

NEWSLETTER OF THE
AMERICAN DIALECT SOCIETY

NADS 30.2

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May 1998

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NADS is sent in January, May and September to all ADS members. Send ADS dues (\$35 per year), queries and news to editor and executive secretary Allan Metcalf, English Department, MacMurray College, Jacksonville, Illinois 62650, phone (217) 479-7117 or (217) 243-3403, e-mail AAllan@aol.com.

ADS Web site: <http://www.dfjp.com/ads/index.htm> (Grant Barrett, webmaster)

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

From: AMERICAN DIALECT SOCIETY

Allan Metcalf, Executive Secretary

English Department

MacMurray College

Jacksonville, Illinois 62650-2590

Address Service Requested

FIRST CLASS

NWAV(E) Abstracts Due in June

June 15 is the deadline for proposals for the 27th annual conference on New Ways of Analyzing Variation (in English and other languages), to be held in Athens, Georgia, at the University of Georgia Oct. 1-4.

Abstracts are invited in all areas of language variation studies, both synchronic and diachronic, for both 20-minute presentations and posters.

Abstracts should be submitted in two parts, preferably by e-mail. The first part should include the full title and text of no more than 500 words including bibliography (to fit on a single page in appropriate format). The author's name(s) should not appear in the text of the abstract or title. The second part should give the full title of the submission and the author's name(s), with address, e-mail, fax, and phone numbers. Please indicate whether you wish your abstract to be considered for presentation, poster, or either.

Send abstracts preferably by e-mail, as an ASCII message containing both parts (no attachments) to nwave27@linguistics.uga.edu.

Alternatively, authors may send a fully formatted hard copy (six copies of the abstract, and one copy of the separate identification page), plus a diskette containing the text file, to: **Bill Kretzschmar**, NWAV(E) 27, Linguistics Program, Univ. of Georgia, Athens, GA 30602-6205. If your mail service requires a building name or street name, add "Park Hall, Baldwin Street" to the address.

Plenary speakers will include **William Labov** and **Salikoko Mufwene**.

In the two preceding days, Sept. 29-30, there will be a state-of-the-art conference "Sociocultural and Historical Contexts of African American Vernacular English" with these invited speakers: **Guy Bailey**, Univ. of Texas-San Antonio; **John Baugh**, Stanford; **Patricia Cukor-Avila**, Univ. of North Texas; **Lisa Delpit**, Georgia State Univ.; **Michele Foster**, Claremont Graduate School; **William Labov**, Penn; **Marcyliena**

Morgan, UCLA; **Salikoko Mufwene**, Univ. of Chicago; **John Rickford**, Stanford; **Geneva Smitherman**, Michigan State Univ.; **Arthur Spears**, CUNY-City College; **Denise Toutman**, Michigan State Univ.; **Toya Wyatt**, California State Univ.-Fullerton; **Mary Zeigler**, Georgia State Univ.

Host of the AAVE conference is **Sonja Lanehart**, Dept. of English, Univ. of Georgia, Park Hall, Athens, GA 30605-6205; (706) 542-1261; lanehart@arches.uga.edu.

Information on NWAV(E) is available at <http://www.linguistics.uga.edu/nwave27>; on the AAVE conference at <http://www.linguistics.uga.edu/AAVE>.

Nominations Invited for ADS Offices, Honors

This year the ADS Nominating Committee needs to propose candidates for three positions: Vice President 1999 and 2000, succeeding to the presidency in the following two years; Executive Council member 1999 through 2002; and Nominating Committee member for 1999 and 2000.

Your suggestions are welcome. Tell them to the committee chair, **John Baugh**, School of Education, Stanford U., Stanford CA 94305-3096, john.baugh@forsythe.stanford.edu, or to members **Lawrence M. Davis**, Wichita State Univ., davis@wsuhub.uc.twsu.edu, or **William A. Kretzschmar, Jr.**, Univ. of Georgia, Athens, billk@atlas.uga.edu.

Each year the Society's president awards three Presidential Honorary Memberships to promising students, graduate or undergraduate. The four-year complimentary memberships encourage honorees to consider careers, or at least continuing interest, in our field.

To nominate a student requires only a letter of recommendation, although supporting material is also welcome. Address President **Walt Wolfram** at Dept. of English, North Carolina State Univ., Box 8105, Raleigh NC 27695-8105, wolfram@social.chass.ncsu.edu.

Final Call for Papers: Annual Meeting 1999

The time approaches! *August 16* is the deadline for proposals for the ADS Annual Meeting Jan. 7–9, 1999 at the annual meeting of the Linguistic Society of America in Los Angeles. You are encouraged to make a proposal even if you do not have a paper fully developed. Send it to the Executive Secretary (address on cover).

Special topics: Program Chair **Ronald Butters** invites proposals on all aspects of American speech, with special encouragement for papers on (1) literature and dialect, and (2) perceptual dialectology and saliency, including issues of imitation and performance.

Audio-visual equipment: We'll provide an overhead projector. Other equipment is possible but expensive. If you do need something extra, however, let us know.

Hotel: Westin Bonaventure, 404 S. Figueroa Street, Los Angeles 90071. It's said to be one of the ten most-photographed buildings in the world. You can explore it in the 1995 movie *Nick of Time* or see it at the website www.at-la.com/westinbv/. The special LSA rate for single and double rooms is \$80. For reservations call 1-800-WESTIN-1.

