



S I L I N T E R N A T I O N A L

Imagine the world before the invention of written language. There were no shared ideas via the printed page—no newspapers, books of history and poetry, dictionaries or reference libraries. There were no handwritten letters, no desks strewn with papers and reports, and no recorded thoughts of great philosophers.

You don't have to look very far to find that such a world still exists today. Over one and a half billion people, or one quarter of the world's population, speak languages unintelligible to the mainstream of society. No literature exists in most of these lesser-known languages. Many have never even been studied or written down.

SIL International serves the people of this world through the work of language research and development. However, it is often we who learn from and are enriched by the people we serve. As a member of this organization who began as a field linguist, it has been my privilege to work with those who have little in the way of material goods, but have much to give in the way of wisdom and heart.

With increasing strength, many of these groups are joining the mother-tongue literacy movement that is enabling marginalized peoples to be players at the world's table. One such group is the Ngbaka of the Democratic Republic of Congo, who this past year formed their own Non-Governmental Organization responsible for literacy. Its name, "Sukisa Boyinga," literally means, "put an end to darkness." In this war-torn country, the way forward never looks clear, but the Ngbaka are pointing the way ahead. There are many others like them, and we are honored to have a small part in their efforts.

In faithful service,



Steven N. Sheldon
Executive Director,
SIL International



9 3 4

6 8 10 2 5 %

Let the *numbers*
speak *for*
themselves

1 9 9 9

6 5 0

6 8 3

1 3 5 7 9



an international

resource in

linguistic research

language development

adult literacy

mother-tongue education

community enablement



What is SIL?

SIL International began in 1934 as a training course in the state of Arkansas. It is now incorporated in Texas, with its international headquarters in Dallas.

The purposes of SIL are:

- training and sponsoring SIL linguists in their study of lesser-known languages;
- preparing literature both by original composition and by translation into the languages studied;
- publishing language and cultural data;

- promoting literacy among the peoples whose languages are studied.

SIL is variously characterized as a Private Voluntary Organization (PVO), a non-governmental organization (NGO), an academic research organization and a service organization. SIL is recognized by the Internal Revenue Service of the United States government as a qualified 501(c)(3) charitable organization.

What does SIL do?

SIL's technical services are normally provided under the auspices of an official agreement with a government ministry or other official national agency. In each country where SIL has an agreement, language or project teams are assigned on a language-by-language basis to carry out a program of research, training, literacy, and development work. Whenever

possible, local, regional, or national partnerships are formed to share the work with interested persons, committees, or institutions.

SIL's work in linguistic research is a foundation for language development. Language development, in turn, creates a framework for adult literacy and mother-tongue education.

Let the
people
read *for*
themselves



2/3

of the 1 billion illiterate adults today are women. This number is growing by millions every year.



the challenge: language diversity, illiteracy, and poverty

The members of SIL

Membership in SIL is voluntary and is based on a rigorous screening process that examines the potential member's commitment, aptitude, hardiness, and willingness to carry out the goals and purposes of the organization. This membership has in common a personal commitment to basic Christian values. SIL now has over 6,000 members from more than 50 countries.

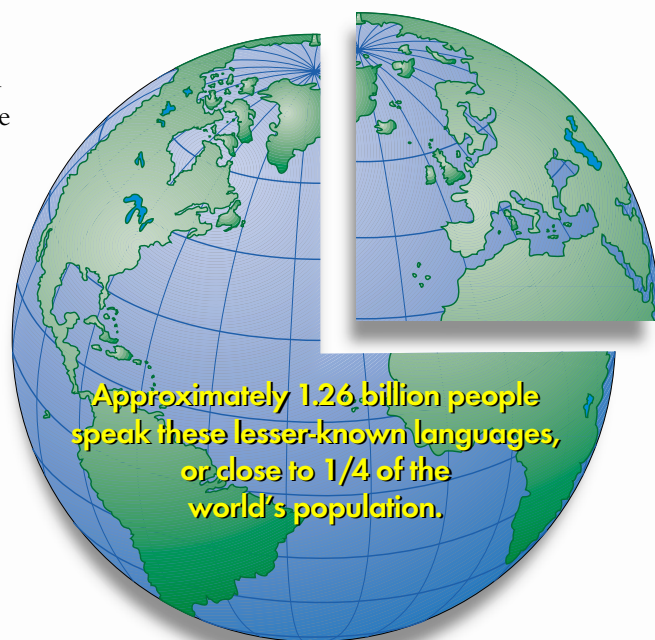
The membership is evenly divided between language staff and general support staff. Since the members of SIL are responsible for their own financial support, each member develops a sponsorship team of family, friends, foundations, churches, businesses, and other agencies that believe in what the member is doing.

