

Q1.1.

Thank you for agreeing to be part of the Linguist Tree Project. With your responses to the following questions, we hope to provide a service to the discipline of Linguistics as a whole. The information you provide will help us construct a database which will not only trace the evolution of important ideas in the field, but also help record milestones and set future directions.

Sincerely,

Hans C. Boas
Director
Linguistic Research Center
The University of Texas at Austin

Q2.1. Many of this survey's questions are open-ended. Please do not feel like you must write at length. **At any point a few sentences or paragraphs would be sufficient.** However also feel free to elaborate as much as you would like in your answers. We are grateful for any additional information you wish to share.

Q3.1. **Please Note:** At the end of the questionnaire we will ask you for your consent to share your responses and ideas with the broader linguistics community.

Q4.1.

This will be our initial round of data collection for this project. We know your time is incredibly valuable, and we want to make absolutely sure that your responses are preserved correctly in our system. Please help us ensure it is working correctly, and your data is not inadvertently lost, by doing the following:

1. **Commence** with the survey.
2. **Answer** briefly one or two questions.
3. **Close** the survey and your web browser.
4. **Reopen** your browser and follow the *same* link you were originally sent.
5. **Make sure** you can still see the answers you supplied before closing.

If you do not see your responses, please contact us directly before proceeding.

If you *do* see your responses, please feel free to proceed. But we recommend that **you pause periodically and follow the above procedure to ensure your data is continually saved.**

Q5.1. Let's start by gathering some basic information.

Q6.1. What is your name?

First Name	<input type="text" value="Glenn"/>
Middle Name	<input type="text" value="Gordon"/>
Maiden Name	<input type="text"/>
Last Name	<input type="text" value="Gilbert"/>

Q6.2. When were you born?

Month	<input type="text" value="September"/>
Day	<input type="text" value="17"/>
Year	<input type="text" value="1936"/>

Q6.3. What language(s) did you speak at home growing up? (Place individual entries on separate lines.)

English

Q6.4. What language(s) did you speak in primary and secondary school? (Place individual entries on separate lines.)

English

Q6.5. What was your mother's name?

First Name Margaret

Middle Name Caroline

Maiden Name Christensen

Last Name Gilbert

Q6.6. What was your father's name?

First Name William

Middle Name Harlen

Last Name Gilbert, Jr.

Q6.7. What was your mother's occupation?

registered nurse, sociologist

Q6.8. What was your father's occupation?

anthropologist, librarian, advisor to congressmen on Amerindian affairs

Q7.1. In the following questions, please tell us a little bit about your academic background.

Q8.1. Please list in order of attendance any **undergraduate** institutions where you studied.

1st Institution University of Chicago

2nd Institution

3rd Institution

4th Institution

5th Institution

6th Institution

7th Institution

8th Institution

Q8.2. How did you become interested in Linguistics?

my struggle in learning the German language and understanding its relationship to English

Q9.1. Please list the following information pertaining to your time at University of Chicago.

Major	German
Year started	1954
Year graduated	1957
Degree	AB in German

Q9.2. How did you choose to attend University of Chicago?

my parents were both graduates of UC; I was offered admission after the 10th grade and a full tuition remission after the 12th grade; my father (PhD in anthropology) was a student of Edward Sapir (12 courses) and Radcliffe Brown; my mother (AB in sociology) studied sociology, supporting herself as an operating room nurse at the university (Billings) hospital

Q9.3. Which language(s) did you study at University of Chicago? (Place individual items on separate lines.)

German

Q9.4. Which of the languages you studied at University of Chicago do you feel shaped your subsequent research or approach to the field? (Place individual items on separate lines.)

definitely German

Q9.5. How was your study at University of Chicago funded?

tuition remission, my parents, university student work at Harper Library

Q9.1. Please list the following information pertaining to your time at .

This question was not displayed to the respondent.

Q9.2. How did you choose to attend ?

This question was not displayed to the respondent.

Q9.3. Which language(s) did you study at ? (Place individual items on separate lines.)

This question was not displayed to the respondent.

Q9.4. Which of the languages you studied at do you feel shaped your subsequent research or approach to the field? (Place individual items on separate lines.)

