

and there are some noticeable differences. The tail, as is usual in woodpeckers, consists of twelve rectrices, of which the middle pair are the longest, and the outer pair are not only very short, but they are inserted almost over the pair next to them, and are much less stiff and pointed than the others. On the wing I found ten primaries and eleven secondaries and four feathers in the alula. Of the secondaries the first seven are of

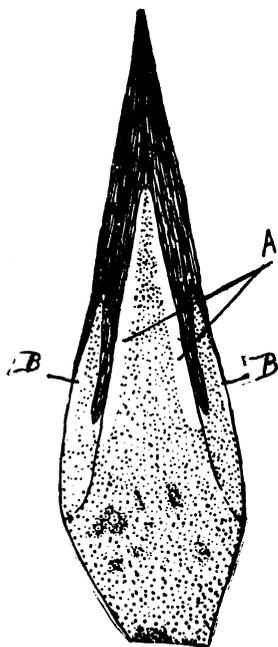


Fig. 3.—Chin and Throat. Pileated Woodpecker (*Ceophloeus pileatus*). To show the apteria on the lower mandible.

about equal length, and the rest decrease rapidly, the eleventh being the shortest, though it is interesting to note that it is longer than the first primary. No sexual differences were noted in the pterylosis until I examined the proportionate lengths of the primaries, when I was astonished to find a difference which seems well

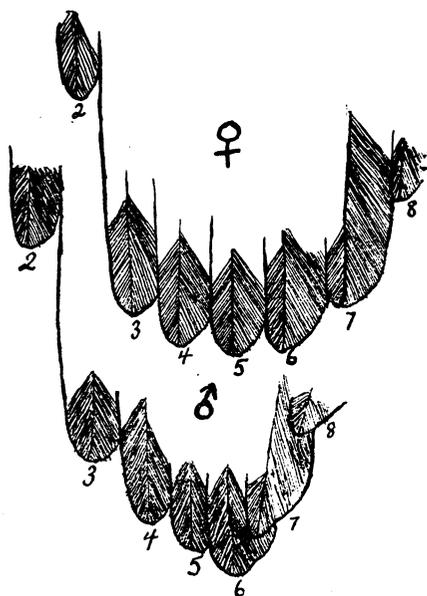


Fig. 4.—Wings of Male and Female.

worthy of note. Of course it must be remembered that I examined only one specimen of each sex, and so this difference may be only an individual variation, but it is

so great as to warrant its illustration. In Fig. 4 will be seen the tips of the wings as they appeared in each sex, and the difference in shape will be at once remarked. In both the first primary is very short, only one-quarter the length of the sixth; the second is considerably longer, reaching, in the male, to within two and one-fourth inches of the tip, and in the female to within one and three-fourths inches; the third is next in both sexes, but is three-fourths of an inch shorter than the sixth in the male and less than one-fourth of an inch in the female; the fourth is almost equal to the fifth and sixth in the female, but in the male is shorter than the seventh; the latter in the female is much shorter than the third; in the male the eighth, ninth and tenth are all longer than the second, while in the female the latter is longer than the ninth and tenth. Thus we see that the wing formula in the two sexes is as follows:

Male,	-	6	5	7	4	3	8	9	10	2	1
Female,	-	5	6	4	3	7	8	2	9	10	1

It is hardly necessary to state that both wings showed these same differences, which Fig. 4 will make clear.

Aftershafts are present on all the contour feathers, and are of fairly good size though rather weak. The oil-gland is ornamented with a large tuft of white feathers in marked contrast to the surrounding black. Down-feathers seem to be wanting, though "half-down," as Nitzsch calls it, is present on most of the spaces. Filoplumes are plenty on all the tracts.

Figs. 3 and 4 are drawn three-fourths natural size, and Figs. 1 and 2 are not quite one-half.

SECRET LANGUAGE OF CHILDREN.

BY OSCAR CHRISMAN, A. M., FELLOW IN CLARK UNIVERSITY, WORCESTER, MASS.

