

NATIVE LANGUAGE NETWORK

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

FALL 2005

IBM Contribution

IBM CORPORATION has generously contributed \$100,000 toward the advancement of ILI's Language Materials Development Center (LMDC). Through this one-time grant LMDC is able to expand LMDC's research and outreach capacity.

The LMDC was created in 2001 as a Center to research prototype language materials in all media and to make the information and tested products available to all community language practitioners. LMDC is founded on the principle that empowering communities with the skills and tools to enable creation of their own materials in all media is an important piece in language revitalization.

The LMDC was awarded a \$100,000 seed grant from the Bill and Melinda Gates Foundation in 2002 to launch the LMDC. IBM Corporation helped to equip LMDC with the PC platform computers and software through their equipment contributions in 2003, 2004 and 2005. This newest contribution from IBM enables ILI to add staff to the Center and to expand its Regional Tech-Knowledge Training Workshops.

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Board of Directors News

ILI is honored to have two new members on its Board of Directors:



JOHN E. ECHOHAW (*Pawnee Tribe of Oklahoma*) has served as Executive Director for the Native American Rights Fund in Boulder, Colorado for nearly thirty years. Having received his law degree from the University of New Mexico, he is a member of the Colorado Indian Bar Association and the Native American Bar Association. He is currently on the Board of Directors for several national organizations including the American Indian Resources Institute in Oak-

Echohawk / Continued on page 9



GOVERNOR JOE GARCIA (*San Juan Pueblo*) joined ILI's Board of Directors in March 2005. Joe Garcia is currently serving as Governor of San Juan Pueblo, 2005 - 2006. He has also been re-elected as the first Vice-President of the National Congress of American Indians (NCAI). Governor Garcia has been actively involved with NCAI since 1995, an organization that represents over 250 Tribal Nations throughout the United States. He has previously served as

zGarcia / Continued on page 9

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

Segoli Swakwek (Greetings to you all)

It's been a while since our last newsletter. With such a small staff we have been very busy with getting out proposals and conducting community language technical training events and making presentations at national meetings. I know that you are all busy, too, with work, family and community and, of course, summer celebrations, i.e. pow-wows etc.

I was re-elected as President at the regular ILI Board meeting in March and charged with keeping us focused on several themes that I would like to share with you.

First, the Board discussed the need to redefine ILI's mission statement. So many people ask us just that, "What does ILI do?" Like all busy people we sometimes mistakenly assume that it's so obvious we don't need to say what it is we do. That was a major discussion of the ILI Board. It was clear at the conclusion of the two-day meeting that we need to be concise, informative and direct about our activities as well as our plans for the future.

Like other organizations, ILI is obligated by existing commitments and by the limitations of its resources in both money and staffing. On the ILI staff front, we are fortunate to have an Executive Director, Inée Yang Slaughter, who is above all thoroughly professional in all her contacts on behalf of ILI, Layli Long Soldier, and Brenda McKenna, Project Coordinators. Layli is a student at IAIA and works for ILI part-time assisting with numerous projects in the Director's office. Brenda McKenna is coordinating the Nambe Pueblo Youth DVD Project. These three women are ILI's staff. In addition, we have contracted Chris Harvey, linguist and technical assistance provider, working for the Language Materials Development Center. These staff are assisted by many others: local ILI Board members, Maura Studie, Secretary and Tom Talache, Vice President; Kerry Langford, IBM liaison and Technical Advisory Committee Chair. With such a small staff, ILI relies upon people with dedication to the cause as well as the ability to do the work. We are proud of ILI's staff in all respects. Still, there is always more to be done and more staff needed to do the work.

ILI is in consideration for a 3 year ANA language grant that will staff the Language Materials Development Center that will conduct regional technical train-

ing workshops and prototype development. We have also applied to ANA for a grant to use the Extended Family and Language Model as a basis for the project for the Administration for Children and Families.

