis, North Texas State, 1973; and Walter B. Schlager, A Practical Use for Literary Dialect Applied to the Works of Flannery O'Connor, University of Nevada, Las Vegas.

In closing this year's report, I would like to thank William Van Riper for his years of service in chairing the Committee on Regionalisms and Linguistic Geography and for making this, my first year in the chair, a pleasant one.

DARE

Report by F. G. Cassidy

Sources of support. The U.S. Office of Education funded us nobly through the first five years (1965-70). During this time the fieldwork was completed: 1002 full questionnaires from 50 states. Fieldworkers will recall the adventures of this time as collecting went on--the travel in Word Wagons or their own cars, haps and some mishaps, but in the end successful completion of a

considerable task: filling the questionnaires and so producing some 2,300,000 responses for the "Data Summary." Pre-Editor alumni and alumnae will also remember how this large collection of responses had to be prepared for typing, typed and scanned or card punched onto computer tapes. The bulk of this was completed by 1970, as was also the typing and taping of material for the "Main File": previous American Dialect Society collections and the others we were given or which we made for ourselves from every kind of source--newspapers, diaries, regional literature, biographies, and many others. The Main File is about as large again as the fieldwork collection.

The year 1971 was a worrisome one as we sought continuing support. At times it looked as if the project might collapse. However we managed to convince the National Endowment for the Humanities that DARE should be funded, and it has been our chief and generous source of support since then. We also had a most helpful grant from the Rockefeller Foundation which paid for editorial time and especially for the electronic equipment we are using (cassette unit, CRT terminal, printer). There have been many smaller gifts--too many to mention here, but all will be acknowledged in the Dictionary. The University of Wisconsin, of course, has been the "Cooperating Institution," accounting for a large chunk of the project's cost all along.

Staff changes. Still with us, we're glad to report, are Goldye Mohr, indefatigable librarian and guardian of good sense; Mary Nelson, typist, keeper of records, and firm influence on student helpers. Barbara Hornick left us, to mutual regret, to go to the main English office where her administrative talents are well used. Ann Hausmann went with Bob to the University of Montana, where we hear she has made a good adaptation to the Wide West. Jim Hartman (U. of Kansas) is still on the editorial staff and is preparing the prefatory section on Pronunciation based on the tapes our fieldworkers made--a unique corpus of spoken American English. He spent last summer and the first semester with us here. Replacing Barbara is Kathy Dauck, our valued office manager, budgeteer, secretary, card puncher, and anything else necessary to keep things going right.

Additions to the Editorial staff: Prof. Margaret Waterman, whom we lured away from Case-Western Reserve University. Margaret had read diaries for DARE; she had also done her doctorate in Madison and edited for Mitford Mathews on the Dictionary of Americanisms. She has returned to lexicography with ease and success.

Michael Henderson, whose talents as an Iranist are unused on DARE, nevertheless uses his linguistics (PhD. U. Wis. 1972) to advantage as well as his talent for fiddling with machines. He is the chief developer (with Jim Hartman) of a program which will map on the CRT screen the distributions of whatever questionnaire responses the editors are interested in, thus determining which are or are not regional and what kinds of informants (age, education, race, sex, type of community) made these responses.

Publication. We are happy to announce that the Belknap Press of Harvard is to be our publisher. This arrangement, initiated and carried through by Prof. Howard Mumford Jones, was certainly the happiest occurrence of 1974, relieving our worries about the cost of publication, which the Press will assume. As soon as we can see printouts of the Data Summary and the Main File, we can begin making decisions about format and production with the Press. We expect to print by photocomposition and (at a guess) in three volumes.

Present activities. The last of our "updated" material is being card punched or CRT'd to tapes--that is nearly finished. The pre-final stage of the Data Summary has nearly all been proof-read. When the first part of the Main File is sorted and printed out, we should be able to calculate the probable size and range of the Dictionary. And as soon as present editors have worked awhile on letter-A words, we should be able to calculate how long it will take how many editors to complete the job. It will not be done in time for the Bicentennial celebrations of 1976, but we hope it won't be long after that. DARE should still be legitimately thought of as a contribution--what has happened to one important part of American English in the United States.

By-products. DARE's data collection has been used by at least 8 fieldworkers in writing their doctoral dissertations. Several have also returned to use our materials for presentation of papers and publications. Other scholars have worked with our questionnaires, and our tapes have been sent upon request to Belgium, France, Russia, and elsewhere as examples of American pronunciation. There is now a good chance that a selection of the tapes will form the oral part of the corpus for a new study of American morphosyntactic usage. The list of articles concerning DARE is too long to quote, and more are to come. In short, our collection of data will be far from exhausted by the Dictionary--linguistic gold-diggers take note! We hope ultimately to have an active archive, consultable by computer, so that these materials can continue to be useful.

ADS MIDWEST REGIONAL MEETING

The Midwest Regional Meeting of ADS will be held at the Palmer House, Chicago, in association with the meeting of the Midwest Modern Language Association, Thursday, November 6, 1975, from 2-5 p.m.

Chairman: Timothy Frazer, Western Illinois University
Regional Secretary: Allan Metcalf, MacMurray College.

