Achumawi Database

Summary of work during April 2024

You can download the current backup from

- [http://zelligharris.org/Achumawi/achumawi-db.html](http://zelligharris.org/Achumawi/achumawi-db.html)

I have updated the webonary at

- [https://www.webonary.org/odissi/](https://www.webonary.org/odissi/)

The sections in this report are

1. External Syntax
2. Analysis of ‘Bear Doctor Cures a Thief’
3. Inventory of the text
4. Language learning
5. Atsugewi project status

1 External Syntax

This month I have focused on the ‘external’ syntax of phrases, clauses, sentences, and the linking of sequences of sentences. The basic methodology is an analysis of center strings and adjuncts (the empirical basis for adjunction grammars and tree-adjoining grammars). The work environment for the first text is the spreadsheet 1.thief.ods. Each sentence of the text occupies a cell in the first column of the spreadsheet. The columns to the right of the text are labeled as follows, and others may be added as required:

<table>
<thead>
<tr>
<th>C</th>
<th>Connective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meta</td>
<td>Metalanguage operator</td>
</tr>
<tr>
<td>Interj</td>
<td>Interjection, exclamation</td>
</tr>
<tr>
<td>S</td>
<td>Sentence (core sentence, center string)</td>
</tr>
<tr>
<td>S-adjunct</td>
<td>Sentence adjunct</td>
</tr>
<tr>
<td>V-adjunct</td>
<td>Verb adjunct</td>
</tr>
<tr>
<td>N-adjunct</td>
<td>Noun adjunct</td>
</tr>
<tr>
<td>Vs</td>
<td>Verb with sentence argument</td>
</tr>
<tr>
<td>Vsn</td>
<td>Verb with sentence and noun arguments</td>
</tr>
</tbody>
</table>

At this level of analysis I am not concerned with the internal structure of the sentential verb. In particular, only those verb arguments which appear as separate words are noted, but the pronominal prefixes are not. Cells in the table are buckets for collecting examples of sentence types and adjunct types. Their order in the columns only accidentally corresponds to word order in the sentence. However, the table provide a basis for marking up examples.
Analysis of ‘Bear Doctor Cures a Thief’

The database presents texts in alphabetical order, and in that arrangement the first narrative from Lela Rhoades is LR: Bear Doctor cures a thief (LA49.012 = mp3 9:05). The parenthetical expression in the text label identifies the audio record, which includes her rendition in English as well. In the story, the first two sentences have set the context. In the old days, the people did doctoring (qa ís ílííci’ twicííní). In that circumstance (am qʰá) there was one young man (tyíícííní ha m>ís píláyuucóóluucan) who stole an old woman’s food (tyanawámmííní qa wiyáácáálu ú támmi kúcí). The demonstrative qʰá has a meta-discourse (and metalanguage) function, pointing to prior context whether stated or understood as though stated, so am qʰá could be glossed something like ‘in respect to that (practice of doctoring)’. I have suggested previously that the am here could be an allomorph of ma, but amqʰá can occur within a sentence or clause, as e.g. wé, qa tóólollíí amqʰá íícóóyí, iluucʰúcíam qa ámmú ‘after you’ve done all those things, drag a log up there’

In the first column of the spreadsheet, all but the very simplest sentences are divided over several lines, one coherent part of the sentence on each line. The third sentence (on row 4 of the spreadsheet) appears as follows (without the gloss):

\[
\begin{align*}
\text{ma ánca} & \text{ tuttéémi íllim,} \\
\text{ánákkaya'yé tuttéémi} & \text{,} \\
\text{ma ánca we támmí} & \text{ qa qʰé qá kacʰú tínáwámmí} \\
\text{wiyáácáálu ú támmi kúcí ínáwwámmí} & \text{.}
\end{align*}
\]

And then he went outside [the village], went far out, and then, well, he ate what he had stolen, stealing the old woman’s food.

