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## A Study of Selected Vocabulary and Phonetic Speech Patterns of College Students in Illinois

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A STUDY OF SELECTED VOCABULARY  
AND PHONETIC SPEECH PATTERNS OF COLLEGE  
STUDENTS IN ILLINOIS

James R. Osborn

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Submitted for review as a departmental  
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## INTRODUCTION

One of the many questions I have been asked during the course of researching this paper is, why are you doing this? Obviously, I am restricting the group I am working with to the extent that it is not in any sense of the word socially autonomous. To study a socially autonomous group, and thereby obtain a strong statistical basis for a statewide generalization, would mean studying the delimitation and categorization of the language and the informants into such variations as occupational differences, social differences, age differences, functional differences from formal to informal, differences in style, not to mention the local and regional differences. But my purpose is not to try and generalize about all people in the state of Illinois; rather, it is twofold. (1) I want to distinguish dialect boundaries in Illinois simply within the frame of reference of my selected group and compare these results with previously published works (especially those of Northern Illinois). (2) I would like to find indications of the existence and location of a Northern Midland-Southern Midland dialect boundary in Illinois.

I suppose one of the other most frequently asked questions was, are there really dialects in Illinois--I know people talk

differently, but does that mean there are dialects? My analysis of this question leads me to assume the the speakers weren't really asking if there were dialects in Illinois, but what a dialect really is. Aside from the many technical connotations that dialecticians and linguists have, Edward Sapir has given the most universal definition that I have found of the term 'dialect.'<sup>1</sup> "By preference the term is restricted to a form of speech which does not differ sufficiently from another form of speech to be unintelligible to the speakers of the latter." He further says, "A group of dialects is merely the socialized tendency to individual variation in speech." If it is true that the people of Illinois do speak differently, yet their language is understood throughout the state, then it must also be true that there are dialect regions within the state (whether minor or major).

In my study of American dialects, I have found that the Negroid or Black dialect is usually treated separately. For that reason, this study will concern itself only with the Caucasian dialects within the state.

## PRELIMINARY PROCEDURES

The procedures of this survey are in part those suggested by Roger W. Shuy in his book Discovering American Dialects.<sup>2</sup> Departures from the methodology are still extensions of these procedures and were designed to meet the special needs of my study.<sup>3</sup>

The problems which complicated my research included the geographical distribution of students from Illinois Wesleyan University and the availability of reference materials containing the various previous studies conducted in Illinois. An Illinois Wesleyan University publication<sup>4</sup> indicates that approximately 80% of the enrollment from Illinois lives north of an arbitrary line that runs east-west through Bloomington; and furthermore, it indicates that 25% of those north of this line reside in Cook County within the Metropolitan Chicago area. I attempted to solve the problem of locating students from primary areas with the help of a cross-reference log of all Illinois Wesleyan resident students and their home towns, but the log proved to be only partially effective. Problems such as second semester transfers, first semester graduates, length of residency in home towns and changes in local addresses and phone numbers, increased my difficulties and decreased the efficiency of the log. My final procedure tended to be a random sample selection from northern Illinois and a more selective

sample from middle and southern Illinois.

Several variations in speech patterns such as the phonetic form, the lexical features, the intonation and stress and the grammar could have served as a basis for my research. I chose to follow in part Shuy's methods in his paper "The Northern-Midland Dialect Boundary in Illinois,"<sup>5</sup> and study the phonetic and lexical features of Illinois speech patterns.

Of the available possible prospects for my paper (1618 IWU students), I interviewed 164 of which 90 were females and 74 were males. The criteria for those selected for my study included (1) at least one semester of full-time college studies, (2) age within the range of 18 to 23, (3) residency in Illinois for the last two years, (4) residency in Illinois up to the age of 8, (5) a solid geographical base during the first 8 years,<sup>6</sup> and (6) no obviously deviant speech patterns used at home. All prospective informants were asked to complete a Personal Data Form (See Appendix I), from which I analyzed their ability to meet sections 3 through 6 of my criteria.

The phonological section of the survey was then given to the selected informants. This section consisted of 17 sentences (See Appendix II) designed to measure selected phonetic patterns. In each of the sentences there was a key word which had two possible phonetic pronunciations. Although the words were

placed in sentences to keep the informant from being too self-conscious about his pronunciation of the key words (which were unknown to him), I still noticed two problems with the methodology: (1) an over-articulate pronunciation of the entire sentence and (2) a discrepancy between the pronunciation of the printed word and the pronunciation of the same word in general conversation. For these reasons the readers were instructed to read the sentences as naturally as possible and to pronounce the words as they would in normal conversation.

Sentence 1. Billy tried to catch the rabbit. The key word in this sentence was 'catch.' I expected the variations in pronunciation to be /kɛtʃ/ and /kætʃ/.

Sentence 2. The currency appeared to be foreign. The key word here is 'foreign.' I expected a southern variation of the usual /fɔrən/ to be /fəɾən/.

Sentence 3. The fox tried in vain to enter the hen coop. Here the key word was 'coop.' I expected the majority of my informants would pronounce the word /kʊp/, but I also expected to find some variation such as /kʊp/ from my far southern informants.

Sentence 4. John and I went fishing in the creek. The key word in this sentence was 'creek.' I had no preconceived notions about the regional differences between /kɹɪk/ and /kɹɪk/, but I had noted from observation that both variations

did occur in Illinois.

Sentence 5. After the storm was over, I noticed that several shingles had fallen from the roof. The key word here was 'roof,' and although the two pronunciations, /*rʊf*/ and /*ruf*/, show the same pattern as 'coop' in sentence 3, I expected the /*rʊf*/ pronunciation to be much more widespread than /*kʊp*/.

Sentence 6. The fog was so thick, we could hardly see. The key word is 'fog.' I expected to find a northern pronunciation of /*fɔg*/ and a midland and southern pronunciation of /*fag*/.

Sentence 7. The fried chicken tasted rather greasy. The key word in this sentence was 'greasy.' I had observed that friends from southern Illinois pronounced the word /*grizi*/, while the preferred pronunciation in northern Illinois seemed to be /*grisi*/.

Sentence 8. I could not decide which essay question to answer first. The key word here is 'which,' and the reason for the inclusion of this sentence was twofold. First, I wanted to find out the strength of the /hw/ sound when compared with /w/ in various regions of the state. Also, the key word here, along with the key words in sentences 13 and 17 were designed to determine variations in the strength of the /hw/ sound within the same region.

Sentence 9. The grocery store is only three blocks from

my house. The key word here is 'grocery.' The pronunciations I expected to find were /grɒsəri/ and /grɒʃəri/.

Sentences 10 through 17 were designed not only for the sounds found in the key words, but were paired to show either a comparison or a contrast between similar words and sounds.

Sentence 10, The tot enjoyed going to kindergarten and Sentence 14, My mother taught me never to tell a lie. The key words are 'tot' and 'taught.' The comparison being made here is between the /ɔ/ and /ɑ/ sounds for both words.

Sentence 11, I looked for my pencil but only found my pen and Sentence 15, I accidentally stuck myself with the pin. The key words in these sentences are 'pen' and 'pin.' I perceived that quite often the /ɛ/ and /i/ sounds were interchanged and found in variations of both words, especially in southern Illinois.

Sentence 12, The entire country went into mourning after the death of John Kennedy and Sentence 16, During winter the sun rises very late in the morning. The key words are 'mourning' and 'morning,' and the key sounds for both words are /ɔ/ and /ɑ/.

Sentence 13, The whale is the largest mammal known to man and Sentence 17, The wail of the wind sounded eerie. The key words in these sentences are 'whale' and 'wail,' and as was explained in Sentence 8, the key sounds are /hw/ and /w/.



The second section of the survey dealt with the lexical patterns of the informants. Each informant was given a Vocabulary Form (See Appendix III) to complete. The instructions were self-explanatory and no additional aid was given. The words used in this survey form were a selective sample of a list of words offered by Shuy in his book, Discovering American Dialects.<sup>7</sup> In using the printed form you see in the Appendix, I encountered only one mechanical problem--that being my failure to include the choice 'quarter to 11' as an option for #10 (A time of day). Although step 2 of the instructions left the option open to the informants to include this answer if they used it, the actual visual absence of the choice may well have destroyed the reliability of the results for #10.

After having completed the actual survey section of the study, I found it necessary to divide the state of Illinois into sections with the use of a grid (See Appendix IV). Through this I hoped to be able to localize the dialect patterns and later to generalize about boundaries, dialect islands, and major dialect regions. The state was divided from east to west by horizontal lines into 18 sections. These were lettered A through R. I later found, however, that my sample of informants (and those originally available to me) resided only as far south as Region P. Vertically, the state was divided into

10 regions, numbered 1 through 10. The results of the survey (both phonetic and vocabulary) were then tallied in four steps: (1) The tally of each of the individual sections; (2) the tally of the sections within a horizontal region; (3) the regional tallies placed in statewide perspective; and (4) vertical changes and dialect islands accounted for on the maps.

## **SURVEY RESULTS**

In this section I plan not only to describe the results obtained from my survey, but to compare the results with those of Roger W. Shuy in his article, "The Northern-Midland Dialect Boundary in Illinois,"<sup>8</sup> and Lee A. Pederson in his study, "The Pronunciation of English in Metropolitan Chicago."<sup>9</sup> In order to understand the relationship between the results, it is essential to have a knowledge of not only the purposes of the other two studies, but the criteria for the informants as well.

