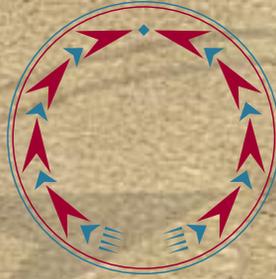


The Office of the Northwest Territories
Languages Commissioner

Annual Report 2001-2002



Vision and Mission Statement



Vision

As Elder Leo Norwegian so eloquently said, "Like the people before us, we must rise like the water and take our place in the protection of languages and culture for the next generation of people."

Each step we have taken in language revitalization has been taken with Elders and many committed and dedicated persons. Each achievement has been made by working together toward the common vision of strong, healthy NWT official languages. The Office of the Languages Commissioner must follow this cooperative approach, working together with all language communities and NWT citizens in meeting their language needs and aspirations and upholding the *Official Languages Act*.

Mission

The Office of the NWT Languages Commissioner meets this Vision by:

- Advocating support for NWT official languages development;
- Monitoring and research activities;
- Receiving and resolving inquiries and complaints regarding the *Act*;
- Consulting with an Advisory Board;
- Making reports and recommendations to the government and Legislative Assembly; and
- Communicating with the public.



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This is now my second year in the Office of the Languages Commissioner of the Northwest Territories. The past 12 months have been exciting and rewarding ones, and for me they have been a time of challenges, of learning, of high hopes, of hard work

and, most important, of learning from the many different people I have met in my travels among the communities. This period has been a vital one for the languages and cultures in the NWT, and as Official Languages Commissioner I have been privileged to be a part of the public debate over their future. In reporting on the events of the last year, I do not simply speak for myself as Commissioner. I speak as well for the Advisory Board to this office, with its collective wisdom and knowledge that have been such a great support to me in my work.

Let me start by explaining the mandate of this office. An important aspect of the mandate is to give recognition to the efforts and accomplishments of community people. When I first came into office, we found people in communities working in relative isolation from each other on language and culture. Few linkages existed among the different activities in these fields, and no one was actively promoting or highlighting their work. Since then, this office has tried to act as a clearing house for all these diverse efforts, and has devoted considerable time and resources to giving them a higher profile. As I see it, the people of the NWT themselves are primarily responsible for maintaining their languages and cultures through their ongoing, day-to-day efforts. The supporting role of this office is to publicly highlight and emphasize how community people are keeping their languages and cultures alive.

Another significant function performed by this office is that of advocacy for language rights. As directed by the Advisory Board, I and my staff work

to keep language issues alive and at the forefront of the public's and the government's agendas. We regularly meet with and seek to influence decision makers like the NWT's Premier and Cabinet, the Legislative Assembly, and the Chiefs and other community leaders. This takes us to meetings at the Legislature, regional and territorial Assemblies, annual general meetings and community gatherings. As language advocates, we want this office to be seen as belonging to and representing the people, not just the Legislative Assembly. I want to make this office a people's office by ensuring that our directions come from the Advisory Board and the communities.

This past year, the office's central priority was to participate in the Review of the *Official Languages Act*. Section 29 of the *Act* requires the Legislative Assembly to conduct a 10 year review of it. It also says that: "The Languages Commissioner shall provide all reasonable assistance to the Legislative Assembly or any committee of it that is designated as established for the purposes of this section..." Given our clear mandate, both I and the Advisory Board looked forward with great anticipation to assisting the Special Committee on the Review of Official Languages (SCOL) in carrying out this important review. We saw the SCOL review as offering a valuable opportunity to receive direction from and hear the wishes of the communities on the future of their languages.

From its years of work on curriculum, the Advisory Board knows that the review process's success depends crucially on how it is implemented. Just as in curriculum development, implementation must begin in the earliest stages of the SCOL review. From the very start, teachers and the public must be kept informed about any curriculum changes, and a very important step is to also include the people who will actually implement them. As front line workers with experience in designing and implementing curriculum, the Board's members recognize they have a special contribution to make. It is in this spirit that we approach the review of the NWT's *Official Languages Act*.