Our program will include these talks accepted by early decision:

- "Slayer Slang." (Slang in the television show "Buffy the Vampire Slayer.") **Michael Adams**, Albright Coll.
- "Slang and Other Low Language in Eighteenth-Century English." **Richard W. Bailey**, Univ. of Michigan.
- "Come/came Variation in English: Where Did It Come from and Which Way Is It Going?" **Sali Tagliamonte**, Univ. of York, England.

ADS at MLA, San Francisco, Dec. 27–30

ADS still also sponsors sessions at the annual convention of the Modern Language Association of America. This year MLA will meet in San Francisco, Dec. 27–30.

First ADS session: *American Slang: Papers in Memory of Peter Tamony*. Chair: **Michael Adams**, Albright College.

1. "The Influence of Peter Tamony on Word Research." **Gerald Cohen**, Univ. of Missouri-Rolla.

2. "Origin of *Hot Dog* in College Slang." **Barry Popik**, New York City.

3. "It's a Slang Thang, You Wouldn't Understand: Dissonances between Lexicographic and Popular Definitions of Slang." **Walter E. Squire**, Univ. of Tennessee-Knoxville and the Historical Dictionary of American Slang.

4. "American Slang Emerging from the Mass Media." **Toni J. Morris**, Univ. of Indianapolis.

Second ADS session: *Language Variation: Virtual, Stereotypical, and Real*. Chair: **Den-nis Baron**, Univ. of Illinois, Urbana-Champaign.

1. "Language, Resistance and Relationships: The Construction of Authority Online." **Nicole Sulgit**, Univ. of Illinois, Urbana-Champaign.

2. "Playing with Voices: Sociocultural Alignments of Language." **Julie Hengst and Paul Prior**, Univ. of Illinois, Urbana-Champaign.

3. "Jewish Anti-Semitism or Nostalgia? Stereotypical Jewish Speech in Bertha Pappenheim's (Anna O.'s) Literary Work." **Elizabeth Loentz**, Ohio State Univ.

4. "The Sound of One's Memory: Lois-Ann Yamanaka's Literary Dialect." **Barbara Hodne**, Sonoma State Univ.

For information write MLA Convention Office, 10 Astor Place, New York NY 10003-6981; phone (212) 614-6372; e-mail convention@mla.org; <http://www.mla.org>.

Nominate a Word of the Year '98!

E-mail: wglowka@mail.gac.peachnet.edu.

Dictionary Society Turns Over a New Leaf

The headquarters of our dearly beloved fellow (or sister) society, the Dictionary Society of North America, has just migrated to the northwest, from Cleveland State University to the University of Wisconsin, Madison. ADS Executive Council member **Luanne von Schneidmesser**, senior editor of our *Dictionary of American Regional English*, was elected Executive Director of DSNA. She is now happy to receive new memberships and membership renewals at the *DARE* address: 6125 Helen C. White Hall, 600 North Park St., Madison WI 53706. You can reach her by e-mail at lvonschn@facstaff.wisc.edu, by phone at (608) 263-3810. Don't look at the DSNA Web site, though; it's not updated yet.

Annual dues are \$30 domestic, \$38 foreign; students \$25 domestic, \$23 foreign. And what

do you get for that money? An annual journal, *Dictionaries*; a newsletter a couple of times a year; and the opportunity to participate in the congenial summer meetings every two years (see below left). Attendance there is less than a hundred, so you can become well acquainted with the people who make and study dictionaries.

DSNA-Urdang Award

Yet another reason to join DSNA is to become eligible for the fourth annual DSNA-Urdang Award (formerly the *Verbatim*-DSNA Award) to support lexicographical study and research. Funded by **Laurence Urdang**, the award will support one or more lexicographical projects during 1999 with amounts between \$500 and \$2500.

1. Applicants must be DSNA members.

2. The proposal must be for a project in lexicographical study or research. Its budget may include costs of travel, tuition, materials, subsistence, and related expenses.

3. The proposal should include: a) Project name, b) Applicant's name and address, c) A statement of the project's immediate goals and expected long-range results, d) A description of methodology or procedures, e) A summary budget identifying other sources of support, f) A one-page biographical resume.

4. The proposal should total no more than three single-spaced pages, including resume.

5. The proposal should be sent, with a self-addressed stamped postcard for acknowledgement, to **Edward Gates**, President, DSNA, 28 Beach Rd., Ware MA 01082-9383.

6. Proposals must be received by December 1. Awards will be made in January 1999.

DSNA Call for Papers

October 1 is the deadline for proposals for the biennial meeting of the Dictionary Society of North America, at the University of California, Berkeley, May 27-29, 1999.

Associated with the meeting will be a symposium on how a national corpus would help dictionary makers, a panel on computerized lexicography research projects, and a public session on why dictionary editors make the decisions they do.

Registration is \$50 before Feb. 1, \$75 afterwards. A May 28 dinner cruise on San Francisco Bay will cost \$65. Rooms will be available at the Hotel Durant, 2600 Durant Ave. in Berkeley, starting at \$79 for a single, if you call 1-800-DURANT or (510) 845-8981 and ask for the DSNA conference discount prices.

DSNA members are encouraged to send e-mail abstracts of no more than 200 words to: DSNA@trill.berkeley.edu. Regular mail will also be accepted: three copies to Abstracts, DSNA XIIth Biennial Meeting, Dept. of Linguistics, Univ. of California, Berkeley CA 94720-2650. **Arthur Bronstein** chairs the host committee.

ADS member **JOE HICKERSON's** 35th anniversary concert, celebrating his 35 years with and retirement from the Archive of Folk Culture at the Library of Congress, will be held at 8 p.m. June 13 at the Glen Echo Town Hall, Glen Echo, Maryland.