PAPERS

"The Linguistic Atlas of the North-Central States: Problems and Prospects," Richard C. Payne and Raven I. McDavid, Jr., University of Chicago; "The Verb system in Breathitt County, Kentucky: A Sociolinguistic Analysis," Linda Lonon Blanton, Central YMCA Community College; "Black American English: Notes on the Auxiliary," Robin Herndobler and Andrew Sledd, The Loop College; "Regional English and Dialects as a Part of the U.S. Place Name Survey," Stewart A. Kingsbury, Northern Michigan University; "Notes on Editorial Problems in the Dictionary of American Regional English," Frederic G. Cassidy, University of Wisconsin; "A Survey of Dialect Items in McLean County, Illinois: II," Garrett Scott, Bloomington, Illinois, Public Schools; "Marktown: A Community's Attitude Toward Dialect Differences," Betty G. Gawthrop, Highland, Indiana.

There will be brief reports of research and proposed research. Comments will be invited from the floor. A business meeting will follow at which time the chairman for 1976 will be elected.

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CORRECTION---T. M. Paikeday, Mississauga, Ontario

In my paper "Xeroxing in American Speech" given at the Society's annual meeting in New York on December 27, 1974, I quoted the Canadian Book Publishers' Council protesting to the Government of Ontario about corporations such as Xerox instigating the public to infringement of copyright while promoting their copying machines. The president of Xerox of Canada informs me that the Xerox promotional material quoted by the C.B.P.C. was "written by a junior employee at one of our branch offices in Alberta some years ago" and "was unauthorized and did not reflect the policy of Xerox of Canada," which is to urge "all copier users to respect the rights of others and to comply with the copyright law."

BOOK ANNOUNCEMENTS

Wolfgang Viereck, Lexikalische und grammatische Ergebnisse des Lowman-Survey von Mittel- und Sudengland [Lexical and Grammatical Results of the Lowman Survey of Middle and Southern England], 1975
Vol. I (text): 361 pp., vol. II (maps): 347 pp.

The lexical and grammatical results of the Lowman Survey are presented in the form of a linguistic atlas. These are compared with Wright's earlier English Dialect Dictionary and the later Survey of English Dialects, on the one hand, and with the American linguistic atlas, on the other. The knowledge of British English dialects is thereby extended while the work also contributes to a better understanding of the interrelationship between British and American English.

Volume 2 comprises 342 carefully arranged factual maps, whose results are thoroughly described and critically evaluated in the first volume. With the aid of an index one can easily find the numerous expressions for everyday concepts as well as grammatical characteristics used by older dialect speakers in Middle and Southern England.

The volumes are available from: Wilhelm Fink Verlag, D-8 Munchen 40, Nikolaistr. 2 (W. Germany).

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Ila Wales Brasch and Walter Milton Brasch. A Comprehensive Annotated Bibliography of American Black English, Baton Rouge, La.: Louisiana State University Press, 1974, 304 pp., \$15.

Contains descriptions of more than 2,000 books and other publications on Black English. Includes contemporary as well as historical studies.

"Fills a great need. The Brasches have been thorough in following up references, annotating accurately, and getting down the relevant bibliographical detail in impeccable form. They bring together materials from such a wide variety of sources that anyone working on Black English in the future will have to begin with their compilation and work outward."

--Dr. Roger D. Abrahams (Black English scholar, folklorist, bibliographer, and chairman, Dept. of English, University of Texas)

"The Brasches give us along with the bibliography a facinating description of the controversy (in Black English)... Their book is a sine qua non for linguistic scholars, for the general reader who finds the subject of language enthralling, and for those who are concerned with the life of the Blacks in America."

--Long Beach (California) Press-Telegram
and Independent

"(A) very useful resource for this much needed (Black English) research..."

--Dr. James M. Coady in Language Sciences

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Lee Pederson and others, eds. A Manual for Dialect Research in the Southern States, 2nd ed. University, University of Alabama Press, 1974, 244 p. illus. index. \$2.95 pa. LC72-619722, ISBN 0-8173-0502-5.

This manual was developed for field workers in the LAGS (Linguistic Atlas of the Gulf States) Project, which began in 1968 and is intended to cover Louisiana, Mississippi, Alabama, Tennessee, Florida, and parts of Georgia, Texas, and Arkansas. Usually, a handbook does not appear until after the publication of a linguistic atlas; fortunately, the editors have published this handbook while the survey is still in progress.

The book is rather more than a guide for field workers. In addition to the worksheets, which are contained in the 147-page appendix, each of the editors has contributed a chapter. Pederson's "Introduction to the LAGS Project" gives an excellent brief history of dialectology from Wenker's Deutscher Sprachatlas to LAGS. Raven McDavid's chapter on field procedures ranges from a description of the area covered by LAGS to such practical hints as what kind of hotel to stay in and how to meet informants. Charles Foster discusses the interaction of folklore, dialectology and the field worker; and Charles Billiard contributes a discussion of the relationship between local dialects and classroom English. Because of its wealth of information in condensed form, and especially because of its practical approach to linguistic geography, this manual should be required reading for students of the field.

--Stanley Joe McCord

ORDERING PROCEDURES FOR DOCUMENTS ENTERED IN THE ERIC SYSTEM

Where indicated, hard copies (HC) and microfiche (MF) are available from the ERIC Document Reproduction Service, Box 190, Arlington, Virginia 22210. Where no MF or HC price is given, inquiries concerning the document's availability should be directed to the author or publisher. When ordering from EDRS, please list the ED numbers of desired documents, type of reproduction (MF or HC), and the number of copies needed. All orders must be in writing and payment should be enclosed (check or money order) to include price of MF or HC; plus postage according to the following schedule: \$.18 for up to 60 microfiche, \$.08 for each additional 60 fiche; \$.18 for first 60 pages HC, \$.08 for each additional 60 pages HC.

