
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 129: January 9, 2001

129.0 SSILA BUSINESS

* Results of the 2000 elections

* Call for papers: 2001 Summer Meeting (UC Santa Barbara, July 6-7)

129.1 CORRESPONDENCE

--Re: teacher certification (M. Awakuni-Swetland)

--Re: Melungeons (R. Troike)

--Finding SIL publications (A. Bickford)

--Mystery phrase (T. Donovan)

129.2 WEBSITES OF INTEREST

* BAE publications online

* Updated list of publications by SIL-Mexico

* The Open Language Archives Community

129.3 SURVEY OF LANGUAGE AND CULTURE RETENTION ON THE NORTHWEST COAST

129.4 E-MAIL ADDRESS UPDATES

129.0 SSILA BUSINESS

* Results of the 2000 elections

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The Secretary-Treasurer received 169 ballots by the announced deadline (Dec. 31, 2000). Of these, 13 were cast electronically, the remainder by paper ballot. Elected were:

VICE PRESIDENT (2001) & PRESIDENT-ELECT FOR 2002: Ken Hale

Name
Address
E-mail address
Paper title (if any)
Lodging arrangements (if you have made them)

to the snail-mail address above.

Santa Barbara is a favorite destination for visitors during the summer months and as a result, hotel rooms will be scarce and expensive. With the Linguistic Institute in town, there will be even greater pressure on the usual resources. WAIL/SSILA participants are encouraged to make lodging and travel plans as early as possible.

On-campus lodging in the San Rafael Guest House will be available to WAIL/SSILA participants during the conference. The dormitory rooms are part of suites containing a common living area and bathroom. There are two to four private bedrooms in each suite. The current rate for on-campus housing is \$50 per night, with additional fees for parking. Meals are not provided with these accommodations, but will be available in other campus residence halls. The person to contact for a reservation is Miki Swick, Manager of Campus Conference Services, Housing & Residential Services. Her e-mail address is <mswick@housing.ucsb.edu>, her fax is 1-805-893-7287, and her mailing address is: Santa Rosa Administrative Center, UCSB, University of California, Santa Barbara, CA 93106. Be sure to mention that you will be attending the SSILA/WAIL conference.

A selective list of off-campus accommodations is available and will be distributed with the January SSILA Newsletter. It will also be posted at the SSILA website, together with other meeting information.

Further questions should be addressed to the meeting organizers.

(The next regular meeting of SSILA will be held with the LSA in San Francisco in early January 2002. The call for papers for that meeting will be sent out in April and abstracts will be due on September 1.)

129.1 CORRESPONDENCE

Re: teacher certification

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>From Mark Awakuni-Swetland (mawakuni-swetland2@unl.edu) 27 Dec 2000:

With regard to Armelle Denis's inquiry (Bulletin #128.1) about special provisions for Indian language teachers: In 1999 the Nebraska legislature passed a bill that attempted to address the issue of certifying Native language teachers by their respective tribal governments. My understanding is that the Omaha Tribe, in Macy, has begun to implement this provision, although I don't have the details of the test involved, or where the proposed teachers would be employed. The Omaha Tribe can be reached at 402/837-5391. Below is the relevant section of the bill (LB 475).

--Mark Awakuni-Swetland
University of Nebraska, Lincoln
(mawakuni-swetland2@unl.edu)

- > Section 1.
- >
- > (1) Teaching American Indian languages is essential to the proper
- > education of American Indian children. School districts and post-
- > secondary educational institutions may employ approved American Indian
- > language teachers to teach their native language. For purposes of
- > this section, approved American Indian language teacher means a
- > teacher who has passed the tribe's written and oral approval test.
- >
- > (2) Approved American Indian language teachers that do not also
- > have a Nebraska teaching certificate shall not teach any subject
- > other than the American Indian language they are approved to teach
- > by the tribe.
- >
- > (3) Each tribe shall develop both a written and an oral test that
- > must be successfully completed in order to determine that a teacher
- > is approved to teach the tribe's native language. When developing
- > such approval tests, the tribe shall include, but not be limited to,
- > which dialects will be used, whether it will standardize its writing
- > system, and how the teaching methods will be evaluated in the class-
- > room. The teacher approval tests shall be administered at a community
- > college or state college.

Re: Melungeons
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>From Rudolph C Troike (rtroike@U.Arizona.EDU) 1 Jan 2001:

Re the inquiry about "Melungeons" in the Appalachians. I believe this question was discussed fairly definitively in the ADS-L (American

Dialect Society list) recently. The information should be available in their archive, which is searchable on-line at:

<http://www.americandialect.org/adslarchive.shtml>

--Rudy Troike
Tucson, Arizona
(rtroike@U.Arizona.EDU)

Finding SIL publications

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>From Albert Bickford (linguistics_mexico@sil.org):

Recently, SIL on the international level has changed its name from "Summer Institute of Linguistics" to "SIL International". SIL-Mexico, where I work, still uses the traditional name in its full form, plus the Spanish "Instituto Linguistico de Verano", as well as the abbreviations SIL and ILV, but other SIL subdivisions in the Americas are doing different things.

The title "SIL Publications in Linguistics" now refers only to items published in Dallas by SIL International. It does not include books published by regional subdivisions such as SIL-Mexico or the SIL branches in Colombia, Brazil and Peru. Each of these groups has its own substantial publication program. (SIL-Mexico, for instance, has a series of over 40 bilingual dictionaries, five grammars, a series of workpapers, and other things of interest to SSILA members.) If you were to write to the Dallas address and ask for a catalog of their publications, I think it would be unlikely that you would get information on these regional publishing operations. You would probably get a list only of the things published in Dallas. (The general SSILA website -- www.sil.org -- has links to the websites maintained by the various branches, but without any indication that specialized publications can be ordered only at those sites.)

