The Society for the Study of the Indigenous Languages of the Americas

SSILA BULLETIN

92.0 SSILA BUSINESS

SSILA/LSA meeting (Chicago, Jan. 6-9, 2000): Second call

As most members are aware, this winter's Annual Meeting of SSILA will be held jointly with the 74th Annual Meeting of the Linguistic Society of America, in Chicago, Illinois, January 6-9, 2000. Abstracts are invited from all members of SSILA in good standing, and a submission form is enclosed with the July issue of the Newsletter. The format of the short abstract is of particular importance, since it must conform to the photo-reproduction requirements of the LSA Meeting Handbook, and it must be submitted on the form provided, or by e-mail. Submissions should reach SSILA (P.O. Box 555, Arcata, CA 95518) no later than Friday, September 3, 1999. SSILA abstracts must not be sent to the LSA. SSILA sessions are organized separately from the regular sessions of the LSA annual meeting, although their scheduling will be integrated and all SSILA sessions will be included in the LSA Meeting Handbook. Participants in the SSILA sessions are required to pay the LSA meeting registration fee ($60; $25 for students) but are not required to be members of the LSA. All registered participants at the joint meeting are welcome to attend the sessions of either group. SSILA participants are also eligible for the special hotel rates at the Palmer House Hilton ($83 single/double; $25/additional person) as well as the transportation discounts that have been negotiated by the LSA. Meeting registration and hotel reservation forms are also enclosed with the July issue of the Newsletter; these must be returned separately to the LSA and the hotel.

92.1 CORRESPONDENCE

MPI in Leipzig open to cooperation on VW grants

- From Bernard Comrie (comrie@eva.mpg.de) 24 July 1999:

As some of you may already know, the Volkswagen-Stiftung (Volkswagen Foundation) has recently announced a new program on the documentation of endangered languages and is soliciting applications for project grants. Information on the program is available on the internet (so far apparently only in German) at the address: http://www.volkswagen-stiftung.de/infotext/infodoku.htm

The responsible person at the VW-Stiftung is Dr. Vera Szoelloessi-Brenig, e-mail <szoeloessi@volkswagen-stiftung.de>.

The main reason for this message is to draw your attention to one point in the announcement, in the first paragraph of section VII. Here it is said that applications from abroad are treated equally with those from Germany, but that applicants from abroad are expected to develop institutional cooperation with individual scientists or scientific institutions in Germany. The Department of Linguistics of the Max Planck Institute for Evolutionary Anthropology, which has the documentation of endangered languages as one of its areas, would be happy to consider cooperation with applicants from outside Germany who are seeking such a link.

~Bernard Comrie
Director, Department of Linguistics
Max Planck Institute for Evolutionary Anthropology
Inselstrasse 22, D-04103 Leipzig, Germany
(comrie@eva.mpg.de)
http://www.eva.mpg.de/lingua.html

"Chichilalawawa"?

- From Stephen T Davidson (skdavids@email.msn.com) 19 July 1999:

I'm attempting to trace the tribal origins of the name of my grandfather. His name was Chichilalawawa or Chickilalawawa. My father was born in 1918, in Arkansas or Texas, if that helps. Any information you could provide would be greatly appreciated.

~Stephen Davidson
(skdavids@email.msn.com)

Re: "Waxahachie"--the experts disagree

[In SSILA Bulletin #91, Linda Good posted a query about the Native American origin of the word "Waxahachie", in particular whether it was from Tonkawa, and whether it might mean

'cow (or buffalo) manure' or 'cow/buffalo creek.' We have two replies, and two different suggested etymologies.]

- From William Bright (william.bright@colorado.edu) 21 July 1999:

I assume you're asking about Waxahatchie, Texas, not about the town of the same name in Alabama. The name of the Texas town is probably not from the language of the Tonkawa, a Texas Indian tribe, but rather is transferred from Alabama. The Alabama name is discussed in some detail in William A. Read's Indian Place Names of Alabama, published first in 1937, but still in print from the University of Alabama press (see pp. 75-76). The element "hatchee" occurs in many southern place names, and means "creek" in the Muskogean languages. In this case it is either from the language of the Creek (Muskogee) tribe, where the word is "hvchi", or from Choctaw, where it is "hvcha". (The "v" is pronounced like English "u" in "but".) According to Read, if the name is from the Creek language, the first element is probably "woksi", the name of a Creek clan. If it is from Choctaw, the first element is probably "waksi", meaning something like "accursed".