In Shuy's study, the purpose is stated quite clearly: "This study is an investigation of the speech of native Illinois residents for the purpose of establishing the boundary which separates the Northern from the Midland dialects in the state."<sup>10</sup> To facilitate his investigation, Shuy covered only the thirty-three counties north of and including Hancock, McDonough, Fulton, Tazewell, and McLean, and west of and including McLean, Livingston, Grundy, Kendall, DuPage, Kane, and McHenry. For sociolinguistic reasons, his study does not include the heavily urbanized Cook, Lake and Will counties. The characteristics of the informants used in his study was one of the most relevant factors for comparison with the results of my study. For the phonological section of his investigation, the average age was 76.0 with a range

of 65 to 91 (with one exception). The education level attained spanned from third grade through a master's degree. For the vocabulary checklist, the average age was 74.51, and the average grade reached was 9.12.

Pederson states in the first paragraph of his study:

This experiment with the conventional apparatus of American dialectology was undertaken to analyze and describe the pronunciation of English in Metropolitan Chicago in the light of recent historical developments. More specifically, this is an attempt to relate the speech of the rural and suburban satellites to the dialect of the urban center, to identify the speech characteristics of the social groups within the speech community, and to provide inventorial data for further research into the relationships of language and culture in Metropolitan Chicago.<sup>11</sup>

For this investigation, Pederson studied 136 informants from McHenry, Kane, Lake, Will and Cook counties in Illinois and Lake County in Indiana. The 136 informants were divided into two groups: primary informants (38) and subsidiary informants (66).<sup>12</sup> The informants were not selected to match rigidly the population statistics for Chicago, but rather to survey as many ethnic groups as possible. An attempt was made to insure the autonomy of the informants, with regard to age, education, social classes, and race.

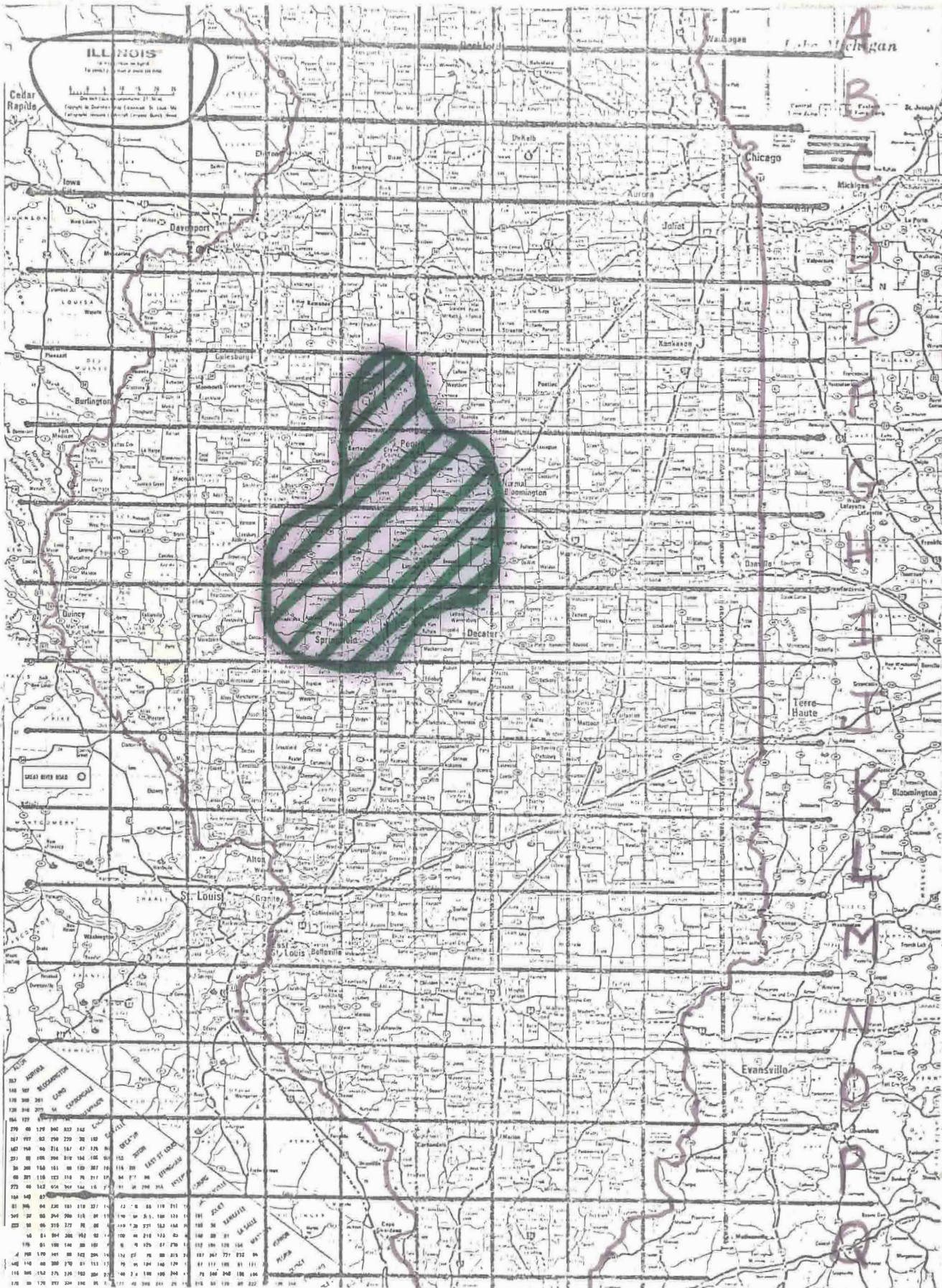
The horizontal regional results of my survey can be found in the section of this paper entitled "Compilation of

East-West Regional Data for Phonetic Speech Patterns." In this segment of my paper the individual sections of each region have been totaled, and the figures you see simply show the distribution from north to south. Although these figures may give you an idea as to how the various horizontal boundaries were determined, only a closer study of the individual sections (not printed in this paper) can disclose the vertical changes and dialect regions. Boundary maps of some of the more significant key words will be found in this section.

Sentence 1--Key word 'catch,' (See Map 1) I found that the preferred pronunciation virtually statewide is /kɛtʃ/. Shuy notes in his study that the pronunciation /kɛtʃ/ appeared more frequently in the southern half of his survey region.<sup>13</sup> I found just the opposite to be true. Whereas the pronunciation /kɛtʃ/ was predominant in northern Illinois, the pronunciation /kætʃ/ was found in the answers of 90% of my informants from sections F-5, G-5, G-6, H-4, H-5, H-6, I-4 and I-5. This area would seem to distinguish a dialect island in Shuy's 'southern region.' A second minor region may be located in the far eastern sections of H and G (67% /æ/), but the low number of informants from this area cannot give conclusive evidence for this point. If this is a dialect region, however, it should be pointed out that this area, too, falls in Shuy's /kɛtʃ/ region. Although /æ/ seems to appear more frequently south of and including Region K, there is not enough physical evidence



# MAP 1



catch  
 /kæts/

1 2 3 4 5 6 7 8 9 10



to support a hypothesis.

Sentence 2--Key word 'foreign.' The pronunciation /fɔrən/ was overwhelmingly preferred by almost 100% of my informants north of and including Region L. Although the preferred pronunciation south of Region L was still /fɔrən/, the pronunciation, /færən/, did appear in 2 out of 7 cases (28.57%). No generalization can be made about the pronunciation, /færən/, from these results, however.

Sentence 3--Key word 'coop.' I did not find a single instance of the pronunciation /kʊp/ in my entire survey. The normal pronunciation, /kʊp/, seems quite universal in Illinois.

Sentence 4--Key word 'creek.' Both Shuy and Pederson did evaluations of the pronunciations /krik/ and /krɪk/. Shuy asserts through an analogy of the results of the Atlantic States, that the preferred pronunciation for the Northern and North Midland dialects is /krik/, while the Southern Midland pronunciation is /krɪk/.<sup>14</sup> Pederson concluded that for the extraurban areas of Chicago (the outer suburbs and rural areas) the preferred pronunciation is /krɪk/.<sup>15</sup> He also found the same preference used by his informants in the 16 to 20 year-old age range.<sup>16</sup> It cannot be said that these results contradict each other, primarily because they study different areas.

My results showed that the majority of the informants



throughout the state preferred the pronunciation /krik/. The one area which tended to be an exception to this statement included sections B-4, B-5, and B-6, where 75% of my informants used the /krik/ pronunciation. Although I cannot make any definite conclusions about a dialect island because of the low number of informants from these three sections, my results for the Chicago Metropolitan area do prove more conclusive. I found that in section C-10 alone, /krik/ was preferred 37 to 2. This is a definite contradiction of Pederson's results.

Sentence 5--Key word 'roof.' Again, this word was studied by both Shuy and Pederson. Shuy's results of 'roof' showed that the pronunciation, /ruf/, occurred most frequently in the northeast quadrant of the state, and furthermore, that the pronunciation, /ruf/, occurred most often in the northwest quadrant.<sup>17</sup> Pederson observed that in the extraurban areas of Metropolitan Chicago the pronunciation, /ruf/, was more widely used.<sup>18</sup>

My studies showed a dialect island in sections B-7, B-8 and B-9 in which the preferred pronunciation was /ruf/; otherwise, the majority of northern Illinois preferred to say /rvf/. Incidentally, sections B-8 and B-9 are located in Shuy's northeast quadrant. Generally, the preferred pronunciation south of Region D was /ruf/. Although the results were not strong enough to indicate an island, a much higher

than normal percentage of informants from sections D-4, D-5, E-4, E-5, E-6, F-5, G-6, H-4 and I-5 (all in approximately west-central Illinois) preferred the pronunciation /rʊf/ to the more frequently used /rʊf/.

Sentence 6--Key word 'fog.' Shuy has a little more to say about his investigation of the /ɔ/-/ɑ/ sounds such as in 'fog,' or in this case 'on.'