SIL members have 1,955 Master's degrees and 313 Ph.D degrees in linguistics and other fields. SIL members have published 6,181 technical articles in books and professional journals as well as 1,863 technical and professional books in the field of linguistics.

The people of the world

Linguists count 6,500 lesser-known language groups around the world. These language groups constitute 1.26 billion people or 22 percent of the world's population.

Typically, lesser-known languages are unwritten. There is no literature and no literacy in the mother tongue. If there are schools, education is in some other language.



14
hundred

projects initiated in 50 countries, including 1,000 current projects in 48 countries.

35
hundred

languages have been researched by SIL's work in language survey and language mapping.

800

dictionaries and grammars have been published by SIL, or are under development.

“Without doubt, SIL is the world’s leading agency doing literacy work among minority peoples.”

*Dr. H. S. Bholra
Professor of Education
Indiana University*

Language diversity: a modern reality

People groups speaking lesser-known languages are scattered around the world. Interestingly, countries with greater linguistic diversity tend to also be less developed.

According to SIL research, literacy in another language among such populations is estimated at 22 percent and among women at less than 10 percent. However, median rates of literacy in the mother tongue are less than 1 percent.

Economically speaking, those countries in the lowest quartile of literacy have a median GNP per capita of less than US \$500.

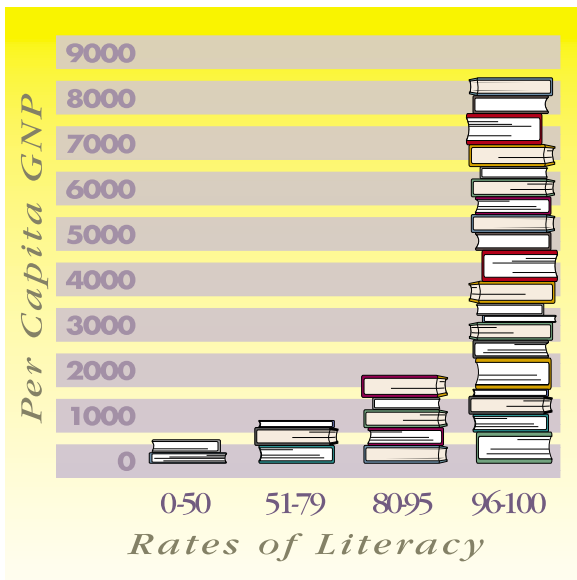
At the other extreme, countries in the highest quartile show a median GNP of \$8,500 per capita. Those countries and peoples facing the



greatest educational challenges have the fewest resources to work with.

**world-wide
recognition
includes**

formal relationship with the UN family of organizations; active role in the forum of NGOs in UNESCO; registered consulting agency with the World Bank and the Asian Development Bank; participant in major governmental conferences such as World Conferences on Education and World Social Summit.



*the solution:
linguistic research,
development,
and education*

Rationale behind the SIL strategy

Since its beginning in the 1930s, SIL has maintained a strong commitment to the development of writing systems and reading materials for languages that lack a functioning written form. SIL pursues this goal through linguistic research, the development of linguistic resources, and the training of others in these areas.

Tools of linguistic research are used for:

- Surveying and mapping languages
- Analyzing the sound system of a language
- Analyzing text structures
- Analyzing systems of meaning in a language

Principles of applied linguistics are then employed in the development of an alphabet, literacy materials, a dictionary, a grammar, and a body of basic literature for literacy. Through the 5 to 15 years it typically takes to do this, local expertise, leadership, and institutions are developed and empowered so that there will be a local infrastructure supporting ongoing literacy. Core informational literature is produced on topics appropriate to the needs of the people. This may include publications on health, agriculture, and economics, as well as materials of high moral value.

For the linguist or literacy specialist to be successful, this person must master the local language and culture.