This latter proposal will address the Healthy Children and Healthy Marriages initiative of ACF by featuring intentional inclusion of the Native Extended Family as a natural source of strength for Native communities and organizations delivering services to families and individuals. ILI's experience over the past 13 years has reflected that successful programs and projects are those that are most inclusive



Extended Native Families

This particular concept is not new to Indian Country. In fact, it is a common feature of Native communities. It is, however, often overlooked as a source of strength because we have been indoctrinated to think in terms of the nuclear family. State and Federal programs are designed to address the nuclear family and, for that reason they are not always a good fit for Indians. ILI has determined that the Native Extended Family should be a specific part of any service or strategy intended to benefit the community whether it's a social service program, education, healthcare or anything else, especially language and culture programs and projects.

So, throughout the year, and beyond, ILI will be speaking out more in urging Native language activists and communities to study the Extended Family and Language Model and incorporate it where appropriate.

Technology

There is little doubt that the world has entered into the information technology age and that we Native people are, willingly or not, participating. The internet has become the means for redefining communities that were once isolated from outside influence. This is not a new phenomenon but rather a speeded up version of what has happened repeatedly since colonial times. Changes in technology, or what I refer to as tools, have

been incoming for 500 years. Computers are the latest arrival.

I'm not aware of a community or organization that is not plugged in to this tool. At ILI, we have embraced this tool to reach out and to encourage others to make use of what it can provide — contact with one another. In a language sense, we recognize opportunities to remain in contact and to do so especially in our languages. In that way, cyberspace is like the telephone but different in how much more can be done with it. ILI has partnered with IBM to develop a model for regional training for Native communities to make efficient use of this tool in their language work in developing their own language materials. This is an innovative way of using this technology. You will hear more about this from us in the coming months, and the upcoming technology workshop announcement is in this issue of the newsletter. We believe that this is an idea whose time has come.

Urgency

Lest we overlook one critical fact, I would like to point out that despite all our efforts there is great urgency to ILI's work that is shared by Native language activists and community language workers. We must do all we can to help one another to produce

more new speakers while we still have speakers left. We are probably looking at 10 years as the urgent time-frame. Some communities have already lost their last first language speakers and are turning to technology and becoming linguists to recover their languages. There is so little time left to make a difference and Indian Country continues to address the phenomenon of language shift to English in dozens of ways. So we must support one another in all our efforts, and only then, we will make the difference and defy the predictions that our languages will die in our lifetimes.

Conclusion

ILI will continue its work with Native activists, communities and organizations to: promote the inclusion of the Extended Native Family and Language Model; educate language workers in the optimal use of state-of-the-art technology; and bring attention regarding the urgency of the situation to Indian Country and to the general public.

On[^]giwah, (So long for now)



Jerry Hill, *Oneida, Bear Clan*, ILI President, July 2005

A Word from Wes Studi

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 helping to raise public awareness of the critical state of indigenous languages, we are still facing a crisis. As our elder speakers age, the window of opportunity for stabilizing and revitalizing our native languages gets smaller every day.

We face a crisis not because we lack ideas, information, or technology, but because we lack the funds to implement them. Precious time and energy that should be spent developing and identifying the programs, materials and resources that will support our languages is

instead diverted to endless hours raising funds just to keep the organization and a few of our programs running. We could be doing so much more.

In 2001 ILI introduced me as the spokesperson for our Endowment Fund Campaign. The tragic events of September 11th made it necessary to put the campaign on hold. It is now time to jump-start this campaign again. An Endowment is absolutely the most efficient way to ensure operating funds for our organization. When you gift the Endowment Fund your contribution will continue to generate income for us in perpetuity. We're all familiar with the phrase "Time is Money." By giving to the Endowment Fund we buy ILI and our



native languages time and money... The time to build the programs and facilities we envision to keep our languages alive and the money to make that vision a reality.

It's time to put your money where your mouth is and make a gift to The Indigenous Language Institute's Endowment Fund now!

T*o make a difference, you can send your contribution to ILI's Endowment Fund in the enclosed envelope. We thank you for your generous support in this race against time to save our Native languages!*

New Mexico Tewa Scholars and Youth Capture Tewa Language for the Present and the Future



Medina Swazo-Hinds (*Nambé Owíngéh*) and other youth involved with the project learn to use filming equipment.

ILI partnered with Nambé Owíngéh and the New Mexico Youth Conservation Corp Commission (YCC) to fund a four-month long, Tewa language study, environmental stewardship, and digital-film recording project. The project's core team consists of seven youth, a coordinator, and Nambé Tewa scholars. Inée Yang Slaughter serves as financial director and consultant.

