

# NATIVE LANGUAGE NETWORK

ILI, 560 Montezuma Ave., 202, Santa Fe, New Mexico 87501

FEBRUARY 2006

## Storytelling with Technology Workshop

By Chris Harvey, ILI Technology Coordinator

In Pojoaque Pueblo, New Mexico this past October, ILI's Language Materials Development Center (LMDC) held its new workshop in the "Ancient Voices – Modern Tools" series, "Storytelling with Technology", made possible through the generous sponsorship of IBM. Thirty-six elders, Native-language educators and others involved in language

revitalisation from across the United States attended the three day workshop, focused on using technology for producing storybooks, newsletters, and curriculum materials in Native languages. Participants speaking over twelve different languages came with a wide range of computer skills.

The motivation behind "Storytelling with Technology" is to offer a workshop which would teach people how to create their own

*"Workshop" continued on page 4*



O'odham, Hopi, Hawai'ian, and Diné participants creating storybooks at the "Storytelling with Technology" Workshop.

## The Seminole Tribe of Florida Contributes Significantly to the Growth of ILI's Endowment Fund

By Layli Long Soldier, ILI Project Coordinator

ILI SINCERELY THANKS the Seminole Tribe of Florida for their contribution of \$10,000 to kick-start ILI's Endowment Campaign and those many individuals who gave in response to Wes Studi's year-end letter of appeal and the fundraising event in January, 2006.

ILI's Endowment Fund Campaign was initially launched in 2002. After the tragedies of 9/11, the state of the national economy forced many non-profit organizations to re-organize their structures and priorities, including ILI.

In 2005, ILI re-launched it's Endowment Campaign to continue this effort. Wes Studi, as Endowment Chair and spokesperson, has made great efforts to promote the growth of this Fund. In his words, "For over ten years the Indigenous Language Institute has been a driving force in the struggle to save our languages. Even though we have made great strides, we are still faced with the urgency to create

*"Seminole" continued on page 2*

**ILI's Mission:** *To collaborate with indigenous communities to revitalize and perpetuate the languages and cultures of the original inhabitants of the Americas.*

# President's Message 2006

Segoli Swakweku:

Yotsanunya't tsi' kλtho teyukwa'tkatho wehnsilate'. Yukliwanutuse ka' i kλ akwatλnutake unkwehukwe-neha. Kanyo akwatanuke, askwanikulhasegiwah. Kwahikatsye autakyelite.

Wahunise, waha'klihuni waha'kholihe tsi' "Yawλhe-yuhati yukwawλnashu." Kwahotokau tsi' wakenikuh-lyaks ne tsi' yah te wakanute tsi' nahte nλkyale ka'i kλ.

Ne tsa'kat uwa. Segu yawλheyuhati yukwawλna shu. No'k tsi' yukwatsyokwλ, ILI, yukwayelite okhale kwahunte yoyantle.

With these few Oneida words I greet you all for this year of 2006. It's good for us to greet one another again through another winter. It was suggested, and I agree, that too often we talk "about" our languages and don't use them enough. With this issue of our newsletter, ILI is determined to begin to put to use as much as we can, in our languages, the best we can in the belief that we can encourage one another where it counts the most. Even if you only know one word use it; pretty soon you'll know two, then use them both. Who knows where it will all end?

Using one's language seems to be an idea whose time has come considering that the ILI technical workshops have been a resounding success with the participants and have produced unexpected results that are virtually immediately usable at home. For those who may not know; these workshops are the result of our partnership with IBM and, in 2004, with the University of Washington in Seattle. The information age is beginning to yield direct results for Native language activists, workers, teachers and speakers, and most of all for those who are deeply involved in acquiring their own Native languages.

Part of the reason for this success is that the use of

computer technology has reached virtually all of Indian Country so joining the language experience with state of the art tools has opened doors that were not open to Native communities just a few years ago.

Still, as we have all been told, and evidently need to hear more. Our languages are still endangered and we dare not let up on our efforts at the community level. This status will remain

until we have reached a critical mass of speakers in our communities where our languages are used on a daily basis in every circumstance as they were in the past.

