

**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

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86.1 CORRESPONDENCE

Copies of Bloomfield's Memomini

- From Monica Macaulay (mmacaula@facstaff.wisc.edu) 23 March 1999:

A group of students and I are looking for copies of Bloomfield's "The Menomini Language". We're working on Menominee and the library is growing tired of us renewing and re-renewing its two copies. So if anyone out there would be willing to part with a copy (or copies!), please let us know how much you would like for it.

(Other Menominee material would also be of interest.)

~Monica Macaulay
Dept. of Linguistics, Univ. of Wisconsin, Madison
(mmacaula@facstaff.wisc.edu)

Newly Fluent Speakers Needed for Study

- From Joyce A. Silverthorne (dxn3224@montana.com) 31 March 1999:

I am a doctoral student at Gonzaga University, a member of the Confederated Salish and Kootenai Tribes, and a student of Salish language. My parents met in Washington, D.C., in the early days of the Bureau of Indian Affairs. My mother was a full-blood enrolled with the Kickapoo Tribe of Kansas, and my father was enrolled with the Confederated Salish and Kootenai Tribes of the Flathead Reservation, Montana. I did not begin learning my heritage language until adulthood. In language revitalization I have found personal satisfaction and a professional purpose.

In order to carry out the dissertation research that I am proposing, I need the help of the SSILA membership to find ten newly fluent speakers of Native American languages (not including linguists!) in the states of Idaho, Montana, Oregon, Washington, and Wyoming. The definition of "newly fluent" that I use in this study is:

Having the ability to speak the newly acquired language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. He/she is able to discuss particular interests and special fields of competence with reasonable ease; comprehension is quite complete for a normal rate of speech; vocabulary is broad enough so that the speaker rarely has to grope for a word; accent may be obviously foreign; control of grammar good; and errors never interfere with understanding and rarely disturb the native speaker.

This definition is based on U.S. Foreign Service guidelines. It is used here to provide a consistent description of fluency. I understand that tribes have generally not defined fluency and that this definition may be higher or lower than they choose to use. The definition is intended for this study only.

I would be grateful if you could direct me to individual(s) 18 years old and above who you believe may meet this definition, or come close to meeting it, and who live in Montana, Idaho, Washington, Oregon, or Wyoming. Making a nomination does not commit you (or your nominee) to being part of the study. I will contact any person nominated to determine if they are interested in participating in the study. It is my feeling that newly fluent people may not think they are fluent.

I hope to do the interviews throughout the summer and fall and intend to complete the study in the fall of 1999. All information shared will be strictly confidential.

Please feel free to contact me to discuss this further. Also, please share this information with anyone else who may be able to help.

~Joyce A. Silverthorne
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(dxn3224@montana.com)

Words for "star"

- From (montec@interpath.com) 8 April 1999:

I'm trying to find the word for "star" in as many Native American languages as possible. Can you help? Thanks.

86.2 LATIN AMERICAN INDIGENOUS LANGUAGES ORGANIZATION FORMED

- From Diego Quesada (dquesada@chass.utoronto.ca) 24 March 1999:

The following notice is about the creation of an organization (at least that is the final goal) to promote the interinstitutional, inter-areal, inter-theoretical, and typological study of the indigenous languages of the linguistic areas of Latin America. The acronym will be A.L.A.L. It was the product of an intense two-day working session this past February in Brazil, during the Meeting of the Brazilian Linguistic Association, attended not only by local colleagues but also by linguists from other parts of the continent.

