

NEWSLETTER OF THE  
AMERICAN DIALECT SOCIETY

**NADS**  
**25.3**

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**Vol. 25, No. 3      September 1993**

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*NADS is sent in January, May and September to all ADS members. Send ADS dues (\$25 for 1993), queries and news to editor and executive secretary Allan Metcalf, English Dept., MacMurray College, Jacksonville, Illinois 62650, phone (217) 479-7049 or (217) 479-7000, fax (217) 245-5214.*

*From:*

AMERICAN DIALECT SOCIETY  
Allan Metcalf, Executive Secretary  
English Department  
MacMurray College  
Jacksonville, Illinois 62650-2590

**FIRST CLASS**

Forwarding and Address  
Correction Requested

## ADS at LSA: Boston, Jan. 7

ADS-sponsored session at the annual meeting of the Linguistic Society of America, January 6-9.

Boston, Sheraton Hotel, Dalton Room; 10:00-11:30 a.m. Friday, January 7.

### • Can You See Whose Speech is Overlapping?

*Charles F. Meyer*, Univ. of Massachusetts at Boston; *Edward Blachman*, Interleaf, Inc., Waltham, Mass.; *Robert Morris*, Univ. of Massachusetts at Boston.—

It has become increasingly common in linguistics for analyses to be based on computer corpora: large collections of speech or writing in computer-readable form. Typically, computer corpora are annotated to indicate such linguistic phenomena as pauses, tone unit boundaries, speaker turns, and overlapping speech. As the use of computer corpora increases, it becomes more necessary for linguists to be concerned not just with standardizing the annotation but with presenting this annotation to the user in as readable a format as possible. We focus on annotation for overlapping speech, a phenomenon that needs to be marked in any corpus of speech, and discuss software that accurately marks speech overlaps and that presents overlaps to users in as visually revealing a manner as possible.

### • American English and the Roaring Twenties.

*Connie Eble*, Univ. of North Carolina, Chapel Hill.—Language was part of the life of the republic that in the 1920s was felt to be moving, progressing, having a good time, and protecting itself. It is no happenstance that this milieu generated the receptive audience for H.L. Mencken's *The American Language* in 1919 and propelled him to revise it twice within four years, in 1921 and 1923. It is also no mere coincidence that the journal *American Speech* was born in 1925, in the middle of the Roaring Twenties. This paper examines the new-found interest in American English in the decade following World War I as part of the spirit of the times and as one component of Americanness.

*Preregistration* for LSA and ADS members is \$40. Write LSA, 1325 - 18th St. N.W. Suite 211, Washington DC 20036-6501; phone (202) 835-1714; e-mail ZZLSA@GALLUA.Bitnet.

*Future meetings*: 1995 Jan. 5-8 New Orleans, 1996 Jan. 4-7 San Diego.

## Taboo at NCTE, Nov. 20

Annual convention of the National Council of Teachers of English; Pittsburgh, Pa., Nov. 19-22.

ADS-sponsored Session G.18: David Lawrence Convention Center, 12:15-1:30 p.m. Saturday, Nov. 20. Topic: TABOO LANGUAGE IN THE CLASSROOM: NEW CULTURES, NEW ATTITUDES?

Chair: *James L. Stalker*, Michigan State Univ.

• **Attitudes Toward Taboo Language Use Among College Men and Women.** *Jean L. Johnson*, Univ. of North Alabama.

• **MF's, Shinola, and Holes in the Ground: Word from the N's.** *Geneva Smitherman*, Michigan State Univ.

• **Attitudes Toward Taboo Language in High school.** *James L. Stalker*, Michigan State Univ.

*Preregistration* for NCTE members is \$75. For convention information write NCTE, 1111 W. Kenyon Road, Urbana, Illinois 61801-1096; phone (217) 328-3870, fax (217) 328-9645.

## Nomination for Executive Council

In the election to be held at the Annual Business Meeting (see Page 7), the Nominating Committee proposes for Executive Council member 1994-97: *Cynthia Bernstein* of Auburn University.

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

## ACLS Resurrects Travel Grants

The American Council of Learned Societies has revived its program of travel grants for U.S. citizens or residents to attend international meetings abroad. *February 1* is the deadline for applications to attend meetings between June 1, 1994 and May 31, 1995. About 170 awards of \$500 each (regardless of destination) will be made.

Applicants must hold the Ph.D. or other terminal degree but need not be affiliated, and must read a paper or have a major official role in the meeting.

For applications, write ACLS Fellowship Office, 228 E. 45th St., New York NY 10017-2298 or phone (212) 697-1505 ext. 136 or 138, stating applicant's address and 1) name, dates, place and sponsorship of the meeting and 2) applicant's highest academic degree and proposed role in the meeting.

We do not charge  
a registration fee.  
Guests are  
welcome.

# Final Program!

## ANNUAL MEETING 1993

### Toronto • December 27-30

Luncheon  
speaker:  
J.K. Chambers.  
(See Page 8.)

• *Accommodations* We have been housed well before, but never at a place with such a grand reputation as the Four Seasons Hotel, 21 Avenue Road (just off Bloor Street), Toronto, the flagship of the luxury chain. While regular rack rates range from \$185 to \$230, we have arranged a super special \$95 *Canadian* per night for rooms, or \$115 for Executive Suites that have a living area separated from the bedroom. Call toll-free (800) 332-3442 in the United States, (800) 268-6282 in Canada, or the hotel directly at (416) 964-0411. Ask for the American Dialect Society rates. For brochures on the hotel, ask Executive Secretary Allan Metcalf.

• *Meetings* You won't have to leave the hotel to attend the ADS sessions on December 29 (Executive Council, Canadian dialects, new words of 1993, B.Y.O.B. exhibit) and 30 (Business meeting, program session, annual luncheon). As a bonus, we will share the hotel with our friends and alter egos the American Name Society (see Page 4). One ADS session will be held at the hurly-burly of MLA in the Sheraton Centre, four subway stops or about a mile and a half away (see below and Page 4).

• *Customs* Eh? ADS members who aren't already Canadian are used to crossing the border, as for last August's *Methods VIII* in Victoria, so we hardly need to belabor it here. U.S. citizens, though, shouldn't forget a passport, birth certificate, or voter's registration card.

### The Word for 1993

Could it be *uptalk*, the trendy upturning of intonation at the end of declarative sentences? Or *cyber-something*, in this year of *virtual sex* and the first Newton? *Nafta*, as we eliminate borders? Are *slackers* coming into their own? Is it a *thing thing*? Or some token of the dawning Clinton era?

You choose, if you're in the Tudor Room of the Four Seasons Toronto at 5:30 p.m. Wednesday, Dec. 29. The Word of the Year for 1993 will be selected at that time in open free-for-all voting. John and Adele Algeo and David Barnhart will bring their nominations; others will be accepted from the floor. Bring a friend from ANS or a refugee from MLA; everyone present is entitled to vote.

Also to be chosen are words in half a dozen other categories: most original, most amazing, most useful, most unnecessary, most outrageous, and most likely to succeed.

### B.Y.O.B.

Again this year the New Words session will be followed by a Bring-Your-Own-Book Exhibit (6:30-7:30 p.m. Wednesday, Dec. 29). Tables will be available to display your books and order forms. We hope to find a sponsor for refreshments.

### Program:

#### Tuesday, December 28

##### MLA Session 137

10:15-11:30 a.m., Conference Room C, Sheraton Centre, 123 Queen St. West

##### *Nation, Education, and Publication*

ADS-sponsored session at the annual meeting of the Modern Language Association. MLA registration required (\$75 for members before December 7). Write MLA Convention Office, 10 Astor Place, New York NY 10003-6981; phone (212) 614-6372.

