Newsletter #8 Spring 2019



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Kwey! ◄ Tawâw! C I·°! Pee-piihtikwee! Bienvenue!

Welcome to The Foundation for **Endangered Languages Canada!**



Greetings! Boozhoo (Ojibwe), Tansi (Cree), Aaniin (Oji-Cree), Wotziye (Dene) Ho/Han (Dakota), Tanshi (Michif), Asujutilli (Inuktitug), Oki (Blackfoot)!

After a record-long winter across the country, the FEL Board of Directors would like to welcome all readers to Spring! As this season marks a time of renewal this newsletter brings "news" in new ways. In this issue we introduce a regional approach to organizing FEL news and hope that this will encourage you, wherever you live, to begin to gather material to share in the next newsletter.

We discovered multiple mini language promotional projects sprouting in small towns and urban centres among youth, families and elders. Sewing and clothing ventures reveal pride in creating and displaying daily language identity markers. In the soundscape we learned about a word a day lessons and new films in the north, video footage retrieval and library talks in Alberta and mini immersion language camps in Saskatchewan. We learned of

new language programs being offered in schools and welcome these opportunities for the employment and contributions of new teachers to youth, curriculum and resource development, and potential to transform the language use of powwows, conferences and gatherings. We learned of outcomes of a conference in B.C. and how Manitoba leaders have taken concerns to the United Nations in New York

Conferences abound and Canadian Indigenous language leaders are both spreading seeds around the world, and also returning with ways to enrich local policy and practice projects. Summer programs offer more opportunities to learn about language documentation, language planning, and pedagogy. This will be an exciting season! FEL extends congratulations to Rochelle Starr and Dorothy Thunder, recipients of the FEL Canada scholarship. Learn more about these amazing young women in this issue.

As our 2018-19 year comes to a close, we are reminded of how many positive ways we have

been able to harness technology in and out side of our classrooms. With members of the Board being located across the country and around the world we rely on Bluejeans and Skype for discussions, email and Google Drive for document sharing, and pictures for inspiration. All free! While there is never a substitute for face-to-face meeting, handshaking and a delicious potluck, we also know that FEL Canada would not exist if we did not learn to integrate the benefits of technology. So, please use technology to join our annual AGM on Friday, June 13 to hear guest speaker Randy Morin and learn more about FEL Canada - we begin at 1 pm in BC, 2 pm in Alberta and Saskatchewan, 3 pm in Manitoba, 4 pm in Ontario and Quebec, 5 pm in the Maritimes and 5:30 pm in Newfoundland and Labrador. Your voices are FEL Canada!

Looking forward to seeing and hearing from you in June!

Olenka and Heather

Special points of interest:

- Indigenous Languages in Uganda
- Learn about what other provinces are doing to revitalize Indigenous languages
- Meet the winners of the FEL Canada scholarship
- Join us at our Annual General Meeting on Friday June 13!
- Call for Poetry submissions in Indigenous lan-

Connect with Us!

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Email: felanguagescanada@gmail.com

Twitter: @FEL Canada

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Indigenous Languages in Uganda

Dr. Olenka Bilash, University of Alberta

As we put the final touches on FEL's Spring 2019 newsletter I find myself in Uganda working on a research project about teenage stigma related to HIV and AIDS. By working with elders we hope to revive traditional stories, build healthier intergenerational communication, and reduce the stigma associated with having or being tested for HIV.

Uganda is a multilingual country and there is no shame in speaking one's mother tongues! Uganda has two non-indigenous official languages - English and Swahili (from Kenya)- and over 40 indigenous languages. They can be divided into three main families—Bantu, Nilotic and Central Sudanic—with another two languages in the Kuliak family. The majority of the population attends primary school in their indigenous language and continues from grades 4-12 in English. About this policy and practice, UNICEF explains that the rationale behind the new policy to use local languages is manifold; it helps children de-

Lion Scientific Name: Panthera leo Local Names MPOLOGOMA Kiswahiii: SIMBA Murchison Falls NP, Lugisu Kidepo Valley NP, ITALAM Luo: LABWOR Runyankore Lifespan: 10 -14years (EKICUNCI 18-22 years (captivity) Gestation period: 90-110 days KAMI Threats to survival Rutoro/Runyoro: ENTARE Human-wildlife co Habitat loss Conservation Status Vulnerable (IUCN) QUICK FACTS The pride at UWEC has two males (Letaba and Africa) and six females (Zara, Biiza, Mutagamba, Sophie, Paradise and Zuri) It is the biggest cat in Africa. A roar from a mature lion can be heard 8 km away. A lion may sleep 20 hours a day.

velop a sense of belonging to and pride in their indigenous culture, improves early literacy results and enhances academic learning results over time. See UNICEF's *Evidence from Eastern and Southern Africa 2016* at https://www.unicef.org/esaro/UNICEF (2016)LanguageandLearning-Uganda.pdf

For interaction between regions and tribes people use Luganda, the language spoken by the largest indigenous group in Uganda rather than Swahili (which is imported from other parts of Africa). However Swahili is used when communicating with neighbouring groups in other African counties.

Examples of the use of indigenous languages in Uganda offers many ideas for language revitalization in Canada. For example, when we visited the zoo in Entebbe we found the word for each animal in multiple Ugandan languages. See Photo 1. The zoo even has a section of native plants with signage about local names and the health/medicinal value of each. Local and international ethno-biologists are working with Ugandans to record this well respected elder knowledge.

Visits to health facilities brought awareness of insuring that vital information is accessible to all. Posters are available in multiple languages.



Photo 1: Entebbe Zoo

Photo 2: Health care centre sign

All photographs by Olenka Bilash





Multilingual slogans and programs remind people of the financial benefits of a career in agriculture!