Here is a preliminary markup of the above sentence, based upon how I analyzed it and sorted its parts into columns of the table:

<table>
<thead>
<tr>
<th>C</th>
<th>Meta</th>
<th>Interj</th>
<th>t-V</th>
<th>[-V-]</th>
</tr>
</thead>
<tbody>
<tr>
<td>ma ánca</td>
<td>tuttéémi</td>
<td>illim,</td>
<td>ánákkaya'yé</td>
<td>tuttéémi ,</td>
</tr>
<tr>
<td>ma ánca</td>
<td>we támmí</td>
<td>qa qʰé</td>
<td>qá kacʰú</td>
<td>tínáwámmí ,</td>
</tr>
<tr>
<td>wiyáácáálu</td>
<td>ú támmi</td>
<td>kúcí ínáwwámmí</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The connective expressions ma, ma ánca, ma ánca we occur frequently. The metalanguage and metadiscourse functions of ánca was a topic last month. Related words are áncíy ‘lacking’, táncíy ‘that kind’. The derivations probably involve (á)n ‘go; iterative, intensive’, c ‘do’, (í)y ‘stative; be’, té ‘thus’. Better understanding of relations across sentences in discourse will help clarify this.

A verb stem with initial t- and final -i is labeled t-V. The t- is evidently an argument indicator under a higher-level verb, as in cě suwí tʰáš sítʰéwí ‘I didn’t hear well’ (not I am good hear), támmí wa miuwi ‘does he want to eat?’. In this sentence, támmí occurs both as a verb as though t- were a 3rd-person pronoun, and in the phrase támmí kúcí apparently as a noun (in a noun phrase reduced from qa wiyáácáálu yáámi kúcí or the like). A verb in this form can have an overt argument (as e.g. in haríís yályú taaçááwácí qa áppʰít ‘one man was stationed in the doorway’). In this example, [N] indicates where the noun piláyuucóóluucan ‘young man’ is understood from the preceding sentence, whereas in the second line above Nd is for the demonstrative qʰé. Ns is for a nominal expression that is reduced from a sentence; qá kacʰú tínáwámmí is presumed to be reduced.
from e.g. qá kac yánawámni táq sa ‘he stole something’. Detailed treatment of these reductions will be possible after many examples have been accumulated in diverse texts.

The argument indicator qa has a broader distribution than the definite and indefinite articles have in English.

As has often happened, reviewing my transcription has again led to more accurate rectification here and there. For example, in the 1970s I transcribed the end of the 4th sentence this way:

... qa ticépäsacci qa qʰé qa pláyuucóólu cʰú sa arirá tiici.

Review of the audio record and Praat image results in a sentence that makes sense at last:

... ma ticépäsacci qa qʰé qa pláyuucóólu u cʰú sa arirá tiici.

‘... and [the mountain] watched everything that young man did.’

3 Inventory for the text

Below is an inventory for each category in the spreadsheet for this text.

C

am (Always as part of amqʰá.)
ma (Often as part of ma ánca.)
mám (With falling pitch, perhaps intonational.)
arirá
, (Comma intonation.)

meta

qʰá (In the qʰé family. Always after ám here, but cp. e.g. qʰá lákkʰᵃ tyípsíweí ‘he tried to climb up’, lit. ‘I will climb there!’ he thought. Also indicating its nominal pro-form status, it may be followed by the agentive ka or kam.
ánca (After ma. The construction tínmacqći kúci áncííni suggests that ánca may also be a gerund, but more examples are needed.)
tóólol in ‘the interpreter understood everything [that she said and sang]’ tóólol tínmacqáti qa inastʰúúmaaki’

interj

we
he
yá

S

V
V N, N V
N V N
V Ns Ns=nominalization, nominal reduced from a sentence
\( t-V \) \( t- = \) absolute or subordinate, glossed 3rd person
\( t-V \) N, N t-V
Unsurprisingly, there is a small residue of words and constructions without an obvious place in this analysis. A few have been called out above.

4 Language learning

Paul and Lisa are conducting hybrid acúmmááwi ó tísí classes on a regular schedule, 10-20 participants, with Connor’s important assistance. They do a lot of traveling to teach language and culture.
5 Atsugewi project status

Paul has almost finished entering material from the file talmy.002.003.pdf, images of 768 ‘dictionary’ file slips. In May, he will be creating and refining entries in the FLEex lexicon for these, before moving on to another of Talmy’s PDF files.
Ánca, ánčíŷ, táncíŷ