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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180.0 SSILA Business

* 2002 elections

The 2002 Nominations Committee (Scott DeLancey, Karen Dakin, and John O'Meara) has recommended the following slate of candidates for the SSILA offices to be filled in the 2002 elections:

Vice President (2003) and President-Elect for 2004: David Rood Member-at-Large of the Executive Committee (2003-05): Douglas Parks

Secretary-Treasurer (2003): Victor Golla
Member of the Nominations Committee (2003-05): Michael Fortescue,
Monica Macaulay

Members will receive a ballot with the October 2002 issue of the SSILA Newsletter, which is being mailed this week. To be counted, ballots must be received in the SSILA mailbox by Monday, December 30. Members may also submit their ballots electronically.

* Preregistration for the Atlanta meeting

Most of those on the program of the Atlanta meeting have preregistered. Anyone giving a paper is required to register in advance, and if you have not done so, please do so at the earliest opportunity. A form can be found at the SSILA website (http://www.ssila.org), and payments by VISA and MasterCard are accepted .

The SSILA meeting program will soon be posted at both the SSILA and LSA websites.

180.1 Correspondence

* Re: Nevin's "Eskimo"

From Carl Masthay (cmasthay@juno.com) 20 Oct 2002:

Bruce Nevin's "Eskimo" numerals are indeed Eskimo, although not the count used in any traditional dialect. I have 8 different dialects of Inuit and Yupik listed for numerals, and none of them exactly correspond to Nevin's list. The series 5 to 9 doesn't match any of what is expected in Eskimo languages. Whoever taught Nevin's grandfather this count seems to have used the base "5" in the leftward head position. Malemiut and Kodiak seem to be closest. Nevin's "10" has a metathesized "t" and "l" for expected "l" and "t". Perhaps it was a misremembering?

--Carl Masthay St. Louis, Missouri

* No Child Left Behind vs. Native American languages

From Bill Wilson (pila_w@leoki.uhh.hawaii.edu) 28 Oct 2002:

Under the rubric "No Child Left Behind," the US federal government is establishing a system of standardized testing of children at various "benchmark" points, including the third grade (8-year olds, basically). Schools with performance below a certain level are subject to draconian interventions, including loss of federal funds,

closing down, or being put under entirely nonlocal control.

NCLB requirements for comprehensive testing create a huge barrier to the spreading phenomenon of Native American language nests and immersion schools. The human and financial resources simply do not exist to create testing materials in Native American languages that properly meet NCLB guidelines. (The State of Hawai'i's Department of Education is giving up on the idea of full Hawaiian testing in its Hawaiian medium schools, and even Puerto Rico is challenged to produce in Spanish a complete set of high quality tests to meet NCLB standards for its Spanish medium school system.)

Testing Native American language immersion children in English, especially in the elementary grades before students have extensive academic exposure to English, would be a disaster, since school and state funding is tied to children's success on these tests. In fact, early English medium test results would likely be inversely proportional to success, since the most successful international models for language revitalization include late and carefully designed introduction of the national language (i.e., English for the USA). In these models high fluency in the endangered language is developed first and achievement in the national language becomes evident only in the later grades after academic achievement through the indigenous language and cultural base are solidified.

Some other provisions of NCLB are also detrimental to Native American languages, most important the credential requirements that will eliminate large numbers of Native American language teachers and teachers aides. These individuals work in bilingual education, Native American language as second language programs, and immersion programs, and are typically the most fluent speakers.

Faculty in our Hawaiian language college here at the University of Hawai'i, Hilo, have worked with Dr. William Demmert (Tlingit) of Western Washington University to draft a resolution on NCLB for the National Indian Education Association. The Oklahoma Native Languages Association has also recently passed a resolution calling for the removal of barriers in NCLB.

Other groups are also developing resolutions and sending them in to us. The resolutions will be forwarded to Senator Daniel Inouye (D-Hawai'i), chairman of the Senate Indian Affairs Committee. Having introduced the 1990 Native American Languages Act of 1990, Senator Inouye is especially sensitive to Native American language concerns.

For further assistance to a group on developing a resolution, or other information, contact me at ϕ_0 and ϕ_0 .