The word for "cow" is "waka" in Creek and "wak" in Choctaw, both borrowed from Spanish "vaca" meaning "cow". But Read argues that this has nothing to do with the place name waxahatchie.

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--Bill Bright
Boulder, Colorado
(William.Bright@Colorado.Edu)

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- From David S Rood (rood@spot.colorado.edu) 8 Aug 1999:

The name "Waxahachie" is from a Caddoan language much like modern Wichita. (I can't be sure of the exact source, since the word is slightly different from that which modern Wichitas use. That could reflect the fact that the source is a now-extinct dialect, or else that it was badly recorded by those who heard it first.) My transcription of the modern pronunciation would be /waks?as-he:c?a/, where "a" is pronounced like the "au" of English "caught", "e:" is like the "a" of "had", and "c" is a "ts" sound like the end of "cats", though some speakers used a sound a lot like the "tch" of "catch" instead. The "?" is a glottal stop, and in modern Wichita the final "a" is voiceless (whispered -- sounds kind of like "h").

The /he:c/ part means "fat"; /waks/ is a name for a mythical monster, said to be dog-like except for a mountain-lion-like head and tail. The monster can be heard late at night in swampy areas, crying exactly like a distressed human baby, hoping to lure someone into the swamp to rescue the child. The other elements represent grammatical pieces of the compound. My short-hand translation is "fat monster".

<div align="right">

~David S. Rood
Dept. of Linguistics, Univ. of Colorado
Boulder, CO 80309-0295
(rood@colorado.edu)

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Translations requested

- From Zbignien Wolkowski (zww@ccr.jussieu.fr) 22 Jul 1999:

I am preparing for publication a polyglot compilation of the most popular poetry in Polish literature, the first 15 verses of "Pan Tadeusz" by Adam Mickiewicz. So far I have received 50 translations, but none in native languages of the Americas. May I ask you for help in contacting motivated specialists? I can be reached by e-mail at the address below. You may also want to visit my web site on Mickiewicz: http://www.ccr.jussieu.fr/mickiewicz.200

-- Dr. Z. W. Wolkowski
(zww@ccr.jussieu.fr)

Re: Navajo aphasics

- From Willem J de Reuse (rwd0002@unt.edu) 28 July 1999:

In reponse to Audrey Holland's query about aphasia in Navajo speakers in the SSILA Bulletin #90: There is an article by Reynolds et al., "Left Thalamic Hemorrhage with Dysphasia", _Brain and Language_ 7:62-73 (1979). It mentions a case of a 40 year old Navajo-English balanced bilingual who could only speak Navajo after the hemorrhage.

~Willem J. de Reuse
Dept. of English, University of North Texas
(rwd0002@unt.edu)

Endangered languages in the news

- From Martha Ratliff (martha_ratliff@wayne.edu) 30 Jul 1999:

I thought you would be interested to know about two recent stories on endangered languages in popular publications.

1) The August 1999 issue of the _National Geographic_ features stories on "Global Culture", and includes an article on "Vanishing Cultures" which was written with input by Joe Grimes and quotes Michael Krauss and Ken Hale. That issue also includes a linguistic map of the world! (It paints continents in shades of the same hue, suggesting relationship where there is none, but no linguistic map is perfect...)
2) Guy Gugliotta, reporter with the Washington Post, is preparing a big story on endangered languages (with an emphasis on language preservation) for his paper, and has been talking with a lot of people, I'm sure a number of you. He says he's hoping it will appear the weekend of August 7th. I'll let you know when it does in fact appear.

~Martha Ratliff
Chair, Committee on Endangered Languages and their Preservation
Linguistic Society of America
(martha_ratliff@wayne.edu)

92.2 REQUESTS FOR COLLABORATION

The Indigenous Language Institute/IPOLA

- From ipola (ipola@roadrunner.com) 14 July 1999:

The Institute for the Preservation of the Original Languages of the Americas (IPOLA) is beginning a project ("The Indigenous Language Institute", ILI) to centralize crucial information on indigenous language programs in North America, the goal of which is to enable indigenous communities to share and learn from each other to make their programs even more effective. Many communities are now looking for ways to revive, (re)vitalize, and stabilize their heritage languages. Other communities have already experimented with many different types of language programs, but there is no composite data on what these programs are, what problems and issues surround a program, how a program is operated, what needs there may be in existing programs, and how a community goes about setting a program up.