DOCUMENTS ON DIALECT STUDIES ENTERED IN THE ERIC SYSTEM

ED 091 701

Inglehart, Babette F. and Mangione, Anthony R.

Multi-Ethnic Literature: An Annotated Bibliography on European Ethnic Group Life in America.

American Jewish Committee, New York, N.Y., Inst. of Human Relations. Pub Date May 74

62 pages; Prepared for the Conference on Multi-Ethnic Literature (Chicago State University, Chicago, Illinois, May 1974)

EDRS Price MF-\$0.75, HC-\$3.15 ---plus postage.

Descriptors--Annotated Bibliographies, Caucasian Race, Cultural Factors, English Instruction, Ethnic Groups, Ethnic Studies, Higher Education, Secondary Grades

Identifiers--National Project on Ethnic America

This annotated bibliography relating to white ethnic studies is intended to assist teachers of English and social sciences in high schools and colleges in improving the self-image of students who have immigrant parents and grandparents. Most references are concerned primarily with America and the American scene, writers whose primary language is not English have been included only if their works have been translated. The bibliography has been divided first to list anthologies dealing with the white ethnic experience, then to list fiction, drama, poetry, biography, history, and criticism dealing with European ethnic groups in America (Dutch, German, Greek, Hungarian, Armenian, Irish, Italian, Jewish, Scandinavian, and Slavic). Whether or not a book is in print or available in paper is indicated. In many cases, titles of books no longer in print have been included because of their importance in presenting some aspect of the immigrant experience

and their value to researchers and scholars. A key is also included to identify some important subject or subjects with which each work concerns itself. (WR)

ED 091 703

Smitherman, Geneva

Hidden Agendas: The View from Minority Students on "Keep This Nigger Boy Runnin."

Pub Date April 74

9 pages; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (25th, Anaheim, California, April 1974)

EDRS Price MF-\$0.75; HC-\$1.50---Plus postage

Descriptors: College Instruction, Communication (Thought Transfer), Composition (Literary), Concept Formation, English Instruction, Information Retrieval, Language Arts, Negro Dialects, Nonstandard Dialects, Racial Discrimination, Reading Improvement

Educators and intellectuals with some sense of humanity should comprehend the hidden message inherent in setting up a dichotomy referring to two linguistic/cultural entities: that one set of structures is sufficient; one is not. For the black student, this message of inferiority is communicated both through the teacher in his instruction, assignments, grading procedures, and attitudes, and through the university in its tracking system which extends to society and the job market. To provide the kind of language/composition teaching the minority student needs, a learning environment should be set up in which he gains mastery in obtaining information, reading competently, using language effectively, and organizing concepts verbally--all using the dialect to which he is accustomed. (JM)

ED 091 713

Weaver, Constance

Black Dialect? Or Black Face?

Pub Date April 74

16 pages; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (25th, Anaheim, California, April 4-6, 1974)

EDRS Price MF-\$0.75; HC-\$1.50---Plus postage

Descriptors--African Culture, Composition (Literary), Effective Teaching, English Instruction, Linguistic Patterns, Negro Dialects, Negro History, Nonstandard Dialects, Teacher Attitudes, Teaching Techniques

Because of the tendency to reject Black English speakers, perhaps

as an excuse for maintaining social and racial prejudices, teachers should understand that nonstandard dialects result from geographical and/or cultural isolation and conflict (as in Appalachian English), and from linguistic conflict (as in Chicano English). The language of many black people reflects both pidgin English--minimal communication produced by a conflict between seventeenth-century English and West African languages, and West African language structure--lacking verb or noun endings. Black English features, as seen in a typical example of one black student's composition papers, consist of few inflectional verb and noun endings, and the unusual use of derivational morphemes. To effectively help in the development of black students' writing, teachers' usual compulsive concern for correct mechanics should be replaced by an emphasis on students' writing more coherently (especially in theme development) and interestingly in their own dialect. (An appendix includes the black student's paper and an examination of Black English morphological examples.) (JM)

ED 091 728

Sigelman, Carol K.

Giving and Taking Directions.

Pub Date 72

61 pages; From author's Ph.D. Dissertation, "Giving and Taking Directions: Subcultural Communication Barriers and Evaluative Reactions to Speech" See related documents CS 201 320-375

EDRS Price MF-\$0.75, HC-\$3.15 --- Plus postage

Descriptors--Communication Problems, Educational Research, Evaluation, Intercommunication, Language Arts, Listening, Measurement Instruments, Negro Dialects, Research Tools, Resource Materials, Secondary Education, Socioeconomic Influences, Socioeconomic Status, Standard Spoken Usage

Identifiers--The Research Instruments Project, TRIP

Designed (1) to determine both the communication barriers arising among high school students of divergent subcultural backgrounds, and how low socioeconomic status black and middle socioeconomic status white listeners evaluate members of their own and different subculture groups as well as speakers of Network English as persons and (2) to examine communication barriers, this test consists of four maps. Each map contains two sets of directions--one set produced by a black dialect speaker and read by a black dialect speaker and a Network English speaker, and one set produced by a Standard English speaker and read by a Standard English speaker and a Network English speaker. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts"]

to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Listening), title, author, date, and age range (secondary), and describes the instrument's purpose and physical characteristics.] (JM)

ED 091 759

Rystrom, Richard

Rystrom Dialect Test, and Testing Negro-Standard English Dialect Differences.

