

NATIVE LANGUAGE NETWORK

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

NOVEMBER 2006

NCIA and ILI Forge Partnership



Left to Right: Ernie Stevens, Jr. (NIGA), Knute Knudson (IGT), John Echohawk (ILI Board), Pat Nadeau (ILI Board), Jerry Hill (ILI President), Inée Slaughter (ILI ED), Joe Garcia (NCAI President & ILI Board), Gil Vigil (Governor, Tesuque Pueblo)

THE NATIONAL CONGRESS of American Indians (NCAI) and the Indigenous Language Institute (ILI) have partnered to preserve Native American languages and culture through the signing of a Memorandum of Cooperative Agreement on October 3, 2006 during NCAI's 63rd Annual Convention in Sacramento, California. President Gerald L. Hill (Oneida) of ILI and Governor Joe Garcia (Ohkay Owingeh), President of NCAI, signed the agreement in a ceremony with over 200 dignitaries from Indian Country attending.

The signing took place at the reception hosted by ILI, sponsored by Ernie Stevens, Jr., Chairman of National Indian Gaming Association and Knute Knudson, Vice President of Native American Affairs of International Gaming

Technologies. The partnership between the NCAI and ILI is a commitment of the two national organizations to work in concert to amplify the shared efforts to revitalize and perpetuate Native American languages and culture.

"As the preservation of traditional Tewa is a crucial element to the history and culture of the people of Ohkay Owingeh, so are all of the traditional Indigenous languages of Native people," said Ohkay Owingeh Governor and NCAI President Joe Garcia. "There were more languages present on the North American Continent than in all of Europe at the time of European settlement here. We must fight hard to preserve the ones that still remain and this working partnership will be a great tool in that effort."

"Our original Native languages are a critical part of our heritage and represent the most direct connection with the wisdom and ways of our ancestors," said ILI President Jerry L. Hill. "As such, it is our responsibility to insure that these

"NCIA" continued on page 8

BOARD OF DIRECTORS NEWS



ILI welcomes Dr. Rosita Worl (Tlingit) as its newest member to the Board of Directors. Dr. Worl is known as *Yeidiklats'okw*, and is *Ch'áak'* (Eagle) moiety of the *Shangukeidí* (Thunderbird) Clan from the *Kawdliyaayi Hít* (House Lowered From the Sun) in Klukwan.

She serves as the President of Sealaska Heritage Institute and is Assistant Professor of Anthropology at the University of Alaska Southeast. Having received a Ph.D. and a M.S. in Anthropology from

"Board of Directors" continued on page 11

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

Watekwahnuhelatuni ka'ikΛ, yotsanya't tsi' kΛntho teyukwatlau (*Greetings to you all who will get this*):

This is an eventful year for ILI. At the NIGA (National Indian Gaming Association) Trade Show in Albuquerque in April, ILI was presented the "Chairman's Award" for outstanding language work directly with communities. ILI made presentations at the Stabilizing Indigenous Languages Symposium in Buffalo in June, where I felt honored to be chosen as one of the keynote speakers along with Tom Porter (*Mohawk*), John Teller (*Menominee*) and several others over the 3 day event. ILI Executive Director, Inée Slaughter and Tech Coordinator, Chris Harvey made a presentation on ILI's Technology and Storytelling Workshops, a project in partnership with IBM. IBM has committed to sponsor 2 workshops each year for 7 years, and we are planning the next one in Oklahoma. The most recent workshop was conducted in Oneida, WI (my home) at the end of April and was a resounding success, as each of the others has been. Throughout our travels on behalf of ILI, we find that technology is employed more and more in Native communities and with Native language activists.

Native Languages in the Information Age

To me, ILI's work is living proof of the fact that Native people have embraced computer technology as another important tool to address their language needs. This isn't being done passively; rather, this technology is completely practical and an economical way of generating our own language materials directly from our communities with our own experts: our speakers. Other experts are the people who are proficient in computer science, both by practice and training, and are bringing that talent to the community's language work. For me, personally, this is an exciting time.