In Illinois, the Northern /ɑ/ is found consistently in the northeast quadrant of our area of investigation and in Moline and Peoria where it appears, apparently, as an urban prestige form. Approximately three-fourths of the informants in the northeast quadrant of the area investigated here preferred /ɑ/. On the other hand, five-sixths of the responses in the northwest and southern half of our territory contained the /ɔ/ vowel in this construction.<sup>19</sup>

Before reviewing Pederson's results on the actual word 'fog,' it is necessary to note that the phonetic pronunciation of a vowel does vary depending upon the construction in which it is used. My results of the same /ɔ/-/ɑ/ difference in sentence 14 reveals a much different intensity level of usage for both variations. Thus, it is possible that the predominance of the /ɔ/ and /ɑ/ sounds in the regions studied by Shuy may differ greatly from the results I have of the construction 'fog,' even for the same region.

Again Pederson's results are from the extraurban areas of Chicago. He found that the majority of his informants pre-

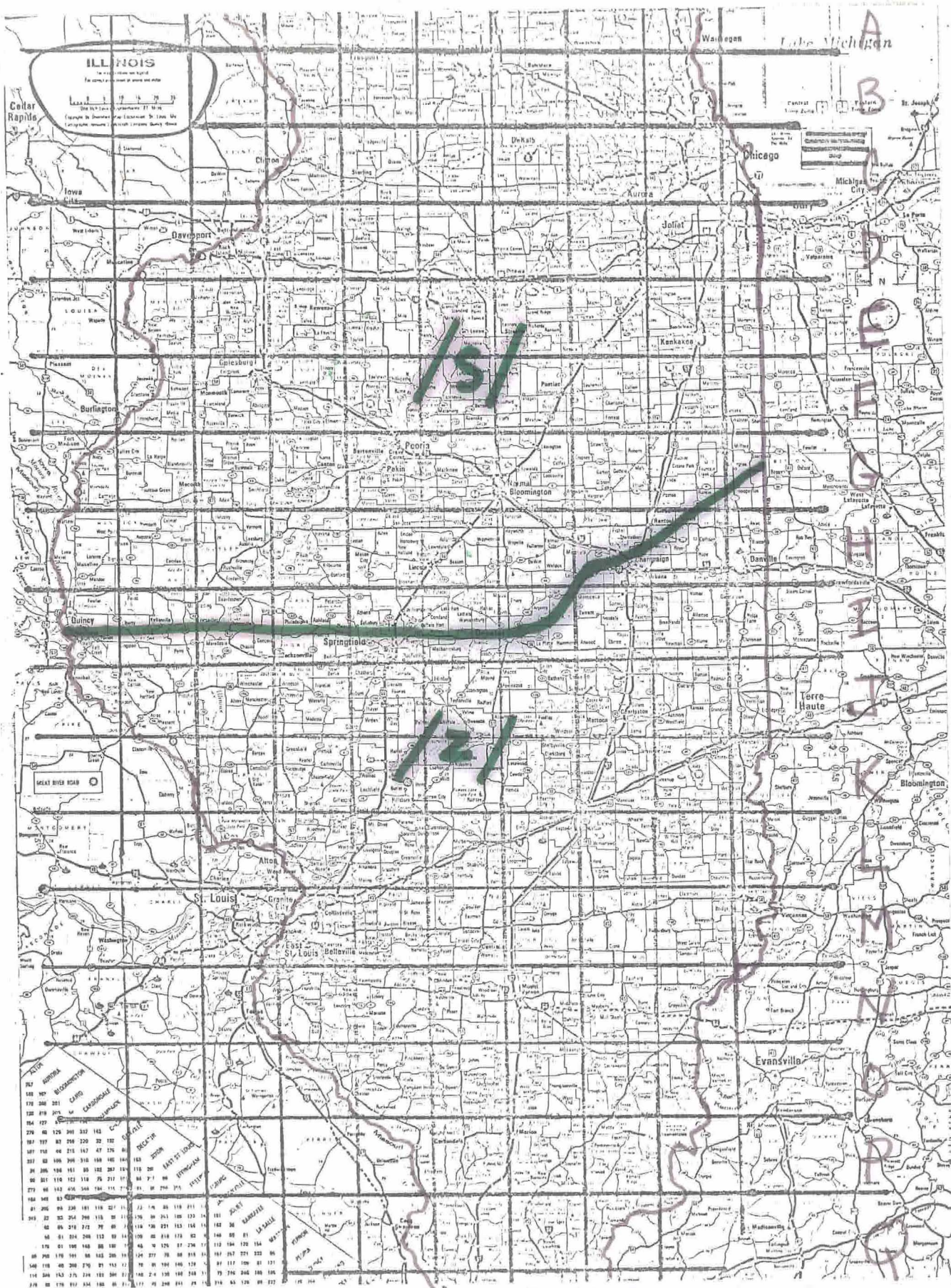
ferred the /a/ vowel rather than the /ɔ/ in the pronunciation of the word 'fog.'<sup>20</sup>

My results showed that statewide the overwhelming pronunciation pattern was /fag/.

Sentence 7--Key word 'greasy.' This word has evoked more study in Illinois than any other word I used in my survey. The boundary was printed, as early as I could ascertain, in A Word Geography of the Eastern United States, authored by Hans Kurath and copyrighted in 1949 by Ann Arbor: University of Michigan Press.<sup>21</sup> Kurath exhibits a map that shows the North-South boundary of the /grisi /-/grizi/ line running from New Jersey through Illinois. From this map we can see that the boundary in Illinois seems to run southwest from section F-10 (my references) to approximately H-8 and then northwest to section F-2. Some of the boundary area is covered in Shuy's investigation area. Shuy makes a rather broad generalization about the boundary, showing simply that /grisi/ was found in the northern parts of his investigation area and /grizi/ in the southern sections.<sup>22</sup> Pederson found the incidence of the phoneme /z/ to occur very frequently in the speech of Negroes, but only once did it occur in the speech pattern of a primary Caucasian.<sup>23</sup>

Amazingly enough, my results (See Map 2) for the eastern section of Illinois are extremely comparable to the boundary indicated by Kurath. I have found a very distinct boundary





## GREASY

1 2 3 4 5 6 7 8 9 10



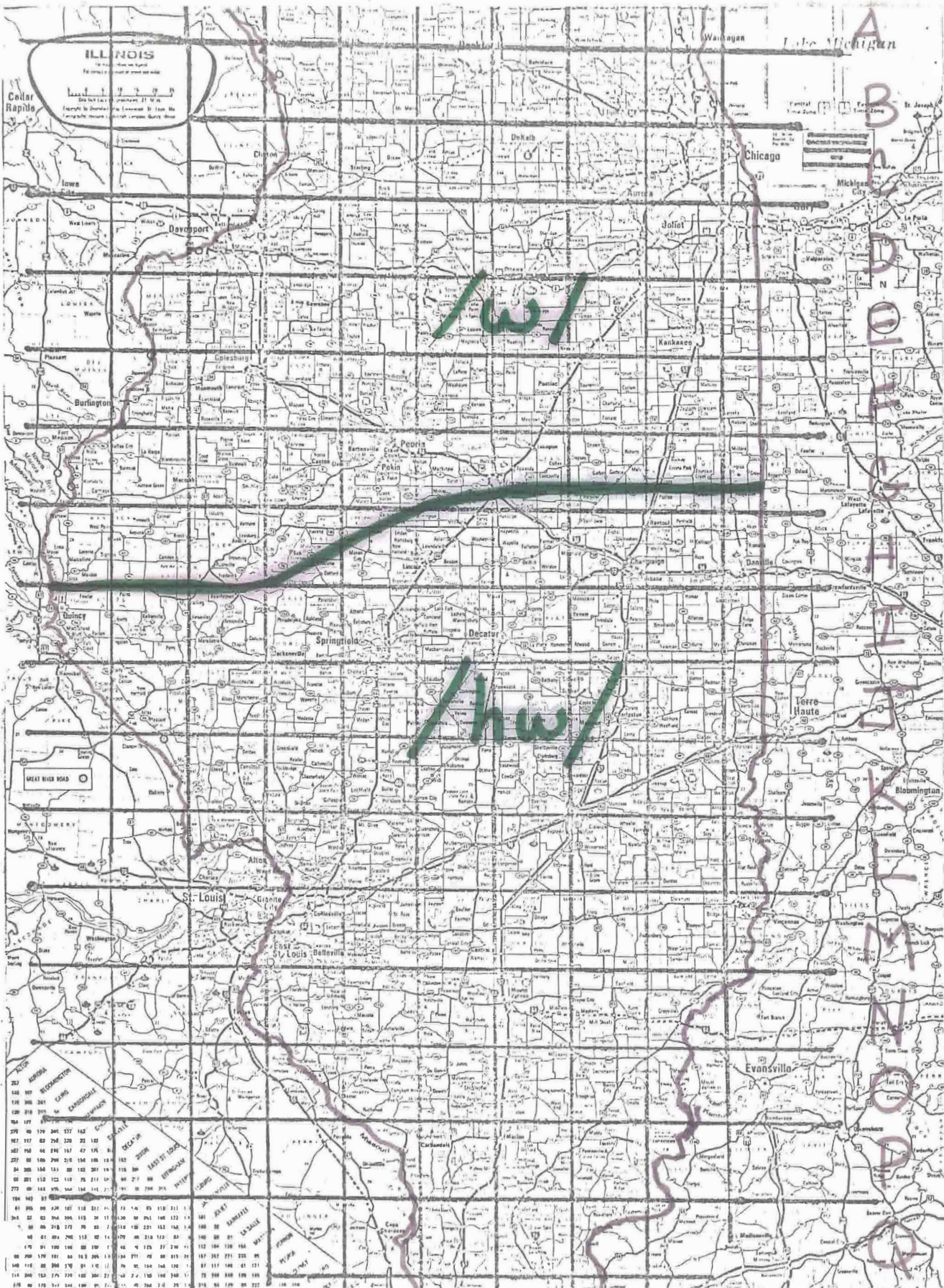
that runs from section G-10 southwest to section H-8. However, instead of running northwest as Kurath indicated, I found that from H-8 the line dips to the southwest and divides Region I.

