This study involved the preparation of a set of 32 tape recordings of speakers of standard regional varieties of English in the United States and Canada, and the preparation of descriptive materials to accompany the tapes. Each tape includes (1) replies to 237 items based upon the pronunciation items of the "Linguistic Atlas of the United States and Canada," (2) minimum contrast sets, (3) a reading of "Arthur the Rat," and (4) a passage of spontaneous speech. These tapes may be used by scholars for studying the regional standards of spoken English or by high schools and colleges to illustrate variations in spoken English. Speakers from the following states and provinces were taped: Alabama, California, District of Columbia, Georgia, Illinois, Kentucky, Louisiana, Maryland, Massachusetts, Minnesota, Missouri, New York, Pennsylvania, South Carolina, Tennessee, Texas, Utah, British Columbia, Manitoba, New Brunswick, Nova Scotia, Newfoundland, and Ontario. Copies of the tapes will be made available at cost to institutions and scholars from the Illinois Institute of Technology, Chicago. (A copy of the questionnaire used to elicit replies comprises approximately half of this report, and a one-page catalog of the tapes is included.) (Author/LH)
INTERIM REPORT

USOE Contract Number HE-145
USOE Contract Number OE-5-10-029
ISCPET Subcontract Number SS-12-20-68

ILLINOIS STATE-WIDE CURRICULUM STUDY CENTER
IN THE PREPARATION OF SECONDARY SCHOOL
ENGLISH TEACHERS (ISCPET)

Recordings of Standard English
in the United States and Canada

A. L. Davis, et al.
Center for American English
Illinois Institute of Technology
Chicago, Illinois 60616

May 1969

The research reported herein was performed pursuant to a contract with the Office of Education, U. S. Department of Health, Education, and Welfare, and to a subcontract with the Illinois State-Wide Curriculum Study Center in the Preparation of Secondary School English Teachers, University of Illinois, Urbana, Illinois. Contractors and subcontractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgment in the conduct of the projects. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.
PREFACE

The tape collection has grown out of a desire to have samples of spoken standard English readily available for study. It has been a co-operative project and one which we hope will eventually be a major resource in dialectology.


IIT colleagues and students: Lawrence M. Davis, Barbara Eichler, Louanna Furbee, Emily Pettigrew Morris, Elizabeth Munger, Dagna Simpson.

To all of them I express my sincere thanks.

A. L. Davis
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SUMMARY

Recordings of American English: United States and Canada is a collection of 32 sets of tapes illustrating the pronunciation of educated speakers from the following communities: Tuscaloosa, Alabama; Los Angeles, California; San Francisco, California; Washington, D. C.; Atlanta, Georgia; Augusta, Georgia; Savannah, Georgia; Chicago, Illinois; Collinsville, Illinois; Louisville, Kentucky; New Orleans, Louisiana; Baltimore, Maryland; Boston, Massachusetts; Minneapolis, Minnesota; Kansas City, Missouri; St. Louis, Missouri; New York City, New York; Pittsburgh, Pennsylvania; Columbia, South Carolina; Lebanon, Tennessee; Memphis, Tennessee; Dallas, Texas; Houston, Texas; Salt Lake City, Utah; Vancouver, British Columbia; Winnipeg, Manitoba; Saint John, New Brunswick; Halifax, Nova Scotia; St. John's, Newfoundland; and Toronto, Ontario.

Each tape includes replies to a questionnaire based mostly upon the pronunciation items of the Linguistic Atlas of the United States and Canada. The tapes also include minimum contrast sets, a reading of "Arthur the Rat" in Cassidy's revision, and a passage of spontaneous speech.

The tapes are a body of data for studying the regional standards of spoken English. They may be used by scholars for research, or by the schools as illustrations of the way English sounds in the two countries. Illinois Institute of Technology will make the tapes available at cost to institutions and interested scholars.
PURPOSE OF THE STUDY

Although American English has been studied intensively by many scholars during this century, as yet there exists no readily accessible body of data on pronunciation, collected with adequate controls, which samples standard English of the United States and Canada.

Because American English in its standard regional varieties shows few grammatical differences, we need a highly structured investigation of pronunciation which does differentiate the standard dialects. The data collected must be comparable; that is, it must be possible to find out what each dialect does in comparison to others. Tape recording and the cooperation of linguists have made it possible to make a survey of the pronunciation of standard English for the two countries in a relatively brief time for this study.

OTHER SURVEYS

Two large-scale investigations have been undertaken to supply the needed data for American dialect studies: The Linguistic Atlas of the United States and Canada, a project begun in 1932, which will eventually cover the two countries using the technique of direct interviews by trained phoneticians. At the present writing (1969) field work remains to be completed in parts of Canada, the interior South, and several states west of the Mississippi. Editing this huge mass of information is a task which may not be completed for another decade. The Linguistic Atlas of New England was published in 1939-43, and consists of three folio volumes, each bound in two parts. Editorial work has begun on the collections of the Middle and South Atlantic States Atlas, which includes all of the remaining Atlantic Coast states and West Virginia. This editorial job will probably take at least another five years. The collections for the Middle West (Kentucky, Illinois, Indiana, Ohio, Michigan and Wisconsin) are complete but unedited. Harold B. Allen, University of Minnesota, is editing the Upper Midwest collection (Minnesota, North and South Dakota, Nebraska and Iowa). Materials for California, Nevada, and the Pacific Northwest are being edited by David W. Reed, University of California, Berkeley, and Carroll E. Reed, University of California, Riverside.