Presiding: ADS vice president *Lawrence M. Davis*, Wichita State Univ.

10:15 • **Canadian Dictionaries and Canadian Standard English.** *T.K. Pratt*, Univ. of Prince Edward Island.—Canadian standard is tricky to describe. It tolerates great diversity, but there are limits. It is basically American, but with a variable British flavouring or flavoring (partly depending on region), some curious omissions of American vocabulary, some French borrowings, and some purely indigenous vocabulary items, meanings, grammar, and pronunciations, along with a hybrid and shifting spelling system.

(Please turn to Page 4)

## Tuesday, December 28 (Cont.): ADS at MLA, Sheraton Centre

(Continued from Page 3)

Unfortunately, Canadian dictionaries have not proved themselves equal to the task. All of the six currently available are, in some degree or way, arbitrary, ignorant, falsely derivative, and crude. Yet this situation is bound to improve.

10:40 • **Gender and Education Differences in Linguistic Atlas Informants.** *Virginia G. McDavid*, Chicago State Univ., emer.—The hypothesis first advanced by William Van Riper that, among Linguistic Atlas informants, more women than men in any age group or on any level of educational attainment except the highest will use the standard verb form is now well supported. The data for eight verbs from the Linguistic Atlases of new England, the Middle and South Atlantic States, the North-Central States, and the Upper Midwest shows regional differences in the use of a verb, in the speech of men and women for that verb, and in the use of standard and nonstandard forms among the various verbs.

11:05 • **At Last: *The Handbook of the Linguistic Atlas of the Middle and South Atlantic States.*** *William A. Kretzschmar, Jr.*, Univ. of Georgia.—The *Handbook* was published by the University of Chicago press in late summer. The volume parallels the New England and Gulf States Handbooks in its coverage of the methods used to collect and edit responses to the LAMSAS questionnaire and its detailed informant biographies and community

sketches. It is the key to effective use of the LAMSAS data, whether in graphic form or on the computer.

I propose to talk about some of the problems in the creation of the volume, and about some of its special features. For the former, I can outline the transformation of LAMSAS from Hans Kurath's original plans through list manuscript presentation to the current computerized version, including two different technological developments to replace hand-lettered phonetics. Special features include the detailed consideration of LAMSAS as a sample for modern statistical analysis and description of the computer methods developed for LAMSAS, both of which are transferable to work on other atlases.

### American Name Society In Toronto with ADS, MLA

Most sessions will be at the Four Seasons Hotel along with ADS, 8 a.m. to 5 p.m. Dec. 28–30. For information write Wayne H. Finke, ANS Secretary-Treasurer, Modern Languages – Box 340, Baruch College, City University of New York, 17 Lexington Ave., New York NY 10010; phone (212) 387-1584, fax (212) 387-1591.

*Annual Banquet:* Tuesday, Dec. 28, at the Four Seasons. Cash bar 7–8 p.m., dinner 8 p.m., Presidential address by Lewis L. McArthur at 9 p.m. Complete dinner is \$40 US (or \$50 Cdn) inclusive. For reservations make check payable to Prof. *Sheila Embleton* and send to her at 127 Fifth Ave., Woodbridge Ontario L4L 6Z5, Canada.

*MLA session 535:* Wednesday, Dec. 29, 7:15–8:30 p.m.; Norfolk Room, Sheraton Centre. Presiding: *Donald M. Lance*, Univ. of Missouri, Columbia.

- “The Naming of Mount Rushmore.” *Thomas J. Gasque*, Univ. of South Dakota.

- “Salt River and the Towns Along It.” *James L. Evans*, Univ. of Texas, Pan American.

- “Place Names of El Salvador: The Spanish Language Legacy.” *Wayne Finke*, Baruch Coll.

Also: *MLA session 666*, Names in Literature, Thursday, Dec. 30, 1:45–3:00 p.m., Varley, Toronto Hilton.

### What's Not in the Dictionary

**MLA SESSION 20: LEXICOGRAPHY DISC. GROUP**  
MONDAY, DEC. 27, 7:00–8:15 P.M.

YORK ROOM, SHERATON CENTRE

Chair: *Allan Metcalf*, MacMurray College.

- “Dictionaries with Pockets for Change: An African American Cue.” *Charles Vandersee*, Univ. of Virginia.

- “What Is Not in My French-English Bilingual Dictionary.” *Kathryn Klingebiel*, Univ. of Hawaii, Manoa.

- “Soviet or Bourgeois? The Odyssey of Soviet Yiddish through the Dictionary.” *Holger Nath*, Cambridge, Mass.

## Wednesday, December 29: ADS at the Four Seasons

All ADS sessions on the 29th and 30th will be at the Four Seasons Hotel, 21 Avenue Road; phone (416) 964-0411.

### ADS Executive Council

8:00–10:00 a.m., Windsor Room.

The meeting is open and all ADS members are welcome to attend. Coffee will be served.

The Executive Council discusses and sets policy for the Society and hears reports from officers, editors, committee chairs, and regional secretaries. To get an advance copy of the agenda in early December, write the Executive Secretary. Two important items this year are the editorship of *American Speech* after 1995 and the site of the Annual Meeting in 1995 and later (1994 will be in San Diego, with MLA).

### *O Canada! French in Northern North America*

1:00–5:00 p.m., Tudor Room.

Chair: ADS President *John Baugh*. Program:

1:00 • **The Uniformitarian Principle as Reflected in the Fishing Terminology of Acadian French Fishermen.** *Rose Mary Babitch*, Moncton Univ.—The diversification of commercial fishing (mainly lobster) in the Canadian maritime provinces headed by anglophone companies in the 19th century and the updating of cod-fishing techniques at the beginning of the 20th century led to the use of new fishing gear for which Acadian fishermen had no referents. To name the new gear, the fishermen borrowed English terms and formed neologisms using archaic French and English fishing-gear terms. The theoretical base for the semantic, morphologic and phonetic changes in the formation of neologisms used by Acadian French fishermen in all three maritime provinces is the uniformitarian principle.

1:25 • **Grading Phonetic and Lexical Variation in Acadian French.** *Wladyslaw Cichocki*, Univ. of New Brunswick.—This paper uses Correspondence Analysis (a multivariate statistical technique also known as Dual Scaling) to grade variables in terms of how well they divide the region where this variety of Canadian French is spoken. Data are taken from

the *Atlas linguistique des côtes francophones de l'Atlantique* (Péronnet 1991), an atlas of maritime terminology used by fishermen along Canada's Atlantic coast. The linguistic data divide the region geographically along two dimensions. Although the phonetic and lexical variables contribute significantly to both dimensions, lexical variation appears to be relatively more important in differentiating among communities along the first (or dominant) dimension, while phonetic variation is relatively more important for the second dimension.

1:50 • **Comparative Dialectology: Acadian French in Nova Scotia.** *Karin Flikeid*, St. Mary's Univ.—An extensive spoken language corpus was collected from 1984 to 1987 in all Acadian areas of the province. Because the separation of the present-day dialects can be dated to the mid-18th century, when the population was dispersed, a model for the reconstruction of the original common dialect can be elaborated. The paper will examine specific elements of this model at the phonological, morphological and lexical levels.