Sentence 8--Key word 'which.' (See Map 3) There are no results of the /hw/-/w/ variation as far as I can determine in either of the studies by Shuy and Pederson. My results showed, however, that a distinct line does exist. The line appears to run west along Route 9 in section G-10, to Bloomington in section G-7 and continues southwestwardly to section G-5 where it drops sharply to the H-I boundary in region 3, then continues west.

Sentence 9--Key word 'grocery.' Neither Shuy nor Pederson studies the /s/-/ʃ/ variations such as found in the construction 'grocery.' I found that only one area in Illinois predominantly used the /s/ form of the word--Chicago. The statistics for section C-10 showed that the informants preferred /s/ to /ʃ/ 23 to 16, while the rest of the C region preferred /ʃ/ 7 to 5. Interestingly enough, the /s/ preference was not found in the regions directly north of Chicago. One other area for which the statistics are rather vague is southern Illinois--south of and including Region L. Although the preferred form was /s/ more frequently.



## MAP 3



## WHICH

1 2 3 4 5 6 7 8 9 10



Sentence 10--Key word 'tot.' What was said about the /ɔ/-/ɑ/ variations in the discussion of sentence 6 is shown clearly here. In this particular construction the /ɑ/ appeared predominantly throughout the state, and it occurred more often here than in the 'fog' construction. The pronunciation, /tat/, seemed to be quite widely accepted and used.

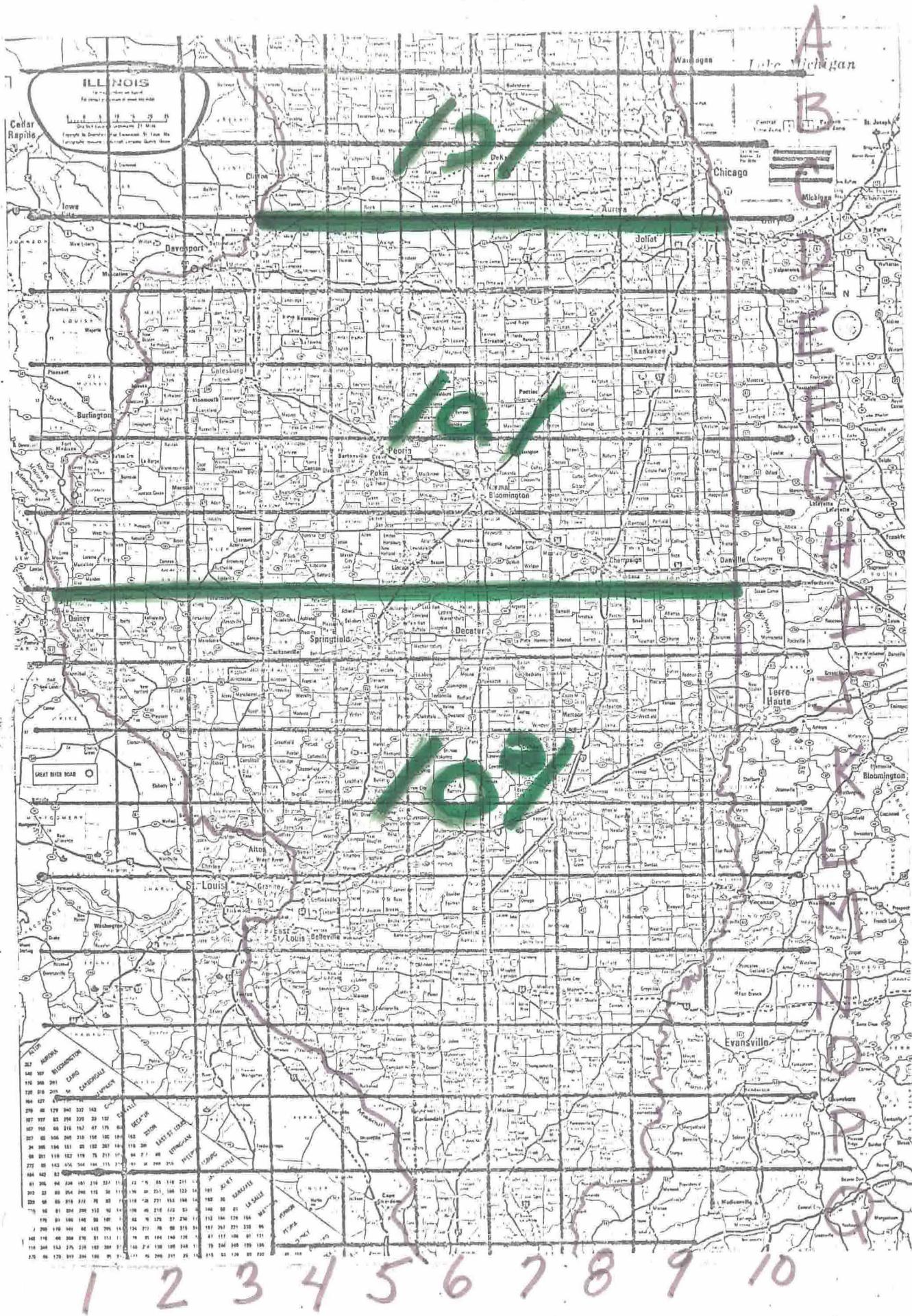
Sentence 14--Key word 'taught.' (See Map 4) For this /ɔ/-/ɑ/ construction a very definite line appeared along the C-D boundary. Above this line the preferred pronunciation was /ɔ/, while below the line the majority of the informants used /ɑ/. A very definite contrast in pronunciations occurred in section G-7, which overwhelmingly preferred the /ɔ/ sound. I cannot offer any explanation for this other than the hypothesis that the influence of two universities in this section may have influenced the pronunciation. Another variation of the pronunciation appeared south of the H-I boundary. Below this line the midwestern /ɑ/ became more of a drawled /o<sup>ə</sup>/.

Sentence 11--Key word 'pen.' The /ɛ/ pronunciation appeared in well over 50% of my informants from throughout the state, but the /ɪ/ sound did occur more frequently south of and including Region K.

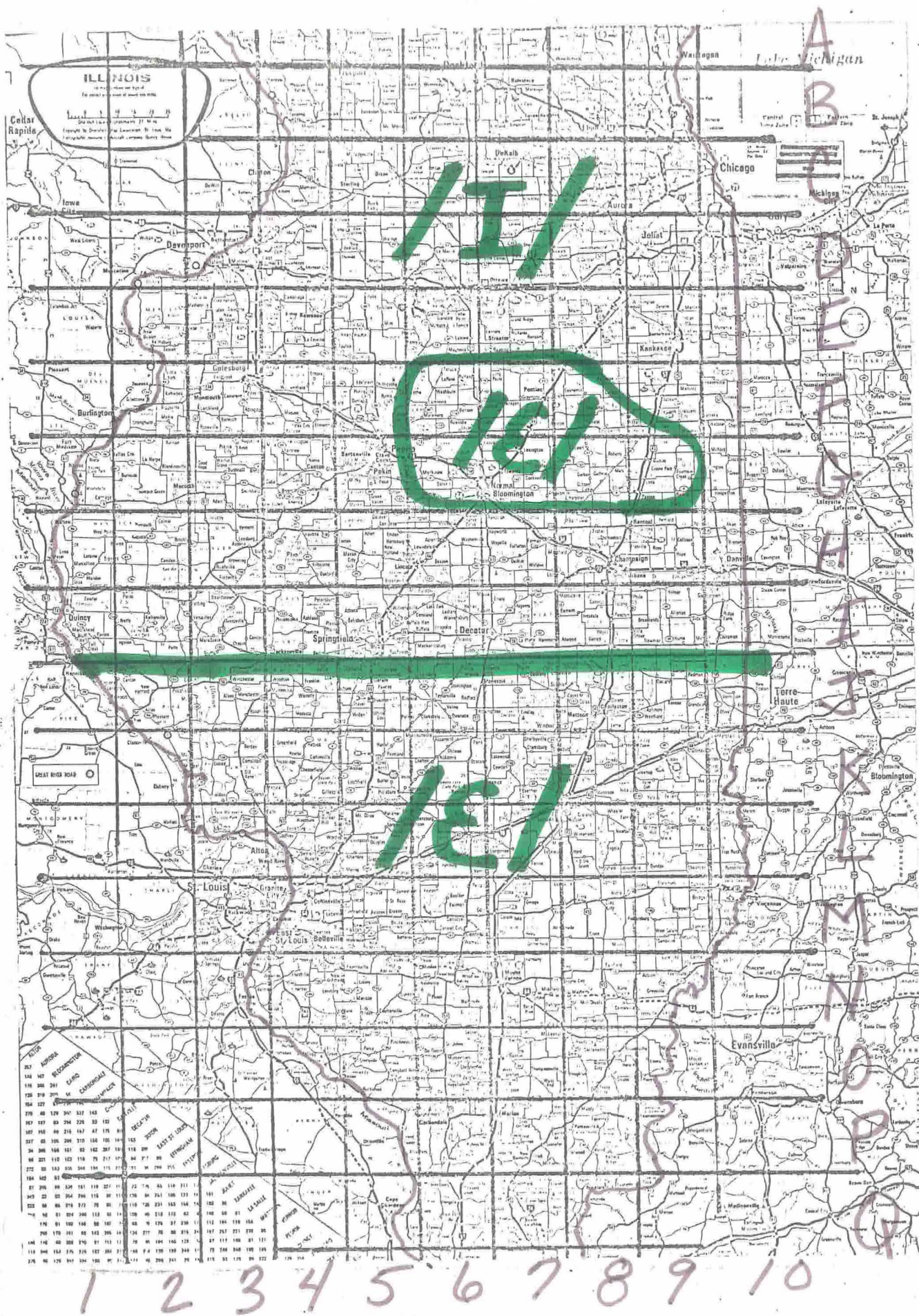
Sentence 15--Key word 'pin.' (See Map 5) A strong boundary between the northern pronunciation /ɪ/ and the southern pronunciation /ɛ/ exists at the I-J regional boundary.



