



NEWSLETTER 1988

NATIVE LANGUAGE TEACHER'S PROGRAM, LAKEHEAD UNIVERSITY, THUNDER BAY, ONTARIO. VOLUME IV NUMBER 2

A NOTE FROM YOUR CO-ORDINATOR.....

Seasons bring many changes in various ways. Since arriving at Lakehead University, I have experienced three seasons. The summer was filled with lovely, warm days, gentle winds, and the blooming of flowers. Students were completing the NLIP Summer Program and anxious about returning home. September painted the trees with yellow, orange and red hues. The NLIP office moved to a portable behind the Bora Laskin building. I started teaching Ojibwe 1010, 2001 and Native American Linguistics. As the leaves started to fall, planning for NLIP 1989 began. Seasons bring many changes - some are highlighted with bright colours, laughter and excitement, others are more subdued and involve revision, growing but a painful growing process. As the snow gently drifts from the white, puffy clouds, another season is upon us. We now look forward to the festive season - a time to visit our families, cook delightful foods, bring happiness to the children in our lives. As the seasons change, NLIP adjusts and adapts. Steve and I are working on a new practicum format. It will involve each student participating on a daily basis. We are excited about the practicum and will include more details in future newsletters. Your teaching ideas and contributions would be appreciated. As the seasons change, so do we. May each and every one of you, have a happy, healthy, festive, season !!

-Barbara-

Brown....

I like the colour
Brown
because
Indians are brown,
and I'm an Indian.
I like brown
because
cookies and
cake and
bannock is
Brown.
A horse and
bear and nice
big moose is brown.
I like brown
because
I like to eat moose.
Monkeys are brown too
but
I don't like to eat monkeys.
Trees are brown
and when bananas are old
they turn brown.
That is good for brown banana bread.
I like brown
because
football gum and
ice-cream and
potato chips and
cake and
chocolate
is brown.
Brown is delicious.
I feel sad about
Brown
because all the people
aren't brown,
but then
I feel happy
because
all Indians are brown.
Brown is a happy colour
because
I'm brown !!

By Bruce Kwissiw, Grade 4
Moabert Indian Reserve



IF YOU HAVE ANY SHORT STORIES
OR POETRY WRITTEN BY SOME OF
YOUR PUPILS, PLEASE FEEL FREE
TO SEND SOME TO US SO WE CAN
INCLUDE THEM IN OUR NEWSLETTER.

HEY! ATTENTION!!

How many times a day do you say to your class, "Pay Attention!!"? Have you ever stopped to think what you mean by attention?

By asking your pupils to pay attention, you are asking them to direct their minds on to what you are teaching and at the same time cutting out everything else from their minds. You can often tell if a pupil is attending by the position and attitude of his/her body. For example, a pupil who rests his or her head on the table cannot really be attending. He or she might probably be asleep.

Do you usually shout at your class to "keep quiet"? Note that you cannot get sustained attention from shouting.

1. How can you get sustained attention of your pupils? The teacher who teaches his/her subject in a lively and vigorous way and uses his voice and personality to help will hold for long the attention of his/her class.

2. Do you always make your lessons as interesting as possible? You can hold the attention of your class by making your lessons as interesting as possible.

3. Do you know that attention in the real sense of the word, is a great strain on the mind and body? Note that attention cannot be held indefinitely on one subject, or one way of looking at a subject. You may therefore vary your approach to the subject you are teaching, by constantly changing from saying to doing, from teacher work to seat work, so that interest is held and there is no time for boredom.

4. Do you take time to plan your lessons? The good teacher will pick out the important things and those most useful to the education of the child, and direct his attention to these. Note, that the bigger the subject the less detail a person will notice and the less attractive the details will be for him/her. Note that a child can only attend to one thing fully at a time.

5. Do you notice attention in your pupils? If you do, that kind of attention is called spontaneous attention. It is so called because he does not force himself to become attentive.

6. What have you been doing to sustain attention in your class? Note that barking on your desk, shouting for attention, preaching about the evils of inattention, uttering threats of punishment and giving rewards for attention merely amuse the class and are useless in the long run.