We adults are rather apt to rate children's powers too low. This, no doubt, comes from a lack of study of these powers, and, perhaps, from a wrong comparison of the child with the adult. In the power of originating it may be that the child is the superior of the adult. This is well illustrated in the forming of languages. In this field the child seems to be perfectly at home, as may be shown to any one who will make a study of such; or if he will look back into his own childhood he will find left in memory traces of such languages, or if one will keep his ears open among children he will be very sure to find such languages here and there. Only on the other Sunday afternoon, while, with my wife and little girl, stopping at a small depot on a railroad in South Worcester to rest from a walk, a number of pretty tough-looking boys came along and stopped to play. At first, from their language, I thought they were foreigners, but I soon found out that they were using a language of their own. I did not have the opportunity at this time to make inquiries about their language, for which I am truly sorry.

The editor of "Am Ur-Quell,"* a German Folk-Lore paper, gives over 150 specimens of Secret Languages collected during the past three years. To be sure, quite a number of these are not languages of children, as some are of thieves, peasants, secret societies, etc., but who knows but that many of these may have their foundation in child-languages ?¹

*I am indebted to Dr. A. F. Chamberlain, Lecturer in Anthropology, Clark University, for having my attention called to these languages in *Am Ur-Quell*, and also for the privilege of using his numbers of this journal.

¹I am indebted to Mr. L. N. Wilson, Clerk of Clark University, for his having called my attention to the following: ". . . he went on to mention the one sole accomplishment which his sons had imported from Winchester. This was the Ziph language. . . . Repeat the vowel or diphthong of every syllable, prefixing to the vowel so repeated the letter G. Thus, for example: Shall we go away in an hour? This in Ziph becomes: 'Shagall wege gogo agawagay igin agan houhour.'" "The Collected Writings of Thomas de Quincey, New and Unabridged Edition," by David Mason. Edinburgh, 1889, vol. 1, p. 202.

In this list I find "Gibberish," "The Black Slang," "The Rhyming Slang," "Medical Greek," "Potters' Latin," "Dog Latin," "Robber Language," "Goose Language," "Crane Language," "Zither Language," "Bob-Language," "Erbsen-Language," "Sa-la-Language," "Schu-Language," "If-Language," "B-, P-, W-, O-, M-, and F-Languages."

There are many other names besides these. These names, in some instances, seem to be simply arbitrary, but many arise from the use of the languages or from some distinguishing features. "Medical Greek" takes its name from its being used by medical students. "Robber Language" derives its name from the fact that the children use it in playing that they are robbers. The B-, P-, etc.,-Languages are so called because the letter occurs frequently in the designated language.

That these languages are quite numerous and variously named is shown from there being in "Am Ur-Quell" more than eighty different kinds named. Twelve of the letters of the alphabet are used as names of these languages, and every letter of the alphabet, except X and Y, is used either as a name or to begin a name among these alphabets.

I shall not go into details concerning these different languages, but give some few examples:

1. B-Language.

Gubuteben morborgeben.
(Guten morgen.)

2. P-Language.

Gupupen mopopen.
(Guten morgen.)

3. W-Language.

Guwuwen momowen.
(Guten morgen.)

4. O-Language.

Jadokokkebob = Jacob.

5. F-Language.

- (1) Derererfer Baumaumafouun ististafist grnünafün. (Der Baum ist grün.)
- (2) Wennfenenefes donefoch enefendlinefich frühnefülinefing wünnefüirdenefef. (Wenns doch endling Frühling würde.)

6. Ubbala Abbala Language. (Copenhagen.)

Nubbala ebbala jebbala abbala skribbala, übbala leibbala.

7. Rst.-Language. (Copenhagen.)

Ereseteldgarasatamlarasata Irisitisarasataforosotold.

(There are no translations given to these two specimens.)

8. Sa-la-Language.

The writer of this article in "Am Ur-Quell," G. Schlegel, says he found this language among the Chinese children in Amoy in 1858.

Goasoa kasa lisi kongsong, or, Goal-oasoa kalasa lilisi konglongsong. [Goa (I) ka (to) li (you) kong (say)].

9. Robber Language.

(Used among the children in Guben (Niederlaus).)

Ein fein le fein gu hu le fu tes hes le fet wort hort le fort fin hin le fin det het le fet ei hei le fei nen hen le fen gu hu le fu ten hen le fen ort hort le fort.

(Ein gutes Wort findet einen guten Ort.)

10. Potters' Latin.

Used by school-children of Danzig and Königsberg. Each consonant is placed before and after a short O; the vowels remain single.