--Bill Wilson University of Hawai'i at Hilo

From Tony Woodbury (acw@mail.utexas.edu) 31 Oct 2002:

^{*} Texas language tapes

Five boxed 7" reels of recording tape recently surfaced here in the Department of Linguistics, University of Texas at Austin. Three of them are labelled as belonging to Earl Rand; 607 West 33; Austin 5, Texas. Contents are labelled on the backs of the boxes as follows (numbering of the tapes is my own):

Tape 1:

Indian stories told by Chief Cooper Sylestine, age 80. Polk Co., Texas. --Translated by Cora Sylestine.

Tape 2:

Translation of (4) G-H Cooper Sylestine Indian Stories. Translated by Cora Sylestine.

- (1) Reading part of story. Bear, Fire, + Men.
- (2) Translation of conversation between Cora + Cooper.
- (3) " "Building a Cabin"
- (4) " Rabbit story #1
- (5) " Big Lizard
- (6) " " Rabbit Story #2

Tape 3:

Miss Cora Sylestine San Antonio, Dec. 18, 1960. 7 1/2 ips; 2 track. Miss Selestine is the daughter of Chief Cooper Sylestine. She lived she went to college. (1940). She now teaches Exceptional Children in the S.A. school district

Tape 4:

Jim Sylestine. Most of Swadesh's Word List. 7 1/2 ips, Jan. 1961. Univ. Texas. Jim is the son of Chief Cooper Sylestine. He lived on the Reservation in Polk Co., Texas until he went to college. Since then, he has worked at various jobs, etc., and is at present in the Army.

Tape 5:

- (1) Side B edited 7 1/2.
- (2) Jim Sylestine, 3 3/4 ips --a few isolated words.
- (3) Charlie Boatman sings Koasati Indian songs + a short wordlist. These were recorded and introduced by William Dickerson. 1940. 'The White Path' MA Thesis. U. Texas.

I would like to get advice about how best to dispose of these tapes with a view both to preserving them for study and making them available to the producers or their families.

--Tony Woodbury
Department of Linguistics
University of Texas at Austin

* Recordings of Indian languages needed for exhibit

From Tom Baker (tbaker@vmfa.state.va.us) Oct 23, 2002:

The Virginia Museum of Fine Arts is currently planning an exhibition, "Uncommon Legacies: Native American Art from the Peabody Essex Museum." This exhibition, organized by the Peabody Essex Museum in Salem, Massachusetts, has been displayed at Stanford University and is now on

view at the Cincinnati Art Museum. It contains one hundred and seventeen works, many from the late eighteenth and early nineteenth centuries.

One of the goals of the exhibition and our museum is to acquaint our visitors with the great diversity of native culture. We try to provide an ambient, enhancing experience that supports the art on view and perhaps leads to further inquiry. As a part of this effort, we hope to use recorded spoken languages. I am primarily interested in language and the diversity of the sounds of different language and secondarily in traditional music or musical accompaniment. Contemporary Indian art and life will be talked about in another space outside the main exhibition. For example, if a visitor is walking through a gallery containing a Chilkat blanket and an Aleutian fisherman's hat he or she would hear, in the background, someone speaking a language or languages from those regions of the Northwest. The linguistic families that I have associated with the divisions and separate rooms within the collection are: Iroquoian, Algic or Siouan-Catawba, Aleut, Nadene, Wakashan, plus South American cultures: Chimu, Yekuana, Wayana-Aparai, and Kayapo.

I would greatly appreciate the assistance of SSILA Bulletin readers in locating sources, use permissions (we are a non-profit, educational institution.), etc.

--Tom Baker Virginia Museum of Fine Arts 2800 Grove Avenue, Richmond, VA 23221-2466 (tbaker@vmfa.state.va.us)

* Interpreters for Latin American indigenous languages

From Kane, Peggy (peggy.kane@bowneglobal.com) 31 Oct 2002:

I am writing wondering if, among the readers of the SSILA Bulletin, there is anyone who speaks Mam, or certain other indigenous languages of Latin America, who would be interested in doing some part-time interpreting work. My company, Bowne Global Solutions, provides interpreters for clients across the country, including the Department of Justice. Our interpreters negotiate independent contracts for their freelance work and we call them to see if they are available when we have assignments in their languages. We have quite a few university professors who interpret for us, though the only requirement for applying is US citizenship or permanent resident status.

