

**The Society for the Study of the
Indigenous Languages of the Americas**

SSILA BULLETIN

An Information Service for SSILA Members

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Correspondence should be directed to the Editor

Number 82: February 6, 1999

82.1 CORRESPONDENCE

Quechua song: translation wanted

- From Johanna Rubba (jrubba@polymail.cpunix.calpoly.edu) 25 Jan 1999:

I've been using a Quechua folk song called 'Tinku' in my linguistics class for transcription practice, and cannot locate a translation or accurate transliteration of the song. I wonder if anyone could translate this for me (I don't know which dialect of Quechua it is). What follows is very broad transcription from a music CD by an Andean band. In the song, each line is sung twice, but I'll write each only once. I also don't know where the word boundaries are. I know nothing about Quechua. ch = as in English 'chew'; n~ = palatal nasal; ng = velar nasal; E = mid lax unrounded front vowel.

sisimachaykuni yan~itay machaykuyanila
machaykuyanila yan~itay pakayagwangkita
sisitu sisitu yan~itay matusikisitu
matusikisitu yan~itay Esosiyaksitu
aytunitaykunay yan~itay tukuyukuikuna
tukuyukuikuna yan~itay angkEtuyaykuna

Thanks, and I'm sorry if I butchered your favorite language!

--Johanna Rubba
English Department, California Polytechnic State University
(jrubba@polymail.calpoly.edu)

Help needed with bilingual education in Panama

- From Barbara Gulick (bgulick@hotmail.com) 25 Jan 1999:

My name is Barbara Gulick and I am a Peace Corps Volunteer working with Environmental Education in the province of Bocas del Toro, Panama. An indigenous group known as the Ngabe, or Guaymi, defines roughly half of the population in Bocas del Toro. While a good chunk of this population is exposed to Spanish early on (through community, television, etc), a good number is not, and these kids enter kindergarten/first grade without speaking anything but Ngabe. The Panamanian educational system does little if anything to ease the early transition into Spanish. Teachers in indigenous towns are mostly Latinos from outside of the province who speak no Ngabe. A common aspect of schools in indigenous towns is third and fourth graders who still have difficulty writing and reading basic Spanish. Beyond Environmental Education, there is a more fundamental issue which is the need for bilingual education. Another volunteer and myself are taking advantage of a trip to the magical city of David, Chiriqui, home to two different internet cafes, to search for information with respect to bilingual education in indigenous languages.

Both of us have been studying the Ngabe language for roughly six months and feel competent enough to do some work in this area. We do not have a strong grasp of what things we should focus upon (comparing alphabets, numbers, etc.???) and are therefore looking for ideas from your organization since its focus is indigenous languages and their preservation. What suggestions could you make on integrating a bilingual education program? Do you know of any other organizations or people who are working on this same issue?

We have access to our e-mail every three to four weeks, and will appreciate your help.

--Barbara Gulick
Entrega General, Changuinola Bocas del Toro, Panama
(tikangi@hotmail.com AND bgulick@hotmail.com)

Qualitative research

- From Amsey Howard (amsey@capstonenet.com) 25 Jan 1999:

In my senior year of college, I qualitatively researched a public high school class learning the Creek Indian language and the effects teaching this in a public school had on them. My research consisted of interviewing students, transcribing, and presenting my conclusion. Does anyone have information on other research that has been done similar to mine, along with any opportunities available to do more of this type of research? Please e-mail me with any information you have.

--Amsey Howard
(amsey@capstonenet.com)

Salishan volume picked up by U of W Press

- From Terry Thompson (thompson@hawaii.edu) 2 Feb 1999:

This is to let the readers of the Bulletin know that the University of Washington Press is undertaking to publish One People's Stories: Salishan Myths and Legends (one of the volumes stranded by the cancellation of the Smithsonian series on American Indian Literature). So it is still "In Press." I hope we don't set any "in press" time records with this one. Larry and I (and eventually Steve Egesdal) were "in press" with the Thompson Language grammar sketch, in the Languages volume (17) of the Handbook of North American Indians, for 25 years!