Pub Date 69

17 pages; Reprinted from "Reading Research Quarterly," Summer 1969; For related documents see CS 201 320-375

EDRS Price MF-\$0.75, HC-\$1.50 --- Plus postage

Descriptors--Discriminant Analysis, Educational Research, Language Arts, Measurement Instruments, Negro Dialects, Preschool Children, Primary Grades, Research Tools, Resource Materials, Standard Spoken Usage

Identifiers--The Research Instruments Project, TRIP

Designed to discriminate Negro dialect speech from standard English, the Rystrom Dialect Test seeks to overcome three problems encountered in research about Negro speech; determining what stable elements distinguish Negro dialect from standard English, constructing a test easily administered to a young child and capable of measuring the differences in dialect, and finding unbiased and simple methods of evaluating test results. The test consists of 24 pairs of sentences which the student hears and repeats twice, once with the features under study occurring in the sentence and once without the feature. Speakers on the test tapes are white--an Illinois female, a Georgia male, and a Georgia female. Results of the test administered to 120 Negro and 100 white children in Georgia indicate a significant mean difference. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Standard English as a Second Language or Dialect), title, author, date, and age range (preschool, primary), and describes the instrument's purpose and physical characteristics.] (JM)

ED 091 931

Harrington, Judith

An Annotated Bibliography of Recent Work on Black English.

42 pages

EDRS Price MF-\$0.75, HC-\$1.85 --Plus postage

Descriptors--Annotated Bibliographies, Literature Reviews, Negro Dialects, Nonstandard Dialects, Periodicals, Psycholinguistics, Research Reviews (Publications), Serials, Sociolinguistics, State of the Art Reviews

The material in this 125-item annotated bibliography is limited primarily to articles and reports published during 1971. The resources used were those available in the greater Rochester, N.Y., area. The Rochester Regional Library Council's "Union List of Serials" was the authority used for serial holdings of area libraries. ERIC document numbers, "Language and Language Behavior Abstracts" numbers, and "Dissertation Abstracts" numbers are provided where available. The items here include bibliographies, field reports, historical articles, state-of-the-art surveys, and other related material, but no book-length works. The annotations attempt to show each author's viewpoint and to indicate the audience intended if the title does not make that clear. (Author/KM)

ED 091 933

Wolfram, Walt

Sociolinguistic Aspects of Assimilation: Puerto Rican English in New York City.

Center for Applied Linguistics, Washington, D.C.

Spons Agency--Office of Education (DHEW), Washington, D.C.

Pub Date 74

Grant--OEG-3-70-0033(508)

254 pages; Available from--Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209 (\$8.00)

EDRS Price MF-\$0.75, HC-Not Available from EDRS. Plus Postage.

Descriptors--Cultural Environment, Culture Contact, Economically Disadvantaged, English, Linguistic Theory, Nonstandard Dialects, Puerto Ricans, Social Dialects, Social Influences, Sociolinguistics, Spanish

Identifiers--New York City

This book looks at the essential dynamics of language contact and linguistic assimilation from a current sociolinguistic perspective by focusing on the English of second generation Puerto Rican teenagers in New York City. General sociolinguistic principles are extrapolated from the author's detailed investigation of several linguistic variables (th, syllable-final alveolar stops, negation)

within the context of three competing influences on the subjects' speech: the standard English of mainstream society, the Puerto Rican Spanish spoken at home, and the vernacular Black English of the surrounding indigenous community. (AG)

ED 092 900

Walker, Laurence

Newfoundland Dialect Interference in Oral Reading.

Pub Date April 74

32 pages; Study done at Memorial University of Newfoundland

EDRS Price MF-\$0.75, HC-\$1.85. Plus postage.

Descriptors--Elementary Education, English, Grade 3, Literacy, Oral Reading, Reading Ability, Reading Difficulty, Reading Research, Reading Skills, Regional Dialects, Written Language

Identifiers--Canada, Dialect Interference, Newfoundland

Following a review of the literature, a study to provide data on the interference effects of another dialect on aspects of reading performance was carried out in Newfoundland, Canada. Subjects were presented with oral reading material in standard English form and in a form which incorporated selected, validated, morphological features of grade three students in Newfoundland where a distinct dialect prevails. Significant differences favoring the standard English readings were revealed for three measures of oral reading proficiency so the interference hypothesis was not supported. The findings showed the language flexibility possessed by eight-year-old dialect speakers and pointed to the research hazards of inferring written language ability on the basis of oral performances. (Author/RB)

ED 092 925

Williamson, Leon E.

Teach Concepts, Not Words.

Pub Date April 74

10 pages; Paper presented at the Annual Meeting of the Western College Reading Association (7th, Oakland, California, April 4-6, 1974)

EDRS Price MF-\$0.75, HC-\$1.50. Plus postage.

Descriptors--Communication (Thought Transfer), Concept Formation, Concept Teaching, Educational Philosophy, Language Skills, Non-standard Dialects, Vocabulary Development, Vocabulary Skills

Since concepts are the mental divisions man makes among the concrete and abstract phenomena of his environment so he may generate, maneuver, and control their relationships in a manner to satisfy his physical, emotional, social, and aesthetic needs,

concepts should be the vortex of intelligence. Too often students are taught as if they lack a concept when all they really lack is a vocabulary item for the standard or learned language environment. Teaching strategies should direct the development of the ability to express concepts appropriately for any language setting. The following conceptual relationships form a hierarchical seriatim which may be followed in directing the development of conceptual clarity for any concept: concurrence, distinctness, appurtenance, dimensional, self-activity, equivalence, reaction, association, and functional dependence. Using these conceptual relations in conjunction with vocabulary appropriate for the learned, formal, and informal language environments, a demonstration is presented of how a person may be able to express a concept using one set of vocabulary items, but not another set. The concepts can be taught without focusing on prestige or standard formal vocabulary. The syntax of thought is universal; the syntax of language is specific to a speech community. (10)

ED 092 941

Sternglass, Marilyn Seiner

Similarities and Differences in Nonstandard Syntactic Features in the Compositions of Black and White College Students in Freshman Remedial Writing Classes.