The second major investigation is the Dictionary of American Regional English under the directorship of Frederic G. Cassidy. This survey is an attempt to collect
all regional and local vocabulary. The method used is similar to that of LAUSC, representative informants being sought out in selected communities and interviewed. All fifty states are included in the survey, which is nearly complete. All interviews are tape recorded.

W. Cabell Greet made phonograph recordings during the 1930's of speakers of many American dialects. The text was "Arthur the Rat" and the records were made commercially available through the Linguaphone company.

The phonetician, C. K. Thomas, a life-long observer of American speech, interviewed "about 10,000 speakers" and collected tapes of 4,000 more speakers including "over 2,500 from the 3,000-odd counties in the United States". He gives transcriptions of ten regional varieties: Eastern New England, New York City, Middle Atlantic, the South (southern Maryland to east Texas), North Central, western Pennsylvania, Southern Mountain, Central Midland, Northwest, Southwest Coastal.

Under the auspices of the National Council of Teachers of English, a set of recordings, Americans Speaking, was prepared to give a sample of some of the important types of educated American English. Sampled were the following dialects: Northern—Eastern New England (Topsfield, Massachusetts); New York City (Brooklyn); Inland Northern (Madison, Wisconsin); Midland—The Delaware Valley (Philadelphia); South Midland (London, Kentucky); Southern (Prattville, Alabama). Americans Speaking uses a set text for reading, composed by Mrs. Celia M. Millward of Boston University and designed to bring out phonemic and allophonic differences and regional variations in incidence of phonemes. Besides the set text there is an informal discussion by the informant of a topic of interest to him. The pamphlet accompanying the recordings includes the text of the set passage, orthographic transcriptions of the free discussion, and a checklist of listening.


2 Ibid, Chapter 21.

E. Bagby Atwood reviewed the progress and methods of American dialect studies in 1963. In his article he lists the uses made of mechanical recording for American atlas research. Miles Hanley made 657 recordings of New England atlas informants in 1933-34. None of these recordings was made at the same time as the atlas interviews. Tape recordings became a feature of Atlas field work in the 1950's. In the Pacific Northwest (Washington, Oregon and Idaho) the field workers made recordings of many of their interviews, as did T. M. Pearce in New Mexico. In Oklahoma, W. R. Van Riper recorded every interview on tape, and work under the direction of C. M. Wise in Louisiana has included taped materials. Current field work by Lee Pederson in the Southeastern states is tape recorded as the interviews are made. The purpose of these tape recordings has not been to publish the tapes but to provide records of the interviews, to check on field work accuracy and to serve as a source for additional data which cannot be written down quickly enough by the field worker.

Abroad, tape recording has accompanied much of the field work for the Survey of English Dialects. This is spontaneous material rather than direct-question answers. The British Broadcasting Corporation now has a great deal of this material in its Permanent Sound-Record Library. Discs have been made of the best selections from the tapes and over 220 records are in the collection.

The Linguistic Survey of Scotland is also accompanied by tape transcriptions, and its extension into Ulster made systematic use of tape recordings with a phonetic questionnaire

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5 This collection is now at the University of Chicago and Illinois Institute of Technology. The recordings are on aluminum discs which will be transferred to magnetic tape.


arranged primarily to give vowel information.  

In the summer of 1965, the writer made tape recordings in Falmouth, Cardiff, Caernarvon, Dublin, Belfast and Edinburgh. His questionnaire was the abridgement of the New England Atlas Work Sheets which had been used by Guy S. Lowman, Jr., in his survey of the southern counties of England.

**METHOD OF THE STUDY**

In order to accomplish the purpose of having data compatible with the major surveys, it was decided that the questionnaire to be devised should include direct questioning, minimal contrast sets, a reading passage, and free talk.

**PREPARATION OF THE QUESTIONNAIRE**

Selection was first made of pronunciation items from the Short Worksheets of the LAUSC, using those items which were included primarily for pronunciation. Since the two countries are being investigated for the LAUSC, this will allow comparisons. The first 167 items are taken from the Worksheets with a few additions. Items 168-239 give further evidence for minimal sets and restricted environments. We attempted to include here information on the morphophonemic distributions as well.

It was decided also that a short list of items would be included to be read. These are minimal pair sets, and we wished to have them appearing in succession on the tapes so that an item is included even though it does also appear earlier. It is also worth considering how much the informant will change his speech in list reading as compared to questioning.

The DARE revision of the Arthur story was selected, with Professor Cassidy's permission. Since his survey also utilized tape recordings, this makes future comparisons possible.

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9. The worksheets include grammar and folk-vocabulary, also. Items regionally restricted were avoided.

Finally there is a short passage of connected speech. This gives data on intonation, syntax, and many other features which cannot easily be brought out by other methods. They also give the listener a passage of what the informant really sounds like, "the complex made up of suprasegmental patterns and paralanguage."

