Some differences between two speakers of Jamul Diegueño

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Linguistic diversity in Diegueño territory is widely recognized; see for example Waterman (1910:272), Kroeber and Harrington (1914:177), Winter (1957:20-23), Joel (1964:99), Wares (1965:52-57), Langdon (1976a), Miller (1990:2-5), Langdon (this volume). Less well publicized is the fact that considerable variation is found even within a given speech variety. This paper investigates some of the differences which I have found between two speakers of the Jamul variety of Diegueño.¹

The speakers in question are the late Mrs. Gennie Walker of San Diego and her half-sister, Mrs. Jane Dumas of Lemon Grove. Mrs. Walker, the elder of the two, was raised by her great-aunt and great-uncle in the villages of Potrero and Dulzara, which are located east of Jamul on what is now Highway 94. As an adult, Mrs. Walker’s ties with Jamul were not very strong, although she was an active member of San Diego’s urban Indian community. Mrs. Dumas, on the other hand, was raised by her parents on her father’s ranch for much of her early childhood. At the age of nine she went to live with the same great-aunt and great-uncle in order to attend school. Mrs. Dumas has had a good deal of contact with the county’s numerous reservations during her career as an outreach worker for the San Diego Indian Health Center, and she remained close to her father, with whom she spoke her language "ninety-nine percent of the time", until his death in 1980. It should be noted that Mrs. Dumas’s father, Ambrosio Thing, had family connections with the Campo Diegueño community.

Mrs. Walker’s speech and Mrs. Dumas’s speech differ in numerous ways and at all levels of the grammar, including (but not limited to) the phonology, lexicon, lexical morphology, derivational morphology, inflectional morphology, auxiliary verb system, demonstrative system, case marking system, predicate nominal construction, switch reference system, and aspects of relative clause formation. In this paper I discuss just a few of these differences; the others will be dealt with when they have been investigated more fully.

Before beginning, a quick review of Yuman lexical structure is in order. According to Langdon (1975:219), words in Yuman languages are built around a root. The root coincides with the stressed syllable and has the shape (CV)(C), where V stands for a stressed vowel which may be short or long, and C stands for any non-vowel. The root may be surrounded by any number of morphememes, but prefixes tend to outnumber suffixes by a wide margin. I use the term "stem" to refer to a unit which includes the root and may also contain additional lexical material and/or derivational affixes.

1. Phonology. Minor phonological differences between the two speakers are numerous. They involve rules of vowel allophony, the domain of application of a vowel shortening rule, the presence vs. absence of an assimilation rule, and the fact that glottal stops are much less stable for Mrs. Dumas than for Mrs. Walker. Another difference concerns initial consonant clusters. Both speakers allow initial clusters of voiceless consonants (cf. 1.a). Each speaker permits some clusters of an initial voiceless fricative plus a voiced consonant. Mrs. Walker also allowed initial clusters of fricative plus /m/ or /w/ in some words (cf. 1.b); other initial sequences of fricative plus voiced consonant she always broke up by inserting the inorganic vowel schwa (cf. 1.c). She did not allow initial clusters of voiced consonants. Mrs. Dumas, on the other hand, allows initial clusters of fricative plus any voiced consonant, as may be seen in (1.b,c). She often produces initial clusters of voiced consonants; some examples appear in (1.d). (It should be noted that permissible clusters are not necessarily obligatory clusters; many of them have also been recorded broken up by schwa.)
(1) **Gloss** | **Mrs. Walker** | **Mrs. Dumas**
---|---|---
a. 'get dressed' | txil | txil
'go out' | chpam | chpam
'hold in hand' | pkaw | pkaw
b. 'grow' | xmii | xmii
'be unappetizing' | swan | swan ('be unbecoming')
c. 'be sick' | xnu | xnu
'acorn' | shenyaaw | shenyaaw
'carry in arms' | xcyen | xyan
d. 'it hurts' | werap | wrap
'my house' | nyewa | nywa
'be angry' | nemii | nemii

In the northern Diegueño languages Mesa Grande and Barona, initial consonant clusters are not permitted. For the southern language La Huerta, on the other hand, Hinton's (1976) text shows that initial clusters are numerous and may involve voiced as well as voiceless consonants. With respect to initial clusters Mrs. Walker’s speech is more like the northern languages than is Mrs. Dumas’s, while Mrs. Dumas’s speech seems to pattern with La Huerta.

