



AILDI *News & Updates*

AUTUMNAL 2021 ISSUE

News, events, updates, opportunities:
Everything and anything related to AILDI and Indigenous languages!

[Our Website](#)

INDIGENOUS LANGUAGE PROGRAM DIRECTORY *Highlight*



Qʷi·qʷi·diččaqʔi

Makah Language Program

Qʷi·qʷi·diččaqʔi

The Makah Language Program at (Neah Bay, WA) was founded in 1978, the same year the *Qʷidiččaʔa-tx̣* (Makah Nation) adopted their current alphabet. The program has been instrumental in sustaining and nurturing the language.

The Makah Language Program (MLP) serves the Makah Nation in providing resources, training, and classes. Currently with a staff of six, the program provides language classes for K-12 at the Neah Bay Elementary and High Schools.

The program's history begins in the 1980s, with one primary level and one middle school language class (2nd and 5th grades, respective) begun as part of a pilot program at the Neah Bay Elementary School, and has since expanded significantly.

The program's goals are to (i) maintain and protect the Makah Language, (ii) restore and revitalize the Makah Language to spoken fluency, and (iii) educate the children and people as scholars, able to compete anywhere in today's world and yet maintain their Tribal heritage. The program's overarching mission is to bring the language to a point of high vitality where Makah language becomes the main language of use once again.

Although there is a large focus on early education, the MLP provides adult materials and offers adult classes. More recently, MLP teacher Maria Hita·ʔa·ʔoʔ Pascua has worked to

provide additional support for adult learners by creating Q^wi·q^wi·diččaq dialogues that occur in common places in the community, involve typical activities, and further integrate Makah worldviews and traditional teachings. The lessons integrated and were created using the Makah epistemology, *hi·dasubač*, for learning and practicing in a holistic way.

The MLP has faced other challenges common to language programs regarding the complexities of funding and allocation, but note that the challenges of central concern are the creation of new conversational speakers. They note the need for more language practice and training to overcome plateaus in speakers and instructors. The MLP hopes to achieve higher conversational and fluency levels, and also note challenges posed by the recent disruption by the COVID-19 pandemic in teaching as the language could not be typed or word-processed remotely until new keyboards for the language arrived.

Despite disruptions, the MLP has been quite active, receiving an ANA grant to supplement language teaching and learning activities as well as a before/after school program for K-8. As well, they received an IMLS grant mid-COVID to produce a new dictionary/wordlist app (project still in progress). In addition, they are also developing a language learning app via the BIA Living Languages Grant Program, and were newly awarded another grant to complete ELAN transcription of older digital audio in 2021-22.

In terms of short-term goals, the program intends to produce audio of speakers of common daily life phrases and images for the language learning app, especially after requests from the community to hear more language. For long-term goals, MLP hopes to complete transcribing archived audio from first speaker elders, which will also supplement digital and physical dictionaries. The MLP is also working Makah Automatic Speech Recognition (ASR), a project under development with the International Wakashan AI Consortium at MIT to allow for and increase the speed of audio transcription.

Language use in the community continues to increase, with much interest and widespread support for language activity, with community members looking for new avenues and contexts for language use. Community members have requested audio of language to be available and heard more broadly, and the program is quickly pivoting to address new needs and expand the contexts of language use and learning via technology and the digital sphere.

[Visit the AILDI Directory here](#)
[for links to the Makah Language Program & more!](#)

Share the work you do!
Visit the AILDI Language Program Directory.



AILDI is creating a directory and map of all Indigenous language efforts: departments, programs, classes across the continent to promote language work.

The information you share with us is a resource for you and others, now and in the future for those in language work, learning their language, or engaged in collaboration.

Help us all be more connected.

SUBMIT your entry to AILDI's Indigenous Language Program Directory [here](#).

Save The Date!

AILDI 2022 Summer Institute JUNE 6TH – 30TH



As AILDI enters into its 44th year of commitment to Indigenous Language education, we are thrilled to announce the dates for AILDI's 2022 Summer Session. We are excited to safely but cautiously hold three (3) course offerings in face-to-face / in-person as well as one (1) via online modalities for the coming session.

Additionally, we would like to share that several professional language development workshops will also be held. Save the date and keep an eye out for future newsletters sharing info about the course and workshop offerings, including name/titles, instructors/facilitators, course numbers, and more. *We look forward to seeing you .*

HOLIDAY *Highlight*

National Native History Month

NOVEMBER 1 – 30TH, 2021

On October 11th this year, President Biden became the first president to formally recognize Indigenous Peoples' Day, signing a presidential proclamation declaring it a national holiday to recognize the invaluable contributions and resilience of Indigenous peoples.

This and many other reasons make this year's National Native American Heritage Month (NNAHM) especially notable. As part of AILDI's contribution to its celebration and observe, we feature Indigenous Women Leaders throughout the month this year. We take a moment to reflect on NNAHM's history.

In the beginning, the proposal was for an 'American Indian Day'. One of the first proponents was Dr. Arthur C. Parker (Seneca), then director of the Museum of Arts & Science in Rochester, N.Y. Although observed by the Boy Scouts of America for only three years, his efforts were not in



vain.

In 1914, Red Fox James (Blackfoot) rode horseback from state to state seeking approval for a day to honor Native Peoples and on December of 1914, he presented the endorsements of 24 state governments at the White House. In 1915, as the idea began to rise in popularity, the Congress of the American Indian Association—directed its president, Rev. Sherman Coolidge (Arapaho)—formally approved a plan for 'American Indian Day', at its annual meeting in Lawrence, Kansas. New York was the first state to observe 'American Indian Day' in 1916. This soon spread to other states over the decades, designating different days in September, October, or November as 'Native American Days'.