Frischbier=fof ror i schosch bob i ror.

11. Dog Latin.

The speech of a little child just learning to talk is termed by some Dog Latin. Dog Latin was, perhaps, though first used, says the writer, as a term of reproach to designate a language, made up by the ancient merchants of Nievenhagen and Groenstraat, two villages in Southern Limburg. The root words are Limburger Low German; the connectives are Low German; but the substantives and verbs are foreign--Hebraic, Latin, French, Old German—but for the most part distorted and corrupted.

Benk und blag = Mann, thuren = Frau, wuiles = Junge, flitsj = Mädchen, hock = Kredit, keut = Bier, plinten = Lumpen, sipken = ja, nobis = nein. The numbers all had foreign names.

12. Crane Language. (Denmark.)

- (1) Mads Peder Thomsen.
Marbe Perbe derbe Thorbe serbe.
- (2) Mads = Adsmad or Adsmaj.
Peder = Ederpend or Ederpej.
Thomsen = Omsenthond or Omsenthag.
- 3) Magedos Pegede degeder Thogedom)
segeden.

13. Goose Language.

Ichicherfich liebiberfieb dichicherfich ausauserfaus Herzerzfergrund-
underfund, wieieerfie derererfer Och-
ocherfochs dasaserfos Heueuerfeubund-
underfund. (Ich liebe dich aus
Herzensgrund, wie der Ochs das Heu-
bund.)

14. Language of the Cat's Elbow.

Dod is e kok a tat zog e lol a ssass tot
dod a sos mom a u sos e non non i
choch tot.

(Die Katze lässt das Mäusen nicht.)

In "Songs and Games of American Children," by William Wells Newell, I find the following languages:

1. Gibberish (Hog Latin in New England.)
Wiggery youggery goggery wiggery miggery?
(Will you go with me?)
2. Withus yoovus govus withus meevus?
Ivus withus govus withus yoovus.
(Will you go with me? I will go with you.)
3. Uwillla uoa ugoa uwitha umea utoa uluncha? (Will you go with me to lunch?) (From Cincinnati.)
4. Cat Language.

This is the name of a language invented by children living near Boston, and was used mostly to talk to cats. The various positions of the cat were noticed and names given to such. This language seems to have been quite independent of the children's ordinary language.

One afternoon of last year in Texas one of the younger school-boys said to me: "I can talk so that you cannot understand me; I can talk Tut." This was recalled to me one day this winter, and I wrote to a young High School girl¹ of that town to gather for me what she could in re-

¹Miss Edith Fly, Gonzales, Texas, to whom my thanks are due for such kindness.

gard to this language, and from her work I am able to give the following:

TUT LANGUAGE.

The name is usually given as Tut Language, but it is also known as Hog Latin and Dog Latin. It consists of an alphabet, which will be given farther on in connection with some others. The way to learn the language is to get the alphabet and then replace the letters of a word with those of the Tut alphabet. Thus:

apple = a-pup-pup-lull-i.
boy = bub-o-yek.

At one time this Tut Language was used by many of the children of the town, but at present it is not used except very slightly. The children knew it so well that they could talk and write it as well as they could their regular language. They were able to carry on as extended a conversation as they desired, and any one unacquainted with Tut Language could no better understand what was being said than if it were a foreign tongue.

The following may be of some interest:

1. Declension of *I* in Tut.

	Sing.	Plu.
Nom.	I	wuv-e
Poss.	mum-yek	o-u-rur, or, o-u-rur-suss.
Obj.	mum-e	u-suss.

2. Declension of *ox*.

Nom.	o-x	o-x-e-nun
Poss.	o-x-suss	o-x-e-nun-suss
Obj.	o-x	o-x-e-nun

3. Comparison of *good*.

Positive,	gug-o-o-dud
Comparative,	bub-e-tut-tut-e-rur.
Superlative,	bub-e-suss-tut.

This young lady traced the origin of Tut Language as follows: She learned it from her mothor's servant, a negro girl, this girl learned it from a negro girl who got it at a female negro school at Austin, Texas, where it was brought by a negro girl from Galveston, Texas, who learned it from a negro girl who had come from Jamaica. Whether it originated in the Island of Jamaica or was carried there I cannot state, as inquiries were able to be made no further than the above.