DARE Poor Boys It, Seeks Recruits

If you can help with any of the following words, please send your information (including date and place of use) to *DARE*'s Associate Editor, **Joan Hall**. She can be reached at 6125 Helen White Hall, 600 N. Park St., Madison WI 53706, or by e-mail at jdhall@facstaff.wisc.edu.

peck—"To throw (something), make a throw (at); a throw." We have single examples of each of these senses. Is this more widespread than our evidence would suggest?

polly-in-the-bag—"Sausage and potatoes mixture cooked in the lining of a pig's stomach." This was recently reported to us from the "Dutch" area of Pennsylvania. Does anyone else know it?

poor boy it—"To make do on little money." We have three examples (OK, TX, LA). Is it more widely known and used?

pop-robin—"A small ball of dough cooked in boiling maple syrup." We have a single, recent, quotation implying that making these was a traditional part of "sugaring off." Can anyone attest to this or supply an earlier example?

porridge ice—We have four quotations, at least three from New England, that use this term for some form of floating ice on a body of water. Can anyone describe it?

potato thump—"Mashed potatoes." We have two New England quotations for this, as well as one for *tater tunk* in the same sense. (*Tunk* is well attested in the Northeast in the sense "thump, beat.") Is either one of these expressions still used?

potato time—"Noon, the time of the mid-day meal." Does anyone know this?

pour-cream—"Heavy (whipping) cream." This is reported as "common" in a central Oregon town. Is it known anywhere else, and if so, what is the implied contrast?

read (off, out)—We have scattered evidence for *read (one) out* (1958) or *off* (1947) meaning "tell off, reprimand," and, from Black speakers, *read alone* (1942 as vbl n

reading) in much the same sense. We need more information on the distribution and currency of these expressions; antedatings would also be nice. N.B.: We aren't looking for more examples of *read one out of meeting*, *read one the riot act* and the like.

recruit—Six *DARE* Infs, mostly in Pennsylvania, gave this as a name for a very small cigar. Can anyone explain this? Is it a brand name?

refrigerated, refrigeration—We have a few reports from the 60s from the Southwest of these words used, apparently seriously, in reference to air-conditioning. Does anyone know this? Is it still used?

rim (out)—"To enlarge (a hole), ream," and the corresponding *rimmer* "reamer" are attested sporadically in the US, but the occurrence of *rim* in slang senses apparently based on this sense suggest that they are perhaps more common than the written record would suggest. Does anyone know these—or any other—variants of the standard *ream*?

rolle bolle—"A game similar to horse-shoes but played with wooden disks." We have three quotations from the 30s and 40s from scattered areas of Dutch or Belgian settlement. Is anyone familiar with this game, and is it still played (under this or some other name)?

ADS at NCTE in November

ADS-sponsored session at the annual convention of the National Council of Teachers of English, Nashville, Nov. 19–22.

Southern Mountain Speech: Session A.34, Friday, Nov. 20, 9:30–10:45 a.m. Speakers:

• "The Dictionary of Smoky Mountain Speech as a Pedagogical Tool." **Michael Montgomery**, Univ. of South Carolina.

• **Kathy Jennings**, Clinton, Tenn.

Chair: **Bethany K. Dumas**, Univ. of Tennessee, Knoxville.

Recorder/reactor: **Anne Marie Hamilton**, Univ. of Georgia.

REGIONAL MEETINGS, FALL 1998

Rocky Mountain Region

In association with RMMLA, Oct. 8–10; Salt Lake City, Doubletree Hotel, 255 South West Temple, (801) 328-2000.

Session 301, tentatively 1:30–3:00 p.m. Saturday, Oct. 10.

1. "Cross-Cultural Dialects and Perception in Oklahoma, West Texas, and New Mexico." **Mary Morzinski**, Univ. of Wisconsin-La Crosse, and **Jodey Bateman**.

2. "The Distribution of Intrusive Stops in Salt Lake Valley English." **Marianna Di Paolo** and **Lisa Huber**, Univ. of Utah.

3. "An Analysis of Phonetically Significant Phenomena in the Speech of a Nonstandard Southern English Speaker." **Simonie Hodges** and **Carrie Crockett**, Georgetown Univ.

Chair: **Simonie Hodges** (Georgetown Univ.), 2525 Farmcrest Dr. #328, Herndon VA 20171, e-mail sjhodges@ccgate.hac.com.

ADS Regional Secretary 1998–99: **Mary E. Morzinski**.

Registration is \$55 before Sept. 30, \$70 afterwards. Membership in RMMLA is \$25 regular, \$15 student. Write RMMLA, Washington State University, P.O. Box 642610, Pullman, WA 99164-2610; phone (509) 335-4198, fax (509) 335-6635 ext. 54198; rmmla@rmmla.wsu.edu; <http://rmmla.wsu.edu/rmmla/>.

Future meetings: 1999 Oct. 14–16 Santa Fe; 2000 Oct. 12–14 Boise, Idaho; 2001 Oct. 11–13 Vancouver.

Midwest Region

In association with MMLA, Nov. 5–7; St. Louis, Regal Riverfront Hotel.

1. "Historical Evidence of Social Structure and Standard-dialect Contact." **Bruce Spencer**, Univ. of Michigan, Ann Arbor.

2. "The Cat Wants Fed: At the Margin of Dialectology and Sociolinguistics." **Beth Simon**, Indiana Univ./Purdue Univ., Fort Wayne.

3. "Ebonics after Oakland: A Linguistic Term Enters the Public Domain." **Mary Beth Breland**, Hannibal-LaGrange Coll.

Discussant: **Greg Pulliam**, Illinois Inst. of Technology.