MAP 4









Furthermore, I have observed a dialect island in the northern area including section F-6, F-7, F-8, G-6, G-7, G-8 and G-9. Within this area an unusually unproportional number of informants preferred the pronunciation /E/.

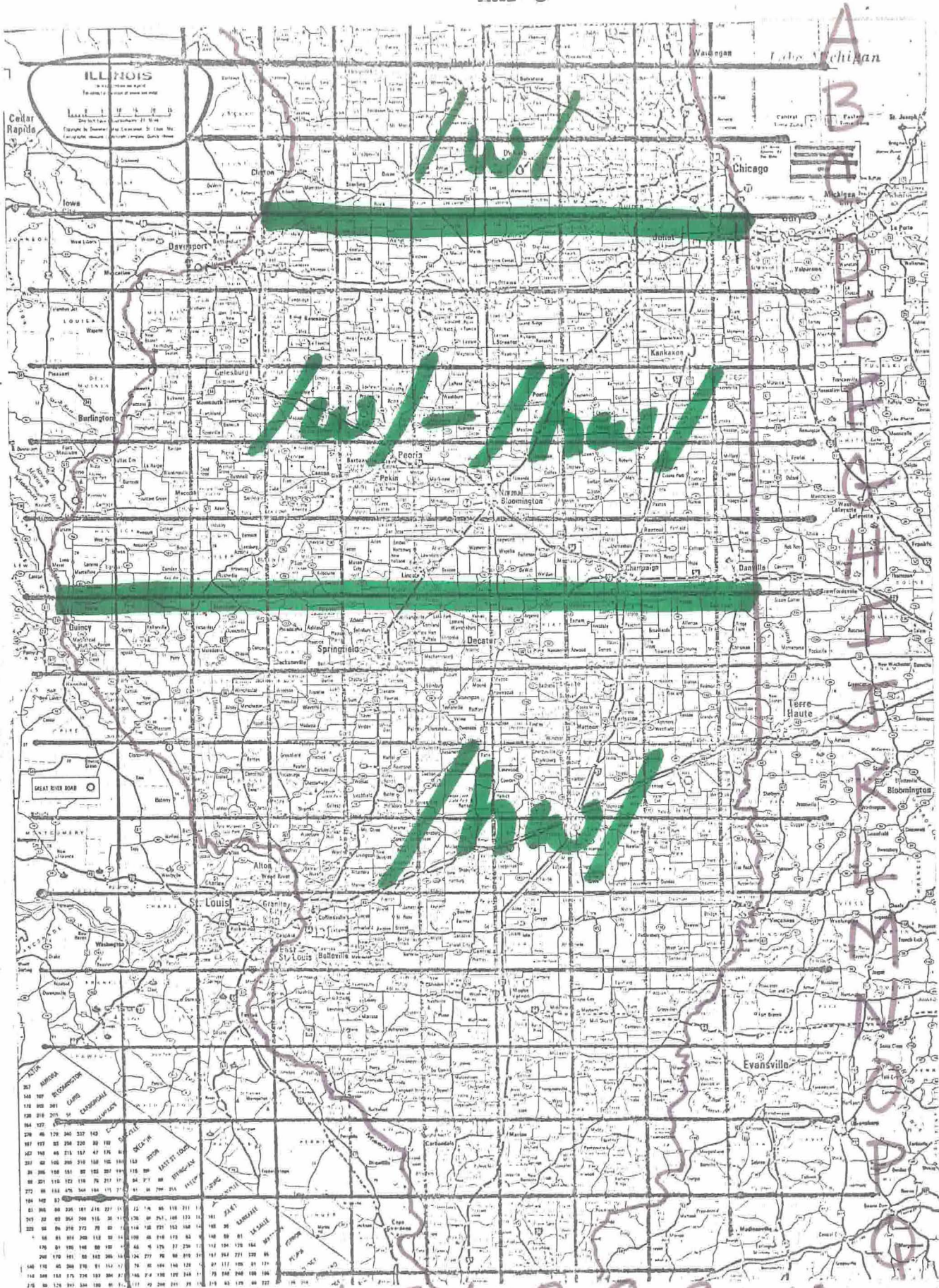
Sentence 12--Key word 'mourning.' Pederson's research included the actual /ɔ/-/ɑ/ construction, 'mourning.' His results for the extraurban areas of Chicago indicate a strong preference for the /ɔ/ variation.<sup>24</sup> My results support this conclusion. I found that, statewide, the preferred pronunciation of 'mourning' was /mɔrniŋ/. The sole exception to this generalization occurred in section C-10 where the informants preferred the pronunciation /mɔrniŋ/ in 25 of 39 instances compared to only 2 of 12 cases for the rest of Region C.

Sentence 16--Key word 'morning.' Virtually the entire state preferred the pronunciation /mɔrniŋ/. Even in the Chicago region, the pronunciation /mɔrniŋ/ was not very strong.

Sentence 13--Key word 'whale.' (See Map 6) The results I obtained for this word were more unusual than the results of any other word in the study. The primary reason for this was the fact that the two pronunciations /w/ in the North and /hw/ in the South were separated by a large region between the northern C-D boundary and the southern H-I boundary in which the /w/-/hw/ contrast was virtually half and half. In



# MAP 6



WHALE

this area there were no detectable dialect islands.

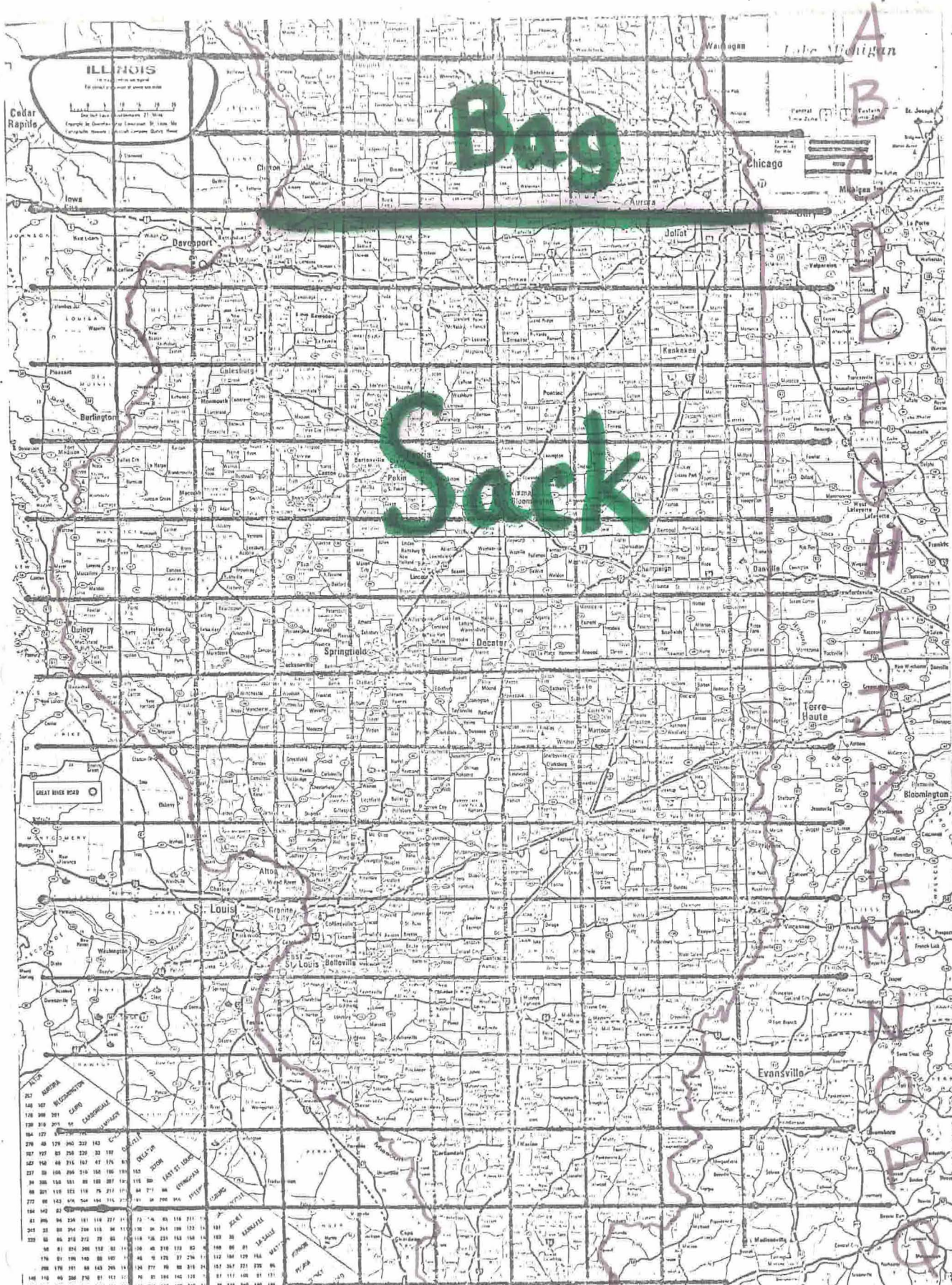
Sentence 17---Key word 'wail.' The strong tendency of the informants from southern Illinois to use the /hw/ sound is shown very clearly in this word. While the northern areas of the state preferred the /w/ pronunciation, a gradual change begins to appear in Region G. While only 13% of the informants north of Region G used the /hw/ variation, 38% of the informants between and including Regions G and L used it. South of Region L, 6 of the 7 informants used the /hw/ variation.

