THE SOCIETY FOR THE STUDY OF THE INDIGENOUS LANGUAGES OF THE AMERICAS

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CONTENTS

SSILA BUSINESS

Call for Papers: 2006 meeting, Albuquerque, New Mexico

The next annual winter meeting of SSILA will be held jointly with the Linguistic Society of America at the Hyatt Regency in Albuquerque, New Mexico, January 5-8, 2006. A copy of the Call for Papers accompanies this issue of the *Newsletter* and is also posted on the SSILA website (www.ssila.org). Abstracts are due on September 1. Members interested in organizing special topical sessions should contact the chair of the Program Committee for the 2006 meeting, Lyle Campbell (lyle.campbell@linguistics.utah.edu).

Titles added to Mouton discount offer; order form now on-line

Two new grammars of American Indian languages, recently published in the Mouton Grammar Library, have been added to the Mouton/SSILA discount offer:

A Grammar of Kwaza. Hein van der Voort. Mouton Grammar Library 29, 2004. 1026 pp. with accompanying CD "Tales and Songs of the Kwaza. €148 (SSILA price: €48, ca. US $63). [The first comprehensive description of an endangered and unclassified indigenous language of Southern Rondônia, Brazil.]

A Grammar of Mosetén. Jeanette Sakel. Mouton Grammar Library 33, 2004. 504 pp. €168 (SSILA price: €58, ca. US $76). [A comprehensive reference grammar, based on extensive fieldwork, of an unclassified language of Bolivia]

SSILA members may purchase these books at the special discount rates noted above. The Mouton/SSILA order form (which can now be downloaded from the SSILA website) must be used, and it must be sent to the SSILA office, not directly to Mouton. In addition to the titles above, Sergio Meira's grammar of Tiriyó is scheduled for publication soon as Mouton Grammar Library 34. For further details of these publications see the Mouton de Gruyter website (www.degruyter.com). Please note that this discount offer is available only to individual members of SSILA, not to institutions or libraries.

EDITORIAL NOTES

Farewell to č

I have been in the habit of using Ohio State University's *Language Files* as the textbook for an introductory course in linguistic analysis that I teach on a fairly regular basis. I like the book for its division into short "files" that cover a multitude of mini-topics, allowing me to piece together a course that fits my students' needs and interests. Furthermore, many of the files are accompanied by sets of exercises that make very useful homework or discussion assignments.

Language Files is edited by the junior teaching staff in OSU's linguistics department, and is as good as it is largely because it reflects the collective experience of its compilers in introductory classes. Every three or four years a new edition appears, almost always an improvement on those that preceded. It came as a shock, then, to find that the editors of the current edition (the ninth), published last fall, have made the distressing decision to abandon the American phonetic character set in favor of the International Phonetic Alphabet.

I've got nothing against the IPA in its function as the international standard for phonetic notation. One might have wished that the choice could have been more elegant and phonologically insightful than the alphabet devised by the gentleman-amateurs of London and Paris in the 1880s, but *something* has to be the standard. What I object to is the insistence that the IPA should be the only orthography used in technical linguistic work at any level of analysis, including morphosyntax and lexicography.

Part of my problem, I have to admit, is sheer Anglophone Americanist provincialism. I bridle at the counter-intuitiveness of [y] and [j],

and at the awkwardness of [ɕ] and [ɖ]. But my antipathy towards the IPA's "analysis" of affricates runs deep. I will pass over the small matter of the phonetic inaccuracy of [tʃ], which in the IPA's own terms ought to be [cʃ]. The real problem is that treating affricates as consonant clusters, in most phonological contexts in most languages, obscures far more than it elucidates.

Take, for instance, the (formerly) simple and straightforward exercise in phonemic analysis on page 127 of the current edition of *Language Files*. The data are from Korean, and in previous editions the student was asked to "determine whether the sounds [s] and [š] are allophones of the same phoneme or separate phonemes." The pattern is clear: [š] occurs before the high front vowel, [s] elsewhere. But when retranscribed in IPA, the exercise is cluttered with words like [tʃaʃin] 'self' and [tʃasal] 'suicide' that lead students down the garden path to false generalizations like "the phoneme /s/ is realized as [ʃ] before [i] or after [t]." The only way an instructor can help students make sense of the exercise is to tell them that [tʃ] isn't *really* [t] + [ʃ], it's just a screwy way of writing [č].

Where phonetic [ts], [tʃ], and [tɬ] function as single phonological segments, what could be more rational than to write them with unit symbols?* During the first half of the 20th century, this was the general practice of all structurally oriented linguists. The *c* and *č* of the Czech alphabet were regularly employed by Trubetskoy and his Prague School contemporaries, and this use of *č* ultimately goes back (as does *š* for the alveopalatal fricative) to the phonologically insightful "standard alphabet" devised by the 19th century German phonetician Richard Lepsius. When American linguists like Sapir and Bloomfield in the 1930s adopted *c*, *č* and *λ̣*, and their voiced counterparts *ʒ*, *ǯ* (or *ǰ*) and *λ*, it was to only to bring American linguistics into line with long-standing European practice.

The IPA was generally ignored by serious linguists in both America and Europe until well after the Second World War. (Always an absurdist, I think I was the only Berkeley student in the early 60s to learn the IPA and to subscribe to *Le Maître Phonétique*. A journal consisting entirely of narrow phonetic transcriptions of the voices of its contributors appealed to the DaDa in my soul.) But then, somehow, the tide turned, apparently reflecting the rising prestige of instrumental phonetics. By the 1990s the fusty old IPA of Daniel Jones had been rebranded as the Industry Standard of the linguistic computer age. And what had been the consensus orthography of structural linguistics, used by linguists of all theoretical stripes as late as Chomsky and Halle's *The Sound Pattern of English* (1968), found itself the symbol of a passé modernism.

We SSILA folk have been among the last holdouts against the IPA, and with increasing frequency the structuralist character set is referred to as "Americanist." Fewer and fewer of us, however, actually commit to *c*, *č* and *λ̣* in print, escaping the opprobrium of our more theoretically correct colleagues by using the English-based writing systems favored by the education committees of the tribes we work with. I myself have used the Hupa Practical Alphabet in a technical linguistic paper or two, although when it came to editing Sapir's Hupa materials I stuck to his, if not my, structuralist guns, and it's *c*, *č* and *λ̣* (or at least *c*, *čʷ* and *λ̣'*) all the way.

Whether I still use it myself or not, it nevertheless feels good to introduce generation after generation of undergraduates to *č* and its ilk, and by implication to the abstract structuralism of our linguistic forefathers. But like American liberalism, it would seem, the structuralist alphabet belongs to an older and better world than the one we currently live in.

Eric Hamp telephoned me shortly after the January *Newsletter* appeared, concerned that my jibe in the "Media Watch" section about a putative Ket-Apache connection turning up in the new SAT test might have given readers an overly negative impression of the current state of serious research on a possible relationship between the Yeniseiian and Na-Dene families. Eric has been quite impressed by the work our SSILA colleague Ed Vajda has done on this relationship, only a small part of which has so far found its way into print. Ed, who is currently a visiting scholar at the Max-Planck Gesellschaft in Leipzig, has a major statement in the works, which I look forward to reading. And for the record, I am not unimpressed by Merritt Ruhlen's preliminary work on the topic; I apologize if I seemed to be saying the contrary. It was the SAT's mischievous comparison of an honest, if still unproven, scientific hypothesis with the traditional cosmogonic views of the Apaches that got me riled up.

—VG

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* To be sure, there are American languages with affricates that phonetically range beyond the dental/alveolar, palatal, and lateral. The Peruvian language Nanti Kampa, for example, is described by Megan Crowhurst and Lev Michael in the March 2005 issue of *Language* as having six phonetic affricates—[ts], [tʃ], [ks], [gz], [kʃ] and [gӡ]—all of which, however, function phonologically as single consonants. The fact that the last four have no commonly used single-character representation doesn't mean that Crowhurst and Michael's presentation of the details of Nanti metrical phonology (see "In Current Periodicals") wouldn't be better off if they were written with unitary characters, even if these had to be specially devised for this language.

CORRESPONDENCE

A South American mystery word: *tari*

March 29, 2005

I am looking for the origin of the ethnonym "Tariana" (an Arawak language and people from the multilingual area of the Vaupés River Basin in northwest Amazonia). Their autodenomination is "Talia" or "Taria." Further references to Tariana, including a reference grammar, a dictionary, a collection of texts, etc., can be found on my webpage (www.latrobe.edu.au/rclt/StaffPages/aikhenvald.htm).

Carl Friedrich von Martius, in his *Zur Ethnographie Amerikas Zumal Brasiliens* (Leipzig, 1867), v. 1, p. 537, mentions that the name Tariana means 'takers and robbers (tari)' (German: 'Nehmer und Räuber (tari)').

I have no idea what the word "tari" may mean. There is no such word in Tariana, or in any other Arawak language that I am aware of. Tucano, a neighboring language, has a lexeme *tári* meaning 'cut', but the semantic development from 'cut' to 'take' or 'steal' is somewhat far-fetched.

I would be very grateful for any ideas or suggestions as to the origin of the mysterious tari (and so would be the remaining speakers of the Tariana language!)

—Alexandra Aikhenvald
RCLT, La Trobe University, Victoria, Australia
(A.Aikhenvald@latrobe.edu.au)

Sound in native cultures

January 29, 2005

I am an acoustical scientist with interests in identifying and documenting the role of acoustical phenomena in ancient and native cultures. Current interests include ringing rocks (AKA bell rocks, gong rocks), echoes from decorated rocks and rock panels, and reverberant caves. I'm especially interested in the possible role of spiritual beliefs in these matters.

I was referred to your organization by Jack Marr (John P. Harrington's former field assistant), who spoke at a meeting of the Native American Institute in Santa Ana, California, on January 20. Jack thought that some of your members might be able and willing to identify unique locations that may have current or past acoustical properties of interest, preferably with related stories or legends involving sound or echoes.

—David Lubman, FASA
14301 Middletown Lane, Westminster, CA 92683
(dlubman@ix.netcom.com)

Addition to Dale Kinkade's bibliography

February 9, 2005

Here is an addition to the bibliography of M. Dale Kinkade that was printed in his obituary in the January *SSILA Newsletter*.

With Gary B. Palmer and Nancy J. Turner:
2003   The Grammar of Snchitsu'umshtsn (Coeur d'Alene) Plant Names. *Journal of Ethnobiology* 23 (1):65-100.

—Gary B. Palmer
University of Nevada at Las Vegas
(gary.palmer@ccmail.nevada.edu)

OBITUARIES

Gunther Michelson (1920-2005)

Gunther Michelson, a long-time scholar of all things Iroquoian, passed away on February 7, 2005 in Ottawa, Canada. A journalist by profession, he began his career with Reuters news agency in Hamburg and Düsseldorf, Germany. He immigrated to Montréal, Canada in 1952, where he joined the International Service of Radio-Canada. He enjoyed a successful and rewarding 33-year career with the Canadian Broadcasting Corporation. While commuting by bus to the CBC broadcasting center in Montréal via Kahnawake (then Caughnawaga) he heard Mohawk spoken daily and became determined to learn and document the language.

He loved North American colonial history and began an extensive collection of published materials relating to the important role of the Iroquois in the events of that time. Over the years, scholars from North America and Europe contacted him because of his comprehensive reading of works about Iroquoian history, ethnography and languages. He felt honored to participate in scholarly meetings and was thrilled when his research was published. The prominent anthropologist William N. Fenton once commented that he had an extraordinary ability to define a good project. His interdisciplinary knowledge was widely appreciated, and his correspondence with other scholars resulted in lasting friendships. These friends, after hearing of his death, commented on his limitless curiosity and that he was, above all, a gentleman.

He also felt privileged to be invited to observe some of the traditions of the Iroquois, and notably, he was one of the few non-natives to witness a Condolence Council (in 1962) and Midwinter ceremonies (1964, 1966). He intended *A Thousand Words of Mohawk* to be useful not only to academics but also to members of Mohawk communities. This work was the first dictionary of contemporary Mohawk, and until his death, he continued to add extensive references from historical sources to the entries in his lexical files.

He was thorough and meticulous in his research, and enthusiastic and generous in sharing it. He was devoted to his family — his wife Eva, whom he married in 1948, his daughters Karin and Iris, and sons-in-law Russell Deer and Mike Dixon. Not many linguists have a father who understands their profession so well. There are fewer who have been so sagely mentored by their father, and there are fewer still who can say with enormous pride that their father has contributed significantly to the same field.

—Karin Michelson

PUBLICATIONS OF GUNTHER MICHELSON ON IROQUOIAN LANGUAGES AND ETHNOHISTORY

1973   *A Thousand Words of Mohawk.* Mercury Series, Ethnology Division, paper no. 5. Ottawa: National Museum of Man, National Museums of Canada.
1974   Up-streaming Bruyas. Pp. 36-46 in *Papers in Linguistics from the 1972 Conference on Iroquoian Research.* Mercury Series, Ethnology Division, paper no. 10. Ottawa: National Museum of Man, National Museums of Canada.
1976   The Legend of Tcharahsahkwa. *Man in the Northeast* 12:3-13.
1977   Iroquois Population Statistics. *Man in the Northeast* 14:3-17.
1981   The Covenant Chain in Colonial History. *Man in the Northeast* 21:115-26.
1988a   An Account of an Iroquois Condolence Council. *Man in the Northeast* 36:61-75.
1988b   *A Journal into Mohawk and Oneida Country, 1634-1635. The Journal of Harmen Meyndertz van den Bogaert.* Translated and edited by Charles T. Gehring and William A. Starna. Wordlist and Linguistic Notes by Gunther Michelson. Syracuse University Press.
1989   Two Early Iroquoian Place Names: References and Interpretation. *Algonquian and Iroquoian Linguistics* 14(1):9-11.
1991   Iroquoian Terms for Wampum. *IJAL* 57:108-16.
2000   A Note on *Ehonkeronon. Algonquian and Iroquoian Linguistics* 25(1):6.
2002   Search into the Origin of an Early Mohawk Dictionary. *Algonquian and Iroquoian Linguistics* 27(4):50-62.
2003   Midwinter at Two Onondaga Longhouses. *Northeast Anthropology* 64:17-29.

Mercia Anne Doxtator (1936-2005)

Mercy Kanhotukwas ('Opens Doors') Doxtator, of the Wolf clan, was a teacher of the Oneida (*Onyoteʔa:ká:*) language for over thirty years. Her passing on January 29, 2005 is mourned by her family, her many students, and the Iroquoian linguists and scholars who have benefited from her tremendous knowledge, insights, and encouragement.

