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**Transcript of DARE Interview (1967): Lafayette, Indiana; Primary Informant  
IN001 (Tape 0480-S1)**

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INTRODUCTION: The following was recorded from Dictionary of American Regional English, tape zero four eight zero, side one.

FIELDWORKER: This is a recording of Sue Anne [beep], made in, on September nineteen sixty-seven, Lafayette, Indiana, by [beep]. Go ahead, whenever you're ready.

5 INFORMANT: You mean I read it out loud?

FIELDWORKER: Sure.

INFORMANT: 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  
10 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  
15 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 would 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 very 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  
20 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.

25 A little later on that evening the scouts came back and said they had found an old-fashioned horse-barn where there, 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.

30 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 just stood 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."

35 "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."

40 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 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.

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

FIELDWORKER: [distortion]

INFORMANT: (We) say "greasy."

FIELDWORKER: You said "greasy" last night.

INFORMANT: Oh.

50 FIELDWORKER: Why don't you tell me something about your occupation?

INFORMANT: I teach fourth grade elementary school, Indianapolis, Indiana.

FIELDWORKER: Oh you don't want to give me a speech.

INFORMANT: [laugh]

FIELDWORKER: Well, what school?

55 INFORMANT: [Beep] Elementary School. North side of Indianapolis.

FIELDWORKER: What kind of neighborhood is it?

INFORMANT: Either very wealthy or very poor, there's very little middle class.

FIELDWORKER: How (varied though)?

INFORMANT: You mean within economic—

60 FIELDWORKER: Wha-, what would you, twenty thousand dollars or?

INFORMANT: Anywhere from seventy-five thousand dollars to six or seven thousand dollars. The people who are poor are people who are left in the community who have sort of been swept over by the wealthier young people as they've moved in. It's a young neighbor-, or young area.

FIELDWORKER: Recently {(xx).

65 INFORMANT: Recently} established, right. For example along a mile and a quarter, of one street, or twenty blocks running north and south, there are five elementary schools of over seven hundred apiece.

FIELDWORKER: So there must be a lot of young'uns.

INFORMANT: [Laugh] Too many.

70 FIELDWORKER: Have any problem kids?

INFORMANT: Well, there are always those.

FIELDWORKER: What was the worst one you ever had?

INFORMANT: I don't know whether there is a worst one. Each one is bad in his own way or her own way.

75 FIELDWORKER: Well the most, the most difficult then? How about Tim?

INFORMANT: Oh, yes, forgot about Tim.

FIELDWORKER: How could you?

80 INFORMANT: [Laugh] Well, he's gone. He's in Terre Haute this year, in a special school. Uhm, he was an emotionally disturbed boy. Had been in special education and was brought to my room two weeks after school started and stayed twenty-two weeks until I guess I couldn't stand it anymore and neither could anybody else. And so his parents were brought in for a conference. He was the type of boy who when introduced to the principal says, "Hm, you're a young'un, ain't

85 ya?" And called his first year teacher Mrs. Blackbird instead of Mrs. Blackburn. And, uh, continually either harassed the children or the parents. Threw things, tried to settle things his own way.

FIELDWORKER: Well that's enough about him (xx). [Cough] You got me upset now.

INFORMANT: [Laugh]

FIELDWORKER: How about something a little more remote? Did you have any, uh d-, childhood games, hopscotch, you have any different kinds of hopscotch?

90 INFORMANT: Not that I've noticed. Once in a while they'll use a bean bag to throw on the numbers first, and then they'll hop so many spaces, you know, they'll try it so many times down the hopscotch pattern and so many times back, each person that plays, to see how many times they can do it consecutively. This determines, that number that the bean bag lands on determines the number of times they try to do it perfectly.

95 FIELDWORKER: Oh, well how do they draw the, the hopscotch then? Just a, a straight line, or, or is it {T-shaped?

INFORMANT: Uh}, it's, sometimes it's T-shaped, sometimes it's wider in the center. It usually starts out with a place for two feet, then one and one can, after that and then two feet and one and two. They vary it according to however long they want to make it.

100 FIELDWORKER: Oh I see. How about, um, jump rope? Did you ha-, what, what kind of different jump rope rhymes and sayings and so on did you have?

INFORMANT: Oh, they have a lot of them, and there are a lot of different forms even to jump roping. There's Double Dutch—

FIELDWORKER: What does that mean?