In 1937, President Franklin D. Roosevelt proclaimed so-called 'Columbus Day' a national holiday almost entirely as a result of intense lobbying by the 'Knights of Columbus', a Catholic organization. In 1977, the International Conference on Discrimination Against Indigenous Populations in the Americas, sponsored by the United Nations in Geneva, Switzerland, began to discuss replacing 'Columbus Day' with 'Indigenous Peoples' Day' instead.

However, earlier efforts had pushed for longer observances such as J.C. Elliott-High Eagle (Cherokee). In 1976, High Eagle authored bills signed by President Gerald R. Ford for for 'American Indian Awareness Week' (from October 10th to the 16th). This came to a head in 1990, when then President George H. W. Bush approved a joint resolution designating November 1990 'National American Indian Heritage Month'. Similar proclamations have been issued since 1994, some even providing themes to focus on such as 2005's theme of 'Respecting Tradition, Embracing a Healthy Future'.

In 1992, with the 500th anniversary of Native Peoples' discovery of Europeans approaching, the Bay Area Indian Alliance and their 'Resistance 500' task force was formed and worked to convince the city council of Berkeley, California, to declare October 12 as a 'Day of Solidarity with Indigenous People' and 1992 as the 'Year of Indigenous People'. The city implemented related programs in schools, libraries, and museums and has celebrated the day annually since.

Such efforts have continued to mount and spread, with an increasing number of states foregoing the so-called 'Columbus Day' and celebrating 'Indigenous Peoples' Day'. In concert, this has also furthered support for the National Native Heritage Month. This year's month comes with the knowledge of long histories of interconnection between the two observances and between Native nations who have worked, organized, and supported each other for over a century to make these accomplishments possible for us all. Join us in honoring those who struggled before us, those continuing the struggle today, and all future generations. We wish you a happy NNAHM and a great holiday season.

For more information or resources, check out the links below.

- U.S. Dept. of the Interior: Bureau of Indian Affairs. (c. 2015). [*The creation of American Indian Heritage Month: A brief history \[PDF\]*](#). Accessed at <nrcs.usda.gov>.
- CURL, JOHN. (c. 2007). [*'A Documentary History of the Origin and Development of Indigenous Peoples Day, Part I: the Geneva Conference of 1977'*](#). *Archives of Indigenous Peoples Day*. Accessed at <ipdpowwow.org>.

INDIGENOUS LANGUAGE PROGRAM DIRECTORY

Do you know a language program or department?
Help us build an international Indigenous directory.

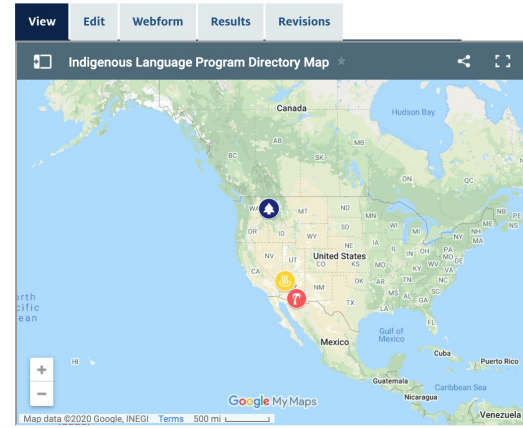
Check out our map! We are creating a directory map of Indigenous language

departments, programs, classes, and efforts across the continent to increase interconnection, support, and awareness of language work.

Each entry is a resource for those interested in learning about your Peoples' language work, those learning their own language, or those interested in doing collaborative work.

SUBMIT an entry to AILDI's directory [here](#).

Indigenous Language Program Directory Map



[Visit the AILDI Directory Map here!](#)

LANGUAGE MEDIA *Highlight*

'Is it hard to learn your language?' Dr. Sheilah Nicholas (Hopi, at AILDI & ATALM 2016)



This Native Heritage Month, as we turn inwards to consider our achievements and contributions, we reflect on both the struggles and rewards of language work.

In 2016, AILDI organized a summit entitled, *Indigenous Languages Survival Kit: Identifying the Essential Components* held in conjunction with the Association of Tribal Archives, Libraries, & Museums' annual conference. Short videos were made to prepare participants to fully engage in the summit discussions.

This newsletter, we feature one such video from our archives by Dr. Sheilah Nicholas (Hopi) focusing on language learning activities that might be helpful for you.

Click the image left to watch.

For more AILDI videos like this, visit the [AILDI YouTube channel here!](#)

ONGOING *Projects*

Support Indigenous Language Stewards at AILDI
with a donation towards student scholarships

Support from our friends makes AILDI possible for future generations of students, teachers, community members, and activists.

All donations go towards AILDI scholarships and any amount—however big or small—is welcome.

If you have ever attended AILDI, you know its value. Honor your experience by giving back today!



[*Click here to donate today.*](#)

Share with us

Are you, your loved ones, or your community using any online immersion methods or digital resources we may not know about?

Help us to help share them so we all continue to use, learn, teach and grow language!

Take our brief survey to share any immersion techniques you use or any online resources you know!

If you or someone you know has used any of the resources highlighted in AILDI newsletters, please send us your feedback, thoughts, or comments at [*aildi2011@gmail.com*](mailto:aildi2011@gmail.com).



[*Sign up for our newsletter!*](#)



The American Indian Language Development Institute's (AILDI) mission is to provide critical training to strengthen efforts to revitalize and promote the use of Indigenous languages across generations. This is accomplished by engaging educators, schools, Indigenous communities and policy makers nationally and internationally through outreach, transformative teaching, purposeful research and collaborative partnerships. As a result of our work, we envision that the larger society will know that language revitalization is critical to sustain and reinforce Indigenous linguistic, cultural, physical, and spiritual health and identity.