Perhaps the most striking thing in this language is its close resemblance to the alphabetic languages given in "Am Ur-Quell." These are "Guitar Language," from Bonyhad, Hungary, "Bob Language," from Czernowitz, Austria, and "A-Bub-Cin-Dud Language," from Bergischen. I give here the four alphabets for comparison:

	Guitar.	Bob.	A-Bub-Cin-Dud.	Tut.
a	a	a	a	a
b	bop	bob	bub	bub
c	(z) zitt	cit	cin	cut
d	dot	dot	dud	dud
e	e	e	e	e
f	fif	fif	fimpf	fuf
g	g'wek	gwek	guch	gug
h	her	hir	hach	hush
i	i			i
j	jot	jot	j	jug
k	kwiss	kweis	kuck	kam
l	lol	lol	lol	lul
m	mom	mom	mom	mum
n	non	non	non	nun
o	o	o	o	o
p	pop	pop	pop	pup
q	(k) kwiss	(k & w) kwisu	ku	q
r	ror	ror	ror	rur
s	sis	sos	sis	sus
t	tot	tot	tut	tut
u	u	u	u	u
v	(w) vop	vov	vemp	vuv

w	wow	wuf	wuv
x	(ks) kwissis	(k & s) kwissos	iks
y		i,p,s,i,l,o,n	ypsilon
z		zit	zausis
			zuz

The Guitar Language, so writes the relator, was used sixty years ago by the pupils of a school at Bonyhad, and this party was so expert in its use at that time as to be able to recall it and write it now. The Bob Language was used at school when the writer (in "Am Ur-Quell") was a pupil. The one who gives an account of this A-Bub-Cin-Dud Language states that he found the alphabet among some old scraps of paper at his home, but he is not able to say whether this was ever used at his home (Bergischen) or not.

As I stated at the first, if one will go back into memory he will find traces remaining of these child languages. In my own experience I recall three such as occurring in my boyhood days at my home at Gosport, Ind.:

1. Wilvus youvus go with usvus? This comes ringing in my ears as though it were only but yesterday since I used it.

2. Also we boys had a language in which we turned the words around, as: boy = yob. Thus if a boy got very much vexed and wanted to be expressive, he said "mad-dog."

3. I recall, too, that at one time some of us boys undertook to make up a language. I cannot give anything more of this, as it comes to me only as a faint recollection. I am quite sure, though, that this language was not carried very far nor ran very long.

4. I recall, also, a language used by some pupils in a school in Indiana, in which I taught some years ago. This was a number language. Each letter of the alphabet had a number to represent it, as: a = 5, c = 9, t = 10, etc. Thus: cat = 9-5-10.

This paper is not meant to be exhaustive, but only to give a peep into an unexplored field of child life. It is to be hoped that some day we will become much better acquainted with our boys and girls than we are now.

PARASITISM OF MOLOTHRUS ATER.

BY CHAS. W. HARGITT, PH. D., SYRACUSE UNIVERSITY, SYRACUSE, N. Y.

Of the few members of our avi-fauna known to be addicted to the habit of parasitism, none is perhaps more thoroughly confirmed therein than the common cow-bird (*Molothrus ater*). This habit is so well known that no particular attention need be called to it as a record of fact or as a matter important for general information. The purpose of this note is simply to record some interesting observations recently made in reference to a host which, so far as my own observations have gone, has not been generally considered as involved in its mischievous usurpations, though Wilson (Am. Ornithology, vol. I, p. 289) mentions it as of the number liable to such impositions.

Upon two occasions during the present summer I have noted the very ludicrous spectacle of the full-grown young of the cow-bird being fed by the chipping sparrow (*Spizella socialis*). One of these observations was made on one of the hottest days of July, and the diminutive little foster-mother panted with mouth wide open as she sought food to satiate the rapacious appetite of the adopted waif. The note of Hatch upon a similar observation made of a similar feat of the Maryland yellow-throat is so apposite to the case in question that I quote it entire: "One of the most comical spectacles ever falling under my observation in bird life has been the appearance of a young cow-bird, nearly large enough to take to its wings, still sitting on (in was impossible) the nest of the Maryland yellow-throat,