An initial questionnaire was designed and tested locally. After the selection of items had been made, we wished to make as sure as possible that the questions would bring out the desired responses easily. Since pronunciations may not be suggested, this is critical. We also wanted the interviews to be rather brisk so that they could be done within an hour of taping time.

After field trials we then revised the initial questionnaire in minor ways, partially in format, partially in the framing of the questions and partially in content. The directions for doing the interview were clarified, and the criteria for selection of informants were modified in that the requirement for college education of one parent was dropped; however, information concerning the parents' education was added, and the field worker was requested to tape record the biographical data.

The following items were added: 39 porch, 50 ironing, 51 scorched, 84 without, 97 syrup, 101 chocolate, 107 oranges, 108 Florida, 147 church, 151 ask, 180 rag, 222 heart, 227 hot, 228 height. Item 56 house was modified to White House.

The section on contrasts to be read was expanded from seven sets to twenty-one, and additional suggestions for the free connected speech passage were introduced.

It is possible that for future use the questionnaire will be further modified with additions for other English speech areas. Initially we had hoped to include some questions which would bring out possible regional differences in intonation patterns, but our frames were not successful enough. Professor Stanley Sapon of the University of Rochester, who uses a series of pictures for dialect research, has informed the writer that his method has proved highly successful for eliciting intonation patterns and has been incorporated in the dialect research of Catalonia. If feasible, a selection of this kind may be added.

An account of this study will be published in Orbis, an international journal of dialect studies, in an early issue. We have requested that readers send us their comments and suggestions for future work or revisions.
THE INVESTIGATION

Since the purpose of this study was to collect samples of standard pronunciation, we attempted to define a standard speaker for each region. He would naturally need to be a native and to have had no great outside influence which would have changed his speech pattern; consequently, we ruled out those who had extended residence outside the community in their formative years (through adolescence). The field worker was also instructed to avoid as informants those who might seem, in his judgment, to have personal idiosyncracies of affectation or foreign influence, etc. Truly upper class speech has been little investigated in this country; therefore we have defined standard as the speech of the educated middle class, with a tradition of education in the family. Hard-and-fast rules could, perhaps, be laid down, but much must be left to the interviewer. Of course, the editor also checks upon the "representativeness" of the informant.

The communities for this survey have been metropolitan areas. Some of importance have not yet been included but will be added, as will many medium-sized metropolitan areas. Geographical representation of major cities has been of the greatest importance. It is also realized that one speaker for a city may be insufficient, so in the future additional records will probably be made.

Field work has been carried out by interested linguists. It is not necessary that the field worker have special training so long as he follows directions. Nevertheless, we have been grateful for the suggestions and cooperation of professional linguists since this assures us of the best performance.

It had been expected that all informants could be found in the Chicago metropolitan area. However, the logistics proved too difficult and the aid of linguists in various parts of the United States and Canada was obtained.

FUTURE RESEARCH

The writer expects to expand the collections to include Great Britain and Ireland in 1970 and will seek co-operation of linguists in such countries as Jamaica, South Africa, Australia and New Zealand. It is hoped that eventually all regional varieties of spoken standard English will be included. American and Canadian linguists are being asked to contribute additional tapes also.
The tapes are a body of data, examples of how the regional standard Englishes are spoken. Complete analyses of the data will, of course, require much study. These tapes will be made available at cost to scholars and institutions who wish to make use of them. A brochure outlining the principal features of these dialects will be prepared to accompany them.
<table>
<thead>
<tr>
<th>Location</th>
<th>Name</th>
<th>Age</th>
<th>Gender</th>
<th>Date of Birth</th>
<th>Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuscaloosa, Alabama</td>
<td>Mary Jane Foley</td>
<td>21</td>
<td>Female</td>
<td>Tuscaloosa, Alabama</td>
<td>Librarian (B.A.)</td>
</tr>
<tr>
<td>Los Angeles, California</td>
<td>Linda Moordigan</td>
<td>23</td>
<td>Female</td>
<td>Los Angeles, California</td>
<td>Teacher (B.A.)</td>
</tr>
<tr>
<td>Los Angeles, California</td>
<td>Danny Alford</td>
<td>22</td>
<td>Male</td>
<td>Long Beach, California</td>
<td>Student (B.A.)</td>
</tr>
<tr>
<td>San Francisco, California</td>
<td>Kathleen Grinsell</td>
<td>24</td>
<td>Female</td>
<td>Napa, California</td>
<td>Student (B.A.)</td>
</tr>
<tr>
<td>Washington, D.C.</td>
<td>Irwin Feigenbaum</td>
<td>30</td>
<td>Male</td>
<td>Washington, D.C.</td>
<td>Linguist (M.A.)</td>
</tr>
<tr>
<td>Atlanta, Georgia</td>
<td>Carolyn Manley</td>
<td>38</td>
<td>Female</td>
<td>Atlanta, Georgia</td>
<td>Substitute teacher (B.A.)</td>
</tr>
<tr>
<td>Augusta, Georgia</td>
<td>Joseph Chambers</td>
<td>21</td>
<td>Male</td>
<td>Augusta, Georgia</td>
<td>Student (completing B.A.)</td>
</tr>
<tr>
<td>Savannah, Georgia</td>
<td>Grace Rueter</td>
<td>27</td>
<td>Female</td>
<td>Savannah, Georgia</td>
<td>Student</td>
</tr>
<tr>
<td>Chicago, Illinois</td>
<td>John Wah</td>
<td>31</td>
<td>Male</td>
<td>Chicago, Illinois</td>
<td>Technician (3 yrs. college)</td>
</tr>
<tr>
<td>Collinsville, Illinois</td>
<td>Mary Sue Schusky</td>
<td>34</td>
<td>Female</td>
<td>East St. Louis, Illinois</td>
<td>Librarian (M.A.)</td>
</tr>
<tr>
<td>Louisville, Kentucky</td>
<td>Martha Ellison</td>
<td>44</td>
<td>Female</td>
<td>Murray, Kentucky</td>
<td>Educator (completing Ph.D.)</td>
</tr>
<tr>
<td>New Orleans, Louisiana</td>
<td>Dorothy Bacher</td>
<td>50</td>
<td>Female</td>
<td>New Orleans</td>
<td>Housewife (B.A.)</td>
</tr>
</tbody>
</table>
Baltimore, Maryland
Thomas Foster, 37
male
born Baltimore, Maryland
mathematician (M.A.)