105 INFORMANT: Uhm, Double Dutch is when two people are holding a rope in their left hand and the same two people are holding one in the right. They're long ropes, they're not the end of individual ropes. And they turn in opposite directions, so that the person who jumps in has to get in between both ropes at the same time. There's also the egg beater, which the person crosses the ropes over an individual rope {and this is done singly-

110 FIELDWORKER: What (xx)} say that—

INFORMANT: This is an individual, a short rope that one person would use themselves.

FIELDWORKER: Yea, that's a, and does what now?

INFORMANT: And they call this one the egg beater, and he crosses it over in his hands as he jumps and do it very fast, what they call peppers or hot peppers.

115 FIELDWORKER: Oh, in other, uh, in other words it's like a boxer, you see, {and they cross their arms—

INFORMANT: Right, it's a} cross-over and they call that egg beater.

FIELDWORKER: And that's with, that's doing, with just, w-, just a, what a eight foot rope with {one person?

120 INFORMANT: Mm-hmm}, short.

FIELDWORKER: And what's peppers and hot peppers?

INFORMANT: Going as fast as you can, or very, much faster than just a normal, uhm, if you were just practicing going up and down the street, chances are, you wouldn't be doing hot peppers, but a lot of children compete with each other to see who can go the fastest or jump the longest doing hot peppers. [cough]

FIELDWORKER: Well now, I got you off the track on Double Dutch now, any, any other varieties?

INFORMANT: Oh, they have all kinds of little rhymes. "Johnny over the ocean" and-

FIELDWORKER: How does it, what, eh, how does it go?

INFORMANT: Ah, I'm not sure I can remember all of it. "Johnny over the ocean, Johnny over the sea, uhm, Johnny came back and married me," something like this. "How many kisses did I receive," or did she, if they're saying it to a particular person. They have, um, a very long one that's called—

FIELDWORKER: There wasn't any, (and then you just) start counting after {that?

INFORMANT: Mm-hmm}. And then when they miss, of course they go out, and they have the traditional, or what's traditional around here, first grade, second grade, you go in, you run in while two people are holding the ropes on the end using a long rope, you run in, jump once for first grade and run out. If you get touched or get caught by the rope, then you have to take {turns.

FIELDWORKER: You have to}, you fail.

INFORMANT: Right, you forfeit your turn. And, uh, have to start all over again. And you try to go as high as you can and if you miss, say, at fifth grade level, then you have to go all the way back down to kindergarten where you just simply run through, you don't even jump and you have to start all over again.

FIELDWORKER: And, what you just keep, you just keep going each time, uh, as soon as you get the first bit you run right around again? {Or is, or does somebody else—

145 INFORMANT: Mm-hmm, but usually there's a} line.

FIELDWORKER: Oh, I {see.

INFORMANT: Somebody} in front of you. This makes the competition keener. There might be five or six people trying to see who can get through first.

150 FIELDWORKER: Mm-hmm. [throat clear] And what's that, what's that name of that, what do you call that? Grade school?

INFORMANT: Uh, I think, or just, just grades, I'm not sure, it's been, I used to play, but it's been a long time, I can't remember. Course, most of our playground, the teachers do the observing at a higher level. The children are down a little bit, and you don't always hear the rhymes that— [cough]

155 FIELDWORKER: Well I was just asking about your own experience, I wasn't {particular.

INFORMANT: Mm-hmm}.

FIELDWORKER: Were there any others?

INFORMANT: They, well we have a area where they play either kick soccer or softball.

FIELDWORKER: Now I was talking about jump rope business now.

160 INFORMANT: Oh, there are lots of rhymes, but I, {there's one about—

FIELDWORKER: Or, or} different kinds of games even.

INFORMANT: You mean within jump rope {alone.

FIELDWORKER: Yeah}.

165 INFORMANT: There's one about a teddy bear and it repeats itself, "Teddy bear, teddy bear," uhm, "say good night," and there's a motion that goes with that part and then, "Teddy {bear, teddy bear."

FIELDWORKER: What do you mean the motion}, do you have to—

INFORMANT: They do it with their hands, or with their hands and feet while jumping the rope.

FIELDWORKER: Oh, have to do that (little) skit?

170 INFORMANT: Yes. And then the next part is, "Turn out the light, say your prayers, say good night," uhm, something about his dreams, and there's a part where you have to go down and touch the ground, you know, between jumps. [Cough] This is another common one. There's one about wheeling a baby buggy down the street, which is much like "Johnny over the ocean, Johnny over the sea."

175 FIELDWORKER: How does it go? {Do you know (xx)?

INFORMANT: Uhm}, "Then came Sue, wheeling," I can't remember, something about wheeling a baby buggy down the street, how many baby buggies. {We're, we're going down the street.