In each of our workshops we have been pleasantly surprised by the many language workers, teachers, activists, Tribal leaders and speakers who are computer-literate as well as personally motivated to do this important work. They have been appreciative of the ILI's unique offering to install language-specific keyboards and utilizing product templates in developing projects that they, as participants, have initiated.



Much Remains To Be Done

What we've witnessed is positive and encouraging but we must not forget that we cannot stop working or become complacent about our languages. Native languages are still endangered and until a critical mass of speakers of our languages exists in our communities, our languages will remain on the road to extinction. Many of our communities are down to a small handful of speakers; contrast that with the fact that other languages in the world are considered endangered yet have hundreds of thousands speakers. Our work is definitely cut out for us.

Critical Mass

Critical mass, as I'm using that term here, is observable by anyone. When our languages are used subconsciously in everyday conversation wherever we go in our communities, it means that there are enough speakers for that to happen. There is, within our communities, a discrete critical number of speakers of our languages that create opportunities for most everyone to be exposed to the sounds of their own languages, a necessary first step to acquisition.

Unfortunately, many communities have lost that critical mass even though there may still be some speakers. In many of our communities, most speakers are of advanced age and few in number. This remains the case notwithstanding feel-good claims we may hear to the contrary.

Consider the critical mass of a camp fire. When it goes out, it's out. One can build another fire, but it becomes a different fire. It is better to keep a fire going than to start a new one. It is as if our languages are a fire that is going out and with it the light and warmth it represents will truly be lost. Ceremonies nurture the fire, yet all is created from daily conversation in the home and community. We cannot speak for the religious significance of our cultures but we can, and do, address the need to use and hear our languages in the community, by our spokespeople and, most importantly, by our families in the home.

The Indigenous Language Institute is focusing on assisting communities in building their critical mass of speakers. Our Language Materials Development Center (LMDC) and its Technology in Storytelling workshops,

"Message" continued on page 3

ILI's New Staff Members



Tom Kauley is Operations Manager of ILI's Language Materials Development Center (LMDC) and started on June 1. He is a member of the Kiowa Nation in Oklahoma. Prior to coming to ILI, Tom was Operations Director for the Gates Millennium Scholarship Program in Washington, D.C. Tom has a personal dedication to ensuring that his Kiowa language and culture remain vibrant and this passion drives his commitment to carry out LMDC's mission "to help communities help themselves" to preserve and perpetuate the Native languages.



Laura Benavidez is Executive Assistant to the Executive Director and began in March 2006. Laura is a member of the Pueblo of Nambe in northern New Mexico. She has numerous years of experience working in law offices. Laura was Executive Assistant to the former Governor of Nambe Pueblo, Tom Talache. She is interested in taking Tewa language classes at Nambe Pueblo. Her other interests are jewelry making and pottery, and to that end is enrolled in classes at the Poeh Center in Pojoaque Pueblo.



Candace Martinez started her employment with ILI in June as Project Coordinator for the New Mexico State Library Native Language Web Site Project titled "Telling Our Stories". Candace is a member of the Pueblo of San Ildefonso situated north of Santa Fe. She is part-time staff member focused on this two-year project to help build the web site with input from all the tribes that are in New Mexico. Candace is a potter and dedicated to education of children in both contemporary and traditional arenas.

"Message" continued from page 2

among the other things we do, places effective and modern tools that can be used by Native communities in their language work now.

Partnerships with Other Organizations

ILI has established many formal and informal associations with organizations, communities and individuals. This is an important component of our strategy to build an organized network for information exchange that strengthens community-based language work.

ILI is often approached by outside organizations and individuals to enter into partnerships of mutual support and collaboration. The Board of Directors and staff discuss whether or not the proposal will advance ILI's work to advance in-the-community effect.

I am pleased to announce our newest partnership with the National Congress of American Indians (NCAI). ILI and NCAI signed the Memorandum of Understanding at the NCAI National Convention in October in Sacramento.

ILI has also received encouragement and support

from the National Indian Gaming Association (NIGA) and Ernie Stevens, Jr. who is the Chairman of NIGA. Each of these important partnerships shows the wide range of interest from various Native organizations in the work we are doing.