The purpose of this data collection project is to gather information from as many different types of programs as possible, analyze their common methods, processes, effectiveness, and problems/issues, and create an organized data base. The information then will be disseminated to a wide range of communities and individuals who plan to create new programs.

We would like to request your assistance in
(1) identifying language programs, either community-based or (tribal/private/public) school-based, and
(2) getting specific information (see the topics below).
Working from your recommendations, we will contact a number of programs and make arrangements for our two graduate student researchers (Mary Linn and Sheilah Nicholas) to make site visits. The result of each visit will be a report about the program, and a draft will be shared with the individuals Mary and Sheilah have met with for comments or modifications.

We want to make sure that the information is accurate and that it can be shared with other Native American communities. We will follow the same procedure with any information we obtain directly from you.

The first phase of the project will be restricted to language programs in the United States. Thereafter (in about 8 to 12 months) we anticipate expanding the coverage to Canada.

Thank you in advance for your willingness to assist us in this important project. All responses should be directed to IPOLA, at the address below.

~Inee Yang Slaughter
Executive Director, IPOLA
~Akira Yamamoto
ILI Oversight Committee
Institute for the Preservation of the Original Languages of the Americas
560 Montezuma #201-A, Santa Fe, New Mexico 87501

(ipola@roadrunner.com)

The following topics will be covered in the site visits:

1. Community profile: Location; Total population; Estimated number of speakers; Position of the language program in the community (degree of the community support -- including financial support)
2. Language program profile
   a. What is your language program?
   b. How the program was established (e.g., as a part of the tribal school, of the public school, of the continuing education, etc.), and who was instrumental in establishing it (e.g., a language and culture department, a language committee, a volunteer/advocate group, a church group, etc.)?
3. The goal of the program
   a. Long range goal
   b. Immediate or specific objectives: what is aimed at and when it is to be accomplished.
   c. How the specific objectives are to be accomplished (e.g., by teaching in a tribal school class, how often, how long for each session; by implementing a master-apprentice approach; etc.).
   d. Who manages it (e.g. a designated tribal office, the Bilingual Education Unit in the school district, etc.) Also, who finances it (grant money from ANA, by the tribe, etc.).
4. Who are the teachers? How are teachers selected, recruited, and trained?
5. Who are the learners?
6. What materials are used? How are language materials prepared and produced? What are the materials (documentation, grammar, dictionary, books, interactive materials, photo-books, language tapes, language cards, etc.)?
7. Are there language researchers separate in addition to teachers? If so, how are they recruited and trained? What do they do? Do those researchers actively participate in the language program? How do they contribute to the goals of the program?
8. Are there curriculum and materials developers in addition to teachers? How are they recruited and trained? Have you (or they) developed your curriculum? How about language teaching materials?
9. Results: How long has the program been running? How have the objectives been accomplished? What has been effective?
10. Needs: What are the needs of your program? What would make your program even more effective and successful?
11. Sharing: Can the curriculum, language teaching materials, or anything else be shared with other communities? Can we give your name (or someone else in the program) to others who need assistance in planning and developing a curriculum and/or language teaching materials? Or is it easier for IPOLA to have a copy of relevant materials for dissemination to those who seek assistance?

The field linguists

- **Sheilah Nicholas** is a member of the Hopi Tribe in Arizona and a doctoral student in American Indian Studies at the University of Arizona. She participated in the American Indian Language Development Institute (AILDI) at the University of Arizona first as a student and then as a teaching assistant. She served as Coordinator of the Sixth Annual Stabilizing Indigenous Languages Conference(SILC) which AILDI hosted in conjunction with the 1999 summer institute.
- **Mary S. Linn** is a Ph.D. candidate in Linguistics at the University of Kansas. She has been working with the Euchee (Yuchi) community in Oklahoma since 1994. Mary has been involved in language maintenance and revitalization in Oklahoma through the Oklahoma Native American Languages Development Institute, the Euchee Language Class of Sapulpa, and with the Oklahoma Native Languages Association. She has been one of the key participants in language workshops and training programs for Native language teachers in Oklahoma.