The youth study and practice the Nambé-Tewa dialect with Tewa Scholars; explore, research, and create signage for indigenous flora in the Nambé Falls and Lake areas; interview Tewa speakers, artists, and children; remove exotic flora from Nambé riparian areas; clear debris caused by the 2002 summer Molina Complex Fire; and have created Global Positioning System (GPS) maps for both Nambé Lake transects and Nambé riparian areas for future use in environmental grants. The youth film and edit all activities and transfer them to a DVD. Nambé community members will

have access to copies of the DVD to share with their families for years and generations to come.

ILI hopes to share this project with other indigenous communities by creating a "How To...." handbook. If additional funding is secured, the youth and scholars will present their work to indigenous groups throughout the Americas.

Brenda G. McKenna, (*Nambé Owíngéh*), serves as the Project

Coordinator. The five Corps Members are: Gabriel Gallegos, Ryan Martinez, Matthew Romero (*Nambé Owíngéh*); and Paige K-P. Mirabal (*Nambé Owíngéh, San Juan*); Felicia Martinez (*San Ildefonso*); Medina Swazo-Hinds (*San Ildefonso, Tesuqué, Zia*). The Tewa scholars included Cora O. McKenna, Evelyn O. Anaya Hatch, Orinda Jimenez, Alice Baca, and Ernest Mirabal, (*Nambé Owíngéh*).



L - R: Gabriel Gallegos, Ryan Martinez, Medina Swazo-Hinds (*San Ildefonso, Tesuqué, Zia*), Paige K-P Mirabal (*Nambé Owíngéh, San Juan*), Felicia Martinez (*San Ildefonso*), D. Angelo Walsh (*Nambé Owíngéh*), and Nambé Project Coordinator Brenda McKenna (*Nambé Owíngéh*). Not pictured Mathew Romero (*Nambé Owíngéh*).



Kúuha Póekwí (*Cora O. McKenna*) and Ahkon Povi (*Evelyn O. Anaya Hatch*), Nambé Owíngéh Tewa Scholars Photo Credit: Brenda McKenna 2005

Many professionals share their expertise with the youth. They include: Deron Twohatchet (*Kiowa, Comanche*) and Beverly Morris (*Aleut—Qawalangin Tribe, Unalaska, Alaska*), Film and Media consultants, Kirk Gadzia, Range Mgt. Consultant, Alan Hook, Environmental Specialist, and Matthew Wunder, Environmental Manager, Nambé Owíngéh Environmental Dept.

The Tewa youth will share their

project with the ILI Board, Pueblo Governors, friends, and family with a premiere of the DVD film on Saturday, 15 October 2005 at the Nambé Owíngéh Governor's Office, Nambé, New Mexico.

Please contact ILI for event time and directions.

The project received generous support from the State of New Mexico, Nambé Pueblo Tribal Council, New Mexico Nat-

ural Tobacco Company, Nambé Pueblo Development Corporation, Phillip Tuwaletstiwa, ILI Board Member, Tom F. Talache, Jr., Joe L. Garcia, and Lela Kaskalla, Nambé Owíngéh.

Language and Tech Conference

By Layli Long Soldier

Sponsored by IBM as a part of the six year grant to ILI for holding technology training at the grassroots level, the Ancient Voices, Modern Tools- Language and Tech-Knowledge Conference was held April 14 – 16th, 2005 at the Pueblo of Pojoaque Training Center on the Pueblo of Pojoaque, New Mexico.

Reaching language practitioners at the local level of New Mexico, eleven participants registered representing four tribes and pueblos: Santa Ana Pueblo, Nambé Pueblo, the Jicarilla Apache Nation and the Navajo Nation.

Instructors Kerry Langford (Translation Software Engineer, IBM), Chris Harvey (Linguistics and Technology Consultant) and Manuela Noske (Microsoft Corpo-

ration) designed a program to give learners hands-on practice using basic Microsoft Office Suite programs to create presentations and interactive language materials. Unicode was also introduced to the participants as a means to create and maintain standardized fonts in tribal languages. Sessions included:

Unicode – Participants were given an overview of Unicode, with a tour of the language geek .com website. Instruction was given on font and keyboard installation along with a session where students identified necessary characters and keyboard arrangements for their own languages. Unicode keyboards were specially designed and installed for each participating language

program and participants were shown how to combine the technology with email, instant messengers and portable documents.