2:15 • **Diphthongization in the Quebec French Vernacular.** *Malcah Yaeger-Dror*, Univ. of Arizona, and *Alice Faber*, Haskins Labs.—Due to the inaccessibility of appropriate information, Hayes' (1990) rules for Quebec French diphthongization fail to characterize diphthongization in that dialect. We believe that the relevant information will support some of Hayes' contentions, but will ultimately predict a different theory than the system proposed by Hayes. One Hayes claim is that all tiers are linked directly to the prosodic tier; our evidence supports this position. On the other hand, some "universal rules" developed in Hayes' analysis will be shown to be incorrect for QF.

2:40 • **Use of Conjunction *comme* as a Discourse Marker in the Spoken French of Welland, Ontario.** *Paul Laurendeau* and *Raymond Mougeon*, York Univ.—In the minority Franco-Ontarian community of Welland, southern Ontario, the comparative conjunction *comme* 'like/as' is acquiring the function of a discourse marker which fills up pauses between clauses or phrases and hence which seems

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## Wednesday, December 29: ADS at the Four Seasons (Cont.)

(Continued from Page 5)

to be devoid of a comparative meaning, e.g. *Ça m'intéresse moé, euh, euh, être comme géologue, comme aller dans la nature*. In the first paper of my paper, I attempt to characterize the contexts in which this "new" discourse marker is used and its semantic value. It can be looked on as an extension of some of the more "traditional" uses of *comme* as well as an indirect transfer of the English discourse marker *like*. In the second part, I discuss data on the social and geographical distribution of marker *comme* which feature notably a comparison of speaker groups as a function of age, level of bilingualism, and locality of residence.

3:05 • **Prosodic Parameters in French: A Comparison Between European French and Québec French.** *Conrad Ouellon*, Univ. Laval.—Vowel acoustic parameters like intrinsic fundamental frequency, intensity and duration were measured for European French and authors noted a clear correlation between those calculated factors and tongue height. In contrast, an analysis of 2308 vowels (4 subjects x 577 sentences) in Québec French revealed that it is not possible to correlate those parameters directly with vowel height. We will discuss mainly two parameters, intensity and duration. Our results suggest that maybe there are more than surface differences between both those dialects.

3:30 • **Factors Conditioning L-Deletion in North Bay (Ontario) French.** *Jeff Tennant*, Univ. of Western Ontario.—This paper presents results of a variable rule analysis of a morphophonological variable (L-deletion in definite articles) in a minority Francophone community. In addition to sorting out the relative weights of contextual, stylistic and social factors in this variation, we will attempt to assess the role played by two other variables: degree of French language and speech rate. L-deletion appears to be less frequent in the Franco-Ontarian minority community under study (North Bay) than in regions where francophones are demographically stronger. The variable appears also to be socially stratified, a higher rate of deletion being observed in the working class than in the middle and upper-middle classes. In addition, there appears to be a higher rate of deletion

among frequent users of French than among those who use their mother tongue infrequently. Studies have also shown that an intervocalic context favors deletion, as does a preceding preposition, particularly *à*, *dans*, and *sur*. Santerre et al. (1977) suggest that speech rate could be a factor. We will study this factor using instrumental measurements with the Mougeon Ontario French corpus.

3:55 • **Subject-Verb Agreement in Selected Varieties of Acadian French.** *Ruth King*, York Univ.—One well-known feature of Acadian French is the preservation of the third person plural ending *-ont* (pronounced [ɔ̃] or [ã]), a form which appeared in French in the 13th century but which today occurs only rarely in European and Quebec French. However, in a number of Acadian varieties one finds a strong tendency towards lack of overt plural marking in relative clauses: *Les pêcheurs allont au large à tous les matins* 'The fishermen go out to sea every morning' vs. *Les pêcheurs qui va au large à tous les matins font de bonnes gages* 'The fishermen who go out to sea every morning make good money'. I will propose a grammatical analysis of this unusual agreement pattern, drawing on recent research within the Principles and Parameters framework.

4:20 • **Stress Model and Analysis Grid for Québec French Spontaneous Speech.** *Claude Paradis*, Montreal.—Tests carried out in France and in Québec show that the perception of stressed syllables by native speakers of French is not as straightforward as it is for other languages, but that the formulation of stress assignment rules is nevertheless possible. I shall introduce a partial analysis grid for stress in Québec French, dealing with physical parameters (fundamental frequency, energy and duration) and pragmatic parameters. The results of the perception tests can be at least partially explained by the relations that these formal and functional parameters entertain.

4:45 • **Le Dictionnaire de fréquence des mots du français parlé du Québec.** *Normand Beauchemin*, Univ. of Sherbrooke.—The dictionary (by Beauchemin, Pierre Martel and Michel Théoret) contains a million occurrences of 11,327 different words, indexed alphabetically and according to fre-

## Wednesday, Dec. 29 (Cont.) and Thursday, Dec. 30 at the Four Seasons

quency, noting dispersion and usage. An introduction not only describes the corpus but also the principal characteristics of French spoken in Québec and important results from statistical analysis of the corpus.

5:10 • **The Ontario Border Revisited.** *Richard W. Bailey*, Univ. of Michigan.—As a student of Hans Kurath's, W.S. Avis was drawn into the great work of American dialectology, the Linguistic Atlas of the United States and Canada. His two papers on the U.S.-Canadian boundary drew upon LAUSC data and demonstrated that the boundary was a permeable membrane, but a boundary nonetheless. In parallel work, Harold B. Allen showed the same "fuzziness" in the Manitoba/Ontario-Minnesota area of the border. With the hope of identifying areas for research today, I will review these findings and note some present-day boundary features and conditions.

### *New Words of 1993*

5:30–6:30 p.m., Tudor Room.

• *John Algeo*, Univ. of Georgia; *Adele Algeo*, and *David Barnhart*, Lexik Books. (All present are entitled to vote. See story on Page 3.)

### *Bring-Your-Own-Book Exhibit*

6:30–7:30 p.m., Orange Room (next to Tudor Room). See B.Y.O.B., Page 3.

## Thursday, December 30

### *Annual Business Meeting*

8:00–9:00 a.m., Tudor Room.

Chair: ADS President *John Baugh*.

• Elections; reports of officers, editors, committee chairs, regional secretaries.

### *General Session*

9:00 a.m.-12:00 noon, Tudor Room.

Chair: ADS President *John Baugh*. Program:

9:00 • **The Fight for Fantasyland.** *Thomas M. Paikeday*, Mississauga, Ontario.—Triple Five Corporation of Edmonton, Alberta, has used *fantasyland* since its opening in 1983. Walt Disney Co. claims common-law proprietary rights in the word; they

have been using it in Disneyland since 1955. A judgment in favor of Disney handed down last year is on appeal. In support of Triple Five's position: 1) the meaning of *fantasyland* as 'land of fantasy' is transparent to the average educated user of the language—a good reason why the word has not been entered in the major dictionaries; 2) *fantasyland* is thus a clearly descriptive word that is in the public domain; 3) citational evidence shows the word is rarely capitalized, although the earliest citation to date is from 1958; 4) lexicographically, Disneyland is irrelevant to *fantasyland*; the etymology in the unabridged *Random House Dictionary* (1987) defining two new generic meanings of *fantasyland* gives only the composition of the word, with no reference to Disney; 5) *fantasyland* could conceivably have been in oral or written use since the Middle Ages, when *fantasy* entered the language, and finding citational evidence prior to 1955 is only a matter of time and effort.