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Q9.5. How was your study at funded?

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Q9.1. Please list the following information pertaining to your time at .

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Q9.2. How did you choose to attend ?

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Q9.4. Which of the languages you studied at do you feel shaped your subsequent research or approach to the field? (Place individual items on separate lines.)

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Q9.4. Which of the languages you studied at do you feel shaped your subsequent research or approach to the field? (Place individual items on separate lines.)

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Q9.4. Which of the languages you studied at do you feel shaped your subsequent research or approach to the field? (Place individual items on separate lines.)

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Q9.2. How did you choose to attend ?

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Q9.4. Which of the languages you studied at do you feel shaped your subsequent research or approach to the field? (Place individual items on separate lines.)

This question was not displayed to the respondent.

Q9.5. How was your study at funded?

This question was not displayed to the respondent.

Q10.1. Please list in order of attendance any **graduate** institutions where you studied.

1st Institution	Universitaet Frankfurt
2nd Institution	Alliance Française
3rd Institution	Sorbonne
4th Institution	Institut de Hautes Etudes
5th Institution	Harvard University
6th Institution	MIT
7th Institution	
8th Institution	

Q11.1. Please list the following information pertaining to your time at Universitaet Frankfurt.

Major	German, Indo-European Linguistics
Year started	1957
Year graduated	
Degree	

Q11.2. How did you choose to attend Universitaet Frankfurt?

I was named Robert M. Hutchins Exchange Student to the Universities Frankfurt. Renewed for a second year.

Q11.3. Which language(s) did you study at Universitaet Frankfurt? (Place individual items on separate lines.)

German Proto Indo-European Sanskrit Ancient Greek Old High German Gothic Old Norse

Q11.4. Which of the languages you studied at Universitaet Frankfurt do you feel shaped your subsequent research or approach to the field? (Separate multiple items by commas.)

German Proto Indo-European

Q11.5. How was your study at Universitaet Frankfurt funded?

Robert M. Hutchins Exchange Award Fulbright Travel Grant My parents

Q11.1. Please list the following information pertaining to your time at Alliance Francaise .

Major	French
Year started	1959
Year graduated	1960
Degree	completed 5e degree

Q11.2. How did you choose to attend Alliance Francaise ?

wanted to learn French to understand (historical) linguistics better

Q11.3. Which language(s) did you study at Alliance Francaise ? (Place individual items on separate lines.)

French

Q11.4. Which of the languages you studied at Alliance Francaise do you feel shaped your subsequent research or approach to the field? (Separate multiple items by commas.)

French

Q11.5. How was your study at Alliance Francaise funded?

Hutchins Exchange Fellowship my parents

Q11.1. Please list the following information pertaining to your time at Sorbonne.

Major	French phonetics
Year started	1960
Year graduated	1960
Degree	diplome de la langue française (honorable mention)

Q11.2. How did you choose to attend Sorbonne?

permitted by passing the 5e degree at the Alliance Française

Q11.3. Which language(s) did you study at Sorbonne? (Place individual items on separate lines.)

French

Q11.4. Which of the languages you studied at Sorbonne do you feel shaped your subsequent research or approach to the field? (Separate multiple items by commas.)

French

Q11.5. How was your study at Sorbonne funded?

my parents

Q11.1. Please list the following information pertaining to your time at Institut de Hautes Etudes.

Major	Indo-European Linguistics
Year started	1960
Year graduated	1960
Degree	

Q11.2. How did you choose to attend Institut de Hautes Etudes?

my interest in hearing George Dumézil, Pierre Minard, Emile Benveniste lecture on Indo-European and historical linguistics

Q11.3. Which language(s) did you study at Institut de Hautes Etudes? (Place individual items on separate lines.)

Indo-European

Q11.4. Which of the languages you studied at Institut de Hautes Etudes do you feel shaped your subsequent research or approach to the field? (Separate multiple items by commas.)

Indo-European

Q11.5. How was your study at Institut de Hautes Etudes funded?

my parents, Fulbright Commission

Q11.1. Please list the following information pertaining to your time at Harvard University.

