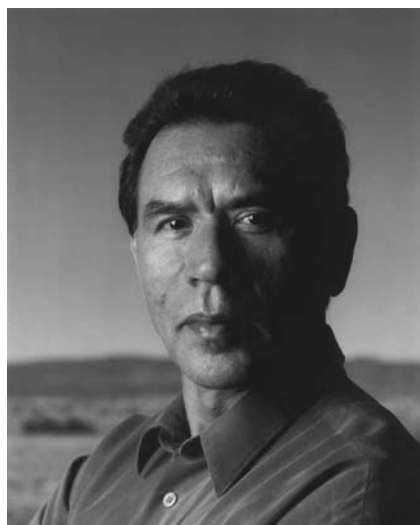


NATIVE LANGUAGE NETWORK

ILI, 1601 Cerrillos Road, Santa Fe, New Mexico 87505

SUMMER 2007

WES STUDI ON THE ENDOWMENT CAMPAIGN



When I first became involved with the Indigenous Language Institute some 10 years ago, Native language revitalization and preservation was

widely viewed with skepticism. I was asked if it was even possible or relevant to maintain our original languages in the 20th century. I can tell you now it is absolutely possible, but only if we can respond to the urgency of native communities to beat the clock.

In the 21st century we see that people who can speak more than one language are capable of bettering themselves in a world that requires change. It is a good thing that many Native communities have begun to implement programs that teach their original languages to younger generations. But all of these programs depend on the rapidly declining older generation to share their languages.

ILI has developed and implements several innovative, practical programs, such as the Language Materials Development Center, Technology Training Workshops, and Digital Storytelling.

My mother, Maggie Studie, a traditional teacher of Cherokee attended ILI's Technology Training Workshop in Tahlaquah, OK., with another teacher, who is less fluent in the language, but more comfortable with technology. Together they learned to create their own teaching materials and collaborated on a storybook in the Cherokee language. It is wonderful to see Native people empowered with the

"Wes Studi" continued on page 6

ILI's New Home!

ILI moved to its new office space on the property of the Santa Fe Indian School in February, 2007. It is a free-standing building just behind the Santa Fe Indian Hospital, at 1601 Cerrillos Road.

The larger space accommodates our current growth in programs and staff. Furthermore, we have a training room which houses the equipment donated by IBM for the Language Materials Development Center, as well as an audio studio partially funded by the ANA grant.

It is so appropriate to do our work on property owned and operated by the 19 Pueblos of New Mexico!



The new home of the Indigenous Language Institute on Cerrillos Road

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

Sekuli swakwek,

MAY THE CREATOR'S PEACE be with you in this summer season. The past several months have been eventful and satisfying. Since the last newsletter, the ILI office in Santa Fe has moved from downtown to the Santa Fe Indian School Campus. It is more spacious and inviting and, most of all, feels very appropriately placed. Who wouldn't want to be around more Indians?

I have had the opportunity to attend meetings in which Native languages were featured or discussed in various contexts. I've also been a reader and technical advisor for ANA language proposals, through which I was able to observe some trends in Indian Country. For example, Native communities all over the United States are deeply involved in recovering their languages by both preservation and promotion of its use. Our reception at the NCAI meeting in October, 2006, was packed with supporters. At other conferences, such a SILC at Mt. Pleasant, MI in June, Native language activists were anxious to talk about and share their work, methods and successes.

Of course, the means for raising the critical mass of speakers in any community is dependent upon many variable factors—the most important of which, in my opinion, are the number of fluent speakers of their languages. These first-language speakers acquired their languages before English, or bilingually with English. Multilingualism also exists in Indian Country: I have heard Mohawk speakers conversing in French, as well as English and Mohawk; I've also heard Kickapoo Indians speaking Spanish, English and their own language. These are

examples of what I call, "language opportunity and necessity," and are likely the case anywhere someone grows up in a multi-lingual community.

The problem I see most Native communities face in addressing their language issues is not re-acquisition of their languages, but the acquisition of their heritage languages as a second language.

The acquisition of any language is dependent upon opportunity to experience that language. The biggest hurdle for most Native communities today is community members do not hear their language used in conversation on a daily basis: not in the home, the workplace, community functions or elsewhere.

True immersion exists when one is surrounded by the language. Those who acquired their languages in the usual way, as children at home and in the community, often are not aware of the dilemma facing their own children and grandchildren who are sincerely attempting to acquire the language, and must do so by resorting to opportunities that are artificially created; i.e. by classes, books, recordings, camps and the like.

