

Contributors

Melissa Axelrod, Assistant Professor in the Department of Linguistics at the University of New Mexico, specializes in the structures and social uses of Native American Languages. She serves as a linguistics consultant on language maintenance, revival, and documentation programs for Tribes in New Mexico and Oklahoma.

Pauline Alfred is a Native speaker of Kwak'wala from Kingcome Inlet who now resides in Alert Bay, BC. Although she attended St. Michael's residential school in Alert Bay, she maintained fluency in her Native language. She has been teaching Kwak'wala at the elementary level since 1976, and she currently teaches at Tl'isalagi'lakw School.

Grafton Antone, Wolf Clan, was born in 1942 on the Oneida of the Thames Indian Reserve. He learned the Oneida language as a first language and then learned English prior to going to Indian Day School. Grafton worked in Construction Engineering for 12 years. He holds a B.A. from the University of Western Ontario and a Master's of Divinity from Victoria University, University of Toronto. Grafton's ministry with the Council Fire Native Cultural Centre and the Toronto Urban Native Ministries of the United Church of Canada includes the singing tradition of Water Drum social songs, which reinvigorate the spirit of all who listen and dance to the sound of the Drum, the HeartBeat of the Nations.

Anne-Marie Baraby has been working on Amerindian languages for the past 20 years, after having completed her graduate studies in linguistics in the field of Native American language description. She is now doing a Ph.D. in linguistics at Université Laval (Québec City). Ms. Baraby has also worked in the area of Native Education as a linguistics consultant as well as a teacher. During the past few years, she has been working on the standardization of Montagnais spelling systems. She has written a Montagnais verb conjugation guide and is collaborating on the writing of a Montagnais grammar. She is presently a part-time instructor in French grammar in the Département de linguistique et de didactique des langues at UQAM (Montréal).

Ruth Bennett, Shawnee and an Ethnographic Researcher at the Center for Indian Community Development, has taught California indigenous languages at the Johnson O'Malley K-12 Program of the Hoopa Valley Tribe, the Klamath-Trinity Unified School District, and Humboldt State University. Dr. Bennett has a Ph.D. in Language and Reading Development from the University of California, Berkeley, and a Standard Secondary Teaching Credential from San Francisco State University.

Heather Blair, an Associate Professor in Education at the University of Alberta, teaches courses in language education, reading and research.

Marion BlueArm currently lives on the Cheyenne River Sioux Reservation in central South Dakota with her husband and five of their eight children. Marion has a teaching degree and a masters in curriculum development with an emphasis in Lakota language studies. She is employed by the University of South Dakota, but she does her most important work outside the university where she and her

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husband are working to establish a “language nest” program on Cheyenne River. This program is a Lakota immersion daycare for pre-school age children, and it is geared to the revitalization of the Lakota language.

Peter Brand was principal of a school for Aboriginal students in Central Australia prior to six years of world travel, which culminated in British Columbia, Canada. Peter has taught at the LAU, WELNEW Tribal School for eleven years, collaborating for the past two years with Saanich language teacher John Elliott in the development of computer applications specifically designed for indigenous language instruction. Peter is taking a sabbatical from his teaching position to coordinate the development of a web based indigenous language dictionary for the British Columbia First Peoples’ Cultural Foundation. E-mail: pbrand@mac.com

John A. Busch, M.A. and Ph.D. in Sociology from Indiana University. His interests include systems philosophy, sociological theory, and environmental sociology. Dr. Busch has worked particularly with the transformation of industrial to information societies and with the factors that inhibit and promote change in understanding.

Guy Delorme is the Program Officer for the Learning, Employment and Human Development Directorate at Indian and Northern Affairs Canada where he works on education programs and policies. Previously, he coordinated the development of Kativik School Board mission statement and objectives, and developed and coordinated the recreation leadership training program for Nunavik. Guy is currently pursuing part-time graduate studies in Project Management at the Université du Québec à Hull.

Sueli Maria De Souza is from the Brazil/Kraho people (Tocatins) and is a professor in the Faculty of Letters and School of Law and Media at the University of Tocantins (UNITINS) and the Universidade Luterano de Brasil (ULBRA).

Galina Diatchkova is a doctoral candidate from the Institute of Ethnology and Anthropology. Russian Academy of Sciences, Leninskii prospect 32-a, 117334, Moscow, Russia.

John Elliott studied commercial art before apprenticing as a linguist and cultural historian with his late father, Dave Elliott. John joined the Saanich Indian School Board as a researcher in 1981 and now teaches at the LAU, WELNEW Tribal School. For the past two years, John has collaborated with LAU, WELNEW computer teacher Peter Brand in the development of computer applications specifically designed for indigenous language instruction.