FIELDWORKER: (xx) so the, so the end of the rhyme} is how many—

180 INFORMANT: Yes, there's always a number and they see how many times they can jump without—

FIELDWORKER: Missing.

INFORMANT: Without missing.

FIELDWORKER: Or is, or it's just, or either y-, you {have so many jumps to make—

INFORMANT: There's a story.}

185 FIELDWORKER: —at different times.

INFORMANT: {Right.

FIELDWORKER: You'd maybe jump} once and you go jump twice?

INFORMANT: Right.

190 FIELDWORKER: Uh-huh. How about, uh, the, the game where you bounce a ball and pick up things?

INFORMANT: Oh, jacks.

FIELDWORKER: Uh-huh.

195 INFORMANT: Or sometimes called jack stones. Uh, there are lots of varieties to those. Sometimes they're on a plate with five jacks, sometimes played with ten. And, um, usually the way they start out is they spread the, drop the jacks with one hand and make sure that the spread is wider than the palm of their hand.

FIELDWORKER: Mm-hmm.

200 INFORMANT: Then pick up one jack by throwing the ball up in the air, letting it bounce, and uh, picking up the jack before it bounces a second time. And then they have what they called double bouncies where they let the ball bounce twice before picking it up. Then there's eggs in the basket where they don't let the ball bounce at all. And of course it's a series, the first time we {pick up—

FIELDWORKER: What you}, what you throw it up and then grab your jacks and catch them all on the way down?

205 INFORMANT: Right. And of course the first time, the object is to get to ten, the first time you throw your jack stones down, you pick them up one at a time and if you c-, successfully complete that turn, you do it two at a time and then three at a time. Until you reach ten. And then there's, uh, also one that's done doing it backwards from ten down to one.

FIELDWORKER: Mm-hmm.

INFORMANT: Same way.

210 FIELDWORKER: One you had to throw them so you can grab them advantageously.

INFORMANT: The, the children have sort of made a rule of thumb, or it's been around as long as I can remember anyway, that when you throw the jacks they have to be at least as wide as the palm of your hand, so that when you go for all ten, you can't just drop them at a little place and pick them up, you have to be able to scrape them up.

215 FIELDWORKER: Or how, (xx) are the names for different, uh, different kinds of jacks games? Or, or are there different, uh different stages? Do they have different names?

INFORMANT: Yes, these different stages I was talking about, the different processes they use to go through them are, um, each have a name, like eggs in the basket is the one with no bounces, you can catch the ball before it touches the ground. {But as far as—

220 FIELDWORKER: Double bounces} you said, and then, but how about when you pick up one at a time, then you pick up two, those, do those steps {have—

INFORMANT: You} call them onesies or twosies, or the ones and the twos, or, uhm, you would say, "I'm o-," someone asks you, "What are you doing?" "I'm on my one." Sometimes it's played with one set of jack stones for four or five people. Sometimes each of you have your own and you compete within your own, you know, compete against yourself as well as the other people around you. Games that are played. I'm at a disadvantage, I've never had to teach my own physical education.

225 FIELDWORKER: No, I'm not talking about that, don't, (I'm not talking about) school, I'm talking about just your own {experience now.

230 INFORMANT: Oh games that they} play. They play hide and seek, they play volleyball, dodgeball, whatever equipment is {available at the time.

FIELDWORKER: Uh do y'all}, do y'all have} a kind of, do y'all have a kind of game where you have a, where you have a big round ball and, and roll it and you, and you kick the ball and {you (xx)—

INFORMANT: Kick soccer}.

235 FIELDWORKER: The same, same, same, play the same way as baseball, same rules, but it's called what?

INFORMANT: Kick soccer.

FIELDWORKER: Oh, we always called it like kickball at home.

INFORMANT: It's kick soccer here.

240 FIELDWORKER: And it's the same rules as baseball. Then (xx)—



INFORMANT: Mm-hmm, the bases} and, and a pitcher and so on.

FIELDWORKER: Of course it was always such a s-, well, I don't know. I think the school people liked it because boys and girls could play together.

245 INFORMANT: This has its advantages, but most of the time there's a girls' game going and a boys' game going {on our playground.

FIELDWORKER: Yea well, they} can do.

250 INFORMANT: This is more so, I think, in physical ed., they emphasize, because they do have both in class, but when th-, once they get out on the playground, they go their own ways and they usually have two games of it going, or two of each type game going on, one for the boys and one for the girls. Even the girls have their own softball games.

FIELDWORKER: How about, did you ever play in the s-, any kind of, uh, ball games, bat and ball games when you didn't, when, other than just plain, uh, regular baseball?