These methods are worthwhile. However, there is a need to supplement them with additional strategies and opportunities—the goal of



which is to increase the critical mass of speakers in the community. For example, playing common table games with children in a Native language combines both opportunity with interest, requires variation and repetition of conversational phrases and words, and can include the whole family. Another example is using the computer to create personal audio-visual stories and anecdotes in the language. We are limited only by our imagination. These are just a couple of ways that our languages can be used quicker than we may imagine, and be fun in the process. The focus is to encourage resourcefulness—to initiate language activism without waiting for approval or for someone to give us money.

If speaking is the goal then we must be in the presence of speakers to whom we can listen. In all cultures of the world, listening precedes speaking, and speaking

"Message" continued on page 3

Yamamoto Scholarship

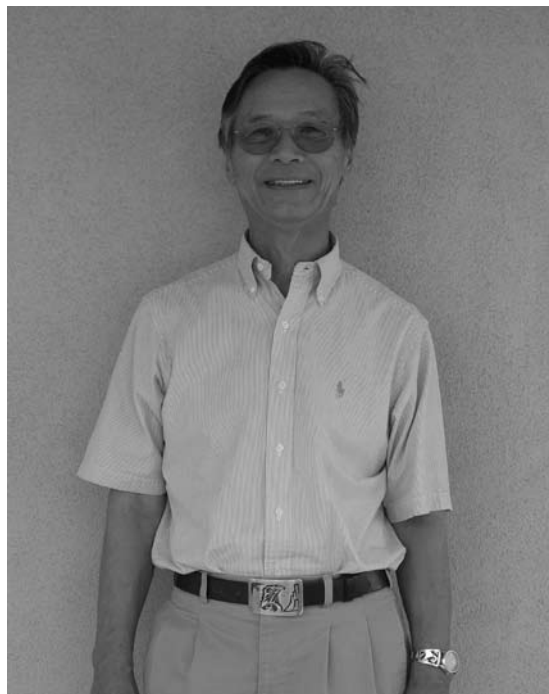
THE ILI BOARD OF DIRECTORS is honored to announce the Yamamoto Scholarship which provides for a community language practitioner to attend ILI's Regional Tech-Knowledge Training Workshop. The Regional Workshop, a partnership between IBM and ILI, is offered twice a year in different parts of the country. The first Yamamoto Scholarship was offered at the tech-knowledge workshop in Seminole, Florida in June, 2007 to Ms. Sylvia Faye Baker, Muscogee Creek, OK.

Professor Akira Yamamoto was awarded his masters degree in applied linguistics and theoretical linguistics and a PhD in anthropology from Indiana University. He was professor of linguistic anthropology at the University of Kansas until his recent retirement in 2007.

His professional accomplishments are too numerous to list in this short article. For those of us involved in language revitalization, we are familiar with Akira (as friends call him) and his wife Kimiko, implementing projects that help sustain long-lasting language and cultural renewal programs within Native communities. Their selfless dedication to this cause has touched many hearts and their professional expertise has sprouted many effective language revitalization programs.

Akira Yamamoto is co-founder of the American Indian Language Development Institute (AILDI) which will also

"Yamamoto" continued on page 11



Professor Akira Yamamoto

"Message" continued from page 2

precedes writing. In oral cultures especially, listening is crucial to effective communications.

As we find ourselves surrounded by American values, we may be prone to not listen, which itself becomes a barrier to the acquisition of our languages.

Because Indians, including me, are, for the most part, indoctrinated into and educated in English and a system of American values, many of us are mono-lingual and literate in English; our literacy and writing skills are highly regarded. This is an advantage when pursuing higher education and getting jobs, because if we are effective communicators in English, our options increase.

This advantage becomes a disadvantage when we acquire our heritage languages using an orthography, based upon the English alpha-

bet. Without realizing it, we learn by reading our Native languages, rather than listening and acquiring strong oral skills; comprehending and using our Native languages within appropriate cultural contexts.

Throughout my tenure with ILI, I have held to the principle that our work must have an on-the-ground effect that is useful to Native communities. In other words, whatever ILI does, it should further develop our knowledge of language acquisition processes, and result in tools to amplify the diminishing resource of our first-language speakers. I believe the work ILI engages in is representative of that principle.

The energy, commitment and resourcefulness of Indian people for their culture and languages, while facing the possible extinction of their languages, continues to inspire me in the work ILI is doing, and person-

ally as well. So, I will close with the encouragement to those of you who are fortunate enough to have had the opportunity to become first-language speakers to use your language as much as possible.