The Advisory Board's second meeting, in Yellowknife in October 2001, provided a unique forum for us to work cooperatively with the Special Committee (SCOL). The first day of this meeting was taken up with a session between the Advisory Board and the SCOL, and involved a frank and informative exchange of views. There was also a presentation by a delegation from Nunavut, which is conducting a parallel review of the *Official Languages Act* in its jurisdiction. Following this joint session, the Advisory Board's members turned their attention to the *Official Languages Act*. For the next two days, we analyzed this *Act* in depth and sought ways to ensure that it better serves the needs of the language communities of the Northwest Territories. As part of this work, we reviewed the Terms of Reference for the Special Committee.

The Advisory Board's review came up with 15 recommendations about the *Official Languages Act*. It directed this office to consolidate the recommendations into a report, which is to be forwarded to the Legislative Assembly as well as the Special Committee. In the interest of public education, the Board also decided to hold an internal workshop with the media after its Yellowknife meeting. This workshop was organized by the Language Commissioner's Office, and was successful in informing various members of the media about the SCOL review.

Sometimes, as Language Commissioner, I feel daunted and overwhelmed by the task which faces all of us who seek to revitalize languages in the Northwest Territories. One morning, this year, I woke up to hear an Elder singing a love song, which brought me great hope and optimism. His love song will be heard all over this land, and it will be maintained and carried into the future. Hearing the song made me realize that he too plays a role in maintaining this culture, and that I do not carry this burden alone. We all share responsibility for our languages and cultures. I remembered the advice of another Elder, when I first entered this Office. He

told me: "The road will not be an easy one, but you must have faith, you must believe and take time to see what is actually there. When you finally see the picture, then you will realize that you were never alone and that many, many held your hands along the way."

A little later, I also heard Mitchell, a five-year-old, talk about the importance of speaking one's own language – almost as an Elder would speak. He said, I wish more people spoke the language, because I don't like to speak alone. He was translating for his grandmother in the hospital. Hearing this woke me up. So many people are working to protect and continue their languages. Everyone has a part to play in maintaining language and we don't rely just on government or on the Special Committee to do so. These experiences inspire me and make me realize that I have to move on, to work again.

There are so many people that gave me support and inspiration over the past year. I want to acknowledge the efforts and to thank Elders, educators, Aboriginal leaders, Advisory Board members, Divisional Boards, our elected representatives in the Legislative Assembly, and people in the communities.

This office can only succeed in fulfilling its mandate if it works collaboratively with other organizations and individuals. My responsibility as Languages Commissioner is not to walk in parallel to the communities and their initiatives for language and culture, but to work in support of them. Once again, I hope to go on this adventure with you. In closing, let me share my vision. The birds have returned, the land is blooming and all over, you can hear the laughter of people as they speak in their own languages. The chants of the tea dance music grow louder...

Mahsi,

Fbbie Tatti

Languages Commissioner of the NWT



Advisory Board

The *Official Languages Act* of the NWT states that the Office of the Languages Commissioner must have community contact. This is achieved by community visits, but more importantly, via the establishment of the Languages Advisory Board. The function of the board is to provide strategic direction and leadership on an ongoing, continuous basis, including during the review of the *Official Languages Act*. An Advisory Board is also essential in maintaining communication between the various language groups.

Objective	Action	Status
Regular Annual Advisory Board meetings	2nd Annual Advisory Board meeting, October 2001	Complete

History

The Advisory Board to the Office of the Languages Commissioner was established and the first organizational meeting was held in conjunction with the Department of Education, Culture and Employment from October 24 to 26, 2000.

Advisory Board members were chosen carefully through community consultation using a number of criteria:

1. Representation of Elders and regional language workers from each of the official language groups;
2. Members have lengthy experience in language work;
3. Members speak their own languages; and
4. Members have specialized language skills, e.g. literacy, interpreting/ translating, linguistics, language program development and research.

Board members are highly regarded in their communities and, with their collective skills, experience and resourcefulness, provide expert advice to this office. The support from Divisional Boards of Education contributes greatly to successful operation of annual Advisory Board meetings.