From 1974 to 1991 Mercy taught grades K through 6 at Standing Stone School in the Oneida-of-the-Thames Nation near Southwold, Ontario. In 1979 she co-taught a course about the Oneida language at the University of Western Ontario in London Ontario, and from 1986-1990 she was on the faculty of the Native Language Instructors Program, Department of Education, University of Western Ontario. During four summers (1986-1990) Mercy supervised projects to produce classroom materials for Oneida, funded by various agencies and centered in the Anthropology Department at the University of Western Ontario. These projects, which employed three native and three non-native students, resulted in the publication of a widely-used thematic dictionary (*Tekalihwathé:thaʔ*) and three workbooks with exercises, stories, puzzles, recipes, and songs.

After her retirement from teaching in 1991 Mercy devoted herself full-time to promoting the importance of keeping Oneida a part of everyday life and documenting every aspect of the language for future generations. In 1993 she founded the Oneida Language and Cultural Centre, and remained its Director until 1997, when her health began to decline. In 1994 she started the Elders' Circle. In 1994-96 she was co-PI with Karin Michelson on an NSF grant (SBR-9222382), which gave her the opportunity to record, transcribe, and translate several speakers talking about Oneida life. She was co-author of the *Oneida-English, English-Oneida Dictionary* (2002, Toronto University Press, with Karin Michelson).

Mercy's involvement with language extended beyond her own community, and she often traveled to Wisconsin to visit the Oneida community near Green Bay. Mercy also loved to sing. She was a member of the Oneida Choir since 1975, and she translated many songs into Oneida, especially children's songs. Mercy loved thinking about language and she was a terrifically talented scholar of Oneida. She is often acknowledged as a consultant in publications by Marianne Mithun, from whom, in the summer of 1974, she took her first course in linguistic structure. As Cliff Abbott of the University of Wisconsin at Green Bay said when he learned that Mercy had passed on, "it is a terrible loss."

—Karin Michelson

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David F. Aberle, Professor Emeritus of Anthropology at the University of British Columbia, died in Vancouver on September 23, 2004, aged 85. Dave's professional career was focused on Athabaskan-speaking peoples, particularly the Navajo (his 1966 classic, *The Peyote Religion among the Navaho*, is still in print), and he had a long-standing interest in Athabaskan languages. In the 1960s he and Isidore Dyen undertook a comprehensive survey of Athabaskan kinship terms, a project that eventually resulted in the publication in 1974 of their methodologically influential study, *Lexical Reconstruction: The Case of the Proto-Athapaskan Kinship System.* Dave joined SSILA shortly after its founding, and before ill health overtook him in recent years he was a regular attendee at our annual meetings. We note his passing with sadness.

NEWS & ANNOUNCEMENTS

News from Australia

The February 2005 Newsletter of the *Research Centre for Linguistic Typology* at La Trobe University, Australia, notes a number of activities involving research on American Indian languages.

Two postdoctoral Research Fellows will be working with American Indian languages during their 3-year fellowships: **David Fleck** is investigating language contact between Matses (Panoan family, Amazonian Peru and Bolivia) and neighboring groups and documenting Marubo and several undescribed obsolescent Panoan languages spoken by captive women living among the Matses; and **Rosemary Beam de Azcona** is writing a reference grammar of San Agustín Mixtepec Zapotec, a highly endangered language of Mexico.

Among the Visiting Fellows in 2005 will be **Peter Bakker** (U of Aarhus), who will be at RCLT from May 23 to August 25, working on a comprehensive reference grammar of Michif, and **Jerrold Sadock** (U of Chicago), who was at RCLT this past January and February, working on the morphosyntax of Aleut. Current RCLT Ph.D. students include several working on American Indian languages: **Carola Emkow** (Araona, a Tacanan language of Bolivia); **Stefan Dienst** (Kulina, Arawá family, Brazil); **Rebecca Hanson** (Piro (Yine), an Arawakan language of Peru); and **Simon Overall** (Aguaruna, Peru).

The major scholarly event of the coming year at RCLT will be an *International Workshop on Grammars in Contact*, which will be held during the week of June 13 through 18. The position paper for this Workshop can be found online at www.latrobe.edu.au/rclt. Provisionally, five of the 16 scheduled papers will be on American Indian languages: **Alexandra Y. Aikhenvald** (RCLT), "The Diffusion of Pragmatic Functions in the Vaupés Linguistic Area"; **Patience Epps** (U of Virginia), "The Vaupés Melting Pot: Tukanoan Influence on Hup"; **Willem F. H. Adelaar** (Leiden), "Quechua-Arawak Contact Phenomena in Amuesha"; **Eithne Carlin** (Leiden), "Feeling the Need: The Borrowing of Cariban Functions into Mawayana (Arawak)"; and **Peter Bakker** (Aarhus), "Codemixing and Intertwining: Grammatical Contrasts in Mixture in Identical Language Pairs."

For further information on RCLT and its programs, contact Sasha Aikhenvald at <alexandra.aikhenvald@latrobe.edu.au> or visit the Centre's website (www.latrobe.edu.au/rclt).

American Name Society invites papers

The American Name Society, a professional organization devoted to the study of names and their role in society (www.wtsn.binghamton.edu/ANS/), invites papers and program suggestions for its annual meeting to be held in conjunction with the Linguistic Society of America and other allied organizations in Albuquerque, New Mexico, January 5-8, 2006.

Papers on any area of onomastics are appropriate, and a precis of not more than 500 words, along with a 100-word abstract for publication in the LSA program, should be submitted as soon as convenient but not later than August 15, 2005. In the precis, the subject of the proposed paper should be stated in a simple, topic sentence, which is then effectively supported by substantiating information and specific examples.

Proposals for panel discussions, suggestions for distinguished speakers, and/or other types of proposals are due by August 1, 2005. Although the preferred mode of transmission for both the precis and accompanying abstracts, as well as proposals, is by an introductory e-mail with attachment sent to <paord@verizon.net>, they may also be sent by surface mail addressed to: P. A. Ord, 414 High Earls Road, Westminster, MD 21158-3710.

All precis will be evaluated anonymously, and their authors will be notified by September 1, 2005, or as soon as possible thereafter. The abstracts for papers that are accepted will be published in the LSA Meeting Handbook. Biographical information for each participant, which will be requested at the time a paper is accepted, will be provided in an abbreviated ANS program.

Please note: Membership in ANS is a requirement of all presenters, who are also expected to pay the LSA conference registration fee. This fee allows one access to all LSA, ADS, SSILA and other allied organization sessions, as well as the book exhibits, and makes one eligible for the reduced hotel rate. Presenters will also be expected to pay an additional incidental registration fee to ANS, to cover expenses for any items not provided by LSA.

Further information concerning the Linguistic Society of America and the 2006 LSA meeting in Albuquerque may be obtained from the LSA homepage (www.lsadc.org).

SLA offers prizes

The *Society for Linguistic Anthropology* invites submissions for two prizes.

• *The Student Essay Prize*

Graduate and undergraduate students are invited to submit a paper on linguistic anthropology for the 2005 Student Essay Prize. Graduate student winners will receive $100 and an invitation to submit their papers for review in the *Journal of Linguistic Anthropology* (JLA), and have their names and abstract published in *Anthropology News* (AN). An undergraduate prize will also be awarded if the quality and number of entries merits it. Undergraduates will receive S100, and will be recognized (along with the faculty member for whom the paper was written) in AN. Papers will be judged on originality; organization, quality, and clarity of writing; cogency of argument; contributions to theory with use of empirical materials; and timeliness.

Papers should be no more than 45 double-spaced pages, including bibliography, and should be written using the JLA style sheet. Papers that have been submitted for publication, but have yet to be accepted are eligible. Articles already accepted or published are not eligible. Limit one submission per student. Applicants need not be members of the SLA to apply. Prizes will be announced at the SLA business meeting at the AAA Annual Meeting. Send four copies of the manuscript to: Leanne Hinton, Dept. of Linguistics, 1203 Dwinelle Hall, University of California, Berkeley, CA 94720-2650. Be sure to include a cover letter with submission that includes mailing address, telephone number, e-mail address and institutional affiliation, and specify whether it is a graduate or undergraduate submission. The first page of each paper should specify paper title, but should not include author's name. Faxed and e-mailed submissions will not be accepted. Deadline for submission is **June 15, 2005.**

• *The Edward Sapir Prize*

The Edward Sapir Book Prize was established in 2001 and is awarded in alternate years to a book that makes the most significant contribution to our understanding of language in society, or the ways in which language mediates historical or contemporary sociocultural processes. The SLA invites books with conceptual and theoretical focus, as well as ethnographic and descriptive works. Single-or multi-author books — but not edited collections — are eligible. Books published in the last three years are eligible. Self nominations are encouraged. Authors or nominators should send a substantive letter of nomination and published reviews, if available, as well as a copy of the book to Leanne Hinton, Dept. of Linguistics, 1203 Dwinelle Hall, University of California, Berkeley, CA 94720-2650, before **December 31, 2005.** Authors may also request that the publisher send a copy of the book. A committee designated by the president of the SLA will evaluate all submissions and choose prizewinners. Winners will be announced and prizes will be awarded at the SLA Business Meeting during the 2006 AAA Annual Meeting.

Last year the prize went to **Robert Bringhurst** for his 3-volume opus, *Masterworks of the Haida Story-Tellers*, and was also presented posthumously to Ghandl and Skye, the two story-tellers on whom the volumes were based. Honorable mention also went to **Dennis Tedlock** for his book *Rabinal Achi: a Mayan drama of war and sacrifice.*

Cozzi Foundation offers small grants

The *Alice Cozzi Heritage Language Foundation* announces its second small grants competition. Individuals and groups working to revitalize and maintain endangered heritage languages are invited to apply for small grants (up to $500).

Applicants should answer the following questions in detail: (1) Where is the language spoken and how many people speak it? Describe the project and the community to be served. (2) Describe how the grant would be used. Include the project objectives, timeline and other funding received and/or applied for. (3) Describe your past and present involvement in language work. In addition, include the following information: Name(s). Mailing address. E-mail address. Phone number. Project location, address and phone (if different).

In awarding grants, preference will be given to projects which most directly serve the needs of economically and educationally disadvantaged endangered language communities and whose plans and budgets are considered most practical.

The recipients of the first round of Cozzi Foundation grants (2003) were: "Ngadlu Nharangga warra wanggadja (We are speaking Narungga)" [to print and distribute a student dictionary to local schools]. "Mugu Education Project" [to print two books]. "Anishinaabemowin Language Table" [to hold weekly immersion gatherings]. "Umonhon 101" [to record and distribute Omaha language materials]. "Tewa-Nambe Pueblo Language Project" [to create teaching materials]. "Shela" [to print and distribute a Tamajaq (eastern Tewellemet) novel]. "Thangmi-Nepali-English Dictionary" [to edit and print dictionary]. "Shipibo Storybook" [to print and distribute booklet]. "Ojibwe Dictionary" [to purchase and distribute dictionaries to local schools].

Submit applications to the Alice Cozzi Heritage Language Foundation at <alice_cozzi_hlf@hotmail.com>. If you are unable to submit your application by e-mail, send six hard copies to: ACHLF, P.O. Box 10754, Marina del Rey, CA, 90295. The deadline for receipt of applications is **June 1, 2005.** Decisions will be made and funds will be disbursed by July 1, 2005.

Terralingua invites collaboration on biocultural diversity *Source Book*

Terralingua continues to invite collaboration with practitioners of biocultural diversity conservation, to gather information for its project, a *Global Source Book on Biocultural Diversity*. The *Source Book*, which was started in December 2003, will provide the biocultural diversity field with its first global information source.

Terralingua's core belief is that the loss of languages, cultural practices and indigenous ecological knowledge all reflect the breakdown in the relationship between humans and their environment. Therefore, seeking solutions for the sustainability of both human communities and the environment must recognize the link between cultural diversity and biological diversity. To foster this goal, Terralingua is documenting information on a global scale through a survey of projects, programs, and initiatives that take an integrated biocultural approach to biodiversity conservation and cultural affirmation. The survey is the basis of an inventory and classification of such activities around the world. In addition, by assessing how projects make links between culture (understood as knowledge, beliefs, practice and language) and nature, and by highlighting "best practices" and "lessons learned," the *Source Book* may assist future efforts at biocultural diversity conservation. Key examples will specifically showcase local stories in the voices of the people involved.

As of the end of 2004, 33 projects from all continents were surveyed. We now seek to expand the survey, with a continued interest in projects that analyze and/or contribute to supporting the links between ecological and socio-cultural resilience and sustainability. Special emphasis will be placed on those projects that are initiated by or based on close collaboration with indigenous, minority, and other local community members.

The *Source Book* will be made widely available in print, as well as in a web-based electronic format. It will benefit practitioners of biocultural diversity conservation by increasing the visibility of this newly emerging approach and by developing a network of people actively involved in these issues. Interaction among network participants will be fostered through a "virtual community of practice," via a discussion forum to be established on Terralingua's website.

Further details about the project can be found on Terralingua's website (www.terralingua.org/GSB/), where the full report on work in progress as well as the executive summary can be accessed in both Word and PDF formats. The survey form is also available on the website in English, French, Portuguese, and Spanish, both in Word and PDF. These materials may also be obtained by contacting: Ellen Woodley, Source Book Coordinator, RR4, Fergus, Ontario N1M 2W5 CANADA (e-mail: tegwood@albedo.net, fax: +1.905.854.0001).

Events at 2005 Linguistic Institute

• *E-MELD endangered language workshop* (July 1-3)

SSILA members may be interested in participating in the upcoming E-MELD workshop in July. The E-MELD (*Electronic Metastructure for Endangered Languages Data*) Project is a five-year NSF-funded project with the dual objectives (1) of aiding in the preservation of endangered languages data and documentation, and (2) of aiding in the development of the infrastructure necessary for effective collaboration among electronic archives. As part of the effort to promote consensus on best practices in digital language documentation, E-MELD is hosting its 2005 workshop from July 1-3, 2005 in Cambridge, Massachusetts, in conjunction with the 2005 LSA Linguistic Institute.

The 2005 E-MELD workshop is entitled "Linguistic Ontologies and Data Categories in Morphosyntactic Annotation." The goal of the workshop is to invite community participation in the development of GOLD, the "General Ontology for Linguistic Description" developed by the E-MELD team at the University of Arizona. However, we welcome participation by all linguists interested in morphosyntactic annotation and/or the use of ontologies in linguistic description.

If you use morphological terms, you will be interested to know which ones have been proposed for GOLD. This emerging standard will allow comparison across large sets of languages with specified ways of determining morphological categories. If you have a particularly challenging set of phenomena that you are sure are not yet covered, please bring it to a working group on the ontology. If you are concerned about making linguistics more coherent and explicit, please plan to attend a working group. Limited support may be available for workshop participants selected in advance. Please submit a short description of your work or research interests related to the themes of the workshop.