Major	Linguistics
Year started	1960
Year graduated	1963
Degree	PhD

Q11.2. How did you choose to attend Harvard University?

invitation by Richard N. Frye, Aga Khan professor of Iranian Studies, to apply to the Harvard Graduate School of Arts and Sciences

Q11.3. Which language(s) did you study at Harvard University? (Place individual items on separate lines.)

Middle High German Old Saxon Old High German Old Italic dialects Swedish Portuguese

Q11.4. Which of the languages you studied at Harvard University do you feel shaped your subsequent research or approach to the field? (Separate multiple items by commas.)

Portuguese Old Saxon

Q11.5. How was your study at Harvard University funded?

my parents National Defense Education Act (Swedish)

Q11.1. Please list the following information pertaining to your time at MIT.

Major	Linguistics
Year started	1961
Year graduated	
Degree	

Q11.2. How did you choose to attend MIT?

desire to study with Noam Chomsky and Morris Halle; ability to cross-register at MIT based on my Harvard registration

Q11.3. Which language(s) did you study at MIT? (Place individual items on separate lines.)

Q11.4. Which of the languages you studied at MIT do you feel shaped your subsequent research or approach to the field? (Separate multiple items by commas.)

Q11.5. How was your study at MIT funded?

my parents, National Defense Education Act (Swedish)

Q11.1. Please list the following information pertaining to your time at .

This question was not displayed to the respondent.

Q11.2. How did you choose to attend ?

This question was not displayed to the respondent.

Q11.3. Which language(s) did you study at ? (Place individual items on separate lines.)

This question was not displayed to the respondent.

Q11.4. Which of the languages you studied at do you feel shaped your subsequent research or approach to the field? (Separate multiple items by commas.)

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Q11.5. How was your study at funded?

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Q11.2. How did you choose to attend ?

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Q11.3. Which language(s) did you study at ? (Place individual items on separate lines.)

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Q11.4. Which of the languages you studied at do you feel shaped your subsequent research or approach to the field? (Separate multiple items by commas.)

This question was not displayed to the respondent.

Q11.5. How was your study at funded?

This question was not displayed to the respondent.

Q12.1.
Graduate thesis advisor

First Name	Joshua
Last Name	Whatmough
Specific area of study	German dialectology
Dissertation advisor	Joshua Whatmough
Institution where degree was obtained	Harvard University
Dissertation topic	The German Dialect of Kendall and Gillespie Counties, Texas

Q12.2.
Please list the members of your dissertation committee. (Place the name of each individual on a separate line.)

Joshua Whatmough Karl Teeter Roman Jakobson Frances Rogers

Q12.3. Please describe your thesis advisor and his or her work and background.

Joshua Whatmough was an Indo-Europeanist, specializing in mainland European Keltic dialectology; he was chair of the department

Q12.4. How did you come to work with your graduate thesis advisor?

He, together with Roman Jakobson, supported my work with the language of the Texas Germans.

Q12.5. What impact did your advisor have on your approach to Linguistics and your subsequent research?

Not much. I was essentially self-taught. There was no sociolinguistics as a formal discipline at the time.

Q13.1. In the next handful of questions, we'd like to ask about your professional trajectory.

Q14.1. At what institution did you work for the majority of your professional career?

Primary Institution

Southern Illinois University at Carbondale

Q14.2. Name another institution at which you worked that had an impact on your approach to Linguistics.

Institution 1

Universitaet Marburg

Q14.3. Please describe the impact of Universitaet Marburg on your approach .

working with professional dialectologists specializing in German; the preparation of linguistic atlases

Q14.4. Name another institution at which you worked that had an impact on your approach to Linguistics.

Institution 2

University of Texas at Austin

Q14.5. Please describe the impact on your approach of University of Texas at Austin.

From the standpoint of German dialectology, the university was lying in a field of gold, many of it in nuggets. I was fascinated by the linguistic (and cultural) evolution of multiple generations of German speakers in Central Texas.

Q14.6. Please list any other institutions at which you have worked and when. (Place the name of each institution on a separate line, together with dates if possible.)

Southern Illinois University at Carbondale, 1970-2005

Q15.1. The next few questions ask about your experience teaching.