255 INFORMANT: There's one, but I don't remember, it's called rotation baseball, it's a little different, sort of an introductory game to softball that's taught to the upper elementary grades, and after each person bats, usually it's done with a plastic bat and a whiffle ball, and the rotation and the rules are completely different than {normal baseball.

FIELDWORKER: You, every time I} ask you something you start talking about school, (as if it's) the only thing you ever did.

INFORMANT: I don't, I never played these games.

260 FIELDWORKER: OK. How about games in which you, uh, in which you sing, which you sing a song or a rhyme to accompany the game? You know, like, Farmer in the Dell? Any, anything, any things like that?

INFORMANT: Farmer in the Dell, or sort of a singing type thing is Red Rover, it's a, it's not really a song, it just has its own little tune to it.

265 FIELDWORKER: How's it, what do you do?

INFORMANT: Two, uh, even teams are lined up parallel to each other, and there's a captain on each team and the {captain yells—

FIELDWORKER: in lines}, in parallel lines.

270 INFORMANT: Mm-hmm, and the captain will yell, "Red rover, red rover, send someone right over," and all the people on his side have linked hands very tightly and if the person can break the line, through their arms, uhm, he gets to take a player of Team A who was doing the calling in the first place back to his side. If they hold him and he can't break the line, then he's retained

on their side. Uhm, Ring around the Rosy, sort of another singsong type, not really a song, is um, Duck Duck Goose.

275 FIELDWORKER: How'd that go.

INFORMANT: Children are seated in a circle, one person is "it" and they go around and they tap people on the head lightly saying "duck," as they, singing sort of a lyrical way "duck" all the way around till they decide they want to say "goose" and whoever the goose is has to chase them, and see who gets back to the empty space first. Just like a {game of tag.

280 FIELDWORKER: It's sorta}, it's sorta like Drop the Handkerchief {really.

INFORMANT: Right}, right, except it doesn't have a definite, uh, it's not quite like London Bridge or some of the songs that have a definite song over and {over.

FIELDWORKER: But}, but, but say it was, uh, it's like Drop the Handkerchief, though, if in it you, y-y-you want you, uh, [distortion] one person and he has to run for another space.

285 INFORMANT: Right. Oh there's, uhm, Old Granny Tippy-toes.

FIELDWORKER: (xx)

INFORMANT: Which is much like Mother, May I. There's a, one leader.

FIELDWORKER: Well how do, ohOK.

290 INFORMANT: And, the leader stands in front of the entire group that is spread out lengthwise behind her or him. {And she sings a—

FIELDWORKER: Just in a } line?

295 INFORMANT: Mm-hmm, and she sings, "Old granny tippy-toes lost her needle and couldn't sew," over and over again, the children following. And all of a sudden she turns around with no warning, she just turns around and runs towards the crowd and whoever she can catch becomes old granny tippy-toes with her. And eventually, ah, and the people who are caught the first time then help catch the second time, and the last person to be caught then gets to be old granny tippy-toes the next time.

FIELDWORKER: Mm-hmm, now in other words it's sort of like a v-, s-, a little different sort of dodgeball. Same thing.

300 INFORMANT: Mm-hmm.

FIELDWORKER: You eliminate, see who's last to get {put out.

INFORMANT: Right}. This is seeing who can run the fastest, rather than who can {dodge the ball.

FIELDWORKER: And what's the Mother, May I?} How's that?

305 INFORMANT: Mother, May I is played much the same way, except there's a leader in front and the first person in a row, there could be any number of children in the row behind her, the first person in the row would say, "Mother, may I take so many baby steps or so many giant steps, or scissor steps," and they try to sneak as they go and catch up to the line where mother stands. And if she catches them inching along or taking large steps, then they have to go back to the starting line again.

310 FIELDWORKER: Well, well now do you have any kind of imitation games where you, where a, a leader stands up in the front and says, uh—

INFORMANT: Simon Says, for example?

FIELDWORKER: Yeah, all right, that was what I was gonna ask you, "Simon says scratch your nose."

315 INFORMANT: Right.

FIELDWORKER: And then he'll turn around and s-, and then he says, "Scratch your nose," but if he doesn't say "Simon says" it's—

INFORMANT: They are, they have to sit down.

FIELDWORKER: Yeah. Sort of an obedience game or something.

320 INFORMANT: Something like that. Following directions game.

FIELDWORKER: Yeah. [distortion] Marbles?