Photo 3: Agriculture sign

Photo 4: An ambulance outside a health clinic

Photo 5: Disease prevention posters in a hospital

All photographs by Olenka Bilash





Our project is located in the North where the Acholi people live. The Acholi speak Luo and it is a living language in all generations, especially in the villages. Posters about matters relating to health, safety, relationships, governance and other topics are provided in English and Luo in this region. (See photos 2, 3 and 4.) The Acholis have created their own radio station and they are working with elders to revitalize the wang-o – the traditional evening fire around which elders pass on stories, proverbs and riddles to the next generation. Our project strives to bring this cultural knowledge into the schools and transform it into interactive theatre presentations that will bring the uncomfortable topic of HIV and taboos to the fore, thus creating greater acceptance and compassion for all in schools and communities. After all, children born with HIV, rape victims and offspring, and those who acquired AIDS through lack of disclosure deserve a fair chance to fully participate in society. We all do!

During our visit we met with multiple stakeholders – community councils, district health and education officers, teachers and headmasters, leaders of AIDS organizations, elders, and youth – and learned about other groups to include as we establish an advisory committee for the four-year project. Working as a team will enrich the process and outcomes for all. The seven-person project team is lead by Dr. Bonnie Fournier of Thompson River University in Kamloops. Bonnie has worked for many years in Uganda and as well with indigenous communities in Canada's North.

Photo 6: Posters on the wall of a youth centre

nehiyawak Language Experience 'The mini workshops'



tansi etawiya,

kakiyosew oma niya ahpo kakiyosew nitisiyihkason.

I along with a cohort of other language master teachers teach a series of mini language workshops throughout the year. This year, the United Nations Year of Indigenous Languages 2019, we teach Cree to willing and eager participants. The introductory lessons in language learning are accompanied by the nehiyaw philosophy. Participants learn how to introduce themselves, say where they are from, what land they are from and describe their family connection. So for instance, when introducing oneself, kakiyosew nitisiyihkāson... means 'what I am called or my given name'. When breaking down and looking at that Cree word, the other word within it is my belly button -nitisiy. Those two words 'nitisiyihkāson and nitisiy' are in relation to mother and then the umbilical cord 'nitisiyeyāpiy' - is my umbilical cord. This is why names, introducing oneself and one's family, especially the matriarchal connections is so important.

Learning to Introduce one's self can take the whole day... another important feature to this is naming the territory one is on... niya ohci nikotwāsihk tipahamatōwin askiy means 'I am from Treaty Six Terrritory'. In naming and introducing one's self, family and connections, participants take great pride, and learning how to do this develops their self assurance and patience - this is also what we teach.

We the nehiyawak language experience cohort think of ourselves as language coaches or language therapists because learning to speak or reclaim our language is a healing and nurturing process. This is just a glimpse of what we do.

These language workshops run weekly every month in different parts of Saskatoon, along with Regina and Prince Albert, Saskatchewan. The program consists of sixteen hours of language instruction and four hours of homework. Students go home, practice, come back the next day and share their language learning abilities. We use a couple of language methods like the second language accelerated acquisition, direct method, and sign language. We will sometimes use songs and stories in our workshops. We are excited for our up and coming summer July camp, our 15th annual celebration taking place in Sturgeon Lake, Sk. This is where it all began: language reclamation on the home lands of the nehiyawak!

Belinda Daniels is from Sturgeon Lake First Nation, SK. She is a grandmother, mother, scholar and a Language Warrior. She currently is working on her Ph.D in the area of language revitalization. She is an adult second language learner of Cree and also the Founder and Co-Director of the nehiyawak Language Experience Inc. www.nehiyawak.org. She is employed with the Saskatoon Public School Division and is a sessional instructor with CILLDi and currently the President for FEL Canada. Follow her on Twitter @belindadaniels9.

UN News

United Nations Forum on Indigenous Languages April 22- May 3, 2019

Tens of thousands of indigenous leaders from around the world descended upon the United Nations April 22- May 3, 2019 to participate in Traditional Knowledge: Generation, Transmission, and Protection. Although the forum includes topics on land claims, environmental preservation, and law, revitalization of indigenous languages is at the top of UN priorities in this 2019 Year of Indigenous Languages. Indigenous languages throughout the world are endangered; 4000 of the 6700 languages of the world are classified as Indigenous and due to the planning and policy decisions countries make to favour languages like English, Spanish and Mandarin, Indigenous language use is rapidly declining. See the program and read more at https://www.un.org/development/desa/indigenouspeoples/ unpfii-sessions-2/18-2.html



Photo from the 18th Session of the United Nations Permanent Forum on Indigenous Issues (UNPFII). Retrieved from https://www.un.org/development/desa/indigenouspeoples/unpfii-sessions-2/18-

Nunavut participates in UN Forum

Among participants in the United Nations Forum on Indig- grams are barely offered, there is a shortfall of teachers, a enous Languages April 22- May 3, 2019 were Manitoba Métis, First Nations, and Inuit leaders, such as Manitoba Liberal MP Dan Vandal, former NHL star Reggie Leach, and also Federal Minister of Indigenous-Crown Relations Carolyn Bennett.

The Forum opened with comments from Nunavut leaders. Based on a report submitted earlier they made the following points:

- 1. Canada carries commitments to provide education for all Inuit in Nunavut.
- 2. The report states that due to Canada's "econocide" (making people poor), "historicide" (exclusion from history), "ecocide" (killing the environment) and "linguicide" (killing a language) of Inuit, Inuktut is being erased in favour of English and French language education.
- 3. The report pointed out that the federal government spends 44 times more per child in schools to teach French and English than Inuktut, often arguing that these languages make Inuit young people "employable" with "opportunities," even though the government of Nunavut has a rule that eighty percent of government jobs must be filled by Inuit who can speak Inuktut.
- *80 per cent of teachers in Nunavut are non-Inuit and very few can teach in Inuktut.
- *Even though one of the primary legal clauses used to form Nunavut in 1993 was to develop and provide adequate education in Inuktut, Inuktut teacher education pro-

lack of curriculum and resources, and inadequate funding. Worse, a draft of recent legislation to mandate bilingual education has been put on hold. This results in Inuktut being only used as a medium of instruction until Grade 3 – when it then vanishes from use.