Spouses will discuss family affairs in their languages. Family members will greet their relatives. Children will speak with elders. Council meetings, even political arguments will happen in the language. It doesn't mean we will agree on everything but that the discussion will reflect the cultures we come from. The side effect could be practical consensus to replace the acrimonious debates we call Tribal politics. Who knows? Weirder things have happened.

Anyone who has had the experience of hearing their own language used conversationally knows how reinforcing it is to their identity. Still, there are Native communities in which no one has heard their language spoken in the memory of their oldest member. This



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*"Seminole" continued from page 2*

new speakers, while our elder speakers are still with us. Giving to the Endowment Fund... is the most efficient way to ensure operating funds for ILI, so that we can focus our precious resources on the important task at hand – securing the future of our endangered Native American languages."

Support and response to the campaign has been inspirational and exciting! In the first six months of the drive, we have made good progress towards the goal to raise \$3 million. The principal amount – donations ear-

marked for the Endowment Fund – will be secured in a restricted investment account.

## ENDOWMENT CAMPAIGN GROWTH

Gutstein Fund	\$30,000
Contributions through 2004	\$7,200
Contributions in 2005	\$5,000
January 2006 – Seminole Tribe of Florida	\$10,000
<b>TOTAL</b>	<b>\$52,200</b>

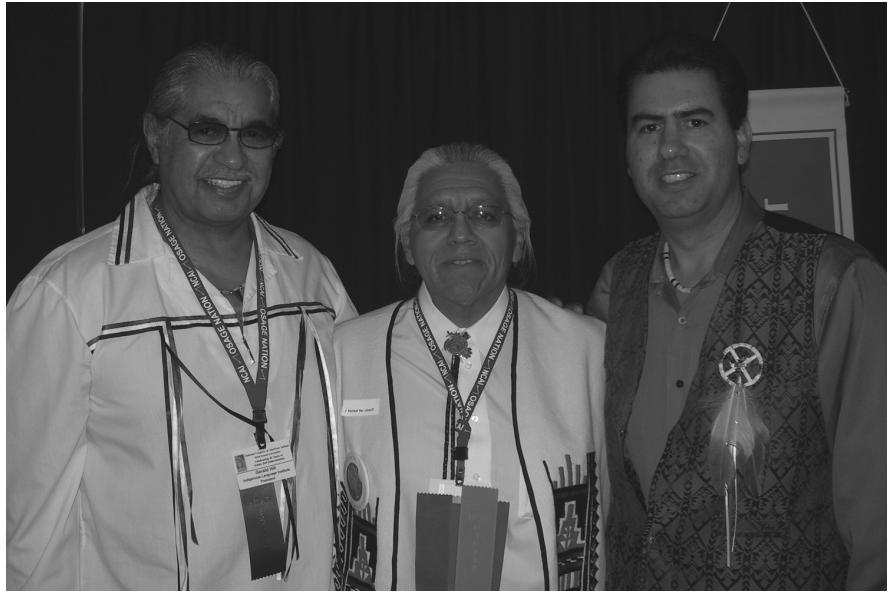
# ILI Reaches out to NCAI

By Inée Yang Slaughter, Executive Director

INDIGENOUS LANGUAGE Institute was invited to the NCAI national convention in November 2005 that took place in Tulsa, Oklahoma to host a reception. The theme of the reception was "Language Partnerships for the Future" to address the importance of forging partnerships that will strengthen language revitalization efforts. NCAI and ILI are developing such a partnership so that together we can amplify the message to the nation that we must work diligently and quickly to preserve and perpetuate our endangered indigenous languages.

The reception is one of the initial steps towards a formalized partnership with NCAI. The featured speaker was Wes Studi (Cherokee), actor and language advocate, whose message was the urgency that drives ILI to effectively assist Indian communities in their language revitalization efforts. He invited all of Indian Country to participate in contributing to the Language Endowment Fund that will ensure that ILI's work to assist grassroots community efforts can continue.