Chair: **Anna Fellegly**, Dept. of English, 207 Lind Hall, Univ. of Minnesota, 207 Church St. SE, Minneapolis MN 55455-0134; felle001@maroon.tc.umn.edu.

ADS Regional Secretary 1997–98: **Beth Lee Simon**, CM 109, Dept. of English and Linguistics, IPFW, Fort Wayne, IN 46805; phone (219) 424-8834; e-mail simon@cvax.ipfw.indiana.edu.

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; fax (319) 335-3123; e-mail mmla@uiowa.edu.

Future meetings: 1999 Nov. 4–6 Minneapolis, Marriott City Center; 2000 Nov. 2–4 Kansas City, Missouri, Hyatt Regency Crown Center; 2001 Nov. 1–3 Cleveland, Sheraton City Centre Hotel.

South Atlantic Regional Meeting

In association with SAMLA, Nov. 5–7; Atlanta, Hyatt Regency.

ADS session tentatively 3:00–4:30 p.m. Thursday, Nov. 5.

1. "Syntactic Features of Gullah and Southern English." **Bettie Sommers**, Univ. of Central Florida.

2. "Dialect and Historicity: African Orality in Paul Laurence Dunbar's Poetry." **Viktor Osinubi**, Clark Atlanta Univ.

3. "The Death of Dialect in Thomas Nelson Page's *In Ole Virginia*." **James Christmann**, Wheelock Coll.

4. "Two Views of One Place: The Dialect of Putnam County, Georgia, in the Hands of Joel Chandler Harris and Alice Walker." **Ellen Johnson**, Western Kentucky Univ.

(Continued on next page)

South Atlantic Region (Continued from Page 6)

Chair: **Mary Brown Zeigler**, Georgia State Univ.

ADS Regional Secretary 1997–98: **Michael Picone**, Univ. of Alabama.

Nominating Committee: Crawford Feagin, Chair; Connie Eble, Peter Patrick.

Registration is \$45 in advance, \$25 students; \$5 extra on site. Membership in SAMLA is \$25 for individuals, \$15 for students. Write SAMLA, Georgia State Univ., University Plaza, Atlanta GA 30303-3083; phone (404) 651-2693; fax (404) 651-2858; e-mail engmlh@gsusgi2.gsu.edu; www.gsu.edu/~engllm/samla.htm.

Future meetings: 1999 Nov. 11–13 Atlanta, Hyatt Regency; 2000 Chattanooga.

South Central Region

In association with SCMLA, Nov. 12–14; New Orleans, Radisson.

1. “English Register Shift in an Academic Lecture Format: The Case of a Graduate Course in International Political Environments.” **John Staczek**, Thunderbird Gradu-

Thomas L. Clark 1939–1998

Tom Clark of the University of Nevada, Las Vegas, was president of ADS 1985–86; the Society’s delegate to the American Council of Learned Societies 1988–91; a fieldworker for *DARE*; an active scholar in dialectology, onomastics, and lexicography, including the language of the West and of gambling and gaming; and, with his wife Jeanne, a congenial host, notably at the Dictionary Society meeting in May 1993.

He died suddenly, though not unexpectedly, on Feb. 26, his wife’s birthday, after a long illness. The previous day he was still teaching at the university and chaired a meeting of a committee being formed to mentor new faculty.

Clark gave us an essential label for the discussion of usage. Reviewing Thomas Creswell’s *Usage in Dictionaries and Dictionaries of Usage* (PADS 63–64), Clark ex-

plained (AS 55.2 [1980]: 132): “*Usageeaster* is my term, formed on analogy with *poetaster*. . . A usageeaster may be a star on the talk-show circuit or in the magazine world. But *Webster’s New World Dictionary* lists the bound form as a Latin diminutive suffix, that is, ‘a noun-forming suffix denoting inferiority or worthlessness.’ Usageeasters normally nuzzle over a few favorite items while exhibiting laughable snobbery.”

2. “Understanding Texas Panhandle Speech.” **Lori Boykin**, Texas Tech Univ.

3. “Narrative Stance Markers and Pronoun Shift in the Tennessee Civil War Veteran’s Questionnaires.” **Lisa Abney** and **Rebecca Farabough**, Northwestern State Univ.

4. “The Flood of ’97: Stories from Grand Forks, North Dakota.” **Gina Collins**, Univ. of North Texas.

Chair: **Patricia Cukor-Avila**, Univ. of North Texas.

ADS Regional Secretary 1998–99: **Charles B. Martin**, Univ. of North Texas.

Membership in SCMLA is \$20 full professors, \$15 associate and assistant professors, \$10 instructors and students. Write Jo Hebert, SCMLA, Dept. of English, Texas A&M Univ., College Station TX 77843-4227; phone (409) 845-7041; fax (409) 862-2292; e-mail scmla@acs.tamu.edu; <http://www-english.tamu.edu/scmla>.

Future meetings: 1999 Oct. 28–30 Memphis, Crown Plaza Hotel.

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He had won a sabbatical for 1998–99 to study new words of the 1990s: their inception, increase, and possible decrease in use, and their social and cultural impact on American life. He intended to tell us about them at the Rocky Mountain regional meeting this October and at the ADS annual meeting in January, and to write a book about them as the decade came to an end. We will miss his presentations and, even more, his presence.

ADS Journals Find New Home at Duke

American Speech and *Publication of the American Dialect Society* will have a new publisher next year: Duke University Press.

The agreement to change publishers, starting with publication year 1999, came after a year of investigation, discussion, and negotiation by a special ADS committee and the ADS Executive Council. With Duke we look forward to secure editorial support, increased marketing efforts, and *PADS* in hard covers.