I also encourage those wanting the language of their ancestors to seek out opportunities to listen to your language, even creating those opportunities when necessary. This isn't a competition but an act of cultural survival. There is no time to waste.

Aetwa'twΛnutak! (Let's all speak our language) Wahaklihunika wahakhloli; "Yawaheyuhati onΛ tsi' yukwawΛnashu." Otsi' wakenihkulyaks, nok tsi wahakya'taken owΛna ka'ika.

OnΛgiwah,

Kaihuhatati (aka, Jerry Hill)

“Storytelling with Technology” Comes to Oklahoma

ILLI’S “STORYTELLING WITH TECHNOLOGY” workshop was held Nov. 16-18, 2006, on the grounds of Northeastern State University in Tahlequah, OK. It was jointly hosted by the Cherokee Nation of Oklahoma, Northeastern State University (NSU), and the Oklahoma Native Language Association (ONLA).

This workshop focused on developing printed Native language materials for teaching. To begin training, participants were given language-specific keyboard lay-outs, a Unicode font for their Native language, and instructions on how to install these on a PC. Through hands-on practice, they subsequently created booklets, calendars, flashcards and other materials in their Native languages.

We were honored with opening remarks on the first day by representatives from co-host organizations: Dr. Neil Morton, Cherokee Nation of OK, Executive Director of Education Services; Dr. Dalton Bigbee, NSU Vice President of Academic Affairs; Mr. Durbin Feeling, Oklahoma Native Language Association President; Dr. Gloria Sly, Cherokee Nation Cultural Resources Center Director. Alecia Keahbone Gonzalez, Kiowa elder and high school language instructor, provided a blessing for the event in the Kiowa language.

Teaming Up

In brochures for the new digital storytelling workshops, ILLI recommends: “We encourage those with technology experience who may not know the language to team up with Native speakers from the same community to enrich the total technology and language learning experience.” At this workshop, we saw this idea in practice.

Five teams—two individuals working at a single computer station—came to the training with the purposeful goal to create digital stories together. These dedicated teams were often an elder speaker paired with a younger computer-savvy language learner.

Among them,

two Kiowa language teachers from the Anadarko High School and two of their high school language students, ages 16 and 17, teamed up to combine their skills in resourceful ways, and to work quickly.

The high school students were at an advanced level of technology skills and actively learning the Kiowa language. On the first day, both the language teachers and students learned storybook techniques, software tools, and identified the storybook they wanted to produce.

During the evening hours, the high school students produced artwork on-site to serve as the images for their storybooks.

On the second day, the Kiowa language teachers and students matched the artwork images with the appropriate Kiowa language text. Their storybook was ready for printing on the second day!

As a bonus activity, on the last day of the workshop, each member of the two Kiowa teams recorded a designated portion of their story. With the help of Jack Kohler, a participant from the United Auburn Indian Community who has a background in video production, they produced a narrated DVD and print storybook in the Kiowa language.

Sharing Diversity

A total of 49 individuals participated in the training workshop, representing 15 tribes: Cherokee Nation of OK, Chickasaw, Choctaw, Comanche, Confederated Salish and Kootenai Tribes, Eastern Band of Cherokee, Hupa/Yurok/Karuk, Kiowa, Lakota (rep-

“Oklahoma” continued on page 5



Tahlequah participants, ILLI instructors and staff

“Oklahoma” continued from page 4

resenting Miwok and Maidu languages), Muscogee Creek, Northern Arapaho Osage, Pawnee, Poarch Band of Creek, Southern Cheyenne. The language materials produced at this training were as diverse as the participants—ranging from traditional tribal stories to an ethno-botany guide on Native plants of Montana. There was no limit to the creativity. The Northern Arapaho participants from Wyoming, for example, completed a video featuring a traditional story narrated completely in the Arapaho language, which then displayed the story again in the English language.

On several occasions, groups of two or more held discussions to share information on Native language projects implemented in their regions. Some even met outside of class time to “network” and develop strategies for language efforts upon their return home. For example, a group of 4 or 5 Oklahoma participants from different tribes convened to brainstorm ideas for a possible “Oklahoma Native Language Summit”. Participants gained more than language materials and technical skills. They left with new friendships, contacts and resources to take their local initiatives to greater levels.

Closing Highlights

On the last day of the workshop, Maggie Studie, Cherokee elder, gave a blessing for the day’s activities.

As participants completed and presented their final products in the “Sharing Circle,” ILI also drew names and gave away two new IBM laptops and three sets of ILI “Awakening our Languages” Handbooks.

Recipients of the IBM laptops were: Cameron Pratt (Osage), Osage Nation Language Program; Tommy Addison (Kiowa), Kiowa Language Program/Anadarko High School.