Microsoft Word – Classes focused on how to use MS Word tools for writing language papers and creating language materials. Instruction was provided for editing, saving and navigating, creating tables and columns, working with templates, and creating custom dictionaries using Native American Word.

Microsoft PowerPoint – Students learned to create PowerPoint presentations with an overview of editing, template design and layout. Lessons were also given for adding images, graphics, sound and video to presentations.

Ancient Voices / Continued from 11



Women L – R: Elvera Largo (*Jicarilla Apache*), Melverna Lujan (*Santa Ana Pueblo*), Donna Pino (*Santa Ana Pueblo*), Cora McKenna (*Nambé Owíngéh*), Evelyn O. Anaya Hatch (*Nambé Owíngéh*), ILI Executive Director Inée Yang Slaughter, Manuela Noske (Microsoft Corporation), ILI Project Coordinator Layli Long Soldier (*Oglala Lakota*).

Men L – R: Michael Lopez (*Pojoaque Pueblo*), Kerry Langford (IBM), Michael Garcia (*Santa Ana Pueblo*), ILI Technical Consultant Chris Harvey, Merton Sandoval (*Jicarilla Apache*).

ILI Language Merchandise and Publications

Materials and special gifts that bring our Native languages into everyday use



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Photo model:
ILI Volunteer Autumn Gomez
(Comanche/Taos Pueblo)



NATIVE AMERICAN YOUTH LANGUAGE FAIR T-SHIRTS

\$15.00

T-shirts come in two designs, featuring unique artwork from Native American Youth Language Fair participants.

Available in sizes Youth Medium - Large; Adult Small - XXX Large

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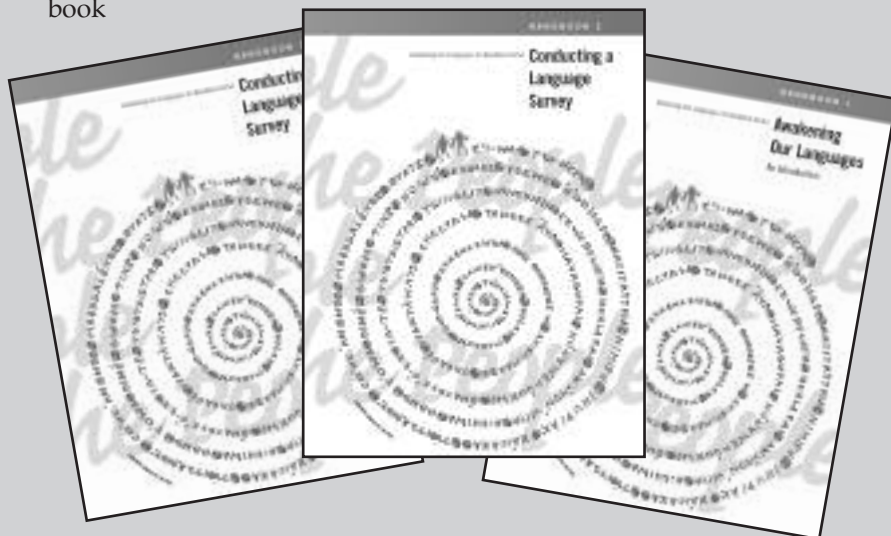
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“AWAKENING OUR LANGUAGES” HANDBOOK SERIES

\$44.00 for set of 8 handbooks
 \$5.50 for 1 hand-
 book



In 2004, ILI published the first eight volumes of its new *Awakening Our Languages* Series. This series is a how-to guide assisting with the various aspects of successful language program planning. The Handbooks are a result of an in-depth analysis of Tribal Language Programs nationwide.

To gather this information, our team of Tribal Language experts conducted visits on-site with people in 54 language programs across the United States to assess the level of retention of their language and their current language revitalization efforts. “Best practices” as articulated and practiced by grassroots language teachers in diverse situations are featured in these handbooks.