The workshop will begin with invited papers that explain how GOLD works and lay out the vision for a community of practice built around it. In addition we have solicited papers on the theme of ontologies, and in particular linguistic ontologies, that will inform the foundation of the GOLD Community.

For further information about the workshop visit the E-MEDL website (emeld.org/workshop/2005/) or contact Naomi Fox at <foxlinguistlist.org>. For more information about GOLD, see www.linguistics-ontology.org and emeld.org/tools/ontology.cfm.

• *LSA language documentation conference* (July 9-11)

A 3-day conference on *Language Documentation: Theory, Practice, and Values* will be held at the 2005 LSA Linguistic Institute at MIT and Harvard, July 9-11, 2005, organized by **N. Louanna Furbee**, LSA Archivist, and other members of the LSA's Conversation on Endangered Languages Archiving.

Impelled by concerns of the accelerating loss of languages, language archiving has emerged as a prominent issue for linguists and for heritage language speakers alike. The quality of documentation available for an endangered language can determine the success of its revitalization. The present conference has been organized by participants in the LSA Conversation on Endangered Languages Archiving to bring archiving issues, especially electronic archiving issues, before the linguistic community.

Six themes will be treated at the public portion of the conference in conventional paper presentation sessions, in poster sessions, and in panel presentations with open discussion. Presenters of papers and posters in the public sessions on July 9 and 10 will be invited to join the LSA Conversation group on the morning of July 11 in a closed session; that closed meeting will be the second LSA Conversation to advise the Society on efforts it should undertake in endangered language archiving.

Conference themes and session chairs will include:

"Training for Language Documentation." Session Chair: **Peter Austin**, SOAS, London. [This session explores what knowledge and skills are required for language documentation and looks at models for training in documentation, at community, post-graduate and other levels. What would be the ideal training course for a language documenter, and how best could it be delivered?]

"The Involvement of the Heritage Language Communities." Session Chair: **Akira Yamamoto**, U of Kansas. [A collaboration between linguist and community is the ideal in language documentation. Three successful models of collaboration are presented and then discussed in this session.]

"What Is Adequate Documentation?" Session Chair: **K. David Harrison**, Swarthmore C & Chair, LSA CELP. [Adequate documentation covers

not only verbal paradigms and digital recordings, but also a broad range of knowledge domains, genres, speaker demographics, and social contexts. It must include folk-knowledge, ethnography, oral genres, language attitudes, etc. In other words, we need to be willing to go beyond linguistic theory proper to adequately document human languages.]

"The Use of Documentation in Speaker Communities." Session Chair: **Nicholas Ostler**, FEL, UK. [Language documentation of the past is already the foundation for language revitalization in may parts of the world. This session presents case studies.]

"Training and Careers in Field Linguistics." Session Chair: **Martha Ratliff**, Wayne State U. [This session will review field work training practices in the U.S., Europe, and Australia. The presentations will contrast the place of field work as part of general linguistic training on these three continents, and will address the opportunities for a career with a field work focus.]

"Ethics, Documentation, and Archiving." Session Chair: **Alice Harris**, SUNY, Stony Brook. [This panel explores the linguist's responsibilities to his native-speaker consultants, to the community of speakers, and to the community of linguists. A panel of three will make brief presentations, and this will be followed by general discussion.]

For further information, contact: N. Louanna Furbee (louanna100@ yahoo.com), Lenore A. Grenoble (Lenore.A.Grenoble@Dartmouth.edu), or Arienne Dwyer (anthlinguist@mail.ku.edu).

Summer Institutes

• *American Indian Language Development Institute* (Tucson, June 6-July 1)

The 26th annual *American Indian Language Development Institute* (AILDI) will be held at the University of Arizona, Tucson, from June 6 through July 1, 2005. AILDI provides a unique educational experience for teachers of Native children, offering both native and non-native teachers the opportunity to become researchers, practitioners, bilingual/bicultural curriculum specialists, and especially effective language teachers.

The 2005 theme, "Power and Powerless: Ideology and Practice in Indigenous Communities," will take into consideration the dichotomy that exists among the stakeholders in American Indian language education. Issues of language, identity, values, and education rights, and the question of who the decision-makers are for Native American language practices and methods of teaching, will be primary considerations. The theme will be highlighted with special presentations, guest lectures, films and panels. For more information, visit the AILDI website (www.u.arizona.edu/~aildi/AILDI2005.htm).

• *Northwest Indian Language Institute* (Eugene, July 5-22)

The *Northwest Indian Language Institute* (NILI) was created at the University of Oregon in 1997 as an answer to tribal requests for Native language teacher training. NILI provides training in applied language teaching and in linguistics to Native American language teachers of the Northwest though a summer institute and on-site trainings. NILI also offers consultation services to tribes in the areas of language program design, assessment, policy, linguistics, language documenting and archiving, and grant writing.

The 2005 NILI will be held from July 5 to July 22. Classes will include: language instruction (Ichiskin Sahaptin, Chinuk Wawa, Northern Paiute); introduction to linguistics for teachers and students of Northwest languages; advanced linguistic study (Klamath, Sahaptin, Nez Perce, Chinuk Wawa, Wasco-Wishram/Kiksht, Northern Paiute; immersion and bilingual language teaching methods; language teaching with 'Talking Cards'; early literacy learning in preschool children; materials development; tech-

nology; and special workshops on songs, storytelling, and grant writing. The instructors will include: Virginia Beavert, Tony Johnson, Ruth Lewis, Modesta Minthorn, Judith Fernandes, Tim Thornes, Scott DeLancey, Janne Underriner, and Patsy Whitefoot.

Tuition is $1,250 for 8 UO credit hours (including $75 computer lab fee). University housing is available: single room plus meals: $48 per day; double room plus meals: $38 per day. Meals only: Breakfast $5, lunch $6, dinner $7.75; full meal ticket $18.75 per day. For further information contact: Janne Underriner, NILI/Dept. of Linguistics, University of Oregon, Eugene, OR 97403 (jlu@darkwing.uoregon.edu).

• *Shoshoni Language Summer Institute* (Pocatello, July 18-August 12)

This summer, Idaho State University in Pocatello will again offer a *Shoshoni Language Summer Institute*—a four week intensive Shoshoni language course—from July 18 through August 12. Students can take it for college credits (equivalent to a year of language or 8 credit hours). Last year we took the students to two sundances, numerous sweats, the annual Sho-Ban Powwow, plus a tour of the Fort Hall Reservation including the old Fort Hall site and the Oregon trail. An informational brochure is available at the Shoshoni Online Dictionary website (www.shoshonidictionary.com) and at the Shoshoni Language Homepage (www.isu.edu/~loetchri). Direct inquiries to Chris Loether (loetchri@isu.edu).

UPCOMING GENERAL MEETINGS

• *The Typology of Stative-Active Languages* (Leipzig, May 20-22)

A conference on the *Typology of Stative-Active Languages* will be held at the Max Planck Institute for Evolutionary Anthropology in Leipzig, May 20-22, 2005. The aim of the conference is to explore similarities and differences among languages of the stative-active (or "split intransitive", "agent-patient", "agentive", etc.) marking type. Particularly welcome are papers that address issues of argument structure and phenomena related to voice or valency in such languages—areas where stative-active languages are likely to show common behavior distinct from languages without stative-active morphology. Papers can be language-specific, reporting on field research on individual stative-active languages, or might directly address typological issues from a broader perspective. English is the preferred language at the conference. Invited speakers will include **Johanna Nichols** (UC Berkeley), **Marianne Mithun** (UC Santa Barbara), and **Marian Klamer** (Leiden). The conference organizers are **Mark Donohue** (Singapore) and **Søren Wichmann** (MPI EVA). For further information visit the conference web page (email.eva.mpg.de/~wichmann/as_gen.html).

• *SILS-12* (Victoria, BC, June 2-5)

The 12th annual *Stabilizing Indigenous Languages Symposium*, with the theme "Weaving Language and Culture Together," will be held at the University of Victoria, Victoria, BC, June 2-5. It will be co-hosted by the First People's Cultural Foundation and the University of Victoria. For details see the conference website at <www.fpcf.ca/SILS2005> or contact Ivy Charleson at 250/361-3456 (fax 250/361-3467).

• *17th ICHL* (Madison, July 31-August 5)

The 17th *International Conference on Historical Linguistics* will be held July 31 to August 5, 2005 in the Pyle Center on the University of Wisconsin campus in Madison, overlooking Lake Mendota. In addition to broad general sessions, ICHL will include several special topics: Native American historical linguistics; linguistic theory and language change;

socio-historical linguistics; and immigration and language change. Invited speakers will include: **B. Elan Dresher** (U of Toronto); **Steven Fassberg** (Hebrew U of Jerusalem); **William Labov** (U of Pennsylvania); **Michele Loporcaro** (U of Zurich); **Keren Rice** (U of Toronto); and **Ans van Kemenade** (U of Nijmegen). For additional details (including on travel, lodging and registration), visit the conference website (csumc.wisc.edu/news_files/ICHL.htm) or contact **Joseph Salmons** (jsalmons@wisc.edu).

• *ICHoLS-10* (Urbana-Champaign, Sept. 1-5)

The *10th International Conference on the History of the Language Sciences* will take place at the University of Illinois at Urbana-Champaign, Sept. 1-5, 2005. This conference takes place every three years, and this is the first time it has been held in the US since 1993. The history of descriptions of indigenous languages of the Americas has always been an important part of this conference, and this year there will be special sessions on "missionary linguistics", organized by **Otto Zwartjes** (otto.zwartjes@kri.uio.no). For further information contact: **Douglas Kibbee**, Dept. of French, Univ. of Illinois, 707 S. Mathews Ave., Urbana IL 61801 (dkibbee@uiuc.edu).

• *CILLA II* (Austin, October 27-29)

The second *Conference on Indigenous Languages of Latin America* will be held October 27-29, 2005, at the University of Texas at Austin. Keynote Speakers will include: **Judith Aissen** (UC Santa Cruz), **Jon Landaburu** (CNRS, CELIA), **Sergio Meira** (Leiden), and **Valentín Peralta** (UNAM). The deadline for receipt of abstracts was May 2, 2005. Registration fee (at meeting, no credit cards): S20 students; $40 non-students; registration scholarships available for indigenous scholars. For further information, contact: CILLA, LLILAS, University of Texas at Austin, 1 University Station D0800, Austin, TX 78712-0331 (nengland@mail.utexas.edu) or visit the CILLA website (www.utexas.edu/cola/llilas/centers/cilla/index.html).

• *SSILA Annual Winter Meeting* (Albuquerque, January 5-8, 2006)

The 2005-06 annual winter meeting of SSILA will be held jointly with the Linguistic Society of America at the Hyatt Regency in Albuquerque, NM, Jan. 5-8, 2006. Abstracts are due on September 1. Members interested in organizing special topical sessions should contact the chair of the Program Committee, Lyle Campbell (lyle.campbell@linguistics.utah.edu).

MEDIA WATCH

[*Notices of newspaper and magazine articles, popular books, films, television programs, and other "media exposure" for American Indian languages and linguistics. Readers of the* Newsletter *are urged to alert the Editor to items that they think worthy of attention here, sending clippings where possible. Special thanks this time to* **Fran Karttunen** *and* **André Cramblit**.]

• **Opera about Conquest of Mexico performed in Prague**

The world premiere of **Lorenzo Ferrero's** opera "La Conquista" (renamed "Montezuma" for this production) took place in Prague on March 12 at the Czech Republic National Theater. Although the opera's plot does not adhere strictly to the facts of Cortés' conquest of Mexico, the story is based on a wide range of historical and literary sources and the Spanish and Aztec figures who make an appearance (Doña Marina, Montezuma, Hernán Cortés, Bartolomé de Olmedo, Pedro de Alvarado) use their actual native languages.

Nahuatl scholar **Fran Karttunen**, who co-authored the libretto, was present at the opening night. She reports that the performance went well and that it was fun being there and taking curtain calls with Ferrero. An album of first-night photos can be viewed online (skydivetech.com/Premiere/index.htm)

There is further information at: www.narodni-divadlo.cz/_predstaveni.asp?insc=4556&dat=120320051900&jz=en

• **Eskimo snow, ice, and slush puppies**

In the first installment of a three-part *New Yorker* article on global warming ("The Climate of Man—I", April 25, 2005) writer **Elizabeth Kolbert** notes that the Inupiat of Sarichef Island, who hunt for seals by driving out over the sea ice with snowmobiles, keep a wary eye on the thickness of the ice cover, and she suggests that this attentiveness to ice conditions is reflected in their language. "Although the claim that the Eskimos have hundreds of words for snow is an exaggeration," she writes, "the Inupiat make distinctions among many different types of ice, including *sikuliaq*, 'young ice,' *sarri*. 'pack ice,' and *tuvaq*, 'landlocked ice.'" But English proved sufficient for the island's transportation planner, **Tony Weyiouanna**, when he complained to Kolbert that, in the newly sweltering Arctic, the spring ice can already be as mushy as a "slush puppy" by the time the seals arrive.

• **Language family meets**

In an April 2 story by staff writer Chet Barfeld, the *San Diego Union-Tribune* reported on the fourth ***Yuman Family Language Summit***. This three-day gathering in Yuma, Arizona, of about 300 delegates from Yuman-speaking groups in Southern California, Arizona and Mexico, represents an intertribal effort to revive and sustain the Yuman languages. "We realize we're just a generation away from our languages becoming extinct," said **Emilio Escalanti**, councilman for the Yuma-area Quechan [KWUT-san] tribe and a coordinator of the meeting. "What makes us Quechan is our Quechan language," he said. "Otherwise we would be like Joe Public. But we're not. We were created to be here, in this spot in the world."

The conference, which was held at the Yuma Civic and Convention Center, emphasized the innovative ways that native language are being restored in Yuman communities, from computer videos of elders to traditional games dating back hundreds of years. Tribal groups are creating words for things that didn't exist in aboriginal times. The Hualapai word for computer, says elder **Lucille Watahomigie**, is derived from "metal thing where you store writing." Indians must walk in both worlds, ancient and modern, said **Cheryle Beecher**, a Hualapai family-services worker.

Several participants saw irony in the fact that casino proceeds are funding many of these cultural-enrichment programs, as well as paying expenses for delegates to attend conferences such as this,

since it is these same soaring profits that are pushing tribes more and more toward capitalistic values and away from their roots. **Larry Banegas**, a cultural historian at Barona, a casino-rich rancheria near San Diego, said that it was hard to get more than 10 to 12 tribal members in his Kumeyaay language classes. "They're too busy, off looking at other things," he said. "They're pressured with things that are not part of our tradition, like party drugs, popular music, the Internet, and consumerism," said **Edmund Domingues**, vice chairman of the Cocopah tribe, southwest of Yuma.

