



language legacies

ENDANGERED LANGUAGE FUND ANNOUNCES NATIVE VOICES ENDOWMENT AWARDS FOR 2008

The Endangered Language Fund is pleased to announce the 2008 grant recipients of the Native Voices Endowment: A Lewis & Clark Expedition Bicentennial Legacy. The endowment was created for the revitalization and perpetuation of the languages of the American Indian Nations whose ancestors encountered the 1803-1806 Lewis & Clark Expedition. Each year, grants of \$2,500-10,000 are awarded (and matched by the recipient) to support projects, programs, and individuals dedicated to the study, documentation, and instruction of Native American languages used along the Lewis & Clark National Historic Trail. Grant proposals for the 2009 Native Voices Endowment must be submitted by October 15, 2009. For eligibility criteria, submission instructions, and additional information, please visit http://www.endangeredlanguagefund.org/native_voices_RFP.html

The eight recipients of the second annual Native Voices Endowment are:

Vera Sonneck and Harold Crook, Nez Perce Tribe, ID: Documenting Nez Perce Language in Conversation

This project seeks to document and analyze conversational interactions in Nez Perce, a language spoken in Nez Perce and Latah counties in Idaho, Asotin and Whitman counties in Washington, and Umatilla County in Oregon. Though documentation of Nez Perce lexical items abounds, conversational Nez Perce has not been sufficiently recorded or studied. In order to gain insight into Nez Perce discourse, groups of fluent elders will be videotaped conversing about everyday matters, including greetings and salutations, food preparation, tribal business, workplace interactions, health, recreational activities, religion, traditional narratives, and horsemanship. Conversational Analysis techniques will be used to study the recordings

Languages along the Lewis & Clark National Historic Trail are showing renewed vitality, and the Native Voices Endowment is proud to support the efforts.

and examine turn-taking, particles, adverbials, detransitivization patterns, focus, and emphasis. Transcriptions of the recordings will be written using official Nez Perce orthography, ensuring that the material will be accessible to tribal members. Recordings and transcriptions will be made available to the Nez Perce Tribe's Language Program where it will be used for curriculum development, community outreach programs, and language instruction from elementary school through college. The project will culminate in the creation of a Web site displaying project findings and will make these otherwise inaccessible materials available to tribal members, scholars of Nez Perce, and the public.

[ISO 639-3 language code: nez]

Darrell Kipp, Mizuki Miyashita and Robert Hall: Recording Digital Video Language Materials for Blackfoot Documentation and Revitalization

This project will create new educational materials for the instruction of Blackfoot, a language spoken by the Blackfeet tribal community in Montana. Only 3% of enrolled Blackfeet members speak the language, the majority over 75 years of age. Under the auspices of the Piegan Institute, a community based, non-profit organization on the Blackfeet Reservation in northwestern Montana, the project team will create short instructional videos that portray everyday life situations. Native speakers will be

recorded while engaged in various scenarios, such as shopping, parenting, speaking with elders, visiting historical sites significant to the tribe, conversing with friends, housekeeping, and related situations. The recordings will be transcribed, interlinear analysis and English glossing will be produced, and

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the materials will be archived in the institute’s library. Scenarios and scripts based on analysis of the recordings will be written for puppet shows portraying similar situations. After review and correction of the scripts by native speakers, the scenarios will be enacted with puppets and filmed. Voiceovers will be recorded by native speakers and students from the Blackfoot immersion program. The videos will be used by the school and will be shown on local cable television to raise public interest in Blackfoot and encourage its use among tribal members.