9:25 • **Lexical Borrowing in American Finnish.** *Pekka A. Hirvonen*, Univ. of Joensuu.—Michael D. Linn and I are studying trigenerational bilingualism as a series of stages in the linguistic assimilation of Finnish Americans. We asked our 54 informants to give the Finnish names for the objects in eight pictures from the *Oxford Picture Dictionary of American English*: In School, In the Supermarket, A House, The Hall, The Living Room, The Kitchen, The Car, and Containers. The most common household and food terms are largely retained even by the third generation, while the words pertaining to a car and its parts are largely loan words, especially in the later generations. The extent to which a concept is used in interactions with native speakers of English may have a strong effect on the likelihood of its old-country equivalent being replaced with the English word. I will also discuss the results in terms of borrowing transfer and substratum transfer (as proposed by Thomason and Kaufman).

9:50 • **In Search of the Other 'Down East': A Case Study of the Treatment of a Regional Place Name in American Dictionaries.** *Bruce Southard*, East Carolina Univ.—Shortly after I moved to North  
(Please turn to Page 8)

## Thursday, Dec. 30: Program and Luncheon at the Four Seasons (Cont.)

(Continued from Page 7)

Carolina in 1989, I was surprised to see a "Down East Rent-A-Toilet" and immediately questioned the Yankee business acumen that would ship a toilet so far from home, for I had always associated *down east* with New England. Soon, though, I began to encounter *down east* everywhere. I also discovered that regional writers frequently use the term. Yet without exception, dictionaries identify *down east* as being located in northeastern New England. Once a place-name definition has been made, are lexicographers blind to different usages for a term? This paper seeks to trace the history of "the other *down east*" and to delimit the geographical area identified by the term.

10:15 • **Variation in /s/ as a Gender Determinant.** *Daniel T. Naslund*, Univ. of Minnesota, Duluth.—Culminating 12 years of informal observation and 16 months of formal research and field work, involving 330 informants, this project addresses the /s/ phoneme as a fundamental difference between the genders. The female /s/ is a fricative more fronted and slit than the retracted, alveolar grooved /s/ typically pronounced by the male. Regional, social, and ethnic dialects seem irrelevant. Most male children pronounce the alveolar /s/ quite consistently from elementary school into adulthood. Girls, however, seem to evolve their pronunciation.

10:40 • **The (Un)ruly Apostrophe.** *Kathleen Ann Kelly*, Northeastern Univ.—When a noun phrase cannot be paraphrased as an unambiguous possessive using an *of* construction, writers tend to omit the apostrophe. One of several contingencies that complicate this rule is the issue of how possession is determined, as well as who or what is able to possess: for example, we tend to see humans as being more able to possess than inanimate objects. Misuses of the apostrophe in the genitive case give us an opportunity to observe morphemic, grammatical, and syntactical change.

11:05 • **Recent Trends in Teaching about Language Variation.** *Kathryn Riley*, Univ. of Minnesota, Duluth, and *Frank Parker*, Louisiana State Univ.—The paper will be based on responses to the ADS Teaching Committee's 1993 questionnaire. It will compare these with responses to a similar 1983

survey. Thus it will offer both a look at current curriculum and teaching practices and some perspectives on how these have changed over the past decade.

11:30 • **Methods in Dialectology: Reappraising the 'State of the Art.'** *Thomas E. Murray*, Kansas State Univ.—What are the norms of dialectological methodology, and how are they determined? How do dialectologists respond when someone steps outside them? The answer to the first question is "tradition": put simply, most dialectologists follow the leaders in the field, and merely work within the established paradigm. Reviewers of such traditional work often fail to view it with an objective, critical eye. The answer to the second question is "very often, unfavorably." Many "senior" members of the profession, especially, do not respond well to having their methods challenged. I will cite reviews which, however illogically, advance the following opinions: 1) some dialect data, because of its sensitive nature, is best left uncollected; 2) some controversial data-gathering techniques must be discredited at all costs, even by blantly misrepresenting the facts that argue in their favor; 3) if a respected method of data analysis, on close scrutiny, is shown to be seriously flawed, the evidence proving the flaw must be suppressed.

11:55 • **Nonstandard Dialects and Academic Success: Iron Range Speech and Vernacular Black English.** *Michael D. Linn*, Univ. of Minnesota, Duluth.

### Annual Luncheon

12:30–2:00 p.m., Four Seasons, Windows.

In memory of Murray Kinloch (see Page 20).

Speaker: *Jack Chambers*, Univ. of Toronto.

*Please reserve your place by notifying the Executive Secretary in advance.* For an inclusive price of \$25 US, \$30 Cdn, we will have: Antipasto with Pacific shrimps, roasted bell peppers, melon, and prosciutto; Pasta roll with seasonal vegetables, tomato sauce, and parmesan cheese; garlic bread; Espresso terrine with white and dark chocolate sauce; coffee or tea. Special dietary requests can be accommodated by advance arrangement with the Executive Secretary.



## Directory of Members, October 1993

In addition to the 545 individuals listed here, about 230 institutions belong to the ADS. Updated mailing labels and lists are available from the Executive Secretary, free for ADS mailings and at a reasonable fee for other purposes of benefit to members. Listings by locality are available to members who would like to get to know their neighbors.

Special categories include ∞Life Membership, available for \$500 (minus the current year's dues, if paid; \$600 after January 1, 1994); §Emeritus Membership, free to retired members, but including only the *Newsletter*; \*\*Presidential Honorary Membership, awarded to three students annually by the ADS President, and \*Student Membership, including all publications, at \$15 per year for as many as three years. A student's application should be accompanied by a confirming note from an ADS member.

- ABATE, Frank R., Omnigraphics, Inc., 263 Main St., Ste. 301, PO Box 535, Old Saybrook, CT, 06475  
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## ADS-L

ADS-L, the e-mail discussion list for members of ADS, continues to grow, with 163 subscribers in 12 countries. Averaging only one posting a day, the list is quiet compared to many e-mail discussion lists. ADS-L, however, remains a useful resource for the exchange of information and ideas and for staying in touch with colleagues throughout the world. To subscribe to the list, send the following command to `LISTSERV@UGA.CC.UGA.EDU` (internet) or `LISTSERV@UGA` (bitnet): `sub ads-l Your Name`

If you have questions about the list, send e-mail to Natalie Maynor (`maynor@ra.msstate.edu`).

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## New Old Recordings by ADS Member

**Joe Hickerson.** *Drive Dull Care Away.* Folk-Legacy Records, Box 1148, Sharon, Connecticut 06069; phone in U.S. (800) 836-0901. Folklorist, bibliographer, archivist, collector and singer Hickerson on two digitally re-mastered cassettes with booklets. Vol. I, C-58: *Drive Dull Care Away, Joe Hill's Last Will, Casey Jones* and eight others. Vol. II, C-59: *Working on the New Railroad, Last Winter Was a Hard One, State of Arkansas* and eight others.

## A. Murray Kinloch 1923–1993, ADS President and Friend

By H.J. WARKENTYNE, Univ. of Victoria

Dr. A. Murray Kinloch, professor emeritus of the University of New Brunswick at Fredericton, N.B., died suddenly on August 25 while returning home from a trip to Grand Manon Island.

Murray Kinloch was born in Greenock, Scotland, in 1923. He received all of his postsecondary education at the University of St. Andrews in St. Andrews, Scotland. He was awarded an M.A. in Classics in 1944, an M.A. with first class honors in English in 1950, and his Ph.D. in Anglo-Saxon in 1956.