Pub Date 73

124 pages; Ph.D. Dissertation, University of Pittsburgh; Available from-University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-6772, MF-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors--Caucasian Students, College Freshmen, Composition (Literary), Doctoral Theses, Educational Research, Higher Education, Language Usage, Negro Students, Nonstandard Dialects, Remedial Instruction

The purposes of this study were to determine the frequency of nonstandard linguistic patterns of black and white college freshmen in remedial writing classes in the Pittsburgh area and to correlate these features at a statistically significant level to the following linguistic variables: ethnic and language-history background, racial background, length of residency in the Pittsburgh dialect area, socioeconomic class, age, sex, and upward social mobility. There were four major research areas in the study: quantitative rather than qualitative differences in language usage; influences of language-history background of the subjects who produced nonstandard forms; awareness of nonstandard forms and the ability to suppress these forms; and use of a chi-square test which indicated that there was no statistically significant rela-

tionship between the production of nonstandard forms and nonlinguistic variables. The major pedagogical implication is that separate language materials are not needed for black and white students in remedial college-level writing classes. (Author/RB)

ED 092 943

Gratz, Elizabeth Webber

A Study of an Experiment in Teaching a Unit in Dialectology to Selected English 10 Students in Two Iowa City High Schools by Classroom Teachers.

Pub Date 73

180 pages; Ph.D. Dissertation, The University of Iowa; Available from-University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-7377, MF-\$4.00, Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors--Changing Attitudes, Doctoral Theses, English Instruction, Knowledge Level, Regional Dialects, Secondary Education, Social Dialects, Student Attitudes, Unit Plan

The purpose of this study was to determine if students under typical conditions in the American high school English classroom change their attitudes toward and increase their knowledge about American regional and social dialects as a result of being taught a unit in dialectology. The experimental and control groups were comprised of 291 students from two Iowa City high schools. The experimental group was taught a three-week unit in dialectology, while the control group had an individualized reading unit. Participating teachers followed uniform lesson plans, used audiovisual materials prepared for the unit, and kept anecdotal records of their own and students' reactions to various lessons. The students also received a pretest and a posttest. Results indicated that students' attitudes toward and knowledge about dialects did change; on both attitude and knowledge scales, the experimental method was significant in all analyses. It was further indicated that attitudes toward and knowledge about dialects changed as a result of being taught the unit and not because of different teachers, section, sexes, or IQ scores. (HOD)

ED 092 965

Gottfried, Adele E.

Modeling and Verbalizations of Lower-Class, Black, Preschool Children: Educational Implications.

Pub Date April 74

5 pages; Paper presented at the Annual Meeting of the American Educational Research Association (59th, Chicago, Illinois, April 1974)

EDRS Price MF-\$0.75 HC-\$1.50 Plus postage.

Descriptors--Lower Class, Models, Negro Dialects, Nonstandard Dialects, Preschool Children, Verbal Communication, Verbal Learning

Two purposes guided this study: (1) to investigate the effects of modeling on the verbalizations of lower-class, black, preschool children; and (2) to investigate the relationships between the dialect employed by the model and children's language production. As subjects, 72 black, preschool children in lower-class neighborhood day care centers of New York City were randomly assigned to one of six conditions, with each group consisting of six boys and six girls. Models were two dark brown, neuter gender hand puppets representing an adult and a child, while visual stimuli consisted of three pictures--a drum, a clown, and a dog. In the pretest, a visual stimulus was presented to all children who then wrote a story about it. Four modeling conditions varied in either the linguistic style (Black English or standard English) or the relative lengths of the modeling story, while two control groups provided comparative information. Children's pretest and posttest responses were tape-recorded. The major finding revealed that modeling in a shorter sequence, using Black English, caused greater verbal productivity. (JM)

ED 092 966

Linn, Michael D.

Black Rhetorical Patterns and the Teaching of Composition.

Pub Date April 74

11 pages; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (25th, Anaheim, California, April 4-6, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 Plus postage.

Descriptors--Black Community, Communication (Thought Transfer), Composition (Literary), Disadvantaged Youth, Negro Dialects, Nonstandard Dialects, Oral Expression, Teaching Techniques, Writing Skills

When teaching composition to speakers of Black English, instructors should be aware of the dominance of oral expression in black culture and base the writing program on developing the students' present language abilities. The social value placed by inner-city blacks on oral expression is evident in the varying verbal contests carried out when interacting with the establishment or authority figures (i.e., "shucking," "jiving,") and among themselves ("rap-ping," "running it down," "signifying," "sounding," "ranking," "styling' out"). This expressive mode is different from that of middle-class speakers in function, being closely involved with

performance (self-projection) and audience, and depending on a large body of shared knowledge. In developing a composition program, emphasis should be on teaching students how to handle situations not dependent on shared knowledge--frozen, formal communication. A practical way to do this is with a group writing project which permits interaction (familiar to them), first in a group play and later in group theme writing, building on the students' skills.

(JM)

ED 092 980

Duncan, John

The Necessity for an Investigation of Dialect Writing.

