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The SSILA Bulletin is an Information Service for SSILA Members

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-->> -- Correspondence should be directed to the Editor -- <<--

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271.0 SSILA BUSINESS

Baltimore SSILA Meeting- January 2010

Everyone who is planning to come to the Baltimore meetings is gearing up for it. Sessions are finalized.

271.1 CORRESPONDENCE

Dear SSILA Members,

I am currently working on a project involving vowel harmony, more specifically, modeling disharmonic domains. In the development of this model, I am seeking data from languages that show multi-syllabic disharmonic domains, specifically those whose origins lie in consonant-generated features. If you know of any such languages or of a person who works on them, please contact me at Michigan State University.

Thank you for your kind attention.

Diane Lesley-Neuman
Lesleyne at msu dot edu
Linguistics Program
Wells A-614
Michigan State University
East Lansing, MI 48824

Dear friends, Chers amis, Queridos amigos!

My name is Emilio González, I live in Tenerife, Spain.
Mon nom est Emilio González, je vis à Tenerife, Espagne.
Me llamo Emilio González y vivo en Tenerife.

My job is intercultural mediator with immigrant children.
Mon métier est le médiateur interculturel avec les enfants d'immigrés.
Trabajo como mediador intercultural con jóvenes inmigrantes.

Seeking help to translate this story (small tale), "The Lion and the Mouse", can you help me?
Cherche aide pour traduire cette histoire (conte de petite taille), "Le lion et la souris", pouvez-vous m'aider?
Busco ayuda para traducir este cuento (El león y el ratón), pueden ayudarme?

I need it in all possible languages of the World! Thanks.
J'en ai besoin dans toutes les langues du Monde! Merci.
Lo necesito en todas las lenguas posibles de todo el Mundo. Gracias!

Can send it to/ pouvez l'envoyer à/ Envíamelo a:

Emilio González
euroafroamericano@gmail.com
animacion@gmail.com

271.2 OBITUARY

Dell Hathaway Hymes, founding scholar in sociolinguistics, 1927-2009

We are all saddened by the death of Dell Hymes last week. Dell was one of the leading figures in linguistic anthropology of our generation, indeed a pioneer in taking linguistic anthropology in many new directions. He taught at Harvard, Berkeley, the University of Pennsylvania (where he also served as Dean of the Graduate School of Education), and the University of Virginia. He was an incredibly prolific scholar with wide ranging interests and expertise. These include: the study of relations between and among languages, cultures, and society, language and literature, the ethnography of speaking and communication, the history of anthropology and linguistics, language history and language change, the role of language in creating and reflecting social inequalities, the pidginization and creolization of languages.

The significance of Dell's career and the recognition of this by his colleagues is indicated by his having been elected president of the American Anthropological Association, the Linguistic Society of America, and the American Folklore Society. He was the founding editor of the journal *Language in Society*. The study of American Indian languages, cultures, societies, and literatures was always at the forefront of Dell's work. His contributions in this area were focused on western North America, but have implications well beyond this area.

Among his many books (written alone, edited alone, or edited with others) is *In vain I tried to tell you: essays in Native American ethno-poetics* (1981). His edited works include *The Use of Computers in Anthropology* (1965), *Studies in Southwestern Ethnolinguistics* (1967), *Pidginization and Creolization of Languages* (1971), and *Reinventing Anthropology* (1972). Some later published works include *Foundations of Sociolinguistics* (1974), *Language in Education: ethnolinguistic essays* (1980), *American Structuralism* (with John Fought, 1981), and *Essays in the History of Linguistic Anthropology* (1983). With John Gumperz, he edited

Directions in Sociolinguistics: the ethnography of communication (1986) viewing speech as part of a broader cultural system of communication action.

People who knew Dell, well or not well, were always struck that he was a remarkable correspondent, taking the time to craft elaborate letters commenting on one's work and writing meaningful letters of recommendation. Dell's work always involved the active collaboration of his wife Virginia, who survives him.