*Inuktut speakers are aging and as elsewhere, students are actively discouraged from learning and speaking their language. They are told that their language will not bring them out of poverty, has limited relevancy, and has no way to be sustainable. Read more at: https://www.winnipegfreepress.com/opinion/columnists/lo ss-of-indigenous-languages-is-canadas-shame-509134752.html



Photo retrieved from: https://www.winnipegfreepress.com/opinion/columnists/lossof-indigenous-languages-is-canadas-shame-509134752.html

UN News (con't)

UNESCO definition of "Indigenous"

All definitions of the concept of 'Indigenous' regard selfidentification as a fundamental criterion for determining the groups to which the term Indigenous should be applied. Within the UN family, the ILO (ILO Convention 169) defines Indigenous and Tribal people as follows:

"Tribal people in independent countries whose social, cultural and economic conditions distinguish them from other sections of the national community, and whose status is regulated wholly or partially by their own customs or traditions or by special laws or regulations. People in independent countries who are regarded as Indigenous on account of their descent from the populations which inhabited the country, or geographical region to which the country belongs, at the time of conquest or colonization or the establishment of present state boundaries and who irrespective of their legal status, retain some or all of their own social, economic, cultural and political institutions."

For more information please read: https://ssila.org/conferences/language-call-for-submissions-on-indigenous-languages/?mc_cid=419f5325c9&mc_eid=c522840a36

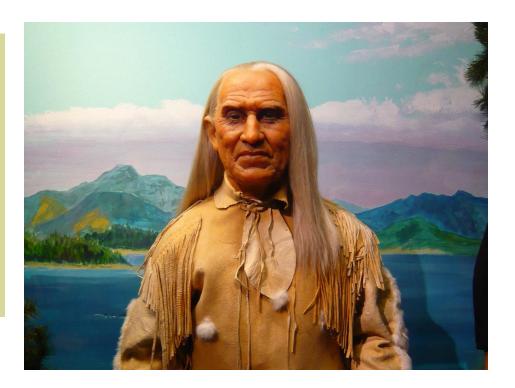


A Heiltsuk girl holding one of the paddles of the "Glwa", the Heiltsuk canoe, during the official opening of the Qatuwas Festival, an international gathering of maritime indigenous nations of the Pacific Rim.

Photo retrieved from: http://www.unesco.org/new/en/indigenous-peoples/cultural-

My peoples' memory reaches into the beginning of all things.

- Chief Dan George



Language Legislation in Canada: Update February 5, 2019



Bill C-91 an Act respecting Indigenous Languages was tabled February 5, 2019 in the House of Commons.

The First Peoples Cultural Council (FPCC) is currently reviewing the legislation. We are now soliciting feedback on the proposed Act from Indigenous people, organizations and leaders in British Columbia. We will produce a report with recommendations for amendments to the Bill and provide comment once our report is complete.

If you have comments about the bill we would like to hear from you. Please email your feedback to Suzanne Gessner at suzanne@fpcc.ca

Background

In December 2016, Prime Minister

Justin Trudeau announced that the federal government would be developing legislation to support the revitalization Indigenous languages in Canada. In his announcement, he stated that, "our government will enact an Indigenous Languages Act, codeveloped with Indigenous Peoples, with the goal of ensuring the preservation, protection, and revitalization of First Nations, Metis, and Inuit languages in this country."

The legislation is being co-developed by the Department of Canadian Heritage (DCH) and the three national Indigenous organizations: the Assembly of First Nations (AFN), the Inuit Tapiriit Kanatami (ITK) and the Métis Nation of Canada (MNC). Here is a collection of resources to inform and support the development of Indigenous Languages Legislation in Canada.

Timeline for the legislation

December 6, 2016: Prime Minister Justin Trudeau announces Indigenous languages legislation

May – June 2017: The First Peoples' Cultural Council holds engagement sessions in B.C.

June – Oct 2017: AFN holds engagement sessions with First Nations people across Canada 2017 – 2018: DCH holds engagement sessions with Indigenous people across

Fall 2018: Memorandum to Cabinet (policy proposal submitted to Cabinet),

Canada

Language Legislation (con't)

Ministry issues drafting instructions to the Legislation Section of the Department of Justice

Jan – Feb 2019: Legislation drafted by the Department of Justice; draft bill is prepared in two official languages and approved by responsible Minister. Cabinet approval of draft legislation TBA 2019: Legislation to be introduced in Parliament: First Reading: the Bill is read in the House of Commons

Second Reading: a parliamentary committee reviews the Bill and seeks input

Third Reading: once the Bill passes the Third Reading in the House of Commons, the process is repeated with the Senate

TBA 2019 Legislation passes in Parliament and receives Royal Assent

Assembly of First Nations' Bulletin on the Indigenous Languages Initiative, June 2018.

Assembly of First Nations' Update on the Indigenous Languages Legislation, June 2018.

The co-development committee for the legislation (which includes the national Assembly of First Nations, the Inuit Tapiriit Kanatami, the Métis Nation and the Department of Canadian Heritage) has launched a website to provide updated information on the collaborative co-development process. Click here to access the website.

Indigenous Languages Legislation Consultation - by DCH, AFN In June and July of 2018 the Department of Canadian Heritage (DCH) hosted community engagement sessions, on the proposed Indigenous Languages legislation, in the B.C. communities of Vancouver, Kamloops, Nanaimo and Prince George. The B.C. Assembly of First Nations held preengagement information sessions the day before each DCH engagement to help those attending understand the process and to assist in this opportunity to contribute to the legislation. FPCC held legislation information sessions throughout B.C. in May and June 2017.