Survey of language revitalization strategies

- From Joan Smith/Kocamahhul (j.smith@ling.canterbury.ac.nz) 27 July 1999:

We are writing both to seek help and to offer help. We have a small three-year grant to survey research and applied programs on language revitalization (project title: "Strategies for Language Revitalization"). The goal is to assemble a basic resource/reference on strategies, techniques, and methods used to revitalize endangered languages or to help speakers and communities in language maintenance and in resisting language shift. In many instances, appropriate strategies require an understanding of causes of language shift and language endangerment, and therefore part of the project is also addressed to these causes. We hope also to determine, at least in part, which strategies/techniques are more valuable and which are less fruitful in general. We would like to ask help with our project. We would be very grateful to you for any information you could send us of the following sort:
(1) About language revitalization (and related) projects you know about (anywhere in the world).
(2) About the various methods, techniques, strategies utilized to resist language loss and to strengthen or revitalize the language.
(3) About things attempted that have been successful, and also things not so useful.
(4) About causes of language shift and language endangerment in the situation(s) you are aware of, or factors favoring maintenance.
(5) Names of other people, projects, organizations, publications, Web sites, and the like which we may not know about which are relevant to the project.

In return, we will be happy to share with you the final product—the compilation and evaluation of resources and techniques in language revitalization -- when we have finished the project. We anticipate it being a valuable general resource/reference for individuals and organizations concerned with this problem. If you want to send information in French, German, or Spanish, we don't mind (or in Finnish or Turkish, too, for that matter). We prefer e-mail, but regular mail and fax are also fine.

Thank you in advance,

~Joan Smith/Kocamahhul & Lyle Campbell
Linguistics Department, University of Canterbury
Private Bag 4800, Christchurch, New Zealand
fax: 64-3-3642969
(j.smith@ling.canterbury.ac.nz)
(l.campbell@ling.canterbury.ac.nz)

92.3 UPCOMING MEETINGS

Linguistic sessions at AAA (Chicago, Nov.17-21)

Although SSILA will meet this year with the LSA (see #92.0 above), there will be a number of sessions of interest to SSILA members at the 1999 annual meeting of the American Anthropological Association. These include the two sessions of the 38th Conference on American Indian languages previously announced:

CAIL 1. INDIGENOUS MOVEMENTS AND LANGUAGE POLITICS IN LATIN AMERICA: SPEAKING, REPRESENTING, AND MOBILIZUNG DIFFERENCE,
organized by Bret Gustafson (Harvard) & Judith Maxwell (Tulane).
Papers include:
- Pat Kwachka (Alaska-Fairbanks), "Introduction";
- Gale Goodwin Gomez, "Literacy Education Among the Yanomami: Can it play a role in their survival?";
- Laura Graham (Iowa), "Indigenous Discourse and Linguistic Multifunctionality in the International Public Sphere";
- Bret Gustafson, "Language Politics and Competing Territorialization: Guarani and State Tactics for Ethnic Management in Bolivia";
- Silvia Hirsch (Princeton), "Bilingual Education, Ethnic Revitalization, and the Guarani of Argentina";
- Luis Enrique Lopez (PROEIB-Andes, Cochabamba, Bolivia), "Language Ideologies, International Donors, and the Politics of Aid to Indigenous People in Latin America";
- Aurolyn Luykx (PROEIB-Andes, Cochabamba, Bolivia), "The Historical Contradictions of Language Maintenance: Indigenous Education and Language Shift in a Sea of Good Intentions";
- Judith Maxwell, "Peace Accords, Language Identity, Language Change: A Case Study from the Kaqchikel Maya of Guatemala";
- Raxche (Cholsamaj, Guatemala), "Los idiomas mayas como indicadores de identidad y avance democrtico en Guatemala";
- Maria Eugenia Vargas & Robert V. H. Dover (U de Antioquia, Medellin, Colombia), "Reindianization and Language Politics in Sierra Nevada de Santa Marta."

The discussants will be Jean Jackson (MIT) and Bruce Mannheim (Michigan).