Q16.1. If you ever took any classes on pedagogy, please list them here and describe their impact on your teaching.

no classes on pedagogy

Q16.2. What were some highlights of your teaching experience as a graduate student, instructor, lecturer, professor, or in other contexts?

I always enjoyed working with my students, both undergraduate and graduate. I learned from their outlooks, their questions, and their support. Some became my lifelong friends. I feel that they helped make my thoughts clearer and better organized. I was led into new paths that I would not have tackled if left to myself.

Q16.3. Please describe your philosophy for teaching **undergraduate** students.

Their minds were often more malleable than those of older students. In many ways, I was impressing my way of thinking into a tabula rasa, with hopes that it would persist there.

Q16.4. Please describe your philosophy for teaching **graduate** students.

The older, more experienced students were/became my assistants and co-workers. Often, they brought a brilliant new light to bear on topics that I had just about given up on.

Q16.5. What do you find most difficult about teaching introductory courses on linguistics?

It's hard to assume so little knowledge of non-English languages on the part of my American students.

Q16.6. How do you view the relationship between conducting research in linguistics and teaching linguistics?

They definitely went hand in hand. The one supported the other and vice-versa.

Q17.1. What advice would you give to an interested **undergraduate** student about becoming a professional linguist?

Study as many non-English languages as you can. Live where the language is spoken. Make good friends through the medium of the non-English language. Be constantly observant about the way people use language. In the study of linguistics, try to find examples of classroom principles and concepts in the languages you know at first hand.

Q17.2. What advice would you give to a **graduate** student about becoming a professional linguist?

The same as for an undergraduate student. Keep reading and increasing your knowledge. Never take things for granted. Test them out first.

Q18.1. With the next few questions we'd like to understand some of the major influences on your approach to your work.

Q19.1. Please list three individuals who influenced your professional and intellectual development during your time in **graduate school**.

Most Influential

Bernfried Schlerath

Very Influential

Eric Lenneberg

Somewhat Influential

Morris Halle

Q20.1. How did Bernfried Schlerath influence your development?

He was my chief professor at Frankfurt, a specialist in Indo-Iranian languages and Indo-European. From him I learned the historical outlook in the study of languages; Darwinism in language; always looking to the remote past and to subsequent evolution

Q20.1. How did Eric Lenneberg influence your development?

At Harvard, he introduced me to psycholinguistics; a very sharp, perspicacious man; arranged for me to meet Hans Kurath; multilingual (German, Spanish, English); refugee with his parents from Nazi Germany; his way of thinking is what influenced me most

Q20.1. How did Morris Halle influence your development?

At MIT, he opened up to me a new world in phonetics and phonology, an approach I later found useful/promising/convenient in the analysis of Texas German pronunciation (see my Linguistic Atlas of Texas German).

Q21.1. Please list three individuals who influenced your professional and intellectual development during your time as a **junior researcher**.

Most Influential

William Labov

Very Influential

Uriel Weinreich

Somewhat Influential

Georg Wenker

Q22.1. How did William Labov influence your development?

For me, his 'The Social Stratification of English in New York City' became the most influential book I ever read. I was seeing the 'American school of sociolinguistics' unfold before my eyes. It was the quantum mechanics of language variation, in largely unmathematical terms.

Q22.1. How did Uriel Weinreich influence your development?

His 'Languages in Contact' became very influential in my thinking. In those days I was largely bilingual myself. The book helped me to understand myself better, as well providing numerous examples of language contact that gave depth to my study of the Texas Germans.

Q22.1. How did Georg Wenker influence your development?

As the pioneer/grand master of German dialectology, what he did and what he found served as my model in the Texas study. The questionnaires that I used in the 1960s and that have been often adapted for other studies of American German since then were much influenced by Wenker's methods/questionnaires.

Q23.1. Please list three individuals who influenced your professional and intellectual development during your time as a **senior researcher**.

Most Influential

Hugo Schuchardt

Very Influential

John Reinecke

Somewhat Influential

Ian Hancock

Q24.1. How did Hugo Schuchardt influence your development?