• Teaching Cherokee teachers

An article in the *Tahlequah Daily Press* on March 31 described the launching of a new BA degree program in Cherokee Education this fall at Northeastern State University, in Tahlequah, Oklahoma. A joint effort of NSU and the Cherokee Nation, the program will prepare students to teach Cherokee language and culture for pre-K through 12th grade, with emphasis on speaking, reading and writing.

"We always have to be mindful that this is a first step," said **Chad Smith**, Cherokee Nation Principal Chief. "We need to develop 10,000 new speakers to keep the language alive. This program will help bring our language back from the edge of extinction to the grandeur that it once was." A 2002 survey conducted by the Cherokee Nation revealed that less than 7 percent of tribal members in northeastern Oklahoma could speak the language. According to the Fishman Scale of Language Loss, the Cherokee language is about two generations away from extinction.

During the four-year program, students will take a total of 40 hours in Cherokee language and culture and 40 hours in education, along with required core classes and electives. The new program will be supported by new positions at NSU, with a full-time program coordinator and at least two full time faculty members teaching, with a possible third faculty member. Officials said the program at NSU will be a model for the nation because it is the only one of its kind at a state university that offers a degree to teach an American Indian language and culture. Western Carolina University is also watching the program, as officials there are considering creating a similar program for the Eastern Band of Cherokees in North Carolina.

NEWS FROM REGIONAL GROUPS

Athabaskan

• The 2005 *Athabaskan (Dene) Languages Conference* will be held at the University of Victoria on June 6-7, immediately following the Stabilizing Indigenous Languages Symposium (SILS) on June 2-5. Abstracts on any topic relating to Dene languages should be e-mailed to Leslie Saxon (saxon@uvic.ca) in a .pdf or .doc file (please test for font issues). Talks will last for 20 minutes with 10 minutes for discussion. We will have a digital projector available, and other equipment should be available also. (Please specify your requirements.)

There is a lot of information about Victoria on the SILS website (www.fpcf.ca/SILS2005/) that will be useful for Dene conference participants as well

For on-campus housing page visit: <housing.uvic.ca/visitor/visitoraccom.php>. It is not necessary to register for SILS if you are only going to attend the Dene languages conference. (There will probably be a small registration fee for the Dene languages conference but details are not known on this yet.)

Victoria is on Vancouver Island, Coast Salish territory, a short plane or boat trip from Seattle or Vancouver, which are on the mainland. Because of being on an island, flights can fill up fast, so please take this into account when making your travel plans. Please watch the SILS website for further information on transportation options. We are expecting perhaps 500 people for SILS, so it could be a busy place!

Plans are underway for a larger Dene languages conference in Yellowknife at the end of June 2006. We have enlisted the support of some people in the Government of the Northwest Territories and they are very supportive.

Algonquian

• The *37th Algonquian Conference* will be held in Ottawa, October 21-25, 2005, sponsored by Carleton University and the Canadian Museum of Civilization. The call for papers and registration information is online at: <www.umanitoba.ca/algonquian>.

• **Shannon West** (shannon@headingwest.ca) writes: "I'm a member of a Siouan linguistics e-mail list. Some Algonquian questions have surfaced there, and a suggestion was made to set up a list for Algonquian linguistics. I volunteered, and have finally gotten around to getting it up and running. Anyone who would like to participate should e-mail <algonquian@headingwest.ca> with "subscribe" in the subject line. Any questions, comments or suggestions should be addressed to me at <shannon@headingwest.ca>."

• The *36th Algonquian Conference* was held at the University of Wisconsin-Madison, October 27-30, 2005. Papers of primarily linguistic interest included: **Solveiga Armoskaite, Clare Cook & Jeff Mühlbauer**, "Stative and Inchoative Predicates in Plains Cree"; **George Aubin**, "A First Look at the ASSM Manuscript 103 by Anonyme IV (1669/1699?)"; **Phil Branigan, Julie Brittain & Carrie Dyck**, "Balancing Syntax and Prosody in the Algonquian Verb Complex"; **Lisa Conathan**, "Arapaho Verbal Reduplication: Form and Meaning"; **Clare Cook**, "Epenthesis and Deletion in Nêhiyawêwin"; **Jessica Coon**, "Representations of Discontinuous Constituents in Non-Configurational Languages"; **David Costa**, "The Saint-Jérôme Miami-Illinois Dictionary: A First Look"; **Andy Cowell**, "A New Source on Arapaho Ethnobotany, and a Compendium of Arapaho Plant Names"; **John Crawford & Ruth Swan**, "Michif in Transition: A 30 Year Update from San Clara, Manitoba"; **Amy Dahlstrom**, "External and Internal Topics in Meskwaki"; **Hartwell Francis**, "Preverbs in Arapaho Texts"; **Ives Goddard**, "Modal Attraction and Other Cases of Functional Overlap in Mesquaki Modes"; **Wesley Y. Leonard**, "The Acquisition of Miami: Findings from a Field Study"; **Philip S. LeSourd**, "Derivation from Inflected Forms in Two Eastern Algonquian Languages"; **Vivian Lin**, "A comparison of Approaches to Weak Crossover in Algonquian Languages"; **John S. Long**, "'Coming Together Quite Nicely': Language Shift, First Nations and the Northern Native Languages Project, 1979-80"; **Lawrence Martin & Tammy L. Goss**, "Frederic Baraga and 19th-century Ojibwe Literacy"; **Michael McCafferty**, "Notes on the Illinois Dictionaries"; **Jeff Mühlbauer**, "Word Order and Nominal Stress in Nêhiyawêwin"; **John D. Nichols**, *"Na-wa-gi-jig's Story*: An Ojibwe Sign Language Text"; **David Pentland**, "Preverbs and Particles in Algonquian"; **Conor Quinn**, "De-exoticizing Obviation"; **Charlotte Reinholtz**, "Cree *namayêw*: Another Negative Particle"; **Richard Rhodes**, "Directional Preverbs in Ojibwe and the Registration of Path"; **Rebecca Shields**, "The Functional Hierarchy in Menominee"; and **Lucy Thomason**, "The Grammar of Meskawki Pronouns."

Siouan-Caddoan

• This year's *Siouan and Caddoan Linguistics Conference* (the 25th) will be held at the Kaw Nation Tribal Complex in Kaw City, Oklahoma, Friday through Sunday June 17-19, 2005.

If you wish to be on the program, please send the title of your proposed paper or presentation **by June 10** to Bob Rankin (rankin@ku.edu) by e-mail, or as an e-mail attachment. You may also mail it to: Robert L. Rankin, Dept. of Linguistics, 1541 Lilac Lane, Lawrence, KS 66044-3177. A brief abstract or description of your topic (no more than a couple of hundred words, preferably less) would also be appreciated.

The format of the annual Siouan and Caddoan Conference has traditionally been quite informal and open. Language-related topics from very technical linguistics (minimalism, O.T., etc.), to methods and problems encountered in teaching Siouan or Caddoan languages to students are all welcome. Presentations may be formal and read aloud or they may be open discussions of particular problems and topics. Time slots for presentations will be 30 minutes unless more or less time is specifically requested by the presenter (we will try to accommodate everyone's requests). Special requests for equipment such as projector, tape recorder, computer, etc. should be directed to Justin McBride, Conference Co-organizer and the Language Coordinator of the Kaw Nation, at <jmcbride@kawnation.com> as soon as possible. There will be a nominal registration fee of $10 for participants ($5 for students), to cover the cost of coffee-break refreshments.

Kaw City is located about 12 miles northeast of Ponca City, OK on a long peninsula that extends into Kaw Lake. There is no public transportation between Kaw City and Ponca City, so private vehicles and a van will be used to ferry participants between their motel and the tribal complex. A small block of rooms (10 non-smoking, 5 smoking) has been reserved, under the name Robert Rankin, at the *Econo Lodge*, 212 S. 14th St., Ponca City, OK 74601 (phone 580-762-3401 or fax 580-762-4550). Call before June 10th to get the group rate of $39+tax a night. There are several other motels in Ponca City. Most are more expensive (see: www.hometownlocator.com/City/Ponca-City-Oklahoma.cfm). For the slightly more adventurous, the conference site is near numerous lakeside campsites. The closest is Sarge Creek Cove (www.kawlake.com).

We would appreciate being informed (at rankin@ku.edu) if you plan to attend the conference, even if you are not giving a talk, so we will know roughly how many people to expect.

RECENT PUBLICATIONS

Native Languages of the Southeastern United States. Edited by Heather K. Hardy & Janine Scancarelli. Studies in the Anthropology of North American Indians, University of Nebraska Press, 2005. 558 pp. $70. [The first general survey of the languages of the Southeast. First planned in 1992, and long delayed by the vicissitudes of collaborative scholarship, it has been worth the wait.

Adhering to the time-tested format of Boas' *Handbook of American Indian Languages* (1911-22) and the Languages volume of the *Handbook of North American Indians* (1996), the core of the work is a series of individually-authored grammatical sketches. Leading off the volume, however, is William Sturtevant's encyclopedic "History of Research on the Native Languages of the Southeast." Sturtevant begins in the 1570s with the shipwrecked Fontaneda writing down ten (or perhaps eleven) words of Calusa and ends in the 1970s with the establishment by Haas

and her (grand-)students of a research agenda for comparative Muskogean linguistics. In the intervening 50-plus pages he covers, in turn, the early documentary efforts of Pareja and other Spanish missionaries; the vocabularies collected by 18th century travelers and observers; early comparative work—including a detailed discussion of Gallatin's classification; the origin and spread of Cherokee literacy; the rise and fall of Mobilian Jargon; the Bibles and dictionaries compiled by Protestant missionaries such as Loughridge and Robertson; the Taensa hoax; the massive documentation collected by BAE fieldworkers such as Dorsey, Gatschet, and Mooney; and finally the detailed studies of such 20th century specialists as Swanton, Speck, Siebert, and Haas.

The longest section in the volume focuses on the Muskogean family. A short introduction by Hardy, outlining the history of Muskogean classification, is followed by four language sketches: Alabama (Hardy); Chickasaw (Pamela Munro); Choctaw (George Aaron Broadwell); and Creek (Donald E. Hardy). Each sketch is about 40 pages in length and loosely follows a standard outline: a short discussion of social history and dialects; an analyzed text of about 50 lines; phonology and orthography; verb and noun morphology; syntax and discourse; and further readings. The section is rounded off with detailed synopses of the current understanding of Muskogean historical phonology (Karen Booker) and of Proto-Muskogean morphology (Jack Martin & Pamela Munro).

The third and final section samples the non-Muskogean linguistic diversity of the area with four language sketches. Two of these—Caddo (Wallace Chafe);, and Cherokee (Janine Scancarelli)—are in the same format as the Muskogean sketches. The other two—Natchez (Geoffrey Kimball); and Quapaw (Robert L. Rankin)—focusing on now-extinct languages and based on data obtained in earlier research, are more *sui generis*. Kimball's sketch of Natchez, based on Mary Haas's 1934-36 work with Watt Sam and Nancy Raven, the last two speakers, is of particular interest.

By happy coincidence, H. & S.'s survey of Southeastern languages has appeared within a few months of the publication of the Smithsonian *Handbook* volume on the Indians of the Southeast. The two works complement one another beautifully.

—Order from: Univ. of Nebraska Press (www.nebraskapress.unl.edu).]

A Navajo-English Bilingual Dictionary: Áłchíní Bi Naaltsoostsoh. Alyse Neundorf. University of New Mexico Press, 2005. 865 pp. $64. [A reprinting of the practical dictionary of Navajo that N. (who passed away last year) prepared for the Native American Materials Development Center in 1983 in collaboration with the Ramah Navajo School Board.

Intended primarily for Navajo children who are learning to read and write their native language, the structure of the dictionary reflects the experience of teachers in Navajo schools. Over 1500 nouns and 300 verbs are listed in alphabetical order by Navajo stem. Most of the nouns are accompanied by line drawings, some of them quite creative (*Bilagáána* 'White Man' is represented by a grinning gentleman in a Brooks Brothers suit who looks uncannily like President George H. W. Bush; the illustration of *łeejin haagééd* 'coal mine' shows a power station, fed by coal slurry, belching smoke into the clear southwestern sky). Verb stems are exemplified by a single derived base—also illustrated—with complete imperfective, perfective and future paradigms for singular, dual and distributive plural subjects. For instance, the most common classificatory stem set, *-'ááh, -'á, -'ááł* 'handle a round object' (p. 72-3) comes clothed as the adverbially derived base *níjii'ááh* 'one turns it over', illustrated by a drawing of a woman—and in the parallel dual and distributive columns, of two women and three women—barbecuing a piece of meat and turning it over with long-handled tongs. Grammatical commentary is kept to

a minimum. An analysis of the form into adverbial prefix (*náhi*) + 4th person (*ji*) + classifier (zero) + verb stem (*'ááh*) is provided, along with a note that this is "one of several handling verbs in Navajo" and a list of the other handling verb stems.

While the selection of lexical items is oriented towards the K-8 classroom, the coverage is broad, and adult learners of the language will find this a useful reference. An index provides a complete list of all English translations. The only drawback is the typeface (presumably that of the original edition), which is a little too dark and smudgy in the way that only elementary school textbooks can contrive to be.

— Order from: Univ. of New Mexico Press (unmpress.com).|

Cowlitz Dictionary and Grammatical Sketch. M. Dale Kinkade. University of Montana Occasional Papers in Linguistics 18, 2004. 341 pp. S20. [K.'s last major publication, and a model of salvage linguistics.

Cowlitz—more accurately, Lower Cowlitz (Upper Cowlitz is Sahaptin)— is a Salish language of the Tsamosan branch, closely related to Upper Chehalis. Although it was widely believed to be extinct as early as 1940, K. was able to locate two "rusty" but knowledgeable speakers in 1967. In addition to the extensive data he and an assistant were able to collect that summer, K. includes in this compendium all other known lexical material on Lower Cowlitz, ranging from a vocabulary collected by Hale in 1846 to five words remembered by one of K.'s Upper Chehalis consultants in 1960.

The Cowlitz-to-English section of the dictionary is basically organized by root, with particles and unanalyzable forms (mostly from older sources) interpolated. The English-to-Cowlitz section contains much of the same information, rearranged, and is designed to be of maximum use to non-linguists. In the 65-page grammatical sketch that is appended to the dictionary—a miracle of lucid distillation—K. relies heavily on his comprehensive knowledge of Upper Chehalis and general Salish to fill the many gaps in the attestation. Due to the paucity of texts, the section on syntax is limited to a few pages of general remarks. A long appendix lists all attested Cowlitz affixes, including lexical suffixes, prefixes, grammatical suffixes, and a number of uncertainly analyzed infixes and suffixes.