Kinloch began his teaching career as an assistant lecturer at the University of Hull in Yorkshire in 1952. In 1954, he was appointed to the teaching faculty at the University College of Wales in Cardiganshire. He taught there until 1959, when he joined the English department at the University of New Brunswick in Canada. Over a period of 13 years, between 1943 and 1955, at different times, Kinloch served in the armed forces in both Scotland and Canada.

Murray Kinloch was a dedicated scholar and teacher. He devoted his scholarly efforts to the study of the English language, particularly to the dialects of Canadian English. He published numerous papers, many of which were directly based on the results of his field research in Atlantic Canada. Kinloch created an impressive archive of dialect research material containing not only his own field records but also those of the late Walter Avis. He made these data freely available to all interested colleagues and students.

Soon after Kinloch assumed his post at UNB, he developed a linguistics program with an emphasis on English dialectology. This program quickly became very popular with the students; several of them went on to pursue postgraduate studies in linguistics at other universities.

Despite his demanding work at the university, Kinloch found the time and energy for active participation in several linguistics associations such as the Atlantic Provinces Linguistic Association, which he helped found, and the American Dialect Society. In his long and active association with ADS, Kinloch distinguished himself by being elected to its highest

offices, that of vice president for 1981–82 followed by the presidency in 1983–84. He was also a member of the Editorial Advisory Committee to *American Speech* and a trustee of the Hans Kurath Fund for the Linguistic Atlas.

With his strong conviction that knowledge was not to be pursued only for its own sake, Murray Kinloch was always seeking means whereby his expertise might be shared in his community. In addition to frequent public lectures, in the early 1980s he established a Grammar Hot Line with the collaboration of colleagues in the English department. The Hot Line was a public service in which people could phone in to ask for information on English usage. It became so popular that the department had to shut it down so that the professors would have time to teach. However, following his retirement, Kinloch began operating the Line again from his home.

He also wrote many articles on linguistic matters in the popular press. For example, he published eight articles on aspects of Canadian English in the Reader's Digest's *Success with Words: A North American Guide to the English Language*.

Murray Kinloch will long be remembered, not only for his academic achievements, but for his sterling character and for the friendship he so readily offered to all with whom he came in contact. We are privileged to have known Murray.

Dr. Kinloch is survived by his wife, Jean, and one brother, Gordon Kinloch of Glasgow, Scotland. To them go our sincere condolences.

## Margaret Bryant 1900–93

Pioneering professor at Brooklyn College and for many years chair of the ADS Committee on Proverbial Sayings, Margaret Bryant died June 15 in retirement in South Carolina. Her life and career in her own words were told in *A Story of Achievement* (NADS May 1993: 10). Her collection of proverbs was the basis for the *Dictionary of American Proverbs* (Oxford, 1992; to be reviewed in *American Speech*, Winter 1993; see also NADS Jan 1993: 6).

JOHN C. MCGALLIARD, born 1906, staff member of the *Dictionary of American Regional English* since 1976 after his retirement from the University of Iowa, died in Neenah, Wisconsin, on July 24.

## Midwest Regional Meeting: Midland, Men, and Freshmen

In association with MMLA, Nov. 4–6; Minneapolis, Hyatt Regency on Nicollet Mall.

4:00–5:30 p.m. Thursday, Nov. 4; Greenway B. (In the same room, this session will be preceded by the American Name Society from 2:15 to 3:45 p.m.)

Chair: *Thomas E. Murray*, Kansas State Univ.

• **The Midland: It Still Needs Looked At.** *Timothy C. Frazer*, Western Illinois Univ., and *Joan Livingston-Webber*, Univ. of Nebraska, Omaha.—The Midland is a transition area, albeit also an area identified by its own collection of Scotch-Irish verbal artifacts like the rule illustrated in the title of this paper. We can only begin to understand the Midland area, and to characterize it accurately, through intensive studies, preferably informed by the methods of urban sociolinguistics. Our paper will review several studies which show the Midland transition area not to be a neat and tidy place, but a messy one which sometimes defies prediction. It won't be pretty.

• **Can He Be Prestigious and Gentle at the Same Time? Perceptions of Male Speech in Hoosierdom.** *Veronika Horvath* and *Uma Shrestha*, Ball State Univ.—Davis and Houck (*American Speech* 67.2) played a tape of four female speakers to students in freshman composition classes and asked the students to judge the speakers on 14 character traits. Contrary to their expectations, they found the prestige dialect speakers ranked higher both on personality and on socioeconomic traits. We think Davis and Houck's results may have been a function of their using female speakers. We hypothesize that students' reactions to male speakers will be more in line with the traditional notions about subjective reactions to dialects: speakers of a perceived prestige dialect are judged to be educated, intelligent, competent, and industrious, but also less trustworthy and kind, and less socially attractive, sincere, and good-humored.

• **You Got to Know: Dialects in Freshman Composition.** *J. Christian Rosenstock*, Illinois State Univ.—Since every instructor is likely to encounter nonstandard dialects, I believe that all instructors should know the variety of teaching attitudes toward dialects, the results of each, and how to incorporate each in the classroom. Attitudes range from Dialect

Rights on the left to Replacive Teaching on the far right, with Additive Teaching somewhere between: striving to teach Standard American English while preserving the native dialects of the students, an approach called bidialectalism. Bidialectalism can be furthered by open discussion, a comfortable environment, grammar logs, personal journals, creative writing, drafting and code-switching, and well-chosen reading lists.

ADS Regional Secretary 1993–94: *Michael I. Miller*, Associate Provost, Chicago State Univ., 95th St. at King Drive, Chicago IL 60628-1598; phone (312) 995-3608.

*Registration* (including copies of 18 papers) is \$30 on-site. Membership in MMLA is \$25 full and associate professors, \$20 other faculty, \$15 students. Write MMLA, 302 English/Philosophy Bldg., Univ. of Iowa, Iowa City IA 52242-1408; phone (319) 335-0331.

*Future meetings:* 1994 Nov 11–13 Chicago, Palmer House; 1995 Nov. 2–4 St. Louis, Marriott Pavilion.

## South Atlantic Regional Meeting

In association with SAMLA, Nov. 4–6; Atlanta, Hyatt Regency Peachtree Center.

1:30–3:05 p.m. Friday, Nov. 5; Tudor Room.

ADS Chair: *Walt Wolfram*, North Carolina State Univ.

• **The Use of Black Dialect in Children's Literature.** *Mary Williams* and *Helen B. Caver*, Jacksonville State Univ.—For some time editors and publishers of children's books have avoided materials that used dialect, especially the dialect of African Americans. Sensitivity to perceived stereotypes, and nonacceptance by both black and white consumers of books containing dialect, even pushed some well-known works to the back shelf. Currently, black authors have pulled these materials to the forefront with dialect that is acceptable and accessible to young readers, simplifying orthography and syntax. Representative writers using African American dialects in children's books are Julius Lester (*More Tales of Uncle Remus*, 1988); Patricia McKissick (*Flossie and the Fox*, 1986); Lucille Clifton (*All Us Come Cross the Water*, 1973); Virginia Hamilton

## South Atlantic (Cont.): Unshortening, Regularization, Unmerger

(*The People Could Fly: American Black Folktales*, 1985); Van Dyke Parks (*Jump Again: More Tales of Brer Rabbit*, 1957); and Eloise Greenfield (*Honey, I Love and Other Love Poems*, 1986).

- **The Decline of Glide-Shortened /ai/ Before Voiceless Consonants Among White Female Natives in Alabama.** *Elizabeth Gregory* and *Cynthia Bernstein*, Auburn Univ.—Modeled after a 1954 study by Wise, Nobes, and Metz, this study of 26 white female students at Auburn University suggests that pre-voiceless monophthongization is declining among young Alabama speakers: 91 percent of the 420 instances of pre-voiceless /ai/ are pronounced with the diphthong.