If I'm raving a bit it is only because the window of time left to work is still closing. Actual realities can make the dire predictions of some linguists facts. ILI refuses to accept the terrible scenario in which our languages become extinct.

We need to use our languages and encourage one another at this crucial time in our history, or all the programs and energy being expended will be without the necessary effect.

Ta ne thoniyole wakalihwatkweni (this is as far as I will go this time)

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

The Pueblo of Ohkay Owingeh Making Changes Through Native Language

By Layli Long Soldier

IN SEPTEMBER 2005, San Juan Pueblo passed the resolution to return to the name of their town origins, Ohkay Owingeh. The name San Juan is attributed to Don Juan de Oñate, as the Spanish mission and territory were established in 1598. When Governor Joe Garcia took office again in 2005, he drove the initiative to change his Pueblo's name from San Juan Pueblo to Ohkay Owingeh - an idea that was in the works for over a decade.

Governor Garcia recalls the motivation for change, saying, "when I became Governor the first go-around (in 1995), we would introduce ourselves and say '[I'm] from San Juan Pueblo'. When I got more involved with tribal government, I said, 'I don't relate, personally, to San Juan Pueblo. I say my prayers every morning with corn meal and what-not, and I always speak in Tewa. I never mention San Juan Pueblo. I mention our place and hometown in Tewa.'" In the spring of 1995, the tribal council introduced a survey to the people of the pueblo to gauge their reaction to a name change. The polls indicated a positive response with 87.5% in favor. Other community issues took precedence, and several terms passed before the council would return to discussion of the name change. As Governor Garcia explains, once begun, the process to change their name was fairly simple. When the tribal council voted and passed the resolution in 2005, it became law. The State of New Mexico recognized the name change as binding and Governor Richardson expressed his support by issuing a formal proclamation to state government agencies, requesting all future correspondence to refer to the pueblo as Ohkay Owingeh. Governor Garcia says the support received from the Governor of New Mexico, "demonstrated the sincerity of Richardson, in terms of government to government relations. And that was a big help."

Garcia says he respects the prerogative of each Indian Nation to decide for themselves whether to use traditional names to identify their own tribal communities and historic sites. As sovereign nations, he honors their right to choose. For his pueblo, however, he attests to an immensely positive reaction to the change, both from



Governor Joe Garcia of Ohkay Owingeh



the general public and his own community. For Governor Garcia, the Tewa name *Ohkay Owingeh*, which means "the Strong People", is an integral part of who they are as a people. He says the change has created awareness and, in a spiritual sense, made the pueblo stronger. "I talked to my administration and said we should push this [change] because it means a lot to us. Because when you go out and speak you can always relate to *Ohkay* - I'm an *Ohkay* from *Ohkay Owingeh*. That tells people who I am, where I'm from and basically, in our own minds, what we're placed on this earth to do."

The Storytelling with Technology Workshop Held at Oneida, Wisconsin

By Chris Harvey

THE SOVEREIGN ONEIDA NATION of Wisconsin played host to the third “Ancient Voices, Modern Tools” Native language publishing workshop. In April of this year, ILI’s “Storytelling with Technology” workshop brought together many elders, language teachers, language revitalization activists as well as young people from the Great Lakes region and beyond. With the generous participation of ILI’s corporate partner, IBM, the workshop was expanded to accommodate approximately fifty people.

The attendees met each morning at the Oneida Nation Community Education Center: a modern computer laboratory with cutting-edge workstations and knowledgeable staff, yet with an open and friendly community atmosphere. Throughout the three days, the Oneida Nation provided excellent meals including a feast and social on day two where all participants and instructors enjoyed plentiful, good food and dancing.

On the first day, the participants were given instruction on the nature of the new font and keyboarding technologies which are revolutionizing the way which Native languages are integrating with computers. Of the more than fifteen languages represented at the workshop, most use an orthography which contains several letters and diacritics (accents) which go beyond the usual English A-Z. Some, like Oneida’s *í* or Quinault’s *λ* may be completely unknown

to those outside those communities. One of the cornerstones of the ILI workshops is to facilitate bringing the Native languages onto computers in a safe and reliable way: the language content is not dependent on a single, non-universal font.