Pub Date April 74

14 pages; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (25th, Anaheim, California, April 4-6, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 Plus postage.

Descriptors--Dialect Studies, Linguistics, Negro Culture, Negro Dialects, Nonstandard Dialects, Standard Spoken Usage

Identifiers--Black English

The statement by the Executive Committee of the Conference on College Composition and Communication affirming the student's right to his own language--his dialect--poses a challenge deserving further research, especially as it concerns the classroom situation. Black English, a dialect with linguistic principles whose roots can be traced to West Africa, has not been accepted by most educators although it has been shown to be a logical mode of expression. The effect of focusing standard English onto students accustomed to using black English has been negligible. Moreover, the proposal that children be taught to read and write in their own dialects and then be allowed to switch to standard English after they have grasped the principle of correspondence between written letters and spoken language will not preserve our heritage of dialects. Implicit in the right to language is the responsibility for communicability, but until more is written and understood in black English, many questions remain unanswered concerning its communicability.

(JM)

ED 093 155

O'Hern, Edna M.

A Phonological Analysis of the Language of Five Black Pre-School Children of Low Socio-Economic Status in Washington, D. C.

Spons Agency--National Inst. of Mental Health (DHEW), Rockville, Md.

68 pages

EDRS Price MF-\$0.75 HC-\$3.15 Plus postage.

Descriptors--Child Language, Ethnic Studies, Language Development, Language Patterns, Language Research, Language Usage, Negro Dialects, Phonemes, Preschool Children, Sociolinguistics, Urban Language

This study describes the segmental phonemes of five 4-year-old speakers of Black English, and analyzes both their language development and ethnic characteristics. The study group of Negro children, born and living in Washington, D. C. came from homes that met two of three specified criteria based on the mother's education and family income. The interviews were tape-recorded within a 6-month period after each child had reached his fourth birthday. During the interview, language data was elicited by structuring the 30-45 minute sessions into four productive parts. The results demonstrated that the phonemic system of these children was distinctive. While almost all phonemes were dominated by the conventional Standard English allophones, the presence of unconventional allophones was so pervasive as to effect a markedly nonstandard English dialect, which included both childish and Southern characteristics, as well as others whose identity was not so easily established. The childish patterns included marked instability in the consonant allophones and the presence of "baby-talk" patterns. Two of the four Southern patterns were: (1) Southern allophones in the vowel phoneme, and (2) the marked weakening of the phoneme /r/ in the final position. The other patterns included pervasive consonant omission in final and medial positions.

(Author/LG)

ED 093 157

Thomas, Ceinwen H.

Some Phonological Aspects of Some Welsh Dialects of South-East Wales.

Pub Date 74

36 pages; Article to appear in "Studia Celtica"; v9 1975

EDRS Price MF-\$0.75 HC-\$1.85 Plus postage.

Descriptors--Consonants, Descriptive Linguistics, Dialect Studies, Distinctive Features, Geographic Distribution, Language Patterns, Phonetics, Phonology, Regional Dialects, Tables (Data), Vowels Identifiers--Wales, Welsh

Ongoing research conducted by the Welsh Language Research Unit of Cardiff, Wales is described. This research has concentrated mainly on recording and describing the phonology of some varieties of

Welsh spoken in South-East Wales, particularly as it is associated with geographic areas and affected by population changes resulting from industrial development. The phonology of the dialects under study is compared and described in some detail. Tables illustrating the dialectal variations are included, as is a list of unpublished dissertations from the University of Wales on which the present work was based. (PM)

ED 093 166

Shuy, Roger W.

What Is the Study of Variation Useful For?

Pub Date October 73

20 pages; Paper presented at the New Ways of Analyzing Variation in English Conference (2nd, Washington, D.C., October 1973)

EDRS Price MF-\$0.75 HC-\$1.50 Plus postage.

Descriptors--Educational Planning, Instructional Innovation, Language Arts, Language Instruction, Language Styles, Reading Instruction, Sociolinguistics, Speech Instruction, Teaching Techniques, Writing Skills

The study of language variations has brought linguists closer to some of the problems which concern our schools, namely, the teaching of reading, writing, and speaking. Through variability studies, answers can be found to questions about how to delimit styles, how to effect acceptability in school writing and talking, how to appreciate the dynamics of variation in the language of others, how to sequence language materials, how people set themselves off from each other through language, or how subtle variation between spoken and written language forms can cause problems in composition and reading. Information about language variation may be used to help rethink the education of teachers, the development of instructional materials and techniques, and the building of educational programs of various sorts. Linguists must try to gain influence within the field of education if they want to participate in effective educational planning. Three plans are suggested by which linguists can work for change from within the existing education system: (1) infiltration, (2) the jealousy motif, and (3) management control. The study of variation will also help to broaden the training programs of linguistics students, thereby providing them with more versatility as they approach the job market.

(Author/PM)

ED 093 174

Wolfram, Walt

A Note on Fluctuating Variants and the Status of Vernacular Black English.

Pub Date December 73

7 pages

EDRS Price MF-\$0.75 HC-\$1.50 Plus postage.

