

| | | |
|--------------|---|------------|
| | <i>List of Illustrations</i> | <i>vii</i> |
| | <i>Preface</i> | <i>ix</i> |
| <i>one</i> | <i>Where Have All the Languages Gone?</i> | <i>I</i> |
| | Why and how are languages dying? | <i>5</i> |
| | Where and when are languages at risk? | <i>7</i> |
| | Why worry about languages dying? | <i>10</i> |
| | What can be done? | <i>23</i> |
| <i>two</i> | <i>A World of Diversity</i> | <i>26</i> |
| | How many languages are there and where are they spoken? | <i>27</i> |
| | Hotbeds of linguistic diversity | <i>33</i> |
| | Endangerment: the extent of the threat | <i>39</i> |
| | Bilingualistic diversity: some correlations between the linguistic and biological worlds | <i>41</i> |
| <i>three</i> | <i>Lost Words/Lost Worlds</i> | <i>50</i> |
| | Sudden versus gradual death | <i>51</i> |
| | What happens in gradual death? | <i>53</i> |
| | What is being lost 1: a rose by any other name? | <i>56</i> |
| | What is being lost 2: what's mine is mine? | <i>62</i> |
| | What is being lost 3: women, fire, and dangerous things | <i>66</i> |
| | Lost languages, lost knowledge | <i>69</i> |
| <i>four</i> | <i>The Ecology of Language</i> | <i>78</i> |
| | Babel in paradise: Papua New Guinea | <i>80</i> |
| | Why are there so many languages? | <i>84</i> |
| | The ways languages die | <i>90</i> |
| | What has changed | <i>97</i> |

| | | |
|--------------|--|-----|
| <i>five</i> | <i>The Biological Wave</i> | 99 |
| | The Paleolithic world system | 101 |
| | The Neolithic revolution | 104 |
| | Different trajectories after the Neolithic | 111 |
| | The Neolithic aftershock | 114 |
| | The untouched world | 124 |
| <i>six</i> | <i>The Economic Wave</i> | 126 |
| | The rise to dominance | 128 |
| | Economic takeoff | 131 |
| | First casualties: the Celtic languages | 133 |
| | The spread to the developing world | 143 |
| | Double dangers | 147 |
| <i>seven</i> | <i>Why Something Should Be Done</i> | 150 |
| | Why bother? | 153 |
| | Making choices | 154 |
| | Language, development, and sustainability | 155 |
| | Indigenous knowledge systems | 166 |
| | Language rights and human rights | 172 |
| <i>eight</i> | <i>Sustainable Futures</i> | 176 |
| | Bottom-up approaches to language maintenance: some case studies | 177 |
| | Settling for less, but getting more? | 186 |
| | Who's afraid of bilingualism? | 190 |
| | Living without a heart | 193 |
| | Planning for survival: languages as natural resources | 199 |
| | Some top-down strategies | 200 |
| | <i>References and Further Reading</i> | 205 |
| | <i>Bibliography</i> | 215 |
| | <i>Index</i> | 225 |

List of Illustrations

- Figure 1.1 Tefvik Esenc, last speaker of Ubykh
Figure 1.2 Red Thundercloud, last speaker of Catawba Sioux and Laura Somersal, one of the last fluent speakers of Wappo
Figure 1.3 Ned Madrell, last speaker of Manx
Figure 1.4 Marie Smith, last speaker of Eyak
Figure 1.5 Welsh Language Society protest against sale of houses
Figure 1.6 Trilingual signs in Jerusalem
Table 2.1 Top fifteen languages in terms of number of speakers
Figure 2.1 Map of the world showing the relative language density of the major countries
Table 2.2 An example of genetic relationship
Figure 2.2 Global distribution of languages and stocks
Table 2.3 Percentages of languages according to continent having fewer than indicated number of speakers
Figure 2.3 Distribution of world biodiversity
Figure 2.4 Penan tribesmen in the Sarawak rain forest
Figure 3.1 Ishi, the last Yahi Indian
Figure 3.2 Hawaiian fisherman using traditional method for catching ulua with pole made from 'ōhi'a set between rocks, and eel for bait
Table 3.1 Counting with numeral classifiers in Pohnpeian
Figure 3.3 Noun classification in traditional Dyirbal
Figure 3.4 Noun classification in young people's Dyirbal
Figure 3.5 Some traditional fish hooks used on Tobi, Palau
Figure 3.6 Some important Hawaiian fish with their names at different stages in their lifecycle
Figure 4.1 A typical village scene in the interior of Papua New Guinea
Figure 4.2 Language families in New Guinea

- Figure 4.3 A Papua New Guinean villager harvests his yams
- Figure 4.4 Villagers exchange produce at a local market
- Figure 5.1 Centers of agricultural origin, and some associated language families
- Figure 5.2 Estimates of world population by continent, 400 BC–AD 1800
- Figure 5.3 Colonists land in Virginia, early seventeenth century
- Figure 5.4 The wave of advance of European settlement in the USA
- Figure 5.5 Luiseño women in a government-run (English language) school in California, 1904
- Figure 5.6 The last pureblood Tasmanians
- Figure 6.1 Map of the Celtic countries
- Figure 6.2 The grave of Dolly Pentreath, last speaker of Cornish
- Figure 6.3 The gradual retreat of two Celtic languages: Cornish and Breton
- Figure 6.4 The Welsh “Not”
- Figure 7.1 The area under European control in 1914
- Figure 7.2 Yonggom villagers inspecting damage caused by mine tailings from Ok Tedi mine
- Figure 7.3 Women supplying timber for a village-run sawmill in Papua New Guinea
- Figure 7.4 Women fishing with handnets in Chuuk, Federated States of Micronesia, following the lifting of a closure placed on the reef
- Figure 8.1 Map of the Hawaiian islands
- Figure 8.2 Replanting of Waipi’o valley, island of Hawai’i, with traditional wet and dry taro
- Figure 8.3 Students in Maori immersion program
- Figure 8.4 Poster from Welsh language Board: *Why choose Welsh education for your children?*
- Figure 8.5 Papua New Guinea’s education authorities have now recognized the value of introducing vernacular language education in a number of primary schools around the country
- Figure 8.6 Sovereignty demonstration in Honolulu on the overthrow of the Hawaiian monarchy