INFORMANT: Little bit, uhm, this is played, always was when I was little, the girls would play briefly and then end up watching the boys who usually had the tournaments. And they have their cat eyes, which are clear marbles that have various colors of, actually, they look like stars.

325 FIELDWORKER: Mm-hmm.

INFORMANT: Inside them and they have the shooters, which are larger, and they would set up their [throat clear] marbles in different formations and shoot to see who could get the most to a certain point.

FIELDWORKER: Mm-hmm.

330 INFORMANT: A-, some of them even played it like pool is played. Or billiards, or eight-ball, using one, using their shooter ball and also trying not to move one other ball, such as, you know or knocking it into the correct place such as the eight ball is done.

FIELDWORKER: What, do you know the name of that game?

335 INFORMANT: I'm not sure that there ever was, it was just another way that they, just like the many forms of, I guess, solitaire in cards. [cough]

FIELDWORKER: (You've got) the burps. Uhm, anything else you know about marbles? Uhm, any different kinds of marbles? You said {cat eyes.

INFORMANT: Usually just}, {usually

FIELDWORKER: Y-, how about} clear ones? Did you ever have, what—

340 INFORMANT: There's usually no name, or I don't know of a name that they call the clear ones.

FIELDWORKER: Or...

INFORMANT: Children most elementary ages or even somewhat older enjoy the, what they call the lead-up games to major sports. Many of them are too young to handle volleyball, baseball as, as it's really played, say, in high school or junior high, but if they can get their hands on a baseball  
345 or softball or kickball or even, uhm, they enjoy playing ping pong, [cough] anything that ha-, they love anything that has to do with hitting a ball or kicking a ball. Uhm.

FIELDWORKER: (Hey now) you talking about school again, now that's, which is different from your, when you were coming along.

INFORMANT: I don't, we just played in a vacant lot behind, on the backside of our block and  
350 ended up playing either baseball with five or six people, or, which wasn't [cough] really a baseball game, or kickball. We climbed trees more than anything else. To see who could climb, and for this there were large apple trees. Course we took bicycle hikes and eventually ended up playing some kind of game afterwards.

FIELDWORKER: How about, how about words meaning to give somebody a ride on your bicycle?  
355 You'd say, "Will you \_\_\_ me to the corner?"

INFORMANT: Will you lift me to the corner, or will you give me a ride to the corner?

FIELDWORKER: Mm-hmm. Any words like, like *double head* or, or *go doubles* or anything like that?

INFORMANT: No, we referred to it as someone is "riding double" if we see two people like that,  
360 but when you ask for a ride with someone on their bike, it's usually, it's "give me a lift" or "will you take me to?" or "will you {ride me to?"

FIELDWORKER: I just wondered if there's} a special word now.

INFORMANT: No.

FIELDWORKER: Like "pull me to the corner" is what {we always said.

365 INFORMANT: No}. Nothing like that.

FIELDWORKER: No special.

INFORMANT: Education among Negro children around here for, instead of "aunt," they use "aunt" [ahnt] or "auntie" [ahntie] instead of "aunt."

FIELDWORKER: (xx)

370 INFORMANT: Right. "Washing" too instead of "warshing" this time.

FIELDWORKER: You're supposed to say "washing" though, (aren't you).

INFORMANT: [laugh] I know it, but I didn't do it.

FIELDWORKER: Do they teach that in school?

INFORMANT: Mm-hmm.

375 FIELDWORKER: Well how do you tell them? Do you have any little, any little rhymes and doodles you tell your school kids to, to, to, sort of, uh, little naming devices to help them remember not to do some things, or not to say some things?

INFORMANT: Not too much, we don't have too, eh, we're more interested in correct verb and noun conjugation than we are, uhm, things like {whether it's "aunt" or "aunt" [ahnt]}.

380 FIELDWORKER: Oh, but I mean you know something like} people says, uh, "People are f-, people are finished, cakes are done." You know instead of, "Are you done?" Or, or do you have any little things like that?

INFORMANT: No.

FIELDWORKER: OK.

385 INFORMANT: Not that I can think of. [distortion] Warshing [laugh]

FIELDWORKER: Does it, uh-huh, {(xx)}

INFORMANT: And they don't} say it as much in "washing" as they do in "Warshington, D.C." They say that more than they do in like "warshing" a load of clothes. They will say "washing" when they see it, like this, but for some reason, I guess maybe because they've heard it said so much  
390 at home they'll say "Warshington, D.C.," instead of "Washington."

FIELDWORKER: Your father has a very prominent—

INFORMANT: [laugh]

FIELDWORKER: I'm sure he'd be outraged if you, well—