7. What should you do to get and sustain attention of your pupils?

- change your teaching methods constantly
- teach with a variety of material
- use illustrations and dramatizations if possible
- let your children do, see and hear as much as possible
- always proceed from the known to the unknown, step by step.

MERRY CHRISTMAS AND A HAPPY NEW YEAR!!!!!!

From Seth



AMIK GAZHI DEBINUNG WE ZAWONUGOM

Nogoding su, amik meenwa
zhuzhkoN gee duminook nibeeshing.
Apitchi gee minendagoseak -----
gee pamkozhweak, meenwa gee
gagogeegwashkniok.

Amik gee kiwe banta, gee kiwe
blinshe, - "Esna, mino tagodina
zawonugom wu zhuzhkoN nibeesh
wepidung. Apeghish na neen we
dnawu zawonug eyamomba. Ka'en
mandu n'zawonugom gego
nwe'esno.

Amik gee zhamon zhuzhkoNin.
"Anee zhuzhkoN" gee kida. "Esna
mino tagad k'zawonug nibeesh
wepidumun. Apitchi n'da kitchi
nendum eyamomba we dnawu
zawonug. Esna jinu k'do gee
kiwe ashtanmadme."

Meesu mobu zhuzhkoN gozhi
weedokazut, mee gee ashtanmadwat
zawonugomwan.

Esna gee kitchi nendum wu
amik gee debendung we zawonug.
Apitchi gona gee mameekwamdiza.
Pa kitchi zhizhgobwe zhe'a pa
beeshkung we zawonug.

Gee gogeegwashkne. Kitchi bape
ne buguskwaksutut zawonagom
nibeeshing. Apitchi gona gee
minotan buguskweksenik zawonagom
giye nibeeshing.

Jeegibeek dush zhuzhkoN gee
naneebwe ganowabmat ne'en
amikon nibeeshing n'ji minendagosik.
Mee gee maji monadendung.
Neap we zawonugom geen
dowendon wee debingung.

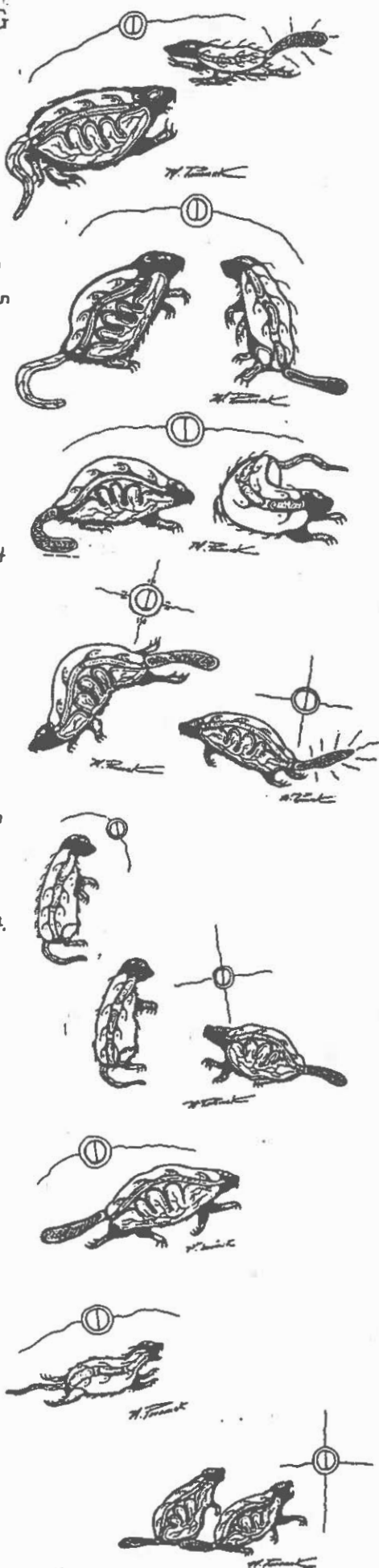
Pee go be gowadigad wu
amik mee go we'ep gee
gawejimat neap wee meenigad
zawonugom. Apitchi gona gee
n'shinadendum gee me
ashtanmoget we zawonugom.