At this reception, ILI recognized an important partner, the IBM Corporation, for their multi-year commitment to provide resources, technical assistance and volunteerism for ILI's Language Materials Development Center (LMDC). The President of ILI, Gerald L. Hill (Bear Clan, Oneida), made a special Appreciation Award presentation to IBM. A special language clock that features the numbers in twelve languages and blankets designed



Gerald L. Hill, ILI President; Governor Joe Garcia, ILI Board Member/Governor of Ohkay Ówningeh/NCAI President; Ryan Wilson, NIEA President



Terry Braun and Kerry Langford of IBM receiving Appreciation Award from Maura Dhu Studie, ILI Board Secretary.

by Ramona Sakiestewa were presented to Terry-Lee Braun (Seneca), IBM Director of American Solution Design Center, to Michele Morningstar, IBM Global Workforce Diversity, and to Kerry Langford, IBM Software Engineer/ILI Technical Advisory Committee Chair.

There were about 100 guests at the reception. At this annual convention, Joe Garcia was elected President of NCAI. Governor Garcia is a member of ILI's Board of Directors. We congratulate him on this new position!



Stanley Lucero (Laguna Pueblo) from the Laguna Language Project showing the storybook he created at the “Storytelling with Technology” workshop

**“Workshop” continued from page 4**

language materials using the sort of common computer software they are likely to have at home or at work. The software chosen was Microsoft’s Publisher, a part of some versions of Microsoft Office. It is an easy-to-use yet relatively powerful desktop publisher which can produce professional quality materials, like storybooks and flashcards, with home printers and computers.

Unlike the kinds of computer software courses offered at many educational institutions, the “Ancient Voices – Modern Tools” workshops are different in that the Native languages take center stage. From the very start of day one, the participants began working through the classroom portion of the workshop in their own languages: a different approach from learning to work in English and then translating that knowledge into one’s own language.

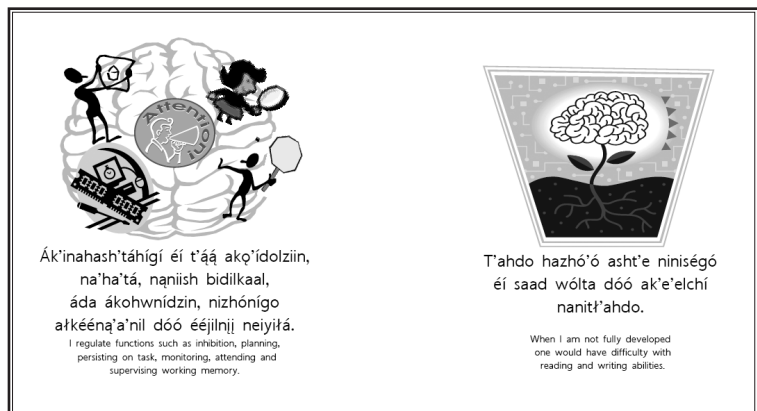
Most Native-language orthographies contain letters and diacritics not available on the standard English keyboard. These special characters are extremely important as they can make the difference between two otherwise identical words. Several workshop attendees remarked how they were unable to type their language on computers, resorting to writing in accents in pen, using idiosyncratic legacy fonts, or giving up altogether and producing curriculum by hand. In the words of one curriculum developer at the workshop, “I give my stu-

dents a test where they have to write in the diacritical marks that I can’t type myself”.

To solve this problem, the LMDC’s Technical Coordinator created a unique keyboard layout for each language, specially designed to easily type the Native language without memorising code numbers, using program specific macros, or running search/replace routines after the fact. Each keyboard layout follows the guidelines set out by Unicode, the international body which is responsible for encoding the world’s writing systems. By using Unicode fonts (also provided free of charge by the LMDC) all Native languages can be typed using the same fonts as English. As one participant noted, “It’s a lot easier than flipping back and forth on the fonts”.

ILI’s courses are designed with a goal in mind, not just “learning the software”. In this case: producing an illustrated storybook. Classroom instruction lasted one day, while the second and third days were devoted to lab time. Attendees arrived with pictures to be scanned and stories to be typed. In addition, there were storybook “templates” already prepared by LMDC instructors which could be translated and modified. Even in this relatively short time, some fantastic storybooks were produced in the Native languages; the speed at which the people learned and applied the course content was remarkable to say the least.

“Having assistants readily available was super. I learned so much more than I thought.” Four workshop instructors presented: Tonia Williams (web manager for the Cherokee Nation), Manuela Noske (Microsoft), Kerry Langford (IBM), Chris Harvey (ILI/LMDC). The informal atmosphere of the workshops enabled students and teachers to have one-on-one conversations about the individual needs of each person and language.