Descriptors--Descriptive Linguistics, Dialect Studies, English, Language Styles, Negro Dialects, Nonstandard Dialects, Social Dialects, Sociolinguistics, Standard Spoken Usage

One of the most significant problems that linguists face in their attempts to describe Vernacular Black English (VBE) is the matter of fluctuating forms. It is consistently observed that speakers appear to fluctuate between a socially stigmatized variant and its presumed nonstigmatized counterpart. Fluctuations in VBE have often been viewed as a type of code-switching. From this perspective, the fluctuating variants are assigned to different systems or subsystems within a speaker's linguistic repertoire, and he simply shifts from one to another in response to some stylistic, situational, or other functional shift. Variation has been observed, however, when the extralinguistic context remains constant, and such variation cannot be classified as code-switching. Much fluctuation in VBE, then, is best described as inherently variable rather than code-switching. This means that both of the fluctuating forms are an inherent part of a unitary system. In terms of descriptions of VBE, the code-switching concept leads to a distorted view of what the dialect is actually like, because VBE is seen to be more different from Standard English than it actually is. What is needed is a grammar which can account for variability beyond traditional rule optionality.

(Author/PM)

ED 094 374

Karger, Gertrude Wernick

The Performance of Lower Class Black and Lower Class White Children on the Wepman Auditory Discrimination Test: The Effects of Dialect and Training, and the Relationship to Reading Achievement.

Pub Date 73

361 pages; Ed.D. Dissertation, Harvard University

Available from--University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-11.323. MF-\$4.00 Xerography \$10.00)

Document Not Available from EDRS

Descriptors--Auditory Discrimination, Auditory Perception, Auditory Training, Beginning Reading, Doctoral Theses, Grade 1, Low Income Groups, Negro Students, Nonstandard Dialects, Reading Achievement, Reading Research, Socioeconomic Status

The purposes of this study were to determine the effect of black English on the auditory discrimination performance of lower class black children, the effects of training on the auditory discrimination performance of lower class black and lower class white children, and the relationship of auditory discrimination performance to reading achievement. The Wepman Auditory Discrimination Test and Supplementary Auditory Discrimination Test were administered to 60 low socioeconomic status (SES) black and 60 low socioeconomic status white first grade children, randomly selected and assigned to one of the two treatment groups of trained or untrained children. The untrained children received the standardized instruction presented in the Wepman manual. The trained children were given guidance in the use of the terms "same" and "different," as well as practice with final consonant discriminations. An analysis of covariance for the 30 different Wepman items, with IQ as covariate, indicated that the black children, irrespective of training, scored significantly lower than the white children. Also, it was concluded that low SES white children are not deficient in auditory discrimination ability, and that black English has an influence on the acquisition of word recognition skills by low SES black children.

(Author /WR)

ED 094 376

Linn, Michael D.

Urban Black Speech as the Sixth Clock.

Pub Date November 73

10 pages; Paper presented at the Annual Meeting of the National Council of Teachers of English (63rd. Philadelphia, Pennsylvania, November, 1973)

EDRS Price MF-\$0.75 HC-\$1.50 Plus postage.

Descriptors--American English, Cultural Factors, English Instruction, Language Classification, Language Instruction, Language Patterns, Language Styles, Negro Dialects, Non-standard Dialects, Social Dialects, Speech Habits, Standard Spoken Usage, Urban Language, Urban Youth

Teachers of culturally different students should not ridicule or verbally abuse their students, but should try to show them how the characteristics of formal English differ from urban Black English. They must be able to explain the appropriateness of standard English usage in certain situations, while they still maintain respect for the students' language. Urban black speech is not a separate dialect from standard English but it is a functional variety of American English, characterized by ellipsis, jargon, and slang.

This is demonstrated in the way educated blacks shift from Black English to formal English. Joos, the author of "Five Clocks," defines urban black speech as the sixth clock, a variety of English between casual and intimate speech with the feature of both. He believes that everyone uses several functional varieties of English. Some of these styles are the frozen style which is used for print in legal documents or in briefs before the Supreme Court; the formal style, which is usually used in lectures and is the style most English composition teachers require; the casual style, which is the speech used with friends and acquaintances; and the intimate style, which is used in intimate conversation with close friends or lovers. (SW)

ED 094 386

Underwood, Gary N.

Bidialectal Freshman Handbooks--The Next Flim-Flam.

Pub Date April 74

20 pages; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (25th. Anaheim, California, April 4-6, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 Plus postage.

Descriptors--Composition (Literary), Language Usage, Nonstandard Dialects, Social Dialects, Textbook Content, Textbook Evaluation

The bidialectal freshman handbook will be the next gimmick of textbook companies, even though they will contain nothing new and will foster several fallacies. The information will be questionable, factually inaccurate and unsound because while no linguist has really been able to define dialect, linguists claim to have knowledge about the structure of a second dialect. There is no adequate theory to allow for a thorough comparison of dialects, and educators feel that English orthography is either phonetic or phonemic, instead of recognizing that spelling represents a level of phonology in which each morpheme is assigned an abstract phonological representation. Spelling is uniquely related to standard American pronunciation and departure is an interference. However, the word "bidialectal" will sell these textbooks. (SW)

ED 094 390

Gefvert, Constance J.

The Dilemma of the American Language: Ethnocentrism or Racism?

Pub Date April 74

10 pages; Paper presented at the Annual Meeting of the College English Association (Philadelphia, Pennsylvania, April 19-20, 1974)

EDRS Price MF-\$0.75 HC-\$1.50 Plus postage.

