

**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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98.0 SSILA BUSINESS

1999 elections

The 1999 SSILA Nominating Committee (Laurel Watkins, Pat Shaw, and John Nichols) has submitted the following slate of candidates for the offices to be filled in the 1999 elections:

For Vice President (2000) and President Elect for 2001:

- Jane H. Hill (University of Arizona)

For Member-at-large of the Executive Committee (2000-02):

- Sara Trechter (California State U, Chico)

For Secretary-Treasurer (2000):

- Victor Golla (Humboldt State U)

For Member of the Nominating Committee (2000-02):

- Scott DeLancey (U of Oregon)
- Harriet E. Manelis Klein (SUNY-Stony Brook)

All members of the Society will receive a ballot with the October issue of the SSILA Newsletter. [This will be reaching most members within a few days. We are sorry for the delay. --Ed.] In order to be counted completed ballots must be received at the SSILA office no later than December 31, 1999.

98.1 CORRESPONDENCE

Counting systems

- From Peter Gordon (peter+@pitt.edu) 21 Oct 1999:

If you are familiar with an indigenous language, I would be most grateful if you could give me information about the type of counting system used. I'm interested in how prevalent are the more limited counting systems. I would be very interested to hear if the languages you are familiar with use a 10-based system or something else. Please send me a short e-mail stating the language in question, and what counting system they use. Thanks!

~Peter Gordon
University of Pittsburgh
(peter+@pitt.edu)

Endangered languages article

- From Nicholas Ostler (nostler@chibcha.demon.co.uk) 24 Oct 1999:

You may be interested to know that there is a piece on endangered languages in the influential British opinion magazine "Prospect" for this November. Written by David Crystal, it is called "The death of language" (pp. 56-8).

It starts in Cameroun with the death of Kasabe in 1995, and the impending death of Luo, and continues with a solid run-through of the issues: How many languages are threatened? Why are so many languages dying? Why should we care? It is distinctive, I feel, in pointing out the financial help that could be quite economically channeled in these languages' direction.

The article is in a series of "Millennium Briefings", which will also feature articles on human behavior, consciousness, and climate and human history. "Prospect" is reputed to be the current journal of choice among Britain's movers and shakers. Let's see if they take the bait!

The article features contemporary pictures of the last speaker of Luo in Cameroun, of the last speaker of Cornish in England, and of Spaniards massacring American Indians, as well as Peter Bruegel's time-tested image of the Tower of Babel (!).

~Nicholas Ostler
Foundation for Endangered Languages
Bath, UK
(nostler@chibcha.demon.co.uk)

[An abbreviated version of David Crystal's article was published in the Guardian (London) on Monday, October 25. The text of this article can be read at the Guardian's website:

<http://www.guardianunlimited.co.uk/> --Ed.]

Handbook map

- From Ives Goddard (Goddard.Ives@NMNH.SI.EDU) 1 Nov 1999:

To expand on the brief announcement in an earlier SSILA Bulletin (#96, October 8): Separate copies are now available, through the University of Nebraska Press, of the map “Native Languages and Language Families of North America” that accompanies Volume 17, *Native Languages*, of the *Handbook of North American Indians*.

The map is available in two formats. The “Folded Study Map” (20” x 22 1/2”) is identical to the map in the pocket of HNAI 17, except for being on heavier paper. The “Wall Display Map” (38” x 50” including text) is an expanded version of the same map; the larger size has provided enough room to indicate the location of every known Native language of North America, even where they are in such small areas that they could be mapped only at the family or sub-family level on the original map. This is the only published map that has ever located every language. Many major dialects are also included. On both maps 62 language families are distinguished by separate colors, making the linguistic diversity of North America strikingly evident. Areas with no surviving linguistic documentation are left white. Both maps are accompanied by a brief descriptive text and a complete classification that includes unmapped dialects and two post-contact mixed languages. The text for the smaller map is in a separate booklet. That for the larger map is printed on the left side of the sheet and can be folded under or cut off to display only the 38” by 41” map, if desired.