Regional Engagagement Sessions - Information about the regional sessions held by FPCC in May and June 2017. A community report was compiled to gather the findings of these sessions, which you can find on this page.

Assembly of First Nations Engagement Sessions on Indigenous Language Legislation - Information about the Engagement Sessions on Indigenous Languages Legislation held by the Assembly of First Nations in 2017.

Key Contacts for Information and to Provide Input:

Assembly of First Nations - B.C. Chief Ron Ignace, representative for B.C. on the Chief's Committee on Languages kukpi7.ignace@gmail.com

Assembly of First Nations – National Office Miranda Huron, Director of Languages mhuron@afn.ca

Department of Canadian Heritage John de Francesco, M.P. Minister of Department of Canadian Heritage Indigenous Languages Legislation, Citizenship, Heritage and Regions 15 Eddy Street, 16th Floor, Room 080G Gatineau, Quebec, K1A 0M5 John.defrancesco@canada.ca

Julie Dabrusin, M.P. Chair of Standing Committee on Canadian Heritage House of Commons Ottawa, Ontario Canada K1A 0A6 julie.dabrusin@parl.gc.ca

Resources

FPCC Reports and Resources on Indigenous Languages Legislation

This section includes some resources that FPCC has developed in support of Indigenous Languages Legislation

A Legislation Framework and How to Provide Input

FPCC has compiled information to help you get started on developing your own input into the legislation.

Community Position Papers

This section includes position papers from communities that have been shared with FPCC.

Important Documents About Indigenous Languages Legislation

This section provides links to important documents about Indigenous Languages Legislation; documents include reports from Canada, international documents, and letters and resolutions.

Existing Legislation on Indigenous Languages

This section provides information about existing legislation for Indigenous languages across Canada and internationally.

Courtesy of: http://www.fpcc.ca/language/Legislati on/

NETOLNEW 'one mind, one people' – Partnership Updates Spring 2019



Above: Attendees at the Indigenous Language Forum - Developing NILLA, January 28, 2019

On January 28 & 29, 2019, the NETOLNEW Indigenous Language Research Network hosted an Indigenous Language Forum focused on developing NILLA (NETOLNEW Indigenous Language Learning Atlas). NILLA is an online sharing space for Indigenous communities to share their own and learn about others' successful language learning strategies within Canada (www.nilla.ca). Over thirty invited guests from Indigenous communities and ally organizations from across Canada gathered in the Ceremonial Hall of the First Peoples' House at UVIC to "bring NILLA to life" through dialogue about Indigenous language revitalization and maintenance work.

The NILLA project prioritizes Indigenous ownership of data by providing permission-access to shared resources and Indigenous communities decide whether to participate and which language resources they wish to share. Forum participants explored these topics in small groups and provided meaningful input and suggestions to the NILLA team on the development of the online Portal. Space was also created in the program for a dedicated Roundtable session "Creation of new speakers – Bests practices & lessons learned", fostering connections, exchange, and engagement.

Our Forum was the kick off of International Year of Indigenous Languages (https://en.iyil2019.org/) for the NETOLNEW group and set an important backdrop for our gathering. The event was supported by a SSHRC Indigenous Research Capacity and Reconciliation Connection Grant.



Roundtable "Creation of new speakers - Bests practices & lessons learned", Jan 29, 2019

Below: NILLA - Connecting communities, individuals, and organizations from across Canada: Each attending guest shared a word written on a note and then added the note to a meaningful place on the map.



The NETOLNEW Partnership was well represented at ICLDC 6 (University of Hawai'i at Mānoa, Feb 28-Mar 3)

- NETOLNEW Partners Tye Swallow and PENÁĆ David Underwood (with Sophia Bain) from WSÁNEĆ School Board spoke on their project about strengthening the language of their teachers
- NETOLNEW Partner Kathy Michel from Chief Atahm showcased how online games can be used to reinforce language learning
- Trish Rosborough (NETOLNEW co-investigator) and chuutsqa Rorick (with Su Urbanczyk) reported on her Beautiful Words project, looking at enriching language learning through understanding of linguistic structure
- Emily Comeau (NETOLNEW Research Assistant) gave a talk about her MA thesis project on literacy and language revitalization
- And, attending members of the NILLA Advisory Committee presented on their work on the NETOLNEW Indigenous Language Learning Atlas.



Attending NILLA Advisory Committee members at ICLDC 6, Feb 28-March3, 2019, Honolulu, HI: Arok Wolvengrey, Nathan Brinklow, Callie Hill, Onowa McIvor, Adam Stone, Ewa Czaykowska-Higgins

Alberta Language News

Indigenous Languages Resource Centre to be created at Calgary Central Library



Photo retrieved from: https://calgarylibrary.ca/news/indigenous-languages-resource-centre-to-be-created-at-central-library/

The Government of Alberta announced \$1 million funding for an Indigenous Languages Resource Centre at the Calgary Public Library. To help protect, preserve, and promote Indigenous culture this is the third centre of its kind in Canada. The others are located in Anyone with their free Library card can access language learning, storytelling, elder guidance, and other materials. Alayna Many Guns serves as Indigenous Service Design Lead for the Library. For more information see: https://calgarylibrary.ca/news/indigenous-languages-resource-centre-to-be-created-at-central-library/

University of Alberta's Institute for Sound Studies supports "Digitizing The Ancestors"

Bert Crowfoot documents the changes in the Cree language through recently found historic powwow music, country songs, film, phone-in shows, and interviews from Phone-in shows from remote Indigenous communities. The two million dollar project provides evidence of how the Cree language has changed over nearly 60 years. Learn more at: https://www.cbc.ca/news/canada/edmonton/indigenous-archives-edmonton-1.4967857

Photo retrieved from: https://www.cbc.ca/news/canada/edmonton/indigenous-archives-edmonton-1.4967857



Resources for teaching First Nations, Métis and Inuit Languages in Alberta schools



The University of Alberta Library collection for indigenous languages lists resources in multiple indigenous languages and suggests child-friendly language learning apps. See: https://guides.library.ualberta.ca/teaching-first-nations-metis-and-inuit-languages

Alberta Language News (con't)

Edmonton-based designer uses fashion to revitalize Indigenous languages.