I was astonished at his insights, often far ahead of his time. His approach to research on language variation, opposition to the Junggrammatiker (in some ways the Chomskians of their day), were strongly appealing to me. I struggled with his rambling/convoluted German in preparing translations of his work on English-based pidgins/creoles for Cambridge University Press.

Q24.1. How did John Reinecke influence your development?

He was a charismatic man, whose very life embodied how science/scholarship should be conducted. Again, his treatment of variation in English in Hawaii, heavily influenced my thinking.

Q24.1. How did Ian Hancock influence your development?

I have been told that Hancock was my successor in the faculty slot that I vacated upon leaving Austin. He was also one of my best friends. We had a similar outlook on language variation, especially as exemplified in pidgins and creoles. I think in the end we both wanted to shine a new light on the standard languages which gave rise to these pc's.

Q25.1. Looking back, please list any other individuals — instructors, colleagues, or others — who contributed memorably to your academic and professional path.

1st Individual	Hans Boas
2nd Individual	Stanley Werbow
3rd Individual	James Kearney
4th Individual	
5th Individual	
6th Individual	

Q26.1. Please share something about your memory of Hans Boas.

My memory of him is vividly etched in my mind. After a gap of almost 50 years, he has drawn me back to my old interests in Texas German and the German language in America (US). I greatly admire his 2009 book on the life and death of Texas German, no doubt the most informative work yet published on any form of American German. He is also a good friend.

Q26.1. Please share something about your memory of Stanley Werbow.

Of all my original colleagues from the 1960s at UT Austin, he was the most supportive. In those days I was known as 'Mr. Texas German', with a one-track mind. (Why would I want to spend so much time and effort studying a bastardized mixed German/English when I could study the real German...) This was not at all his thinking. He was the one who suggested I organize the original 1968 Symposium on the German Language in America. He was a good friend.

Q26.1. Please share something about your memory of James Kearney.

Jim is also vividly etched in my mind. A fund of information on the history of the Texas Germans, I met him via Hans Boas' kind proposal that I return to Austin on a regular basis . Jim insists on going to the original historical sources (rather than the usual secondary sources); he has compiled an impressive library on the Texas Germans in his home, including a copy of the entire Solms Braunfels Archives. His 2010 book on 'Nassau Plantation. The Evolution of a Texas German Slave Plantation' has disabused me of the notion that (almost) all Texas Germans were against slavery and were essentially Union oriented. His observations of language use in the area he grew up near Weimar, East Texas, would lead to interesting new research on language in Texas if I had the strength and time to do it. These research questions deal with: the mechanism of language death, as Dorian defines it; the effects of a German substratum on English; and the influence of Spanish, Eastern European Slavic languages and (possibly) English-based creole spoken by the slaves on German plantations, firstly on German and then on English. These topics would provide first-class material for theses and dissertations at UT Austin (Karen Roesch' 2012 study of Texas Alsatian in Medina County comes to mind), as well as assisting other researchers like Guy Bailey in their study of the ongoing evolution of English in Texas.

Q26.1. Please share something about your memory of .

This question was not displayed to the respondent.

Q26.1. Please share something about your memory of .

This question was not displayed to the respondent.

Q26.1. Please share something about your memory of .

This question was not displayed to the respondent.

Q27.1. The questions that follow will help us understand your approach to research and collaboration.

Q28.1. In what specific areas do you think your work has had the greatest impact?

Firstly, in the area of language contact, especially non-English substrata, in the United States, as exemplified by German. Secondly, on far-out variants of English (specifically pidgins/creoles) helping us understand Standard English better.

Q28.2. Did you coauthor any publications?

☒ Yes

☐ No

Q28.3. Please list three influential collaborations or collaborators.

Most Influential

Very Influential

Somewhat Influential

Q30.1. Please list your three **most important** publications.

Most important

Linguistic Atlas of Texas German

Very important

The German Language in America

Somewhat important

Texas Studies in Bilingualism

Q31.1. How did you come up with the **idea** behind the publication Linguistic Atlas of Texas German?

It was a direct outgrowth of my dissertation 'The German Dialect of Kendall and Gillespie Counties'. I was influenced by Wenker and Gillieron, Kurath, Reed & Seifert.