The Folded Study Map (ISBN 0-8032-9269-4) lists for \$14.95. The Wall Display Map (ISBN 0-8032-9271-6) is provided rolled in a sturdy mailing tube and lists for \$19.95.

~Ives Goddard
Smithsonian Institution
(goddard.ives@nmnh.si.edu)

[Copies can be e-ordered directly from the University of Nebraska Press (www.nebraskapress.unl.edu) or -- with a discount on the wall map – from Amazon.com. -Ed.]

Out-of-print monographs

- From M L Tarpent (mtarpent.employee.msvu@msvu1.msvu.ca) 22 Oct 1999:

Regarding the recent request by Willem de Reuse for a copy of Wick Miller’s out-of-print UCPL monograph on Acoma (SSILA Bulletin #97.5, 12 Oct 1999): I have been wanting to buy a number of UCPL books, only to find that they were almost all out of print. Does UC press ever reprint books? Most of the UCPL collection is made up of data-oriented books (grammars, dictionaries and texts) which do not age substantially and would probably find buyers if they were reprinted. A large number of them are on Amerindian languages and many SSILA

members would probably be interested in owning some of them. Not everyone has frequent access to a well-stocked university library. Would SSILA have the clout needed to influence the press?

~Marie-Lucie Tarpent
Mount Saint Vincent University
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(mtarpent.employee.msvu@msvu1.msvu.ca)

[UC Press, like most academic presses in the US, has drastically reduced its backlist for reasons that -- we are told -- have to do with arcane provisions of the US tax laws. (Perhaps a reader of the Bulletin who works for a publisher can be more precise about this?) We doubt that SSILA, or any learned society, could have much influence on so "bottom-line" a decision. However, small reprint houses might be interested in taking over some of these titles if they knew there was an audience for them, and possibly SSILA could play a role here. Do readers have any thoughts or suggestions? --Ed.]

98.2 UPCOMING MEETINGS

Symposium on Amazonian languages at ICA (Warsaw, July 2000)

- From Marilia Faco Soares (marilia@acd.ufrj.br) 22 Oct 1999:

This is a call for papers for a symposium on “Languages in the Amazon and Neighboring Areas” (Lenguas amazonicas y de las areas adyacentes) that is being organized for the 50th International Congress of Americanists, in Warsaw, July 2000. The convenors are: Marilia Faco Soares (Museu Nacional/ Universidade Federal do Rio de Janeiro); Jose Alvarez (Universidad del Zulia, Maracaibo, Venezuela); and Hein van der Voort (University of Amsterdam).

The following types of papers are especially welcome:

1. Papers in which grammatical properties of individual languages or a group of languages are described;
2. Papers which aim to explain phenomena in individual or in a group of languages;
3. Papers exploring the genetic relationships between languages and language families;
4. Papers dealing with “areal” properties of Amazonian and neighboring languages.

Send the title and abstract of the presentation before December 31, 1999 through e-mail, regular mail, or fax, to the principal convenor of the symposium at the address below. Registration for the 50th ICA should be made by completing the form that is available at the ICA website:

<http://www.cesla.ci.uw.edu.pl/50ICA>.

ICA inquires should be addressed to:

50ICA@cesla.ci.uw.edu.pl

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98.3 POSITIONS OPEN

University of Oregon

The Department of Linguistics at the University of Oregon seeks applicants for a tenure-related position in functional linguistics, beginning September 16, 2000. Rank is open. Salary is competitive depending on rank and experience. The successful candidate will have a significant record of research in functional / cognitive / typological linguistics, preferably based at least in part on fieldwork or experimental research. Evidence of excellence in teaching will weigh heavily in consideration of applicants for the position. Ability to teach courses in another subspecialty, e.g. phonology, sociolinguistics, historical linguistics, is highly desirable.