After the comprehensive look at the new fonts and keyboards, each student was provided with a unique keyboard layout with which their language could be conveniently typed. Everyone was able to practice the procedure of changing the computer’s settings to enable the keyboard layouts, so that upon returning home, they could easily install the technology on other computers in the schools or in the wider community. In the few cases where ILI’s technical coordinator did not have the keyboard layouts programmed ahead of time, after a few minutes of informal talk among the participants, he was able to work immediately on designing the necessary keyboards. Everyone had their language’s own keyboard functioning soon afterward.

Providing instruction at the workshop were the four members of ILI’s Language Materials Development Center (LMDC) Technical Advisory Committee: Tonia Williams (web manager for the Cherokee Nation), Manuela Noske (Microsoft), Kerry Langford (IBM), Chris Harvey (ILI/Languagegeek). Assisting the instructors were Candace Galla (University of Arizona) and Angelina Simpson

“Workshop” continued on page 8



Tech classroom “A” at the Oneida Nation Community Education Center during the Storytelling with Technology Workshop

ILI Merchandise and Handbooks



“Awakening Our Languages” Handbook Series

\$44.00 for set of 8 handbooks
\$5.50 for one handbook

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.

- Handbook 1: Awakening Our Languages
- 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

Native American Youth Language Fair Manual & Video – \$15.00

Youth Language Fairs have become an exciting way to spark the interest of young people in our communities. This manual and video are designed as guides for planning and handling the many tasks in organizing these events.



Shipping and handling:
\$5.00 for first unit, add \$2.00 for each additional.



Canvas Tote Bag – \$10.00

Shipping and Handling:
\$3.50 for first item; add \$1.00 for each additional.

Language Clocks & Watches – \$25.00

What language do you want? Clocks and watches can be special ordered in a Native language of your choice. Call for more information.

Currently available in:
Anishnabemowin, Chickasaw, Chinuk-Wawa, Comanche, Diné, Hopi, Kiowa, Lakota, Luiseño, Maliseet, Mi'kmak, Mikasuki/Seminole, Nimipu Nez Perce, Nomlaki, Okanagan, Oneida, Passamaquoddy, Penobscot, Potawatomi, (Northern) Tewa, Tolowa, Umo'ho, Yup'ik.



Shipping and Handling:

Watches – \$3.50 for first item, add \$1.00 for each additional.
Clocks – \$5.00 or first item, add \$2.00 for each additional.



ILI Members receive 10% discount on purchases



PLEASE CALL THE INDIGENOUS LANGUAGE INSTITUTE TO ORDER (505) 820-0311.

ILI's Language Materials Development Center and Tech-Knowledge Workshops

The objective of Indigenous Language Institute's (ILI) **"Language and Tech-Knowledge Workshop Series"** is to provide local community people, teachers and organizations with the technology tools, knowledge and skills to develop their own print, audio and visual materials in their Native languages for use in teaching and learning environments. 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.

This workshop series has been developed through the generous corporate sponsorship of IBM. Through the support of IBM, ILI has expanded the scope of language services that it provides to Native communities throughout the United States and Canada.

The **"Storytelling With Technology – Publishing Workshop"** is designed to provide technology skills to create innovative and community-specific print language materials with accompanying images. This workshop provides hands-on training on the use Native language-specific keyboards developed by ILI using Unicode technology; Microsoft Publisher and scanning technology to add culturally appropriate images (e.g. artwork, photos, etc.) to Native language text.

The **"Storytelling With Technology – Audio Workshop"** is a new workshop designed to provide technology skills to create a unique audio and visual Native language story on a personal computer using various multimedia materials such as photographs, artwork, music clips and other memorabilia, combined with personal narration. This workshop provides instructor assisted training and computer lab experience on the use of MovieMaker2 software, Audacity audio software, Adobe Photoshop and Windows Media Player features.