Joel Sherzer
Anthropology and Linguistics
University of Texas
jscherzer at mail dot utexas dot edu

A Washington Post Obituary can be found at: <http://www.washingtonpost.com/wp-dyn/content/article/2009/11/19/AR2009111904078.html>

271.3 CALLS FOR PARTICIPATION

Call for Papers- 17th Annual Stabilizing Indigenous Languages Symposium

“Language and Place”

June 25 - 27, 2010

University of Oregon, Eugene, Oregon

Proposal Due Date: November 30, 2009 by 5:00 pm PST

The University of Oregon and the Northwest Indian Language Institute are pleased to announce that we will be hosting the 17th Annual Stabilizing Indigenous Languages Symposium held June 25, 26, and 27, 2010. The University of Oregon, in Eugene, sits on ancestral lands of the Kalapuya people.

Language and Place are intrinsically tied together. Indigenous thought and lifeways are rooted in the places people have lived since time immemorial. With this thought in mind, please submit proposals that support these ideas through educating and informing language workers, advocates, programs, and linguists from around the world.

Symposium Session Information

We invite you to submit a proposal that will fit in one of four venues: workshops, demonstrations, poster sessions, and panel sessions. The symposium committee will select proposals that focus on language documentation, revitalization, maintenance, methodology, research, practices, and teaching which address and/or incorporate the Language and Place theme.

We are especially seeking presentations that inform and educate Symposium participants on the best practices in language revitalization/maintenance; not presentations which primarily promote a specific company, product, service, or solution. Sessions will range in time from 45, 60, and 90 minute blocks.

Important Dates

Complete proposals must be received by November 30, 2009 by 5:00 pm PST. Late submissions will be accepted at the discretion of the SILS Committee. Online and email submissions are highly encouraged!

The committee will contact you on or before January 29, 2010 to let you know if your proposal has been selected for presentation at the Symposium. All decisions are final.

Symposium Waste-free Goal

In being mindful of our environment, our goal is to be a waste-free event. Therefore we encourage presenters and participants alike to help in this effort to avoid unnecessary waste or excessive use of paper. To this end, we encourage presenters to offer digital materials to participants when at all possible. We would be glad to offer the symposium website as a place for participants to download materials before or after the symposium. Please let us know if you would like to take advantage of this offer.

Symposium proposals should include the following:

Name of the person(s) who will be part of the session

Affiliation (tribe, nation, organization, etc.)

Title and summary of the session - up to 300 words

Audio, visual, computer needs - *please note, we cannot provide lap top computers

Type of session (workshop, presentation, panel, poster session)

Length of session (45, 60, 90 minutes)

Presenter(s) profile(s) - on a separate page please include the following information about each presenter in your proposal: name, title (if applicable), affiliation (tribe, nation, organization, university, etc.), contact information (including email and phone number), and a biography of no more than 100 words per presenter

*Please indicate if you are willing to make your handouts digitally available before and/or after the SILS

Something Different at SILS 2010

This year we would like to offer a space for language groups, alliances, and organizations to meet. If you are a leader of a language organization, please send in a one page Meeting Proposal. Be sure to include: your group name, name and contact information for your group's main person/contact, expected number of participants, and the type of meeting you will be having (business meeting, language/language family work group, open discussion forum, etc.). Also, indicate if the meeting is open for anyone to attend. A meeting agenda would be a good resource to include with the proposal, if available.

Please mail your session proposal information to:

SILS 2010

NILI - University of Oregon

Attn: SILS Committee

1629 Moss Street

Eugene, Oregon 97403 USA

Send via email to:

sils2010@uoregon.edu

For updated conference information and documents visit the SILS 2010 website at:

<http://www.uoregon.edu/~nwili/SILS/SILS.html>

Call for Papers

Deadline Dec. 6, 2009

The Second Language Acquisition Institute is excited to inform you about an upcoming UC system-wide conference to be held at UC Davis in February, 2010, entitled "The Real California Gold": Indigenous & Immigrant Heritage Languages of California.

Special Performance of Ascención: A dramatic ethno-historical cantata

Keynote speaker: Leanne Hinton, Professor Emerita, University of California, Berkeley

We invite submissions for presentations from scholars and community members in all disciplines who are involved in community outreach, research on heritage and endangered languages, and second language learning and teaching.

FUNDING: Note to faculty, lecturers, and graduate students affiliated with the University of California: There will be limited funding provided by the Second Language Acquisition Institute for travel and lodging expenses for both participants and attendees.