Boston, Massachusetts
F. B. Viaux, 51
male
born Boston, Massachusetts
college president

Kansas City, Missouri
Tom Rafiner, 22
male
born Kansas City, Missouri
student (B.A.)

New York, New York
Allan Rechtschaffen, 41
male
born New York City
psychologist (Ph.D.)

Columbia, South Carolina
Irene Neuffer, 48
female
born Columbia, South Carolina
writer (M.A.)

Memphis, Tennessee
Vera Clark, 41
female
born Augusta, Georgia
clerk (B.A.)

Baltimore, Maryland
Edward Hoehn, 33
male
born Baltimore, Maryland
teacher (B.S.)

Minneapolis, Minnesota
Catherine Murphy, 22
female
born Minneapolis, Minnesota
social service field
director (B.A.)

St. Louis, Missouri
Debby Horner, 19
female
born St. Louis, Missouri
student (1 yr. college)

Pittsburgh, Pennsylvania
Frank Lackner, 37
male
born Pittsburgh, Pennsylvania
professor (Ph.D.)

Lebanon, Tennessee
Betty M. Mason, 24
female
born Lebanon, Tennessee
student (M.A.)

Dallas, Texas
Diana Boland, 22
female
born Dallas, Texas
student (B.S.)
<table>
<thead>
<tr>
<th>Location</th>
<th>Name</th>
<th>Age</th>
<th>Gender</th>
<th>Place of Birth</th>
<th>Occupation</th>
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<tr>
<td>Houston, Texas</td>
<td>Karen Hodges</td>
<td>20</td>
<td>female</td>
<td>born Houston, Texas</td>
<td>student (completing B.A.)</td>
</tr>
<tr>
<td>Canada:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Halifax, Nova Scotia</td>
<td>Jeremy Simms</td>
<td>23</td>
<td>male</td>
<td>born Pictou, Nova Scotia</td>
<td>student (B.A.)</td>
</tr>
<tr>
<td>St. John's, Newfoundland</td>
<td>Michael Harrington</td>
<td>20</td>
<td>male</td>
<td>born St. John's, Newfoundland</td>
<td>student (completing B.A.)</td>
</tr>
<tr>
<td>Vancouver, British Columbia</td>
<td>Robert Gilley</td>
<td>28</td>
<td>male</td>
<td>born Vancouver, British Columbia</td>
<td>college instructor (M.A.)</td>
</tr>
<tr>
<td>Salt Lake City, Utah</td>
<td>Dorothy Burton</td>
<td>58</td>
<td>female</td>
<td>born Salt Lake City, Utah</td>
<td>housewife (B.A.)</td>
</tr>
<tr>
<td>Saint John, New Brunswick</td>
<td>Carey Ryan</td>
<td>19</td>
<td>female</td>
<td>born Saint John, New Brunswick</td>
<td>student (1 yr. college)</td>
</tr>
<tr>
<td>Toronto, Ontario</td>
<td>Peter Lancefield</td>
<td>19</td>
<td>male</td>
<td>born Port Hope, Ontario</td>
<td>student (1 yr. college)</td>
</tr>
<tr>
<td>Winnipeg, Manitoba</td>
<td>Helen Dartnell</td>
<td>23</td>
<td>female</td>
<td>born Calgary, Alberta</td>
<td>housewife (B.A.)</td>
</tr>
</tbody>
</table>
APPENDIX I: THE QUESTIONNAIRE

RECORDINGS OF STANDARD ENGLISH: UNITED STATES AND CANADA

Directions for use of questionnaire.

1. The purpose of this questionnaire is to elicit variant pronunciations of ALL the words in the right-hand column. There are no substitutions which are acceptable.

2. Ask question in exactly the words given. If not successful, use the alternate question marked a). If this fails, use your own ingenuity.

3. Words underlined should be emphasized in asking the question.

4. If INF has misunderstood the question, try again after some explanation.

5. Phonetic transcriptions are not required but would be very useful to us. Please pause briefly after the INF's response.