Each workshop is three days in duration, during which time participants engage in hands-on lab activities and work directly with the instructors. Participants work with software on language projects of their choice and leave the workshop with a complete, newly generated Native language product. Additional workshop topics will be introduced in 2007

For more information regarding the LMDC or training workshops, please contact:

Tom Kauley, LMDC Operations Manager
(505) 820-0311 ext. 13
lmdc@indigenous-language.org

Excerpt from the storybook *Nuhgah Nooch Muhnurk Tahs Uhtuh* written by Venita Taveapont of the Ute Language Program. This bilingual book was developed at the Fall 2005 Storytelling with Technology workshop in Pojoaque, New Mexico.

Kahgooch yevʼ, turgurch yevʼ,
Унcheech yevʼ, koonooch
yevʼ uhtueh soomynah.



Respect your grandmother, grandfather on your mother's side and grandmother, grandfather on

Koomy yes uhtuh soomy nah,
“Мукwн!” мунаhoh.



Respect others and always say, "Hello!" to them.

"Workshop" continued from page 5

substantial increase in the number of people attending the workshop, each student received personal and hands-on guidance from the instructors.

With the tools for writing in the Native languages installed and ready, Microsoft Publisher (included in Microsoft Office Professional) was used for the remainder of the first and the entirety of the second and third days. In the computer laboratory setting, every participant was given the opportunity to create one or more storybooks, for use as curriculum materials in their language classes.

The storybooks ranged from more traditional subject matter to tribal history and even cooking instructions. Once the integration of the text and graphics was complete inside Publisher, the technology center's color laser printer produced an excellent quality final product. By using card stock paper, and Publisher's ability to print out documents in booklet form (which automatically paginates and positions the storybook pages

(formerly of ILI). Even with the sub-

appropriately), the power of combining the participants' creativity with a home or office computer was plain to see. By producing the language materials locally, the

high costs and inconvenience of outsourcing of design and printing can be avoided.

As in all of ILI's workshops and other activities, the philosophy of doing it in the Native language was of primary importance. Some people chose to write bilingual stories, while others worked completely in the language. In either case, it is significant that, at the conclu-

sion of the three days, the participants left for home with the knowledge and skills to develop their own publishing materials. And as many educators are, by necessity, also curriculum developers, it is hoped that these skills translate into more high-quality teaching materials for community members learning their languages.

Thanks to Chairman Gerald Danforth, Carol Cornelius, Randy Cornelius, Don Hahnke and everyone from the Oneida Nation who contributed to the success of the workshop.

It was a great experience for me, the trainers were great to work with. The facility was excellent"

"NCIA" continued from page 1

languages are part of what we leave for our descendants."

Founded in 1944, the National Congress of American Indians advocates on behalf of more than 250 tribal governments, promoting strong tribal-federal government-to-government policies, and promoting a better understanding among the general public regarding American Indian and Alaska Native governments, people and rights.



Jerry Hill and Joe Garcia after signing the Agreements

Good Luck to Layli!

The Board of Directors and staff of ILI wish Layli Long Soldier much success in her endeavors as she leaves ILI after years of service as Project Coordinator. Layli goes back to her second year as full-time student of creative writing at the Institute of American Indian Arts (IAIA). In 2005 Layli was awarded the Truman Capote Award for poetry and literature. We are so proud of her accomplishments and wish her well in all her future work. She will continue to help ILI with the newsletter and other projects as time permits, as she juggles her higher education, career and motherhood!

COMMUNITY FOCUS

ILI Youth Documentation Project & The Pueblo of Pojoaque Garden Project

By Felicia Rivera

THIS SPRING, ILI, in collaboration with the Pueblo of Pojoaque Learning Center and Education Department, initiated a Youth Documentation Program that will summarize and inform communities about the 2006 Pueblo of Pojoaque Community Garden Project and the revitalization of traditional pueblo agriculture. This Youth Documentation Project is funded by a grant to ILI from The Christensen Fund. Upon commencement of the Project there was an obvious gap created between the very young and senior tribal members by the lack of youth (14yrs.-18yrs.) participants. With help from ILI, the Education Department was able to offer youth positions to help maintain the garden, take pictures, write, and attend necessary trainings in research, writing, book layout, and digital storytelling.