In addition to Mam, we currently seeking qualified bilingual individuals who are fluent in English or Spanish and any of the following indigenous Latin American languages: Quiché, Mixtec, Zapotec, Kanjobal, Aguacateco, Cakchiquel, Chuj, Chinanteco, Ixil, Jacalteco, Kekchi, Misquito, Nahuatl, Quechua, Rabinal Achí, Tectiteco, Trique, and Tzotzil.

--Peggy Kane Regional Program Coordinator Bowne Global Solutions 1730 Rhode Island Avenue, Suite 308 Washington, DC 20036

* Object-initial languages

From Ron Kuzar (kuzar@research.haifa.ac.il) 24 Oct 2002:

In his recent textbook, _Syntax: A Generative Introduction_ (2002), p.
18-19, Andrew Carnie says:

"Oversimplifying slightly, most languages put the order of elements in a sentence in one of the following word orders: SVO, SOV, VSO. A few languages use VOS. No (or almost no)[6] languages use OSV, OVS."

Note [6] reads:

"This is a matter of some debate. Derbyshire (1985) has claimed that the language Hixkaryana has object initial order."

Are there really no object initial languages? What is currently thought about Hixkaryana?

Obviously, the very definition of the term subject (and object) may depend on theoretical considerations (ergative languages?), and clearly, the notion of default order is slippery. So let me narrow down my question: the word order that I am interested in is the one used for narrating a story.

--Ron Kuzar University of Haifa, Israel (kuzar@research.haifa.ac.il)

180.2 Endangered Language Fund Makes Awards for 2002

The Endangered Language Fund has announced its awards for 2002. Of the twelve proposals that were funded, ten are focused on North or South American languages. These include:

- * Valerio Luciani Ascencio, "Preservation of the Kwaki Language." [L. is the youngest fluent speaker of Kwaki, an Aymaran language of Peru. His ELF grant will allow for the purchase of supplies and for the printing of materials for the Kwaki classes he teaches in the village of Cachuy.]
- * Thomas McIlwraith, Regina Louie, Angela Dennis & Sally Harvard, "Talking to the Animals: Tahltan-language Animal Stories and Forms of Address." [Tahltan is a critically endangered Athabaskan language spoken by fewer than 100 people in NW British Columbia. The texts collected in this project will be made available on a CD-ROM.]
- * Maximilian Viatori, "A Practical Zapara Phonology and Morphology."

[Zapara, a member of the small and highly distinct Zaparoan language family, is spoken in Pastaza Province, Ecuador, by only three elderly people. V.'s materials will be used both for scholarly and pedagogical purposes.]

- * Rosalind Williams, "Creation of a Secwepemc Wordlist 2002." [W. will expand and refine the lexical materials available for the Splatsin dialect of Secwepemc (Shuswap), an Interior Salishan language of British Columbia. There are 16 remaining fluent native speakers, and four nearly fluent learners, of whom W. is one.]
- * Chris Beier & Lev Michael, "Iquito Language Documentation Project."
 [B. & M. will work with members of the Iquito-speaking community of San Antonio in lowland Peru to implement a language revitalization program. Documentation of Iquito will proceed simultaneously with training of the speakers themselves as linguists.]
- * Gessiane Lobato Picanço, "Documentation of Kuruaya, a Moribund Language of Brazil." [Kuruaya, a Munduruku language of the Tupi stock, has only five elderly speakers. L. will document the language, and the audio and video recordings obtained will be made available to the Kuruaya people, local institutions, and other linguists.]
- * Nicolai Vakhtin, "Siberian Yupik Eskimo Conversation Book." [The lifting of the Iron Curtain has allowed Siberian and Alaskan Yupiks to visit one another freely for the first time in half a century. Yupik is the lingua franca of these encounters, and Siberian Yupiks, many of whom do not know the language well, are in need of practical "Berlitz"-like materials, which V. will prepare based on his 30 years of work on the language.]
- * Pamela Bunte, "Using San Juan Southern Paiute Narratives in a Language Revitalization Program." [Recent language loss has spurred the San Juan Paiute tribe to set up a revitalization program that will include short immersion camps. B. plans to record traditional narratives on videotape for use in these immersion camps, and to provide a lasting legacy for the community.]
- * Connie Dickinson, "Tsafiki Dictionary Project." [While Tsafiki (Colorado), spoken by about 2000 people in Ecuador, is not in imminent danger, the speech community is under tremendous pressure from Spanish. D. will contribute to a dictionary that is expected to play a significant role in the fight to maintain Tsafiki.]
- * Susan Doty, "Muskogee Creek Language Traditional Song Preservation." [D. will visit Creek Indian churches in Oklahoma to record traditional hymns sung in Creek. As Creek congregations dwindle and become isolated from one another, this formerly strong song tradition is weakening. D. plans to make her recordings widely available, in an effort to share and preserve the tradition.]