2. **Causative formation.** Causative verb stems are derived from non-causative stems by means of almost any combination of 8 morphological processes, which include various prefixation and suffixation processes as well as length ablaut of the root vowel (see Miller 1990:62-65). At present my database indicates that both speakers share the same inventory of causative-forming devices. Actual causative forms sometimes differ across speakers; for instance, Mrs. Walker’s verb meaning ‘cause to fix’ is taacháwa while Mrs. Dumas says chaacháwa (both are derived from chaw ‘make, build, fix’). More interestingly, rules for the insertion of causative morphemes into the prefix structure of the stem appear to differ across speakers. Both speakers have a highly productive causative prefix aa-. In Mrs. Walker’s speech, aa- is inserted into the prefix structure of the stem immediately before the root, as may be seen in (2).

(2) **Gloss** | **Non-causative** | **Mrs. Walker’s causative**
---|---|---
'be black' | nyilly | taanyillya (t-, aa-, -a)
'take care of' | pshaw | paasháwa (aa-, -a)
'be clean' | kwelsaw | kwelaasáwa (aa-, -a)
'be unable to grow' | 'inaan' | tinaa.ána (t-, aa-, -a)
'be ugly' | melyyay | temelyaayaúya (t-, aa-, -a)
'stand up' | p’aw | shpa’awa (sh-, aa-, -a)
'be full' | tem’ur | tema’ura (t-, aa-, -a)

At first glance, it appears that the same rule determines the placement of the prefix aa- in Mrs. Dumas’s causatives.

(3) **Gloss** | **Non-causative** | **Mrs. Dumas’s causative**
---|---|---
'be black' | nyilly | taanyillya (t-, aa-, -a)
'take care of' | pshaw | paasháwa (aa-, -a)
'be clean' | kwelsaw | kwelaasáwa (aa-, -a)

In fact, however, for Mrs. Dumas aa- is inserted before any consonant which immediately precedes the stressed vowel, regardless of whether or not this consonant is a part of the root. Crucial examples...
are given in (4), where an unstable glottal stop found in root-initial position in the non-causative form is absent entirely from the causative form.\textsuperscript{5} Compare Mrs. Walker’s causative forms of ‘stand up’ and ‘be full’ in (2).

\begin{center}
\begin{tabular}{|l|l|l|}
\hline
(4) & Gloss & Non-causative & Mrs. Dumas’s causative \\
\hline
‘be full’ & tem’ur / temur & taamúra (t-, aa-, -a) \\
‘stand up’ & p’aw / paw & shapáwa (sh-, aa-, -a) \\
\hline
\end{tabular}
\end{center}

It cannot be argued that it is the roots of these words that have been reanalyzed, for root-initial glottal stops are present in some if not all pronunciations of the corresponding non-causative forms. Furthermore, Mrs. Dumas’s plural formation rules insert the pluralizing prefix \textit{uu-} immediately before the etymological root, regardless of whether a root-initial glottal stop is present or omitted: thus \textit{p’aw / paw ‘stand up’} has plural form \textit{pu’aaw / puuaaw}. If the root of ‘stand up’ had been reanalyzed, plural form \textit{uupaaw} would be expected.

Comparative evidence (see for instance Crawford 1966:111 for Cocopa, Halpem 1947:25 for Yuma, and Langdon 1970:86,95 for Mesa Grande Diegueño) indicates that Mrs. Walker’s rules for \textit{aa-}insertion are the more archaic while Mrs. Dumas’s are innovative. Forms like \textit{taamúra} might have arisen by analogy to the many causative forms which begin with a syllable \textit{taa}. However, there are not very many causative stems which begin with an initial syllable \textit{shaa}, so the existence of causatives like \textit{shapáwa} suggests that the analogy in question led to a reanalysis of Mrs. Dumas’s \textit{aa-} prefixation rules.

