

# Value In Yolŋu Life

Remarks made during the Maths as a Cultural Practice Workshop, CDU, 2007<sup>1</sup>

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<p>Ŋarrany dhuwal nawi Maratja Dhamarrandji, Galiwin'kuwuy, ga yän nhakun marŋgi ŋarra translation, interpreting, djäma li ga translation, interpreting, ga some people think bitjan that nhakun translating, interpreting it's the same, but it's different, märr barrkuwatj mandany ya' balanya.</p>	<p>I here am Maratja Dhamarrandji from Galiwin'ku, and well, I know about translation and interpreting, I work on translation and interpreting, and some people think that translating and interpreting are the same thing, but they're quite different, you see.</p>
<p>Ga the reason why I come here, is balanya nhakun nhawi, cos nhawi sometimes ŋarrany li inviting nhawuŋur schoolŋur, ga nhawi nhakun walal ŋuli teachersthu mala ŋäj'thun people like nhawi mala, Melanie Wilkinson, ŋunhi ŋayi nhawi, nhä nhanju position? Regional linguist, ŋayi napurruny waŋa, ga nhawi napurru ŋuli take part nhawuŋur schoolŋur ga, ga guŋga'yun ŋarra walalany ga</p>	<p>And the reason why I came here is because you see, sometimes I am invited by the school (Shepherdson College), you see the teachers invite me there, and people like Melanie Wilkinson – what's her position? – Regional linguist, she asked for us, and we take part (in the work) at school and I help them,</p>
<p>I've sat in waŋgany meetingŋur, nhakun school councilŋur, and we've been talking about yolŋu maths, ga yän nhakun ŋarra interested, ya' balanya in the welfare of djamarrkuli', nhakun Yolŋu mala djamarrkuli, nhaltjan walal dhu ga ŋuthan nhakun, going through schools nhakun, ŋayi nhakun English-tja ga Yolŋu matha important, ŋunhi walala schoolŋur wo curriculumŋur, wo nhäŋur, it's very nhakun nhawi manymak ga guŋga'yunamirr.</p>	<p>I've sat in one meeting of the school council, and we've been talking about Yolŋu maths, and so I'm interested, you see, in the welfare of the young people, Yolŋu young people, how will they grow up, like going through schools, English and Yolŋu matha are both important, in the school, in the curriculum or wherever, it's very good and helpful.</p>
<p>Especially ŋunhi walal dhu djamarrkuli' marŋgithirr ga, nhakun, nhawi, ya' balanya, dharajan walal dhu, idea mala nhakun, idea, concepts, Yolŋu world view ga balanda world view, nhäma ga nhä ŋayi nhawinydja, wanha ŋayi ga ŋorra nhawi, nhawi ya' balanya people have to take pride in what nhawi ga marŋgithirr, ya' balanya, walalan</p>	<p>Especially for the children's learning, for example they will be able to understand the ideas, the concepts, the Yolŋu world view and the balanda world view, they will see, where it lies, you see people have to take pride in what they are learning, of their own, you see, what it is.</p>

<sup>1</sup> See [www.cdu.edu.au/centres/yaci/projects\\_maths.html](http://www.cdu.edu.au/centres/yaci/projects_maths.html)

<p>nhakun, nhä nayi,</p>	
<p>I use this word nhakun miṅurmirr, miṅurmirr nhakun value, ya' balanya value in education, talk about nhakun absolutes ga relativity, ya' balanya yäna nhakun marṅithirr, bili system dhiyaṅ bala ga operating, nayi ga balanda way of doing things, balanda way of maths, all the time, ga ṅunhi walalaṅ valuemirr miṅurmirr ṅunhiyi, what about yolṅuny?</p>	<p>I use this word miṅurmirr, miṅurmirr is like the English notion of value, like the value in education, talking about absolutes and relativity, yes, you see, like learning, because the system operating today is the balanda way of doing things, the balanda way of maths all the time, and their system of value, their miṅurmirr, what about Yolṅu?</p>
<p>Yolṅuw nhawi understanding of world view, wanha manda? ga is there, ṅarraku quest nhakun, challenge, is there any, wanhami manda ga dhol-bunanhamirr ga wanha mandaṅ difference ga ṅorra, märr ga understand ṅunhiyi, ṅunhi ga two experiences mandany, balancing, wiripu ṅunhi yäku balance mala, ya' balanya,</p>	<p>In the Yolṅu understanding of world view, where are they both? Is there, this is my quest, my challenge, where do they meet? And where do their differences lie? So we can understand that, two different experiences, balancing, that's another word, balances, you see...</p>
<p>ga ṅarraku nhakun reason ṅarra räli marrtji is to marṅithi bulu because ṅarra dhu marṅithi not only for ṅarrakuwuy, so that, ṅarra dhu become yindi yäku or whatever, yaka that's not my aim, yaka ṅarraku idea, my idea guyaṅanyawuy is so that I can go back and feed into, feed input, gurrupan back into the schoollil märr yolṅu will have a manymak education...</p>	<p>And my reason for coming here is to learn more, because I want to learn not only for myself, so that I can become important or whatever, no, that's not my aim, not my idea, my idea in my thinking is so that I can go back and feed back, give input into the school so the Yolṅu will have a good education.</p>
<p>nhakun wanganydja nhawi why is djamarrkuli so many drop-outs? Not even walal ga maths nhäma, manymakum, mathematics nhakun, ya' balanya wanhami limurr nhakun dhu guṅga'yun yolṅuny walalany, märr ga walal dhu become manymak achievers, ya' balanya, achieve, wanha ga value ṅorra? Yolkaḷ goṅṅur? Balandawal world view wo Yolṅu world view? Is there difference mandany or how does Yolṅu world view maths? How do balanda see maths? Wanha ṅunhi ga manapanmirr? Ga guṅga'yunmirr?</p>	<p>For example why are there so many young people school dropouts? They can't even see maths properly, so in maths for example, where do we help those Yolṅu? So they will become good achievers, you see, they can achieve – where does the value lie? In whose hands? In the Balanda world view or the Yolṅu world view? Is there a difference between the two, or how does the Yolṅu world view maths? How do Balanda see maths? Where do they come together? And help each other?</p>

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