ILI Handbooks were given to: Maggie Studie (Cherokee) Cherokee Nation; Pamela McCray (Cherokee), Cherokee Nation; Kristen Smith-Snell (Cherokee), Cherokee Nation of OK Immersion Center.

Gratitude

This memorable technical training was made possible through generous contributions of time, equipment, financial donations and technical support from many individuals and organizations.

- IBM for the continued sponsorship of the regional workshop series, and donation of giveaway laptops.
- Dr. Phyllis Fife, NSU Center for Tribal Studies Director, and Dr. Gloria Sly, Cherokee Nation Cultural Resources Center Director, for establishing a local coordination team in Tahlequah.
- The Cherokee Nation’s Information Technology Department for use of 40 desktop personal computers (PCs).
- The Information Technology Department of Northeastern State University for an additional 10 desktop PCs to serve as workstations for participants.
- Tonia Williams, ILI

Trainer and Cherokee Nation Web Manager, for coordination of technical equipment and computer workstation set-up.

- The volunteer instructors: Kerry Langford (IBM) and Manuela Noske (Microsoft). Other instructors: Tonia Williams (Cherokee Nation Web Master), Chris Harvey (ILI), Candace Galla (University of Arizona).



Alecia Gonzalez (Kiowa) and Jack Kohler (Hupa/Yurok/Karuk) work on recording for digital storybook



Alex Alvarez (Creek) demonstrating his storybook during the Tahlequah Workshop Sharing Circle

Legacy Fund Supports Traditional Stories Delivered Digitally by Indigenous People

ANCIENT VOICES, MODERN TOOLS: Preserving Indigenous Stories with Technology" is a project to empower community people with technology tools and skills to capture, digitize and archive stories in their original languages. This project is funded by a generous grant from the Genographic Legacy Fund.

Indigenous languages are endangered, as are the stories, songs, traditional knowledge and intellectualism embodied within these languages. Traditional stories recount history, science, morals, and unique world views that are cornerstones of tribal identity.

There will be a series of digital storytelling workshops starting this winter, each workshop lasting three full days. Participants will learn how to build storyboards, write a script, scan images, record sounds and voices,

and use various software applications to create a 3-5 minute digital story. These digital stories can be burned onto DVDs.

The focus of this project is to create the entire or majority of the stories in the Native languages. This may require a team effort – speaker and tech-savvy person – to work together. The digital storytelling has proven to be a powerful vehicle for individuals and communities to preserve, share and perpetuate the history, memories and voices of the People.

Digital stories produced at the ILI tech workshops will be featured at a Digital Storytelling Film Festival in 2008.

Watch for further information on digital storytelling workshop schedules on our website: www.ilinative.org.

Kellogg Foundation Funds Study Trips to Māori and Hawaiian Immersion Schools

INDIGENOUS LANGUAGE INSTITUTE RECEIVED a grant award from the W K Kellogg Foundation to support the project "Indigenous Languages Across Borders: Sharing Best Practices in Community-Centered Language Revitalization Programs." Through this generous support, the ILI Board of Directors and Technical Advisory Committee will visit the Māori and Hawaiian language immersion schools and programs this fall, 2007.

Conducting study trips will enable this multidisciplinary group of professionals from ILI to observe firsthand the successes and best practices of language immersion programs in the Pacific, and how they parallel language efforts in North American. Upon return, members of the delegation will prepare papers on the observations and lessons gained from these cultural/

educational exchanges—to be published as a document for a broad audience.

Our distinguished members of the Board of Directors and Technical Advisory Committee serve in various leadership capacities: within their own tribes, in national, regional, local Indian and non-Indian organizations, educational institutions, non-profits, and international corporations. The document to emerge from these study trips will reflect the insights of this diverse group, and promote language revitalization in the interdisciplinary fields in which they are active.

Editor's note: For more detailed biographies of ILI Board of Directors, please visit webpage <http://www.ilinative.org/WhoWeAre/BoardOfDirectors.html>.

"Wes Studi" continued from page 1

skills to produce language materials for themselves. As always, time is of the essence, and to continue offering these effective programs ILI needs your financial support.

The best way to support ILI is to make a contribution to our Endowment Fund. We hope to raise \$10 million to ensure the continued availability of funds for this important, time sensitive work. Any amount you can give,

large or small will make a difference.

With a strong Endowment, ILI will be able to expand its services to beat the clock in this race against time. We can do this together. Please join me by making a gift to the ILI Endowment Fund.