Ka shina ginigeN mobu amik
gee nenduzee ne'op wee meegwet
we zawonug. Megwe matigatsakeeng
gee ne puwe. Meesu gee kendung
mobu zhuzhkoN gee me
keebazemint. Mee gee kendung
neap weeka wee debinuzik we
zawonug. Apitchi gona gee
n'shinadendum wu zhuzhkoN

Gee minashkowan dush go ne'en
amikon. Pamdemu, pa beegize,
bigosendung neap wee meenint
we zawonug.

"Amikon, n'zowe neap beedan,
Genee suna n'gu bibamadan?"

Neebununching anawee gawejimat
ne'en amikon, ka dush go gego
gee nabitusno.
Ka go ginigeN mobu amik neap
wee meegweseen we zawonug.
Mee mobu amik ga zhitchigepu
wee debingung we zawonug.
Pee dush go nongo da'on we
zawonug.



WHY THE BEAVER HAS A BROAD TAIL

One day a beaver and a muskrat
were playing happily in the water.
What fun they had --- paddling
around and diving in and out of
the cool, clear water.

The beaver paused and listened
for a moment. He said to himself, ---
"My, what a nice sound the muskrat's
tail makes, when it hits the water.
How I wish I had a tail like that.
My tail doesn't make any noise at
all."

The beaver went over to the
muskrat --- "Hello, muskrat," he said,
"Do I ever like the nice sound, that
your tail makes, when it strikes the
water --- my, how I wish I had a
tail like yours. Could we trade tails
for just a little while?"

And so the muskrat agreed
and the two exchanged
tails.

How excited and happy the
beaver was with his new tail.
He turned this way and that
way, admiring his new tail.

He jumped into the water. He
smiled happily as his new tail
struck the water.
It was a beautiful sound.

The muskrat stood at the edge
of the water watching the
beaver splash and play. He began
to feel sorry about lending his
tail. He wanted his own tail back.

When the beaver came out of
the water, the muskrat asked
for the return of his tail, for
he just couldn't bear to be
without it any longer.

But the beaver had no intention
of giving the tail back to the
muskrat. The beaver quickly ran
into the bush. The poor muskrat
now knew that the beaver had
tricked him. He knew now that the
beaver had no intention of ever
returning it. He was very, very
unhappy.

The muskrat chased after the
beaver, crying and pleading for
the return of his tail.

"Beaver, bring that tail back,
So that I can carry it around, too."

He pleaded with the beaver over
and over again --- but it was no
use. The Beaver would not give
him back the tail --- so that is
how the beaver got his flat,
broad, tail --- and he still has
it to this day.

Told by Susan Ennis

Written by Mary Lee Fox

Offere translated by Marlene Carling

Illustrations by Martin Fennell

Copyright by
HIGHWAY BOOK SHOP
1976

Second printing 1976
Third printing 1976
Fourth printing 1978
Fifth printing 1979

This traditional Offere legend was originally prepared to book
form for use in the Ontario Indian schools, with the intent of
providing Indian students with reading material that was
representative of their own culture. To that end a story of
local origin was provided with both an English and an Offere
text and woodcut illustrations characteristic of the area. While
it continues to serve its original purpose, the book has also
achieved recognition as a significant example of Offere Art.

HIGHWAY BOOK SHOP, COBALT, ONTARIO

Crafts to Celebrate December

POP-OUT CHRISTMAS CARD

We thank Anne Barbour, 1st Essex Cubs, Ont., for this idea.

1. Fold in half a piece of green construction paper 22.5 cm x 15 cm.
2. On the front, measure up 2 cm from the bottom and draw a line 9 cm long from the fold towards the edge of the card.
3. Draw another straight line joining a point on the fold 1 cm from the top of the card to the end of the first line to form a triangle.