Advisory Board Members

Region	Board Member
Dogrib	Elder Elizabeth Mackenzie, Rae-Edzo
	Madeline Rabesca, Fort Rae
	Elder Alphonse Eronchi, Fort Rae
	Jonas Lafferty, Rae-Edzo
	Rosa Mantla, Rae-Edzo
	George Mackenzie, Rae-Edzo
Sahtu	Elder Victor Menacho, Tulita
	Jane Modeste, Deline
	Camilla Tutcho, Deline
	Fred Rabesca, Fort Good Hope
	Jessie Campbell, Norman Wells
French	Daniel Lamoureux, Yellowknife
	Fern Denault, Yellowknife
Inuvialuktun	Elder Rosie Albert, Inuvik
	Elder Victor Allen, Inuvik
	Renie Arey, Inuvik
Innuinaqtun	Emily Kudlak, Holman Island
Chipewyan	Elder Sarazine Basil, Lutsel K'e
	J.C. Catholique, Lutsel K'e
	Anne Biscaye, Deninu Ku'E
Gwich'in	Elder Jane Charlie, Fort McPherson
	Liza Andre, Tsiigehtchic
	William Firth, Fort McPherson
	Betty Vittrekwa, Fort McPherson
Deh Cho	Elder Adele Hardisty, Fort Wrigley
	Elder Joe Bonnetrouge, Fort Providence
	Andy Norwegian, Fort Simpson
	Fanny Swartzentruber, Fort Simpson
	Joachim Bonnetrouge, Deh Cho First Nations
	Doris Camsell, Hay River
	Raymond Sonfrere, Hay River, DCI
Jean-Marie Broda, Hay River, DCI	



Office Structure



In 2001-2002, the duties of the researcher/analyst position at the Office of the Languages Commissioner were contracted out to a Yellowknife consultant. The assistance of the researcher/analyst is crucial to this office's ongoing effectiveness. His/her responsibilities include research and analysis of language issues, preparation of Annual Reports and Business Plans, documenting complaints and inquiries, addressing caseloads, and ensuring that timely responses are issued from this office.

The purpose of the Office Structure is to increase office capacity to perform its new priorities of Advocacy, Research and Monitoring.

Objective	Action	Status
Office Re-organization	Rewrite current job descriptions to include:	
	• Research Analyst	Complete
	• Public Affairs Liaison	Complete
	• Administrative Assistant	Complete
	Hire Public Affairs Liaison	Complete
	Hire Research Analyst	Complete
	Hire Administrative Assistant	Complete

Comments

It is very important for this office to build capacity to perform functions that are expected by stakeholders, e.g. advocacy, providing contemporary research and resources, promotional programs and communications.

Shannon Gullberg provides legal counsel in resolving complaints and providing legal opinion on issues affecting the office. Ms. Gullberg was instrumental in preparing workshops for review of the Act.



*Shannon Gullberg,
legal advisor*



Reiko Trudeau, researcher

Reiko Trudeau has extensive experience in language development projects in the Northwest Territories. Prior to joining RT & Associates as a managing partner in the early 1990s, Reiko held a number of posts within the GNWT's Department of Education, including Coordinator for the first Dene Teaching and Learning Centres and instructor for the Aboriginal Language Teacher Education Program in Yellowknife. As a managing partner with RT & Associates, Reiko has assisted in the preparation of a number of business plans and studies for the Office of the Languages Commissioner, including the Office of the Languages Commissioner Strategic Plan, Annual Report and Advisory Board Report. In addition, Reiko has provided consultation for a number of projects related to arts and culture, including the Ndilo Cultural Interpretive Centre Business Plan (November 2002), Bison Crossing Crafts and Tannery Business Plan (July 1998), Netsilik Miniature Collection (October 1999), NWT Arts and Crafts Wholesaler/Retailer Survey (August 1999), the Igutaq Group Printmaking Market Potential, and Northern Nishnawbe Artists (NNA) Strategic Plan 2001-2002 (December 2000).