The two grants awarded for projects involving other languages were:

--Naomi Nagy, "Preserving Faetar in the School." [A Franco-Provençal dialect spoken in Italy.]

--Doug Marmion, "Wutung Language Maintenance and Literacy Development." [A Sko language of coastal Papua-New Guinea.]

For further information about the Endangered Language Fund, including deadlines for 2003 proposals, write to:

ELF, Dept. of Linguistics Yale University PO Box 208366 New Haven, CT 06520-8366 (elf@haskins.yale.edu)

or visit the ELF website:

http://www.ling.yale.edu/~elf

180 3 Cree Conversation CD Available

180.3 Cree Conversation CD Available

From Marie-Odile Junker (mojunker@ccs.carleton.ca) 22 Oct 2002:

If you are living, teaching, working or visiting in a Cree community in Quebec, and you would like to learn some basic Cree conversation skills, this CD is for you. It covers 21 different topics of everyday-life interactions in a Cree community. From greetings to social gatherings, from school to hunting and trapping, each phrase is first given in English, then in French, and then in four Cree voices representing different dialects and generations of speakers: East Cree Southern (Inland, Coastal), East Cree Northern (older, then younger person). There is a long enough pause between phrases to allow you to repeat what you have heard. You can turn off the English and French voices, in order to only hear Cree. A special headphone enhancement technique has been used to improve sound quality when listening with headphones. An accompanying manual is available for free as a PDF document.

The CD was produced as part of participatory research action project between a linguist at Carleton University, Cree students, and the Cree Programs department of the Cree School Board of Quebec. Profits from the sale go toward Cree language preservation and linguistic documentation training for Cree youth.

The CD will also be of interest to Cree speakers who want to improve their English or French or are just interested in the differences between the two dialects, or differences in ways of speaking between generations.

For more information about the production, contact :

Marie-Odile Junker French & Cognitive Science Carleton University Ottawa, CANADA K1S 5B6 (mojunker@ccs.carleton.ca)

To order the CD or to download the manual visit:

180.4 Websites of Interest

* Scientific American article

The full text of the well-researched article on language endangerment that appeared in the August 2002 issue of _Scientific American_ ("Saving Dying Languages" by W. Wayt Gibbs) can be found on-line at the Linguistic Data Consortium site:

http://www.ldc.upenn.edu

(The link is at the bottom of the left-hand column.)

180.5 Positions Open

The Sealaska Heritage Institute, in Juneau, Alaska, is seeking a Curriculum Development Specialist to work with the Institute Sociolinguist.

Primary responsibility will be Tlingit language immersion curriculum development, including curriculum guides, lesson plans and teaching materials for elementary grades: Duties include: Develop Tlingit language immersion curriculum based upon culturally appropriate themes in coordination with curriculum team; research as necessary resources to support curriculum development; assist communication among all parties involved in the project; assist field testing and delivery of curriculum to children in an elementary setting working towards meeting of district and state standards; provide training to adult students on the use and implementation of the immersion curriculum; contribute to performance reports and assist evaluations for meeting project goals; maintain Tlingit curriculum documentation and materials; provide input on the planning for project objectives; and other duties as assigned by the Sociolinguist

Desired skills, knowledge & abilities include: Curriculum development knowledge and skill; ability to provide education to children in an elementary classroom setting; ability to train teachers/adult learners how to use and implement the curriculum; demonstrated effective verbal, writing, and interpersonal communication skills; proficiency in computer applications for word-processing; strong organizational and planning

skills; ability to multi-task; knowledge of research methods; and knowledge of Southeast Alaska Native cultures

Minimal qualifications are two years of experience in education programs and a Bachelor of Arts or Science degree in education or related field. Preferred is two years experience in developing language immersion curriculum.

Contact: Roy Iutzi-Mitchell, Sociolinguist, Sealaska Heritage Institute, 1 Sealaska Plaza #201, Juneau, AK 99801 (http://www.sealaskaheritage.org).