“If illiteracy is one of the worst forms of tyranny... SIL’s value lies in that it is transforming the non-written dialects of hundreds of peoples into living languages...”

*Carlos Albán-Holguín
Colombia Ambassador to the UN*

Forging new partnerships

With the end of the Cold War in the late 1980s, the lot of many developing countries began to worsen as East and West redefined the international stage. Many of these countries now realize they are, more than ever, “on their own” to tackle and solve tough development problems.

As never before, development in these nations is going to depend upon the forging of new partnerships between local governments, national and international NGOs, the business community, advocacy groups, educational and research institutions, and private voluntary organizations.

The future awaits definition. As an international NGO with a major interest in developing nations and peoples, SIL is keenly aware of the need to forge these new partnerships and recognizes several trends emerging which will influence the nature of them.

Belief and confidence in “big government” seems to be waning. Civil society (businesses, social clubs, NGOs, churches, schools, neighborhoods, and extended families) is being challenged to assume greater responsibility in local affairs. As a result, national and international NGOs can expect a larger role in the technical and service sectors of development.

Developing nations need both human and financial capital to promote their development. The major governments are already financially over-committed. Therefore, such investment can only come from private sources including businesses.

SIL is seeking a new set of partnerships on behalf of developing nations, especially communities speaking lesser-known languages.

To such partnerships SIL would bring expertise in human resource development. SIL is looking for those with the ability and vision to bring financial capital to this partnership. It is SIL’s belief that this is not only possible, but will, in the long term, be beneficial to those willing to take the necessary risks. It is for this reason that SIL is approaching a variety of organizations with proposals for forging new partnerships.



“For me, being literate has meant an improvement in my farming, my health, involvement in the community, and my care for the land around me.”

Ghana

The following publications were produced during the period from October 1997 through September 1998. Due to space limitations, many entries were not included. A complete bibliography is available from the SIL International Corporate Bibliographer.

- Coombs, David; Heidi Coombs; and Blanca Ortiz Chamán.** 1997. *Rimashun kichwapi (Hablemos en quechua: Una introducción al quechua cajamarquino)*. Cajamarca: Academia Regional del idioma quechua de Cajamarca. 139 pp.
- Courtz, Henk, comp.** 1997. *Karaïbs - Nederlands woordenboek*. Paramaribo: Instituut voor Taalwetenschap. xiii, 132 pp. [trial ed.].
- Dobson, Rose.** 1997. *Gramática prática com exercícios da língua Kayabí*. Archivo Lingüístico. Cuiabá, MT: Sociedad Internacional de Lingüística. 142, xii pp.
- Dooley, Robert A., comp.** 1997. *Vocabulário Guaraní-Português*. Arquivo Lingüístico. Curitiba, PR, Brazil: Fundação Nacional do Índio and Sociedade Internacional de Lingüística. 159 pp. [rev. ed.; 1st ed. (1982); rev. ed. (1994); dialeto mbyá, com acréscimos do dialeto nhandéva e de subfalares do sul do Brasil].
- Early, John D. and Thomas N. Headland.** 1998. *Population dynamics of a Philippine rain forest people: The San Ildefonso Agta*. Gainesville, FL: University Press of Florida. [xvi], 208 pp.
- Floyd, Rick.** 1997. *La estructura categorial de los evidenciales en el quechua wanka*. Serie Lingüística Peruana 44. Lima: Ministerio de Educación and Instituto Lingüístico de Verano. 267 pp. [Spanish version by Marlene Ballena Davila].
- Franklin, Karl J., ed.** 1997. *Papers in Papuan linguistics 2*. Pacific Linguistics A 85. Canberra: Research School of Pacific and Asian Studies, Australian National University. viii, 361 pp.
- Glass, Anee Dorothy.** 1997. *Cohesion in Ngaanyatjarra discourse*. SIL-AAIB Occasional Papers 4. Darwin: Summer Institute of Linguistics. ix, 111 pp. [published M.A. thesis, Australian National University (1980)].
- Gregerson, Marilyn J. and Joyce K. Sterner, eds.** 1998. *Symbolism and ritual in Irian Jaya*. Summer Institute of Linguistics and International Museum of Cultures Publication 33. Jayapura and Dallas: Cenderawasih University and Summer Institute of Linguistics. x, 114 pp.
- Grimes, Charles E.; Tom Therik; Barbara D. Grimes; and Max Jacob, comps.** 1997. *A guide to the people and languages of Nusa Tenggara*. Paradigma B 1. Kupang: Artha Wacana Press. v, 103 pp.