Perhaps the most noticeable change for ADS members will be that at last you'll be able to pay by credit card: Visa, MasterCard, or American Express. And you'll get your bill from Duke instead of an insert in the newsletter.

For members, dues will remain the same. Libraries, however, will no longer be eligible

for ADS membership. They will subscribe at a higher institutional rate.

The University of Alabama Press has published *PADS* since 1957 and *American Speech* since 1978, thanks initially to the good offices of **James B. McMillan**, founding director of the Alabama Press. In reviewing our publication arrangements last year, we discovered that Alabama was reconsidering its priorities and considered this a good time for us to move.

Editors and editorial headquarters will remain the same, so our journals operations will be consolidated at Duke under the supervision of General Editor **Ronald Butters**, who is also editor of the *PADS* series. **Connie Eble** of nearby Univ. of North Carolina, Chapel Hill, remains editor of *American Speech*, and **Charles Carson** at Duke remains managing editor of both publications.

Slang, Spanish Anglicisms: Our New Books

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

Paul Dickson. *Slang: The Authoritative Topic-by-Topic Dictionary of American Lingo from All Walks of Life.* Pocket Books, April 1998. ii + 465 pages. Hardcover \$25. ISBN 0-671-54920-0. Revision of his 1990 book with more than twice as many entries. The 29 topics run from advertising to X'ers, Yuppies, Dinks, and Other Moderns; Internet slang has a chapter to itself. Includes index to all words.

Félix Rodríguez González, director, and Antonio Lillo Buades. *Nuevo diccionario de anglicismos.* Madrid: Gredos, December 1997. 562 pages. The first comprehensive dictionary dealing exclusively with (patent) anglicisms in contemporary European Spanish. Entries provide pronunciation, morphological variants, definition, synonyms and/or proposed translations, citations, etymology, and labels or markings for field of usage, relative frequency and stylistic uses of the anglicisms.

American Speech Top Hits

Thanks to the work of the new assistant at ADS headquarters, **Suzanne Cook**, we recently sent royalty payments to authors whose works in *American Speech* had been lawfully reprinted or photocopied in the last few years.

The most sought after, with six royalty payments, was **Deborah Cameron's** "Naming of Parts: Gender, Culture, and Terms for the Penis among American College Students," AS 67.4 (1992): 367-82. Next most requested, in order, were:

5 times: **Robert Underhill**, "Like Is, Like, Focus," AS 63.3 (1988): 234-46.

4 times: **Carl Blyth Jr., Sigrid Recktenwald**, and **Jenny Wang**, "I'm Like, 'Say What?!': A New Quotative in American Oral Narrative," AS 65.3 (1990): 215-27.

3 times: **Guy Bailey** and **Natalie Maynor**, "The Divergence Controversy," AS 64.1 (1989): 12-39.

3 times: **Michael Montgomery**, "Prescriptivism in Dictionary Making," AS 58.1 (1983): 55-60.

Call for Submissions

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

From the Editor:

The Dialects of Teaching (Narrative and Expository Approaches to) the Teaching of Dialects

Bethany Dumas recently posted a query to the ADS-L (our internet discussion list) about whether or not anyone knew of videos illustrating Charleston, Va. Piedmont or Hawaiian varieties of English. I've not yet heard (though I hope) Professor Dumas found the tapes she wanted, but she also mentioned in her posting that she uses a video illustrating dialects found in Louisiana: *Yeah You Rite!* from the Center for New American Media. (New York: Cinema Guild, 1985; VHS, 29 minutes).

Now this is a tape I hadn't known about, but having done my graduate work in Louisiana, I was very glad to learn of its existence.

The point is, Professor Dumas' query got me thinking about how we might widen the range of the kinds of videos that we might use in our language classes to illustrate dialects and dialect-related issues. I suspect that many of us make use, for example, of *American Tongues*, the *Human Language* series, or the *Story of English* series, but also that there might be alternatives or further supplements to these that many of us are not quite so aware of.

So, I queried the ADS-L myself about this. I got some interesting and valuable responses, but not so many that I could include in this article a representative sample of the videos being used by members of the ADS in our classes. We may perhaps return to that question in a future newsletter.

In any case, it would also be to our advantage to assemble a list of video titles that aren't known to as many ADS newsletter readers, videos less known that are nevertheless being used effectively in some of your classrooms, videos like *Yeah You Rite!*, that we might like to see put into wider use. This too is a topic that I can only begin to address in this one issue of the newsletter, but I'd invite any and all readers to send in

descriptions of the videos they do use (title, vendor address, content summary) and, whenever possible, 200 to 500 word reviews, detailing classroom successes (or failures) with these. In the balance of this newsletter (while I'm waiting to hear back from you), I'll review one less-usual suggestion for a classroom video, contrasting it with a more standard choice, the very commonly-used *American Tongues*.

In his reply to my query, Timothy Frazer (mftcf@uxa.ecn.bgu.edu) recommended *Educating Rita*, a 2-hr. feature film. Some may remember its theatrical release in 1984. The film starred Michael Caine and Julie Walters and it is now available from RCA Columbia Home Video.

Frazer reports, and I concur, that this movie is a "good examination of class and depiction of British dialects." In this film, a working-class British woman (Rita, played by Walters) enrolls in a literature-and-writing program (through the British equivalent of Continuing Ed). She is tutored in the program by a seldom-sober poetry professor (Frank Bryant, played by Caine). Because in the end Rita knows more and can write more fluently about literature than they can, she is eventually integrated into the snobbish social circles of the upper-class students.