6. Complete the interview at ONE sitting if at all possible.

7. Do not deviate from the order of the questions in the questionnaire.

8. Be sure to get natural responses, but keep conversation to a minimum during the direct questioning.

In order to get a clear tape.

1. Try to use a language laboratory or similar environment (carpeted room with draperies; relatively free from noise and interruption).

2. Record at 7 1/2" speed; use tape only in one direction.

3. The volume should be set by testing the informant's voice. If more than one session is necessary, be sure that recording levels are matched.

4. Identify each tape orally and mark the reels and box(es) clearly.

Informant

Before working with the INF, the FW should complete the biographical form. This will aid the FW in determining if the INF is a "standard and representative" speaker, middle to upper class. Culture as well as education should be the main factor in assessing the INF's class status.
The Informant MUST:

1. be a "standard" speaker—he should speak the prestige dialect of the area.

2. be a "representative" speaker—not characterized by any outstanding personal speech habits (affectation, etc.).

3. be in college or a college graduate.

4. not have been out of the metropolitan area for any considerable length of time. This is somewhat subjective but most important in that the informant should not have dialect mixture.

5. be a young to middle-aged adult (in general range of 20-60).

6. it is desirable that at least one parent be a college graduate. Most essential, however, is that the family represent the cultural tradition of the community.
BEGIN TAPE RECORDING HERE:

NAME OF FIELD WORKER: ____________________________

BIOGRAPHICAL DATA

NAME: __________________________________________

STREET ADDRESS     CITY     NAME OF NEIGHBORHOOD     COUNTY, STATE OR
IF ANY             IF ANY

PLACE OF BIRTH: ____________________________________  AGE: ______  SEX: ______

OTHER COMMUNITIES IN WHICH INF HAS LIVED AND HOW LONG: ____________________________

SIGNIFICANT TRAVEL (INCLUDE MILITARY SERVICE): ______________________________________

OCCUPATION (SPECIFIC JOB TITLE OR DESCRIPTION): ________________________________

EDUCATION:_____________________________________________________________________

FAMILY HISTORY--

MOTHER'S PLACE OF BIRTH: ________________________________________________________

MOTHER'S EDUCATION: ___________________________________________________________

FATHER'S PLACE OF BIRTH: _________________________________________________________

FATHER'S EDUCATION: ___________________________________________________________

MATERNAL GRANDPARENTS:

GRANDMOTHER'S PLACE OF BIRTH: _________________________________________________

GRANDFATHER'S PLACE OF BIRTH: _________________________________________________

PATERNAL GRANDPARENTS:

GRANDMOTHER'S PLACE OF BIRTH: _________________________________________________

GRANDFATHER'S PLACE OF BIRTH: _________________________________________________
**FW QUESTIONS**

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>1-14</th>
<th>20</th>
<th>27</th>
<th>30</th>
<th>40</th>
<th>70</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Count up to 15 (The first no. is _____. The next is _____. etc.).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The number after 19 is _____.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. 3 x 9 is _____.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. After 29 comes _____.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. After 39 comes _____.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. After 69 comes _____.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. In a line, the man who is number 20 is the 20th man; what do you call the man who is number one?</td>
<td>first</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Behind him is the ______ man.</td>
<td>second</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Behind him is the ______ man.</td>
<td>third</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Behind him is the ______ man.</td>
<td>fourth</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Behind him is the ______ man.</td>
<td>fifth</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Behind him is the ______ man.</td>
<td>sixth</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Behind him is the ______ man.</td>
<td>seventh</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Behind him is the ______ man.</td>
<td>eighth</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Behind him is the ______ man.</td>
<td>ninth</td>
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<td>16. Behind him is the ______ man.</td>
<td>tenth</td>
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<td>17. Something which happens 2 times, happens ______.</td>
<td>twice</td>
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<tr>
<td>18. Something which happens 1 time, happens ______.</td>
<td>once</td>
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<tr>
<td>19. The 1st month of the year is _______.</td>
<td>January</td>
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<td>20. The 2nd month of the year is _______.</td>
<td>February</td>
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<tr>
<td>21. After March comes _______.</td>
<td>April</td>
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<tr>
<td>22. First day of the week _______.</td>
<td>Monday</td>
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<tr>
<td>23. And then _______.</td>
<td>Tuesday</td>
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<tr>
<td>24. And then _______.</td>
<td>Wednesday</td>
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15
25. And then ______.  
26. After Friday comes ______.  
27. You eat breakfast early in the _______.  
28. 2:00 p.m. is in the _______.  
29. 11:00 p.m. is in the dark of _______.  
30. Today is Monday (name the day), so Sunday was ______.  
31. And Tuesday is ______.  
32. We'd call 1968 "last ____."  
33. You can tell time by a (point to it) ______.  
34. If a cloud descends on the earth and we can't see because of a white vapor, we'd say the weather is ______. a) The weather in London is often ______.  
35. So the reason you can't see is because of the thick____. a) Airports are sometimes closed down because of ______.  
36. In the fall, we often look out and see a frozen white substance on the grass; it's not snow, it's ______.  
37. Our family got too big for an apartment so we moved into a ______.  
38. On our block they are building several new ______.  
39. Something built on front or back of house to sit on is ______.  
40. You cook in what room?  
41. Smoke from a furnace goes through the ______ on the roof of the house.  
42. In fireplaces, people burn large heavy ______.  
43. After logs are burned, there is left a residue called ______.  
44. You are sitting in a ______.  
45. Chairs, tables, etc. are bought at what kind of store?  
46. The top part of a house, right below the roof, in which people store things is an ______.
47. You hang your clothes in a _______.
48. When dishes are dirty, they must be _______.
49. After they’re washed, they’re still soapy, so you have to _______ them.
50. After clothes are washed a housewife does the _______.
51. If the iron is too hot a piece of clothing might get _______.
52. After a bath, you dry yourself with a _______.
53. You sweep a floor with a _______ (make motion).
54. The top of a building is a pointed _______.
55. You park your car in a _______.
56. The President lives in the _______ _______.
57. The place where they process milk is called a _______.
58. You stir your coffee or tea with a _______.
59. Fresh cut flowers are put in a _______.
60. Chickens lay _______.
61. Children drink a lot of _______.
62. The metal bands around a barrel are called _______. (try hula _______)
63. You drive a nail with a _______. (gesture)
64. Before a farmer plants a field, he has to _______ it.
65. You cut grass with a _______ _______. (gesture)
66. If a wheel squeaks, you have to put a thick substance on it called _______.
67. If you spill butter on a table, the table feels _______.
68. When driving, you might drive into a service station to get gas, and have the attendant check the _______.
69. When driving, you can get a blowout and have to change the _______.
70. You squeeze toothpaste out of a _______.