Francine Maestas, from the Pueblo of Pojoaque, began planning the Community Garden Project last winter after touring the seed bank and participating in planting at the Poeh Cultural Center and Museum in Pojoaque, where she is the Assistant Museum Director. This inspired her to visit the Tierra Azul Gardens in La Mesilla and Tesuque Pueblo gardens both of whom made donations to start the Project. Wheat was planted in the field near the Pueblo of Pojoaque Family Learning Center. The wheat field would later become the community garden.

Although, the Pueblo of Pojoaque Education Department (PPED) only received one youth applicant, much was accomplished in documenting the project. PaaWee Rivera, age 15, is researching the Pueblo of Pojoaque's



agricultural past and present through interviews and Poeh Center resources. He is also helping with garden maintenance in his family garden and the community garden, and receiving training on desktop publishing software, book making, and digital storytelling. Felicia Rivera, PPED Director, serves as the Youth Documentation Program supervisor, Cristal Suazo, PPED Assistant Director, serves as supervisor and provides technical assistance; Michael Miller, La Puebla author, provides book writing and research training; Tom Kauley and Candace Martinez from ILI provide training for digital storytelling.

The Pueblo of Pojoaque continues to make agriculture a priority by supporting and organizing the Pojoaque Farmer's Market, the Community Garden Project and the Youth Documentation Program. The future plans for the Community Garden Project include emphasizing strictly organic seed and produce, medicinal and dye plants, and setting up a booth at the Farmer's Market. The funds collected from the Community Garden Project sales will go back into the project for tools and water collectors. The Pueblo of Pojoaque Education Department hopes to expand the Youth Documentation Program next season involving more Pueblo of Pojoaque youth. The Program will emphasize peer training, digital storytelling, desktop publishing, and Tewa language in agriculture. All of the participants hope to continue developing relationships with surrounding organizations and other pueblo agricultural programs.



PaaWee Rivera and ILI's Tom Kauley at the LMDC

Using Technical Workshop Skills with O’odham Language

By Gwendolyn Paul



Gwendolyn Paul receiving her IBM laptop prize from Kerry Langford of IBM

My name is Gwendolyn Paul and I am from the Gila River Indian Community. I’ve worked at the Blackwater Community School F.A.C.E. Program for 15 years.

I teach the GREAT ages of 3 – 4 (preschool). In October 2005, I went with two other staff members to a conference [ILI Technical Training Workshop] that was put on by the Indigenous Language Institute in Pojoaque, NM.

The conference was very interesting. We learned how to make flash cards, newsletters and books. The most exciting part was when the presenters showed us the keyboard that had our O’odham font. That was really neat. We couldn’t wait to type a word out in our O’odham language. IBM was a big part of this workshop. IBM gave away two laptops for prizes. Well, I never seem to win any sort of door prizes, but I happened to win one of the laptops and the O’odham font was installed for me. That was great. We have been using the O’odham font in our Adult Education classroom. The students made flash cards and crosswords in the O’odham language. As of now, we are going to make a pattern book. I would like to thank IBM for the laptop. I’m not very good with computers, but they say practice makes perfect. So, hopefully, someday I will

become comfortable using computers. I can practice on the laptop as much as I can and call it my very own. Thank you again.

“Telling the Stories” Web Site Project Progresses

By Candace Martinez

AS THE W.K. KELLOGG funded project takes form, I must express my passion for this endeavor. When I joined ILI earlier this year, I came on board as excited as I could be, but did not know how much this undertaking would change my life! What started out to be employment with an extraordinary group of people, became a quest for language for myself, my family, my community of San Ildefonso Pueblo, and my people. I realized the importance of the project since the beginning, but my personal interest in it has become my motivation to encourage the 22 Native American language groups in New Mexico to participate.

Contracted by the New Mexico State Library Tribal Libraries Program, ILI will provide links to resources available through the New Mexico Department of Cultural Affairs, to New Mexico’s Native American com-

munities. This information will be offered in each community’s respective Native language. In addition, ILI will create an on-line site where the communities can “tell their stories” in spoken or visual format. Each Tribe has the opportunity to tell a unique story about their culture and language, in their Native languages.”

One very exciting visual format is known as ‘digital story telling’- a short video or clip. A digital stories workshop will soon be available as part of ILI’s technical workshops.