I realize that, to the outside world, SIL often seems like a monolithic entity. In fact, the work in each country tends to function somewhat independently of the rest of the organization, and this is especially true in the Americas. This independence, I believe, helps SIL do a better job in publication, since we can put out more things this way than we would if we had a single centralized operation, and the editing and production can be done closer to where the authors are. However, it can make some publications harder to find.

It would be good if the "Regional Networks" section of the SSILA Newsletter could help people zero in more directly on resources that SIL has available for specific parts of the Americas. Could you perhaps include contact information for the different SIL branches, either by expanding the existing general paragraph on SIL or by adding a separate new paragraph for each branch?

--Albert Bickford
SIL-Mexico
(albert_bickford@sil.org)

[We will follow this advice, beginning in the January Newsletter. -VG]

Mystery phrase
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>From Tony Donovan (donovan@post.com) 4 Jan 2001:

I once heard a phrase which stuck in my mind. I know it's from an American Indian language and I'm pretty sure it means 'goodbye'. The phrase is ...OSHONE NASHADE.

I've been told it's definitely not Lakota, Caddoan or Northern Siouan. Would readers of the SSILA Bulletin have any idea what language the phrase is in, or could they suggest how I might find out?

--Tony Donovan
(donovan@post.com)

129.2 WEBSITES OF INTEREST

* BAE publications on-line
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>From Maggie Dittmore (dittmore@sil.si.edu) 27 Dec 2000:

The Biblioteque nationale de France's "Gallica" has scanned and made available online a large number of BAE Annual Reports and other publications (linguistics included). They are in a rather cumbersome PDF format, but they are there. The URL is:

<http://gallica.bnf.fr/>

at the Workshop on Web-Based Language Documentation and Description, Philadelphia, December 2000. The OLAC has a website under construction at:

<http://www.language-archives.org/>

Currently available at the site are five draft documents:

1. The Seven Pillars of Open Language Archiving: A Vision Statement
2. Requirements on the Infrastructure for Open Language Archiving
3. A Survey of the State of the Art in Digital Language Documentation and Description
4. White Paper on Establishing an Infrastructure for Open Language Archiving
5. Supporting Archive Communities in the Framework of the Open Archives Initiative

At present, six organizations are working with the OLAC as Prototype Data Providers. Among the alpha testers who work with American Indian language materials are Steven Bird (Linguistic Data Consortium, U of Pennsylvania), Gary Holton (Alaska Native Language Center), Wallace Hooper (American Indian Studies Research Institute, Indiana U), and Gary Simons (SIL International).

129.3 SURVEY OF LANGUAGE AND CULTURE RETENTION ON THE NORTHWEST COAST

>From Guy Buchholtzer (guyb@paris.com) 5 Jan 2001:

A survey of language and culture retention on the Northwest Coast is being organized by Guy Buchholtzer, an associate of CELIA (Centre d'Etudes des Langues Indigenes de l'Amerique, Centre National de la Recherche Scientifique, Paris) in close collaboration with elders, members and organizations of the Kwak'wala speaking communities, the U'mista Cultural Society of Alert Bay, B.C., and the First Nations House of Learning at the University of British Columbia.

The purpose of the project is to describe and to evaluate certain aspects of the multidisciplinary and multicultural nature of present language teaching and retention strategies in First Nation communities. The inquiry focuses primarily on the cultural aspects of this process,

both at (a) the research and teaching levels (university, community); and at (b) the interactive and interpersonal/cross-generational level between potential keyholders of language and culture survival, namely the elders and the (mostly) younger learners. A third aspect of the project will consist of collecting, organizing and centralizing all pertinent and available cultural and linguistic information pertaining to Kwakwaka'wakw communities for local educational, cultural and historical studies. Buchholtzer has made a proposal to the U'mista Cultural Society to set up within its walls a Centre for Kwakwaka'wakw Languages and Dialects; the proposal has been accepted, has the support of the Society, and work has begun.

A first step for Buchholtzer will be to complete the bibliographical project which has been under way for several years (1,200 entries to date) in order to get a broad overview of the materials published about Kwakwaka'wakw language and culture in general. Researchers and teachers are invited to send their list of publications at the address given at the end of this report. Their contribution will be most appreciated.

To address phase (a) of the project, it is crucial that First Nations researchers and educators have the opportunity to review existing research and teaching of Amerindian disciplines done outside their communities and in other countries. To this end, Buchholtzer arranged for the director of the First Nations House of Learning at UBC, Dr Jo-Ann Archibald, to visit Paris in October 2000, where Amerindian languages and cultures have been regularly taught since the 1970s. He arranged a meeting with researchers in Amerindian languages (CELIA, CNRS) and with anthropologist Claude Levi-Strauss at the Laboratoire d'Anthropologie Sociale, College de France. Linguists Michel Launey and Duna Troiani (CELIA) and anthropologist Emmanuel Desviaux (College de France) were on hand in Paris. The visit coincided with an international symposium in Amerindian ethnolinguistics held at CELIA.

This exchange of scholars and Dr Archibald's visit to France was made possible thanks to the generous assistance of the French General Consulate in Vancouver and M. Emmanuel de Calan, Conseiller Culturel of the French Embassy in Ottawa.

For further information, please contact Guy Buchholtzer 306-2621 Quebec Street, Vancouver, B.C. V5T 3A6 Canada; or by e-mail to guybuch@vcn.bc.vca.

129.4 E-MAIL ADDRESS UPDATES

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