GRUPO PERMANENTE DE ESTUDIO DE LAS LENGUAS INDIGENAS DE LAS AREAS LINGUISTICAS DE AMERICA LATINA

PRESENTACION

En America Latina existen al menos diez areas linguisticas (Willey 1971: 21, vease al final); tanto ellas en su totalidad, como sus miembros (familias de lenguas y lenguas aisladas) han sido estudiadas hasta el momento de una manera un tanto aislada. En terminos generales y con pocas excepciones (e.g., Constenla 1991), no se han realizado estudios pan-areales, inter-areales que permitan lograr un conocimiento integral, general de los aspectos comunes y divergentes de las lenguas y areas de America Latina. El potencial de estudios de esa naturaleza y su contribucion al avance no solo del conocimiento de la totalidad linguistica de America Latina, sino tambien al avance de las diferentes teorias linguisticas es bastante considerable. Por ello se hace necesario unir esfuerzos a lo largo del continente para encarar la tarea de un trabajo linguistico interinstitucional, con enfasis inter-linguistico, inter-areal e inter-teorico.

Existen instituciones a lo largo del continente latinoamericano, las cuales tienen mecanismos y programas de investigacion que, dentro de una perspectiva de trabajo interinstitucional, podrian cooperar en la tarea de documentacion, descripcion, y analisis de la situacion linguistica de America Latina. Dadas las necesidades expuestas anteriormente, es indispensable disponer de una organizacion que se encargue de promover iniciativas encaminadas a la consecucion de estos asuntos.

Precisamente durante el II Congreso Nacional de la Asociacion Brasilena de Linguistica (ABRALIN), realizado los dias 25, 26 y 27 de febrero de 1999, en la Universidad Federal de Santa Catarina, Florianopolis, Brasil, linguistas brasilenos y de otras nacionalidades que realizan investigaciones con lenguas amerindias participaron en una sesion especial de trabajo convocada por el Grupo de Trabajo (GT) "Lenguas Indigenas" de la Asociacion Nacional de Postgrado en Letras y Linguistica (ANPOLL-BRASIL). En esa reunion, conducida por la Dra. Lucy Seki, Profesora de la Universidad Estatal de

Campinas (UNICAMP) y actual coordinadora del GT-Lenguas Indigenas de la ANPOLL, se constituyo el "Grupo Permanente de Estudio de las Lenguas Indigenas de las Areas Linguisticas de America Latina" (o A.L.A.L. = Areas Linguisticas de America Latina), el cual tiene como fin principal promover iniciativas de investigacion interinstitucional, las cuales permitan profundizar los conocimientos de las lenguas indigenas habladas en America Latina. Los participantes coincidieron en concebir A.L.A.L. como un embrion que poco a poco ira adquiriendo la dimension necesaria para realizar los objetivos trazados. Se proyecta una reunion de indoamericanistas durante el proximo congreso de A.L.F.A.L. en Santiago de Chile, en la cual se intentara tomar decisiones con respecto a los pasos a seguir.

OBJETIVOS

Generales:

1. Crear mecanismos interinstitucionales para el estudio conjunto de las lenguas indigenas de America Latina y de apoyo a las iniciativas de las comunidades hablantes de esas lenguas.
2. Desarrollar centros de documentacion de las lenguas indigenas de America Latina.
3. Promover el intercambio de informacion entre los centros y los investigadores.
4. Realizar estudios linguisticos que contribuyan al avance de las teorias linguisticas.
5. Crear espacios de discusion teorica y de divulgacion (e.g. lista electronica, Revista Brasilena de Linguistica Indigena, etc.).

Especificos:

1. Realizar estudios descriptivos de las lenguas indigenas de America Latina a partir de diversas perspectivas teoricas.
2. Realizar estudios comparativos (areales, tipologicos, geneticos, etc.).
3. Explorar areas tematicas especificas a partir de diversas perspectivas teoricas.

MECANISMOS DE DIFUSION

Para efectos de intercambio y difusion de iniciativas y sus resultados, por el momento, el Grupo cuenta con los siguientes tres medios:

1. una pagina de internet localizada en:
<http://www.unicamp.br/~kaitire/ling-amerindia>
2. una lista electronica de discusion:
ling-amerindia@unicamp.br
3. la *_Revista Brasileira de Linguística Indígena_*, la cual aparecera prontamente.