3. Subject/object inflection. In Jamul, as in other Yuman languages, person of subject and object are marked by pronominal prefixes on the verb. Mrs. Walker and Mrs. Dumas have the following subject/object prefixes in common: \textit{ny- ‘1/2-’; nyem ‘2/1-’; m- ‘2(3)-’; k- ‘imp(3)’; m- ‘3/2-’; and w-, alternating with \textit{u-, uu-}, and zero, ‘3(3)-’}. Prefixes marking \textit{1(3)-, 3/1-}, and \textit{imp/1-} must be described separately for each speaker.

Mrs. Walker’s \textit{1(3)-} prefix is glottal stop before a stressed vowel and zero elsewhere. For Mrs. Dumas, \textit{1(3)-} is glottal stop when immediately followed by any organic vowel (stressed or unstressed) or by the root; elsewhere it is zero. Examples are given in (5). It should be noted that in Jamul initial vowels lack the aspirated onset that is found in some other Yuman languages, so initial sequences of glottal stop followed by vowel are indistinguishable phonetically from initial vowels. The first person prefix is recoverable when sandwiched between another prefix and the stem.\textsuperscript{6}

\begin{center}
\begin{tabular}{|l|l|l|}
\hline
(5) & Mrs. Walker & Mrs. Dumas & Gloss \\
ny-’-aam & nya-’-aam & ‘when I left’ \\
ny-’-iny & nya-’-iny & ‘when I gave ...’ \\
nya-aatuk & nya-’-aatuk & ‘when I poured it’ \\
nya-aayip & nya-’-aayip & ‘when we arrived’ \\
nya-wiwiw & nya-’-wiwiw & ‘when I saw it’ \\
nya-chaw & nya-’-chaw & ‘when I made it’ \\
\hline
\end{tabular}
\end{center}

A \textit{1/3-} prefix \textit{*t} has been reconstructed for Proto Yuman by Hinton and Langdon (1976:127). Mrs. Dumas’s speech is somewhat conservative in that first person glottal stop is preserved in an extensive environment. Mrs. Walker’s speech, where first person glottal stop is preserved only before a stressed vowel, is much less so. Interestingly, on the basis of Hinton’s (1976) text, it appears that \textit{1(3)-} allomorphy is the same in La Huerta Diegueño as in Mrs. Walker’s speech.

Mrs. Walker’s \textit{3/1-} prefix is a discontinuous morpheme consisting of an element \textit{ny-} which is prefixed to the stem and a glottal stop which is inserted into the stem immediately before the root. (I refer to this prefix as \textit{ny...’-}). In examples, if there is no lexical material preceding the root to separate
the element ny- from the pre-root glottal stop, I write the prefix as nye-.) Mrs. Dumas’s 3/1- prefix, on
the other hand, consists of an element ny- which is prefixed to the stem and a glottal stop which may
appear either immediately before the stem or immediately before the root, depending on various fac-
tors. When the root begins with a voiceless stop, the glottal stop typically takes immediate pre-stem
position; otherwise it takes immediate pre-root position. These are just tendencies, and exceptions are
not rare; for instance I have recorded both ny-u’sha and nye’-uusha for ‘she gave me a shot’ and both
nye’-aakatt and ny-a’katt for ‘it cut me’. It should be noted that sequences of glottal stop followed by
consonant are permitted only when the consonant in question occupies root-initial position. Glottal
stop is usually deleted (rather than shunted to pre-root position) when the stem begins with a con-
sonant and the root begins with a voiceless stop.

(6)  Mrs. Walker          Mrs. Dumas          Gloss
      nye’-iny             nye’-iny           ‘she gave (something) to me’ (cf. iny ‘give’)
      nye’-wiw             nye’-wiw           ‘she saw me’ (cf. wiwi ‘see’)
      ny-a’aa              ny-a’a, nye’-a,a,aa   ‘she took me along’ (cf. a,a ‘take along’)
      nye-shu’yaw          nye-shu’yaw       ‘she waited for me’ (cf. shuyaw ‘wait for’)
      nye-ka’naa’pa        nye-ka’naa’pa     ‘she told me’ (cf. kanaa’pa ‘tell’)
      nye-teli’foon         nye-teli’foon     ‘she phoned me’ (cf. teli’foon ‘call on phone’)
      ny-u’sha             ny-u’sha, nye’-uusha ‘she gave me a shot’ (cf. uusha ‘give shot’)
      ny-a’pitt            nye’-aapitt       ‘she covered me’ (cf. aapitt ‘cover long object’)
      ny-a’tuk             nye’-aatuk        ‘she poured (a liquid) on me’ (cf. aatuk ‘pour’)
      nye-se’tuuk          nye-stuuk         ‘she summoned me’
      nye-pu’tu            nye-pu’tu         ‘she bumped into me’