17
71. To protect their clothes when they do dishes, women sometimes wear an _______.  apron
72. If it's cold outside, before you go out, you put on a heavy _______.  coat
73. A man buys a matching coat and pants. He has a _____ ______.  new suit
   a) If response is suit, then "It's not old, it's a ______."  
74. Women often carry loose change in a change _____.  purse
75. For a present you could buy a woman a charm ______.  bracelet
76. If you wanted her to wear the bracelet, you might ask her to _____ _____ _____.  put it on
77. When it rains, you carry an _______.  (gesture) umbrella
78. A small stream is called a _______.  creek
   a) Corn flakes are made in Battle_____.  
79. The Rockies, Alps, Pyrennes are all _______.  mountains
80. People in glass houses shouldn't throw _______.  stones
81. After a vacation you begin the trip back _______.  home
82. (gesture) I'm moving this away from you, now I'm moving it _______ you.  toward
83. If you don't drink your coffee black, you drink it _____ cream.  with
84. If you don't drink it with cream, you may drink it ________.  without
85. An animal that barks and wags its tail is a ______.  dog
86. An animal that moos and gives milk is a ______.  cow
87. A baby cow is a ______.  calf
88. The animal cowboys ride is a ______.  horse
89. What material do we get from shearing sheep?  wool
90. When you mount a horse, you first put your foot in the _______.  stirrup
91. To make a sandwich, you put meat between two slices of _______.  bread
92. If asked how much something weighs, you'd say it weighs so many _______.
93. The substance which makes bread rise in a pan is _______.
94. In an egg are two parts, the white and the _______.
95. The yolk is what color?
96. If you put whole eggs with the shells left on in a pot of water, and turned on the heat, you'll make _______ _______.
   a) If you get cooked eggs, "They're not fried, they're _______ _______ ."
97. On pancakes or waffles, we might put butter and _______.
98. To get steaks and other meat, you might go to what kind of shop? The man who cuts the meat is a _______.
99. If meat has turned bad, you'd say it was _______.
   a) A child who gets everything he wants is _______.
100. At dinner, a waitress might ask if you want cream and sugar for your _______.
101. The two most popular flavors of ice cream are vanilla and _______.
102. Before you swallow food you _______ it. (gesture)
103. Peas, carrots, corn, etc., are all _______.
104. You can grow your own vegetables in a _______.
105. On a piece of leather goods there could be one of two things stamped. Either "imitation leather" or _______.
106. What fruit did Eve give Adam to eat in the Garden of Eden? _______.
107. The most common citrus fruits are lemons, grapefruit and _______.
108. They come from California, Texas and _______.
   a) What state is Miami in?
109. After you chew food, you _______ . (gesture)
110. If someone asks you to do something you don't want to do, he might say, "Will you do it?" and you might answer, "No I _______ ."
111. If he says "Can you do it?" you might say, "Yes I ___." can