José Antonio Flores Farfán has a Ph.D. in linguistics from the University of Amsterdam. He has co-authored, with Nahuatl speaker and local artist Cleofas Ramirez Celestino, a series of materials for children (books, tapes, videos, etc.) oriented towards the maintenance and development of the ethnolinguistic heritage of the Nahuas of Central Guerrero, Mexico. He is at the Centro de Investigaciones y Estudios Superiores en Antropología Social (CIESAS) in Mexico City.

Ken Foster is a long-time teacher-librarian. He currently work as the Instructional Support Teacher for Technology in the Saanich School District and as an In-service Associate at Simon Fraser University. His major interest and

contribution to the project has been supporting people in the use of digital video as a means of personal and professional expression. As well as supporting this language project, he is also supporting teachers in the school district in the use of video to improve their own instructional practices.

Jule Gomez de Garcia is a linguistics instructor and director of the Center for the Study of Indigenous Languages at the University of Colorado. She specializes in bilingualism, biliteracy, codeswitching, and Native American Language maintenance, revival and documentation programs. She works with Tribal People in New Mexico and Oklahoma.

Anne Goodfellow has been involved in research on indigenous languages since 1991, when she was employed as a education consultant for the Namgis Education Board in Alert Bay, BC, where she helped develop a Kwak'wala-language immersion program. She went on to complete a PhD in linguistic anthropology at the University of British Columbia in 1999, where she currently teaches.

George Guanish was raised in the Naskapi community and is a mother tongue speaker of the language. He has served as the head translator for the Naskapi Nation office since the early 1990s, and he also served as the translator for the first literature published in Naskapi, the “Walking with Jesus” reader series by the Canadian Bible Society. George was the first professional Naskapi translator to follow language and translation training courses for Native speakers, and he continues to serve his community as a resource for language materials and translation services.

Bill Jancewicz moved to the Naskapi community with his family in 1988 to continue a translation project started by the Summer Institute of Linguistics (SIL). He was quickly assimilated into the life of the community during the first years of learning the language. In 1992, he was invited to work at the Naskapi Development Corporation head office as a resident linguist, assuming the responsibility for the final editing and production of the Naskapi Lexicon (1994). He has developed computer-based systems for the production, analysis, and editing of Naskapi vernacular texts, and he has served as a training and language resource person for the community until the present.

John Janvier is a Dene Soun'line speaker and Instructor for the Cold Lake First Nation.

Timoti S. Karetu is from the Tuhoe tribe, New Zealand and is the Chair of the Te Kohanga Reo National Trust. He is a Maori language Commissioner—the first to be appointed to this position. He was Foundation Professor of Maori at the University of Waikato. He is a graduate of Victoria University, Wellington, New Zealand. He also holds positions such as Chair of the Aotearoa Traditional Maori Performing Arts Festival Committee and Rapporteur of the UNESCO Advisory Committee on Multilingual Education. His interests include Maori song and dance, with a special interest in the traditional chant, Tribal History, and the Language in all its forms.

Verna Kirkness, Cree from Manitoba, is Associate Professor Emerita of the University of British Columbia. Verna has worked in the field of Aboriginal

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education for over four decades. The many awards she has received for her work include three honorary doctorates, Canadian Educator of the Year in 1990, National Aboriginal Achievement Award in 1994 and she was made a Member of the Order of Canada in 1997. Her publications include five books, the latest being *Aboriginal Languages* which is a collection of her works.

Geneva Langworthy is a graduate student in Linguistics at the University of New Mexico. She has been involved in language planning and language preservation work with the Garifuna community of Central America for six years, working primarily with the National Garifuna Council of Belize. She also provides linguistic support to the language program at Picuris Pueblo in New Mexico.

Mary S. Linn is a Ph.D. candidate in linguistics at the University of Kansas who has been working with the Euchee (Yuchi) community in Oklahoma since 1994, writing a descriptive grammar of the Euchee language. Mary has been involved in language maintenance and revitalization in Oklahoma through the Oklahoma Native American Languages Development Institute and with the Oklahoma Language Association.

Marguerite MacKenzie has worked on Naskapi and the related languages of Cree and Innu-aimun (Montagnais) for the past 30 years. She has participated in training programs for language teachers and supervised grammar, lexicon, and text projects for the various dialects.

David Kanatawakhon Maracle has authored several books on Mohawk grammar, learning materials for adults studying Mohawk, and a Mohawk dictionary, now in a new edition. He also teaches Mohawk at Six Nations, the University of Western Ontario, and Brock University.