This conference is co-sponsored by the following:

- UC Consortium for Language Learning & Teaching
- UC California Studies Consortium
- UC Humanities Research Institute
- Native American Language Center, UC Davis
- Yocha Dehe Endowed Chair in California Indian Studies

Please find Call for Papers details on the website for any colleagues, students, or community members who might be interested. For more information, including details concerning submission of abstracts, please visit the SLAI website at <http://slai.ucdavis.edu>

Call for Papers- Workshop on American Indigenous Languages

Deadline: February 1st, 2010

Santa Barbara, CA
April 30th-May 1st, 2010

The Linguistics department at the University of California, Santa Barbara announces its 13th annual Workshop on American Indigenous Languages (WAIL), which provides a forum for the discussion of theoretical, descriptive, and practical studies of the indigenous languages of the Americas.

Anonymous abstracts are invited for talks on any topic relevant to the study of language in the Americas. Talks will be 20 minutes, followed by 10 minutes for discussion. Abstracts should be 500 words or less (excluding examples and/or references) and can be submitted online at <http://linguistlist.org/confcustom/wail2010>. Hard copy submissions will be accepted from those who do not have internet access. Individuals may submit abstracts for one single-authored and one co-authored paper. Please indicate your source(s) and type(s) of data in the abstract (e.g. recordings, texts, conversational, elicited, narrative, etc.). For co-authored papers, please indicate who plans to present the paper as well as who will be in attendance.

Special panel:

This year's workshop will include a panel presented by academic and community-based researchers working on the documentation, description and revitalization of their heritage languages. Talks will be 20 minutes each, followed by a group discussion/question-and-answer period.

Online submissions: Abstracts may be submitted in the following formats: PDF, RTF, or Microsoft Word document. Submit them online using Easy Abs at: linguistlist.org/confcustom/wail2010

For hard copy submissions: Please send four copies of your abstract, along with a 3x5 card with the following information: (1) your name; (2) affiliation; (3) mailing address; (4) phone number; (5) email address; (6) title of your paper; (7) whether your submission is for the general session or the Special Panel.

Send hard copy submissions to: Workshop on American Indigenous Languages
Attn: Daisy Rosenblum or Stephanie Morse
Department of Linguistics
University of California, Santa Barbara
Santa Barbara, CA 93106

Notification of acceptance will be by email no later than March 1st, 2009.

General Information: Santa Barbara is situated on the Pacific Ocean near the Santa Ynez Mountains. The UCSB campus is located near the Santa Barbara airport. Participants may also fly into LAX airport in Los Angeles, which is approximately 90 miles southeast of the campus. Shuttle buses run between LAX and Santa Barbara. Information about hotel accommodations will be posted on our website (<http://orgs.sa.ucsb.edu/nailsg/>).

For further information contact the conference coordinators, Daisy Rosenblum and Stephanie Morse, at wail.ucsb@gmail.com, or check out our website at <http://orgs.sa.ucsb.edu/nailsg/>

**Call for Papers:
Conference in Oaxaca on Otomanguan and Neighboring Languages**

Coloquio Thomas Smith-Stark: IV Conferencia sobre lenguas otomanguas y sus lenguas vecinas
Submission Deadline: March 15, 2010

El “Coloquio Thomas Smith-Stark: IV Conferencia sobre lenguas otomanguas y sus lenguas vecinas” se celebrará en la Biblioteca Fray Francisco de Burgoa, de la Universidad Autónoma ‘Benito Juárez’ de Oaxaca, en la ciudad de Oaxaca (México) del 16 al 18 de abril de 2010. El propósito del coloquio es reunir a especialistas de las lenguas otomanguas y las lenguas de sus vecinos para compartir los resultados de sus estudios.

Como es costumbre del evento, cada serie de conferencias conmemora a un destacado estudioso de estas lenguas; para 2010 se decidió dedicar el evento a la memoria del dr. Thomas C. Smith-Stark (1948-2009), excepcional lingüista de lenguas mesoamericanas. Fue originario de Massachusetts en los Estados Unidos y desde 1981 fue profesor investigador en el Centro de Estudios Lingüísticos y Literarios del Colegio de México. Sus investigaciones abarcaron sobre la lingüística descriptiva, la lingüística histórica, la tipología, las áreas lingüísticas, la epigrafía maya, la filología indomexicana y la historia de la lingüística en la Nueva España. Tiene trabajos descriptivos sobre varias lenguas mesoamericanas, entre ellas, el poqomam (mayance), el náhuatl (yutonahua) así como diversas lenguas otomanguas como el amuzgo, el chinanteco y el zapoteco.