112. A tadpole grows up to be a _______. frog

113. Birds peck at the ground to find _______. worms

114. Butterfly-like insects that eat wool are called _____. moths

115. A tree is held in the ground by its _____. roots

116. We can buy fresh or frozen vegetables, or else we can buy them in a tin can.

117. A woman whose husband has died is a _______. widow

118. My mother is married to my _______. father

119. My mother and my father together are called my _______. parents

120. My female child is my _______. daughter

121. She's not a boy; she's a _____. girl

122. She's not my brother; she's my _______. sister

123. My uncle's wife is my ______. aunt

124. Jesus' mother is the Virgin _____. Mary

125. In a college class there are a professor and his _______. students

126. A citizen of the United States is an _____. American

127. (Point to the following parts of your body.) forehead

128. Not my left, but my _______. right ear

129. (same as 127) mouth

130. (same as 127) tooth, teeth

131. (same as 127) gums

132. (same as 127) fists

133. (same as 127) chest

134. (same as 127) shoulders

135. (same as 127) palm

136. If a man doesn't shave, he'll grow a _____. beard
137. If you can lift 200 pounds, you're not weak, you're _______.
138. If you work hard, you get _______.
139. If I have a cold and talk like this (do it), I'm _______.
140. And if I (do it), I'm _______.
141. If someone's hard of hearing, you'd say he was _______.
142. If a soldier is shot, but not killed, he's been _______ in action.
143. Another name for grave-yard is _______.
144. The ceremony before burial is called a _______.
145. The dead person's family observed a period of _______.
146. After I was engaged for awhile, I got _______.
147. A public wedding is usually held in a _______.
148. Ballerinas don't sing; they _______.
149. After high school, some people go on to _______.
150. You can charge out books at a _______.
151. That's a question I wish you wouldn't _______.
152. People go to high school and college to get a good _______.
153. In a strange city, you'd probably stay at a _______.
154. Movies and plays are viewed in a _______.
155. For an operation, you'd go to a building called a _______.
156. The women who care for the patients are called _______.
157. Between 1942-1945, we fought the Second World _______.
158. Some people save stamps. Others save _______.
   (a) Quarters, dimes, and nickels are all metal _______.
159. Every Sunday in church, the clergyman gives a lecture called a _______.
160. Miss Universe is more than pretty, she's beautiful.

161. Symphonies, concertos, and rock-and-roll are all kinds of music.

162. Satan is also called the devil.

163. If ghosts inhabit a house, we'd say the house was haunted.

164. We greet each other on Dec. 25 by saying Merry Xmas.

165. To remain in a club, you have to pay your yearly dues.

166. If you don't have money, you may have to go to a bank and do what to get it?
   a) If you don't have any sugar, you might go next door and _______ it from your neighbor.

167. If a man fell out of a boat and couldn't swim, you'd say he drowned.

168. If I take something and do this (gesture) to it, I'm not pulling it, I'm _______ it.

169. Rose, tulips, etc. are called flowers.

170. You'd get bored with nothing to _______.

171. Many people don't like margarine; they like real butter.

172. What did I just do to my wrist? (gesture) _______.

173. The opposite of rich is poor.

174. To get to the roof of a building, you could climb up a _______.

175. The most famous singing group from England are the Beatles.
   a) A hard shelled brown or black insect is a _______.

176. The second of two things isn't the former; it's the latter.

177. A one-foot ruler is 12 inches in length.

178. If a pie is cut into 6 pieces, we'd say it was cut into _______.

179. If a pie is cut into 12 pieces, we'd say it was cut into twelfths.
180. An old piece of cloth you might use for cleaning.  
181. If you're out on a desert, you'd better have a canteen of _____.
182. If you wanted to swim indoors, you could go to a swimming _____.
183. The opposite of push is (motion) _____.
184. The library is a place that has lots of _____.
185. The female deer is a doe; the male is a _____.
186. On a lake or river you would ride in a _____.
187. After a cigarette has been smoked, all that is left is a cigarette _____.
188. A bandage is made of adhesive tape and _____.
189. If a person is constantly in and out of a room, you might tell someone that "He comes and _____."
190. A small folding bed is a _____.  
   a) Soldiers may sleep on a folding bed called an Army _____.
191. After a fishing trip you might describe the fish that you _____.
192. Another word for taxi is _____.
193. On an ear of corn we have the grains of corn and the _____.
194. If people continually walk across the grass on the lawn, they create a _____.
195. Children instead of learning the old arithmetic now learn the new _____.
196. In baseball the ball is hit with a _____.
197. A wager placed on a horse is a _____.
198. If it rains on us we get _____.
199. When you're not alive, you're _____.
200. The opposite of "I didn't" is "I _____."
201. A ball point _____ is used for writing.
202. If we want to diaper a baby, we'd fasten the cloth with a safety _____.

203. The route that a policeman covers is sometimes called his _____.

204. If a dog sank his teeth into me, I'd say that he _____ me.

205. A thick hot Mexican soup made with meat and beans is called _____.
   a) _____ con carne

206. One child but two _____.

207. One might cut paper or cloth with a pair of _____.

208. The biggest meal of the day is _____.

209. Women from India wear a native dress called a _____.

210. A person apologizes because he is _____.

211. A childhood nickname for a man named Thomas would be ______.

212. The first name in _____, Dick and Harry is?Tom

213. A word that rhymes with C-A-L-M (spell) and refers to anything soothing or healing is _____.

214. The inside of the hand (show) is the _____.

215. The explosive that is dropped from an airplane is a _____.

216. A man's shirt has sleeves, body and a _____ (point) collar

217. Someone who comes to visit for a very short time is a _____.
   a) In a phone conversation, one person is the ______, and the other is the ______.