REPRESENTANTES

Durante la reunion celebrada en Florianopolis se acordo que el Grupo deberia contar con representantes de diversos paises (y areas linguisticas), los cuales seran encargados de dar informacion acerca de las actividades e iniciativas que se desarrollen. Los interesados podran ponerse en contacto con los siguientes colegas:

- J. Diego Quesada, U de Toronto (dquesada@chass.utoronto.ca). Areas: Mesoamerica, Intermedia y Caribe
- Marilia Faco Soares, U Federal de Rio de Janeiro, Museo Nacional (marilia@acd.ufrj.br). Areas: Amazonica, Brasileira Oriental
- Lucia Golluscio, U de Buenos Aires y CONICIT (lag@filo.uba.ar). Areas: Surandina, Chaco, Pampeana, Del Fuego

Se espera encontrar colegas que trabajen con lenguas de las diversas areas con el fin de asignar solo una area por persona.

Asimismo, como personas de liaison entre el Grupo y el Grupo de Trabalho Linguas Indigenas de ABRALIN, funcionaran los colegas

- Lucy Seki, UNICAMP (Coordinadora del GT-"Lenguas Indigenas"-ANPOLL) (lseki@turing.unicamp.br).
- Angel Corbera Mori, UNICAMP (Vice-coordinador del GT-"Lenguas Indigenas"-ANPOLL) (angel@obelix.unicamp.br). Area Peruana.

Areas Linguisticas de America Latina, segun Willey (1971):

- Mesoamerica
- Caribe
- Intermedia

- Peruana
- Surandina
- Amazonica
- Brasilena Oriental
- Chaco
- Pampeana
- Del Fuego

Citas

Constenla, Adolfo. 1991. Las lenguas del Area Intermedia.
San Jose: Editorial de la Universidad de Costa Rica.

Willey, Gordon. 1971. An Introduction to American Archeology.
Englewood Cliffs, N.J.: Prentice-Hall, Inc.

86.3 INTENSIVE COURSES IN MAYAN LANGUAGES, SUMMER 1999

Kaqchikel (June 14-July 23)

The Kaqchikel Mayan Intensive Summer course, jointly sponsored by the Institute of Latin American Studies of the University of Texas at Austin and the Roger Thayer Stone Center for Latin American Studies at Tulane will be held again in 1999, from June 14 to July 23. The course begins and ends in Antigua Guatemala, but about three weeks will be spent in the field, principally in the town of Santa Catarina Palopo. As in previous years, mornings are spent in Kaqchikel language activities, afternoons are devoted to interchange of information about Mayan culture, with the participants from the US and other "Western" countries sharing their "book" learning and models and the teachers contributing their life experiences. The study group will be kept small in order to maintain close to a one-to-one teacher-student ratio. Nonetheless, there are both beginner and "intermediate" levels of the class. For further information contact Judith Maxwell, Anthropology, 1021 Audubon St., Tulane Univ., New Orleans, LA 70118 (e-mail: maxwell@mailhost.tcs.tulane.edu); or Brian Stross, Anthropology, ETS 1.130, Univ. of Texas at Austin, Austin, TX 78712 (e-mail: bstross@mail.utexas.edu).

Yucatec (June 7-July 17)

A Summer Intensive Introductory Course in Yucatec Maya is offered by the Duke Univ./Univ. of North Carolina Program in Latin American Studies, with funding from the U.S. Department of Education, Title VI Program. It has three components:

- I. Classroom instruction (UNC-Chapel Hill) - an intensive 4-week introduction to modern Yucatec Maya, 6 hours a day, 5 days a week, and evening practice. Conversation, grammar and classical and modern Yucatec texts will be featured.
- II. Hieroglyphics Workshop (Duke U), a weekend workshop focusing on the structure and content of the ancient Maya writing system with comparisons to Yucatec grammar and literature.
- III. A 2-week field orientation in the Yucatan (July 5-17). In the first week, in Merida, students will continue with language classes conducted by native Yucatec speakers, with seminars and lectures led by distinguished historians, ecologists and anthropologists. The second week will be spent in Valladolid with daily trips to the Mayan village of Xocen where students will be placed with families in order to share in their daily lives and practice speaking Maya.