Es la cuarta serie de conferencias sobre lenguas otomanguas y sus vecinos. La primera fue la Conference on Otomanguan and Oaxacan Languages (COOL) celebrado en la Universidad de California, Berkeley en marzo de 2004. Posteriormente la sede de las conferencias se cambió a la ciudad de Oaxaca donde se ha celebrado el Coloquio Francisco Belmar en abril de 2006 y el Coloquio María Teresa Fernández de Miranda en abril de 2008.

Habrán cuatro conferencias magistrales impartidas por Roberto Zavala (CIESAS), Michel Oudijk (IIF-UNAM), Jonathan Amith (Yale University/Independent Scholar) y Marina Garone (IIB-UNAM).

Invitamos a especialistas de estas lenguas a participar en dicho coloquio con una ponencia de 20 minutos sobre sus recientes investigaciones de cualquier tema relacionado a estas lenguas. Coloquios anteriores han incluido mesas sobre la etnobiología, la educación bilingüe y la revitalización de lenguas en peligro de desaparición, la lingüística histórica, la filología de textos de la época colonial, la antropología lingüística y la literatura contemporánea. La lingüística descriptiva ha tenido una presencia muy importante en todos los coloquios.

Las personas interesadas deberán enviar un resumen con el nombre del autor, título, correo electrónico y bibliografía seleccionada al correo: web.me.com/coloquiotcss. La fecha límite de recepción de resúmenes es el 15 de marzo de 2010; los mismos serán dictaminados por un comité académico. El programa final

del evento se publicará el 22 de marzo. Si algún participante requiere una carta de aceptación de su ponencia (incluso antes de la publicación del programa), contáctese al correo arriba mencionado.

El costo de inscripción al evento es 500 pesos mexicanos. Hay un descuento de 50%, pagando antes del 29 de marzo.

Para mayor información consulte la página: web.me.com/coloquiotcss
Email inquiries may be sent to: coloquiotcss@me.com

Michael Swanton
Biblioteca Francisco de Burgoa
Universidad Autónoma 'Benito Juárez' de Oaxaca
Exconvento de Santo Domingo de Guzmán
Macedonio Alcalá s/n
68000 Centro, Oaxaca, OAX.
Tel./Fax: +52 (951) 51-42559

Call for Submissions- Native American Literature from University of Nebraska Press

Brian Swann invites queries and proposals for the series he edits at the University of Nebraska Press: NATIVE LITERATURES OF THE AMERICAS.

The scope of the series is continent-wide and is devoted to translation, new translations of both old and new stories, songs etc., as well as studies of translation. Some idea of what we're looking for can be seen from titles already published or in the pipeline:

Brian Swann, ed.

ALGONQUIAN SPIRIT: CONTEMPORARY TRANSLATIONS OF THE ALGONQUIAN LITERATURES OF NORTH AMERICA;

M. Terry Thompson and Steven Egesdal, eds.

SALISHAN MYTHS AND LEGENDS: ONE PEOPLE'S STORIES;

William Seaburg, PITCH WOMAN AND OTHER STORIES (Upper Coquille Athabaskan);

David Kozak, ed. INSIDE DAZZLING MOUNTAINS: SOUTHWEST NATIVE VERBAL ARTS;

Brian Swann, ed.

BORN IN THE BLOOD: ON THE TRANSLATION OF NATIVE AMERICAN LITERATURE.

Contact Brian Swann at: swann@cooper.edu, or 212.353.4279.