- **Alternative Regularization for Past Tense *be* Concord in Semi-Isolated Eastern Coastal Communities.** *Natalie S. Estes*, North Carolina State Univ.—This paper examines *was/n't* and *were/n't* regularization in conversational interviews with 20 native Ocracokers. A VARBRUL analysis on the following internal factor groups is performed: Subject person and number; noun phrase status, including the type of noun phrase (*The duck were there; I were there*); regular pronoun vs. existential pronoun (*They were down by the docks; They were ducks*); tag vs. non-tag structure (*The duck was there, weren't it?*); the type of clause in which *was* or *were* occurs (*Rex weren't the fisherman; The man who weren't there was fishing*); and positive or negative polarity (*She weren't here; She were here*). One of the possible patterns of *were* generalization limits it to nega-

tive forms. External factor groups examined include age, gender and status in the island community. *Weren't* regularization is found on Ocracoke and other Eastern Coastal communities but does not seem to occur in inland Southern varieties.

- **Unmerger?** *Guy Bailey* and *Jan Tillery*, Oklahoma State Univ.—In Oklahoma, 96.9 percent of the respondents to the Survey of Oklahoma Dialects who were born between 1930 and 1939 merged /ɛ/ and /i/ before nasals. But among respondents born between 1970 and 1979, more than a fifth did not. The merger seems to be reversing itself, for three reasons: 1) there were always some Oklahomans who maintained the distinction; 2) migration into the state has brought new speakers who maintain the distinction; 3) widespread literacy provides orthographic models for the distinction.

Nominating Committee: *Bethany K. Dumas*, Univ. of Tennessee; *Ellen Johnson*, Univ. of Georgia; *William A. Kretzschmar, Jr.*, Univ. of Georgia.

ADS Regional Secretary 1992-93: *Cynthia Bernstein*, Dept. of English, 9030 Haley Center, Auburn Univ., Auburn University AL 36849-5203; phone (205) 844-9072.

*Registration* is \$25 at the door; membership in SAMLA is \$15 regular, \$8 student. Write SAMLA, Drawer 6109, University Station, Tuscaloosa AL 35486-6109; phone (205) 348-9067.

*Future meetings*: 1994 Nov. 11-13 Baltimore, Omni Inner Harbor; 1995 Nov. 3-5 Atlanta, Marriott Marquis; 1996 Nov. 8-10 Savannah; 1997 Atlanta.

## Henry M. 'Hank' Truby 1919-1993

By *Frederic G. Cassidy*

Born July 2, 1919, in Paris, Texas; died of lung cancer September 4, 1993, in Miami, Florida. . . .

Professor Truby came to Madison, Wisconsin in 1947, on leaving military service in the second world war. There he taught mathematics and took an M.A. in English.

He began phonetic studies under Frederic Cassidy, became an assistant to Miles Hanley, and discovered the field of linguistics.

From Madison he went to the Haskins Laboratories, New York City, and worked under Andre Martinet at Columbia University for his first Ph.D. After

lecturing in Germany he went to Stockholm and took a second doctorate at Lund University, Sweden, working at the Royal Institute of Technology and doing a pioneering study, an "Acoustico-Cineradiographic Analysis" of the first cries of newborn infants. The result was published in *Acta Radiologica*, Supplement 182, Stockholm 1959.

Returning to the United States with his Danish wife, Anne-Sofi Sundin, he went to IBM at San Jose, California (1961-64), then accepted an invitation to join the Dolphin Foundation in Miami, Florida, and spent the next several years recording and analyzing the vocal sounds of dolphins, their so-called

## Hank Truby (Cont.): Voiceprinter, Athlete 1919-1993

"speech," while holding a professorship at the University of Miami. After the Dolphin Foundation closed, he continued his personal interest through the Miami Seaquarium and their "killer" whale.

Hank's latter work was chiefly in spectrographic analysis of speech as a means of identifying individual speakers—"voiceprints." He ultimately succeeded in getting his techniques accepted by police and courts of the state of Michigan. He testified many times at trials in Lansing, Mich., and was certain that he had saved a number of people from false accusation by very exacting study of their recorded voices. He continued to perfect his methods of spec-

trographic analysis and to get that form of evidence officially accepted in other states than Michigan.

Hank's interest in the *Dictionary of American Regional English* was constant. He generously analyzed a number of tapes made in the field in 1965-70. He lectured frequently at ADS and other meetings, where he was always a stimulating figure.

In sum, Henry Truby was an original and brilliant researcher, especially in the technical aspects of phonetics and general linguistics. He was also an expert swimmer and top-level tennis player who won many cups and other awards—an important part of his life that he would not want forgotten. We shall miss him.

## Jump Josie, Lomo, for DARE, No. 35

We have an odd-lot of puzzles this time. Warm thanks to you who have been answering past queries. You are our "last chance" for tracking down "oncners" and oddities. Write to Prof. F. G. Cassidy, *Dictionary of American Regional English*, 6125 Helen White Hall, 600 North Park St., Madison, WI 53706.

**jowter**—a peddler, either on foot or with horse and wagon? We have a single quot from southeast Minnesota.

**jump Josie**—to get at something very energetically; to perform a task with special effort. Where and when have you heard it used?

**keen**—to glance sharply at; to observe, view. Again, a oncer. Can anyone testify to it?

**killdad or killdead twist**—home-cured chewing tobacco. Where, when used? Sounds like powerful stuff. Is one term more authentic than the other?

**king syrup**—we have one report from southeastern Pennsylvania. Is this used elsewhere? Currently? Why "king"?

**kittenball**—for "softball": seems to be localized in the Upper Midwest. Does anyone know the name as used there or in other localities, or for some other game?

**lomo or lo mo**—an intensifier, as in "He lomo gituin' it": taking a walloping, or dancing in a remarkable way. It might be said of a guy making a fast getaway, running scared. This is a puzzler. We welcome verification and explanation.

**maiden lettuce**—only one record. Nebraska, a recipe: wilted lettuce with a "hot, sharp, bacon-flavored sauce." Is this known anywhere else, perhaps with variations? Another sense seems to be "the first picking or plucking of lettuce in a season."

**mahogany flat**—a bedbug (Baltimore, MD). This describes the color and shape of the critter truly enough. Where else is this name used? When? Is it still current?

**MacFagan**—spelling uncertain; meaning "wild, devilish, uninhibited." Could this be one of the current spinoffs from *McDonald's* eateries? Our example: "He be actin' MacFagan around da women."

**married man matches**—kitchen matches, the kind that strike anywhere. Reported from IA and WI. But why the name? Can anyone explain it? (No guessing!)

**mile-a-minute vine**—kudzu, and sometimes other vines, such as Virginia creeper. So called in Ames, IA, we are told. Can any of this be verified?

**monkey stove**—Can anyone describe this and explain the name? Did it burn wood, coal, or either? The stove was once used pretty widely, South Midland and elsewhere. As usual, we need to know time, place, meaning and other pertinent facts.

## Our Books: Dictionaries, LAMSAS Handbook, Centennial Usage

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

**Morton Benson and Evelyn Benson.** *Russian-English Dictionary of Verbal Collocations*. John Benjamins\*, 1993. xviii + 280 pages. Hardbound \$45, paperbound \$22.95. The REDVC has over 4600 main entries, listing approximately 20,000 Russian verbal collocations and translating them into English. Whenever possible, corresponding English collocations are used in the translations. ISBN 1-55619-484-8 (hardbound), 1-55619-484-6 (paperbound).