For Proto Yuman, Munro (1978:26,31) reconstructs a 3/1- prefix *?n-. In the northern languages,
glottal stop has been lost from the 3/1- prefix, which appears as ny- in both Mesa Grande (Langdon
1970:140) and Santa Ysabel (Langdon 1976). In the southern language La Huerta, on the other hand,
the glottal stop in the 3/1- prefix has been metathesized to the position immediately preceding the root
(Hinton and Langdon 1976). Mrs. Walker’s 3/1- prefix is the same as the La Huerta 3/1- prefix. Mrs.
Dumas’s 3/1- prefix diverges slightly in that glottal stop may appear either before the root or before
the stem; the latter option is not attested in the other Diegueño languages for which data are available
and might be a very local innovation.

Mrs. Walker’s imp/1- prefix is nyek...’- everywhere, closely matching La Huerta nyek...’- (Hinton
and Langdon 1976:114). Mrs. Dumas’s imp/1- prefix is nyak- before a stressed vowel, nyek...’- before
a verb with a vowel- or continuant-initial root, and nyek- elsewhere. Here are some examples:

(7)  Mrs. Walker          Mrs. Dumas          Gloss
      nyek’-iny            nye-k-iny          ‘give it to me!’
      nyek-a’aa             nye-k-a’aa        ‘take me along!’
      nyeke’-matt           nye-k-matt        ‘help me!’
      nyek-a’tuk            nye-k-aatuk       ‘pour (the water) on me!’

In general, Mrs. Walker’s system of subject/object prefixes patterns more closely with the sys-
tem found La Huerta than does Mrs. Dumas’s. With respect to the 1(3)- prefix, at least, Mrs.
Dumas’s prefix system is more conservative than -- and thus diverges from the northern Diegueño
languages less than -- Mrs. Walker’s.

4. The switch reference system. Both speakers share the following inventory of switch reference
markers:
(8) Switch reference markers
- \( \text{-ch} \) 'SS (reals is for Mrs. Walker, mood unspecified for Mrs. Dumas)'
- \( \text{-m} \) 'DS (reals is for Mrs. Walker, mood unspecified for Mrs. Dumas)'
- \( \text{-chm} \) 'DS (reals is for Mrs. Walker, crucial data lacking for Mrs. Dumas)'
- \( \text{-k} \) 'SS irrealis, dependent on irrealis reference clause'
- \( \text{-km} \) 'DS irrealis, dependent on irrealis reference clause'

The two speakers are in agreement regarding the use of \( \text{-k} \) and \( \text{-km} \), which they use to mark switch reference in a special construction in which both the dependent clause and its reference clause denote unrealized events. For examples and further discussion see Miller (1990:152-153).

The two speakers diverge in their use of other three switch reference markers. For Mrs. Walker \( \text{-ch}, \text{-m}, \text{ and } \text{-chm} \) are used only when the dependent clause is reals in mood:

(9.a) toor tewa-\( \text{ch} \) u-wi\( \text{w} \)
      bull be.locd-SS 3-see
      'A bull was there and saw [the boy].' (Mrs. Walker)

(9.b) ... matt kw-a'x\( \text{n} \) tewa-\( \text{m} \) uuwiw
      land sjrel-nom good be.locd-SS see.pl
      '... there was good land there, and they saw it.' (Mrs. Walker)

(9.c) peyi\( \text{i} \) tewa-\( \text{chm} \) u-wi\( \text{w} \)
      here be.locd-DS 3-see
      'It was here and she saw it.' (Mrs. Walker)

For Mrs. Dumas, \( \text{-ch}, \text{-m}, \text{ and } \text{-chm} \) are unspecified for mood. They may be used when the dependent clause is reals in mood, as in (10).