[ISO 639-3 language code: bla]

**Robert Brave Heart, Sr.,
Pine Ridge Indian Reser-
vation, SD: *Mahpiya Luta
Lakol Waunspe Wicakiyapi*
– Teaching Lakota to Red
Cloud Students**

The Red Cloud School has been dedicated since 1888 to Lakota language and culture on the Pine Ridge Indian Reservation in South Dakota. It is currently composed of two elementary schools, a college preparatory school, a heritage center, parishes, and churches. With partial support over the next three years from the NVE, this five-year project will establish a partnership between the school’s Lakota teachers and experts from the American Indian Studies Research Institute at Indiana University who specialize in linguistics, second language acquisition pedagogy, and the development of educational materials. The team will establish and promote a comprehensive, sequential, K-12 Lakota language curriculum. Efforts will focus on the development of instructional materials (textbooks, multimedia games and presentations, teacher’s manuals, flash cards, dictionaries, and readers), teacher training, and the implementation of a Visiting Elders Program and Lakota Language Community Nights. The current number of Lakota speakers is estimated at 6,000 with an average age of 65 years old, which is above the life expectancy on the reservation. The goal of the project is to ensure that by 2020 at least 75% of Red Cloud high school graduates are fluent in Lakota. The curriculum developed by the partnership will be the first professionally designed, comprehensive, and standardized Lakota curriculum and will be made available to other Lakota communities.

[ISO 639-3 language code: lkt]

**Valerie Switzler, Yakama Indian Na-
tion, WA, Confederated Tribes of
Warm Springs, OR, and the Universtiy
of Kansas: Practical Kiksht Grammar:
Producing a Grammar Workbook from
Discourse**

Kiksht is the language of the Wasq’u/Wishxam people who used to live along the Columbia River. These tribes were divided and resettled in the Yakama Indian Nation, WA and the Confederated Tribes of Warm Springs, OR. It is estimated that Kiksht currently has two fluent speakers: Nelson Moses of Yakama, in his late seventies, and Gladys Thompson (Switzler’s grandmother) of Warm Springs, in her nineties. Moses and Thompson have collaborated to produce Kiksht documentation and educational materials. This project seeks to provide recordings for the first in a series of Kiksht workbooks and will commence with digital audio recordings of Thompson engaged in monologues, conversations with Moses, and other activities. The recordings will be analyzed and a project apprentice will provide orthographic transcription. Switzler will create an interlinear glossed text that will include the original Kiksht, morpheme-by-morpheme glosses, translations, and annotations. This material will become the foundation of a future comprehensive and practical Kiksht grammar book.

[Closest ISO 639-3 language code: wac]

**Modesta Minthorn and Noel Rude, Con-
federated Tribes of the Umatilla Indian
Reservation (CTUIR), OR: Umatilla Dic-
tionary Project**

The Umatilla Indian Reservation is located in northeast Oregon and consists of three tribes: Umatilla, Walla Walla, and Cayuse. Of the 2,500 enrolled members, it is estimated that approximately 1% are fluent speakers of the tribes’ heritage languages: Ímatalam (Umatilla language with approximately nine fluent speakers remaining); Wallulapam (Walla Walla language with three fluent speakers remaining); the Cayuse language is considered to have fallen silent. Approximately ten remaining Cayuse members speak a dialect of Nez Perce. The Umatilla and Walla Walla languages are

*Gaining access to
previously recorded
material is of prime
importance to tribes
with few, or even no
speakers remaining.*

both classified as Sahaptian languages and are mutually intelligible. The creation of a Umatilla dictionary, the primary focus of this project, will therefore benefit speakers of other Sahaptian dialects. The dictionary, a culmination of language documentation efforts that began in 1983, will include analysis of grammar and verbal patterns, example sentences, audio recordings, and pertinent cultural information. The project is undertaken in collaboration with the University of Washington Press, which has supported other language documentation and analysis initiatives of CTUIR. The dictionary will be academically oriented and used by the tribe's charter high school as well as distributed to universities, local high schools, CTUIR members, and speakers of other Sahaptian languages.

[ISO 639-3 language code: uma]

Lindsay Marean, Citizen Potawatomi Nation, OK: Scholarship for the study of Nishnaabemwin/Neshnabémwen

The Native Voices Endowment supports collaborative language projects as well as efforts of individuals to increase their knowledge of an endangered indigenous language. Nishnaabemwin/Neshnabémwen refers to two closely related languages: Odawa (spoken primarily in Ontario, Canada) and Potawatomi (historically spoken by tribes in Michigan, Wisconsin, Kansas, and Oklahoma). Marean, an enrolled member of the Citizen Potawatomi Nation in Oklahoma, will use this award to study Nishnaabemwin (as it is spoken on the Wikwemikong Unceded Indian Reserve in Ontario, Canada and taught in the Nishnaabemwin Pane program at Bay Mills Community College in Michigan) and Potawatomi (currently spoken by several members of the Prairie Band Potawatomi Nation in Kansas and the Forest County Potawatomi in Wisconsin). The scholarship will fund Marean's enrollment in an Odawa immersion program and cover expenses associated with visiting and studying with elder native speakers of Potawatomi.