Comments

A central part of my mandate as Languages Commissioner is to act as an advocate for language rights. The *Official Languages Act* provides a legal foundation for the recognition and protection of languages in the NWT. However, formal language rights are of limited value unless people can exercise them effectively, both in their home communities and elsewhere in the NWT. This office has a crucial advocacy role to play on behalf of official language users, especially where the exercise of their language rights is restricted or frustrated or denied.

The Languages Commissioner's Office needs the public's support and its advice and direction on how we can be more effective advocates for language rights in the NWT. In return, I and my staff try our utmost to carry forward peoples' concerns to the territorial government, and to highlight and support their front line efforts on language and culture.

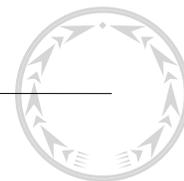
In my capacity as an advocate, I held many meetings over the past year with the public, language organizations, government agencies and departments, and in many cases, I gave speeches or made formal presentations to them. I also met with individuals privately, to discuss their concerns about language in confidence. These face-to-face meetings are one of the most rewarding aspects of my work. They energize me and give me vital insights into the hopes and challenges of communities and groups who are working to strengthen and promote our languages. Assemblies, in particular, offer such valuable opportunities for me to meet with the Chiefs and other community people, and to take their direction on the language work done by this office.

I want to make special mention of my recent visit to Tulita. While there, I was shown through the new learning centre, which has been in existence now for half a year. The community felt that students

needed to learn within a more traditional setting and managed to find money within their budgets to establish the Tulita Cultural Centre. Students attend regular school classes, however, for part of the day they are also taught traditional Dene activities by Elders at the Centre. Their instructions are organized around five traditional activities and cycles, including different stages of tanning hides and food preparation as well as drum making. Teachers and students speak in their own languages and English while engaging in these activities. Elders provide food and refreshments for visitors throughout the day.

The Tulita Cultural Centre is like a cultural language camp in the heart of the community. In my view, this is an excellent model of how to carry out cultural-based language education work. Visiting this centre and seeing how its activities are succeeding took my breath away, literally. It clearly illustrated for me what a community can do when everyone – including Elders and leaders – work together to strengthen their traditional language and culture. It reinforced my faith in language revitalization as being possible for communities in the Northwest Territories. I said, yes, this is what the Elders have been talking about!

An important ongoing priority for the Office of the Languages Commissioner is to obtain sufficient funding for interpreter/translating services to support our work. Since the Language Bureau's closure, this office has been carrying on its business without a secure budget for interpreting/translation services (I/T). So far, it hasn't succeeded in acquiring funding for these much needed I/T services. It is crucial to conduct our meetings, correspondence and communications with the public in the languages that people are most familiar with, and the Office of the Languages Commissioner cannot adequately do this without the help of interpreters and translators.



The purpose of Advocacy is twofold: recognize and encourage groups and/or individuals in their language work; and encourage people to claim their language rights under the *Act*, with the support of the Office of the Languages Commissioner. The Language Commissioner's visits to various communities is key for this office to understand what is happening at a community level and to see and hear what the language instructors and Elders want in regards to language retention.