Janet McGrath is a language consultant who has since 1979 been involved in preserving and promoting the Inuktitut language through oral histories, translation and community development projects. Since 1975 she has tutored students in Inuktitut and since 1998 has offered language workshops in Ottawa. She grew up in Taloyoak, Nunavut.

Silas Nabinicaboo was raised in the Naskapi community and is a mother tongue speaker of the language. Hired under a job creation program to work as a translator at the Naskapi Development Corporation in early 1996, he has followed a number of language and translation training sessions during the course of his employment and has made remarkable progress in his ability to process Naskapi and English texts on the computer. He is gaining respect both inside and outside his community as a Naskapi language specialist.

Tessie Naranjo is a tribal member of Santa Clara Pueblo with a Ph.D. in sociology from the University of New Mexico. From her home base, Santa Clara Pueblo, she consults with museums, educational institutions and other native communities. Her pueblo values and beliefs determine how she lives and works in the world.

Sheilah Nicholas, Hopi, is a Ph.D. candidate in American Indian Studies at the University of Arizona. Her areas of interest include cultural preservation, tribal history, language revitalization/maintenance/preservation, American Indian Studies and American Indian women. She is an active participant in the American

Indian Language Development Institute of the University of Arizona and the Indigenous Language Institute.

Maureen Olson is the Bilingual Program Co-ordinator and Jicarilla language teacher at the Dulce Elementary School. The Jicarilla Apache Language Immersion Summer Day Camp (JALISDC) is part of an effort to revitalize the Jicarilla Apache language. A member of the Jicarilla Apache Tribe, Mrs. Olson received her B.A. in Elementary Education from Fort Lewis College in 1984. She later earned an M.A. in Education and an Educational Administrator's certificate from the University of New Mexico.

Donna L. Paskemin, M.Ed., a Nehiyaw/Plains Cree, was raised on the Nakiwacihk/Sweetgrass Reserve, Saskatchewan. She has been the Assistant Professor for Cree Language at the University of Alberta since 1997. Her research interests include oral traditions/history, Treaty 6, traditional women's roles, sacred place names, and Nehiyawewin/Plains Cree language and literacy development. She finds that her working relationship with her Father Myron and the continued support from her Mother Hilda have added to both her personal and professional growth. She wishes to continue integrating the traditional Nehiyaw/Plains Cree philosophy and teachings into her own work in the academic world.

Myron A. Paskemin is a Nehiyaw from Nakiwacihk, a Plains Cree from Sweetgrass, Saskatchewan. He was born many years ago on his Mother's reserve, Poundmaker. There, he was taught from the oral traditions as he was cradled in his traditional moss bag. He has been an Elder for the School of Native Studies, University of Alberta for the past few years. He has given numerous lectures on traditional Nehiyaw protocol, self-government, and oral history. The City of Edmonton awarded him an Elders Distinction Achievement in recognition of his efforts with First Nations people in Edmonton in 1999. He was involved with the Canadian Indigenous/Native Studies Association (CINSA) conference hosted by the School of Native Studies, University of Alberta in May of 2000. His lectures on traditional Nehiyaw protocol will be published in the conference proceedings. We hope you enjoy his pre-contact stories in this edition!

Francene Patterson is of the Tuscarora Nation. She has attended the American Indian Language Development Institute at the University of Arizona and the State University of New York at Empire State College. Currently finishing a B.A. in Native American Linguistics, she has taught the beginners adult Tuscarora language classes for over twenty years, as well as grades K-6 for several years. She is also involved in the Tuscarora Language Committee, a grassroots language advocacy program on the Tuscarora Nation.

Jacques Raymond has a Master's Degree in translation from the Université de Montréal, a BSL (Languages) from Laurentian University, a Certificate in FSL Teaching from Université de Montréal, and a Cambridge Proficiency Certificate. He was a professor of French as a second language for more than ten years and has been a freelance translator since 1982. He developed a Competency-Based Inuitit Translation and Interpretation Program for the Kativik School Board. The Program has been accredited by the Quebec Department of Education. He is presently working on specialized modules in translation and interpretation

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(law, medicine, mental health, meetings and assemblies). He is also involved in the certification process of Judiciary Interpreters in Nunavik.

Sally Rice is an Associate Professor in Linguistics at the University of Alberta where she researches and teaches in the field of syntax, semantics and child language acquisition

Merle Richards, of Brock University, specializes in the areas of language curriculum and multi-cultural education. In particular, she is interested in teacher education and curriculum design for strengthening threatened languages and bridging the gap between Aboriginal and mainstream values.