* Two University of Iowa positions [repeat posting]

From Laura Graham (laura-graham@uiowa.edu) 17 Oct 2002:

[The position announcements below were posted in earlier Bulletins, but applications are still welcome.]

American Indian and Native Studies

The University of Iowa College of Liberal Arts and Sciences seeks a tenure-track assistant professor for a joint appointment in Native American Studies and one other department to begin August 2003. The percentage of the appointment will be equally divided between the two academic units, but tenure will reside in the other department. Ph.D. required by date of appointment. Candidates should have active research projects and innovative theoretical approaches to historic or contemporary issues appropriate for an interdisciplinary North American Indians Studies curriculum. For more information about the position, consult the AINSP web site (http://www.uiowa.edu/~ainsp).

Send letter of application and curriculum vitae to: Helena Dettmer, Chair, Search Committee, AINSP, 404 Jefferson Building, U. Iowa, Iowa City, IA 52242. Three letters of reference should also be sent directly to the committee. Screening of applications will begin on November 15, 2002. Applications will be accepted until the position is filled.

Linguistic Anthropologist, Department of Anthropology

The University of Iowa Department of Anthropology invites applications for a tenure track faculty appointment in linguistic anthropology at the Assistant Professor rank to begin August 2003. We seek candidates with active empirical projects and innovative theoretical approaches to how language mediates sociocultural life. Candidates should have strengths both in descriptive linguistics and in sociocultural anthropology. We are particularly interested in candidates who will enhance the linguistic component of the department's strength in cultural politics and representation, as well as other departmental foci. Geographic area open, teaching experience and publications preferred. Applicants must hold the Ph.D. by the date of appointment. Teaching load is four courses per year. Send letter of application, curriculum vitae, and contact information for three references to Laura Graham, Chair, Search Committee,

Department of Anthropology, U. Iowa, Iowa City, IA 52242. Screening of applications will begin on December 1, 2002.

The University of Iowa is an Affirmative Action/Equal Opportunity Employer. Women and minorities are encouraged to apply. This employer does offer employment benefits to domestic partners of employees. This employer does prohibit discrimination on the basis on sexual orientation/preference and gender identity/expression.

* Postdoctoral fellowship at MPI-Leipzig

From Martin Haspelmath (haspelmath@eva.mpg.de> 29 Oct 2002:

The Department of Linguistics of the Max Planck Institute for Evolutionary Anthropology (Leipzig) seeks candidates for a two-year postdoctoral fellowship in linguistics. The candidates should be able to make contributions to the department's areas of research.

The Max Planck Institute for Evolutionary Anthropology studies human diversity and human origins in a multidisciplinary perspective. The contribution of linguistics to this goal lies in the study of the history and prehistory of languages (and peoples) around the world (especially non-European languages), as well as the current diversity of human languages (linguistic fieldwork on little-described and endangered languages and language typology). The Department of Linguistics collaborates with the Department of Evolutionary Genetics to compare the evidence from both fields for the prehistory of human populations. The largest current collaborative projects of the Department of Linguistics are the Intercontinental Dictionary Series and the World Atlas of Language Structures. The latter project implies an interest in questions of areal typology, language contact and substratum effects. More information on these and other projects is available on the institute's website (http://www.eva.mpg.de/).

The postdoctoral fellows are expected to come with a flexible research agenda that fits into the department's current foci. They should be ready to contribute to collaborative projects, and they will have the opportunity to propose collaborative projects themselves. Regular participation in the department's talks, seminars and workshops is expected. Except for approved absences (e.g. fieldwork, conferences, vacation), the place of work is Leipzig. The fellowships are available from March 1, 2003, but a later starting date may be negotiated. Postdoctoral fellows must have their Ph.D. in hand before the starting date.

There are no teaching obligations, but the opportunity for teaching in the linguistics program of the University of Leipzig exists.

Good knowledge of English is required.

Applicants are requested to send a C.V., statement of research interests, two letters of recommendation, and a sample of written work on a relevant topic to:

Max Planck Institute for Evolutionary Anthropology Personnel Administration Prof. Dr. Bernard Comrie - Postdoctoral fellow position -Inselstrasse 22 D-01403 Leipzig, Germany

180.6 E-mail Address Updates
The following additions or changes have been made to the SSILA mailing list since the last Bulletin:
Anderton, Alice

Victor Golla, Secretary-Treasurer & Editor
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