G.V,
Wes Studi

Tech-knowledge Workshop Welcomed in Seminole Country

THE TECH-KNOWLEDGE WORKSHOP in Florida on May 15-17, 2007 was held at the Seminole Hard Rock Casino and Hotel in Hollywood, Florida. Like all the previous workshops, this was a successful event, thanks to the strong collaborations between IBM, the Seminole Tribe of Florida, Winona State University of Minnesota and ILI.

Blessings from Seminole Tribe

We are most grateful to the Seminole Tribe of Florida for inviting ILI to bring this workshop to their country and for the wonderful reception at the Hard Rock Hotel on the first night—a gracious welcome for workshop participants and community members. The reception, hosted by the Office of Grants Administration and Government Relations of the Seminole Tribe, was a sumptuous feast that included their signature “gator bites” appetizer and musical entertainment.

At the opening on the first day of training, Seminole Tribal Council Member, Max Osceola, Jr., personally welcomed the participants, ILI instructors and staff. He encouraged everyone to, “continue the good work, to revitalize our Native languages, and to make sure our languages live on for our next generations.”



Max Osceola, Jr., Seminole Tribal Council Member, and Inee Yang Slaughter, ILI Executive Director.



Gifts and Challenges

There were several new challenges to setting-up the workshop space that made this tech workshop different from others. There were also special gifts that made it uniquely successful.

The workshop was conducted in a conference room of the Hard Rock Hotel, where there were no built-in facilities for computers or classroom instruction. This placed unusual restraints on how to accommodate electronic equipment for over 50 students.

To assist with ILI’s need to provide computers for participants, the E-Learning Center of Winona State University, in collaboration with Gateway Computers, shipped 50 laptop computers to the tech-workshop for use during instruction. IBM donated the use of memory keys for students to transfer electronic documents, thus enabling us to work without internet and network access in the conference rooms.

Another gift was the volunteer initiative of Jack Kohler, Media Director for the United Auburn Indian Community, who set up an extracurricular activity to create audiovisual materials using storybooks produced in the tech workshops. He worked with language program teachers from the Brighton community of the Seminole Tribe.

From Many Nations

Fifty-three individuals registered to participate in the Florida workshop, representing the following tribes from across the land: Coushatta Tribe of Louisiana, Crow Tribe of Montana, Hupa Tribe of California, Mandan, Hidatsa and Arikara Nation of North Dakota, Miccosukee Tribe

“Seminole” continued on page 10

Colville Youth: Media & Ideas to Keep Language Strong

ILI takes an interest in hearing fresh ideas from Native youth involved with language issues in their communities. Their perspectives and voices are an important part of community development, and give insight into what motivates this generation to carry Native languages forward.

In this edition, we hear from Angela Mae Iukes, a recent high school graduate on the Colville Reservation, Nespelem, Washington, and a participant in Colville language media projects.

Youth from the Colville Reservation visited the ILI office in August, 2006, during SWAIA Indian Market. Their film project debuted to the public during Indian Market events. They continue to work hard on new projects and initiatives in the Colville area.



By Angela Mae Iukes
COLVILLE, WA

Media is a big part of today's world. We use it in television, advertising, the news, and much more. In Indian Country, media is a part of our lives, just like our language (which is fading away slowly). We try and preserve our language the best we can, but sometimes we don't get the opportunity to learn the way we want to learn. When I say "we", I mean the youth. We hear elders say that we are the ones who are going to have to teach it later in life, when everyone has passed on, and the time has come. This is where the media can come in.

Colville Media Project

At the language program in Nespelem, Washington on the Colville Reservation, there is a media department. There, they use their equipment to record audio and video, and to take pictures of the elders.

During this past summer, youth from the local area signed up with the TANF program to work with the language department. We started projects to interview elders on different subjects such as root digging, fishing, and pit cooking, and used a digital recorder to do the interviews. After we had all the footage, we went back to the office and used Final Cut Pro to edit the movie.

Other Suggestions for Language Learning

We may ask ourselves how we can keep our language alive and strong. Well, the answer just might be "Media". If you think about it, the youth today are very interested in the media: whether learning or just playing a game, we want to use it.

It's not that we don't think the language is important or worth saving, it's just that we want learning to be a bit more interesting, more than sitting in a class room. We would rather learn by watching it [Native language] on a movie, or play a game, or with music. Do you want to know something that will catch our attention? Just think about it: one of the popular hand held games is the PSP—a device that can play movies and games. What if your tribe was able to create a game or a short movie, and we could play it on a PSP?