Pages from the Diné language storybook, “Atsiighaa’ Shahane’ Beenihodeeshneh” produced at the workshop, written by Faith Mooney

# Nanbé Ówîngêh Youth Celebrate Their Tewa Language Through Digital Video Project



Cloud Eagle Mirabal, (Nanbé Ówîngêh), Paige K-P Mirabal, (Nanbé Ówîngêh, Ohkay Ówîngêh), Red Hawk & Michelle Mirabal, (Nanbé Ówîngêh) at the DVD premiere.



Candace Martinez, (P'owhogeh Ówîngêh), Pernel Sandia, (Jemez Pueblo), Medina Swazo Hinds, (P'owhogeh Ówîngêh, Tets'úgêh Ówîngêh, Zia Ówîngêh), Vianes & Dion Valdez, (P'owhogeh Ówîngêh).

By Brenda G. McKenna, Project Coordinator

**I**N THE FALL 2005 ILI Newsletter, we announced the joint ILI/Nanbé Ówîngêh/New Mexico Youth Conservation Corps. Commission (YCC) language project. After seven months of studying Tewa, learning about the indigenous flora, clearing exotic trees from the Nanbé streams, creating signage and Global Positioning System maps, and filming it all, the Team hosted a film premiere and catered dinner for over 100 family, friends, and supporters on 15 October 2005. The entire video and accompanying slide show documented the Team's journey as they interviewed the Tewa Scholars, Cora O. McKenna and Evelyn O. Anaya Hatch, (Nanbé Ówîngêh) and other elders and youth from the Nanbé community. The DVD includes dialogue in both Nanbé Tewa and English and other footage



Quella Musgrave, Brenda G. McKenna, Project Coordinator, (Nanbé Ówîngêh), Deron Twohatchet, Film Consultant (Kiowa/Comanche), Martha Romero, Cora O. McKenna, Tewa Scholar, and Alice Baca, Tewa Elder, lower center, (Nanbé Ówîngêh).

including Nanbé's waterfalls, lake, and bison range.

ILI's Brenda G. McKenna served as Coordinator, Cora O. McKenna and Evelyn O. Anaya Hatch, (Nanbé Ówîngêh) were the lead Tewa Scholars. ILI's Inée Yang Slaughter, was the team's financial director and consultant, and Deron Twohatchet, (Kiowa/Comanche), served as film consultant. The youth team consisted of Ryan Martinez and Matthew Romero, (Nanbé Ówîngêh); Paige K-P. Mirabal, (Nanbé Ówîngêh, Ohkay Ówîngêh); Felicia Martinez, (P'owhogeh Ówîngêh); and Medina Swazo-Hinds, (P'owhogeh Ówîngêh, Tets'úgêh Ówîngêh, Zia Ówîngêh)

All Tewa families received a copy of the Team's DVD and their project is shared at national language conferences. ILI is currently

writing a "How To..." field book. The field book is designed for those who want to create their own DVD and written in a step-by-step style. It includes general

*"Nanbé" continued on page 7*

# Special Screening of the New World to Benefit ILI's Endowment Fund



Tobi Ives, New Mexico Film Office



Victoria Wright, NIGA Deputy Director



Wes Studi, Actor and ILI Endowment Campaign Chair

By Layli Long Soldier

On January 9, 2006, ILI held a special screening of "The New World", in collaboration with New Line Cinema. Wes Studi, an actor in the film, and his wife Maura Dhu Studie, who serves as Secretary of ILI's Board of Directors, were able to arrange for the first showing of the film in New Mexico, to benefit ILI's Endowment Fund.

Starring Colin Farrell, Christopher Plummer, Christian Bale, Q'orianka Kilcher and Wes Studi, director Terrence Malick tells a story of first contact between Native and European peoples in Jamestown, Virginia in the 1600's. The movie has been characterized as visually poetic and orchestrated, and portrays Malick's interpretation of the life of Pocahontas, investigating her relationships with John Smith and aristocrat John Rolfe; her lost love and journey from Virginia wilderness to the upper crust of English society.