--Terry Thompson
Honolulu, Hawaii
(thompson@hawaii.edu)

82.2 UPCOMING MEETINGS

Student Conference in Linguistics (U of Texas, Austin, May 8-9)

- From Ralph C. Blight (rblight@mail.utexas.edu) 4 Feb 1999:

The 11th annual Student Conference in Linguistics (SCIL) will be held at the University of Texas at Austin, May 8-9, and will focus on endangered and underdescribed languages. The invited speaker will be Jonathan David Bobaljik (McGill U), and the organizers are actively encouraging submissions that deal in some way with endangered languages. This includes both theoretical and descriptive treatments. One of the goals of the conference is to cover as wide a range of "exotic" languages as possible. People interested in participating should visit the SCIL website: <http://ccwf.cc.utexas.edu/~scil/>

SCIL is a student-run conference which aims to bring together graduate students from around the world to present their research and build connections with other students. The proceedings are published in the MIT Working Papers in Linguistics. The deadline for receipt of abstracts is February 15.

Workshop on American Indigenous Languages (Santa Barbara, May 14-16)

- From Fiona Whalen (6500frw0@ucsbuxa.ucsb.edu) 23 Jan 1999:

The linguistics department, University of California, Santa Barbara will host a 2nd annual Workshop on American Indigenous Languages (WAIL) on the weekend of May 14-16. WAIL is a forum for the discussion of theoretical and descriptive linguistic studies of indigenous languages of the Americas. The Invited Speaker will be Sara Trechter (CSU-Chico).

Anonymous abstracts are invited on any topic in Native American linguistics. Talks will be 20 minutes, followed by 10 minutes discussion. Individuals may submit abstracts for one single and one co-authored paper. Abstracts should be 500 words or less and can be submitted in hard copy or by e-mail. For hard copy submissions, please send 5 copies of the abstract and a 3x5 card with the following information: (1) name; (2) affiliation; (3) mailing address; (4) phone number; (5) e-mail address; and (6) title of the paper. Send these to:

Workshop on American Indigenous Languages
Department of Linguistics
University of California, Santa Barbara
Santa Barbara, CA 93106

E-mail submissions are encouraged. Include the information from the 3x5 card (above) in the body of the e-mail message, with the anonymous abstract as an attachment. Send e-mail submissions to:

wail@humanitas.ucsb.edu

DEADLINE FOR RECEIPT OF ABSTRACTS: March 19, 1999. Notification of acceptance will be by e-mail in late-March. Registration: \$20 (checks payable to WAIL).

For further information, e-mail: wail@humanitas.ucsb.edu, telephone 805/893-3776, or check out the WAIL website: <http://www.linguistics.ucsb.edu/wail/wail.html>

Stabilizing Indigenous Languages Conference (Tucson, June 3-5)

- From Karen Francis-Begay (kfbegay@u.arizona.edu) 25 Jan 1999:

As previously announced (Bulletin #79.3), the 6th annual Stabilizing Indigenous Languages Conference will be held at the U of Arizona, Tucson, June 3-5, at the beginning of the AILDI institute (see # 82.3 below). The organizers have announced a new deadline for proposal submission: March 31, 1999. The registration fee payment deadlines are now as follows:

- Registration forms and fees received by Feb. 15, 1999 is \$100
- Registration forms and fees received after Feb. 15 through Mar. 31 is \$125
- Registration forms and fees received after Mar. 31 and on-site is \$150.
- There is still a special student fee of \$50 for the conference with no restriction on dates.

For further information, contact: Karen Francis-Begay, U of Arizona, Department of Language, Reading & Culture, College of Education, Room 511, Box 210069, Tucson, AZ 85721-0069. Tel: 520/626-4145; fax: 520/621-8174; e-mail: kfbegay@u.arizona.edu.

Siouan and Caddoan Languages (Regina, Saskatchewan, June 11-12)

- From Brent Galloway (bgalloway@tansi.sifc.edu) 19 Jan 1999:

The 19th Annual Conference on Siouan and Caddoan Languages will be held at the Saskatchewan Indian Federated College/Univ. of Regina, Regina, Saskatchewan, Canada, June 11-12, 1999. (SIFC is Canada's first fully-accredited Indian-governed university college, with 1000 Indian students and a rich Indian-oriented curriculum.)