At the end are three short appendixes with vocabulary of specific cultural significance: placenames (about 100), personal names (about 50), and loanwords (about 90, the majority from Chinook Jargon).

—Order from: UMPOL, Linguistics Program, Univ. of Montana, Missoula, MT 59812. Orders must be prepaid. Price includes shipping to US addresses. For non-US orders see details at <www.umt.edu/ling/UMPOL>. Inquiries: <anthony.mattina@umontana.edu>.]

The Jarawara Language of Southern Amazonia. R. M. W. Dixon, with Alan R. Vogel. Oxford University Press, 2004. 660 pp. $135. [A full grammar of one of the classificatorily isolated Arawá languages of Brazil and Peru, based on D.'s seven field visits and V.'s independent work with the language through SIL.

Authors' abstract: "This is the first account of Jarawara, a Southern Amazonian language of great complexity and unusual interest, now spoken by less than two hundred people. It has only two open lexical classes, noun and verb, and a closed adjective class with fourteen members which can only modify a noun. Verbs have a complex structure with three prefix and some twenty-five suffix slots. There is an eleven-term tense-modal system with an evidentiality contrast (eyewitness/non-eyewitness) in the three past tenses. Of the two genders, feminine and masculine, feminine is unmarked. There are at least eight types of subordinate clause constructions, including complement clauses, relative clauses, coreferential dependent clauses, and 'when', 'if', 'due to the lack of' and 'because of' clauses. There are only eleven consonants and four vowels but an extensive set of ordered phonological rules of lenition, vowel assimilation and unstressed syllable omission. There are four imperative inflections (with different meanings) and three explicit interrogative suffixes within the mood system. The book is entirely based on field work by the authors."

Sections include: The Language and its Speakers. Phonology. Grammatical Overview. Predicate Structure (general; miscellaneous suffixes; tense-modal system; secondary verbs, mood and negation). Verbal Derivations (causative and applicative). Verbal Reduplication. Noun Phrase Structure. Possessed Nouns and Adjectives. Demonstratives and Related Forms. Copula Clauses. Structure of a Verbal Main Clause. Commands and Questions. A-Constructions and O-Constructions. Complement Clauses. Dependent Clauses. Nominalised Clauses. Peripheral Marker *jaa* and *ni-jaa*. Other Peripheral Markers. The Relational Noun *iji/ehene* 'due to, because of'. List Constructions. Syntactic Organisation. Word Class Derivations. Topics in Semantics. Prehistory.

— Order from Oxford UP (www.oup.com/us).]

Guaraní-English/English-Guaraní Concise Dictionary. A. Scott Britton. Hippocrene Books, Inc., 2005. 248 pp. $14.95. [A general dictionary of Guaraní, one of the two official languages of Paraguay. Designed for visitors and learners rather than for specialists in indigenous languages, the dictionary has 7000 entries, with a guide to pronunciation and etymological notes for derivations from Spanish. The author is a writer and photographer. — Order from: Hippocrene Books, 171 Madison Ave., New York, NY 10016 (www.hippocrenebooks.com).]

Visions of Paradise: Primordial Titles and Mesoamerican History in Cuernavaca. Robert Haskett. University of Oklahoma Press, 2005. 352 pp. $49.95. [The precontact urban district (*altepetl*) of Cuauhnahuac ('near the forest'), the home of the Nahua-speaking Tlalhuicas, had its name "deformed by the tin-eared Spanish into the inelegant Cuernavaca ('cow horn')" when Cortés selected the city as his administrative seat and built a stone *palacio* on the main square. But although Colonial Cuernavaca was heavily impacted by the Spanish presence, oddly enough it remained effectively under the control of the local Tlalhuica aristocracy until well into the 19th century. These indigenous rulers kept extensive records in Nahuatl, known to historians as *títulos primordiales* (Primordial Titles), following a tradition that, H. argues, goes back to the painted codices of Precolumbian times. In this fascinating study, H. attempts to define the "historical vision" underlying the stories told in the Titles, concluding that the Tlalhuica indigenous rulers believed that their sovereign *altepetl* would endure for all time, protected by divine patrons and set in a sacred landscape that was indeed paradise on earth. — Order from Univ. of Oklahoma Press (www.oupress.com).]

The World Atlas of Language Structures. Martin Haspelmath, Matthew S. Dryer, David Gil & Bernard Comrie. Oxford University Press, 2005. 640 pp. $495. [A book and CD combination displaying the structural properties of the world's languages.

Publisher's description: "142 world maps and numerous regional maps — all in color — display the geographical distribution of features of pronunciation and grammar, such as number of vowels, tone systems, gender, plurals, tense, word order, and body part terminology. Each world map shows an average of 400 languages and is accompanied by a fully referenced description of the structural feature in question. The CD provides an interactive electronic version of the database which allows the reader to zoom in on or customize the maps, to display bibliographical sources, and to establish correlations between features. The book and the CD together provide an indispensable source of information for linguists and others seeking to understand human languages. The *Atlas* will be especially valuable for linguistic typologists, grammatical theorists, historical and comparative linguists, and for those studying a region such as Africa, Southeast Asia, North America, Australia, and Europe. It will also interest anthropologists and geographers. More than fifty authors from many different countries have collaborated to produce a work that sets new standards in comparative linguistics."

—Order from Oxford UP (www.oup.com/us).]

Evidentiality. Alexandra Y. Aikhenvald. Oxford University Press, 2005. 479 pp. $120. [Evidentiality—the formal specification of the type of evidence on which a statement is based—is relatively common, but is one of the least described grammatical categories.

Every language has some way of referring to the source of information, but not every language has grammatical evidentiality. True evidentials form a grammatical system, as in the North Arawak language Tariana, where an expression such as "the dog bit the man" must be augmented by a grammatical suffix indicating whether the event was seen, or heard, or assumed, or reported. Evidentiality systems differ in complexity, some distinguishing just two terms, e.g. eyewitness and noneyewitness, or reported and everything else, while others have six or even more terms. The category is especially well developed in many American Indian languages.

In this book she provides the first exhaustive cross-linguistic typological study of how languages deal with the marking of information source. Examples are drawn from over 500 languages from all over the world, several of them based on A.'s original fieldwork. A. argues that evidentiality is a category in its own right, and not a subcategory of epistemic or some other modality, nor of tense-aspect. She also considers the role evidentiality plays in human cognition, and the ways in which evidentiality influences human perception of the world..

—Order from Oxford Univ. Press (www.oup.com/us).]

Empires of the Word: A Language History of the World. Nicholas Ostler. HarperCollins, 2005. 624 pp. £30 / S29.95. [A popular but authoritative "natural history of languages" that focuses on the ways in which some languages have superseded or outlasted others in the past, and what it is about them that has led to their success.

O. demolishes the assumption that military and economic power is the key. Why, he asks, did Sogdian—the language of the powerful Silk Road merchants—never take root? Why, after 500 years of Roman rule, did Greeks, Syrians and Egyptians still talk to each other in Greek and not Latin? Conversely, how come Sanskrit was taken up all over Southeast Asia when its advent was attended by not one single soldier? On the other hand, its spread was powered by the Buddhist teachings enshrined in it: religion is a key. Islam, likewise, is unthinkable without the vehicle of Arabic.

Ostler suggests the sheer charisma of a language can power its rise, with English the supreme contemporary example and Russian—losing ground in many lands where it once held sway—the negative converse. In the emergent states of central Asia, which were bound together by the Russian lingua franca, the smart second language is now English. But if history is a guide, the long-term dominance of English will inevitably give way. By around 2050, he speculates, Mandarin Chinese will still be the tongue with the largest number of native speakers, but English will be joined in second place by Hindi-Urdu, Spanish and Arabic, while the demographics hint that Arabic will be, without rival, the language of the world's young.

—A trade book. Although published in the UK in February, it won't be released in the US until July.]

Language Documentation and Description, Volume 1. Edited by Peter K. Austin. Hans Rausing Endangered Language Project, School of Oriental and African Studies, University of London, 2004. £10. [Papers delivered at the inauguration of the Hans Rausing Endangered Languages Project in 2003.

Papers: Lisbet Rausing, "Launch of the Hans Rausing Endangered Languages Project"; Tony Woodbury, "Defining Documentary Linguistics"; Colette Grinevald, "Speakers and Documentation of Endangered Languages"; Eva A. Csato & David Nathan, "Multimedia and Documentation of Endangered Languages"; William A. Foley, "Genre, Register and Language Documentation in Literate and Preliterate Communities"; Johanna Nichols & Ronald L Sprouse, "Documenting Lexicons: Chechen and Ingush"; Peter Wittenburg, "The DOBES Model of Language Documentation"; E. Annamalai, "The Opportunity and Challenge of Language Documentation in India"; and Nicholas Ostler, "Desperate Straits for Languages: How to Survive." Also included is the Spoken Karaim CD-ROM with stories, songs, dictionary, etc. from the Karaim community (Lithuania).]

Language Documentation and Description, Volume 2. Edited by Peter K. Austin. Hans Rausing Endangered Language Project, School of Oriental and African Studies, University of London, 2005. £10. [A collection of papers dealing with three topics in language documentation—training and capacity building for endangered languages communities, archiving, and multimedia documentation. Most of the papers arose from workshops held at SOAS in November 2003 and February 2004.

Papers: Ulrike Mosel, "Dictionary Making in Endangered Speech Communities"; William A. Foley, "Language Endangerment, Language Documentation and Capacity Building: Challenges from New Guinea"; Margaret Florey, "Countering Purism: Confronting the Emergence of New Varieties in a Training Program for Community Language Workers"; Yolanda Lastra, "The Need for Capacity Building in Mexico: Misión de Chichimecas, a case study"; Anthony C. Woodbury & Nora C. England, "Training Speakers of Indigenous Languages of Latin America at a U. S. University"; E. Annamalai, "Linguistic Study by Speakers: Efforts of an Institute"; Tjeerd de Graaf & Hidetoshi Shiraishi, "Capacity Building for some Endangered Languages of Russia: Voices from Tundra and Taiga"; Gerrit J. Dimmendaal, "Capacity Building in an African Context"; Friederike Lüpke, "Language Planning in West Africa—Who Writes the Script?"; Heidi Johnson, "Language Documentation and Archiving, or How to Build a Better Corpus"; Nicholas Thieberger, "Documentation in Practice: Developing a Linked Media Corpus of South Efate"; David Nathan, "Planning Multimedia Documentation"; and David Nathan & Peter K. Austin, "Reconceiving Metadata: Language Documentation through Thick and Thin."

—Download order form: <www.hrelp.org/publications/papers/>.]

New from Benjamins

Linguistics Today – Facing a Greater Challenge. Edited by Piet van Sterkenburg. 2004. 367 pp. (incl. CD ROM). $192/€ 160. [Plenary talks from the 2003 International Congress of Linguists in Prague, focusing on Typology, Endangered Languages, Methodology (including fieldwork), and Language and the Mind. A CD-Rom containing the full proceedings of the Congress is included. Of special interest to SSILA readers are: Alexandra Y. Aikhenvald, "Evidentiality: Problems and challenges"; Emmon Bach, "Linguistic universals and particular"; Lyle Campbell, "Historical linguistics: The state of the art"; Daniel L. Everett, "Coherent fieldwork"; Tasaku Tsunoda, "Attempt at the revival of Warrungu (Australia): Its cultural and scientific significance"; and Douglas Whalen, "How the study of endangered languages will revolutionize linguistics."]

Clusivity: Typology and Case Studies of Inclusive–Exclusive Distinction. Edited by Elena Filimonova. Typological Studies in Language 63, 2005. 432 pp. $174/€ 145. [Of special interest to SSILA readers: Balthasar Bickel & Johanna Nichols, "Inclusive-exclusive as person vs. number categories worldwide"; Mily Crevels & Pieter Muysken, "Inclusive/exclusive distinctions in the languages of central-western South America"; Jeanette Sakel, "Development of an inclusive/exclusive distinction: a possible loan scenario in Mosetenan"; and Jan P. van Eijk, "The inclusive and exclusive in Shuswap: a background investigation.".]

Cognitive and Communicative Approaches to Linguistic Analysis. Edited by Ellen Contini-Morava, Robert S. Kirsner and Betsy Rodríguez-Bachiller. Studies in Functional and Structural Linguistics 51, 2004. 389 pp. $150./ € 125. [Papers from a conference held at Rutgers University in October 1999, where the plenary speaker was Ronald W. Langacker, a founder of Cognitive Linguistics. Includes *inter alia*: Kumiko Ichihashi-Nakayama, "Grammaticization of 'to' and 'away': A unified account of -*k* and -*m* in Hualapai."]

Linguistic Diversity and Language Theories. Edited by Zygmunt Frajzyngier, Adam Hodges & David S. Rood. Studies in Language Companion Series 72, 2005. 432 pp. $150./ € 125. [Papers from a symposium held at the University of Colorado. Contributions from SSILA members include: David S. Rood, "Introduction" (with Zygmunt Frajzyngier); Marianne Mithun, "On the assumption of the sentence as the basic unit of syntactic structure"; Scott DeLancey, "Adpositions as a non-universal category"; Juliette Blevins, "Understanding antigemination"; Ferdinand de Haan, "Encoding speaker perspective: Evidentials"; and Edward J. Vajda, "Distinguishing between referential and grammatical function in morphological typology."]

Verb First: On the Syntax of Verb-Initial Languages. Edited by Andrew Carnie, Heidi Harley & Sheila Ann Dooley. Linguistik Aktuell/ Linguistics Today 73, 2005. 434 pp. $168./ € 140. [Papers dealing with specific Native American languages include: Henry Davis, "Coordination and constituency in St'át'imcets (Lillooet Salish)"; Felicia Lee, "Force first: Clause-fronting and clause typing in San Lucas Quiaviní Zapotec"; and Monica Macaulay, "The syntax of Chalcatongo Mixtec: Preverbal and postverbal."]

—Order from: John Benjamins Publishing NA (www. benjamins.com).

BRIEFER MENTION

Language in the USA: Themes for the Twenty-First Century. Edited by Edward Finegan & John R. Rickford. Cambridge University Press, 2004. 502 pp. $34.99 / £21.99 (paper). [Chapter 9: Akira Y. Yamamoto & Ofelia Zepeda, "Native American Languages" (153-81).]