**“Thank you, thank you, that now I
can read my language!” The
words were in Yemba, but
joy needs no interpreter.**

Cameroon

Gutt, Eva H. M.; Hussein Mohammed; and Ernst-August Gutt, comps. 1997. *Silt'e - Amharic English dictionary, (with concise grammar)*. Addis Ababa: Addis Ababa University Press. xxviii, 1015 pp. [includes lists of common male names and kinship terms; based mainly on northern dialect].

Höhlig, Monika. 1997. *Kontaktbedingter Sprachwandel in der adygeischen Umgangssprache im Kaukasus und in der Türkei: Vergleichende analyse des russischen und türkischen Einflusses in mündlichen adygeischen Texten*. Lincom Studies in Caucasian Linguistics 3. Munich and Newcastle: Lincom Europa. xv, 287 pp. [published Ph.D. dissertation].

Long Yaohong and Zheng Guoqiao. 1998. *The Dong language in Guizhou Province, China*. Tr. by D. Norman Geary. Summer Institute of Linguistics and the University of Texas at Arlington Publications in Linguistics 126. Dallas: Summer Institute of Linguistics and University of Texas at Arlington. xvi, 268 pp.

Paulston, Christina Bratt and G. Richard Tucker, eds. 1997. *The early days of sociolinguistics: Memories and reflections*. Summer Institute of Linguistics Publications in Sociolinguistics 2. Dallas: Summer Institute of Linguistics. xii, 362 pp. [reference section pp. 325-62].

———. 1997. *Eigogaku-no Kihon Gainen*. Tr. by Ihei Taniguchi. Tokyo: Jiritsu Shobo. xxii, 211 pp. [Japanese translation of Linguistic Concepts].

Tripp, Martha Duff. 1997. *Gramática del idioma Yanasha (Amuesha)*. Serie Lingüística Peruana 43. Lima: Ministerio de Educación and Instituto Lingüístico de Verano. 283 pp.

Walton, James W.; Janice P. Walton; and Clementina Pakky de Buenaventura. 1997. *Diccionario bilingüe Muinane-Español, Español-Muinane*. Bogotá: Editorial Alberto Lleras Camargo. v, 219 pp.

Wistrand-Robinson, Lila. 1998. *Cashibo folkore and culture: Prose, poetry, and historical background*. Summer Institute of Linguistics and the International Museum of Cultures Publications in Ethnography 34. Dallas: Summer Institute of Linguistics. xviii, 177 pp.

**“Look at me now! Is it not I myself
holding a pen and writing this in
my own language? Yes, literacy
is important!”**

Togo-Benin



The following publications are typical of vernacular works produced with assistance from SIL International. This list is not exhaustive. It is based on bibliographic entries between October 1997 and September 1998.

Australia

Pitjantjatjara: 20 Readers, Hymnal, Bible Study Aids, Scripture Portions
Warlpiri: Bible Study Aids, Scripture Portions, Bible Coloring Book

Benin

Foodo: Scripture Portions

Brazil

Bakairi: Scripture Portions, Alphabet Book, 4 Readers
Kayabi: 3 Readers
Surui: Math Book

Burkina Faso

Kasem: New Testament

Cameroon

Denya: Transfer Primer
Mofu, South: Bible Background, Scripture Portions, Teacher's Guide, Primer, Reader, 2 Math Books
Nomaande: Scripture Portions, 2 Health Books, 2 Readers, Alphabet Book

Chad

Kera: Bible Background, Scripture Portions, Reader
Masalit: Primer, 5 readers, Alphabet Chart

Chile

Mapudungun: Agriculture Book
Rapa Nui: 4 Readers

Colombia

Cuiba: Old Testament Summary
Siriano: New Testament

Côte d'Ivoire

Anyin: New Testament
Jula: Scripture Portions, Bible Background, 3 Readers, Agriculture Book

Democratic Republic of the Congo

Komo: Scripture Portions

Ecuador

Chachi: Scripture Portions

Ghana

Bimoba: Scripture Portions
Delo: Scripture Portions

Guatemala

Jacalteco, Eastern: New Testament
Mam, Todos Santos Cuchumatán: New Testament, Scripture Portions, Hymnal, Primer
Quiche, West Central: New Testament