(10.a) ma'wi-\( \text{ch} \) wanya shuupli... 
      do.somehow-SS road close 
      '(Someone) had closed the road in a makeshift way ...' (Mrs. Dumas)

(10.b) ... uumall velantaan chmi-\( \text{m} \) p\( \text{i} \) wa
      paper window lay.long.obj-DS here be.locd 
      '... they left a paper [parking ticket] on the window, and here it is.' (Mrs. Dumas)

(10.c) nye-stuuk-\( \text{chm} \) 'aa-ches
      3/1-call.towards-DS 1-go-emph
      'They called me and I went.' (Mrs. Dumas)

They may also be used when the dependent clause is marked as irrealis (cf. 11). I have recorded numerous examples in which an irrealis-marked dependent clause takes is followed by the same-subject marker \( \text{-ch} \) or by the different-subject marker \( \text{-m} \). I have been unable to elicit a reliable example of an irrealis-marked dependent clause followed by different-subject \( \text{-chm} \), and I suspect that for Mrs. Dumas, as for Mrs. Walker, \( \text{-chm} \) implies that the dependent clause is reals in mood.

(11.a) nya\( \text{a} \)ch nyewii chewaw-x-\( \text{ch} \) 'aa-ch...
      L,ij things plant-irr-SS 1-go-SS
      'I was going to plant some things...'

27
Once again, comparative facts shed some light on speaker differences. In the northern language Mesa Grande, -ch 'same-subject' and -m 'different subject' are both unspecified for mood: they appear not only on on reals dependent clauses but also on dependent clauses that are explicitly marked as irrealis (cf. 12). (-chm is not used in Mesa Grande.)

(12.a) 'checkuu-ch 'cwaaw we-chuw-h-ch adoo we-chuw
1-uncle-sj house 3-make-irr-SS adobe 3-make
'My uncle was going to build a house, so he made adobe bricks.' (Mesa Grande; Langdon 1970:178)

(12.b) w-aam-h-m tuuyuw
3-go.away-irr-DS modal
'He should have gone.' (Mesa Grande; Couro and Langdon 1975:197)

Mrs. Rebecca Alto, a native of the Santa Ysabel Reservation (in northern Diegueño territory) who spent part of her life in the southern territory, used -ch, -m, and -chm. For her, all three of these switch reference markers were unspecified for mood. The examples in (13) show that they may follow irrealis-marked dependent clauses.

(13.a) ... nyaapum 'ihpaa-vech tewaa w-aam-h-ch we-yuotp
then eagle-dem.sj 3.be.sitting 3-go.away-irr-SS 3-be.started
'... and then the eagle was ready to go and got startled.' (Mrs. Alto; Langdon 1976:121)

(13.b) ... nya-tenay-h-m nya-w-aa-h-chm kunykuuy-vu w-ii-ch...
when-be.evening-irr-DS when-3-go-irr-DS old.woman-dem 3-say-SS
'... in the evening, when she was getting ready to go, he said to the old woman ...' (Mrs. Alto; Langdon 1976:122)

Mrs. Dumas's switch reference system has in common with these northern languages the fact that -ch and -m are unspecified for mood.

In the southern Diegueño language La Huerta, on the other hand, -ch and -chm appear only on reals dependent clauses (Hinton 1976:105), while -m is unspecified for mood. In fact, Hinton (1976:105-106) argues that the /ch/ segment of each of these morphemes is best analyzed synchronically as a reals marker, which she glosses 'pp' for 'past/present'; thus -chm is analyzed as -ch-m 'pp-DS'.

(14) ii yupay nya-naa-ch-m xtpaa shin paa
wood bring when-go.pl-pp-DS coyote one arrive
'When they went to get some wood, a coyote arrived.' (La Huerta; Hinton 1976:104)

Mrs. Walker's speech shares with La Huerta the fact that -ch and -chm appear only on reals dependent clauses.