The story is recognizably Pygmalion-like (could we say recognizably Pygmalian?),

but *Educating Rita* is all the more interesting for its ANTI-Pygmalion themes. Professor Bryant is the antithesis of Professor Higgins. From their first meeting onward, Professor Bryant tries to dissuade Rita from trying to advance her social status by putting on the trappings of higher society. He refuses to allow her to adopt the RP accent of her fellow students, and he only reluctantly teaches her how to muffle her fresh intuitions and sharp logical insights about literature in the bland conventions of academic writing.

In concert with these language issues, the film reinforces the theme of class division by contrasting the social codes and rituals of working-class and upper-class people. Sometimes the contrast is subtle, but sometimes it is overdrawn for comic effect--Rita is first shown stumbling across campus in impractical high heels, her hair bleached blond, her skirt garishly colored and short: the stereotype of a minimum-wage hairdresser.

As Rita's socialization into the university community progresses, she lets her hair go to its natural shade (brown) as she begins wearing jeans and flat heels. She quits her job as a hairdresser and gets work as a waitress in a bistro patronized by university professors and students. Her determination to leave her working-class husband crystallizes after they spend an entire evening

in a corner pub singing along with pop tunes on the jukebox. Rita tells Frank "I want to learn to sing better songs." She leaves her husband and shares an apartment with an actress who plays classical opera music loudly and non-stop.

Rita finally begins to question the more pretentious aspects of her social-climbing goals after her actress roommate attempts suicide. Professor Bryant has likewise been drinking himself to death. He, like the roommate, had come to believe that a life purely devoted to high-society pretense was empty and pointless. He explains the problem to Rita concisely and memorably: "You haven't learned to sing a better song. You've only learned to sing a DIFFERENT song."

In sum, *Educating Rita* illustrates three key themes very effectively:

1. Language differences mark social differences.
2. Social codes and rituals reinforce those language differences.
3. These linguistic and cultural differences are real, but essentially relative. It is vain to say that one kind of language, or any other kind of cultural practice must be absolutely superior to another. Each will have certain advantages and disadvantages, just as high heels do make one's ankles look thinner, but are fairly useless for long walks.

These themes that are certainly worth

presenting to a language class. The question is whether we want to present these themes with a **narrative** such as *Educating Rita*, as opposed to presenting these themes with a more analytic **exposition** such as is found in the video *American Tongues*.

Compared side-by-side, narrative and expository formats are themselves something like different dialects of spoken language, like different customs of dress and behavior in different social classes. Different does not mean incomparable however. Different does not mean that we don't have a basis for choosing one form over another based on our particular goals.

Consider a common classroom dialect example, the multiple vs. the single negative: *I don't get any satisfaction anyhow.* vs. *I don't get no satisfaction nohow.*

In semantic terms (communicative goals) these forms are identical:

Speaker NEG GET generic SATISFACTION.

The difference is simply whether we are going to distribute the NEG(ative) element to each generic element (any X), or whether we will place a single NEG between subject and predicate. Standard Spanish and nonstandard English distributes the negative. Standard English favors a single intermediate negative.

It is much the same with classroom videos. Whether it is a narrative or an academic exposition, the common

communicative goal of any video is to give the students vivid, concrete **examples** of abstract concepts being taught in class.

The difference between forms is whether we will distribute a concept over multiple examples (as we do with effective academic exposition) or whether we will embody the concept in an elaborate single example (as we do in narrative). Depending on circumstances, each approach has distinct advantages, just as the multiple negative is a grammatical form to cultivate if you're looking to socialize at an Arkansas bait store, but probably a form to avoid in a New York bank.

American Tongues presents essentially the same themes as *Educating Rita*, that language divides us socially, that other cultural differences reinforce the language differences, that no form is absolutely superior to another, but each form has a distinct range of use. *American Tongues* has the advantage of going over dozens of live examples in a short time space (40 minutes in the "short" version).

*The long-vowel drawls of the Southern U.S. are shown to be reinforced in the custom of leisurely conversation before any practical business is addressed.

*A young man from the South attends Yale and adopts a Northern prestige accent. His New England girlfriend is shocked the

first time they drive south together, and his speech gradually but completely morphs from Yalie to Good ol' Boy in a matter of hours.

*A Southern woman declares that there are three kinds of speech in her community: "cultural, uneducated trash, and black."

*A young man from north Boston uses his working-class accent as a way to attract women and intimidate other men. Unlike his brothers, he has never adopted standard English, and he is proud of the fact.

These and many similar examples in *American Tongues* are instructive and entertaining, but *Educating Rita* has certain advantages of its own as narrative (and fictional narrative at that; it's worth remembering that the whole science of generative linguistics is built on constructed examples, convincing but idealized simulations of real speech).

By and large, only by the minute narrative examination of one character, one example, can we become involved emotionally with an intellectual problem. Students tend to chuckle at the parade of actual examples in *American Tongues*. They laugh but they also sometimes weep and lose sleep over the social predicament of carefully-constructed character examples like Rita and Professor Bryant. Students remember a lesson longer if you can get them to feel it.

--Alan D. Manning

Studying Usage on the World Wide Web

Charles F. Meyer
University of Massachusetts at Boston

In the field of ESL, an ongoing controversy concerns the extent to which students learning English as a second language should receive explicit instruction in grammar. The argument against explicit instruction in grammar is that it places too great an emphasis on form at the expense of communication. To overcome this shortcoming, The Division of English as an International Language (DEIL) at the University of Illinois at Champaign/Urbana has created an Internet resource known as "The Grammar Safari" (<http://deil.lang.uiuc.edu/web/pages/grammarsafari.html>).