4. Starting 2 cm down from the top, draw a line across the triangle every 1 cm.
5. On each line, cut in from the fold to the edge of the triangle.



6. Fold in every second section made by the cuts to the inside of the card.
7. Decorate. Scouter Barbour provided her Cubs clear-drying glue, red sequins, green and silver sequin leaves, star stickers, and multi-coloured glitter. On the front, they wrote "Wishing You" in marker pen and glued down sequins and leaves to resemble a sprig of holly. Inside, they stuck a star on top of the tree, drew horizontal parallel lines on the pop-out parts of the tree, and spread glue and glitter on the folded in sections. They finished inside with a "Merry Christmas, Happy New Year" and their own personal messages.

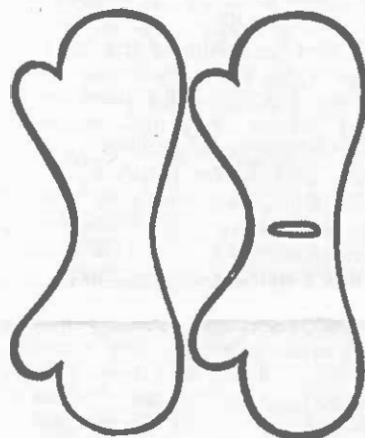
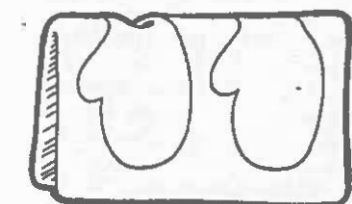
DECORATIONS

Make dangles, table decorations, and wreaths to brighten up your meeting place for a party or add to the festive air at home. They all make good presents, too.

BOOKMARK GIFTS

Nancy Schoenherr of the national office shared the idea for these novel and very effective bookmarks. You need coloured felt; patterns for your youngest members, inexpensive hair clips (one for each member), scissors and glue.

Santa's Mittens are good Christmas gifts. Supply a simple mitten pattern or ask members to draw one several centimetres longer than the hairclip on white card. Fold in half a piece of red felt big enough for two mitten patterns. With the wrist end on the fold, trace the pattern on the felt two times and cut out.



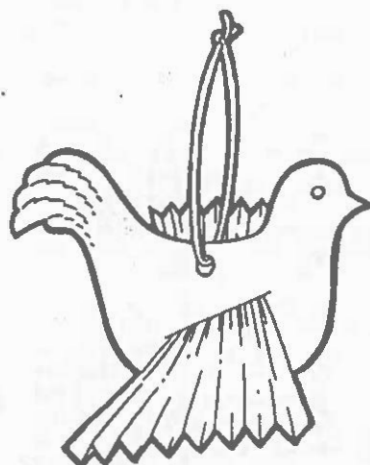
Now you have two pairs of mittens joined at the wrists. In the fold of one, cut a slit as wide as the prongs of the hairclip. Unfold both felt shapes and glue them together around the edges. When the glue is dry, put some glue on the hairclip prongs, pinch open the clip slightly, and



slip a prong into each of the mittens. Let the glue dry, then glue a strip of white felt or cotton batting around the wrist of your pair of mittens.

Birds

To make these dangles for a tree, window, or good luck mobile, members can draw a simple bird shape as illustrated or trace a pattern you've prepared. Cut out the shape from white card and make a slit for the wings. Pleat a strip of paper as if making a paper fan, slip the pleated strip through the wing slit, and fan out the pleats. Add an eye and perhaps lines on the tail feathers with black marker. Finally, punch a small hole at the top as shown and put in a loop of cord for hanging. Leave birds white as doves of peace or try variations.



With their bright colours and cheerful songs, birds always symbolize happiness. Give birds bodies of one colour and wings of a different colour, or decorate them with multi-coloured glitter and sequins. Try cutting the body shape from aluminum foil and pleating wings from coloured tissue paper.