Q31.2. What **problem** did you want to solve in the publication Linguistic Atlas of Texas German?

I guess the title of the dissertation begs the question, is there a Texas German dialect, and if it holds for the original two counties, is it also true over 31 counties covering roughly the triangle Austin, Houston, San Antonio.

Q31.3. What **unexpected issues** did you encounter while working on the publication Linguistic Atlas of Texas German?

Alsatian German in Medina County is definitely different from everything else. My claim now is that the (admittedly huge) variation in TG is patterned differently from anything found in German or elsewhere, and has developed into its present form in Texas. In turn, this claim in turn cries out for future investigation. Thanks to Hans Boas, the Texas German Dialect Project now has a large amount of high quality data (soon to be historical, as the last TG speakers are dying as I write this) to shed light on exactly this question.

Q31.4. How did you decide where to publish Linguistic Atlas of Texas German?

Elwert Verlag and the UT Press came to an agreement for joint simultaneous publication in both Germany and the United States, a fitting solution for the production of an expensive book, both practically and symbolically.

Q31.5. What impact do you feel Linguistic Atlas of Texas German had?

It is exactly as I hoped when I left Austin in May 1970; my successors at UT Austin such as Hans Boas, Karen Roesch, and Marc Pierce, are using the data from the 1960s to fill in precious gaps and to understand better the results of their current research. Very soon, if not already, Texas German, will be the best studied form of American German anywhere in the U.S.

Q31.1. How did you come up with the **idea** behind the publication The German Language in America?

This was essentially the proceedings of the 1968 Symposium on the German Language in America, with the addition of William Pulte's study of the offspring of Pennsylvania German in Virginia and West Virginia. We all felt the papers and discussion were well worth publishing.

Q31.2. What **problem** did you want to solve in the publication The German Language in America?

We wanted to heighten scholars' awareness of what their colleagues were doing and to stimulate future interest in studying the language of speakers whose days were numbered. Also, we felt that our data was important for studies of languages in contact (in this case, the two closely related languages German and English), language variation, and language decline and death.

Q31.3. What **unexpected issues** did you encounter while working on the publication The German Language in America?

It was decided to add the study of William Pulte, one of my best graduate students, to the proceedings. Hans Kloss' part did not come up.

Q31.4. How did you decide where to publish The German Language in America?

UT Press was the natural outlet, since the Symposium had been organized and held at the UT Austin campus.

Q31.5. What impact do you feel The German Language in America had?

Not as much as one could have hoped. In those days, vigorous young researchers were few and far between. Other language issues, such as the massive influx of Spanish, seemed to take precedence (although I must say that I have read nothing of the caliber of Boas [2009] involving Spanish).

Q31.1. How did you come up with the **idea** behind the publication Texas Studies in Bilingualism?

The work with German highlighted the reality that Central Texas was/had been a highly multilingual area: English, German, Spanish, French, Slavic languages, Scandinavian languages, 'Gullah'. I felt that a more balanced treatment, taking into account the true complexity of the situation, was called for.

Q31.2. What **problem** did you want to solve in the publication Texas Studies in Bilingualism?

Were there commonalities of variation and language contact among these languages? Did language attrition and death proceed the same way? What influence have the non-English languages had on English. What implications can be drawn for General Linguistics and for Sociolinguistics?

Q31.3. What **unexpected issues** did you encounter while working on the publication Texas Studies in Bilingualism?

Lack of resources (in otherwise wealthy Texas) for follow-up studies of problems revealed by research for the book.

Q31.4. How did you decide where to publish Texas Studies in Bilingualism?

Walter de Gruyter offered to publish the book without subsidy, which we jumped at.

Q31.5. What impact do you feel Texas Studies in Bilingualism had?

People at UT Austin and elsewhere expressed great interest in the project. A popular rather than scholarly overtone seemed to take precedence however, as for example at the Institute for Texas Cultures in San Antonio.

Q32.1. What five conferences did you **most frequently** attend?

Most frequent	American Association of Teachers of German
Very frequent	Linguistic Society of America
Somewhat frequent	American Society of Pidgin and Creole Languages
Less frequent	Caribbean Linguistics Society
Least frequent	

Q33.1. Why did you attend American Association of Teachers of German?