Congratulations to Edmonton designer Brandi Morin for her design of a lapel button that means "an act of kindness or revenge is returned in kind" (translated by Dorothy Thunder). Read more about how to pass it forward: https://www.thestar.com/edmonton/2019/01/02/how-an-edmonton-based-designer-is-using-fashion-to-revitalize-indigenous-languages.html

 $Photo\ retrieved\ from:\ https://www.thestar.com/edmonton/2019/01/02/how-an-edmonton-based-designer-is-using-fashion-to-revitalize-indigenous-languages.html$

Remembering Mr. Vincent Napoleon Steinhauer (Piyesiw Maskwa) of Saddle Lake

We are saddened by the loss of Mr. Vincent Napoleon Steinhauer (Piyesiw Maskwa) of Saddle Lake. President of University nuhelot'ine thaiyots'I nistameyimâkanak Blue Quills, Vincent passed away suddenly on February 25, 2019 at the age of 54 years. A former vice-chair of the National Indigenous Accreditation Board (NIAB) Piyesiw Maskwa was a loved and inspiring Cree educator. His doctoral studies were focussing on indigenous governance while he embraced everyday with his gift of love for his language and teaching it.

He is survived by his loving wife, Julie: 2 daughters & 4 sons, Shahwahnekzhihk "Sam", Nâpekâsiwiniw "Nap" Bowen, Kamiyosîsîkwaniniw "Sisikwan" Gus Satchel, Newo-iyiniw "Newo" Lewis, Askiyamêskanåhk "Askiya" Eme & Piyêsewakoyotawit "Piyesewa" Wîkaskonâpew; loving mother, Emma Gladue/Jacknife; stepmother, Sharon Steinhauer; adopted father, Jimmy O'Chiese; brothers & sisters, Tony Michael (Shelley) Steinhauer, Dale E. Steinhauer, Patrick Byron Gladue, Luke Eugene (Melissa) Steinhauer, Dr. Diana Marie Steinhauer, Tracey (Neil) Makokis, Allan Whitson & Louise Large (Ross Bull); adopted brothers, Robert Charlie, Scott Piquette, Dr. Clifford (Delores) Cardinal, Willie (Carola) Blake, Dennis Easter, Francis Ng, Stacey (Rhonda) Harrison & Stephan P. Andreas; adopted sister, Mary McDermott; special nephews & niece, Dr. James (Anthony) Makokis, Janice Makokis, Ben Steinhauer & Cody Jacknife; numerous other nieces & nephews; all maternal relatives; all his ceremonial brothers & sisters & the Colonel. Vincent was predeceased by his father, Mark L. (a.k.a. Mike) Steinhauer; 2 adopted sisters, Lisa & Angela Daychief; adopted brother, Leonard George; 3 children in infancy; nephew Jarvis; grandsons, Justin & Shaquille. A Wake was held on Wednesday & Thursday, February 27 & 28 at the Vincent Steinhauer Residence, Saddle Lake followed by a Traditional Funeral on Friday, March 1, with interment in the family traditional burial grounds. A Traditional Feast followed at Ayiwakes Cultural Centre, Saddle Lake.



Photo retrieved from: https://www.gracegardensfuneralchapel.com/obituary/vincent-steinhauer/

Learn more about Vincent Steinhauer's outstanding contributions at:

https://www.cbc.ca/news/canada/edmonton/cre e-educator-vincent-steinhauer-dies-1.5039722 and

http://www.albertanativenews.com/university-blue-quills-wins-alberta-literacy-award/ and https://www.ualberta.ca/newtrail/spring-2017/features-dept/a-hard-walk

Hear more at:

https://www.cbc.ca/player/play/145085497996

Saskatchewan Language News

Michif, Dene and Saulteaux language classes now available at high school



On April 16 CBC News posted that Saskatchewan will offer Michif 10, 20, 30 in the fall, alongside high school credit courses in Dene and Saulteaux (also called Nakawêmowin). Cree language classes have been in place for many years across the province. Learn more at:

https://www.cbc.ca/news/canada/saskatchewan/sask-schools-traditional-languages-1.5099962

Photo retrieved from: https://www.cbc.ca/news/canada/saskatchewan/sask-schools-traditional-languages-1.5099962

Northern Michif App

A new app for Northern Michif, a language that has evolved over the past 242 years, will support Île-à-la-Crosse schools teaching Michif from Kindergarten to Grade 12. In Île-à-la-Crosse the older generations speak and use Michif regularly, but the younger generations do not have the same level of language. The school division has made it a requirement for all graduates to have a Michif credit before finishing school!

To hear some of the app go to: https://www.cbc.ca/news/canada/saskatchewan/michif-appaims-to-inspire-1.5089019

 $Photo\ retrieved\ from:\ https://www.cbc.ca/news/canada/saskatchewan/michif-appaims-to-inspire-1.5089019$



NHL game broadcasted in Plains Cree Language in historic first



Photo retrieved from: https://globalnews.ca/news/5057959/cree-language-broadcast-nhl-game-2019/

The game between the Montreal Canadiens and the Carolina Hurricanes aired on the Aboriginal Peoples Television Network on March 24.

APTN will use Sportsnet's production capabilities to air the program featuring Cree commentary and analysis. Jean Le Rose, chief executive of APTN, said:

"We hope it will be the opportunity for us to get into a conversation about maybe having a weekly game in the language... and possibly more opportunities for other languages," he said in an interview.