Of the two studies I quoted in the phonetics section, only Shuy made a study of vocabulary words as well. Unfortunately, most of the words I chose to study were not examined in his survey.

#1--Bag/Sack. (See Map 7) I discovered the C-D boundary to be closest to the actual division of the use of 'bag' and 'sack.' 'Bag' appeared more often north of this line, while sack appeared more often south of the boundary. The closer relationship that occurred south of the boundary in some sections (such as in G) was primarily the result of the usage of 'bag' in the urban areas of Bloomington, Normal, Peoria, Decatur and Springfield.

#2--Faucet/Spicket/Spigot/Hydrant/Tap. The term





BAG/SACK

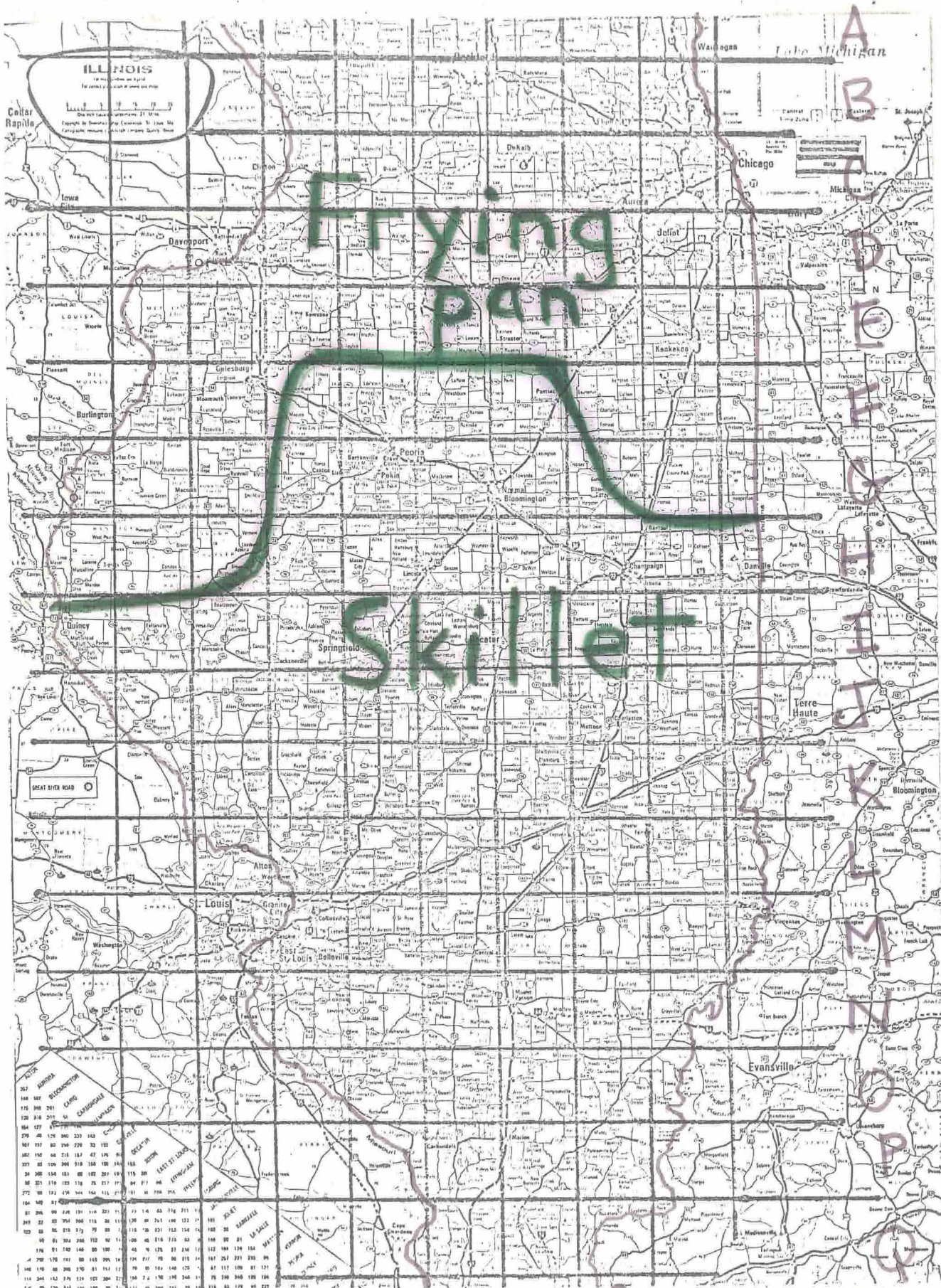
'faucet' appeared predominantly in most of the regions in the state. It was interesting to note, however, that while several of the other terms were used in the rural areas of the north, no other term was even indicated to be used south of Region J.

#3--Bucket/Pail. The usage of 'bucket' seemed to be quite strong throughout the state, but, as was noted in #2, the occurrence of the other term, 'pail,' was rarely used south of a line that divided Region E. North of this line 36% of the informants used the term 'pail,' while only 6% of the informants south of the line indicated that they used 'pail.'

Shuy's study of the bucket-pail distinction indicated a preference for the term 'pail' above a line that runs from northern Henderson County northwestward to the Kendall-Grundy County line.<sup>25</sup> Although I did not find such preferred usage of 'pail' in this northern area, it is interesting to note that Shuy's boundary extends through Region E, the same region that my line bisects.

#4--Frying pan/Skillet. (See Map 8) There was a very definite line indicated for the Frying pan-Skillet boundary. The line seemed to run west along the G-H boundary through sections 9 and 10, then turn northwestwardly to the E-F boundary in Region 7. From there it ran west again as far as Region 4, where it dropped sharply to exclude most of sec-





Frying  
pan/  
Skillet

1 2 3 4 5 6 7 8 9 10

tions F-3, G-3, H-3 and west. North of this line the preferred term was 'frying pan,' while 'skillet' was used south of this line. I can offer no explanation for the discrepant figures in Regions K and L.

Shuy's study of this distinction concerned itself more with the terms 'spider' and 'skillet,' than with 'frying pan' and 'skillet.' He does, however, indicate that the term 'skillet is a Midland word and runs "fair competition" with the term 'frying pan.' He also noted that the term 'spider' seems to be receding in usage.<sup>26</sup>

#5--Fire Bug/Firefly/Lightening Bug. My results showed that without a doubt the preferred term in Illinois was 'lightening bug.' As was noted before, a greater use of the alternate terms existed in northern Illinois, north of the G-H boundary. 'Lightening bug' was indicated as the preferred term by all but two of my informants south of this G-H boundary.

#6--Slick/Slippery. The term 'slippery' appeared to be used in the majority of cases north of and including Region C. Although 'slick' was used more often in sections D, E, F, G, H and I, the presence of an almost equal number of informants who used 'slippery' indicated to me that this mid-region cannot be considered either definitely 'slick' or 'slippery.' South of and including Region J, however, the term 'slick' was used predominantly.

#7--Pop/Soda/Soda pop/Soft drink. The most widely used



term north of and including Region K was 'pop.' South of the K-L boundary 'soda' was used by the majority of the informants. I discovered that between Regions E and J the brand-name, Coke, was used to some extent to signify any type of carbonated beverage.

#8--Root Beer Float/ Black Cow. My results showed that the term 'Black Cow' was primarily a northern Illinois-based word. The distinguishing boundary was not easy to define because it tended to be a region rather than a line. In both Regions D and E, the informants from the various sections split virtually half and half on their preference of these two terms. Above the C-D boundary the use of the term 'Black Cow' was not uncommon. South of Region E, the great majority of the informants preferred 'root beer float.'

#9--Swim Suit/Swimming Suit/Bathing Suit/Swimming Trunks/Trunks/Bathing Trunks. This was one of the hardest items to evaluate. It was obvious that the term 'swimming trunks,' was the most widely used of the six choices. As for the other possibilities, they were so randomly distributed that generalizations were impossible to make.

#10--Quarter till 11/Quarter of 11/10:45/Quarter before 11. The results showed that in every region but one, the majority of informants used the phrase 'quarter till 11.' A significant number (18) of informants from Region C wrote in the phrase 'quarter to 11.' It was obvious that the phrase 'quarter to 11' should have been included in this study.

## CONCLUSIONS

My results show that pronunciation and vocabulary are helpful in determining dialect areas. But do the various boundaries which I have delineated have any common factors which might indicate a major dialect boundary? On the basis of the preliminary results of the few items I have surveyed, I believe major delineations can be made. In a significant number of instances, the C-D regional boundary separates the northern area and Chicago dialects from the midwestern Illinois dialect. This is relatively close to the Northern-Midland dialect boundary described by Shuy.<sup>27</sup> Although the Chicago area does deviate somewhat from the rest of northern Illinois, I do not feel the deviance is exceptional.

A second major dialect boundary seems to exist roughly through Region I. In several of the words studied, the boundary was found to be such lines as the H-I boundary, the I-J boundary, and, in one case, the I region itself. Although I hesitate to make a special distinction within region I for the Northern Midland-Southern Midland dialect boundary (or even to label any region in Illinois as such), the evidence I have found for the possibility of such a line in this I region warrants more extensive study.

Another minor line appeared to exist at the L-M boundary. Below this line I found examples of a divergent

Midland speech pattern. Admittedly, however, my lack of informants from Regions M, N, O, P, Q and R leaves me with no choice but to refrain from what may be gross generalizations. A need for research in these southern regions might prove fruitful in the future.

It has to be remembered that while I have shown various results of a minor study and compared those results with previous studies, certain facts must influence all studies. The fact that all of my informants had had at least one semester of college background, indicates a high level of educational experience. I believe that, undoubtedly, the tireless efforts of various school systems to enforce a General American standard of speech has affected and will continue to affect the nature and variety of the local dialects. Many times during the course of my research I was asked by the informant if he had a 'hick' accent. This concern for conformity may also affect local dialects as socialization and various forms of 'culture shocks' continue to be a part of the 'total' educational process. One final factor must be mentioned that relates to the socialization process just mentioned; it is technically termed 'drift' and it concerns the various shifts that occur in dialect boundaries over a period of time. The fact that the two studies with which I have been comparing my results were published in 1962 and 1965 indicates to me a possible explanation for discrepancies which arose between

the results--a possible result of drift.