2001-2002

Target		Action	Achieved
Community	1	Sahtu Regional Visit, February, Deline	Meetings
	2	Chief Ehtseo Ayah Erihtl'e ko (school) staff and students, February, Deline	Attendance
	3	Sahtu Regional Visit, February, Tulita	Meetings
	4	Chief Albert Wright School staff and students, February, Tulita	Presentation and Attendance
	5	Sahtu Regional Visit, February, Norman Wells	Meeting
	6	Sahtu Regional Visit, February, Fort Good Hope	Meeting
	7	Chief T'selie School staff and students, February, Fort Good Hope	Attendance
	8	Dogrib Elders Validation Meeting, May, Rae-Edzo	Meetings
	9	Deh Cho Elders Validation Meeting, June, Fort Liard	Meetings
Regional	1	Dogrib Language Committee Meeting, March, Gameti	Presentation and Attendance
	2	Deh Cho First Nations Assembly, June, Kakisa	Meeting and Attendance
	3	Dene National Assembly, July, Tulita	Presentation and Attendance
	4	Dogrib Treaty 11 Assembly, August, Wekweti	Presentation and Attendance
	5	Gwich'in Tribal Council Assembly, August, Inuvik	Presentation and Attendance
	6	Sahtu Regional Community Visits, February	Presentation and Attendance
Territorial	1	Advisory Board Meeting, October, Yellowknife	Attendance
	2	ECE Language Conference, May, Yellowknife	Attendance
	3	Language Commissioner of Nunavut, June, Yellowknife	Meeting
	4	Canadian Broadcasting Corp. Workshop, June, Yellowknife	Meeting and Workshop Given
	5	Aurora College Graduation Ceremony, May, Inuvik	Presentation and Attendance
National	1	Ombudsman Meeting, April, Toronto	Meeting
	2	Native Language Preservation Conference, April, Albuquerque	Meeting
	3	Indigenous Language Conference, May, Los Angeles	Presentation and Attendance
	4	Language Commissioner of Canada, June, Yellowknife	Meeting
	5	Ombudsman Conference, September, Quebec City	Presentation and Attendance
	6	Language Conference, December, Wales	Presentation and Attendance
	7	Language Conference, January, Thunder Bay	Presentation and Attendance



Comments

As Commissioner, I am keenly aware of how research has failed to keep pace with our efforts to maintain and revive our languages. It is time for us to step back and take a careful look at what our language research has achieved and at how we can do it better. Roman Orthography is strong in our schools, and generations have been trained in its use. However, given the challenges which our traditional languages and cultures now face, we as educators need to explore the potential of every educational tool available to us. Syllabics is one of those tools: it worked very well for us in the past and, properly used, it could work well in our present school systems. In my view, a key priority for future research should be the whole area of syllabics.

Years ago, a decision was made to develop and adopt Roman Orthography as the means to read and write the Dene languages. It was felt this was the best way to teach our young children how to read and write in their own languages. This was done mainly because there weren't enough representations of the sounds in the syllabic system introduced by the missionaries at the turn of the century. Depending on the language, there can be anywhere from five vowels in the syllabic writing system to 26 in the Roman Orthography. There really are 26 vowel sounds, hence the dilemma over which writing system to use. There was concern that the students might have problems making the transition from syllabics to the English writing system.

The Elders have always felt alienated from the Roman Orthography writing system and from the reading programs that were being designed to

accommodate the students. The basic decision to use Roman Orthography was made primarily for the students' sake. On my recent travels, and in the workshops I have attended this year, the question of the writing system has resurfaced. Much time was spent discussing the syllabic writing system at the Sahtu Language Workshop, and work has also begun on syllabics by the Chipewyan Language Group. Our Elders have been brought into these language workshops as active and important participants. Once again, they have taken on their distinguished roles as our teachers. Their joy at teaching and sharing with us is truly inspiring.

An Elder passed away several years ago and, in an old, faded suitcase under his bed, they found many of the writings he had done over his lifetime. However, all that he wrote – all that valuable knowledge – is lost forever because no one could read it. We simply cannot afford to lose information like that, for to do so is to deprive future generations of a priceless resource! All of us concerned about language and education must do what we can to make sure that this vital flow of information and wisdom is maintained between the past and the future – our youth.

To assist us in this important task, we are very fortunate in having Elders in our midst who still read and write in syllabics. In a very true sense, our Elders are living scholars, and we need to make better use of them in teaching languages to our students. By continuing to use syllabics, Elders “implement” strategies for keeping our languages alive. They are living examples, and they can teach us how best to implement similar strategies in our school systems.



The function of Research is to provide socio-linguistic research, relevant to the Northwest Territories, that monitors language trends and identifies critical success factors of language development projects. Collection of past studies in the development of official languages of the Northwest Territories provides language workers with a reference base and much needed materials for new program development.