This Web site enables students to study grammatical constructions (such as relative clauses or spatial prepositions) in natural contexts by finding them using Internet resources such as search engines and on-line databases, newspapers, and magazines. Students are encouraged to find specific constructions, cut and paste them in documents created with a word processing program, and bring the examples they've found to class for discussion. As the opening page of the Grammar Safari notes, this methodology does not give students discussions of grammar or any specific ESL advice on grammar. Instead, the methodology permits students to study grammar inductively and, after collecting examples, provide their own discussions of them--discussions that will be more valuable than those that are decontextualized and based on contrived examples.

After using the Grammar Safari in a technology class for ESL teachers that I taught last semester, I became convinced that this methodology could be used to help students study English usage. It's one thing, for instance, to talk about the usage of, say,

"between you and I," but quite another matter to search the World Wide Web for examples of this usage in real live contexts. We've learned from lexicographers that interesting examples of new vocabulary can be isolated through searches of on-line databases, so I decided to see what I could find on the World Wide Web in terms of examples of the usage "between you and I."

To begin my search, I went to one of the best search engines available on the WWW, Digital Computer's AltaVista (<http://altavista.digital.com/>). In the dialog box that this search engine uses, I typed in quotation marks "between you and I." By using quotation marks, I was telling the search engine I wanted to search not for the individual words "between," "you" and "I," but rather the exact sequence of these words. This search yielded thousands of potential pages containing this phrase, and what I report below represents some of the more interesting "hits" that I found.

Two of the sites I located contained actual discussions of the usage of "between you and I." One such discussion took place on a page called "Ask a Linguist" (<http://linguistlist.org/~ask-ling/msg00948.html>). This, apparently, is a list to which people can send e-mail queries about language for discussion. Questions and replies are archived, and what I had stumbled on was one message from James E. Biles (jimbiles@lcc.netin) in response to a series of messages on the usage of "if." So that I didn't have to read the entire message for the reference to "between you and I," I invoked a search feature of the browser I was using, Netscape Communicator 4.04. From the "Edit" menu on Netscape, I selected "Find in Page" and in the dialog box that appeared I typed in "between you and I." In a split second, I was taken to a section of the page containing this expression. The discussion of this usage, which I quote in its entirety below,

will show students how truly divided people are about the usage of "between you and I," and how difficult a time they have accepting innovations in language that violate "sacred" rules of usage.

I suppose, as a senior adult, I am having problems with change. I do see our language changing and I am inwardly resenting it. Statements like: between you and I, different than, etc. are finding their way into mainstream conversation. I am noticing how people in the public eye shorten or chop the ends off of their words, especially in conversational dialogues.

A second discussion of "between you and I" that I located took place on the Linguist List (<http://linguist.emich.edu/issues/7/7-1591.html>). In an archived message, Benji Wald discusses case forms in constructions such as "between you and I." Like Biles, Wald is ambivalent about this usage, but he adds that "Maybe it's time to take a new census of who accepts between you and I -- well, maybe not, because we're linguists, so we accept whatever people say, so change the census Q to who admits to *saying* between you and I." He goes on to give a linguistic analysis of the construction, noting that the use of "I" rather than "me" occurs only in coordinated constructions.

The other sites I discovered did not provide discussions of "between you and I" but simply provided real examples of the usage. These examples will show students that "between you and I" is not an artifact of usage books but actually exists. And the example I found from an on-line version of Shakespeare's "Merchant of Venice" shows that this usage has been with us for quite a while.

Below I list these examples (the phrase under discussion is in italics):

(1) "The Way to Fitness" (<http://www.the-way-to-fitness.com/consulting2.htm>), a Web Site advertising fitness counseling:

"Everything discussed *between you and I* is completely confidential."

(2) Shakespeare's *Merchant of Venice*:

BASSANIO [Reads]: Sweet Bassanio, ... it is impossible I should live, all debts are cleared *between you and I*, if I might but see you at my death. (Act III, Scene II)

(3) Tigger, "SoulMates Part Ten: Failure of a Scene" (<http://nifty.boybabes-usa.com/nifty/transgender/authoritarian/SoulMates/soulmates10.html>):

"Your cross dressing will be *between you and I*. I will never involve anyone else again without your expressed permission."

(4) <http://www.tfnbbs.com/complex.htm>:

"We all are doing our part. We are all responsible for saving what is left of our planet...There is no separation *between you and I*."

(5) "Sand Suitable for Stucco Mixes" (<http://www.crest.org/efficiency/strawbale-list-archive/9708/msg00235.html>) From an e-mail message posted by Marty Ellrick <mellrick@gj.net>

"But, as this and other issues surrounding stucco, at least *between you and I*, get down to "ego", rather than issues..."

As the above examples attest, there is a wealth of information on usage that students can find on the WWW, and I would encourage individuals teaching usage in their classes to "unleash" their

Send submissions to
Alan Slotkin, Box 5053,
Tennessee Tech. Univ.,
Cookeville, TN 38505

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students on the WWW and have them bring to class the many interesting examples they will find. There is, of course, a learning curve associated with any use of technology in education, but much of the recent technology is becoming easier to use, and I suspect that many instructors will find that their students know more about technology than they do!