CAIL 2. PLACENAMES THROUGH TIME,
organized by Karen-Sue Rolph-Morales (Stanford).
Papers include:
- William Bright (Colorado), "The 'S-Word': the sociolinguistic status of 'Squaw' in North American placenames";
- Jane Hill (Arizona), "Why Do Native American Place Names Look So New?";
- Eugene Hunn (Washington), "Mixtepec Zapotec Place Names: onomastic footsteps in the Sierra";

- Karen-Sue Rolph-Morales, "Environmentally Meaningful Toponyms: using geographical information systems (GIS) to evaluate loss of Quechua placenames in the Andes"; and
- Thomas Thornton (Alaska-Southeast), "Tlingit Place Names as Containers of Ecological Wisdom."

In addition there is a Presidential Session dealing with language and two Invited Sessions of the Society for Linguistic Anthropology:

Presidential Session: <u>TELLING TIME: TEMPORAL COHERENCE IN NARRATIVE,</u> organized by Frank Proschan (Indiana).
This session examines temporal coherence in both conversational and traditional narratives. An especially interesting problem is how temporal coherence is achieved in those languages where time is not obligatorily marked through verbal inflection or other temporal markers. Participants draw upon languages and traditions from around the world: Israeli Sephardim, Toba of South America, Yucatec Maya, Kmhmu of northern Indochina, Japanese, and Puerto Rican Spanish.
In addition to Proschan, participants include:
- Jill Kushner (UCLA),
- Harriet Klein (SUNY, Stony Brook),
- Juergen Bohnemeyer (MPI Nijmegen),
- Shoko Tsuchihashi (NYU),
- Raquel Romberg (Johns Hopkins), and
- Myrdene Anderson (Purdue).

SLA Invited Session: <u>REAL-TIME DISCOURSES OF WHITENESS: LINGUISTIC PRODUCTIONS OF IDENTITY AND IDEOLOGY,</u>
organized by Sara Trechter (CSU Chico).
The aim of this session is to engage with recent anthropological scholarship on whiteness in order to demonstrate that the production of whiteness as a racial identity and ideology involves a heretofore underexamined but crucial linguistic dimension.
Participants include:
- Rudolf Gaudio (Arizona);
- Sara Trechter ("White Between the Lines: Ethnic Positioning in Lakhota Discourse");
- John T. Clark (Georgetown);
- Bonnie McElhinny (Toronto);
- Bonnie Urcioli (Hamilton C);
- Mary Bucholtz (Texas A&M);
- Scott Kiesing (Sydney);
- Shana Walton (S Mississippi);
- Gabriella Modan (Georgetown); and
- Anita Puckett (Virginia Tech).

Discussants will be Jane Hill (Arizona) and Karen Brodkin (UCLA).

SLA Invited Session: <u>THE RELEVANCE OF CRITIQUE IN DISCOURSE ANALYSIS</u>, organized by James Collins (SUNY-Albany) & Monica Heller (Toronto).
Participants include:
- Ben Rampton (Thames Valley University);
- James Collins;
- Jef Vershueren (Antwerp);
- Monica Heller;
- Jan Blommaert (Ghent); and
- Steg Slembrouck (Ghent).

The discussant will be Mary Bucholtz (Texas A&M)

Sessions of voluntered papers on linguistic topics will also be added to the program. These will be anounced in September.

American Name Society (Chicago, January 6-9, 2000)

- From Donald M. Lance (engdl@showme.missouri.edu) 21 July 1999:

Onomastics was one of the scholarly interests of many of the founders of LSA, but for a number of years other areas of language study have overshadowed the study of names and naming as components of human verbal behavior. Names are not "just nouns." Sometimes they seem to be exempt from "ordinary" phonological, syntactic, and lexical rules. Personal names -- in their written and spoken forms -- reflect the sociology and psychology of the era in which they were/are used. Geographic place names chronicle the cultural history of the people(s) who select(ed) and perpetuate(d) the names. Commercial names reflect economic, technological, and political forces that underlie human history. These generalizations could be extended platitudinously -- or in a scholarly manner.

The 1999 joint ANS/LSA meeting in Los Angeles was very successful. We had nine papers that were well received. The audience ranged from 20 to 25, and many individuals, including staff at the LSA Secretariat, expressed their appreciation for the presence of onomastics sessions. We will have another joint meeting with the LSA in January, 2000, and we invite the participation of SSILA members. By September 1, 1999, send abstracts of 200-250 words for a 20-minute paper to the address below. We will schedule the ANS sessions to coincide with the LSA schedule, which allots a total of 20 minutes for each paper (i.e. 15 for presentation and 5 for discussion). Please send your affiliation, e-mail address, phone number(s), etc., with your proposal and indicate whether you are a member of LSA and/or ANS.