Objective	Action	Status
Acquisition of contemporary language research on NWT languages	Works of Wendall White, Karen Rice, Ed Cook, Vic Monus, June Helm, Schott Rushforth, Robert Young, Leslie Saxon, Phil Howard, NWT Teach and Learning Centres, GNWT departments and cultural associations	Work in progress
Supportive research in the Review of the <i>Official Languages Act</i>	2001 Business Plans, review process, socio-linguistic research	Complete and in progress
NWT Case Studies	Family involvement in French advocacy initiatives Dene Kede and Innukatigiit Curricula Fall caribou hunts and documentary by CBC Television Researched Yamoria's journey for OLC unit display	Work in progress Review implementation Ongoing Complete
Other Jurisdictions	Study of other jurisdictions and identification of critical success factors in language programs and legislation Navaho Language Research Project Study Hawaiian Language Nesting Project	Work in progress Complete Proposed





Monitoring

The function of Monitoring is to provide accountability for language funding.

Objective	Action	Status
Monitor Canada-NWT Agreement for languages agreement	Identify allocation of funds, purpose of funds, whether objectives were met and whether departments conducted evaluation.	Work in progress
Monitor Vote 1 (GNWT) language funding	Identify allocation of funds, purpose of funds, whether objectives were met and whether departments conducted evaluation.	Work in progress
Public satisfaction surveys	Language services in health care	Work in progress

Comments

Allocations for Vote 1 and Vote 4 language funding can be found in Appendix Two. The office is committed to ongoing monitoring of activities, ensuring that funding is used for its designated purpose.





Comments

The Office of the Languages Commissioner received and responded to a number of complaints, invitations and inquiries during 2001-2002. A total of nine new complaints were received by this office, primarily related to the French and Dene languages. The time that we take to resolve complaints typically ranges from under one month to more than one year, depending on the issue's complexity.

The complaints process administered by the Office of the Languages Commissioner is important to the recognition and protection of official languages in the NWT. Lodging a complaint can be daunting, especially if you are seeking recourse in another language. Some people have found it lengthy and cumbersome, and even where there is an outcome it may be unclear to them what was actually achieved. Last year, I and my staff reviewed the whole complaints process administered by this office. We worked hard to simplify this process, and outlined some new guidelines in our newsletter. The new forms were also distributed through *News/North* and *Yellowknifer* newspapers. Currently, the office is located on the third floor of the Panda Centre, so it isn't as readily accessible as it might be. In order to deal adequately with the complaints and inquiries we receive, this has to be a "storefront" office.

In 2001-2002, the Office of the Languages Commissioner was invited to attend 30 public functions and community meetings. There has been a steady increase in the number of invitations we receive, which indicates a greater awareness of this office and its role. This is partially due to the work of the Advisory Board in giving a higher profile to the work performed by this office.

Last year, 79 inquiries were directed to this office. The number of inquiries declined from the previous year, largely because the Special Committee on Languages (SCOL) began its community hearings. In the course of these hearings, the Committee received various complaints and inquiries, as community people took this opportunity to express concerns about their language rights. This office saw an increase, however, in inquiries from Aboriginal people, which indicates to us that our profile is being raised.

Some inquiries handled by the Office of the Languages Commissioner can't be dealt with as easily by a GNWT department. In many cases, they do not have the staff available to address these language and cultural inquiries. I believe that this office is becoming known for its depth of knowledge and its ability to answer most inquiries by internal research in a quick, specialized and efficient manner.



Communications

The function of Communications is to stimulate public awareness of official languages, language development initiatives in the NWT, understanding of public rights under the *Act*, office roles and responsibilities, and to respond to inquiries made to the office.

Objective	Action	Status
Receive inquiries	Resolve inquiries	Ongoing
Public display	Official language and culture display panel	Complete
Press release	Regarding establishment of the Advisory Board and information regarding Review of the <i>Act</i>	Complete
	Public display unit	Complete
	Aboriginal Language Month	Yearly
Web site	Redesign web site	Work in progress
Initiate quarterly newsletter	First newsletter widely distributed and published on the office web site	Complete and ongoing
	Fall, Winter, Spring 2002 newsletter circulated to 550 organizations and individuals	Ongoing
Aboriginal Languages Month	NWT-wide TV ads in all official languages during March	Complete
	Newspaper advertisements promoting official languages	Complete
	Information display, Centre Square Mall, Yellowknife	Complete
	Storytelling (Dene stories and legends) with students of Tulita School	Complete
	Presentations and community visits to Deline	Complete
	Honouring women and their work in languages, Kakisa	Complete
	Community visits to Fort Good Hope, Norman Wells and Gameti	Complete