Actors portraying Powhatan characters in the film trained with

a linguist to speak entirely in the Powhatan Algonquian language, which was re-constructed from a 500-word vocabulary list from the 1600's and journals kept by John Smith. In the process, cast members learned not only the vocabulary, but how language shapes world view of a people. As with many Native languages, there are no remaining speakers of Powhatan. The film company, however, donated their language project to tribes in the Powhatan Confederacy in the Virginia area.

An opening reception was held before the screening with a full northern New Mexican meal served by Poe Tay caterers and wine donated by Robert Craig Wine Cellars. Greetings and welcoming words were given by special guests that included New Mexico Film Office Representative Tobi Ives, ILI President Gerald Hill, Deputy Director of the National Indian Gaming Association (NIGA) Victoria Wright, and actor Wes Studi. It was a full house! Every seat in the theatre was sold out, making

it both a successful fundraiser and an excellent venue to expose to the public to language revitalization issues and the work of ILI.

We would like to thank the following sponsors for their generous contributions that made the screening possible: Jon Hendry, IATSE Local 480; Hotel Santa Fe; Glenn Lorenz; New Line Cinema; New Mexico Film Office; Robert Craig Wine Cellars; Santa Fe Airport Grill; Sarah Green Film Corporation.

In addition, ILI acknowledges the following volunteers for their helping hands and kind donation of time and energy to the event: Will Felton, Chad Gasper, David Gaussoin, Morgan Howell, Alex Slaughter, and Orlando White. Special thanks to Brent Cleiwert and Tomás Moore of The Screen.

## Kellogg Foundation funds "Telling the Stories" State Native Language Web Site

THE NEW MEXICO STATE Library launched the "Telling the Stories" web site in February 2005. The primary purpose of this web site is to provide descriptive information about the various divisions of the New Mexico Department of Cultural Affairs, as well as other agencies of New Mexico State Government that have the responsibility to

collect, preserve, and disseminate records and artifacts documenting New Mexico's cultural heritage. Furthermore, the web site will provide a place where New Mexico's Native American communities can "tell their stories" in their language in written, spoken, or visual formats.

This is a three-year project that started in July 2004 and the State of New Mexico funded the first year. W.K. Kellogg Foundation is providing support for the next two years of this project. Indigenous

Language Institute is contracted to build this web site and to coordinate the Native communities' participation in "telling their stories". Currently the site features two of the twenty-two languages in New Mexico: Jicarilla Apache and Diné. The objectives of the project are: to have all languages represented on the web site by July 2007; to expand the web site to include visual and oral content; and to continue to add language, cultural, and historic preservation resources and programs.

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### "Nambé" continued from page 5

recommendations, a reference section, and an area for the user to make notations as they embark on their film-making journey. The field book will be available for a nominal fee once it is completed. The Nambé Youth Team and its Coordinator, Brenda McKenna, are pleased that their experiences will live on through the field book to help others create their own DVD.

The youth learned to use Final-Cut-Pro, a professional, film-editing software, how to use a professional

camera, and interviewing techniques related to the DVD creation. In addition, they learned how to use hand tools, how to use GPS equipment, how to create a traditional regalia rattle, and many more life skills. During the last week of the project, the Coordinator led the team through a résumé writing and job interviewing course. All youth participants earned a high school credit upon completion of the project.

Supporters of the project include:

The State of New Mexico YCC Program, The Christensen Fund, Nambé Ówíngéh Tribal Council, Santa Fe Natural Tobacco Company, Nambé Pueblo Development Corporation, and Phillip Tuwaletstiwa, ILI Board Member.

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### "Message" continued from page 2

doesn't mean that all is lost for them but presents them with different immediate goals but the same overall goal.

I'm personally encouraged by the different things I see going on in Indian Country and the ability of ILI to help the cause when we can. However, no one can do it alone or without resources. To that end, ILI is attempting to spread the word, seek the assistance of many partners and to insure that the results we are seeking occur at the ground

level with the Native communities that are part of our network.

Your assistance on both an individual and organizational level is requested and, if you need help, please don't hesitate to ask. Though ILI is not a funding organization, we try to help our network of communities find the resources they need. We also encourage Native communities to recognize and appreciate their human resources, especially their elder speakers and those whose interest is in acquiring

their languages. We believe that ideas are stronger than money and, therefore, should come first.