Completed applications will be reviewed beginning January 1, 1999. A complete application requires a letter of application, CV, sample publications, evidence of teaching, and three letters of recommendation. Materials should be sent to: Scott DeLancey, Chair, Department of Linguistics, 1290 University of Oregon, Eugene, OR 97403-1290 (e-mail: delancey@darkwing.uoregon.edu). The University of Oregon is an AA/EO Institution.

98.4 THE BOOK EXCHANGE

Old grammars available

- From Edward F. Bagley (edbagley@webtv.net) 24 Oct 1999:

I have decided to sell a few of the older titles from my language library. All questions and offers are welcome. Please contact me via e-mail.

~Ed Bagley
East Boston, Massachusetts
(edbagley@webtv.net)

- *New Familiar Abenakis and English Dialogues* by Joseph Laurent, Quebec, 1884. Cloth, 16mo, 230 pages, in excellent condition. I bought this book from the author's son over 40 years ago. He prepared an errata sheet for me which goes with the book. A unique copy of a rare title.
- *Abenaki Indian Legends, Grammar and Place Names* by Henry Lorne Masta, Fwd. by A. Irving Hallowell, 1932. Wrappers, 110 pages, in excellent condition. Another rare title, especially valuable for the numerous texts.
- *A Concise Blackfoot Grammar* by C.C. Uhlenbeck, Amsterdam, 1938. Wrappers, 240 pages, in excellent condition. The first scientific grammar of Blackfoot.
- *Grammar of the Kutenai Language: reprint of Peter Canestrelli's 1894 Latin grammar in IJAL Vol 4, No 1, 1926*, annotated by Franz Boas. Followed by *Notes on the Kutenai Language* by Boas, includes a fully analyzed myth text. This copy is rather fragile. The spine is beginning to loosen and the covers are separated. Text is fine though.* *Wiyot Grammar and Texts* by Gladys Reichard, UCPAAE, Berkeley, 1925.
- *Grammar of the Wappo Language* by Paul Radin, UCPAAE, 1929. Cover pulled away from spine, otherwise good.
- *Mutsun Dialect of Costanoan* by J. Alden Mason, UCPAAE, 1916.
- *Language of the Salinan Indians* by J. Alden Mason, UCPAAE, 1918.

Books sought

- From Diaz Fernandez (chalimin@cybersnet.com.ar) 23 Oct 1999:

I am looking for:

- Voegelin & Voegelin. *Classification and Index of the World's Languages*. Elsevier, North Holland.
- Mario Pei. *The World's Chief Languages*.
- Merrit Ruhlen. *A Guide to the World's Languages*. Stanford Univ. Press, 1991.

Does anybody have a copy of these that s/he would like to exchange for any of the following titles?

- Richard Hunt. *Mataco Grammar*. Universidad Nacional de Tucuman, 1940.
- Fernando de la Carrera. *Arte de la Lengua Yunga*. Universidad Nacional de Tucuman, 1939.

- Tomas Tebboth. *Diccionario Toba*. Revista del Instituto de Antropología, vol. 3, no. 2, Universidad Nacional de Tucuman 1943.
- Antonio Diaz-Fernandez. *Lecciones Basicas de Lengua Mapuche*. Esquel 1998. [These are didactic materials that I have prepared to help recover the Mapuche language in the province of Chubut, Argentina.]
 - ~Lic. Antonio Diaz-Fernandez
 - Universidad Nacional del Sur
Bahia Blanca, Argentina
(chalimin@cybersnet.com.ar)

98.5 NEW EDUCATION DEGREE IN BC FOCUSES ON FIRST NATIONS LANGUAGES

- From Margaret Anderson (anderson@unbc.ca) 22 Oct 1999:

Members of SSILA may be interested in information about a new Education degree framework that has recently been approved by the British Columbia College of Teachers. This may have positive impacts on First Nations language revitalization programs here. The BCCT is the Provincial agency that issues certificates to teachers, and is similar to e.g. the College of Physicians and Surgeons, in that it establishes and administers policies on teacher certification. It is independent of the universities that offer Education degrees, although programs must meet BCCT standards in order for graduates to qualify for a teacher's certificate. In the mid-90s the BCCT established the "language authority" process by which a First Nation could establish a language authority for their specific nation and recommend candidates for certification by the BCCT on the basis of language fluency and cultural expertise. The teaching certificates issued under this policy have been important to many of the teachers of First Nations languages in schools in BC as they have ensured that the teachers are accorded professional status. The language authority process was directed at getting fully fluent speakers into classrooms. It is less suited to the next generation, particularly those with emerging fluency from e.g. post-secondary programs. To help First Nations educate the next generation of First Nations language teachers, the BCCT has worked with the BC First Nations education steering committee to develop a framework for a new type of education degree which will qualify graduates for a certificate after 90 credits of study. The new model includes 30 credits of "professional" coursework, which consists of courses in teaching methods and a practicum; the balance is 'academic' coursework, including 45 credits of study of a First Nations language and linguistics. Other academic requirements can be custom-developed to enhance the program -- e.g. the laboratory science required of all candidates for a teacher's certificate in BC could be a course on ethnobotany (the specific courses have to be negotiated with the BCCT as well as the first nation in a partnership). The framework is intended to guide the development of programs in which First Nations will establish partnerships with post-secondary institutions to deliver the programs, which I believe are intended to be available close to home.

The new degree is called a "First Nations Developmental Standard Term Certificate" (FNDSTC). It is a First Nations term certificate because it qualifies graduates for a 5 year renewable teaching certificate to teach a specific language. It is a developmental standard certificate because it can be used as a stepping stone towards qualification for a standard permanent credential. The 90-credit degrees offered within the FNDSTC framework will qualify graduates to apply for a certificate to teach the First Nations language of study. By adding another 60 credits (equivalent to 2 years full-time) teachers can complete their standard degree and qualify to apply for a standard teaching certificate to teach other subjects (e.g. History, Geography, English, etc., depending on what other subjects are taken in the program). Furthermore, with the standard certificate, the teacher is qualified to teach in an immersion program (since the teachers in an immersion school must instruct subjects such as math, social studies, etc., they must have the full standard teaching certificate). The inclusion of 45 credits of a First Nations language in a degree program, and the fact that it can be laddered into a standard teaching certificate, may make this an important tool for First Nations that are working on

language revitalization. It will certainly increase student interest in post-secondary language courses. I know that many members of SSILA are interested in language revitalization programs, and they may want to find out more about this new model. Copies of the framework for this new degree are available from the BCCT, and SSILA members may also want to contact the Secwepemc Cultural Education Society; Marianne Ignace from the SCES did a lot of the work with FNEESC in negotiating this program with the BCCT, and I know that SCES will take a leadership role in implementing the FNDSTC. The University of Northern British Columbia (UNBC) has also offered a large number of First Nations language courses (Carrier, Cree, Gitksan, Haida, Haisla, Tsimshian and Witsuwit'en) and has partnered with SCES to offer Shuswap, Tsilqut'in and Southern Carrier in Williams Lake).

I have drafted a proposal for UNBC to establish templates for two credentials: a basic First Nations language certificate program (30 credits, including 15 credits of a language, 6 credits of other First Nations studies, and a course in practical phonetics) and an advanced First Nations language certificate program (33 credits, including more language, more linguistics, and an ethnobotany lab science). These templates are intended to be used in developing specific FNDSTC programs with First Nations in UNBC's region. UNBC was not allowed to have an undergraduate Education degree program when the University was established, since the Province had a moratorium on such programs during our startup in the early 90s. We have now received funding to begin development of an undergrad Education program and are now developing that, and I hope that this FNDSTC will be part of our mandate. Whether or not UNBC does the Education component of the new program, I hope that we will be able to partner in the "academic" component with the First Nations in our region (working with another partner for the education component).

If I can answer any questions about this or direct folks on to others, please feel free to e-mail me.

~Margaret Anderson
University of Northern British Columbia
(anderson@unbc.ca)

98.6 E-MAIL ADDRESS UPDATES

Barrett, Rusty rustyb@texas.net
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