Enrollment is limited. Applications are invited from anyone wishing to study beginning Yucatec Maya. The deadline for all applications and final payment of the program fees is the beginning of May. For applications or further information contact: Sharon S. Mujica, Yucatec Maya Summer Inst, Duke-UNC Program in Latin American Studies, 223 E. Franklin St., CB 3205, Chapel Hill, NC 27599 (tel: 919/962-2414; fax: 919/962-0398; e-mail: smujica@email.unc.edu). Information about the course is on the web at: <http://www.duke.edu/web/las/Yucatec/index.htm>

86.4 NORTHWEST INDIGENOUS LANGUAGE INSTITUTE, U OF OREGON

- From Scott DeLancey (delancey@darkwing.uoregon.edu) 29 March 1999:

The Department of Linguistics at the University of Oregon announces the 2nd annual Northwest Indigenous Language Institute, to be held on the University campus June 21-July 9, 1999. Classes, designed specifically for people working in Tribal language maintenance and revitalization programs, will carry University of Oregon credit. Three-credit courses will meet two hours per day; 1-credit courses one hour per day.

Course offerings will include:

- Introduction to Language Teaching for Teachers in Native Language Programs (3 credits)
- Introduction to Linguistics and Northwest Languages for Teachers in Native Language Programs (3 credits)
- Workshop on Computer Implementations for Native Language Programs (1 credit)
- One-day workshops on grant writing, audio-visual production techniques, or other topics.

Depending on enrollment and available staff, we also expect to offer one or two more advanced courses. Possibilities include:

- Advanced Language Teaching
- Morphology and Linguistic Analysis of Northwest Languages
- Phonetics for language analysis and teaching
- Creating your own linguistic materials, and linguist's materials

We ask for advice from language programs and communities about which of these you might find most useful, or other suggestions of classes which might be more useful than these.

University of Oregon tuition will be \$770 for 7 undergraduate credit hours. Some scholarship aid will be available. Housing in University dormitories will be available; the approximate cost is \$650-700 per person for double occupancy, around \$775 for single occupancy.

It will help us a lot in planning for NILI, if individuals and programs who are interested in participating would send us the following information as soon as possible:

- Tribe or program, and contact person
- Number (and names, if possible) of people from your program potentially interested in attending the Institute
- Courses they are likely to be interested in

- Suggestions of other courses, workshops, or other activities which would make NILI more useful to you or your program

For further information contact:

Scott DeLancey
tel: 541/346-3901
e-mail: delancey@darkwing.uoregon.edu
fax: 541/346-3917

Janne Underriner
tel: 541/346-3199
e-mail: jlu@darkwing.uoregon.edu
fax: 541/346-3917

86.5 WEBSITES OF INTEREST

AILDI & SILC

- From Karen Francis-Begay (kfbegay@u.arizona.edu) 22 March 1999:

Thanks to Michael Twohorses, UA American Indian Studies master's student, AILDI and SILC now have websites linked to the UA American Indian Studies Program. The URLs are:

20th Annual American Indian Language Development Institute (AILDI):

<http://w3.arizona.edu/~aisp/aildi.html>

Contents: summer 1999 Institute brochure description; course listings, descriptions, and times; general information (fees, housing, financial assistance, registration & payment, etc.)

6th Annual Stabilizing Indigenous Languages Conference (SILC):

<http://w3.arizona.edu/~aisp/aildi/silcmain.html>

Contents: conference description and schedule; housing information; proposal guidelines; proposal form; registration form.

--Karen Francis-Begay, Program Coordinator, AILDI
University of Arizona, Tucson, AZ 85721-0069
(kfbegay@u.arizona.edu)

86.6 E-MAIL ADDRESS UPDATES

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