Most people I talked to at the Lake Roosevelt High School in Coulee Dam, Washington, said that it would be more interesting to learn Native language in other ways other than sitting and listening to someone.

Take our French class, for example. Our teacher, Ms. Desef, made that class fun. She came up with interesting projects and activities for her class to learn French. There is one part of the class (French I) where students learn about shopping, and for the entire class they can not speak a word of English or they will be deducted points from their grade. Sometimes people got confused and didn't know what to say, so they would just point at what they wanted. Although it was hard, when it was all over with, everyone agreed they had a fun time.

Ms. Desef also had students go on-line to see what was happening in Paris, France at that moment. There were live cameras showing the night life at 2 am there.

We might consider coming up with fun games for our Native languages or have live cams set up somewhere like a pow wow. This could catch the student body's eye—something live, something exciting.

Some people [may] think that learning our old ways is boring. But what can we do, besides try and get them interested in it? For now, we can focus on the people who want to learn their language, both young and the old. It's not only the youth that really want to learn the language and culture—older people of the community want to learn too.

Celebrating Nəm̄: “Squaw Creek” in Lawton Oklahoma changed to “Numu Creek”

By Layli Long Soldier

THE COMANCHE LANGUAGE is making changes in Lawton Oklahoma, where the Comanche tribe recently saw a historic name change of “Squaw Creek” to “Numu Creek”. Nəm̄, in the Comanche language, means “the people”.

Jan Woomavoyah, a journalist, teacher and member of the Comanche Tribe, was approached by the Comanche Elder Committee to spearhead the name change. As a creek that ran through two major streets in the city, from north to south, signs indicating “Squaw Creek” were seen and referred to on a daily basis. For many, this was an assault on their cultural heritage.

When asked to help change the name “Squaw Creek”, Woomavoyah said she felt unsure of her ability to carry out the elders’ request because she had no previous experience. Putting one foot in front of the other, however, and taking each step as it came, Woomavoyah and the Comanche elders soon found the process easier than foreseen.

Woomavoyah and the elders first presented their concerns in a public forum before Lawton City Council in early 2005 – which was the Year of Languages.

“We had many testimonies before the City Council as to why it was offensive,” Woomavoyah commented. She explained the history of the word “squaw” to the city council, which dates to the 1600’s. Woomavoyah did her research, and cited Dr. Elizabeth Bird from the Department of Anthropology, at the University of Southern Florida.

Dr. Bird defines “squaw” as a term used “to describe Native American women as sexual savages or nameless women characters in... cowboy movies.”

In a press release dated March 28, 2005, the Okla-

homa Comanche County Office of Public Information announced: “The Board of Comanche County Commissioners will hold a public hearing to consider whether or not to rename a Comanche County creek. ‘Squaw Creek’ has been called, by some members of the County’s Native American Community, ‘offensive.’ Commissioner Ron Kirby voted for a House Bill in 2000 that outlined a removal of the term squaw from counties and cities across the state of Oklahoma. ‘It’s been five years ago that it passed yet we still have done nothing about it here,’ added Kirby.”

“We wrote up an official proclamation. The Elder Council initiated it in the beginning,” Woomavoyah said. As they presented the proclamation to City Council, they also received support from the Dean of the Comanche Nation College, Mara Cohen (Lakota), and Dr. Kim Winkleman, President. Charlotte Black Elk (Oglala, Lakota), political and environmental activist, backed the name change as well.

The Comanche elders pushed for “Numu Creek” because they consider the Lawton area as their homeland. Secondly, Woomavoyah and the elders saw the change as an important opportunity use the Comanche language in a viable manner.

In Woomavoyah’s speech to the Council, she noted, “Our Comanche language is even labeled as a foreign language; it has less or no recognition in the dominant society or public schools than all the true languages that are foreign to this country like Spanish, French, and (most of all) English... We are asking for your support and consideration to help us preserve, celebrate, educate, and communicate our language.”

In November, 2005, “Squaw Creek” was officially changed to “Numu Creek.” Woomavoyah vividly remembers the day she saw the new signs: “I didn’t

“Numu Creek” continued on page 10



Jan Woomavoyah with Numu Creek sign in Lawton, Oklahoma.



Officers of Comanche Elders Committee (entire committee not pictured).

“Numu Creek” continued from page 9

know when it was going to be changed. I was driving and saw the new sign... it was unexpected and I started screaming. Now, every time I drive by, I honk!”

Response to the name change has been overwhelmingly positive. Woomavoyah received many emails of gratitude for the work that the Comanche tribe put into the historic change.