As the project continues to develop, I look forward to working with all the Native American communities in New Mexico and their language programs. Please call ILI (505) 820-0311 X-10 for more information on the Telling the Stories website or training in a Digital Storytelling workshop.

ILI and The Cultural Conservancy Combine Resources

In August of this year, ILI entered into agreement with The Cultural Conservancy (TCC) to feature ILI's on-line Native Languages Revitalization Resource Directory in TCC's audio and video ethnographic recording manual, "Living Voices".

"Living Voices" is a manual that will be a step-by-step resource guide for ethnographic recording techniques and consideration. It is estimated to be published in Spring, 2007. As a part of the project, ILI's resource guide will be updated and revised --adding new resources, groups and information. We look forward to this collaboration between ILI and The Cultural Conservancy, which will result in

development of valuable resources both organizations will have to offer communities.

Please visit our website www.indigenous-language.org to view the current version of ILI's Native Languages Revitalization Resource Directory, and anticipate updates in the near future!

NIGA Awards ILI

At the National Indian Gaming Association's (NIGA) 15th Annual Trade Show and Membership Meeting in Albuquerque, New Mexico, this April, an awards ceremony was held to honor efforts to boost hurricane relief, trust land protection, youth sports and tribal language preservation and protection.

NIGA Chairman Ernie Stevens, Jr. and Olympic gold medalist Billy Mills handed out the 2006 Chairman's Leadership Awards to organizations who are making strides in these efforts. ILI President Gerald Hill and ILI Endowment Chair Wes Studi accepted the award recognizing ILI's work to "protect, preserve and perpetuate endangered Native languages".



Wes Studi, Jerry Hill, and Billy Mills at the NIGA Awards ceremony

"Board of Directors" continued from page 1

Harvard University, and a B.A. from Alaska Methodist University, she has been awarded many honors and works with several different Native organizations. Her range of experience includes membership on the Board of the Sealaska Corporation and the Sealaska Heritage Institute, tribal anthropologist for the Central Council of Tlingit and

Haida Indians of Alaska, and an expert on Tlingit society and property law.

Worl has lectured and written extensively about Alaska Natives, publishing articles on such topics as the equality of women in Alaska Native and American Indian cultures, influential changes resulting from the creation of Native corporations, and the repatriation of cultural objects. She held the position

of editor and publisher of Alaska Native News. She has been an expert witness on legal cases involving Native property issues, and has been an advisor on Native affairs to government officials at state and national levels. Among her honors, she received a Ford Foundation Fellowship, the Alaska Press Club Award for Excellence, the Gloria Steinem Award for Empowerment, and the Women of Hope Award.

The Indigenous Language Institute

560 Montezuma Avenue, Suite 202
Santa Fe, NM 87501
Phone: 505/820-0311 Fax: 505/820-0316
e-mail: ili@indigenous-language.org
www.indigenous-language.org

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

♻️ Printed on recycled paper

ILI Language Materials Across the Country

ILI would like to acknowledge 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:

Eileen Bardeau – Seneca Nation Language
Laura Benavidez
Devin Chatoian – FIGR Tribal Library
Clive Christian
Beverly Crum
Hale De Korne
Rita Driver – Eastern Band of Cherokee, Department of Cultural Affairs
Marina Drummer – Advocates for Indigenous California Language Survival
Eastern Band of Cherokee
Joanna Hess
Hopi Day School

Hopi JR/SR High School
Perry Horse
Pat Jackson
Tom D. Kauley
Carol L. Lipponen – Bay Mills Community College
Larry Madden
Bill Madrigal
Jane Martinez
Massachusetts Institute of Technology
Nunavut Literacy Council
Wayne O'Neil - MIT
Owens Community Development Center
Matthew Pierle – Burt Lake Band of Ottawa & Chippewa Indians
Rose Poston – KNME TV
Dawn Ramer – HoCak Wazija Haci Language Division
Brenda Redeye – Seneca Nation of Indians Education Department
Jaclyn Sands
Simon Fraser University Bookstore
Stacey D. Stone – Nüümü Yadoha Program
Dawa Taylor – Hopi Language Program
Phillip Tuwaletstiwa