271.4 MEDIA WATCH

IFAD Policy on Engagement with Indigenous Peoples is Available

The international Fund for Agricultural Development came out with a position statement on best guidelines and ethical practices when working with rural indigenous peoples. The thirty-three page document, released from the Executive Board — Ninety-seventh Session Rome, 14-15 September 2009, is available online at:

<http://www.ifad.org/gbdocs/eb/97/e/EB-2009-97-R-3-REV-1.pdf>

271.5 E-MAIL ADDRESS UPDATES

New Members

Anne Schwarz anne.schwarz@jcu.edu.au
Juan Hernández Cabrera chasagua@hotmail.com

Updates:

Martha Muntzel mmuntzel@hotmail.com
Terry Malone tmalone@latinamericamission.org
Wesley Leonard wleonard@mail.sdsu.edu
Rodolfo Cerrón-Palomino rcerron@pucp.edu.pe
D. Terence Langendoen langendt@email.arizona.edu
Marie-Odile Junker mojunker@connect.carleton.ca
Douglas Pulleyblank douglas.pulleyblank@ubc.ca
Steven A. Jacobson sajacobson@alaska.edu
Allan R. Taylor tayloralro@comcast.net

271.6 CALL FOR CORRESPONDENCE

Call for Correspondence- Dell Hymes, titan of scholarship, founder of sociolinguistics, folklorist

SSILA Members,

Our next SSILA Bulletin will honor the life and work of Dell Hymes. This is a call to send us your essays, remembrances, discussion of Professor Hymes work, life as his student and/or colleague. There may be unique features to publications by Mssr. Hymes that you would particularly like to bring to the attention of SSILA members. Please send essays and letters to KS Rolph: karenrolph@hotmail.com

271.7 CAREER OPPORTUNITIES

Faculty Position in Linguistics with a specialization in Native American Indian linguistics University of North Texas Department of Linguistics and Technical Communication

Position

The University of North Texas invites applications for the faculty position (tenure system) in linguistics with a specialization in Native American Indian linguistics, Department of Linguistics and Technical Communication, beginning fall 2010. We invite applicants at all academic ranks.

Job Description

As a tenure-system member of the faculty, candidates will be expected to develop a record of scholarly research necessary to obtain tenure. Candidates will teach upper-level undergraduate courses and some graduate courses. Teaching load and assignment will depend on qualifications and circumstances.

Qualifications

Applicants must have earned a Ph.D. in linguistics. ABD candidates will not be considered. Qualified applicants must demonstrate a mature research agenda that demonstrates their dedication to the study and documentation of one or more Native American languages and cultures. Qualified applicants must demonstrate a successful track record in securing external grant funding. Teaching experience in undergraduate and graduate linguistics courses is preferred.

The University

The University of North Texas is an emerging national research institution located in the vibrant and rapidly expanding Dallas-Fort Worth metropolitan area and situated close to DFW International Airport. University enrollment is over 35,000 students with more than 6,500 graduate students. The university offers 257 undergraduate and graduate majors and concentrations.

Application Procedures

For additional information and to apply online visit: <http://facultyjobs.unt.edu>

Application Deadline

Review of applications will begin November 30, 2009 and will continue until the search is closed.

Inquiries may be directed to Tim Montler, montler@unt.edu.

UNT is an AA/ADA/EOE

271.8 RECENT PUBLICATIONS

Strengthening Indian Country through Tribal Youth Programs

Sarah S. Pearson, Deputy Director for the Coalition for Community Schools, Washington, D.C.

I'm writing to share news of a new report (available online and free hardcopy) that was recently released on Capitol Hill. A longer version of the report will be released in a few weeks. It will cover stories by tribal elders including termination. Thank you for sharing this with those who may find the report of use.

This report examines how five Tribal Youth Programs (TYPs), supported by the Office of Juvenile Justice and Delinquency Prevention (OJJDP) at the U.S. Department of Justice, are improving the lives of youth and strengthening their families. The Tribal Youth Program provides funds to Native American tribes to support and enhance tribal efforts to prevent and control delinquency and improves the juvenile justice system for American Indian and Alaska Native youth ages 10-17. AYPF and OJJDP conducted site visits to five TYPs in 2007 and 2008 in order to examine how tribes are using these funds to create engaging, supportive, and culturally-relevant programs for youth. The TYPs featured in this report empower youth to lead the community in activities that build a sense of attachment to heritage, promote belonging, support personal development, and provide exposure to career-related skills. The five tribes that are profiled in this report include the Confederated Tribes of Grand Ronde, Mille Lacs Band of Ojibwe, Old Harbor Village, Absentee Shawnee Tribe, and Mescalero Apache Tribe (October 2009).