Donald M. Lance, Professor Emeritus
Department of English, 107 Tate Hall
University of Missouri
Columbia, Missouri 65201
Abstracts may be submitted by e-mail: engdl@showme.missouri.edu
or by fax: 573-882-5785 (please put my name on the fax)

The abstracts - sans identity of proposer - will be submitted to a panel of evaluators. Appropriate additional information on the meeting will be sent to those who submit proposals.

92.4 WEBSITES OF INTEREST

Linguistic Olympics

- From Tom Payne (tpayne@oregon.uoregon.edu) 17 July 1999:

Readers may like to know that there are now seven new "puzzles" on the Linguistic Olympics website. These are the following: Samoan, Malay/Indonesian, Maasai, Swahili (#2), Tamil, Yaqui, and Classical Nahuatl.

This brings the total to 21 puzzles that are available on the site, of which 4 are based on American Indian languages (the two others are on Chickasaw and Quechua).

The "Linguistic Olympics" is a fun and intellectually stimulating activity designed to challenge the problem-solving skills and increase cultural awareness of middle and high-school students. Students compete by solving puzzles based on real languages the students have never learned. The puzzles are of varying degrees of difficulty, but all are solvable using ordinary reasoning and analytic skills possessed by middle and high school students. The Linguistic Olympics originated in Russia in 1965, but before 1998 had never been implemented in the United States.

The first US Linguistic Olympics was held at the University of Oregon in Eugene in May 1998, and the second in April 1999, as an integral part of the University's Foreign Language and International Studies Day. The website introduces that event, and gives sample puzzles and ideas for others who may be interested in doing something similar. For the past six months the site has been averaging about 250 "hits" per week. I answer between 5 and 10 messages a day from individuals who attempt to solve the puzzles. Several junior, middle and high school teachers have let me know they are using the puzzles in their classes. Others have inquired about possibly organizing a "Linguistic Olympics" event at their school. So far I am not aware of anyone who has actually done this though.

The main Linguistic Olympics webpage is:
http://darkwing.uoregon.edu/~tpayne/lingolym/lingolym.htm

There is also a report to the LSA on the 1998 Eugene Linguistic Olympics at:
http://darkwing.uoregon.edu/~tpayne/lingolym/LOreport.htm

I encourage everyone to check out the site, and give me any comments, suggestions, etc.

~Tom Payne
Dept. of Linguistics, University of Oregon
(tpayne@oregon.uoregon.edu)

The Mascot Issue

From Lisa Mitten (lmitten+@pitt.edu) 23 July 1999:

I just got around to reading Bulletin #91, and was THRILLED to see the stand that Sally Thomason and SSILA took on the mascot issue at Illinois! We need all the support we can get, and SSILA taking such an adamant stand is great.

SSILA Bulletin readers might want to visit my new web page (created last February) on "The Mascot Issue". The URL is:
http://www.pitt.edu/~lmitten/mascots.html

This page is intended to be a compilation of web sites and writings on the issue of Indian mascots used by sports teams. Although some of these sites exist on other web pages that I maintain, I felt the time was right to compile these into one place in order to help people find them.

~Lisa A. Mitten
Social Sciences Bibliographer
Hillman Library, University of Pittsburgh
(lmitten+@pitt.edu)

92.5 SIEBERT SALE ON C-SPAN 2

Readers with access to C-SPAN 2 will be able to view a re-broadcast of segments of the May 21 auction of the Frank T. Siebert collection (SSILA Newsletter, July 1999, pp. 8-9 and 10-11) on Sunday, August 22. There will be two broadcasts of the one-hour tape, at 2 and 8 pm EST.

92.6 E-MAIL UPDATES

Aronoff, Mark .... mark.aronoff@sunysb.edu
Bickford, Albert .... albert_bickford@sil.org
Cowan, William .... wcowan@falls.igs.net
King, Alexander D. .... aking@virginia.edu
Marlow, Patrick E. .... ffpem@uaf.edu
Shoaps, Robin .... shoaps@umail.ucsb.edu