GIFT WRAP

How a gift is wrapped can be just as exciting as what's inside. This idea, suitable for small gift items on any gift-giving occasion in December, needs only plain paper, cotton balls, and glue. Your Cubs or Beavers can either put their gift in a box or just bundle it in a bit of tissue before wrapping in plain paper. Then have them glue cotton balls all over the package and, after the glue is dry, gently tease them out with a hairpin or straightened paper clip until they are nice and fluffy. The result? A present that looks like a snowball!

The sturdy spiral-bound Making Your Own Traditions books by Dette Hunter and Jocelyn Shipley are invaluable resources for Beaver and Cub leaders. To buy Making Your Own Traditions Around the Year, ("fast & easy crafts & recipes to celebrate summer, fall, winter & spring"), send \$8.95 plus \$1.00 postage to: Dette Hunter, Traditions Press, 125 Arden Avenue, Newmarket, Ont. L3Y 4H7. A



Place Names

A light-hearted look at the first meanings of some Ontario place names, collected by the Master Gatherer, John Robert Colombo.

Quick, how many of the following questions can you answer?

What's the meaning of the word Ottawa? Suppose you went for a swim in the Lake of the Cat—what lake would you be swimming in? What's the current name of Berlin, Ont.? Is there a city once known as "London the Lesser"?

If you can't answer all these questions (and even if you can), you will find the answers in the paragraphs that follow, which are devoted to a fascinating subject, the etymology of Ontario place names. Etymology is the study of word origins. The word "etymology" means, in Greek, "true sense." To the etymologist, the names of Ontario's cities and lakes, towns and townships, are a fascinating study, for many of the root-meanings are Indian in origin.

Most people know that TORONTO is just such an Indian word and that the word means "place of meeting." But etymologists and historians have suggested there are other root-meanings. Toronto may also mean "trees in the water" (Iroquois) or "lake opening" (Seneca) or "much, many" (Huron). But "place of meeting" (from the Algonkian) is certainly the most poetic, and appropriate. There are many theories as to the proper pronunciation of the word. On an early map dated 1656, the word is spelled Torontou. One thing is certain: nowhere is it pronounced T'ronnal.

How many people know the meaning of the word ONTARIO? This is an Iroquois word that originally meant "splashing water," a picturesque phrase that does justice to the lake. In the same way two other provinces have fine Indian names. Manitoba, in Cree, means "strait of the spirit," which is an allusion to the narrowing of Lake Winnipeg, and Quebec, in Algonkian, means "where the river narrows," a reference to the St. Lawrence.

The holiday district that is known today as MUSKOKA bears the name of Chief Misquuckkey, which looks unpronounceable but, when uttered, sounds surprisingly like "Muskoka." In 1813 Chief Misquuckkey of the Chippewas signed a treaty that exchanged 250,000 acres in the district for £4,000, a significant sum of money in those days but nowhere near the present value of those quarter-million acres!

HAMILTON was named in 1812 after George Hamilton, a farmer in the region. But the township of Hamilton, in Northumberland County, named fourteen years earlier, recalls the one-time lieutenant-governor Henry Hamilton. By the same token, someday there may be a McGibbon township, to honor Pauline McGibbon, Ontario's and the country's first woman lieutenant-governor.

KITCHENER acquired its present name in 1816 when, in a burst of Great War patriotism, the townsfolk of Berlin renamed the town to honor Horatio Herbert, Lord Kitchener, Britain's inescapable Secretary of State for War. He died without ever visiting the town named in his honor, or indeed knowing of the honor. The twin city of Waterloo also boasts a martial name, for it was called after the battlefield in Belgium, where in 1815 Wellington inflicted a humiliating defeat on Napoleon.

OSHAWA is fittingly named. "The Go Ahead City" is identified with the McLaughlin-Buick and auto-building generally. Its name comes from the Seneca word for "the carrying place," which evokes a sense of movement, from moccasins to canoe to horseless carriage.

OTTAWA is another appropriately named city. The word dates back to 1855 and comes from the Ottawa Indian word *adawe*, which means "to trade" or "to barter." The Indians had in mind the trade in furs, and certainly that went on along the banks of the Ottawa River. The trading conducted on Parliament Hill today is likely to be of the horse-trading variety, the exchange of opinion, lobbying and levying of taxes, etc.