**Boyd H. Davis, ed.** *Dimensions of Language*. New York: Macmillan, 1993. 556 pages. Paperbound. An anthology for college writing courses, with 67 pieces looking especially at the ordinary uses of language. ISBN 0-02-327885-4.

**Don Hauptman.** *Acronymia*. Dell, 1993. 271 pages. Paperbound \$5.99. Another in the Intrepid Linguist Library series. A concise yet compendious account of the history and present use of acronyms, initialisms, and their cousins. With such a hyperabundance of examples that it could induce acronymophobia, except for its unflagging good humor. ISBN 0-440-21160-3.

*Handbook of the Linguistic Atlas of the Middle and South Atlantic States*. **William A. Kretschmar, Jr.**, editor; **Virginia G. McDavid**, associate editor; **Theodore K. Lerud**, assistant editor; **Ellen Johnson**, assistant editor. Chicago and London: Univ. of Chicago Press, 1993. xv + 454 pages in the format of Hans Kurath's *Handbook of the Linguistic Geography of New England* (1939). An introduction to a major component of Kurath's originally envisioned Linguistic Atlas of the United States and Canada. This volume introduces and analyzes the communities and informants, worksheets and field workers, transcriptions and editing practices, and includes an overview of the dialects of the region by the late **Raven I. McDavid, Jr.** ISBN 0-226-45282-4 (cloth), 0-226-45283-2 (paper).

**Margaret Miner and Hugh Rawson.** *The New International Dictionary of Quotations*. 2nd ed. New

York: Dutton, June 1993. xiv + 480 pages. Hardcover \$25. Adds about 400 to a collection of "the basic stock of quotations that will satisfy most needs of most contemporary users of English." Arranged by topic, with an author index. ISBN 0-525-93599-1.

**Salikoko S. Mufwene, ed.** *Africanisms in Afro-American Language Varieties*. Athens and London: Univ. of Georgia Press, September 1993. 512 pages. Hardcover \$40. Contains 27 papers from a 1988 conference at the University of Georgia, including Michael Montgomery's "Africanisms in the American South" and Glenn Gilbert's historical review of the development of the creole origin hypothesis of Black English. As used here, "Afro-American" includes all New World languages that have emerged out of the contact of Africans with speakers of European languages. ISBN 0-8203-1465-X.

**Itsuo Oishi.** *New Anchor Junior Writer's Dictionary*. Edited and with a preface by Oishi. Tokyo: Gakken, 1993. ii + 961 pages. ¥2100. A Japanese-English dictionary mostly for Japanese learners of English, but useful for foreign students learning Japanese also.

**Dennis R. Preston, ed.** *American Dialect Research: Celebrating the 100th Anniversary of the American Dialect Society, 1889-1989*. John Benjamins\*, May 1993. xiv + 464 pages. An ADS Centennial Publication. Fourteen original articles concerning research questions and techniques, data collection and interpretation. Hardbound \$89, paperbound \$29.95. ISBN 1-55619-488-9 (hardbound), 1-55619-489-7 (paperbound).

**Lise Winer.** *Trinidad and Tobago*. Varieties of English around the World, T6. John Benjamins\*, May 1993. xii + 368 pages. Paperbound \$75. Spoken language cassette \$27. Describes the English and English Creole of Trinidad and Tobago, using sources from the early 19th through late 20th centuries. ISBN 90-272-4714-5 (book), 90-272-4715-3 (cassette).

\*John Benjamins, 821 Bethlehem Pike, Philadelphia PA 19118 USA; phone orders in U.S. and Canada (800) 562-5666, fax (215) 836-1204. Also PO Box 75577, 1070 AN Amsterdam, Netherlands.



# ADS TEACHING NEWSLETTER

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September 1993

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## Your Teaching Newsletter

The *Teaching Newsletter*, sponsored by the ADS Committee on Teaching, is published as an occasional supplement to *NADS*.

Your contributions (and those of your colleagues and students) to the *Teaching Newsletter* are welcome. We invite you to submit items pertaining to the teaching of language variation and related subjects--for example,

- teaching tips
- descriptions of successful assignments or paper topics
- syllabi and reading lists
- notices or reviews of textbooks.

To contribute to the *ADS Teaching Newsletter*, please drop a line to Kathy Riley, Dept. of Composition, 420H, University of Minnesota, Duluth, MN 55812.

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## Last Call for Teaching Surveys

Many of you have already responded to the "Questionnaire on Teaching about Language Variation" which appeared in the January 1993 *NADS*. If you have not yet done so, please send your completed survey to Kathy Riley (address above). Contact Riley if you need a copy of the survey.

The results of the survey will be presented at the December 1993 ADS meeting in a talk on "Recent Trends in Teaching about Language Variation." Survey results will also help the Committee on Teaching to formulate ways of meeting the needs of ADS members.

## ADS Volume on Research and Teaching to Appear

*Language Variation in North American English: Research and Teaching* is due to be published this fall by the MLA. Edited by ADS members Donald Lance and Wayne Glowka, the volume brings to fruition an idea formulated by the first ADS Committee on Teaching, appointed in 1982 and chaired by Lance. Initially conceived as a collection of articles on teaching about dialect, the book scope has been expanded in scope to include research as well.

According to the book's preface, the 39 essays in the volume cover a wide variety of topics and offer treatments for a number of classroom situations--from middle school to graduate school and professional research. While many of the essays focus on activities for specific academic levels, an enterprising teacher or researcher can use them at other levels.

The essays are grouped into seven sections: "General," "Regional Variation," "Ethnic and Social Variation," "Sex, Gender, and Language Variation," "Variation in Historical Contexts," "Standard Language and Questions of Usage," and "Language Variation and Composition." A sampling of essay titles reveals the range of topics covered:

- "Learning from Dictionaries" (Cassidy)
- "*DARE* in the Classroom" (Algeo)
- "Designing a Phonological Survey for Students" (Youmans)
- "Student-Designed Projects on Canadian English" (Rodman)
- "How to Study Black Speech in Chicago" (Miller)
- "Teaching about Sex Variation in Language" (Meyers)

- "Using the Word *Ain't* to Introduce the Study of Dialects to High School Students" (Homa)
- "Sneaking Linguistics into the Freshman Comp Classroom: Compiling a 'Dictionary of Slang'" (Canine).

*Language Variation in North American English: Research and Teaching* has been designated as a Centennial Publication of the American Dialect Society.

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## Textbook Reviews

Nancy Bonvillain, *Language, Culture, and Communication: The Meaning of Messages*, Englewood Cliffs, NJ: Prentice-Hall, 1993, 406 pp., including glossary and index.

*Language, Culture, and Communication* is a comprehensive text that looks at how culture and communication interact. In particular, B investigates languages both as a means of communication and as a representation of culture. I read this text for a 5000-level anthropology/linguistics seminar on Language and Culture. The book was perfect for this class and would probably work well for an upper-division anthropology, communications, linguistics, or sociology class with a cultural emphasis. However, I would recommend this text only for upper-division courses due to its depth, conciseness, and complexity.