Papers are welcome on any aspect of research or teaching of Siouan or Caddoan languages. Presentations will be 30 minutes (including time for questions). Please send an abstract of your paper to:

Brent Galloway
Dept. of Indian Languages, Literatures, & Linguistics
Saskatchewan Indian Federated College
118 College West
University of Regina
Regina, Saskatchewan S4S 0A2, CANADA

e-mail: bgalloway@tansi.sifc.edu
tel: 306/757-9053 or 770-6248
fax: 306/779-6220

On-campus accommodations are available in the U of Regina College West dorms (tel: 306/585-5335), where a block of rooms has been reserved for conference participants. Prices range from \$30.78 CDN (\$20.01 US) to \$43.32 CDN (\$28.16 US). Off campus there are a number of good hotels, including the Indian-owned Landmark Inn. Contact Brent for a complete list.

Comparative Penutian Workshop (Vancouver, BC, August 9-13)

- From Scott DeLancey (delancey@darkwing.uoregon.edu):

This is the 2nd call for papers for a 1-day Comparative Penutian Workshop that will form part of the 14th International Conference on Historical Linguistics, Univ. of British Columbia, August 9-13. The workshop will be concerned with historical linguistic problems connected with the proposed Penutian stock of western North America. Of particular concern will be the problem of applying historical linguistic methods at the time depth represented by Penutian. Papers are solicited dealing with comparative problems of the overall Penutian hypothesis (as defined by DeLancey & Golla, IJAL 63:171-201, 1997), possible subgroups within Penutian, internal reconstruction in Penutian languages, or comparison within lower-level families ascribed to the Penutian stock. Linguists interested in participating should send one-page abstracts, by MARCH 31, 1999, to:

Scott DeLancey
Department of Linguistics
University of Oregon
Eugene, OR 97403, USA

E-mail submission is fine (ASCII text only, please) to:

delancey@darkwing.uoregon.edu

For general information about the 14th ICHL, contact the Conference Organizer: Laurel Brinton, Dept. of English, #397-1873 East Mall, Univ. of British Columbia, Vancouver, BC, V6T1Z1 CANADA (fax: 604/822-6906; e-mail: brinton@unixg.ubc.ca).

82.3 20th AILDI TO BE HELD IN ARIZONA

The University of Arizona, Tucson, will again host the American Indian Language Development Institute this summer (June 2-25), for its 20th session. AILDI brings together linguists, tribal elders, bilingual/ESL specialists, teachers, aides, and school administrators in an integrated, holistic learning experience focusing on American Indian languages and cultures. This year's Institute will be held in conjunction with the 6th annual conference on Stabilizing Indigenous Languages, June 3-5 (see #82.2 above).

Course topics will include: Recreating Indigenous Language Communities; Native American Literature and Writers; Learning Language Structure through Activities and Games; Bilingual Curriculum Development; Linguistics for Native American Communities; Educating the Culturally Diverse; Computer Applications for Language Teachers; and Strategies and Approaches for Reversing Language Shift.

Tuition is \$710 for six credit hours (all courses lead toward degree programs at Arizona, and toward bilingual and ESL endorsements). Books and supplies cost about \$150, and housing is available on-campus and in privately owned apartments (\$450-\$650 approximately). Financial assistance is available but limited.

To receive registration information, or for other queries, contact: Karen Francis-Begay, Coordinator, AILDI, Dept. of Language, Reading & Culture, College of Education, Room 517, P.O. Box 210069, Univ. of Arizona, Tucson, AZ 85721-0069 (tel: 520/621-1068; fax: 520/621-8174; e-mail: kfbegay@u.arizona.edu).

82.4 TELECOURSE IN CHOCTAW

- From Marcia Haag (haag@mail.nhn.ou.edu) 4 Feb 1999:

The Choctaw Nation of Oklahoma has begun teaching a Choctaw language class using interactive educational television. This is a type of video-conferencing that provides fully 2-way audio and visual communication between a teacher in Norman, Oklahoma, and students in Albuquerque, New Mexico. The course is sponsored by the Choctaw Nation and by the Southwestern Indian Polytechnic Institute. The class is a pilot program offered by SIPI as an audit course, but the course is expected to be offered for credit in the Fall 1999 semester. The Choctaw Nation hopes to expand the telecourse to other communities of Choctaw people across the nation. Enrollment in the course is open to all.