The first eight Handbooks in the *Awakening Our Languages* Series are:

Handbook 1 Awakening Our Languages: An Introduction

Handbook 3 Conducting a Language Survey

Handbook 4 Envisioning a Language Program

Handbook 5 Knowing Our Language Learners

Handbook 6 Knowing Our Language Teachers

Handbook 8 Designing Curriculum

Handbook 9 Evaluating Our Language Program

Handbook 10 Understanding First & Second Language Acquisition

Shipping and Handling: \$3.00 for a single handbook, add \$1.00 for each additional book

\$12.00 for one set, add \$2.00 for each additional set



NATIVE AMERICAN YOUTH LANGUAGE FAIR MANUAL & VIDEO

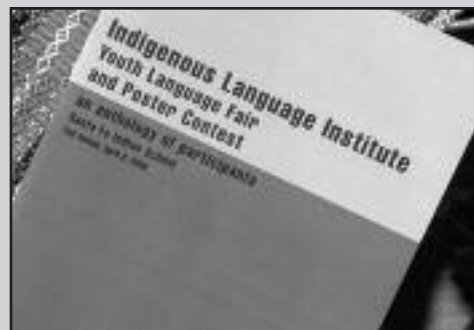
Encouraging pride in language revitalization and tradition, Youth Language Fairs have become an exciting way to spark the interest of young people in our communities. The manual and video are designed as guides for planning and handling the many tasks involved in organizing these dynamic events.

Shipping and Handling: \$5.00 for first unit, \$2.00 for each additional

ANTHOLOGY OF YOUTH LANGUAGE FAIR AND POSTER CONTEST, 2000

An anthology of presentations and artwork submitted to ILI's Youth Language Fair. In the year 2000, over 130 Native youth, ages 5 – 19, submitted work using their heritage languages and imagery. This anthology honors these children and youth for their creative endeavors.

Shipping and Handling: \$3.50 for first item, \$1.00 for each additional



ILI Members receive 10% discount on purchases.

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Distance Education and the Nez Perce Language Project

By Harld Crook, Ph.D., Team Leader, Nez Perce Language Program

At 12:30 on a Tuesday afternoon, Nez Perce elder, Cecil Carter, is teaching Tribal employees the names of ten animals and the numbers 1-10 during their lunch hour. The students repeat after Cecil, copying his accent as best they can, before playing learning games together. What makes this scene special is that Cecil is teaching two classes simultaneously – one in Lapwai, ID, where he is located and one in the town of Kamiah, ID, 60 miles away. The Nez Perce have embraced distance conferencing technology as a way of extending the teaching capabilities of their remaining elders. Through a partnership with Northwest Indian College, the Nez Perce established two satellite classrooms in their main tribal communities. Using televisions, cameras, microphones, and speakers, the video equipment allows one teacher to



Cecil Carter,
Nez Perce Language Practitioner

conduct class in two or more locations at once. The signals are then carried on optical cable that the Tribe has contracted through a local utility.

team for six years. Cecil and Harold used distance technology to share Nez Perce Language classes between LCSC and the University of Idaho for several years before they began the distance classes on the Reservation. This growth in outreach highlights another important aspect of the Nez Perce distance teaching success, that of *experience* and applying what they have learned to greater services.

Distance teaching has also presented some special challenges. Computers can go down; the system can go offline; mic levels need adjusting. However, “practice means improvement,” and the more the Nez Perce team made use of the technology, the more they became comfortable with it and even found its advantages! For example, distance teaching operations make it easy to archive classes with

“Practice means improvement”
—the more the Nez Perce team
made use of the technology,
the more they became
comfortable with it...

video or DVD copies, and the archived resources can then be used by students who have missed class to catch up. The distance equipment also makes it natural to introduce slides, video, and Power Point presentations into the classroom. To keep all of these programs and teaching methods running, it has been essential for the Nez Perce language program to purchase high quality equipment

gy allows those who are good at classroom teaching to multiply their effectiveness.

For the Nez Perce language program, a key part of achieving success with distance technology is to provide elders with teaching partners who are knowledgeable about the equipment. Cecil works with Harold Crook, a professor at Lewis-Clark State College where they have taught Nez Perce as a

and to keep it well maintained.