This was my bread and butter at UT Austin (I was the coordinator of all 6 sections of Scientific German, for example).

Q33.1. Why did you attend Linguistic Society of America?

This was my real interest. I especially liked the sessions on sociolinguistics, historical linguistics, IE linguistics, German linguistics.

Q33.1. Why did you attend American Society of Pidgin and Creole Languages?

I founded the society in 1989 and was vitally involved in it until I retired as Editor of the Journal of Pidgin and Creole Languages in 2002. Its winter meeting has been traditionally in conjunction with the LSA.

Q33.1. Why did you attend Caribbean Linguistics Society?

I have been fascinated for many years by the multi-lingual landscape just south of us. Caribbean scholars are interesting people whose opinions and approaches to science are well worth considering.

Q33.1. Why did you attend ?

This question was not displayed to the respondent.

Q34.1. In your answers to the following questions, please give us a sense of how you feel the discipline of Linguistics, or specifically Historical Linguistics, connects to a broader context.

Q35.1. Where has historical linguistics traditionally had the most impact on the **Humanities**?

For the depth it provides in the study of ancient and modern languages.

Q35.2. Where has historical linguistics traditionally had the most impact in **Academia** in general?

Again, for its connection with the academic study of non-English languages.

Q35.3. Where has historical linguistics traditionally had the most impact on **society** more broadly?

For educated people, it sheds light on how the language landscape assumed its current shape.

Q35.4. Where do you see the most promising avenues for historical linguistics to have a positive impact on **other subdisciplines of Linguistics** in the future?

No doubt its link with sociolinguistics, especially dialectology, linguistic geography, languages in contact, and language attrition and death.

Q35.5. Where do you see the most promising avenues for historical linguistics to have a positive impact on **other disciplines** in the future?

The link of historical linguistics to genetics has become compelling. I see a swing toward biology, biochemistry, and biophysics. Joint degrees will become increasingly common. Archeology will always have a place here but not to the extent that genetics has already achieved.

Q36.1. In this last section, please provide us with your perspective on future directions within the discipline.

Q37.1. What are the three most important research questions you would like to see addressed in the future?

Most important	Language Variation (pro Schuchardt, contra Chomsky)
Very important	Languages in the Age of Artificial Intelligence
Somewhat important	Artificial, Imaginative, Extra-Terrestrial Languages

Q38.1.
Consider the question: Language Variation (pro Schuchardt, contra Chomsky)

What are some prior analyses proposed for answering this question?

The basic question is whether language is an immutable work of art, a thing of beauty, a window into the mind; or is it a messy, variable, human tool which can only be described statistically. Note the parallel to physics which grapples with discrete entities versus the objects of quantum theory.

Q38.2.
Still considering the question: Language Variation (pro Schuchardt, contra Chomsky)

What data sets would you use for analysis?

Definitely, language data obtained from consultants, using the new methods of socio and psycho linguistics, perhaps assisted (or defined) by artificial intelligence.

Q38.3.
Focusing still on the question: Language Variation (pro Schuchardt, contra Chomsky)

How would you go about analyzing the data?

statistically, as in quantum theory

Q38.4.
Thinking about the question: Language Variation (pro Schuchardt, contra Chomsky)

What problems would this research solve?

We could improve our prediction of future events. Where are our languages headed? Many more down-to-earth problems/challenges would also find better solutions, such as language pedagogy and language planning.

Q38.5.
And finally for the question: Language Variation (pro Schuchardt, contra Chomsky)

How would solving this problem advance the field of historical linguistics (or linguistics more generally)?

Honestly, I think both approaches have their place. They are not polar opposites like Trump/Obama seem to be in politics. Compromise is called for, although I think an admission of the true nature of variation would swing the pendulum toward its side much more than it is at present.

Q38.1.
Consider the question: Languages in the Age of Artificial Intelligence

What are some prior analyses proposed for answering this question?

A number of studies are currently ongoing regarding the use (and analysis) of language by robots, and in AI generally.

Q38.2.