Manitoba Language News

Manitoba family makes clothes to preserve Indigenous Languages



Mother and daughter team Kim Blackburde-Moore and Tehya launched a website in October featuring hundreds of their hand-made pieces of clothing with slogans in Michif French, Michif Cree, Ojibwe and Dakota. Learn more about this creative way of helping to reclaim one's language:

https://globalnews.ca/news/5189088/selkirk-family-indigenous-languages-clothing/ and visit their website: https://makademigizi.ca/about-us/

Photo retrieved from:https://globalnews.ca/news/5189088/selkirk-family-indigenous-languages-clothing/

NFB Film great resource for teachers

Alanis Obomsawin's 50th film, Our People Will be Healed, reveals how a Cree community in Manitoba has been enriched through the power of education. The Helen Betty Osborne Ininiw Education Resource Centre in Norway House, north of Winnipeg, receives a level of funding that few other Indigenous institutions enjoy. Its teachers help students to develop their abilities and their sense of pride, reconnecting them with their ancestral culture.

Screenshot retrieved from: https://www.tvo.org/video/documentaries/our-people-will-be-healed



Graduates from Red River College's Indigenous Language Program want to make sure the next generation has the chance to know the language



Photo retrieved from: https://globalnews.ca/news/5057959/cree-language-broadcast-nhl-game-2019/

Ojibwe language graduates hope to preserve their mother tongue and teach it to future generations.

"I wanted to be able to speak my language that my mom and my grandma spoke — it's reclaiming what was basically taken." says Joy Phillips.

The one-year certificate program at Red River college taught Phillips how to read, write and speak Ojibwe, but she and her classmates were also given the chance to do something none of them thought they would ever do—they wrote and recorded children's songs completely in Ojibwe.

Northern Languages News

Inuktut language films by Isuma

In 1985, Zacharias Kunuk broke the race barrier at Canada Council for the Arts when his Inuktut-language video, From Inuk Point of View, was the first work by an Inuit or Aboriginal artist deemed eligible to apply for a professional artist's grant. Kunuk was the video's director; Norman Cohn cameraman; Paul Apak editor; and elder Pauloosie Qulitalik told the story. By 1990, the four partners had formed Igloolik Isuma Productions Inc. to produce independent video art from an Inuit point of view. Early Isuma videos, featuring actors recreating Inuit life in the 1930s and 1940s, were shown to Inuit at home and in museums and galleries around the world. Over the next ten years, Isuma artists helped establish an Inuit media arts centre, NITV; a women's collective, Arnait Video Productions; and Artcirg, a youth media and circus group. In 2001, Isuma's first feature-length drama, Atanarjuat The Fast Runner, won the Caméra d'or at the Cannes Film Festival; in 2002, both Atanarjuat and Nunavut



(Our Land), a 13-part TV series, were shown at Documenta 11 in Kassel, Germany. Isuma's second feature, The Journals of Knud Rasmussen, opened the 2006 Toronto International Film Festival, and its third feature, Before Tomorrow, written and directed by Igloolik's Arnait women's collective, was screened in World Cinema Competition at the 2009 Sundance Film Festival. In 2008, Isuma launched IsumaTV, the world's first website for Indigenous media art, now showing over 7,850 films and videos in 71 languages. In 2012, Isuma produced Digital Indigenous Democracy, an internet network to inform and consult Inuit in low-bandwidth communities facing development of the Baffinland Iron Mine and other resource projects. Isuma then produced a non-fiction feature about what took place during this intervention, My Father's Land (2014). Further recent projects include the feature drama, Maliglutit (Searchers), the TV series, Hunting With My Ancestors, and the first Haida-language feature film, Edge of the Knife.

Read more: https://nationalpost.com/pmn/entertainment-pmn/artist-collective-isuma-to-represent-canada-at-the-2019-venice-biennale and http://www.isuma.tv/members/zacharias-kunuk

With one word a day, this man is teaching the world how to speak Inuktitut



With over 3000 Twitter followers Angus Andersen posts one Inuk word a day. Learn more at: https://www.cbc.ca/news/canada/north/angus-andersen-teaches-intuktitut-1.4881065

Photo retrieved from: https://www.cbc.ca/news/canada/north/angus-andersenteaches-intuktitut-1.4881065

Did you know that the government of Canada promotes these learning resources in indigenous languages?

Teachers and learners! Below you will find tools, courses, exercises and other resources for teaching and learning Indigenous languages. Check out the links!



Photo retrieved from: https://www.recognition2action.ca/recognizing indigenous peoples as founders of canada

Learning resources

Abenaki Language Classes(opens in a new tab)

Source: Abenaki Council of Odanak Basic words in Innu(opens in a new tab)

Source: Innu-Aimun

Children's programs - various Indigenous languages(opens in a new tab)

Source: SayItFirst

<u>Cree language lessons(opens in a new tab)</u> **Source:** Brandon University Manitoba

Interactive children's story and lesson in Innu(opens in a new tab)

Source: Land InSIGHTS

Interactive Innu language games(opens in a new tab)

Source: Institut Tshakapesh

<u>Iroquois languages and songs(opens in a new tab)</u>

Source: Ohwejagehká: Ha'degaenage: Learning Michif(opens in a new tab)

Source: NewJourneys.ca

Learning the Dene language(opens in a new tab)

Source: Deh Cho Friendship Center
Learn Mi'gmaq Online(opens in a new tab)
Source: Listuguj Mi'gmaq Government

Learn the Atikamekw alphabet(opens in a new tab) (in French and Atikamekw only)

Source: Conseil de la nation atikamekw Mi'gmaq language programs(opens in a new tab)

Source: Listuguj Education Directorate, Mi'gmaq Government

Mi'gmaq language resources(opens in a new tab)

Source: migmaq.org

Ojibwe lessons for beginners(opens in a new tab)

Source: Anishinaabemowin

Online books designed for early Cree readers(opens in a new tab)

Source: University of Alberta

Passamaquoddy Maliseet dictionary and videos(opens in a new tab)