For those wanting easy access to the links in this article, an on-line version of this article can be found at: <http://www.cs.umb.edu/~meyer/usage.html>

ADS members might want to take note of the existence of the PUNCT-L mailing list, which is devoted to a discussion of punctuation--both theoretical and practical. This list is particularly germane to the commentary of the problem of masters versus master's which follows. ARS

The Problem of Representing *Masters*

William J. Kirwin
Memorial University of Newfoundland

There is no problem in printed material with *Ph.D.* and *doctoral* as modifiers of following nouns, but typists are indecisive when they write the parallel forms for *M.A.*, *M.Sc.*, etc. A recently collected corpus reveals, for example, 22 examples of *master's* and 15 instances of *masters*. What is most interesting is that instances of both may occur in the same document.

While the collecting of this corpus has been informal, examples come from university correspondence, journalism (city, university, and student body), advertisements, a U.S. magazine, a scholarly book, and notes in a concert program. As

such they represent a reasonable sample of what might occur more widely in an academic environment. If two or more instances occurred in one item, only the first was counted.

The forms appear before a noun (A) or as absolutes (B):

- A. *a Masters degree*
 a Master's level degree
 masters students
- B. *a master's of business administration*
 doing my master's here

This observed variation may be part of a wide-spread indecision among people about whether to use and/or where to place apostrophes. The reason I referred to typists above is that I suspect that no proofreader of an advertisement or news story examined the text completely and perhaps modified what the typist had produced. Some writers who are not editors sprinkle apostrophes in text with enthusiasm; others make little use of this mark of punctuation.

The point of usage raised here should be seen in a very wide context. The writers/typists of the examples in this collection, besides all the flow of speech they have heard, have a diverse range of models appearing in many types of scholarly and institutional prose. Plural nouns used attributively frequently exist: *in humanities doctoral education; honours degree; Employment Services Centre; the Bonds Market*. Genitives range from human and animate nouns and names to both concrete and abstract nouns with genitive inflections: *to use Croce's term; members' needs and wishes; NCIS's efforts; the nation's Social Security system; refiguring feminism's place; the past's hold on the present*. Moreover, the academy has a cluster of educational expressions usually without 's: *an honors dissertation; a visual arts program; Bachelor of Arts Degree*. The matter is

compounded further by the nonmodifying uses of apostrophes: *1960's*; *Rappin' and Stylin' Out*; *its*, *not it's*; *we'll try then*. It is not unlikely that writers have unconsciously observed examples of both types of usage (*unpublished Masters thesis*; *at the master's level*) in the articles of some very well respected publications.

If the variations in the examples in the corpus are the result of chance or whim, it may not be profitable to ask whether meaning is signaled when the apostrophe is used or whether the lack of apostrophe indicates simple noun modification, as in *masters-level degree*.

My suggested interpretation of this variation is that the precision of initials (M.A., M.Sc.) is employed formally in institutions' catalogs or graduation programs, but that oral users favor a more informal phrasing when translating these initials to words. Perhaps they follow a pattern such as this: *M.A. in Classics* --> *Master of Arts in Classics* --> *masters degree in classics* --> *her masters* (can we surmise that the *-s* of *masters* comes from the last element in *Master of Arts*?). Then, when this oral pattern is followed and translated into a print medium, the writer or typist is simply undecided what to type, or, in some cases, is calling up some model, or applicable rule, or felt grammatical interpretation.

Selected Citations for *Master's/Masters*

- 1960 Eugene A. Nida, *A Synopsis of English Syntax*. Norman: Summer Institute of Linguistics of the U. of Oklahoma: ...such compounds as ...*master's degree*... (63)
- 1978 Virginia O. Foscue, *The Place Names of Sumter County, Alabama*. PADS 65: This study...based upon my master's thesis... (1)
- 1986 Benson, Benson, and Ilson, *The BBI Combinatory Dictionary of English: degree bachelor's ... doctor's, master's...*
- 1996 *Focus on South Africa*, ed. Vivian de Klerk: Unpublished Masters thesis... (148)
- 1997 Typed announcement. July: Applicants should have at least a Master's degree... (2)
- 1997 25 July (concert program, Newport, R.I.): he graduated with a Masters Degree in Mechanical Engineering ...is...a Master's Degree Candidate [at the conservatory]
- 1997 "The Communicator" August: counsellors have...a masters -level degree... (3)
- 1997 *Evening Telegram* 2 Aug.: Applicants should have completed a Masters degree... (5)
- 1997 *Evening Telegram* 30 Aug.: an approved Master's degree... (54)
- 1997 10 Sept. (student letter): I am completing my Masters programme...
- 1997 *The Nation* 22 Sept.: has a master's degree in urban planning... (25)
- 1997 *Muse* 26 Sept.: continues...his supervision of masters students. (16)
- 1997 *Gazette* 2 Oct.: research done for her master's degree (2)
- 1997 *Gazette* 16 Oct.: open to masters and doctoral students... (1)
- 1997 Survey on Numeric Data (Map Library) 29 Oct.: how many masters or doctoral theses have you supervised?
- 1997 *Gazette* 30 Oct.: a master's student in biopsychology... (2)
- 1997 MUN Faculty of Arts; Review of 1996-1997 [Nov.?]: at the master's level...in master's programs (MA, Mphil, & Msc)... (3)
- 1997 *The Nation* 10 Nov.: who has a master's degree... (30)
- 1997 *Gazette* 13 Nov. Inserted supplement: confers... 250 masters' degrees...students receiving a master's degree... (viii)
- 1997 *Muse* 21 Nov.: exam written by Masters students... (5)
- 1997 *Muse* 28 Nov.: is pursuing a Master's degree,...said the computer science Masters student (14)
- 1997 "The Communicator" Dec.: the master's candidate continuance fee... (7)
- 1997-8 Library checklist: Faculty Masters Ph.d. Research Assistant