Language Death and Language Maintenance: Theoretical, Practical and Descriptive Approaches. Edited by Mark Janse & Sijmen Tol. Current Issues in Linguistic Theory 240, John Benjamins, 2003. 244 pp. $114 / €95 [Contains: Paul Newman, "The Endangered Languages Issue as a Hopeless Cause" (1-13) (N. argues that linguists should concentrate on the tasks of documentation and not be distracted by becoming involved in language preservation as a social goal.)]

Essays in the History of Linguistics. E. F. K. Koerner. Studies in the History of the Language Sciences 104, John Benjamins, 2004. 271 pp. $119 / €99. [Chapter 5: "Missionary Linguistics in the Americas: The 'Heroic Period'" (102-44).]

ELECTRONIC PUBLICATION

The Disappearing Sounds of the World's Languages. Peter Ladefoged. Hans Rausing Endangered Languages Project, School of Oriental and African Studies, University of London, 2005. CD-ROM. £10. [An interactive presentation of a public lecture given by Ladefoged at SOAS in February 2004. Includes soundtrack, transcription, and graphics. The lecture is indexed by topics and languages discussed and is searchable. It can be used individually or in a teaching environment. —Download order form from <www.hrelp.org/publications/papers/volume2/>.]

IN CURRENT PERIODICALS

Algonquian & Iroquoian Linguistics [D of American Indian Studies, U of Minnesota, Minneapolis, MN 55455]

29.4 (2004):
Andrew Garrett, "Proto-Algonquian *š and the Ritwan Hypothesis: A Rejoinder" (50-51) [Proulx's suggestion that the PA *š that appears to correspond to Wiyot and Yurok *t is actually PA *t with augmentative symbolism is problematic. The process is not productive in Algonquian, and augmentative forms in any event are rarely generalized. G., however, agrees with Proulx that the "Ritwan" hypothesis must be regarded as unproven.]
Carl Masthay, "Wabanaki and Variants" (52-3) [The tangled history of the names *Abenaki ~ Wabanaki, Wampanoag, Wappinger,* etc.]

International Journal of American Linguistics [U of Chicago Press, PO Box 37005, Chicago, IL 60637 (www.journals.uchicago.edu/IJAL)]

70.4 (October 2004):
Norvin W. Richards, "The Syntax of the Conjunct and Independent Orders in Wampanoag" (327-68) [In Wampanoag, verbs conjugated in the Independent order generally raise to C, while Conjunct order verbs are used in syntactic contexts in which verb-movement to higher positions tends to be prevented cross-linguistically. Interestingly, in embedded clauses, where several other Algonquian languages use Conjunct verbs, Wampanoag uses Independent verbs, indicating a syntactic split between Wampanoag and other Algonquian languages parallel to that between e.g. German and Icelandic.]
Lisa Matthewsen, "On the Methodology of Semantic Fieldwork" (369-415) [M. argues that one cannot gather adequate information about meaning from spontaneous discourse alone and that direct elicitation is thus indispensable. She proposes techniques for eliciting translations and makes the somewhat controversial claim that the

use of a meta-language (such as English) is unlikely to influence consultants' semantic judgments.]

Annette Veerman-Leichsenring, "Popolocan Noun Classifiers: A Reconstruction" (416-51) [In Popolocan, the semantic category to which a noun belongs is indicated by a classifying prefix. V.-L. outlines the classifier system of each of the four Popolocan languages (Mazatec, Ixcatec, Chocho, Popoloc) and reconstructs the Proto-Popolocan system. A relatively full set of classifiers for persons can be reconstructed, but only a restricted set for non-human categories. A set of culturally important nouns ('tortilla', 'bean', 'squash', etc.) were apparently unclassified in the protolanguage and generally continue to be unclassified in the daughter languages.]

71.1 (January 2005):

Henry Davis, "On the Syntax and Semantics of Negation in Salish" (1-55) [Three widespread negation patterns, and one geographically restricted pattern, are distinguished across the Salish family. Two of the widespread patterns, as well as the restricted pattern, are cases of simple (propositional) negation. The third widespread pattern, monoclausal negation, is found in several branches of the family.]

Yoshiho Yasugi, "Fronting of Nondirect Arguments and Adverbial Focus Marking on the Verb in Classical Yucatec" (56-86) [Unlike other Mayan languages, which have invariant verbal suffixes for fronted nondirect arguments (adverbially functioning words or phrases), Classical Yucatec employs a complete set of aspectual markers to signal the adverbial function of a fronted constituent. This strategy is available to Classical Yucatec because it is a head-marking language, where markers tend to appear on heads rather than dependents.]

Juliette Blevins, "Origins of Northern Costanoan *jak:en* 'six': A Reconsideration of Senary Counting in Utian" (87-101) [Proto-Costanoan numerals for 'one', 'two', 'three', and 'six' are reconstructed by Callaghan, who concurs with Beeler that Proto-Costanoan had a base-6 counting system. B. argues that the Northern Costanoan word for 'six' is a loan from Proto-Eastern-Miwok and only the numerals 'one', 'two', and 'three' are reconstructible for Proto-Costanoan. This parallels Callaghan's findings for Proto-Miwok, suggesting a restricted numeral system for Proto-Utian as a whole.]

Donna Starks & Elaine Ballard, "Woods Cree /ð/: An Unusual Type of Sonorant" (102-115) [/ð/ appears in only a handful of the world's languages, in most of which it is classified as an obstruent. In Woods Cree, however, /ð/ exhibits a range of characteristics typical both of a sonorant and of an obstruent. Given this internal ambiguity, as well as prolonged contact with English and language shift in the community, S. & B. raise the possibility that this Woods Cree segment is being reclassified phonologically from one structural category to another.]

Language [LSA, Suite 211, 1325 18th St NW, Washington, DC 20036-6501 (www.lsadc.org)]

81.1 (March 2005):

Megan J. Crowhurst & Lev D. Michael, "Iterative Footing and Prominence-Driven Stress in Nanti (Kampa)" (47-95) [In Nanti, a Kampa language of the Peruvian Amazon, stress is assigned to the strongest syllable in a foot or, if there are no strength differences, according to rhythmic principles. Word-level stress is usually assigned to the rightmost strongest syllable. C. & M. develop a formal OT analysis of these complexly interacting metrical patterns.]

Mark C. Baker, Roberto Aranovich & Lucía A. Golluscio, "Two Types of Syntactic Noun Incorporation: Noun Incorporation in Mapudungun" (138-176) [NI in Mapudungun is of Mithun's Type III, as in Chukchee, Nahuatl and Ainu, which differs from the Type IV NI of Mohawk, Southern Tiwa and Wichita in that the latter allows external modifiers of INs while the former does not. Mapudungun data permit an explanation of this difference in syntactic terms.]

Lingua [Elsevier Science Publishers B.V., P.O. Box 103, 1000 AC Amsterdam, Netherlands]

114.3 (March 2004):

Marie-Odile Junker, "Focus, Obviation, and Word Order in East Cree" (345-65) [Word order in E Cree is sensitive to the grammatical encoding of (non)topicality, or obviation. Data provide evidence that the left periphery of an E Cree sentence plays a role in conveying instructions about information packaging.]

Names [American Name Society, c/o Michael F McGoff, Office of the Provost, Binghamton U, SUNY, Binghamton, NY 13902 (www.wtsn.binghamton.edu/ANS)]

52.1 (2004):

Andrew Cowell, "Arapaho Placenames in Colorado: Indigenous Mapping, White Remaking" (21-41)

Michael McCafferty, "Correction." (44) [M. revises the etymology of 'Missouri' given in his 2003 article in *Names* (51:111-12). It contains *mihs-* 'wood' not *mihs-* 'big', thus 'one who has a wooden boat'.]

Natural Language & Linguistic Theory [Kluwer Academic Publishing, PO Box 358, Accord Station, Hingham, MA 02018 (www.kluweronline.com/)]

22.2 (2004):

Benjamin Breuning, "Two Types of Wh-Scope Marking in Passamaquoddy" (229-305) [Both of the competing analyses of wh-scope marking, the direct dependency analysis, which posits LF movement of an embedded wh-phrase, and the indirect dependency analysis, which does not, are necessary for Passamaquoddy.]

RECENT DISSERTATIONS & THESES

From *Dissertation Abstracts International* (DAI), volume 65 (8-10), February-April 2005, and *Masters Abstracts International* (MAI), volume 43 (1-2), February-April 2005. Readers should bear in mind that the delay between the filing of a dissertation or thesis and its appearance in DAI/MAI can be six months or longer.

Brody, Michal. Ph.D., Univ. of Texas at Austin, 2004. *The Fixed Word, the Moving Tongue: Variation in Written Yucatec Maya and the Meandering Evolution Toward Unified Norms.* 360 pp. Adviser: Keith Walters. [In this detailed case study of contemporary written Yucatec Maya, B. examines two interrelated issues: (1) language ideologies underlying allographic and orthographic variation in the language, and (2) the multifaceted nature of alphabetic writing as a technology, a code, a socially-located practice, and an individually-located competency. Using diachronic and synchronic examination, her analysis focuses on: (1) attitudes and activities regarding normatization and variation in written language, (2) the complex nature of alphabetic writing, sound/symbol correspondence, and ideologies underlying allographic preferences, and (3) orthographic challenges presented by a vowel-less pronoun with regard to word boundaries, which are irrelevant in speech but believed essential in writing. She shows that the conventional view of the alphabet as simply a matter of phoneme-grapheme correspondence is insufficient, and presents an analysis of allographs as multi-faceted entities with complex relationships to both phonemes and phones. DAI-A 65(8):2966, Feb. 2005.] [AAT 3143657]

Feke, Marilyn S. Ph.D., Univ. of Pittsburgh, 2004. *Quechua to Spanish Cross-Linguistic Influence among Cuzco Quechua-Spanish Bilinguals: The Case of Epistemology.* 307 pp. Adviser: Susan Berk-Seligson. [Using data from 169 native speakers of Cuzco Quechua who acquired Spanish as L2 in childhood, F. examines the semantics and pragmatics of the epistemic system, including the epistemic suffixes *-mi/-n* and *-si/-s* and the verbal past tense markers *-rqa-* and *-sqa-*, which she finds to encode meaning beyond information source and level of certainty and to be affected by a variety of discourse factors. She then identifies 31 different phonetic, morphosyntactic, and calqued Quechua features that occur in the Spanish speech of her subjects. In addition to supporting a model of acquisition in which the L1 plays a significant role in the acquisition of the L2, these features correlate with various demographic and social network characteristics, and language attitudes. She suggests that her subjects may purposefully use various Quechua features in order to distinguish themselves from native Spanish speakers, thereby creating an in-group variety of Spanish. DAI-A 65(8):2967, Feb. 2005.] [AAT 3144933]

Haugen, Jason D. Ph.D., Univ. of Arizona, 2004. *Issues in Comparative Uto-Aztecan Morphosyntax.* 362 pp. Advisers: Heidi Harley & Jane H. Hill. [H. tests some recent theoretical ideas in the Principles and Parameters and Distributed Morphology frameworks against data from the Uto-Aztecan languages. He focuses on three general topics. (1) The morphology of reduplication: The comparative evidence suggests that reduplicants should be viewed as morphological *pieces*, which H. treats as Vocabulary Items inserted into syntactic slots at Morphological Structure. (2) Noun incorporation and related derivational morphology: H. classifies Uto-Aztecan NI into four types: N-V compounding, syntactic NI, classificatory NI, and "object polysynthesis." He offers a unified syntactic account of these types, maintaining that each is formed via head-movement in syntax. Non-theme "nominal" roots incorporated into verbs, such as instrumental prefixes, are analyzed as adverbial elements merged directly into the verbal position. This theoretical analysis leads to (3) a diachronic account of the development of polysynthesis in Nahuatl. H. shows that the crucial aspects of Nahuatl polysynthesis, subject and object pronominal marking on the verb as well as syntactic noun incorporation, have analogues elsewhere in Uto-Aztecan. DAI-A 65(9):3359, March 2005.] [AAT 3145072]

Heinze, Ivonne L. Ph.D., Univ. of Kansas, 2004. *Kaqchikel and Spanish Language Contact: The Case of Bilingual Mayan Children.* 600 pp. Adviser: Clifton Pye. [Using data collected during three visits to Tecpán, Guatemala, H. examined the lexical and morphosyntactic knowledge of eight bilingual children who acquired Kaqchikel at home and Spanish at school. Generally, they knew more Spanish lexical items than Kaqchikel ones, borrowing from Spanish to various degrees from both core and noncore semantic domains. Their bilingual lexicons were organizationally complex and fluid, e.g., lexical items in lexical pairs were polysemous. Other major findings are that L1 lexical items were subordinated to L2 lexical items and that Spanish loanwords in the bilingual lexicon undergo cycles of phonological and lexical change. The data demonstrate that the children acquired the properties of L2 verbs in stages, and that the younger the child was when she or he started school, the weaker this child was in Kaqchikel. DAI-A 65(9):3360, March 2005.] [AAT 3148868]

Lewin Fischer, Pedro Ernesto. Ph.D., UC Berkeley, 2004. *Communicative Practices on Territoriality and Identity among Triqui Indians of Oaxaca, Mexico.* 330 pp. Adviser: John J. Gumperz. [Chicahuaxtla and Copala, the oldest and most important Triqui centers, became engaged in different networks within the regional political economy, with the result that the two sub-areas now show significant differences in economy, political structure, and social organization. L. argues that attention to language—or more precisely to such discursive practices as talk about boundaries and identity, local knowledge, the negotiation of identity, and cultural misunderstandings—reveals how Triqui experience these forces

in the group's daily life. Triqui are skillful negotiators, aware of regional and national dynamics that have affected them, and they use these as a communicative resource with which to achieve everyday ends. DAI-A 65(9):3440, March 2005.] [AAT 3146932]

Robertson, Janice L. Ph.D. (Art History), Columbia Univ., 2005. *Aztec Picture-Writing: A Critical Study Based on the Codex Mendoza's Place-Name Signs.* 483 pp. Adviser: Richard Brilliant. [Modern investigators, intent on isolating objects and defining each in its own right, have arrived at mutually exclusive concepts of art and writing, when in fact each has contributed to the historical shaping of the other. Aztec picture-writing falls between the disciplinary cracks. R. attempts to loosen the knots of the print-oriented, text-based logic that anchors our categorical notions, paving the way not only for a renewed investigation of Aztec picture-writing, but for a history heretofore unforeseen. As Jeffrey Quilter has said, "if Pre-Columbian art history is to take its rightful place in the halls of art history departments, it has to find ways to contribute something to the discipline that cannot be provided through the study of Renaissance art, the Impressionists, and the like." This dissertation uses "New World" material to reveal "Old World" conceptual constructs and begins to make good on that challenge. DAI-A 65(10,):3604, April 2005.] [Not Available from UMI]