ST. CATHARINES, as a word, is not Indian, yet there is difficulty apalling the city's name. Catherine is usually spelled with two e's, not two o's. The unusual spelling and naming are in honor of Mrs. Catharine Hamilton, the wife of a prominent early Ontarian and the mother of George Hamilton (who gave his name to the city of Hamilton).

WINDSOR is as British as Windsor Castle, the historic seat of the British Royal Family. Windsor Castle was the haunt of Queen Victoria, whom Kipling called "the Widow of Windsor." Windsor, Ont., was known as Windsor Mills when in 1899 it became plain Windsor. The automotive industry is recalled in the name that East Windsor originally bore—Ford City. It became part of the city in 1929. For the record, there are two other Windsors in Canada, one in Nova Scotia, another in Quebec.

It will come as no surprise that LONDON, Ont., was named after London, Eng. But how many people who live in either city know that the early Britons called their hamlet on the Thames *Llyndin*, which means "town on the lake"? The Ontario counterpart is sited on the forks of the Ontario Thames, and when it was named in 1793 it was done so in expectation that London would be the capital of "all Canada." Destiny denied this to the town so that its fate throughout the latter half of the 19th century was to be known as "London the Lesser."

If you are still wondering about swimming in the LAKE OF THE CAT, the word "cat" is translated into Iroquois as *erie*. So Lake Erie is the Lake of the Cat. To make remembering the Great Lakes easier, someone devised a simple mnemonic device. So if you have trouble recalling all five—Lake Huron, Lake Ontario, Lake Michigan, Lake Erie, Lake Superior—simply remember that placed in this order the initial letters spell out: H-O-M-E-S!

John Robert Colombo is nationally known for such popular reference works as *Colombo's Canadian Quotations* and *Colombo's Canadian References*. If you have any quips or quotes, etymologies or jokes you would like to share with us, send them to him care of Canadian Motorist, Editorial Offices, 2 Carlton Street, Toronto M5B 1K4. In the next issue: Colombo's jokes of Ontario.

QUOTE

"The Indian language is the message. In it are embedded a value system and a system of human relationships.... If you destroy the language, you not only break down those relationships, but also those pertaining to man's connection with the Great Spirit, nature and the other of things." (Eli Taylor, Manitoba)

NATIVE PLACE NAMES

Native people have made and are making a contribution to this country by giving place names to various localities. See if you can match the following place names with their Native meanings.

1. BRANT & BRANFORD - a city and county in Ontario _____
2. CANADA - the name of a nation _____
3. CHILLIWACK - a city in B.C. _____
4. ERIE - a great lake in Ontario _____
5. MANITOBA - a province _____

Meanings

- a. Two explanations of this Native word are given. One derives it from the Cree *Manito-wapow* or the Ojibway *Manito-baw*, meaning "the strait of the manito or spirit." The other explanation derives the word from the Assiniboin or Sioux, *mine*, and *toba*, meaning "water or lake of the prairie."
- b. This is the name of a Mohawk Chief, 1742 - 1807, a leader of the Six Nations.
- c. The word is Iroquois in origin and means "cat". It was applied by them to another Native tribe living in the vicinity of the lake, called by some writers, the Cat Nation.
- d. It is derived from the Iroquois word *Kanata* or *Kanada*, meaning "a lodge or cabin."
- e. The word is derived from *chill-a-whaak*, meaning "the valley of many waters", descriptive of the many small mountain streams.

So you find these names and meanings easy do you?? Well, you'll just have to wait until the next issue when they get much harder. You'll also have to wait until then to get the right answers.

Source: Armstrong, G.H., *The Origin and Meaning of Place Names in Canada*, MacMillan Toronto, 1930.

NATIVE LANGUAGE EDUCATION IN ONTARIO is an occasional Newsletter, published by the Native Language Office, Lakehead University, Thunder Bay, Ontario, P7B 5E1, mailed without charge to students registered in the Native Language Instructors' Program at Lakehead University.