“Well Done!!! Very Proud of All of You! You know I say (or remind people) that ‘we men can never walk with pride until we restore the sacred position and place of our women/mothers/grandmothers,’” Dr. Winkleman wrote in an email to Woomavoyah.

“This process was amazing because you don’t think you can fight City Hall, the Council or even Racism... or that you can make difference. I didn’t expect it,” Woomavoyah said of her experience.

In her speech class, Jan Woomavoyah still uses the speech she wrote for the Lawton City Council as an example for how persuasive speeches can be. She said, “It really educated the community. Maybe it will help the young people to see the [Comanche] language being used—even if it’s just that ONE

word. Maybe we can convince them that our language is important, that it’s functional in today’s world, and encourage them to use the language more.”

“Seminole” continued from page 7

of Florida, Mohegan Tribe of Connecticut, Muscogee Creek Nation of Oklahoma, Oglala Lakota Sioux Tribe of South Dakota, Pascua Yaqui Tribe of Arizona, Penobscot Nation of Maine, Pueblo of Isleta of New Mexico, Seminole Tribe of Florida, Shoshone Paiute of Nevada.

Launch of Akira Yamamoto Scholarship

ILI celebrated the launch of the Yamamoto Scholarship at this workshop. At each future technology workshop, one participant will be offered the training opportunity through this scholarship—the recipient this year was Ms. Sylvia Faye Baker, of Muscogee Creek Nation.

Professor Yamamoto is a linguist who taught for many years at the University of Kansas. He is the co-founder of the American Indian Language Development Institute (AILDI) and Oklahoma Native Languages Association (ONLA). Dr. Yamamoto is known well and

respected by Indian communities for over 30 years of tireless dedication to empowering community-based language revitalization.

Thank You’s

There are so many people who contributed to the success of this workshop:

- IBM Corporation for the continued support of the Workshop Series.
- Seminole Tribe of Florida for hosting this Workshop.
- Joel Frank, Sr., Director of the Seminole Tribe Grants Formulation & Government Relations Department and his staff Peggy Reynolds, Yolanda Liesdek, Tom Gallaher, and Robert Delorimiere for the generous contributions and logistics support.
- Ken Graetz, E-Learning Center Director and José DeLeon, E-Learning Center Programmer of Winona State University for deployment of 50 laptop computers to the workshop venue and for assisting with the instructions. We thank Gateway Computers for some of the computers that were deployed.
- Jack Kohler, Media Director of United Auburn Indian Community for conducting the audiovisual training.
- IBM Corporation for the donation of memory keys for the participants.
- Microsoft Corporation for the donation of two Office 2007 software packages for raffle prizes for the participants.
- Esteemed Instructors and their Assistants: Kerry Langford, Manuela Noske, Tonia Williams, Chris Harvey, Candace Galla, Alex Alvarez.
- Special thanks to Laura Benavidez, ILI Executive Assistant for logistics coordination and assistance.

Contributors to ILI in 2006

FOUNDATION & GOVERNMENT GRANTS

- ANA Language Grant
- The Christensen Fund
- Kalliopeia Foundation
- New Mexico Community Foundation
- Sociological Initiatives Foundation
- W K Kellogg Foundation

CORPORATE DONORS

- IBM
- IGT
- Kirk Ellis/Shadow Catcher Productions
- Rosetta Stone/Fairfield Technologies
- Sandia Casino
- Sealaska Heritage Institute

TRIBAL GOVERNMENT DONATIONS

- Burt Lake Band of Ottawa Chippewa
- Forest County Potawatomi
- Little River Band of Ottawa Indians
- Morongo Band of Mission Indians
- Pojoaque Gaming
- Pueblo of Nambe
- Seminole Tribe

REVITALIZATION CIRCLE \$1,000 - \$2,500

- Joanna Hess
- Gerald Hill

PRESERVATION CIRCLE \$500 - \$999

- Karla Maree

INSTITUTIONAL CIRCLE \$250 - \$499

- Robert Craig
- Michael Divos
- Shelece Easterday
- Gov. Robert Bowie Chapter of Daughters of the Revolution
- Anne D. Werner & Michael Collins
- Michael D. Wilson

COMMUNITY CIRCLE \$100 - \$249

- Carter Ard
- G. Brian Baker
- Charles W. Blackwell
- Mariam Cachucha
- Shirley A Desaussure
- Michael C. Fuller
- George Ann Gregory
- Valerie Gross
- Robin Guido
- Deborah Boehm Gushman
- Jon Hendry
- Levon B. Henry
- Dale Hooper
- Judith Margolis
- Brenda McKenna
- Maria Nieto
- Janis O'Halloran