Let's try to make 2006 an outstanding year for all of us!

Tane thoniyole wakalihwath kweni tsi' nahte ΔkalihwayΔtakwΔ.

Gaihuhadadi  
(a.k.a. Jerry Hill)  
President, ILI

## Indigenous Language Institute Technology Training

By Colleen Stone, Workshop  
Participant

**S**AMA MASMA AÑI ab an cegig Colleen Stone. Añi ab amjed Akimel O'Odham Jeved ab cegig Komatke cukson. Eñ og c je'e ab cegig Melvin c Sylvia Lewis baḍ, eñ baba'a c lulu'u ab cegig Eddie c Helen Hayes, eñ vosk c gaga'a ab cegig Casper c Maple Lewis. Añi ha viak mamad, ab cegig Tyson, Lydia, c James. Hemako o vestama:m gami hemako mom's ab cegig Britteny, Ian, Tyra, Misty, Gage, Xavier, Christian, Darrick, Kalobe, Kolby, and McKenzie.

How is everyone? My name is Colleen Stone; I am from a village called Komatke on the Gila River Indian Community, just south of Phoenix Arizona. My parents are the late Melvin and Sylvia Lewis. My maternal grandparents are the late Eddie and Helen Hayes. My paternal grandparents are the late Casper and Maple Lewis. I have three children: Tyson, Lydia, and James, eleven grandchildren: Britteny Ian, Tyra. Misty, Gage, Xavier, Christine, Darrick, Kalobe, Kolby, and McKenzie

I work for the Cultural Resources Department on the Salt River Pima-Maricopa Indian Community as a Materials Development Technician. Our department consists of three programs: the Huhukam Ki Museum, the Cultural Preservation Pro-



gram and the O'Odham Piipaash Language Program. Our goal is the preservation of the O'Odham and Piipaash Himdak.

I am happy to share with you the experience I had at the Indigenous Language Institute of Technology Training. The first time I heard about the training was from a flyer received through the mail. The information sounded so interesting; we couldn't wait to go get approval from our Coordinator, Caroline M-Antone to attend this workshop.

The technology training has opened new doors for our staff that attended. Prior to the training, most of my computer training was hands on experience. This workshop has assisted our staff in improving our language materials production and provided us with creative new ideas. This has even encouraged me to go back to school to take more computer classes.

Someone once told me that there is no such thing as luck, only blessings. So when I won the laptop it was a blessing. I will never forget the words a fellow staff member said to me when I won the laptop,

which was, "Your heart was in the right place!" I've learned this is what it's all about in preserving our himdak.

The laptop I received from IBM Corporation has been very helpful at home and has assisted me in sharpening my computer skills for my job. It has allowed me to practice spelling and reading my O'Odham niok, develop teaching tools, such as flash cards, and downloading music, after all, family, work, music (especially Chicken Scratch music) and dancing are few of my favorite things in life. I'm sure it will be helpful in my work during times when I have to travel to conferences and workshops.

I would like to thank IBM and the Indigenous Language Institute for giving me encouragement to learn more about the technological ways to preserve our O'Odham and Piipaash Languages.

Am nukud c do va ep em nie.

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# ILI Participates in International Symposium

By Inée Yang Slaughter

**I**NDIGENOUS LANGUAGE INSTITUTE was invited as a presenter at the International Symposium on the World's Indigenous Languages: Coming Together in Diversity that took place August 9-11, 2005 at Expo 2005 in Aichi, Japan. This international symposium was organized and hosted by the Department of Canadian Heritage, Government of Canada who is committed to the preservation, revitalization and promotion of Canada's Aboriginal languages and cultures.

The Symposium provided a forum for experts and practitioners on endangered and indigenous languages to discuss, from international perspectives, the revitalization, preservation and promotion of indigenous languages. It was held at the Canada Pavilion at Expo 2005, commencing August 9, the International Day of the World's Indigenous Peoples. Participants included a range of international academics, experts, government representatives and practitioners, including speakers of indigenous languages, from Canada (First Nations, Métis and Inuit Peoples) and around the world.

The Canadian Department of Cultural Heritage is hoping to continue this international forum in future years.