GI-NI-BA-NA?
(Tune - Frere Jacques)

Gi ni-ba na?
Gi ni-ba na?
Ni-shae-ree
Ni-shae-ree
Zha-zhi gee ma-dwe-si-noon
Zha-zhi gee ma-dwe-si-noon
O nish-tan
O nish-tan.

Gi ni-ba na?
Gi ni-ba na?
Ni-wee-ta-ne
Ni-wee-ta-ne
Tu-ta-gun mu-dwe-sin
Tu-ta-gun mu-dwe-sin
Ta-ta-gun
Ta-ta-gun.



XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
IF YOU HAVE AN ARTICLE, SOME WORDS OF
WISDOM, A CARTOON, OR EVEN A JOKE
THAT YOU WOULD LIKE TO SHARE, PLEASE
SEND IT TO US
XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX

*****CONTEST*****CONTEST*****

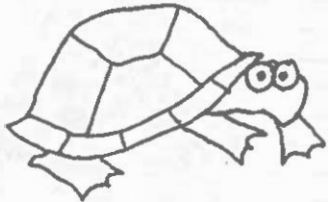
NLIP NEWSLETTER (THAT'S US !!!) IS LOOKING FOR A NEW
LOGO !!!!!

You have until December 25th to submit your entry for
NLIP's New Logo. The winning entry will be selected
and announced in our January Newsletter. The winning
entry will receive a NLIP T-shirt. Enter as soon as
you like and as often as you like BUT make sure that
you enter!!!!

ENTER OUR LOGO CONTEST
TODAY!



I know you
can do it!



Get out there
and show us
your stuff!!



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Your Distance
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Distance Education: Secondary Schools NW Ontario
Sharing Resources Workshop

AGENDA
Friday, December 9, 1988
Lakehead University Conference Centre

- 8:45 Introductions
- 9:00 Review (Oct. 13th) Recommendations
New developments-group reports
- 10:00 Strategic Planning: MAP Consultants
-Presentations re: post 1990 CN/CN
- 11:00 Support for distance education initiatives:
-CN/CN
-Ministry of Education
-Indian Affairs
-Other organizations
- 12:00 Lunch
- 1:00 Sharing resources (teleconference option):
-Introduction of DENIS
-Course offerings and course needs for fall 1989
- 4:00 Wrap-up and follow-up

Please call Contact North/Contact Nord (Bernie Simand or Brian Beaton) at (807) 343-8006 for further information and to register for the workshop. This workshop is sponsored by CN/CN. There is no cost for registration but individuals are required to provide their own transportation and accommodation. Deadline for registration is Nov. 25th and is restricted to the first 70 participants.

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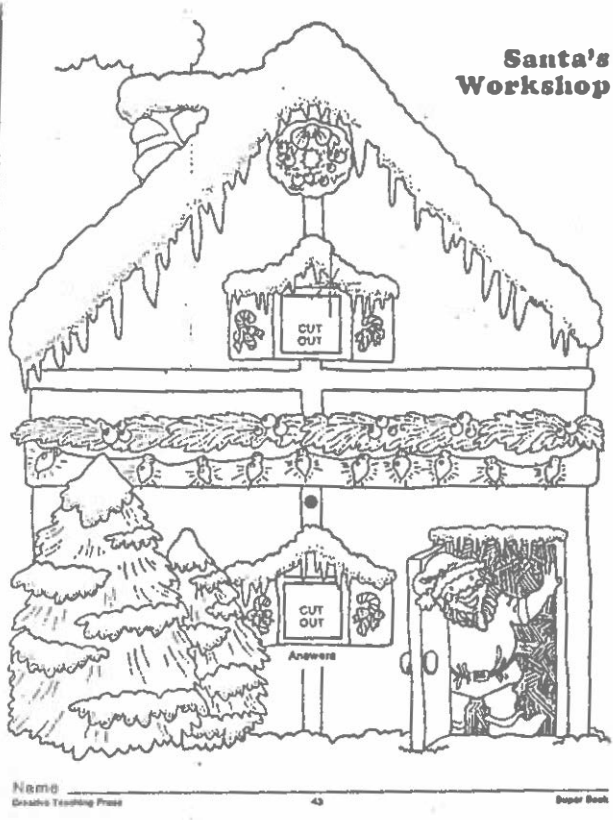
I HUNT... YOU COOK.
I FISH... YOU CLEAN.
THAT'S EQUAL,
AIN'T IT??