82.5 CANADIANS HONOR NATIVE EDUCATORS

- From M-L Tarpent (mtarpent.employee.msvu@msvu1.msvu.ca) 29 Jan 1999:

Listed among 89 persons receiving the Order of Canada this year were Freda Ahenakew and Verna Kirkness. Ahenakew, a Cree speaker, has worked extensively with Chris Wolfart of the University of Manitoba, and has published a number of books on Cree. Kirkness, who is also a Cree, was a pioneer in Native education, but is better known for trying to introduce relevant materials and methods into the mainstream curriculum.

82.6 PRELIMINARY VERSION OF NAHUATL DICTIONARY NOW ON-LINE

- From Jonathan Amith (jonathan.amith@yale.edu) 16 Jan 1999:

An Analytic Dictionary of Ameyaltepec Nahuatl is in preparation, part of a comprehensive effort to document and teach the Nahuatl spoken in Ameyaltepec, a Nahuatl-speaking village of central Guerrero, Mexico. When complete, the project will include a printed and an internet version of the dictionary; a grammar and course book; interactive exercises that complement the grammar and course book and that will be placed on-line; web-based and CD-ROM versions of sound files that will be linked to internet versions of the dictionary and didactic material; and (on the CD-ROM) digitized versions of ritual speech, songs, and life histories, with transcriptions and translations

At present a preliminary version of the course book and exercises has been completed.

This material will be placed on-line during the next few months at:

<http://www.yale.edu/nahuatl>. Meanwhile, a preliminary version comprising just over 2,000 entries (about 20% of the total words in the Analytic Dictionary) has been completed, and is on-line at the Linguistic Data Consortium, University of Pennsylvania, website:

<http://www ldc upenn edu /hyperlex> (click on Nahuatl)

Although incomplete and presently being edited and corrected, it was decided to place the dictionary on-line in order to make the results available to those interested in Nahuatl, to facilitate the development of a final version from the present prototype, and to encourage feedback and suggestions from users that will improve the final product.

82.7 SUMMER PROGRAM IN THE ANDES & AMAZON OF ECUADOR

- From Serafin M. Coronel-Molina (scoronel@dolphin.upenn.edu) 5 Feb 1999:

Arizona State University is sponsoring a summer program in Ecuador, June 7-June 29, 1999, centered on a field study of the oral history, literature, art, dance, and religious life of the Quichua Indian people from pre-Columbian times to the present. The unique perspective of the course is gained by living and working with Indian communities in the Andes Mountains and Amazonian Forests. Members of these communities will serve as co-teachers in the course.

The locations visited will include the Inca and colonial city of Quito; the mountain pilgrimage site and spa of Ban~os; the Andean Quichua communities of Otavalo and Cayambe; and the Napa Runa Indian community in the Amazon.

The program is open to all students eligible to enroll in ASU's summer programs (non-resident tuition is waived for summer sessions). A limited number of spaces are available. To reserve a place in the program, submit a completed application form with the \$100 (\$50 non-refundable) application fee by March 1, 1999. Non-ASU students must submit proof of immunization. Applications will be accepted until the spaces are filled.

Students must enroll for seven credits: four in Quichua Language and Literature and three from any of the course offerings below:

- ASB 494: South American Indian Religion and Culture (3)
- FLA 494: Intro to Quichua Language & Literature (4) - MANDATORY
- HUM 494: South American Indian Cultural Expression (3)
- REL 332: South American Indian Religions (3)
- REL 494: Religion and the Colonial Experience: The Andes (3)

Accommodations will vary from a health spa at the foot of the Tunguragua volcano to camping under a palm thatch in the Amazon forest. Basic necessities and good meals in indigenous communities.

The cost is \$1,995 (subject to change) and includes tuition and fees, ground transportation in Ecuador, lodging and three meals a day. Not included are airfare (approx. \$700 with a group rate), passport, health insurance, and personal expenses.

For more information and application forms contact:

Dr. Tod Swanson, Director
Center for Latin American Studies
Arizona State University
P.O. Box 872401
Tempe, AZ 85287-2401

Telephone: 602/965-5127
Fax: 602/965-6679
E-mail: tod.swanson@asu.edu

82.8 E-MAIL ADDRESS UPDATES

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