I have observed and noted in this paper that southern Illinois lacks a very definite variety of alternate terms, while northern Illinois appears 'richer' in such vocabulary. In studying the results of Shuy's paper, however, I can't help but be aware of the fact that this variety in alternate terms is not as great as his study indicates. Again, many factors could have affected this observation, but the fact exists, none-the-less, that part of the color of a culture is the language, and I would hope that this color would always be a part of our culture in Illinois.

COMPILATION OF EAST-WEST  
REGIONAL DATA FOR PHONETIC SPEECH  
PATTERNS

#1 CATCH

	<u>1E</u>	<u>12</u>
A	4	0
B	12	3
C	46	5
D	7	2
E	7	2
F	14	3
G	9	10
H	3	3
I	8	2
J	5	1
K	4	2
L	3	2
M	<hr/>	
	2	2
N		
O	<hr/>	
	3	0
P		

#2 FOREIGN

	151	101
A	4	0
B	14	1
C	51	0
D	9	0
E	9	0
F	17	0
G	19	0
H	6	0
I	10	0
J	6	0
K	6	0
L	5	0
M	<hr/>	
N	3	1
O	<hr/>	
P	2	1



#3 COOP

	14/	10/
A	4	0
B	15	0
C	51	0
D	9	0
E	9	0
F	17	0
G	19	0
H	6	0
I	10	0
J	6	0
K	6	0
L	5	0
M	4	0
N		
O	3	0
P		

#4 CREEK

	/i/	/I/
A	3	1
B	11	4
C	45	5
D	6	3
E	7	2
F	14	3
G	11	8
H	6	0
I	8	2
J	3	3
K	4	2
L	4	1
M	4	0
N		
O	2	1
P		

#5 ROOF

	/u/	/v/
A	0	4
B	8	7
C	18	32
D	5	4
E	3	6
F	7	10
G	7	12
H	4	2
I	5	5
J	1	5
K	2	4
L	1	4
M	2	2
N		
O	0	3
P		

#6 FOG

	/a/	/ɔ/
A	4	0
B	14	1
C	48	3
D	8	1
E	7	2
F	14	3
G	14	5
H	6	0
I	8	2
J	6	0
K	6	0
L	5	0
M	<hr/>	
N	3	1
O	<hr/>	
P	2	1

#7 GREASY

	/S/	/Z/
A	4	0
B	15	0
C	50	1
D	8	1
E	7	2
F	16	1
G	17	2
H	5	1
I	6	4
J	2	4
K	2	4
L	3	2
M	<hr/>	
N	0	4
O	<hr/>	
P	0	3

#8 WHICH

	/w/	/hw/
A	2	2
B	11	4
C	39	11
D	6	3
E	6	3
F	10	7
G	9	10
H	2	4
I	0	10
J	0	6
K	2	4
L	2	3
M	<hr/>	
	0	4
N	<hr/>	
O	<hr/>	
	1	2
P	<hr/>	

#9 GROCERY

	/S/	/S/
A	1	3
B	4	11
C	27	23
D	4	5
E	2	7
F	5	12
G	3	16
H	2	4
I	1	9
J	1	5
K	0	6
L	2	3
M	1	3
N		
O	2	1
P		



#10 TOT

	/D/	/a/
A	0	4
B	0	15
C	2	49
D	0	9
E	1	8
F	1	16
G	0	19
H	0	6
I	1	9
J	2	4
K	1	5
L	1	4
M	<hr/>	
N	0	4
O	<hr/>	
P	1	2

#11 PEN

	/I/	/E/
A	0	4
B	0	15
C	0	51
D	1	8
E	0	9
F	2	15
G	4	15
H	1	5
I	1	9
J	1	5
K	2	4
L	3	2
M	<hr/>	
N	1	3
O	<hr/>	
P	0	3

#12 MOURNING

	101	121
A	3	1
B	11	4
C	23	28
D	5	4
E	4	5
F	15	2
G	18	1
H	5	1
I	6	4
J	6	0
K	6	0
L	5	0
M	4	0
N		
O	3	0
P		

#13 WHALE

	/w/	/hw/
A	2	2
B	10	5
C	33	18
D	5	4
E	4	5
F	9	8
G	9	10
H	3	3
I	1	9
J	0	6
K	1	5
L	1	4
M	<hr/>	
N	0	4
O	<hr/>	
P	0	3



#14 TAUGHT

	/a/	/ɔ/
A	0	4
B	2	13
C	17	35
D	6	3
E	5	4
F	11	6
G	7	12
H	4	2
I	3	7 /oə/
J	3	3 /oə/
K	3	3 /oə/
L	2	3 /oə/
M	<hr/>	
N	1	3 /oə/
O	<hr/>	
P	2	1 /oə/

#15 PIN

	/I/	/E/
A	4	0
B	13	2
C	48	3
D	7	2
E	7	2
F	8	9
G	0	9
H	5	1
I	8	2
J	0	6
K	1	5
L	3	2
M	1	3
N		
O	1	2
P		

#16 MORNING

	/0/	/2/
A	4	0
B	15	0
C	46	5
D	9	0
E	9	0
F	17	0
G	19	0
H	6	0
I	10	0
J	6	0
K	6	0
L	5	0
M	<hr/>	
	4	0
N		
O	<hr/>	
	3	0
P		

#17 WAIL

	/w/	/hw/
A	3	1
B	15	0
C	46	5
D	6	3
E	7	2
F	15	2
G	12	7
H	4	2
I	6	4
J	2	4
K	4	2
L	4	1
M	1	3
N		
O	0	3
P		



COMPILATION OF EAST-WEST  
REGIONAL DATA FOR VOCABULARY PATTERNS

#1 BAG-SACK

	BAG	SACK
A	1	2
B	11	1
C	53	3
D	1	5
E	4	7
F	5	13
G	9	9
H	3	4
I	4	5
J	1	7
K	2	3
L	1	4
M	1	3
N		
O	0	2
P		

#2 FAUCET-SPICKET-SPIGOT-HYDRANT-TAP

	FAUCET	SPICKET	SPIGOT	HYDRANT	TAP	OTHER
A	2	0	0	1	0	
B	11	0	1	0	0	
C	50	3	2	0	0	1
D	2	1	1	2	0	
E	8	1	1	0	0	
F	14	1	1	1	0	1
G	15	0	1	2	0	
H	5	0	0	2	0	
I	5	1	2	1	0	
J	7	0	0	0	0	1
K	5	0	0	0	0	
L	5	0	0	0	0	
M						
	4	0	0	0	0	
N						
O						
	2	0	0	0	0	
P						

#3 BUCKET-PAIL

	BUCKET	PAIL
A	2	1
B	7	5
C	36	20
D	5	1
E	6	5
F	16	2
G	17	1
H	7	0
I	9	0
J	8	0
K	4	1
L	5	0
M	4	0
N		
O	2	0
P		



#4 FRYING PAN-SKILLET

	FRYING PAN	SKILLET
A	3	0
B	8	4
C	50	6
D	5	1
E	8	3
F	11	7
G	7	10
H	2	4
I	3	6
J	2	6
K	4	1
L	3	2
M	0	4
N		
O	1	1
P		

#5 FIRE BUG-FIREFLY-LIGHTENING BUG

	FIRE BUG	FIREFLY	LIGHTENING BUG
A	0	1	2
B	1	2	9
C	0	7	49
D	0	1	5
E	0	1	10
F	0	3	15
G	0	3	15
H	0	0	7
I	0	2	7
J	0	0	8
K	0	0	5
L	0	0	5
M	<hr/>		
N	0	0	4
O	<hr/>		
P	0	0	2

#6 SLICK-SLIPPERY

	SLICK	SLIPPERY
A	1	2
B	1	11
C	10	46
D	4	2
E	5	6
F	10	8
G	10	8
H	5	2
I	5	4
J	8	0
K	4	1
L	4	1
M	<hr/>	
N	4	0
O	<hr/>	
P	2	0

#7 POP-SODA-SODA POP-SOFT DRINK

	POP	SODA	SODA POP	SOFT DRINK	OTHER
A	3	0	0	0	
B	9	2	0	1	
C	49	7	0	0	
D	5	1	0	0	
E	8	2	0	0	1
F	11	3	2	0	2
G	15	0	0	0	2
H	6	0	0	0	1
I	3	1	1	1	3
J	4	1	1	0	2
K	5	0	0	0	
L	0	4	1	0	
M					
N	2	2	0	0	
O					
P	0	2	0	0	



#8 ROOT BEER FLOAT-BLACK COW

	ROOT BEER FLOAT	BLACK COW
A	2	1
B	5	7
C	21	35
D	3	3
E	6	5
F	15	2
G	18	0
H	6	1
I	8	1
J	8	0
K	3	2
L	3	2
M	4	0
N		
O	2	0
P		

#9 SWIM SUIT-SWIMMING SUIT-BATHING SUIT-

SWIMMING TRUNKS-TRUNKS-BATHING TRUNKS

	SWIM SUIT	SWIMMING SUIT	BATHING SUIT	SWIMMING TRUNKS	TRUNKS	BATHING TRUNKS	OTHER
A	0	2	0	0	1	0	
B	2	1	1	4	0	0	4
C	9	13	9	16	9	0	
D	1	0	1	3	1	0	
E	3	0	0	3	5	0	
F	4	4	0	8	2	0	
G	2	3	1	7	5	0	
H	1	2	0	3	1	0	
I	0	2	1	3	3	0	
J	1	1	0	4	1	0	1
K	1	0	0	3	1	0	
L	1	0	0	1	1	0	2
M							
N	0	2	0	2	0	0	
O							
P	0	0	0	2	0	0	

#10 QUARTER BEFORE 11-QUARTER OF 11-

10:45-QUARTER TILL 11

	QUARTER BEFORE 11	QUARTER OF 11	10:45	QUARTER TILL 11	OTHER
A	0	1	2	0	
B	0	1	1	7	3
C	1	6	9	22	18
D	0	1	1	3	1
E	0	2	0	8	1
F	1	3	2	12	
G	0	1	2	15	
H	0	0	0	5	1
I	0	2	2	5	
J	0	0	0	7	
K	0	0	2	3	
L	0	0	1	4	
M	0	0	1	2	1
N					
O	0	0	0	2	
P					

<sup>1</sup> Hungerford, Harold, Jay Robinson, and James Sledd. English Linguistics: An Introductory Reader. Glenview, Illinois: Scott, Foresman and Company, 1970. p 168.