Source: Passamaquoddy-Maliseet Language Portal Resources for learning Blackfoot(opens in a new tab)

Source: NewJourneys.ca

Resources for learning Cree(opens in a new tab)

Source: NewJourneys.ca

Resources for learning Haida(opens in a new tab)

Source: NewJourneys.ca

Resources for learning Inuktitut(opens in a new tab)

Source: NewJourneys.ca

Resources for learning Mi'kmaq(opens in a new tab)

Source: NewJourneys.ca

Resources for learning Ojibwe(opens in a new tab)

Source: NewJourneys.ca

Resources relating to the preservation and revival of Indigenous languages (opens in a new tab)

Source: Thompson Rivers University Libraries

The Michif Language (opens in a new tab)

Source: LearnMichif.com

Tusaalanga: Learn the Inuit language(opens in a new tab)

Source: Pirurvik Centre

Teaching resources

East Cree language resources(opens in a new tab)

Source: eastcree.org

Nehiyaw (Cree) language lessons(opens in a new tab)

Source: Centre for Race and Culture

Education and training programs

Aboriginal Language Revitalization Program(opens in a new tab)

Source: Nunavut Artic College

Canadian Indigenous Languages and Literacy Development Institute

Source: University of Alberta

Certificate in Indigenous Languages (opens in a new tab)

Source: University of Saskatchewan

Indigenous language program(opens in a new tab)

Source: First Peoples' Cultural Council, British Columbia

Introductory Cree 1 course(opens in a new tab)

Source: Athabasca University

Inuktitut dialect interpreter-translator program (pdf)(opens in a new tab)

Source: Nunavut Arctic College

Mi'kmaq Language Program(opens in a new tab)

Source: Native Council of Nova Scotia

Minor in Native Languages (Cree and Ojibway)(opens in a new tab)

Source: University of Manitoba

Programs offered by the Nikanite First Nations Centre(opens in a new tab) (in French only)

Source: University of Quebec at Chicoutimi

Undergraduate Program: Indigenous Studies(opens in a new tab)

Source: Laurentian University

Upcoming National Conferences

University of Manitoba hosts SILS conference for Treaty One and beyond: June 6-8, 2019

To celebrate the Year of Indigenous Languages, treaty One invite you to Winnipeg, Manitoba, on the original lands of Anishinaabeg, Cree, Oji-Cree, Dakota, and Dene peoples, for The 26th Stabilizing Indigenous Languages Symposium (SILS 2019) will be hosted by Red River College in Winnipeg, Manitoba, on June 6-8 2019. Learn more about the local speakers of seven Indigenous languages for which Indigenous communities, school districts, colleges and universities are developing programs in classrooms and on the land to strengthen and grow.



Photo retrieved from: https://sils2019.com/

Teachers, activists, students and scholars will offer presentations, posters, panels, roundtables and workshops on best teaching practices, efforts to support documentation and revitalization, and linguistic research, including culture-based education, MAP, language learning on the land, community organizing and activism, technology and revitalization techniques, and elder, speaker, teacher and student outreach and recruitment.

HELISET TŦE SKÁL – 'Let the Languages Live' 2019 International Conference on Indigenous Languages. June 24

An international gathering to celebrate Indigenous languages

Come join us at this international conference for Indigenous People in celebration of the 2019 Year of Indigenous Languages to share knowledge and support each other in revitalizing our languages.

We gratefully acknowledge that this conference is being held on the territories of the Lekwungen speaking Peoples



Upcoming International Conferences

Visit the following sites to learn more about upcoming international conferences on Endangered and Indigenous languages.

Language is Life—*June 3-17, 2019*, American Indian Language Development Institute (AILDI) – University of Arizona. Learn more about this conference and the history, founders and guiding vision of the AILDI here: https://aildi.arizona.edu/content/aildi-summer-2019 and http://www.gricnews.org/index.php/grin-articles/2017-articles/july-21-2017-articles/aildi-training-focuses-on-the-preservation-of-native-languages#1

19th International Congress of Phonetic Sciences (ICPhS 19) - *August 5-9, 2019*—Melbourne, Australia. Theme: Endangered Languages. Special session devoted to phonetic structures of Indigenous languages of South America. https://www.icphs2019.org/

PULiiMA 2019—Indigenous Languages and Technology Conference *August 19-22*, *2019*—Darwin, Australia.

Oral History Australia Biennial Conference 2019—Keynote plenary: History, Oral Tradition and Indigenous History - *October 11-12, 2019*—Brisbane, Australia

AILDI Summer 2019

Language is Life - June 3-27, 2019







FEL Canada 2019 Bursary winners announced

From a pool of strong applicants, the FEL Canada scholarship selection committee announced the 2019 bursary recipients. Congratulations to Rochelle Starr and Dorothy Thunder for their strong submissions.

Rochelle Starr is from Little Pine First Nation, SK. A mother of three, who are all from Thunderchild First Nation, SK, Rochelle is a Ph.D. candidate in the Department of Educational Policy Studies, specializing in Indigenous Peoples Education in the Faculty of Education at the University of Alberta. She is also the director of the Young Indigenous Women's Circle of Leadership (YIWCL), a Cree immersion program for young women ages 10-19.



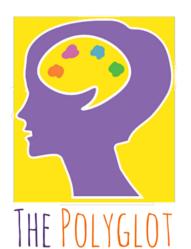
Dorothy Thunder is a Plains Cree (nêhiyawiskwêw) from Little Pine First Nation, SK and full time Cree instructor in the Faculty of Native Studies at the University of Alberta. She is a Language Keeper, educator, and an Aboriginal woman who practices the traditional way of life. Her passion for the Cree language began at the U of A, where the completed her BA in Native Studies in 2002 and her MSc in Linguistics in December 2015. She is coauthor of Beginning of Print Culture in Athabasca Country, which earned the Scholarly and Academic Book of the Year in June 2011.