The program has also found it helpful to partner with other educational institutions such as colleges, universities, or even high schools. At first, it seemed risky to give up some control of language classes by working with other institutions, but the payoff for the Nez Perce language program has been a higher quality curriculum, new ideas, and greater opportunities for tribal members to learn. Indian college students often wonder why they have to learn Spanish or French rather than invest their time in learning and preserving their own language. What better opportunity could they have than to learn from their own elders and receive college credit too! These partnerships have also led to addi-

tional educational opportunities for Tribal members, as the schools begin to offer more classes for students from their home campuses.

The goal of distance teaching for the Nez Perce tribe is to give the benefits of a small classroom to several groups of students in different locations at once. Through strong team effort and collaboration with other institutions, distance teaching has become a powerful and effective teaching tool for the Nez Perce language program. The precious knowledge and language classes of elders like Cecil Carter can now be shared with many more students than ever before and, ultimately, saved as a learning resource for generations to come!

*Nez Perce Language Program
PO Box 365 Lapwai, ID 83540
(208) 843-7402*

IBM / Continued from I

In 2004, IBM Corporation and ILI formed a multi-year partnership to offer two "tech-knowledge" training workshops a year for seven years in different regions of the country. Towards this project, IBM has contributed eight laptop computers and peripherals to give away two at each training workshop. The first of the series of workshops was held in April at the Pueblo of Pojoaque Training Center in New Mexico. The second of the series will be held October 6-8, 2005 at Pueblo of Pojoaque Training Center (see enclosed registration form).

The Board of Directors and Staff acknowledge Kerry Langford, Staff Software Engineer of IBM who serves as Chair of the ILI Technical Advisory Committee and who has been instrumental in building this dynamic relationship between ILI and IBM. We are most grateful to the following people at IBM who have made this partnership happen: Michele Morningstar (Oneida), Native American Program Manager, Global Workforce Diversity; Neil Callaghan, Program Manager, Corporate Community Relations; Ted Childs, Vice President, Global Workforce Diversity; Terry Braun (Seneca), Director, Americans Solution Design Center; David Daniel (Cherokee), Vice President, Distribution Sector Americas Service Delivery; and most certainly, Bob Moffat, Senior Vice President, Integrated Supply Chain.

Echohawk / Continued from I

land, California, both the Association on American Indian Affairs and the Natural Resource Defense Council in New York, the National Committee for Responsive Philanthropy and the Environmental and Energy Study Institute in Washington, D.C., and the Keystone Center in Colorado. Upon accepting the Board position, Mr. Echohawk said, "It is an honor to be included on the board of an organization like this that is so important to the present and future of our people. Thank you for your vote of confidence in me. I look forward to working with you to find ways that I can help preserve and perpetuate our languages and our tribes."

Garcia / Continued from I

San Juan Pueblo School Board Chairman and as President of TSAY Corporation, a tribally owned business. He has been elected several terms as both Lieutenant Governor and Governor of San Juan Pueblo, and is a lifetime Tribal Councilman. He is an electrical engineer by profession and was employed by Los Alamos National Laboratory (LANL) for over 25 years. Governor Garcia retired from LANL in 2003 and started his own firm, MistyLake Consulting Services. He also played a major role in developing NAHASDA rules and regulations and continues to be an involved supporter of Indian Housing initiatives. Governor Garcia has a vested interest in Native community development, of which language is considered a vital aspect.

Introducing ILI's New Staff

by Inée Slaughter, Executive Director

We are so pleased to have the following new additions to the ILI Staff! You will see that they all fit the ILI characteristic of “wearing many hats” in every which way.

Layli Long Soldier (*Oglala Lakota*) used to work for ILI some years ago and she is back as the Project Coordinator for the Director's Office. She assists with the Language Materials Development Center Projects that include the Regional Tech-Knowledge Training Workshops and the Language Repository, as well as grant writ-



Layli Long Soldier
(Oglala Lakota)
ILI Project Coordinator



Chris Harvey,
ILI Technical Consultant



Brenda McKenna
(Nambé Owíngēh)
ILI Project Coordinator

ing and whatever else is brewing in the pot at the moment. She has helped put this issue of the newsletter. Layli works part-time at ILI while studying creative writing at Institute of American Indian Arts.