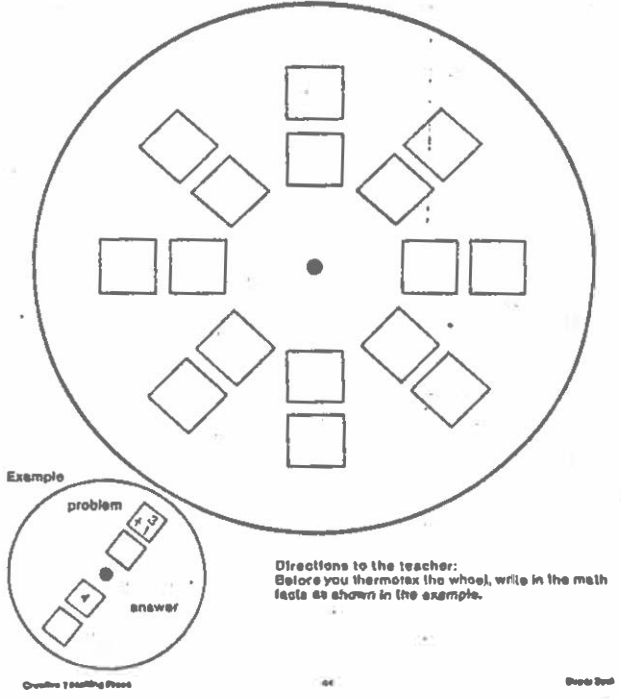


MORE HOLIDAY IDEAS.....

Here are some good ideas for things to do during the Christmas Season. For those of you that are really ambitious, try translating the activities into Ojibway, Cree or whatever language you are teaching. If you find any of the activities useful and work well, and would like to see more of these kinds of things in the following newsletters, please write us and let us know.....



Santa's Workshop Math Facts Wheel
Directions: Color Santa's Workshop. Cut out the two wheels. Cut out the math facts wheel. Use a paper fastener to join the wheel to Santa's Workshop. Turn the wheel and solve the problems.



Christmas Thoughts

Put your brain to work thinking of items that will fit these lists. You will need extra paper. Here's how to score your results: 1 point for each answer up to the number requested; 2 points for further items to 20; 3 points each for 21 or more.
1-6 = OK, Keep Thinking, 7-16 = Good, 17-30 = Very Good, 31 or more = Excellent

7 THINGS ON CHRISTMAS TREES		7 FOODS WE EAT DURING THE HOLIDAYS	
1. _____	8. _____	1. _____	8. _____
2. _____	9. _____	2. _____	9. _____
3. _____	10. _____	3. _____	10. _____
4. _____	11. _____	4. _____	11. _____
5. _____	12. _____	5. _____	12. _____
6. _____	13. _____	6. _____	13. _____
7. _____	14. _____	7. _____	14. _____

8 THINGS TO DO DURING WINTER VACATION		8 PRESENTS I'D LIKE TO GIVE/RECEIVE THIS YEAR	
1. _____	9. _____	1. _____	9. _____
2. _____	10. _____	2. _____	10. _____
3. _____	11. _____	3. _____	11. _____
4. _____	12. _____	4. _____	12. _____
5. _____	13. _____	5. _____	13. _____
6. _____	14. _____	6. _____	14. _____
7. _____	15. _____	7. _____	15. _____
8. _____	16. _____	8. _____	16. _____

Christmas Word Tree

There are forty-six words hidden in this Christmas tree. Follow the arrows clockwise to see if you can find them all. For example, at the top of the tree you will find CHRISTMAS, which has three smaller words within it. Enjoy!

