

**Graded Intergenerational Disruption Scale**

Stage 1:

some use of Xish in higher level education, occupational, governmental and media efforts (but without the additional safety provided by political independence).

Stage 2:

Xish in lower governmental services and mass media but not in the higher spheres of either.

Stage 3:

use of Xish in lower work sphere (outside of the Xish neighborhood/ community) involving interaction between Xmen and Ymen.

Stage 4:

Xish in lower education that meets the requirement of compulsory education laws.

Stage 5:

Xish literacy in home, school and community, but without taking on extra-communal reinforcement of such literacy.

Stage 6:

the attainment of intergenerational informal oralcy and its demographic and institutional reinforcement.

Stage 7:

most users of Xish are a socially integrated and ethnolinguistically active population but they are beyond child-bearing age.

Stage 8:

most vestigial speakers of Xish are socially isolated old folks and Xish needs to be re-assembled from their mouths and memories and taught to demographically unconcentrated adults.

(Fishman 1991)

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