

characterizing each problem we provide a series of value statements,
and this provides the framework for a broad range of best practice
recommendations.

--Steven

Bird

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Error in etymology piece

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From william bright (William.Bright@Colorado.EDU) 29 Apr 2002:

My face is red over an error I committed in my contribution to the
"Ety-
mological Notes" section of the current SSILA Newsletter (XXI.1, April
2002). In the last paragraph (on "guayule"), line 9, the version that
was printed says (referring to Spanish <gu/hu>):

"this is pronounced [g], [<gamma>], or something in between..."

What it should say, of course, is:

"this is pronounced [gw], [w], or something in between..."

--William

Bright

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Technology and indigenous languages

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From Nicholas Ostler (nostler@chibcha.demon.co.uk) & Jon Reyhner
(Jon.Reyhner@NAU.EDU) 1 May 2002:

This is to let you know that the theme of the special May 2002 issue of
the on-line journal Language Learning & Technology (Volume 6, Number
2)
is "Technology and Indigenous Languages." The two of us were the guest
editors. The feature articles include:

Glenn Auld (Ballarat U, Australia), "The Role of the Computer in
Learning Ndjibbana" (41-58)

Viv Edwards (U of Reading), Lyn Pemberton (U of Brighton), John
Knight (City University, London) & Frank Monaghan (North Westminster
Community School, London), "Fabula: A Bilingual Multimedia Authoring
Environment for Children Exploring Minority Languages" (59-69)

Marcia Haag (U of Oklahoma) & F. Wayne Coston (Choctaw Nation of Oklahoma), "Early Effects of Technology on the Oklahoma Choctaw Language Community" (70-82)

Bill Jancewicz (Naskapi Development Corporation/SIL) & Marguerite Mackenzie (Memorial U of Newfoundland), "Applied Computer Technology in Cree and Naskapi Language Programs" (83-91)

Daniel J. Villa (New Mexico State U), "Integrating Technology into Minority Language Preservation and Teaching Efforts: An Inside Job" (92-101)

Tracey McHenry (Eastern Washington U), "Words as Big as the Screen: Native American Languages and the Internet" (102-115)

Courtney B. Cazden (Harvard U), "Afterword" (an invited response to this issue) (116-117)

The issue is available free of charge at: <http://llt.msu.edu/>

--Nicholas

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--Jon

Reyhner

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The Dene Elders Project

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From lynda (dutch@mail.cableronge.sk.ca) 23 Apr 2002:

In 1977 the Education Branch, Department of Northern Saskatchewan, hired Larry Hewitt to gather information about the Dene from the northwest side of the province, the people formerly called the Chipewyan. By 1979 he had amassed a collection of 60 audiotaped interviews, as well as slides, photographs, annotated maps, journal articles and artifacts. After more than 20 years, a portion of the Hewitt collection has now been published, The Dene Elders Project: Stories and History from the Westside_. This publication (which I edited) contains the memories and stories of 20 Dene Elders from the communities of La Loche, Buffalo Narrows, Dillon and Turnor Lake.

Copies are available from me for CAN \$20 (plus \$5 postage) at the address below. A second volume is forthcoming in 2003.

--Lynda

Holland

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164.2 BOLIVIAN INDIGENOUS LANGUAGES GIVEN SPACE IN NATIONAL NEWSPAPER

From Bret Darin Gustafson (bdgustaf@fas.harvard.edu) 18 Apr 2002:

A new supplement to the La Paz, Bolivia, newspaper "La Prensa" is now appearing weekly in Quechua, Aymara, and Guarani. The supplement is titled "3 Pacha/Ara 3", borrowing the words for time-space in Aymara and Quechua (pacha) and Guarani (ara). It is directed by the Aymara writer and linguist Felix Layme, with contributions in Aymara from Julio

Yanarico, in Quechua from Aurora Quinteros, and in Guarani from Vicenta Abapori. The supplement contains news and events written in each of the three languages. The project is supported by UNICEF, the Bolivian Ministry of Education, and the government of the Netherlands.

The supplement appears in the regular edition of this urban paper, but is also distributed to the new multilingual teacher-training institutes across the country. It can also be viewed at (www.laprensa-bolivia.com)

-- click on the icon in the upper right corner of screen. UNICEF liaison

and coordinator Rodolfo Garcia (rogarcia@unicef.org) is interested in feedback, contributions, and support from SSILA readers and others, as well as information about native language education programs in North America.

While Bolivia has made significant advances in institutionalizing native language education in public primary schools and at the level of teacher training, countless pedagogical and political obstacles remain. The urban sphere is still dominated by anti-indigenous rhetoric, including a spate of recent editorials denouncing bilingual education as retrograde, anti-national, and anti-modern. In such a context, the appearance of this trilingual supplement is notable. Last year, upon request, without hesitation, and with no mention of his illness, Ken Hale wrote a brilliant editorial in support of Bolivian bilingual education and indigenous

language rights, which will soon be published in the press as part of this ongoing public opinion campaign.