In Cocopa, which along with the Diegueño languages belongs to the Delta-California subgroup of the Yuman family, the different-subject marker -m is unspecified for mood; it may follow either a reals dependent clause or one explicitly marked as irrealis, as exemplified in (15). The same-subject marker -c, on the other hand, implies reals mood, as Crawford's (1966:162 and 1976:26) gloss 'past-present coordinating' clearly indicates.
The comparative data suggest that the realis connotations of -ch in Mrs. Walker's speech are archaic. In the northern Diegueño languages and in Mrs. Dumas's speech, then, -ch has been reanalyzed as unspecified for mood. On the other hand, it appears that historically -m was unspecified for mood; its use as a realis different-subject marker in Mrs. Walker's speech must result from reanalysis. I would very much like to know how far this reanalysis extends in Diegueño territory, and I am eager to see detailed descriptions of other southern and Kumeyaay Diegueño languages.

5. Conclusion. In this paper I have discussed just a few of the many differences I have found between two speakers of Jamul Diegueño. With respect to initial consonant clusters, Mrs. Walker's speech seems closer to the northern Diegueño languages while Mrs. Dumas's speech seems closer to the southern language La Huerta. Differences in the switch reference system and in the inflectional morphology, on the other hand, can be summarized with the observation that Mrs. Walker's speech is more like that of La Huerta while Mrs. Dumas's speech is more like that of the northern languages. Whether these patterns hold true for phonology in general and for the the morphology and syntax in general is a question that I hope to address when more information about La Huerta and other southern Diegueño languages becomes available.

It seems reasonable to expect linguistic variation in Diegueño territory as a whole to be proportionally greater than that found between two Jamul speakers. It is alarming, then, to find that systematic descriptions are available for only two varieties: Mesa Grande and Jamul. This leaves an enormous gap in the descriptive literature on Diegueño, a gap which I hope will be filled very soon.

Notes

1. I would like to thank Joshua Katz, Margaret Langdon, and Pamela Munro for helpful comments on earlier versions of this paper and to express my appreciation to Mrs. Walker and Mrs. Dumas for their patience and generosity in teaching me their language. I gratefully acknowledge financial support from the following sources: NSF Grant BNS 8317837, the Abraham Halpern Memorial Fund, the UCSD Office of Graduate Studies and Research, and the Department of Linguistics, UCSD.

   The following abbreviations are used in interlinear glosses: dem, demonstrative; DS, different subject; emph, emphatic; imp, imperative; irr, irrealis; locd, located; pl, plural; sj, subject relative verb form; sj, subject; SS, same subject; 1, first person subject; 2, second person subject; 3, third person subject; #/#, person of subject/person of object. A period is used in glosses to separate the parts of a gloss and in verb stems to separate clusters of like vowels. Other morpheme boundaries are marked with a dash. Stress falls on the final syllable of the stem unless an acute accent indicates otherwise.

   Data from Jamul are presented in a practical orthography adapted from that of Couro and Hutcheson (1973). The symbols 'c, ch, kw, ll, lly, ly, ny, sh, xw represent the phonemes /l, ç, kʷ, l, ʃ, l', n', s, x'/. VV represents a long vowel, and e represents the inorganic vowel schwa.

2. The only exception is the word stik which means 'little, less' in Mesa Grande (Couro and Hutcheson 1973) and 'little, few' in Barona (Banegas et al. 1988ms).

3. Morphemes used in causative formation are listed in parentheses after the causative form.

4. Long vowels are regularly shortened before glottal stop in Mrs. Walker's speech. For Mrs. Dumas, long vowels are sometimes shortened before glottal stop; further investigation is needed before a more precise statement can be made.

5. Deletion of root-initial glottal stops does not appear to be a regular process in causative formation; cf. sa'dya 'dry it' and txa'dya 'wake (someone) up', derived from s'aay 'be dry' and x'aay
be awake' respectively.

6. For both speakers the 1(3)- prefix is a' - in some t- incorporating locational and positional verbs.

7. See note 4.

8. In La Huerta, metathesis has affected not just the 3/1 prefix but all prefixes containing etymological glottal stops, including the 1(3)- and 2(1)- prefixes. See Hinton and Langdon (1976) for discussion.