## Welcome Addresses from Host

- Honorable Liza Frulla, Canadian, Minister of Canadian Heritage and Minister Responsible for Status of Women
- Norman Moyer, Canadian, Commissioner General for Canada at the 2005 World Expo
- Eileen Sarkar, Canadian, Assistant Deputy Minister, Citizenship and Heritage, DCH
- Annie Caruthers, Canadian, Director, Aboriginal Languages, DCH

## Blessings

- Yupe Abe, Ainu Elder, Hokkaido, Japan
- Norman Fleury, Métis, Canada

## Keynote Speakers

- Wilton Littlechild, Cree, Canadian Member of UN Permanent Forum on Indigenous Issues, Alberta, Canada; "Addressing the Decade of Indigenous Peoples: The Role and Objectives of the UN Perma-

nent Forum on Indigenous Issues"

- Suzanne Romaine, Canadian, Professor of English Language, Oxford University, England; Perspective on Biocultural Diversity and the Decline of the World's Indigenous Languages
- Roberta Jamieson, Mohawk from Six Nations of the Grand River, CEO, National Aboriginal Achievement Foundation, Canada; The Role of the State, Formal Education and Home and Community in the Survival of Indigenous Languages
- Mark Abley, Canadian, Writer (authored Spoken Here: Travel Among Threatened Languages), Canada; "Coming Together In Diversity"
- Julian Burger, English, Coordinator, Indigenous and Minorities Unit Office of the United Nations High Commissioner of Human Rights, Geneva, Switzerland; "Addressing the UN Second Decade of Indigenous Peoples"

## Panelists

- Nicholas Ostler, English, Chair, Foundation on Endangered Languages, England; panelist: "International Perspective on Indigenous Language Preservation"
- Inée Yang Slaughter, Korean, Executive Director, Indigenous Language Institute, New Mexico, USA; panelist: "American Perspective on Indigenous Language Preservation"
- Ronald E. Ignace, Inuit/Métis, Chair, Task Force on Aboriginal Languages and Cultures, Canada; panelist: "Canadian Aboriginal Perspective on Indigenous Language Preservation"
- Jirouta Kitahara, Ainu, Ainu Museum Curator, Hokkaido, Japan; panelist: "Japanese Ainu Perspective on Indigenous Language Preservation"
- Maria Helena Henriques Mueller, Brazilian, UN Deputy Commissioner-General for Expo 2005; Role of the State
- Nicola Bright, Maori, Senior Policy Analyst, Maori Language Commission, New Zealand; panelist: "The Role of Government in Saving an Endangered Language"
- Priscilla Settee, Cree, Co-Founder, Canadian Indigenous Language and Literacy Development Institute (CILLDI), Canada; "Teaching Indigenous Languages, Teaching through Indigenous Languages and Teaching about Indigenous Languages: The Role of Universities"
- Kananinohea KC Kawai'ae'a, Hawaiian, Hawaiian Immersion Teacher, Aha Punana Leo Immersion School Graduate, Hawaii, USA; "The Aha Punana

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- Leo Immersion School”
- Kevin Lowe, Gubbi Gubbi (Australian Aboriginal), Inspector, Aboriginal Education Office of the Board of Studies, NSW, Australia; “Strategic Planning and Policy Implementation to Support Community Language Reclamation and Maintenance Initiatives”
- Nancy Richardson Steele, Karuk, Language Training Consultant, Advocates for Indigenous California Language Survival, CA, USA; “Master-Apprentice Program: The Case of Karuk”
- Diane Brown, Haida, Director, Skidegate Haida Immersion Program, Canada; “Saving Languages: Skidegate Haida Immersion Program”
- Norman Fleury, Métis, Director, Michif Language Program, Manitoba Métis Federation, Canada; “Recognition and Promotion of Indigenous Languages: The Case of Michif”
- Mirian Masaquiza Jerez, Kichwa (Quechua) from Ecuador, Associate Social Affairs Officer, Secretariat, Permanent Forum on Indigenous Issues, Ecuador; “Community Involvement in the Teaching and Promotion of Indigenous Languages”
- Bothas Marinda, San (Bushman), Khwedam Language Activist, Working Group on Indigenous Minorities in Southern Africa, Namibia; “Attitudes of Youth Regarding Indigenous Language Use: What Indigenous Languages Mean in the Modern World”
- Shelley Tulloch, Canadian, Assistant Professor, Department of Anthropology, Saint Mary’s University, Canada; “Attitudes Towards Learning and Maintenance of Indigenous Languages: Attitudes of Youth Towards Learning Indigenous Languages”
- Saiqa Asif, Pakistani, Department of English Literature and Language, Bahauddin Zakariya University, Pakistan; “Attitudes of Parents Towards Language Maintenance and Higher Education”