[ISO 639-3, language codes: pot and ojg]

Alvena Oldman, Northern Arapaho Tribe of the Wind River Indian Reservation, WY: Storytelling for Empowerment

This project focuses on the Northern Arapaho, "Wyoming" dialect of the Arapaho language and seeks to incorporate the tribe's storytelling tradition into the curriculum of the *Hinono'eitiino'oowu'* Immersion School. The Arapaho stories, which convey the tribe's teachings, belief system, history, values, and laws, will

be told in the original language in a format designed for 3 to 7-year-old students. The stories will be selected by cultural consultants and compiled in a series of six children's books containing Arapaho text, illustrations, and audio recordings. The series will be published by the Northern Arapaho Industries Corporation which is owned by the Northern Arapaho Tribe. Project materials will be collected in the Arapaho Language Repository, managed by the Council of Elders, and will be available for future use. Puppet shows enacting the stories will be presented to school children, who will occasionally participate themselves in role playing of the stories. The ultimate goal of the project is to create a new generation of Arapaho storytellers, a living record of the tribe's sacred and irreplaceable knowledge.

[ISO 639-3 language code: arp]

Jacob Manatowa-Bailey, Sac & Fox Nation of Oklahoma: Sauk Language Mentor Program

Sauk is spoken by members of the Sac & Fox Tribe in central Oklahoma where it is estimated that only five fluent speakers remain. This award will fund training of language teachers at the Kimâchipenal Immersion School. The school's language teachers are currently not entirely fluent in Sauk, and this project will enhance collaboration between teachers and fluent speakers by expanding the existing master-apprentice program. Fluent Sauk mentors will assist with the development of curriculum and instructional materials and participate in additional immersion pilot programs. The project will also involve audio recordings of Sauk monologues and conversational interactions to be used by the school and for future linguistic research.

[ISO 639-3 language code: sac]

3L INTERNATIONAL SUMMER SCHOOL ON LANGUAGE DOCUMENTATION AND DESCRIPTION

ELF is pleased to fund the attendance of language workers Modesta Minthorn (Confederated Tribes of the Umatilla Indian Reservation) and Joshua Brown (Salish Kootenai College) at the 3L International Summer School on Language Documentation and Description, School of Oriental and African Studies, London where they will gain fundamental theoretical and practical knowledge of field linguistics.

The NVE also provides scholarships, including Master/Apprentice pairs. This year NVE additionally supported two attendees at a documentation program in London.

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IN MEMORIAM: MICHAEL NOONAN

Michael (Mickey) Noonan passed away on 23 February 2009, after a long career devoted to linguistics and endangered languages. An obituary by Carol Genetti can be found at <http://linguistlist.org/issues/20/20-619.html> Noonan's family has requested that memorial contributions go to the Endangered Language Fund.

Professor John Goulet, poet and Professor of English at the University of Wisconsin-Milwaukee, wrote the following poem in memory of Michael Noonan.

In the Matter of Languages: for Mickey

**We might think of him
as the lifeguard at the beach
perched on his tower
searching the waters
for the reckless, the weary,
the overcome**

**whose job it is to understand
the language of drowning--
the semaphoring arms,
the wet cries, the sudden lack,
then rush to the rescue.**

**Dying languages succumb
more discreetly. Village by village
they go under-- no shouting,
no watery ruckus.
Just a simple, sudden absence.**

**It takes a shrewd eye to spot
these silent catastrophes,
and a frugal, determined heart
to intervene. But he did.
Again and again.**

**Now the lifeguard's chair is empty.
He has abandoned that post
and others, too-- as husband,
father, scholar, teacher,
colleague, friend.**

**If he had asked permission,
we would not have granted it.
We would never have granted it.**



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