Brenda McKenna (*Nambé*

Pueblo) is Project Coordinator for the Nambe Youth Waterfall DVD Project. She started with us in February 2005 and has been guiding this incredible project with great professionalism and passion. She has a BA in psychology from Syracuse University and an MS in Organization Development from Central Washington University. Brenda is active in the Nambe Tewa Language Revitalization effort and also serves as Chair of the Nambe Pueblo Enterprise Board.

Chris Harvey is Canadian with Welsh heritage and recently received his Master's in Linguistics from University of Manitoba, Canada. He is a language and computer “geek,” an ideal combination for the Technical Coordinator position he is contracted for. He is a speaker of English, French and Welsh; he has studied Spanish, Irish Gaelic, Ancient Greek, Cree, Mohawk, Ojibway, Dinka, Latin, Korean, and Innu. He will coordinate the Regional Tech-Knowledge Training Workshops of the Language Materials Development Center (LMDC), instruct some of the courses, and develop the LMDC web site.

Welcome to the ILI Family!



Announcing the *Telling The Stories* Website

Telling the Stories is a project of the New Mexico State Library Tribal Libraries Program is being developed through a grant to the Indigenous Language Institute.

The goal of Telling the Stories is to represent all Native American language groups in New Mexico in at least one format – written, verbal, or visual. Phase I has just been completed, with further development still in progress. Please visit www.tellingthestories.org.

Story-telling in Technology – Discussion centered on elements that make a good story in technology media and how to write a story using technology.

Native Language Web Pages – Demo websites were toured with an in-depth look at the Cherokee Nation website. Participants were given an overview of the functions of the website main page, website services, applications and an explanation of terminology.

Native Language Multimedia – Participants learned multimedia applications using digital photographs, audio clips and video clips. Classes also provided steps for recording, saving and inserting audio clips using basic and accessible PC tools.

For many of the participants,

this was their first introduction to the use of Unicode, which allows electronic transmission of messages and text written in any Native language font to be received and read exactly as it was sent. Chris Harvey designed special keyboards for all four of the tribes represented at the conference. As a surprise, IBM generously gifted the conference with 2 laptops and memory keys loaded with all course information for each participant. After a name drawing, Merton Sandoval and Elvera Largo, both of the Jicarilla Apache Nation, went home with the IBM ThinkPad laptops.

The last day of the conference allowed time for special student presentations. Teachers and language practitioners from the Jicarilla Apache Nation and Nambé Pueblo shared projects from their

home language programs. Presentations gave rise to a lively question-and-answer period, where community people asked specific technical questions on how to improve or make changes to materials they are working on.

Cora McKenna from Nambé Pueblo voiced her appreciation for the training, and noted it as a “comfortable environment for learning where other language people are present”. ILI thanks Kerry Langford, Manuela Noske, and Chris Harvey for their generous time, effort and volunteered professional skills to make this training possible. ILI expresses sincere gratitude to IBM for funding this project and special gifts for the participants. We also thank the Pueblo of Pojoaque Training Center for their sponsorship of facility rentals and equipment.

ILI Language Handbooks and Materials Across the Country

ILI would like to acknowledge those individuals, tribal schools, organizations and institutions who purchased the “Awakening Our Languages” Handbooks and/or other materials that further the use of Native languages in every day community life:

Maxine Baptiste
Barona Cultural Center & Museum
Bonnie Biggs, California State University
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Wheelock College
Wildhorse Resort Casino
Window Rock Unified School District #8

NATIVE LANGUAGE NETWORK


FALL 2005

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Dawn Edwards
Daughters of the American
Revolution, Gov. Robert
Bowie Chapter
Pojoaque Gaming, Inc.
Caroline Tritt-Frank
Bob & BJ Weil, Santa Fe
Jazz Foundation

FAMILY CIRCLE

\$50 - \$99
Armando Acuna
Valerie Gross
Helen & Robert Long
Doug & Julie Renfro

INDIVIDUAL CIRCLE

\$25 - \$49
Jeannette Bushnell
Nathaniel & Susane
Cordova
Linda Feeney
Sarah Hicks
Tina Johnson
Susan Vose

OTHERS

Austin Carr
Mark Street
Wes & Maura Studi
Summer Lynn Waggoner