Te Tuhi Robust, Masterate in Education (hons.), University of Auckland, New Zealand, is the Executive Assistant to the Pro Vice Chancellor (Maori) of the University of Auckland and is a former principal of a bilingual school (Maori and English). Te Tuhi has extensive experience based on Kaupapa Maori/ Maori philosophy and practice. He is Chair of a Maori hapu/ subtribe trust whose activity includes iwi/ tribal development that specifically focuses on its relationship to the Crown. His most recent research in Maori education has extended his previous analysis of government policy and its impact on the Maori community.

Blair Rudes has produced various reference works on the Tuscarora language including, most recently, a Tuscarora-English dictionary. He is presently compiling a dictionary of the Catawba language from manuscript sources. He is an Assistant Professor in the English Department at the University of North Carolina at Charlotte.

Inée Yang Slaughter is Executive Director of the Indigenous Language Institute (ILI). Prior to ILI, she was Executive Assistant to the Director of the Getty Conservation Institute in Los Angeles (1983-1989), in charge of international cultural heritage conservation projects. She has worked in the fields of medical research (UCLA Laboratory for Kidney Transplant Research), and design and fine arts (graphic and interior design, consultation for artists). She has served as executive Director of ILI since September 1995. She brings to ILI her personal multilingual teaching and acquisition experiences and profound affinity for indigenous peoples.

Robert N. St. Clair, M.A. University of Washington in Romance Languages, M.A. University of California, San Diego in Linguistics, and Ph.D. in Anthropological Linguistics at the University of Kansas. His interests are the sociology of language, systems theory, cognitive linguistics, and sociological theory. Dr. St. Clair has worked in the development of bilingual education programs in the Pacific Northwest; and he has worked with many different cultural groups (Polynesian, Asian, Hispanic, and Indigenous groups in North America).

Juliet Thondlana is a lecturer in Linguistics and Communication as well as Head of the Department of Linguistics at the University of Zimbabwe, Africa. She has research interests and has published in the areas of Sociolinguistics and Communication at the workplace including Intercultural Communication.

Lois Provost Turchetti was born in Xaymaca (Jamaica) in 1955 of many nations. She learned the Jamaican Language and English at home and later learned

Spanish at school. Lois worked in Marketing for 15 years. She holds a Creative Writing and Humanities B.A. from York University and is currently an M.Ed. Philosophy candidate at the Ontario Institute for Studies in Education, University of Toronto. Her focus is Oral-Aural Tradition Philosophy of Learning and Archaeoliteracy. Lois began mythtelling in 1991, concentrating on intercultural relations through the *Global Indigenous Storyarts* where “earth” becomes “heart” by putting the first last and the last first.

Shirley Ida Williams is a member of the Bird Clan of the Ojibway and Odawa First Nations of Canada. She is an Associate Professor at Trent University and teaches language and culture in the Department of Native Studies. Shirley is a consultant to and sits as an elder at Sweetgrass, First Nations Language Council, for the Woodland Cultural Centre, Brantford, Ontario. She has travelled to many Native communities and many universities giving lectures, seminars, and workshops on various Native issues including language and culture. She has published a book *Aandeg* meaning “The Crow” and has translated Lenore Keeshig-Tobias’s book called *Bird Talk*. She has also translated a pamphlet for the Government on Breast Cancer. Shirley has numerous projects in the works such as the R.N.L. project (the Revitalization of the Nishinaabemowin Language), the Lexicon Dictionary, which is a collection of Ojibway and Odawa words organized and presented by themes, Language Textbooks, a Language Instruction Program on CD with spell check, Cross-word Puzzles, and Flash Cards (these are a set of coloured flash cards which help the students to associate the Nishinaabe word with a picture of the item).

Valerie Wood is a project Co-Director for the Daghida project and Dene Soun’line speaker from Cold Lake First Nations. She has a B.A. from the University of Alberta with a major in Anthropology and a minor in Linguistics.

Akira Y. Yamamoto, professor of Anthropology and Linguistics at the University of Kansas, has worked with the Hualapai Indian community for the past two decades. He continues his work with various language projects in Arizona and Oklahoma. He is active in bringing together language and professional communities for effective and long-lasting language and culture revitalization programs. He chaired the Linguistic Society of America’s Committee on Endangered Languages and Their Preservation.

Ofelia Zepeda, tribal member of Tohono O’odham, is a professor of Linguistics at the University of Arizona in Tucson, Director of the American Indian Language Development Institute and a community leader in the Tohono O’odham language projects. She is also an accomplished poet/writer, author of several publications including her book of poetry titled *Ocean Power: Poems From The Desert*. She is the recipient of the prestigious MacArthur Fellowship 1999 for her work in revitalizing Indigenous languages.