Honduras

Garifuna: Scripture Portions

Indonesia

Abun: Reader, 2 Health Books

Kenya

Giryama: Scripture Portions, Instruction Book, 2 Health Books
Sabaot: New Testament, Bible Study Guide
Suba: 2 Health Books

Mexico

Huastec, Veracruz: Scripture Portions, Alphabet Book
Popoluca, Sierra: Reader
Zapoteco, San Baltazar
Chichicapan: Old Testament Summary, Reader

Papua New Guinea

Amele: New Testament
Hanga Hundi: Transfer Primer
Imbongu: New Testament
Irumu: New Testament, Scripture Portions
Kanasi: New Testament
Kara: New Testament
Kovai: Primer

Olo: New Testament
Patpatar: New Testament
Sulka: New Testament
Yau: New Testament

Peru

Huambisa: New Testament, Scripture Portions
Piro (Yine): Social Studies Text, Reader
Quechua, North Junin: New Testament, Riddle Book, Cookbook
Quechua, Pastaza Southern: New Testament, Scripture Portions

Philippines

Agutaynen: Scripture Portions
Manobo, Tagabawa: Phrase Book

Republic of Central Africa

Kaba: Scripture Portions, Reader

Solomon Islands

Pijin: 2 Old Testament Books

Suriname

Hindi, Caribbean: New Testament
Kalihna: Primer, Teacher's Guide, Reader
Sranan: Scripture Portions, Bible Background, 2 Readers

Togo

Ife: Scripture Portions, Bible Study Aids, Agriculture Book
Tem: 2 Instruction Books

United States

Inuktitut, Northwest Alaska
Inupiat: New Testament

Report of management

SIL International is a non-profit organization operating on contributions from individuals, churches, and other organizations which have an interest in language development, literacy, education, and Bible translation. SIL acknowledges the responsibility entrusted to it to spend the money effectively and to be accountable to its contributors. Hence this report is presented to reflect the sources and uses of funds for the period of October 1, 1997 through September 30, 1998.

Active members of SIL International are a carefully selected team of over 6,000 people from more than 50 countries. They do not receive guaranteed salaries; rather, they are expected to secure the financial support needed to carry out their work with SIL through contacts with local churches and individuals in their home countries. Each member's motivation is from a deep desire to serve God and man, not for financial gain.

Wycliffe Bible Translators, International (WBTI) is SIL's sister organization and has the goal of promoting Scripture translation into all the world's languages where it is needed. Member organizations of WBTI are located in most of the 50 countries from which SIL members come. Funds are contributed to SIL through these WBTI member organizations and passed on, less 10 percent for administrative costs, to support the individual SIL members wherever they are assigned.

The information presented is based on audited financial statements prepared by Pricewaterhouse Coopers, LLP, an independent audit firm.

SIL International and U.S. affiliates

Combined Statement of Activity for the year ended September 30, 1998. Figures are in thousands of dollars.

Expenses

Field Programs	108,693
General Administration	16,008
Fund Raising	6,224
Future Projects	7,557
Linguistic Schools	3,942
Total	142,424



Support and Revenue

Contributions	127,525
Service Income	8,890
Investment Income	2,441
Other Income	2,276
Non-expendable Additions	1,292
Total	142,424



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Canada Institute of Linguistics

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Cours d'Introduction à la Linguistique

S.I.L. / A.W.T.B.
16 rue de la Poste
CH-2504 Switzerland

Seminar für Sprachmethodik

Siegenweg 32
57299 Burbach
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SIL United Kingdom

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United Kingdom

South Pacific SIL Australia

Graham Road
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Australia

South Pacific SIL New Zealand

PO Box 13347
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New Zealand

United States

- North Dakota SIL
Affiliated with University of North Dakota
- Oregon SIL
Affiliated with University of Oregon
- Texas SIL
Affiliated with University of Texas at Arlington

Other SIL Courses offered at:

- Biola University
- Houghton College
- Moody Bible Institute
- Dallas Theological Seminary
- Southwestern Baptist Theological Seminary
- Fuller Theological Seminary

For all USA SIL course information,
contact:

Admissions Office
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Affiliated Organizations

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