<sup>2</sup> Shuy, Roger W. Discovering American Dialects. Champaign, Illinois: National Council of Teachers of English, 1967.

<sup>3</sup> e.g. the section grid of the state of Illinois.

<sup>4</sup> Illinois Wesleyan University Bulletin (Bloomington, Illinois: Illinois Wesleyan University Press). Series LXXI, Number 2, 1973. pp 152-3.

<sup>5</sup> Shuy, Roger W. "The Northern-Midland Dialect Boundary in Illinois," PADS, #38 (November 1962)

<sup>6</sup> A solid geographical base is defined as not having lived in a wide range of locations within Illinois.

<sup>7</sup> Shuy, Roger W. Discovering... pp 17-24.

<sup>8</sup> Shuy, Roger W. "The Northern-Midland....,"

<sup>9</sup> Pederson, Lee A. "The Pronunciation of English in Metropolitan Chicago," PADS, #44 (November 1965).

<sup>10</sup> Shuy, Roger W. "The Northern-Midland....," p 1.

<sup>11</sup> Pederson, Lee A. op. cit., p 1.

<sup>12</sup> Why 38 and 66 doesn't equal 136 is never explained.

NOTES (cont'd)

- 13 Shuy, Roger W. "The Northern-Midland...", p 24.
- 14 Ibid., pp 22-24.
- 15 Pederson, Lee A. op. cit., p 64.
- 16 Ibid., p 68.
- 17 Shuy, Roger W. "The Northern-Midland...", p 24.
- 18 Pederson, Lee A. op. cit., p 64.
- 19 Shuy, Roger W. "The Northern-Midland...;" pp 19-20.
- 20 Pederson, Lee A. op. cit., p 64.
- 21 Reprinted in: Reed, Carroll E. Dialects of American English. Cleveland and New York: The World Publishing Company, 1967. p 94.
- 22 Shuy, Roger W. "The Northern-Midland...", p 26.
- 23 Pederson, Lee A., op. cit., p 61.
- 24 Ibid., p 64.
- 25 Shuy, Roger W. "The Northern-Midland...", p 32.
- 26 Ibid., p 33.
- 27 Shuy, Roger W. "The Northern\*Midland...", pp 68-9.



## APPENDIX

APPENDIX I

PERSONAL DATA SHEET

Name \_\_\_\_\_  
          Last                    First                    Initial

Home Town \_\_\_\_\_ How Long? (yrs.) \_\_\_\_\_

Other towns, states or nations you have lived (please give  
approximate years for each place)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Parents' birthplace

Father \_\_\_\_\_

Mother \_\_\_\_\_

Are there other adults at home? \_\_\_\_\_

Relationship \_\_\_\_\_

Birthplace \_\_\_\_\_

Any language other than English spoken in your home? \_\_\_\_\_

## APPENDIX II

### PHONETIC READING FORM

1. Billy tried to catch the rabbit.
2. The currency appeared to be foreign.
3. The fox tried in vain to enter the hen coop.
4. John and I went fishing in the creek.
5. After the storm was over, I noticed that several shingles had fallen from the roof.
6. The fog was so thick, we could hardly see.
7. The fried chicken tasted rather greasy.
8. I could not decide which essay question to answer first.
9. The grocery store is only three blocks from my home.
10. The tot enjoyed going to kindergarten.
11. I looked for my pencil but only found my pen.
12. The entire country went into mourning after the death of John Kennedy.
13. The whale is the largest mammal known to man.
14. My mother taught me never to tell a lie.
15. I accidentally stuck myself with the pin.
16. During winter the sun rises very late in the morning.
17. The wail of the wind sounded eerie.

APPENDIX III

VOCABULARY FORM

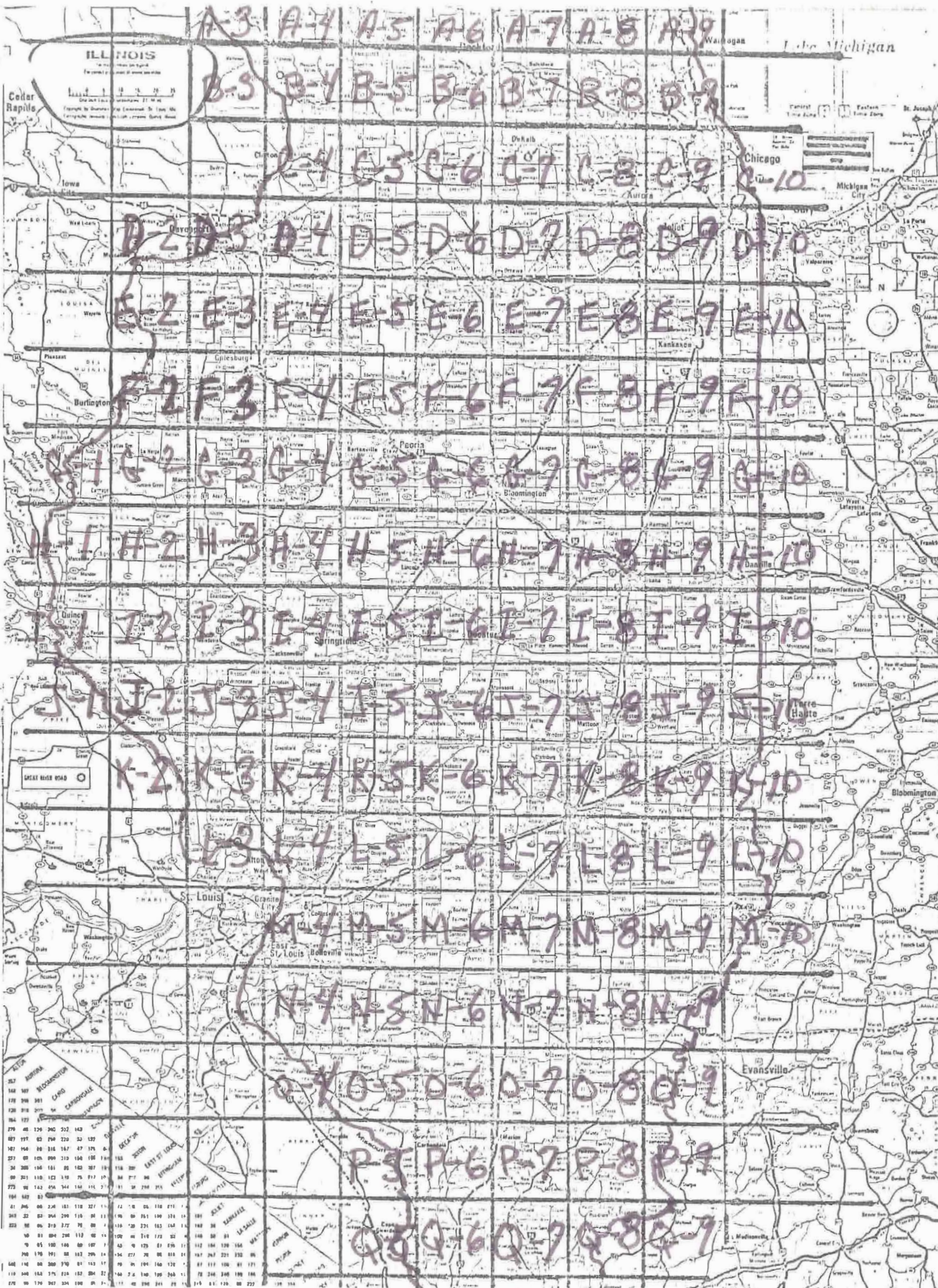
Directions:

1. Please put a circle around the word or words in each group which you normally use.
2. If the word you ordinarily use is not in the group, please write it in the space by the item.
3. If you never use any word in the group, because you never need to refer to the thing described, do not mark the word.

1. PAPER CONTAINER FOR GROCERIES, ETC.: bag, sack
2. DEVICE FOUND ON OUTSIDE OF THE HOUSE OR IN YARD OR GARDEN:  
faucet, spicket, spigot, hydrant, tap
3. LARGE OPEN METAL CONTAINER FOR SCRUB WATER: bucket, pail
4. METAL UTENSIL USED FOR FRYING: frying pan, skillet
5. INSECT THAT GLOWS AT NIGHT: fire bug, firefly, lightening bug
6. THE ROAD IS \_\_\_\_\_: slick, slippery
7. A CARBONATED DRINK: pop, soda, soda pop, soft drink
8. A GLASS CONTAINING ICE CREAM AND ROOT BEER: root beer float,  
Black Cow
9. GARMENT WORN BY MEN AT THE SEASHORE: swim suit, swimming suit,  
bathing suit, swimming trunks, trunks, bathing trunks
10. A TIME OF DAY: quarter before eleven, quarter of eleven,  
10:45, quarter till eleven



# APPENDIX IV



Illinois  
Grid

← R →



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