Sarah
sspearson at verizon dot net

Please see a 24-page pdf at:

<http://www.aypf.org/publications/documents/TYPReportfinal.pdf>

Northern Arizona University's College of Education Publishes New Book on Language Revitalization

NAU's College of Education has published a new book *Indigenous Language Revitalization: Encouragement, Guidance & Lessons Learned* in 2009. This book is the sixth in a series of indigenous language monographs published by NAU. Its contents come from the 14th and 15th annual Stabilizing Indigenous Languages conferences held in 2007 at Mount Pleasant, Michigan and in 2008 at NAU. Over

300 attendees gathered last May at NAU's new High Country Conference Center to honor the indigenous languages that are still being heard and spoken by the youth and to remember and honor the languages that have fallen silent among the youth. They honored the elders who continue to speak their languages with the hope that their language survives another generation. They met with the belief that each indigenous language is the heartbeat of its respective culture and that the key to the revival of a language is to ensure that each generation transmits their language and culture to their children.

Indigenous Language Revitalization has 15 papers starting with Darrell Kipp's keynote address at the 15th annual conference, which presents some of his learning and experiences from the Cuts Wood Blackfeet K-8 immersion school in the Blackfeet Nation in Montana that he cofounded. Then Margaret Noori describes in her essay "Wenesh Waa Oshkii-Bmaadizijig Noondamowaad? What Will The Young Children Hear?" her efforts teaching Ojibwe at the University of Michigan and as a mother raising her children as Ojibwe speakers. Following are four essays by linguists, starting with University of Massachusetts Amherst professor Margaret Speas discussing her experiences working with NAU professor Evangeline Parsons Yazzie writing a new Navajo language textbook Diné Bizaad Bínáhoo'aah (Rediscovering the Navajo Language), which has been officially adopted as a state textbook for New Mexico.

In the book's third section two papers discuss the revitalization of the Māori language in New Zealand and one paper discusses the development of new vocabulary in the Hawaiian language. A fourth section contains four papers on the use of technology in language revitalization, and the final section has a paper on assessing students' use of language in schools.

All the NAU College of Education's indigenous language books are available full-text on the Teaching Indigenous Language web site at <http://nau.edu/TIL>

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2. Wenesh Waa Oshkii-Bmaadizijig Noondamowaad? What Will the Young Children Hear? By Margaret Noori

II. Linguists and Language Activists Working Together

3. Someone Else's Language: On the Role of Linguists in Language Revitalization by Peggy Speas
4. Must There Be Two Solitudes? Language Activists and Linguists Working Together by Keren Rice
5. Linguistic Cages and the Limits of Linguists by Lenore Grenoble
6. Language Renewal as Sites of Language Ideological Struggle: The Need for "Ideological Clarification" by Paul V. Kroskrity

III. Maori, Hawaiian and Alaskan Revitalization Efforts

7. Changing Pronunciation of the Maori Language: Implications for Revitalization by Jeanette King, Ray Harlow, Catherine Watson, Peter Keegan and Margaret Maclagan
8. Language is Life: The Worldview of Second Language Speakers of Maori by Jeanette King
9. Reo O Te Kainga (Language of the Home): A Ngai Te Rangi Language Regeneration Project by Ngareta Timutimu, Teraania Ormsby-Teki and Riri Ellis
10. Indigenous New Words Creation: Perspectives from Alaska and Hawai'i by Larry Kimura, The Hawaiian Lexicon Committee and Isiik April G.L. Counciller

IV. Technology and Revitalization

11. The Pedagogical Potential of Multimedia Dictionaries: Lessons from a Community Dictionary Project by Haley De Korne and

The Burt Lake Band of Ottawa and Chippewa Indians

12. Developing Intermediate Language Learning Materials: A Labrador Inuttitut Story Database by Joan Dicker, Ewan Dunbar and Alana Johns