Comments

The office received positive feedback from community members regarding the newsletter. In fact, there were requests for additional copies. The newsletter has had an impact. It keeps the communities informed of regional language activities, pays tribute to the Elders for their contributions to language initiatives, and acknowledges major contributions to languages. In addition, information on all major conferences, nationally and internationally, is a part of our newsletters.

One of the most successful projects undertaken by the communities was the development of the translation of the National Anthem of

Canada into all the Aboriginal languages of the Northwest Territories. The Office of the Languages Commissioner would like to thank all those participants who donated their time for this important and useful project.

The Office of the Languages Commissioner would also like to thank all those people who contributed to the Yamoria Project and assisted with the validation of our display unit. This stand-up display unit travels with the Office of the Languages Commissioner regionally, nationally, and internationally. The travels of Yamoria, his importance to the Dene people, and the information this display gives people not familiar with our lands valuable and insightful information as to who we are as a people.

Excerpt from Languages Commissioner's Yamoria Speech to the Legislative Assembly



In the beginning, when the world was new, Yamoria was the lawmaker. Yamoria was not born of a human mother, rather Yamoria and his twin brother, Yamogha, were given to us by the Creator. It is said that Yamogha travelled into the future and stories about Yamogha are rare because, as we all know, stories from the future can only be given to a few very special people.

But Yamoria travelled around the world or the universe and as he travelled around the world, he saw many things happening that made it hard for the people to survive. So as Yamoria travelled around he began to put things right so people could survive and live a better life. This is why Yamoria is called the lawmaker. Many landmarks we see today, that have been left behind during Yamoria's travels around the universe as he made things right, are reminders of how we should live in order to survive as a people.

Today, it is fitting that we are here together with lawmakers, students and children who will carry

the Yamoria stories to the next generation. We are grateful for the students who are here today.

...As you have seen, Yamoria travelled to the lands of every Dene tribe in the Northwest Territories. Each tribe has a variation of Yamoria's name: for the Dogrib it is Yamoza, the Gwich'in Etachokai, North Slavey Yamoria and South Slavey Yamodezha. As we look upon the landmarks, we must remember that Yamoria's laws endure in the words of our languages which we must protect.

...In closing, I would like to leave you with the words of Stanley Isaiah of Fort Simpson, who reminds us that the symbol of the three beaver pelts on Bear Rock Mountain, and the forever burning fire upriver from the mountain, are signs of the land, set there as a reminder of the teachings of the legends. Stanley said that, if we remember the teaching of the legends and work with them, if we take the sign set on the land for us as our symbol, we will never have any problems surviving as a nation.





Summary of Costs

Languages Commissioner Budget 2001-2002

	2001-2002 Main Estimates	2001-2002 Revised Estimates	2001-2002 Actual Expenses
Compensation and Benefits:			
Salaries	197,000	76,256	76,255.61
Wages	8,000	12,000	18,228.19
	\$ 205,000	\$ 145,000	\$ 94,483.80
Other Expenses:			
Travel and Transportation	40,000	29,248	29,248.14
Materials and Supplies	25,000	33,331	33,380.84
Purchased Services	20,000	11,615	11,615.09
Utilities	300	413	413.00
Contract Services	180,200	129,867	129,866.92
Fees and Payments	15,000	12,311	12,311.16
Other Expenses	5,000	2,829	1,370.00
Tangible Assets	0	0	0
Computer Hardware and Software	4,500	2,829	2,828.70
Total	\$ 290,000	\$ 203,000	\$ 221,033.85
	\$ 476,000	\$ 467,198	
Total Surplus for Languages Commissioner			\$ 8,000