- June Oscar, Bunuba (Australian Aboriginal), Chair, Kimberley Language Resource Centre, Australia; “The Cultural Relevance of Training Indigenous Speakers in Linguistic Techniques for Language Documentation”
- Tcega Mike Fritz, San (Bushman), Leader, Naro Language Project, Botswana, Africa; “Transmitting Knowledge, Safeguarding Memory and Disseminating the Wisdom of the Elders”
- Yuki Hasegawa, Ainu, Ainu Information Centre, Tokyo, Japan; “Ainu Language: Preservation, Revitalization and Promotion of Japan’s Indigenous Language”
- Marianne Ignace, German, Associate Professor of Anthropology and First Nations Studies, Simon Fraser University, Canada; “Linguistic and Cultural Considerations of Language Restoration Work with British Columbia Indigenous Languages”
- Anvita Abbi, East Indian, Professor of Linguistics, Jawaharlal Nehru University, India; “Protection, Maintenance and Restoration of the World’s Biological, Cultural, and Linguistic Diversity”
- William Julius Mussell, Sto:lo, Principal Educator, Sal’i’shan Institute, Canada; “Indigenous Knowledge and Justice”
- Carl Christian Jonas Olsen, Inuit, Director of Greenland Language Secretariat of Greenland, Greenland; “Inuit Linguistic Survival Strategies and International Involvement”

**Presentations**

Mary Jane Norris, Senior Research Advisor, DCH, Canada; presentation: Aboriginal Languages in Canada: Canadian Heritage Aboriginal Research Tool (CHART) Peter Brand, Canadian, Coordinator, FirstVoices, BC, Canada; presentation: FirstVoices Online Database

*Eleven Ways to Say Thank You*

Cherokee	<b>GV</b>	Lakota	Pilámaya ye (for women)
Cheyenne	Néá’eše (to one person)		Pilámaya yelo (for men)
	Néá’ěšemeno (to many people)	Oji-Cree	ᑦᑦᑦ
Cree	ᑭᑦᑭᑦᑭᑦ (to one person)	Mohawk	Niá:wen
	ᑭᑦᑭᑦᑭᑦᑭᑦ (to many people)	Nuu-chah-nulth	ḷeeko
Comanche	Ura	Nisga’a	T’ooyaksiy̓ niin.
Inuktitut (Alaska)	Taikka	Ute	Towayak

## Endowment Fund Donors in 2005 and January 2006

### HERITAGE \$10,000

- Seminole Tribe of Florida

### WISDOM \$1,000–\$2,499

- Kirk Ellis

### Storytelling \$500–\$999

- William Cowles
- Bud and Fran Risser, in honor of Frances Namingha

### VALUES \$250–\$499

- David (Zach) Gould
- David Kaufman
- John Sisson
- Theresa Struwe
- Mark & Lerin Winter
- Michael Wilson

### IDENTITY \$100–\$249

- Brian & Barbara Baker
- Charles Blackwell
- James Brooks, School of American Research
- Mariam Cachucha
- Cece Chambless
- George Colburn
- Daughter of American Revolution, Gov. Robert Bowie Chapter
- James Doyle
- Forest County Potawatomi Nation
- Michael Fuller
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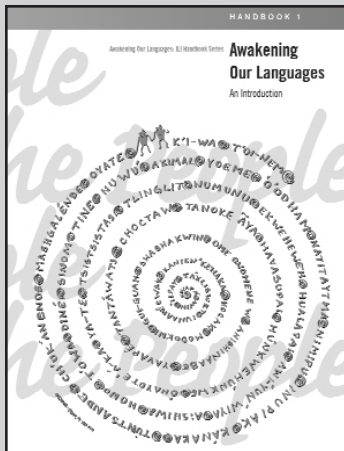
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