13. Indigenous Language Revitalization and Technology: From Traditional to Contemporary Domains by Candace K. Galla

14. Blackfoot Lullabies and Language Revitalization by Mizuki Miyashita and Shirlee Crow Shoe

V. Assessing Language Revitalization Efforts

15. Modifying Assessment Tools for Ganöhsesge:kha:’ Hë:nödeyë:stha, a Seneca Culture-Language School by Melissa Borgia

Jon Reyhner

Jon.Reyhner at nau dot edu

Professor of Bilingual Multicultural Education

Northern Arizona University

Flagstaff, Arizona

<http://jan.ucc.nau.edu/~jar/>

271.9 UPDATES FROM COLLEAGUES

Update from the Hawai'i State College of Hawaiian Language

June 2009 saw the graduation of the tenth high school class in Hawaiian immersion statewide. Growing from a base in the statewide system of 11 Punana Leo language nests, Hawaiian immersion schools together with the language nests enrolled 2,103 students during the 2008-2009 school year. The schools have had considerable academic success with, for example, the main laboratory school site of the State Hawaiian Language College having a 100% high school graduation rate since 1999, and an 80% college attendance rate. On the outer island called Hawai'i where the College is located, all three separately administered Hawaiian immersion sites passed No Child Left Behind testing at the highest rating. Out of 55 standard public schools and charter schools on the island, these three were among only eight schools to achieve that status. Hawaiian immersion schools also have a high percentage of their students recruited to prestigious private schools, especially at 7th grade, and thus their impact includes a considerable number of students in English medium intermediate and high schools. There are also former immersion students at Stanford, Oxford, and other prestigious universities.

The Hawaiian Language College (Ka Haka 'Ula O Ke'elikolani at the University of Hawai'i at Hilo) graduated its first student in its Ph.D. in Hawaiian and Indigenous Language and Culture Revitalization, Ms. Katarina Edmunds of Aotearoa-New Zealand. Ms. Edmunds dissertation focused on the development of valid and reliable Maori language proficiency testing for students in New Zealand Maori immersion schools. In May, the College graduated its first two students with the M.A. in Indigenous Language and Culture Education, a program presently offered solely in conjunction with the College's Hawaiian medium teacher education certificate. The two students were Ms. Kananinohea Maka'imoku and Ms. Kaiolohia Masuoka. Their research dealt with Hawaiian literacy development. In August, the College became the first college in the United States accredited by the World Indigenous Nations Higher Education Consortium (WINHEC). Other colleges accredited by WINHEC include the Sami College in Norway and three Maori tribal colleges (Wananga) in Aotearoa/New Zealand. Ka Haka 'Ula O Ke'elikolani is the first college within a mainstream institution in the world to be accredited by WINHEC.

The Hawaiian Language College was mandated by the state legislature in 1997 to provide Hawaiian medium education at the tertiary level and provide support for Hawaiian language medium education and revitalization throughout the state. It serves approximately 120 majors per semester and includes four programs taught primarily through Hawaiian: a B.A. in Hawaiian Studies, a post-baccalaureate Hawaiian medium education teaching certificate, an M.A. in Indigenous Language and Culture Education, and an M.A. in Hawaiian Language and Literature. Its Ph.D. program includes an optional Hawaiian medium

track along with three tracks offered through English. In 2008, the University of Hawai'i at Hilo transferred the B.A. in Linguistics into the College to provide an English medium program that would allow non-Hawaiian speaking indigenous students an opportunity to participate in the College and gain from its language revitalization expertise. The College is now looking to offer more undergraduate programming outside Hawaiian studies, e.g., world history, mathematics, through Hawaiian.

While the College is proud of its academic achievements, it is most pleased with the progress being made in reestablishing Hawaiian as the language of the home from birth. When a Hawaiian language medium taught B.A. in Hawaiian Studies was first planned for the University of Hawai'i at Hilo in the late 1970s, there were no first language speakers of Hawaiian on the island of Hawai'i and had not been any for a generation. Today at the College's laboratory school alone there are 87 children who have spoken Hawaiian as a first language from birth with either one or both parents. This represents a full third of the children at the laboratory school site. While this is the highest percentage of first language speakers in an immersion school statewide, there are a considerable number of other families statewide where children are now being raised with Hawaiian as their first language.

(Pila) William H. Wilson
Lunaho'omalu, Mokuna Kalai'ike (Academic Programs Division Chair)
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