APPENDIX ONE
Transcript of 2001
Advisory Board Meeting and Workshop

APPENDIX TWO
Summary of Vote 1 and Vote 4 Allocations
2001-2002

Total GNWT Official Languages Funding for 2001-2002 (Votes 1 and 4)

Aboriginal Languages		Vote 4	Vote 1
Teaching and Learning Centres Total		\$ 475,000	\$ 0
Beaufort-Delta DEC	\$ 91,641		
Deh Cho DEC	\$ 91,874		
Dogrib DEC	\$ 78,505		
Sahtu DEC	\$ 68,751		
South Slave DEC	\$ 67,155		
YK 1 DEA	\$ 39,130		
YK 2 DEA	\$ 38,010		
Aboriginal Language and Cultural Instructor Program		\$ 200,000	\$ 0
Aboriginal Language Broadcasting		\$ 175,000	\$ 170,000
Interpreter/Translator Training Program		\$ 50,000	\$ 0
Language Planning		\$ 70,000	\$ 0
Language Promotion		\$ 25,000	\$ 0
Language Resource Development		\$ 30,000	\$ 0
Geographic Place Names		\$ 15,000	\$ 0
Terminology Development/Language Workshop (H&SS)		\$ 25,000	\$ 0
Terminology Development (WCB)		\$ 25,000	\$ 0
Language Communities Total	\$1,568,000	\$1,125,000	\$ 443,000
Chipewyan	\$ 193,000		
Cree	\$ 107,000		
Dogrib	\$ 339,500		
Gwich'in	\$ 162,000		
Inuvialuktun	\$ 267,500		
North Slavey	\$ 214,000		
South Slavey	\$ 224,500		
Other	\$ 60,500		
Special Project: Special Committee to Review OLA		\$ 100,000	
Literacy – Official Languages (from 2.4M Literacy Initiative)		\$ 0	\$ 300,000
Cultural Projects		\$ 0	\$ 66,000
Language Services Section – Admin.		\$ 0	\$ 280,000
Aboriginal Language School Programs Total	\$5,835,711	\$ 0	\$5,836,000
Beaufort-Delta DEC	\$1,536,324		
Deh Cho DEC	\$ 779,689		
Dogrib DEC	\$ 889,861		
Sahtu DEC	\$ 738,368		
South Slave DEC	\$1,150,783		
YK 1 DEA	\$ 376,673		
YK 2 DEA	\$ 330,297		
Conseil scolaire francophone	\$ 33,716		
Total for Aboriginal Languages		\$2,300,000	\$7,095,000

Information provided by ECE

Total GNWT Official Languages Funding for 2001-2002 (Vote 4)

French Language		Vote 4 only	(no Vote 1)
Canada-NWT Cooperation Agreement for French and Aboriginal Languages			
ECE	GNWT French Translation and French Services	\$ 318,000	
	Services to the Public	\$ 97,000	
	Policy and Coordination	\$ 157,000	
	Language Promotion	\$ 10,000	
	Community Funding (PDCC)	\$ 145,000	\$ 727,000
Justice	Legal Translation Services	\$ 408,000	
	Services to the Public	\$ 32,000	\$ 440,000
H&SS	Policy and Coordination	\$ 40,000	
	Services to the Public	\$ 40,000	
	Services to the Public (Health Boards)	\$ 150,000	\$ 230,000
Executive	Services to the Public		\$ 10,000
Finance	Services to the Public		\$ 3,000
FMBS	Services to the Public		\$ 4,000
Legislative Assembly	Services to the Public		\$ 20,000
MACA	Services to the Public		\$ 15,000
NWT Housing corporation	Services to the Public		\$ 11,000
Public Works and Services	Services to the Public/Office Space		\$ 80,000
RWED	Services to the Public		\$ 30,000
Transportation	Services to the Public		\$ 15,000
Workers' Compensation Board	Services to the Public		\$ 14,000
NWT Power Corporation	Services to the Public		\$ 1,000
Special Project: Special Committee to Review OLA			\$ 50,000
Total			\$1,650,000
Canada-NWT Agreement for French Language Education			\$1,161,000
Total Funding for French			\$2,811,000

Information provided by ECE