Chapter 1, "Introduction," is a general overview, defining terminology used later. Chapter 2, "The Form of the Message," is a concise introduction to linguistics, covering phonology, morphology, syntax, semantics, and nonverbal communication. Chapter 3, "Language and Cultural Meaning," introduces the cultural aspect of language by discussing ethnolinguistics and the Sapir-Whorf hypothesis. From here, Chapter 4, "Contextual Components: Outline of an Ethnography of Communication," deals with settings, participants, topics, and

goals. Chapter 5, "Communicative Interactions," deals with structural properties of conversations as well as directives and politeness.

Starting with Chapter 6, "Societal Segmentation and Linguistic Variation: Class and Race," B introduces cultural issues, using different countries to exemplify both universal and unique relations between language and culture. Gender is examined in Chapter 7, "Language and Gender: English and English Speakers," and Chapter 8, "Cross-Cultural Studies of Language and Gender." Language acquisition and styles are explained in Chapter 9, "Language Learning," and Chapter 10, "Acquisition of Communicative Competence." Next, "Multilingual Nations" and "Bilingual Communities" are discussed in Chapters 11 and 12. Finally, Chapter 13, "Language and Institutional Encounters," looks at language in the professions.

As the chapter headings make abundantly clear, B's text is comprehensive. The gradual accumulation of information from chapter to chapter makes the text cohesive and easy to follow. Also, each chapter has an interesting introduction to involve the reader in the subject and a simple, concise conclusion to clarify and summarize the main points. However, the most impressive feature of this text is the wealth of information it contains. Each chapter is packed with important and informative facts and figures. Another positive feature is the design of the text. Its layout, tables and figures, and thorough glossary and index all make the text inviting to the reader.

In my opinion, B's text has only one weakness, and it is the basic weakness in many textbooks. This is the problem of keeping the information interesting and readable to the student. After all, this text covers language, culture, and communication. These are all fascinating subjects that students generally find interesting. However, while B's rich text tends to cover all facets of her subject, it seems to

neglect the human aspect. Instead, many of the topics are covered as dryly and neutrally as possible. This disappointed me. I felt that B could have directed the reader's attention to the human controversies that are involved in the issues discussed. This would have enhanced the text, not made it less formal or credible.

Overall, this is an excellent text. It efficiently combines language, culture, and communication and thoroughly covers all the relevant issues involved. Its organized structure and detailed definitions make it a quick and useful reference. Finally, it's a great text for introducing anthropology students to linguistics, or for introducing linguistics students to anthropology.

LEANNE AMIOT, *Univ. of Minnesota, Duluth*  
(Editor's note: Leanne Amiot is a senior majoring in English at the University of Minnesota, Duluth).

Jeffrey P. Kaplan, *English Grammar: Principles and Facts*, Englewood Cliffs, NJ: Prentice Hall, 1989, 358 pp., including index.

**Assessment:** The first three of its ten chapters deal with language variation, phonology, and morphology, and it "presupposes no previous experience with linguistics" (x), but *English Grammar* is best suited to a second undergraduate or perhaps a beginning graduate course focused on English syntax. For the most part, *EG* introduces linguistic terms, discusses the concepts and reinforces them with exercises, but the variety of concepts covered is ambitious (e.g., a discussion of logical truth tables is worked into the chapter on parts of speech). Also, the prose, though lucid and at times entertaining, often becomes laden with parenthetical ideas:

Traditionally, **gerunds** are verbal nouns, meaning that they are nouns derived from verbs. They have the same form as present participles, being composed of a verb stem

and a suffixed -ing (*running, swimming, studying, etc.*, are all both participles and gerunds). "Gerund" comes, interestingly enough, from the word *gerundum*, itself a gerund of the Latin verb *gerere*, "to carry on" (that is, the ancestor of the grammatical term was an example of itself). (p. 135)

I find this style tempting myself, but it can be daunting for students still unaccustomed to the terms and careful reading. Hence, I would use *EG* to review and expand upon ideas students have already been exposed to.

**Methods:** Chapters 4-7, on parts of speech, nouns and verbs, phrase structure, and case relationships, make up the "core" of *EG*. K discusses phrasal and transformational principles without relying on formal rules. He uses short exercises to drill many (but not all) concepts previously discussed. In Chapter 6, for example, several types of transformation are presented as "non-canonical" sentence forms—negatives, questions, Wh-questions, tag-questions, fronted phrases, inversion, and existential *there* sentences—followed by these exercise prompts:

Propose "logical" forms for the following wh-questions, putting the wh-words in their "logical" positions. (Example: the logical form for *who(m) did Max visit* is *Max visited who(m)*).... (p. 236)

Some occurrences of *be* are auxes, and some are main verbs. Which kind of *be* does the logical subject of an existential *there* sentence go after, or does it matter? Here are some data sentences.... (p. 241)

**Strong Features:** Each chapter is well-organized and logically subdivided with headings, subheadings, and exercises. *EG* represents a commendable effort to bring some more advanced syntactic principles to an introductory text: for example, the concepts of

N-bar and V-bar, c-command, anaphora, and some useful introductory discussion of suprasegmentals and hierarchical structure in morphology.

**Weak Features:** *EG* would have been improved with a glossary. Besides the dense style, exercises are somewhat uneven in coverage and sophistication; many effectively review concepts, but some are a little too advanced or open-ended, for example:

Write a short paper explaining to a friend who has not had linguistics one of the following ideas... (p. 241)

For each underlined word or phrase in the following passages, say everything you can about it... (p. 189).

ALAN MANNING, *Idaho State University*

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## TESOL Trouble?

Morton Benson has invited his fellow ADS members to examine his commentary on the organization Teachers of English to Speakers of Other Languages in the January 1993 issue of *English Today*. Entitled "The Trouble with TESOL," Benson's article identifies what he regards as three shortcomings in the organization: a "preoccupation with trivia," a "disregard of complex points of English grammar and usage essential for the teaching of English," and an "inability to tolerate viewpoints that challenge the 'party line'" (pp. 4-5).

ADS members may be especially interested in Benson's assessment of the latter two issues. He claims that TESOL publications (which include *TESOL Quarterly*, *TESOL Matters*, and the *TESOL Journal*) rarely include "papers dealing with the concrete difficulties of the English languages that every instructor should be able to explain in class, such as problems of syntax, the use of articles, phrasal verbs,

collocations, idiomatic usage, morphological variants, word and phrase stress, stylistic nuances, etc." (5). Moreover, he claims, "TESOL evinces practically no interest" in the differences between American and British English, being focused exclusively on the American variety.

On a more philosophical level, Benson charges that "One does not find free discussion of certain controversial issues on the pages of TESOL publications" (7). Issues such as the status of non-standard English dialects among immigrant speakers, the bilingual method of teaching English to non-native children, and the "English Only" movement are generally addressed from only one perspective, claims Benson.

Complete copies of Benson's article can be obtained by writing to him at the Dept. of Slavic Languages, University of Pennsylvania, Philadelphia, PA 19104.

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## New and Forthcoming

*Linguistics for Teachers*, edited by Linda Miller Cleary and Michael Linn, has been published recently by McGraw Hill. The book is a collection of approximately 50 previously published articles, compiled for use in linguistics courses for teacher certification. For a fuller description of this volume, see the September 1992 *ADS Teaching Newsletter*.

*Linguistics for Non-Linguists, 2nd Edition: A Primer with Exercises*, by Frank Parker and Kathryn Riley, is forthcoming this fall from Allyn & Bacon. The book covers pragmatics, semantics, syntax, morphology, phonology, language variation, first- and second-language acquisition, written language, and neurolinguistics, and includes 600 exercises distributed over these ten areas.

Notices of other textbooks are welcome. Please send the relevant information to Kathy Riley (address on first page).