Descriptors--American English, Ethnocentrism, Language, Linguistic Theory, Nonstandard Dialects, Racism, Regional Dialects, Standard Spoken Usage

Modern linguistic research shows that the language of America is that spoken by all residents of the Americas, with many varieties influenced by other national languages (e.g., Spanish, African, American Indian). In addition, linguistic research has resulted in two competing theories about teaching standard English: that teaching standard English to a dialect speaking child enables him to succeed in activities dominated by the white middle class (bidialectalism), and that such insistence on the teaching of standard English is racist. This dilemma indicates the real problem to be ethnocentrism, not racism, which is merely a subcategory of ethnocentrism. The vicious cycle of an ethnocentric society may be broken both through the growing awareness that not only is black beautiful but all ethnic groups are beautiful, and through a learning of the standard form of the language of America. (JM)

ED 094 413

Midkiff, Ronald G.; Smith, Gary

Towards an Evolving Philosophy of Language Instruction in the Public Schools and Teaching Standard Usage to Non-Standard Speakers: A Report of an Experiment

Rome City School System, Ga., Linguistics Research and Demonstration Project.

Spons Agency--Bureau of Elementary and Secondary Education (DHEW/OE). Washington, D. C.

Pub Date 69

45 pages

EDRS Price MF-\$0.75 HC-\$1.85 Plus postage.

Descriptors--English Instruction, English Programs, Language Development, Learning Activities, Linguistics, Nonstandard Dialects, Oral Communication, Phonemes, Public Schools, Standard Spoken Usage, Student Needs, Teacher Education, Teaching Methods, Ten1 Identifiers--Elementary Secondary Education Act Title III, ESEA Title III, Linguistics Research and Demonstration Project

The first part of this Linguistics Research and Demonstration Project report presents articles which have greater implications for a theory of instruction in English than for practical activities for classroom utilization. It includes "Changing Emphasis on Formal Language Study," "The Growing Importance of and Emphasis on Oral Language Development," "From Composition to the Composing

the Composing Process," "The Changing Appearance of the English Classroom," and "Implications for a Need to Modify English Teacher Education Programs." The second part of this report discusses the results of a social experiment in teaching standard usage to non-standard speakers which concluded that a child expands his linguistic skills by receiving and producing sentences in relation to a particular audience, purpose, time, and place. (SW)

ED 094 419

Nober, E. Harris; Seymour, Harry N.

Speech Recognition Scores of White and Black Student-Teacher Listeners for Black and White First Grade Speakers. Final Technical Report.

Massachusetts Univ., Amherst.

Spons Agency--National Institute of Education (DHEW), Washington, D. C.

Bureau No--BR-2-A-011-FTR

Pub Date February 74

Grant--OEG-1-72-000905090

56 pages

EDRS Price MF-\$0.75 HC-\$3.15 Plus postage.

Descriptors--Caucasian Students, Grade 1, Listening Comprehension, Listening Tests, Negro Dialects, Negro Youth, Recognition, Speech, Student Teacher Relationship, Student Teachers

In order to investigate the possible consequences of dialectical differences in the classroom setting relative to the low income black and white first grade child and the prospective white middle-class teacher, 25 black and 25 white university listeners yielded speech recognition scores for 48 black and 48 white five-year-old urban school-children speakers for monosyllabic words. Each child contributed one word for either a quiet, 10 decibel signal-to-noise ratio, or 0 decibel signal-to-noise ratio listening condition. Words were intensity-equated, randomized, and taped. Results showed that white listeners' speech recognition was significantly poorer for black speakers than for white speakers, while black listeners scoring white speakers equalled black listeners scoring black speakers. Overall black listener speech recognition was significantly superior to that of overall white listener speech recognition. It was concluded that since inexperienced white student teachers manifested severe speech recognition problems with black children, structured auditory training for white teachers may be fruitful. (Appendixes provide an examination of the characteristics of black English and a table of the F-tests for means.)

(Author/JM)

ED 095 227

Bobson, Sarah, Comp.

Nonstandard Dialects: An Annotated Bibliography of ERIC References.
ERIC-IRCD Urban Disadvantaged Series, No. 38, August 1974.

Columbia University, New York, N. Y. ERIC Clearinghouse on the
Urban Disadvantaged

Spons Agency--National Institute of Education (DHEW), Washington,
D. C.

Pub Date August 74

Contract--OEC-0-9-420088-2327

97 pages

EDRS Price MF-\$0.75 HC-\$4.20 Plus postage.

Descriptors--Annotated Bibliographies, Classroom Communication,
Communication Problems, Educational Problems, English (Second
Language), Language Usage, Negro Dialects, Nonstandard Dialects,
Phonology, Reading Instruction, Regional Dialects, Sociolinguistics,
Ten1, Urban Language

The focus of this bibliography is on the use of variations of Standard English--often called "Nonstandard Dialects"--both in and out of the classroom. Black English, often thought to be synonymous with "nonstandard dialect" because of recent attention called to it, is the best known of the nonstandard dialects, although there are various regional dialects, such as those found in Appalachia, the South, and New England. Most of the documents listed here, however, deal with black English. The bibliography does not deal with bilingualism, although several studies of bilingualism are cited here because of their relationship to dialect problems. This bibliography is divided into three sections. Section 1, "Nonstandard Dialects in the Classroom," includes the literature dealing mostly with black English, but cites documents on other dialects as well. Section 2, "Sociolinguistics and Phonology," includes the literature treating nonstandard dialects in a more theoretical way. Section 3, "General Dialect Studies," deals with nonstandard dialects other than black English. The 415 citations were selected through a manual search of all the material on nonstandard dialects appearing in "Research in Education" and "Current Index to Journals in Education" during the period from January 1970 through December 1973. (Author/JM)

NEWSLETTER OF THE
AMERICAN DIALECT SOCIETY

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