218. Bacon, ham, etc. are not beef but _____.

219. We use a knife and spoon and one other utensil for eating. The other is a _____.

220. If something is not near, it is _____ away.

221. When camping we might get cold and build a _____.
222. The organ that pumps our blood is our ______.  
223. The opposite of soft is ______.  
224. When you apply for a job, you hope to get ______.  
225. If you didn’t want someone to find you, you might try to find a place to ______.  
226. A bricklayer’s helper carried bricks in a ______.  
a) If no answer, spell it.  
227. The opposite of cold is ______.  
228. If a man is six feet tall, we might say he is six feet in ______.  
229. Moby Dick is a fictitious ______.  
a) The large animal in the sea is a ______.  
230. A word that is similar to the one just mentioned and is sometimes used to describe what sirens and babies do is ______.  
a) Weep and ______.  
231. Chinese eat noodles and ______.  
232. If this rice is bleached, it is what kind?  
233. Another word for a ringlet of hair is a ______.  
a) If a girl doesn’t have straight hair, she has naturally ______ hair.  
b) She might put up her hair in ______.  
234. The description of the shape of a spring is a ______.  
235. If a man has no hair, he’s ______.  
236. When an egg, or anything else is cooked in water, it is ______.  
237. The Chief Executive of the United States is the ______.  
238. If you don’t smoke a cigar or pipe, you might smoke tobacco wrapped in paper, called ______.  
239. The place we stay in a strange city is a ______.  

heart  
hard  
hired  
hide  
hod  
hot  
height  
whale  
wail  
rice  
white rice  
curl  
bald  
boiled  
President  
cigarettes  
hotel
Ask Informant to read the following sets (ask Informant to pause between words).

1. dog, log, fog                      12. scorch, porch
2. Mary, marry, merry                13. mirror, dearer
3. syrup, stirrup                   14. caller, collar
4. mourning, morning               15. beer, dear
5. broom, room                      16. scare, bare
6. horse, hoarse                    17. sorry, starry, story
7. a can, I can                     18. wore, war
8. card, cord, barred               19. any, many, penny
9. boy, buoy                        20. farmer, former, foreman
10. furry, hurry, worry              21. whipping, whooping
11. poor, pour, pore

Ask Informant to read "Arthur The Rat."

THE STORY OF ARTHUR THE RAT

Once upon a time there was a young rat who couldn't make up his mind. Whenever the other rats asked him if he would like to come out hunting with them, he would answer in a hoarse voice, "I don't know." And when they said, "Would you rather stay inside?" he wouldn't say yes, or no either. He'd always shirk making a choice.

One fine day his aunt Josephine said to him, "Now look here! No one will ever care for you if you carry on like this. You have no more mind of your own than a greasy old blade of grass!"

The young rat coughed and looked wise, as usual, but said nothing.
"Don't you think so?" said his aunt, stamping with her foot, for she couldn't bear to see the young rat so cold-blooded.

"I don't know," was all he ever answered, and then he'd walk off to think for an hour or more, whether he should stay in his hole in the ground or go out into the loft.

One night the rats heard a loud noise in the loft. It was a dreary old place. The roof let the rain come washing in, the beams and rafters had all rotted through, so that the whole thing was quite unsafe.

At last one of the joists gave way, and the beams fell with one edge on the floor. The walls shook, the cupola fell off, and all the rats' hair stood on end with fear and horror.

"This won't do," said their leader. "We can't stay cooped up here any longer." So they sent out scouts to search for a new home.

A little later on that evening the scouts came back and said they had found an old-fashioned horse-barn where there would be room and board for all of them.

The leader gave the order at once, "Company fall in!" and the rats crawled out of their holes right away and stood on the floor in a long line.

Just then the old rat caught sight of young Arthur—that was the name of the shirker. He wasn't in the line, and he wasn't exactly outside it—he stood just by it.

"Come on, get in line!" growled the old rat coarsely. "Of course you're coming too?"

"I don't know," said Arthur calmly.

"Why, the idea of it! You don't think it's safe here anymore, do you?"
"I'm not certain," said Arthur undaunted. "The roof may not fall down yet."

"Well," said the old rat, "We can't wait for you to join us."
Then he turned to the others and shouted, "Right about face! March!"
and the long line marched out of the barn while the young rat watched them.

"I think I'll go tomorrow," he said to himself, "but then again, perhaps I won't—it's so nice and snug here. I guess I'll go back to my hole under the log for a while just to make up my mind.

But during the night there was a big crash. Down came beams, rafters, joists—the whole business.

Next morning—it was a foggy day—some men came to look over the damage. It seemed odd to them that the old building was not haunted by rats. But at last one of them happened to move a board, and he caught sight of a young rat, quite dead, half in and half out of his hole.

Thus the shirker got his due, and there was no mourning for him.

THE END

To finish the interview, we'd like a few minutes of connected speech by the Informant. There are several ways to elicit this kind of data. Ask him to do any one of the following:

1. Recount an incident where he was in great danger.
2. Tell about any interesting experience connected with his school, occupation, etc.
3. Tell a TV story recently seen or a movie seen, etc.

5. Anything else which could produce the few minutes required.

6. Should the informant be quite brief on one subject switch him to another.
Catalogue of Tapes Prepared for "Recordings of Standard English: United States and Canada"
(USOE 5-10-029; HE-145; ISCPFET SS-12-20-68)

A. L. Davis
Center for American English
Illinois Institute of Technology
Chicago, Illinois

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