10. I have rewritten this sentence in the orthography that I use for Jamul.

11. Crawford's abbreviation ev stands for 'evidential', pns for 'pronominal nonsubject', and sb for 'subordinating'.

References


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PREFACE

The 1990 meeting was the twentieth anniversary of the First Hokan conference, which met at the University of California, San Diego. From time to time, the conference has met with other groups such as the Penutian conference and the Uto-Aztecan conference. It now regularly meets with the Penutian conference.

The conference is again indebted to Margaret Langdon and the Department of Linguistics at the University of California, San Diego, for hosting the conference. Our thanks are also due to the various graduate students who took care of the numerous details such as supplying the endless coffee.

The papers in this volume appear in the same order as they did on the program at the conference. Unfortunately, a few of the presenters were not able to send in a paper for publication. All of the papers in the volume except the last one were presented at the 1990 meeting.

In 1983, 1984, and 1985, very few of the presenters sent in their papers for publication. In 1986, a few papers from each of these years were assembled into a single volume. Werner Winter sent his 1983 paper in so early that the editor lost it in the files, and Winter's paper was omitted from the 1986 volume. It is now egg-on-the-face time for the editor. Winter's paper is included in this volume as the last paper. Mea culpa.

Arrangements have been made with Coyote Press, P.O.B. 3377, Salinas, CA 93912, 408-422-4912, to reprint the various Hokan and Hokan-Penutian conference volumes. Dr. Gary S. Brearchini of Coyote Press has told me that he will try to keep all the volumes in print. I have just sent him part of the original manuscripts and will be sending him the rest of the manuscripts very shortly. Only a very few of the original publications are still available. Please see the list at the end of the volume for details on the few remaining original volumes. I do not know how long it will be until Coyote Press will begin issuing reprints of the backissues.

James E. Redden

Carbondale, December 1990

Historical Note: The proceedings of the First Hokan conference were edited by Margaret Langdon and published by Mouton. I have edited all the other volumes of proceedings except those of 1988 and 1989, when I was in Africa. The 1988 and 1989 volumes of proceedings were edited by Scott Delancey in the series published by the Department of Linguistics at the University of Oregon. Please do not request these two volumes from me. Please address orders for the 1988 and 1989 volumes to: Department of Linguistics, University of Oregon, Eugene, OR 97403. I hope that Scott will be willing to publish the Hokan-Penutian volumes regularly, when I retire in a few years.

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| CONTENTS |
|-----------------------------|-----|
| Nominalization in Jamul Diegueño | 1   |
| Richard Epstein             |     |
| Lenition in Jamul Diegueño   | 11  |
| Michel Achard               |     |
| Some Differences between Two Speakers of Jamul Diegueño | 23  |
| Amy Miller                  |     |
| The Use of Auxiliary Verbs in Jamul Diegueño | 32  |
| Kim Kellogg                 |     |
| The Perfective-Imperfective Opposition in Kishaya | 43  |
| Robert L. Oswalt            |     |
| Suffixal Aspect and Tense-Aspect in Northern Pomo | 52  |
| Mary Catherine O'Connor     |     |
| The Role of Lexicalization in Shaping Aspectual Systems: Central Pomo | 62  |
| Marianne Mithun             |     |
| Glottalized and Aspirated Sonorants in Kishaya | 75  |
| Eugene Buckley              |     |
| Kashaya Swith Reference     | 92  |
| David Gamon                 |     |
| Agentivity and the Animacy Hierarchy in Kashaya | 116 |
| Kira Hall                   |     |
| Patterns of the Generic and Particular in Wintu Narrative Texts | 136 |
| Suzanne Wash                |     |
| Vowel Length and Pitch in Yavapai | 144 |
| Kimberly D. Thomas and Alan Shaterian |     |
| Aspiration in Tolkapaya Yavapai | 154 |
| Pamela Munro                |     |
| Noun Incorporation in the Yuman Languages: The Relationship between wa- and ya- | 163 |
| Joshua T. Katz              |     |
| Walapai Kinship Terminology | 178 |
| James E. Redden             |     |
| Diegueño: How Many Languages? | 184 |
| Margaret Langdon            |     |
| Non-Walapai Words in Walapai | 191 |
| Werner Winter               |     |
| Publication Notice          | 198 |