--Bret

Gustafson

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164.3 SUMMER INSTITUTES FOR TLINGIT, HAIDA & TSIMSHIAN

From Iutzi-mitchell Roy (roy.iutzimitchell@sealaska.com) 26 Apr 2002:

During summer 2002, Natives of Southeast Alaska will once again have the opportunity to increase their knowledge of their Native languages, and gain practical skills as Native language teachers, through the Sealaska Kusteeym Institutes. Expanding this year in scope, there will be one Institute emphasizing Tlingit in Juneau, 4-17 August, and one in Ketchikan emphasizing Haida, Tsimshian, and Tlingit, 7-20 July. Going into its fourth year of operation, the Sealaska Kusteeym Institute is central to the mission of the Sealaska Heritage Institute "to perpetuate and enhance Tlingit, Haida, and Tsimshian culture."

Our emphasis this year is on training Native language teachers in the latest language immersion teaching methods, and using these highly effective methods to help students of the languages progress toward fluency. Immersion education allows Native languages to be taught in a more natural way than trying to memorize words and phrases out of context. Instead, the teachers speak with their students 100% in the Native language, using their special training to insure that students are always understanding their meaning. Furthermore, immersion education by design integrates cultural knowledge with language instruction

Both of the Sealaska Kusteeym Institutes will include training in teaching methods for Alaska Native languages in the mornings, and opportunities for the teachers to get practical, hands-on experience in using these methods with language students in the afternoons.

A mini-institute will be held for the Tlingit language, 22-26 July in Sitka, and a Tlingit Language Immersion Retreat will be held 19-23 August in the forest outside Juneau, Alaska

For additional information contact Roy Iutzi-Mitchell, SHI Sociolinguist, (roy.iutzimitchell@sealaska.com).

164.4 WEBSITES OF INTEREST

* Omniglot.com
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This elegant site provides comprehensive and authoritative information on nearly every known script, from Mayan to Malayalam. It is maintained by a young amateur linguist in the UK -- Simon Ager -- whose day job is designing and building websites for a multinational private education provider. He writes:

My site has been around for about three years now -- it started off as a small section on another site but eventually became a separate site and has been growing ever since.

Omniglot provides a guide to over 200 different alphabets, syllabaries and other writing systems including a few you will probably find nowhere else (Klingon, Unifon, and Shavian, for instance). It also contains details of many of the languages written with those writing systems and links to a wide range of related resources, such as downloadable fonts, on-line dictionaries and on-line language courses.

Scripts are organized in four sections (alphabetic, syllabic, logographic, and "alternative"), each introduced by a lucid explanatory essay. The page for each script usually contains a brief history and a complete chart of the full system. An IPA page is included, and is especially well presented.

The URL (bookmark this one!) is:

<http://www.omniglot.com>

* Joseph Wiilkie's book site
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Joseph Wiilkie (zapoteco@yahoo.com), an aficionado of Mexican (and other) indigenous languages, is offering a large number of used books for sale at his personal site:

<http://www.angelfire.lycos.com/band/galway/languagebooksindex.html>

Under "Western Hemisphere Languages" you'll find an impressive list of books on various American indigenous languages, and in particular lots of hard-to-find pedagogical materials on Mexican languages. The prices are quite reasonable. Wiilkie says:

I have travelled extensively (especially in Mexico). I have many, many friends who are native speakers of Mexican languages. I myself speak Hnahnu (Otomi) and Purhepecha (Tarascan). I have always been intrigued by languages of Mexico, and have collected a wide range of books on them. Now I need to make room. Maybe they might help someone else interested in these languages."

164.5 HOMEPAGES

[In preparation for a new section of the SSILA Membership Directory, we are collecting the addresses of the homepages maintained by SSILA members. If you would like your homepage address to be added to this list, please send it to <golla@ssila.org>. We will publish addresses as they come in -- the addresses received since the last Bulletin are noted below. The cumulative list will be available soon at the SSILA website. --VG]

Burley, Lynn <http://www.faculty.uca.edu/~Lburley>
Dryer, Matthew S.
<http://linguistics.buffalo.edu/people/faculty/dryer/dryer/dryer.htm>
Seifart, Frank
<http://www.mpi.nl/world/persons/profession/fraseif.html>

164.6 E-MAIL ADDRESS UPDATES

The following additions or changes have been made to the SSILA mailing list since the last Bulletin:

Higinio, H. P.harzu@earthlink.net
Masthay, Carlcmasthay@juno.com
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