- Edward & Melanie Ranney
- Peggy Sosa-Meyer
- Theresa P. Struwc
- Phillip Tuwaletstiwa
- James M. West, MD
- Mark & Lerin Winter
- Robert Zaccaria & Darlene Kennedy

FAMILY CIRCLE \$50 - \$99

- D. Carter
- Cece Chambless
- George Colburn
- Geneviere Cooney-Forbes
- Michael Delaney
- Jennifer Goodman
- Cathy C Hancock
- Jeanette Johnson
- Kirk Ellis/Shadow Catcher Productions
- James Konrad
- Lannan Foundation
- Wendy Leighton
- Jeff & Isabella Lewis
- Oren Lyons
- Paul & Sandra Meltzer
- Bernhard Michaelis
- Bradley & Elizabeth Montgomery-Anderson
- Stephen Morris
- Gerard Newman
- Sheilah Nicholas
- Michael & Maureen Nugent
- M. Taylor O'Connor
- Kerry Olson
- Ralph & Bernadette Prada
- Doug or Julie Renfro
- Nancy C Reynolds
- Kaye Sandford
- Samayra Sinclair
- Doug Whalen

INDIVIDUAL CIRCLE \$25 - \$49

- Katheryn & Howard Bernd
- Terry Berry
- Virginia Berthelsen
- Cece Chambless
- Joan S. Daw
- Rowland Dixon
- Linda Feeney
- Fort Lewis College
- Marion Hill
- Amanda Howell
- E. Jones
- Ellen Kemper
- Tara Khandro
- Jack Kohlmetz
- R. Lange
- Sandra Lesser
- Carolyn MacKay
- Kathleen Milan
- Mary Mumford
- G. Navarro
- Helen Patry
- Charlotte Pollard
- Seth Roffman
- Cathy Serrano
- Rebecca Serrato
- Jason Shapiro
- Deborah Smith
- G. Lorraine Stinekraus
- Joy Syring
- Lonnie Vigil
- Wisconsin Historical Society

OTHERS

- Cindy Berg
- Deirdre Crombleholme
- Janet Edwards
- Amanda Howell
- Linda H. Hull
- E. Jones
- Brenda McKenna
- Susan Manos Nahwoosky
- Sammen
- Suzanne M. Severio

"Yamamoto" continued from page 3

inaugurate a fellowship program in his honor, and he has been a founding member of the Oklahoma Native Languages Association (ONLA). He co-chairs with Mathias Brenzinger (Germany) the UNESCO's Ad Hoc Expert Group on Endangered Languages for UNESCO's Section for the Intangible Cultural Heritage Section and has played an instrumental role in producing its "Language

Vitality and Endangerment" and "Recommendations for Action Plans" documents (2003).

Dr. Yamamoto has been on ILI's Advisory Council since 1997, providing the ILI Board and Staff with invaluable advice and expertise.


ILI is honored to be associated with Professors Akira and Kimiko Yamamoto in this warm and continuing professional and personal relationship.

The Indigenous Language Institute

1601 Cerrillos Road
Santa Fe, New Mexico 87505

Phone: 505/820-0311 Fax: 505/820-0316
e-mail: ili@ilinactive.org
www.ilinactive.org

Editor-in-Chief: Layli Long Soldier
Layout and Typography: Chris Harvey

 Printed on recycled paper

ILI Language Materials Across the Country

Thank you to those individuals, tribal organizations, schools and institutions who purchased the "Awakening Our Languages" Handbooks and/or other language materials from ILI in 2006.

From homes to universities, your purchases represent an active involvement in teaching, learning and using Native languages.

- Advocates for Indigenous California Language Survival
- Jocelyn Ahlers
- Bay Mills College
- Laura Benavidez
- Burt Lake Band of Ottawa Chippewa
- Desiree Carter
- Devin Chatoian
- Cleve Christian
- Beverly Crum
- Eastern Band of Cherokee
- Joanna Hess
- Hopi Jr./Sr. High School
- Hopi Tribe
- Perry Horse
- Pat Jackson
- Jicarilla Apache Nation
- Tom Kauley
- M.I.T.
- Larry Madden
- Bill Madrigal
- Jane Martinez
- Patricia Nadeau
- Nunavut Literacy Council
- Wayne O'Neil
- Owens Career Development Center
- Donald Perrot
- Rose Poston
- Dawn Ramer
- Saginaw Chippewa Indian Tribe
- Jaclyn Sands
- Seneca Nation of Indians
- Phillip Tuwaletstiwa
- Akira Yamamoto