Shoaps, Robin A. Ph.D., UC Santa Barbara, 2004. *Morality in Grammar and Discourse: Stance-Taking and the Negotiation of Moral Personhood in Sakapultek (Mayan) Wedding Counsels.* 498 pp. Adviser: John W. Du Bois. [S. explores the grammatical and discursive tools used by Guatemala's Sakapultek Maya in mediating moral evaluation and negotiating a moral landscape. Her particular focus is on the linguistic resources used in the native speech event of *pixab'*, or ritual wedding advice. Specifically, *pixab'* is argued to be a primary cultural setting for deontic stance-taking, or how individuals position themselves with respect to notions of necessity, obligation and responsibility. Directives or verbs with a second person semantic agent are the most common deontic-stance-taking resource in Sakapultek. There are a profusion of strategies for inflecting directives in Sakapultek, which are examined and analyzed in terms of the nature of the performance of a stance of moral authority that they facilitate. It is argued that in taking deontic stances, *pixab'* participants not only express moral obligations, but that through their choice of directive form and framing, they position themselves with respect to two locally-relevant loci of moral authority, the relatively "egocentric" and the relatively "sociocentric." DAI-A 65(9):3363, March 2005.] [AAT 3145760]

Yu Qiuju. M.A., Univ. of Regina (Canada), 2004. *A Comparative Study of Proto-Mongolian and Proto-Sahaptian.* 223 pp. Adviser: Brent Galloway. [A typological comparison of Proto-Mongolian and Proto-Sahaptian phonology and morphology, together with an exploration of the possibility of a genetic affiliation between the proto-languages in question. Similarities are seen in the phonological systems, vowel harmony, the nominal case systems, kinship terms, the basic numeral systems, and the independent pronouns. Some possible cognate sets and systematic sound correspondences are proposed. The evidence suggests the possibility that Proto-Mongolian and Proto-Sahaptian are related to each other, but further reconstructions in both proto-languages are required to draw a firm conclusion. MAI 43(1):44, Feb. 2005.] [AAT MQ92891]

Andrea Wilhelm's University of Calgary dissertation, *The Grammatization of Telicity and Durativity in Dene Suline (Chipewyan) and German*, which was announced in the January 2005 *Newsletter*, is now available for purchase from UMI. The order number is AAT NQ93475.

[Most of the dissertations and theses abstracted in *DAI* and *MAI* can be purchased in microfilm or paper format, or as downloadable PDF files,

from ProQuest-UMI. The publication order number is given in brackets at the end of each entry (e.g. [AAT 3097154]). Microfilm or microfiche copies are $41 each, unbound paper copies $38, softcover paper copies $47, and hardcover paper copies $59. PDF web downloads are available for $28. Prices are in US dollars and include shipping; applicable taxes will be added. Orders are most easily placed through the ProQuest-UMI Dissertation Services website (wwwlib.umi.com/dissertations). Orders and inquiries from the US or Canada can also be made by phone at 1-800-521-0600, ext. 3042. From elsewhere call +734-761-4700, ext. 3042. (Information as of April 2005.)]

NEW MEMBERS/NEW ADDRESSES

New Members (January 16 to April 15, 2005)

Danielsen, Swintha — Auerbachstr. 2, D-04277 Leipzig, GERMANY (swintha@hotmail.com)

Fox, Leonard — 278-A Meeting St., Charleston, SC 29401 (rockandhawk@att.net)

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Wood, Esther — 151 Fleetwood Terr., Silver Spring, MD 20910 (ejwood@berkeley.edu)

Yamamoto, Akira Y. — 2426 Harvard Rd., Lawrence, KS 66049-2615 (akira@ku.edu)

REGIONAL NETWORKS

[*A directory of regional or language-family conferences, research projects, newsletters, journals, and special publication series. Corrections and additions are solicited.*]

GENERAL NORTH AMERICA

American Indian Language Development Institute (AILDI). Annual 4-week training institute (usually in June) at the U of Arizona, Tucson, for teachers of American Indian languages, with emphasis on the languages of the Southwest. 2005 dates: June 6-July 1. Contact: AILDI, U of Arizona, College of Education 517, Box 210069, Tucson, AZ 85721-0069 (aildi@u.arizona.edu; www.ed.arizona.edu/AILDI).

American Indian Studies Research Institute. Research and publication on traditional cultures and languages of N America, primarily the Midwest and Plains. Contact: Raymond DeMallie, Director, AISRI, Indiana U, 422 N Indiana Ave, Bloomington, IN 47401 (demallie@indiana.edu; www.indiana.edu/~aisri/).

Center for American Indian Languages. Research and training center at the U of Utah. Sponsors publications and conferences, some in collaboration with the Smithsonian. Contact: Lyle Campbell, Director, CAIL, 618A DeTrobriand St, Salt Lake City, UT 84112-0492 (lyle.campbell@linguistics.utah.edu; www.cail.utah.edu).

Native American Language Center, UC Davis. Research and special projects on N American Indian languages, with an emphasis on California. Co-Directors: Martha Macri & Victor Golla, D of Native American Studies, UC Davis, CA 95616 (cougar.ucdavis.edu/NAS/NALC/).

Indigenous Language Institute (ILI). (Formerly IPOLA). Coordinating organization for efforts to revitalize Native American languages. Sponsors workshops, publications. Contact: ILI, 560 Montezuma Ave #202, Santa Fe, NM 87501 (ili@indigenous-language.org; www.indigenous-language.org).

Stabilizing Indigenous Languages. Annual meeting of educators and others working to revitalize American Indian and other indigenous languages. The 2005 meeting will be held in Victoria, BC on June 2-5, and the 2006 conference is planned for the Salt River Pima Maricopa Indian Community in Scottsdale, Arizona. Conference websites (www.fpcf.ca/SILS2005, jan.ucc.nau.edu/~jar/TIL.html).

ATHABASKAN/ESKIMO-ALEUT

Athabaskan Languages Conference. Next meeting: June 6-7, 2005, U of Victoria. For latest information see the Athabaskan Conference web page (www.uaf.edu/anlc/alc/). [See "News from Regional Groups"]

Alaska Native Language Center. Teaching and research on Inupiaq and Yupik Eskimo, Alaskan Athabaskan languages, Eyak, Tlingit, and Haida. U of Alaska Fairbanks, Box 757680, Fairbanks, AK 99775-7680 (www.uaf.edu/anlc/).

Yukon Native Language Centre. Teaching and research on Yukon languages. Director: John Ritter (www.yukoncollege.yk.ca/ynlc/).

Inuit Studies Conference. Biennial. The 15th conference will be held in Paris in June 2006; contact: Michele Therrien (michele.therrien@inalco.fr).

Études/Inuit/Studies. Interdisciplinary journal devoted to the study of Inuit (Eskimo) societies, traditional or contemporary, from Siberia to Greenland. Linguistic papers are frequently published. $40 Can (in Canada) or $40 US (elsewhere) for individuals; $25 Can/US for students; $65 Can/US for institutions. Address: U Laval, Pavillon De-Koninck, Rm 0450, Ste-Foy, Quebec G1K 7P4, Canada (etudes.inuit.studies@fss.ulaval.ca; www.fss.ulaval.ca/etudes-inuit-studies).

ALGONQUIAN/IROQUOIAN

Algonquian Conference. Interdisciplinary. Meets annually during the last weekend in October. The 2005 meeting (the 37th) will be held on Oct. 21-25 in Ottawa, Canada. Conference website (www.umanitoba.ca/algonquian). [See "News from Regional Groups"]

Papers of the Algonquian Conference. Current volume: vol. 35 (U of W Ontario, 2003), $48. Some back volumes are also available. Contact Arden Ogg, Linguistics, U of Manitoba, Winnipeg, MB R3T 2N2, Canada (acogg@cc.umanitoba.ca; www.umanitoba.ca/algonquian).

Algonquian and Iroquoian Linguistics. Newsletter. Four issues/year. $12/year (US & Canada, US dollars to US addresses), $15 to other countries. Editor: John Nichols, American Indian Studies, U of Minnesota, Minneapolis, MN 55455 (jdn@umn.edu).

EASTERN CANADA

Atlantic Provinces Linguistic Association (APLA)/Association de linguistique des provinces atlantiques (ALPA). General linguistics conference, annually in early November. Papers (in English or French) on local languages and dialects (e.g. Mi'kmaq, Gaelic, Acadian French) especially welcome. Annual conference proceedings and journal *Linguistica Atlantica* (www.unb.ca/apla-alpa).

NORTHWEST

International Conference on Salish and Neighboring Languages. Linguistics and allied topics. Meets annually in August. The 2005 meeting (the 40th) will held in Vancouver, BC, in mid-August, hosted by Simon Fraser U. Contact Donna Gerdts (gerdts@sfu.ca).

CALIFORNIA/OREGON

Survey of California and Other Indian Languages. Research program and archive at UC Berkeley. Director: Leanne Hinton (hinton@socrates.berkeley.edu). Website (linguistics.berkeley.edu/survey).

California Indian Conference. Interdisciplinary. The 2005 meeting will be held in October at Humboldt State U in Arcata. Conference website (bss.sfsu.edu/calstudies/cic/).

Hokan-Penutian Workshop. Linguistics, sometimes with papers on prehistory and ethnography. Most recent meeting was at UC Berkeley, 2002. 1988 and 1989 *Proceedings* available from D of Linguistics, U of Oregon, Eugene, OR 97403; more recent volumes from D of Linguistics, UC Berkeley, CA 94720.

J. P. Harrington Database Project. Preparing a digital database of Harrington's notes, particularly for California languages. Director: Martha Macri, UC Davis. For newsletter and other information see the project website (cougar.ucdavis.edu/nas/NALC/JPH.html).

News From Native California. News magazine for and about California Indians. Carries articles and other features on anthropological and linguistic topics, among others. Four issues/year. $19. Order from: Heyday Books, PO Box 9145, Berkeley, CA 94709 (heyday@heydaybooks.com).

Advocates for Indigenous California Language Survival (AICLS). Sponsors revitalization efforts, including the Master-Apprentice Language Learning Program. Website (www.aicls.org).

PLAINS/SOUTHEAST

Conference on Siouan and Caddoan Languages. Meets annually in the summer. The 2005 meeting will be held in Kaw City, Oklahoma, June 17-19. Contact: Bob Rankin (rankin@ku.edu). [See "News from Regional Groups"]

Intertribal Wordpath Society. A non-profit educational corporation founded in 1997 to promote the teaching, awareness, use, and status of Oklahoma Indian languages. Contact: Alice Anderton, Executive Director, 1506 Barkley St., Norman, OK 73071 (wordpath@yahoo.com). Website (www.ahalenia.com/iws).

Sam Noble Oklahoma Museum of Natural History, Dept. of Native American Languages. Research and outreach program for Oklahoma languages. Curator: Mary S. Linn (mslinn@ou.edu).

SOUTHWEST/MEXICO

Encuentro de Lingüística en el Noroeste. Biennial linguistics conference at the U of Sonora, with sessions on the indigenous languages of Mexico and Latin America. Next meeting: November, 2006. Contact: Zarina Estrada, Salvatierra #33, Los Arcos, Hermosillo, Sonora, MEXICO (encuentro@guaymas.uson.mx). Website (www.8encuentrolinguistica.uson.mx).

Friends of Uto-Aztecan. Linguistics. Meets annually in the summer. 2005 meeting: Taxco, Guerrero, Mexico, June 29 -July 1. Contact: Karen Dakin (dakin@servidor.unam.mx) or Mercedes Montes de Oca (mercemo@correo.unam.mx).

Estudios de Cultura Náhuatl. Journal. Nahuatl archaeology, anthropology, literature, history, and poems and essays in Nahuatl by contemporary writers. Editor: Miguel León-Portilla. Contact: Instituto de Investigaciones Históricas, UNAM, 04510 México, DF, MEXICO (www.unam.mx/iih/publicaciones/publ.htm).

Tlalocan. Journal, specializing in texts in Mexican languages. Contact: Karen Dakin, Instituto de Investigaciones Filológicas, UNAM, 04510 Mexico, DF (dakin@servidor.unam.mx).

SIL-Mexico. Research and support facility, with extensive publication series independent of SIL-International. Contact: SIL-Mexico, 16131 N. Vernon Dr., Tucson, AZ 85738-0987 (LingPub_Mexico@sil.org). Website (www.sil.org/mexico).

MAYAN

Mayan Linguistics Newsletter. $5/year to US ($8 foreign air mail). Editor: Susan Knowles-Berry, 3909 NW 119th St., Vancouver, WA 98685 (gberry1155@aol.com). Make checks payable to the editor.

Texas Maya Meetings. Annual series of meetings and workshops in Austin, Texas, for Mayan glyph researchers at all levels. 2005 meeting: March 11-16. Contact: Texas Maya Meetings, PO Box 3500, Austin, TX 78763-3500 (mayameet@ccwf.cc.utexas.edu). Website (www.utexas.edu/research/chaaac/).

Tulane Maya Symposium & Workshop. Meets in late Oct/early Nov at Tulane U, New Orleans, LA. Focus is on recent excavations and decipherments from the Classic Period Northern Maya lowlands. Website (stonecenter.tulane.edu/MayaSymposium/).

SOUTH AMERICA

Grupo Permanente de Estudio de las Lenguas Indígenas de las Áreas Lingüísticas de América Latina (ALAL). Consortium promoting areal-typological studies of the indigenous languages of Latin America. Coordinators: Marília Facó Soares (marilia@acd.ufrj.br) and Lucía Golluscio (lag@filo.uba.ar).

GT Línguas Indígenas. Working group on indigenous languages of Brazil. Meets with ANPOLL (the Brazilian MLA) every 2 years. Most recent meeting: June 2002. Contact: Ana Suelly Cabral (asacc@amazon.com.br).

Correo de Lingüística Andina. Newsletter for Andeanist linguists. $4/year. Editor: Clodoaldo Soto, Center for Latin American Studies, U of Illinois, 910 S 5th St #201, Champaign, IL 61820 (s-soto3@uiuc.edu).

Fundación Para el Desarrollo de los Pueblos Marginados. Source for publications about Colombian languages, produced by members of SIL-International. Contact: FDPM, Apartado Aéreo 85801, Bogotá, Colombia (pubco_cob@sil.org)

Centro Colombiano de Estudios de Lenguas Aborígenes (CCELA). Network of linguists engaged in descriptive and educational work with the indigenous languages and creoles of Colombia. Contact: CCELA, A.A. 4976, Bogotá, Colombia (ccela@uniandes.edu.co).