Still considering the question: Languages in the Age of Artificial Intelligence

What data sets would you use for analysis?

Language produced by robots using AI. Extra-terrestrial languages, if any are discovered.

Q38.3.

Focusing still on the question: Languages in the Age of Artificial Intelligence

How would you go about analyzing the data?

Doubtless, we would use robots to study robots.

Q38.4.

Thinking about the question: Languages in the Age of Artificial Intelligence

What problems would this research solve?

The nature of being human. Maybe alleviate the human condition.

Q38.5.

And finally for the question: Languages in the Age of Artificial Intelligence

How would solving this problem advance the field of historical linguistics (or linguistics more generally)?

I don't know if the problem can be solved, as I see robots and AI as more of a tool than a problem. As for historical linguistics, I see a linkup with genetics as allowing us to see the past in the next best light as compared to time travel itself.

Q38.1.

Consider the question: Artificial, Imaginative, Extra-Terrestrial Languages

What are some prior analyses proposed for answering this question?

artificial languages of the past, such as Esperanto; imaginative languages of SF, such as Klingon, Jedi; the ET languages have yet to be detected

Q38.2.

Still considering the question: Artificial, Imaginative, Extra-Terrestrial Languages

What data sets would you use for analysis?

data from the languages already proposed as well from those to be detected

Q38.3.

Focusing still on the question: Artificial, Imaginative, Extra-Terrestrial Languages

How would you go about analyzing the data?

especially a comparison of these languages with extant human languages and what they tell us about human languages

Q38.4.

Thinking about the question: Artificial, Imaginative, Extra-Terrestrial Languages

What problems would this research solve?

more light shed on the nature of human language and what the future likely holds for human communication

Q38.5.

And finally for the question: Artificial, Imaginative, Extra-Terrestrial Languages

How would solving this problem advance the field of historical linguistics (or linguistics more generally)?

I guess linguistics (including historical linguistics, our version of time travel) would soon be subsumed into a new, more all-inclusive field, whether it be called Cognitive Science, or Artificial Intelligence. Part of the advance would be in the new classification with a different combination of bedfellows.

Q39.1. If someone gave you \$5 million for research purposes, what would you do with it?

I would work with the University of Texas to gather a principled, massive digitally stored language data base from the surviving non-English speakers in Texas, speaking their language, to provide a record for the future. A companion archive would be compiled of 1) the English spoken by those people and by other monolingual English speakers, as well as 2) monolingual Spanish speakers and bilingual Spanish speakers (Spanish-English, Spanish-Native American), and 3) monolingual and bilingual speakers of other languages. This would be a principled data-collection effort modeled on precursors such as the Texas German Dialect Project.

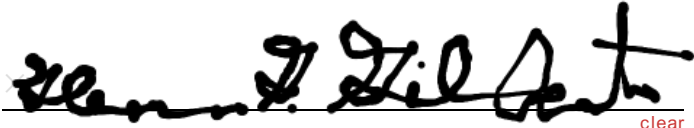
Q40.1. Do you have any other points you would like to raise that the preceding questions did not address?

I feel honored that you asked me to take part in this survey.

Q40.2. Would you like to share with us any feedback on the questionnaire itself so that we can improve the experience for others?

This is one of the best thought out questionnaires I've seen for linguistics, or for any science for that matter. I can't think of any improvements right now although I expect that the responses you gather will show new directions that should have been explored.

Q41.1. By signing below you agree that the information you have provided here can be used for linguistic research, including on-line presentation so that other linguists have access to your answers and suggestions. (You may use your finger or a mouse to sign.)



clear

Q42.1. We understand that responding to this survey amounts to a major investment of time, and we are incredibly grateful for your support and willingness to participate. We will combine the information you have provided with the responses of other scholars to serve as the foundation for a broad-based, open-ended resource providing historical perspective on the discipline and hopefully spurring ideas for developments yet to come.

Q29.1. Please describe the process of collaboration with .

This question was not displayed to the respondent.

Q29.2. In the process of collaboration with , how did you influence one another's thinking?

This question was not displayed to the respondent.

Location Data

Location: ([27.28889465332, -80.297996520996](#))

Source: GeoIP Estimation