In March 2011, she received the Graduate Studies Teaching Award in recognition of excellence in the performance of teaching duties in the Faculty of Native Studies. Being a fluent nêhiyawêwin speaker and instructor has inspired her to continue developing resource materials and promoting nêhiyawêwin language programs. Her purpose is to assist in strengthening confidence and competence in Cree language skills by supporting educators and nêhiyawêwin language learners. As an advocate of nêhiyawêwin she shares various methodologies to strengthen existing or new Indigenous programs. Her main focus is integrating nehiyaw language and literacy strategies from cultural perspectives of First Nations teachings and the inclusion of Aboriginal stories and teachings.



Call for Poetry Submissions in Indigenous Languages







CALL FOR SUBMISSIONS!

The Polyglot is a Canadian biannual online magazine that was founded in 2016 and is devoted to publishing multilingual poetry and art. In our first four issues, we have published more than 75 poets working in more than 30 languages, from Cree to Nepali, from Anishinaabemowin to Somali. We encourage you to submit your poetry or art work to *The Polyglot* for a special all-Indigenous sixth issue of the magazine.

In honour of 2019 being declared by the UN as the Year of Indigenous Languages, recently *The Polyglot* founder, Adriana Onita, met with Dorothy Thunder and Naomi McIlwraith to discuss the exciting prospect of an all-Indigenous poetry and art issue of The Polyglot. Dorothy Thunder is a Cree teacher extraordinaire from Little Pine Cree First Nation in Saskatchewan, and she has been inspiring students of the Cree language for many years at the Faculty of Native Studies, University of Alberta, in Edmonton. Born and raised in amiskwacîwâskahikan, (Edmonton), Naomi McIlwraith is a Métis writer, poet, and teacher who honours her parents and grandparents through her life's work. Naomi studied Cree under Dorothy. Naomi and Dorothy worked with Dr. Patricia Demers on the English and Cree translation of a prayer book titled The Beginning of Print Culture in Athabasca Country, a Facsimile Edition and Translation of a Prayer Book in Cree Syllabics by Father Émile Grouard, OMI. Dorothy and Naomi will serve as Guest Editors of the all-Indigenous issue, and we write to you now to invite you to submit your poetry or artwork to this important issue of The Polyglot.

We have outlined below the submission guidelines. Remember, you can submit your poems in English or in your particular mother tongue or Indigenous language.

DEADLINE: September 30, 2019

You may submit **1-3 poems**. Your poetry can be in any style and format (including song or rap). It can be short or long, and if you are able to incorporate your Indigenous language into your poetry, that would be great. We accept poems entirely in other languages or a hybrid mix. If you do not speak or write in your Indigenous language, that is okay too, and we look forward to your insights on Indigenous-language reclamation or other ideas you would like to explore through poetry.

You may submit **1-3 artworks** (photographs, drawings, paintings, digital art, sculpture, video, music, dance, weaving, traditional art forms, etc.). Please provide a high-resolution JPEG or PNG file if it is visual or an MP3 file it if is a video.

To accompany and weave together your works, we ask for a short 200-300-word poet or artist statement reflecting on your process (making art, writing poetry, language use, etc.).

Please provide a short biography as well, between 100 and 200 words, including where others can find you on social media.

All artists and poets will receive an honorarium and a copy of this all-Indigenous magazine issue. There will be a poetry reading/launch of the issue where poets/artists will have a chance to share their work.

To give you a sense of *The Polyglot*, we include here a link to the website, where you can download the first three issues for free: www.thepolyglotmagazine.com

Thank you for taking the time to read this letter and for considering what you might submit to The Polyglot. If you have any questions, please drop us a line at dthunder@ualberta.ca or naomi.mcilwraith@gmail.com or thepolyglotmagazine@gmail.com.

CILLDI: Language Revitalization Summer School 2019



20th Anniversary!

CILLDI

Language Revitalization Summer School

July 8-26, 2019

University of Alberta, Edmonton, AB





The Canadian Indigenous Languages and Literacy Development Institute (CILLDI) invites you to our annual Language Revitalization Summer School. Over 100 Indigenous students from all across Canada (and beyond) joined us last Summer to take courses in nearly 20 different areas, including language teaching methods, language documentation and analysis, community-based revitalization strategies, and much more. Join us in 2019 for more courses and special events to help celebrate our 20th Anniversary.

Protect, Preserve, Promote, Practice and Pass On Your Language!

Visit our website: cilldi.ualberta.ca Drop us a line: cilldi@ualberta.ca

Give us a call: 780-248-1179



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Strengthening First Nation, Inuit and Métis Languages of Canada

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www.felcanada.org

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Meet Dale McCreery!

Dale McCreery is a Métis linguist from Hazelton BC, currently working as a Nuxalk lanuage teacher in Bella Coola BC. Dale is currently completing a PhD in linguistics focusing on how focusing on well-being can impact best practices in language revi-



talization and teaching methodologies. Dale has participated in a mentor-apprentice program with the Michif language, and has worked on the documentation of the South Tsimshian language of Klemtu.



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FOUNDATION FOR ENDANGERED LANGUAGES CANADA

Annual General Meeting

w/ Guest Speaker Randy Morin

A TRADITIONAL APPROACH TO CREATING CREE
SPEAKERS USING INNOVATIVE METHODS

Randy is from the mistahi sīpīy or Big River First Nation, located in central Saskatchewan in Treaty 6 territory. Randy is the Co-Director of the nêhiyawak Language Experience Inc. Randy's western education consists of a BA in Indigenous Studies from University of Regina, a BEd from the University of Saskatchewan and a MEd from the University of Victoria focusing on Indigenous Language Revitalization. In addition to Randy's western education journeys, his Indigenous education consists of having a lifetime of traditional Plains Cree teachings. Randy is a fluent speaker and translator of the plains Cree/nēhiyaw language and considers himself an oskāpēwis (Helper) for many people in and around the community and throughout the province.