GENERAL LATIN AMERICA/WESTERN HEMISPHERE

Center for Indigenous Languages of Latin America (CILLA). Research and teaching program at the U of Texas, Austin, emphasizing collaboration with indigenous communities. Sponsors the **Congreso de Idiomas Indígenas de Latinoamérica** (next meeting, October 27-29, 2005). Director: Nora England (nengland@ mail.utexas.edu). Website (www.utexas.edu/cola/llilas/centers/cilla/index.html).

International Congress of Americanists. Meets every 3 years. Most meetings have several sessions on linguistic topics, usually focusing on C and S American languages. The 52nd ICA will be held in Seville, Spain, July 17-21, 2006. General Secretariat: Prof. Dr. Antonio Acosta Rodríguez & Prof. Dra. María Luisa Laviana Cuetos (52ica@us.es). 1st circular at website (www.52ica.com).

Archive of the Indigenous Languages of Latin America (AILLA). Sound archive at U of Texas accessible via the internet, focusing on the documentation of discourse. Project manager: Heidi Johnson (ailla@ ailla.org). Website (www.ailla.org).

Centre d'Études en Langues Indigènes d'Amérique (CELIA). Permanent working group on indigenous languages of Latin America of the Centre National de la Recherche Scientifique. Also an annual journal, *Amérindia*. Director: Jon Landaburu (landabu@vjf.cnrs.fr). Contact: CELIA - CNRS, 8 rue Guy Môquet, 94801 Villejuif, FRANCE (celia@vjf.cnrs.fr).

Institut für Altamerikanistik und Ethnologie. Research and teaching program at the U of Bonn (Römerstrasse 164, D-53117 Bonn, Germany) focusing on Quechua and Aymara (Dr. Sabine Dedenbach-Salazar, sdedenba@uni-bonn.de) and Mayan languages and Classical Nahuatl (Prof. Dr. Nikolai Grube, ngrube@uni-bonn.de). Website (www.iae-bonn.de).

Ibero-Amerikanisches Institut. German non-university institution with an important library on Latin America. Publishes various monograph series and a journal, *Indiana*, devoted to the indigenous languages and cultures of the Americas, and sponsors some non-fieldwork research activities. Contact: Ibero-Amerikanisches Institut PK, Potsdamer Strasse 37, D-10785 Berlin, GERMANY (www.iai.spk-berlin.de/).

SIL International (formerly **Summer Institute of Linguistics**). Publications on numerous indigenous languages of the Americas. For a catalogue, write: International Academic Bookstore, SIL International, 7500 W. Camp Wisdom Rd., Dallas, TX 75236 (academic_books@sil.org). Website (www.ethnologue.com/bookstore.asp). [*See also* SIL-Mexico.]

ndigenous Languages of Latin America (ILLA). Publication series, primarily devoted to South American languages. U of Leiden, Research School CNWS, Nonnensteeg 1-3, PO Box 9515, 2300 RA Leiden, The Netherlands (www.leidenuniv.nl/interfac/cnws/pub/illa.htm).

NATIVE HAWAIIAN

Ka Haka 'Ua O Ke'elikoÌlani College. Research and teaching facility at the U of Hawai'i at Hilo. Director: William H. Wilson (pila_w@leoki.uhh.hawaii.edu).

ENDANGERED LANGUAGES WORLDWIDE

Endangered Language Fund (ELF). Small research grants awarded annually, other activities. Contact: ELF, 300 George St., New Haven, CT 06511 (elf@haskins.yale.edu). Website (www.ling.yale.edu/~elf).

Foundation for Endangered Languages (FEL). UK based; awards small grants, organizes annual conference. Contact: Nicholas Ostler, Batheaston Villa, 172 Bailbrook Lane, Bath BA1 7AA, England, UK (nostler@ chibcha.demon.co.uk). Website (www.ogmios.org).

Linguistic Society of America—Committee on Endangered Languages and Their Preservation. 2005 Chair: K. David Harrison, Swarthmore College, Swarthmore, PA 19081 (dharris2@swarthmore.edu).

Terralingua. Advocates linguistic diversity in the context of biodiversity. Office: 1630 Connecticut Ave. NW #300, Washington, DC 20009. President: Luisa Maffi (maffi@terralingua.org). Website (www.terralingua.org).

Hans Rausing Endangered Languages Project, School of Oriental and African Studies, University of London. Academic program and research grants. Contact: ELDP, SOAS, Thornhaugh Street, Russell Square, London WC1H 0XG, UK. Website (www.hrelp.org).

Dokumentation Bedrohter Sprachen (DoBeS). Research initiative funded by the Volkswagen Stiftung and coordinated by the MPI for Psycholinguistics, Nijmegen, The Netherlands. Website (www.mpi.nl/DOBES).

Endangered Languages of the Pacific Rim. Japanese research project sponsoring work on Siberian, Alaskan and NW Coast languages among others. Director: Osahito Miyaoka, Faculty of Information Sciences, Osaka Gakuin U, Kishibe, Suita 564-8511, Japan (elpr@utc.osaka-gu.ac.jp). Website (www.elpr.bun.kyoto-u.ac.jp).

THE SOCIETY FOR THE STUDY OF THE INDIGENOUS LANGUAGES OF THE AMERICAS

Founded 1981

Executive Committee for 2005:

Anthony C. Woodbury (U of Texas-Austin), President
David S. Rood (U of Colorado), Immediate Past President
Lyle Campbell (U of Utah), Vice President
Victor Golla (Humboldt State U & UC Davis), Secretary-Treasurer
Douglas Parks (Indiana U)
Pamela Bunte (CSU Long Beach)
Zarina Estrada Fernández (U of Sonora)

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SSILA welcomes applications for membership from all those interested in the scholarly study of the languages of the native peoples of North, Central, and South America. Dues for 2005 are $16 (US) or $22 (Canadian). Dues may be paid in advance for 2006 and 2007 at the 2005 rate. Checks or money orders should be made payable to "SSILA" and sent to: SSILA, P.O. Box 555, Arcata, CA 95518. For further information, visit the SSILA website (www.ssila.org).

The 2006 annual meeting of SSILA will be held in Albuquerque, New Mexico, January 5-8, jointly with the Annual Meeting of the Linguistic Society of America. There will be two categories of presentation: individual 15-minute papers (with 5 minutes for discussion: i.e., 20-minute paper slots), and organized sessions of variable structure. Abstracts for individual papers and proposals for organized sessions are now invited.

The deadline for receipt of abstracts and session proposals is 9 pm (Pacific Time) Thursday, **September 1, 2005**. Submission should be by e-mail (to ssila@ssila.org), although hard-copy submissions will be accepted in special circumstances (ask golla@ssila.org). In whatever format they are submitted, all abstracts and proposals must arrive by the stated deadline. Late submissions will not be considered, whatever the reason for the delay.

The Program Committee will be reviewing abstracts more critically than in the past, in order to achieve a balanced program with no more than two simultaneous sessions. Regrettably, some abstracts may have to be rejected. Members of the Program Committee will discuss and judge each abstract on the basis of their collective knowledge and, when appropriate, on reports from consultants. In consultation with the SSILA Executive Committee, they will arrange each session, assemble the final program, and select session chairs.

Members of the Program Committee for the January 2006 meeting are: Lyle Campbell (chair), Amy Dahlstrom, Spike Gildea, and Leslie Saxon. The President, Anthony Woodbury, serves ex officio as a member of the committee, and the secretary-Treasurer, Victor Golla, serves as secretary of the committee.

GENERAL REQUIREMENTS

1. All authors of papers (or participants in organized sessions) must be members of SSILA at the time the abstract or session proposal is submitted. Although SSILA membership is on a calendar year basis, an application for 2005 membership may be submitted at the same time as the abstract or session proposal (a form is available at the SSILA website). The membership requirement may be waived for co-authors, or for participants in organized sessions, who are from disciplines other than those ordinarily represented by SSILA (linguistics and linguistic anthropology). Requests for waivers of membership must be made by a member of the Society and must accompany the abstract or session proposal. (Note: Membership in LSA is not required for participation in the SSILA meeting.)

2. Any member may submit one 15-minute abstract as sole author and a second as co-author, or two as co-author. He/she may also be proposed as a presenter of a paper in one organized session, but if this proposal is accepted, the Program Committee may withdraw the 15-minute proposal on the author's behalf. (Note: These restrictions apply to the SSILA meeting program only. If you are the sole author of a paper on the LSA program you may also be the sole author of a paper on the SSILA program.)

3. Authors who will be unable to present their papers personally should specifically name a proxy who will both read the paper and respond to questions that follow.

4. After an abstract has been submitted, no changes of author, affiliation, title, or wording of the abstract, other than those due to typographical errors, are permitted.

5. Papers must be delivered as projected in the abstract or represent bona fide developments of the same research.

6. Handouts, if any, are not to be submitted with abstracts but should be available at the meeting for those listening to the paper.

7. All presenters of individual papers and all participants in organized sessions must register for the meeting.

CATEGORIES OF PRESENTATIONS

A. <u>15-Minute Papers</u>   The bulk of the program will consist of 15-minute papers, with 5 minutes for discussion. Guidelines for preparing abstracts for these papers appear below.

B. <u>Poster Session</u>   One session will be set aside as a Poster Session. Depending on subject and/or content, it may be more appropriate to submit an abstract to the poster session for visual presentation rather than as a 15- minute oral presentation. In general, the sorts of papers which are most effective as posters are those in which the major conclusions become evident from the thoughtful examination of charts and graphs, rather than those which require the audience to follow a sustained chain of verbal argumentation.

C. <u>Organized Sessions</u>   SSILA encourages submissions of organized session proposals. Organized sessions typically involve more than one scholar and are expected to make a distinctive and creative contribution to the meeting. Proposals for organized sessions are NOT reviewed anonymously. These sessions may be: 1. Symposia which include several presentations on a single topic. 2. Workshops focused on a specific theme or issue. 3. Colloquia which include a major presentation with one or more invited discussants. 4. Sessions of any other kind with a clear, specific, and coherent rationale.

The organizer(s) of such sessions must submit the following:

1. By **Friday, July 1**: A preliminary version of the proposal, including a general statement of the purpose of the session and an abbreviated abstract for each paper that will be presented.

2. By **Thursday, September 1** (following acceptance of the preliminary proposal by the Program Committee): A final version of the proposal, which must include:

— A session abstract outlining the purpose, motivation, length (1 1/2 to 3 hours), and justification for the session.
— Full abstracts (following the format and contents guidelines below, except for the requirement of anonymity) for all papers that are to form part of the session.
— The names, addresses, e-mail, and telephone numbers of all participants, including discussants.
— A complete account, including timetable, of what each participant will do. Note that organized sessions, even when structured as symposia, do not have to follow the 15-minute paper + 5-minute discussion format. (The Program Committee reserves the right to modify this schedule.)

For the fullest consideration, organizers are strongly urged to submit a preliminary proposal at the earliest possible date in order to receive comments and suggestions from the Program Committee. Inquiries should be directed to the Secretary, Victor Golla (golla@ssila.org).

Funding. The Program Committee does not have funds for organized sessions. If special funds are required, it is the responsibility of the organizer(s) to seek and obtain them. When submitting the proposal to the Program Committee, the organizer(s) should state whether or not special funds will be necessary. If so, include the source of the funds, with an indication of what alternatives will be pursued if special funds fail to materialize.

ABSTRACT FORMAT FOR PAPERS OR POSTERS

1. Abstracts should be sent as Microsoft Word or PDF files, attached to an e-mail in which you give your name, e-mail address, snail mail address, and affiliation. (In the case of co-authored papers, give this information for each author.) If you use any fonts other than Times, Times New Roman, or Symbol, submission as a PDF file is highly recommended; if the Program Committee cannot read your abstract, it may be rejected. If special circumstances require the submission of an abstract in hard copy, contact the SSILA office (golla@ssila.org) for mailing instructions.

2. The abstract, including a bibliography and examples, if needed, should be long enough to give the Program Committee a clear idea of the paper or poster that is being proposed. There is no minimum number of words, but an abstract of fewer than 250 words stands a good chance of being rejected. The maximum is 500 words, but the abstract must be printable on one side of a single page. All words in examples including glosses and numbers in tables, references, abbreviation explanations, and so on are counted in the 500 word limit. Abstracts longer than 500 words or that cannot be printed on one side of a single 8.5" x 11" page will be rejected without being evaluated.

3. At the top of the abstract, put the title and two or three key words, such as language, language family, and subfield of linguistics. Please note the word count at the bottom of the abstract. These items do not count in the 500 word limit.

4. Abstracts will be reviewed anonymously. Do not include your name in the abstract (Word or PDF) file. Your name should appear only on the e-mail accompanying the abstract. If you identify yourself in any way in the abstract (e.g. "In Smith (1992)...I"), the abstract will be rejected without being evaluated.

5. Abstracts which do not conform to these format guidelines will not be considered.

ABSTRACT CONTENTS

Papers whose main topic does not focus on the indigenous languages of the Americas will be rejected without further consideration by the Program Committee. The Program Committee requires further that the subject matter be linguistic, that the research presented include new findings or developments not published before the meeting, that the papers not be submitted with malicious or scurrilous intent, and that the abstract be coherent and in accord with these guidelines.

Many abstracts are rejected because they omit crucial information rather than because of errors in what they include. The most important criterion is relevance to the understanding of indigenous languages of the Americas, but other factors are important too. It is important to present results so that they will be of interest to the whole SSILA (and larger) linguistic community, not just to those who work on the same language or language family that you do. Below is an adaptation of the LSA guidelines for abstract contents, which may be helpful:

1. Choose a title that clearly indicates the topic of the paper or poster and is not more than one typed line.

2. State the problem or research question raised by prior work, with specific reference to relevant prior research.

3. State the main point or argument of the proposed presentation.

4. Cite sufficient data, and explain why and how they support the main point or argument. Provide word by word or morpheme by morpheme glosses and, if appropriate, underline the portions of the examples which are critical to the argument. Explain abbreviations.

5. If you are presenting the results of experiments, but collection of results is not yet complete, then report what results you've already obtained in sufficient detail that your abstract may be evaluated. Also indicate explicitly the nature of the experimental design and the specific hypothesis tested.

6. State the relevance of your ideas to past work or to the future development of the field, as well as any more general contributions to linguistic research made by your analysis. Describe analyses in as much detail as possible. Avoid saying in effect "a solution to this problem will be presented." If you are taking a stand on a controversial issue, summarize the arguments that led you to your position.

7. While citation in the text of the relevant literature is essential, a separate list of references at the end of the abstract is generally unnecessary.

AND REMEMBER. . .

The deadline for receipt of abstracts of individual papers and of the final version of organized session proposals is **Thursday, September 1.**