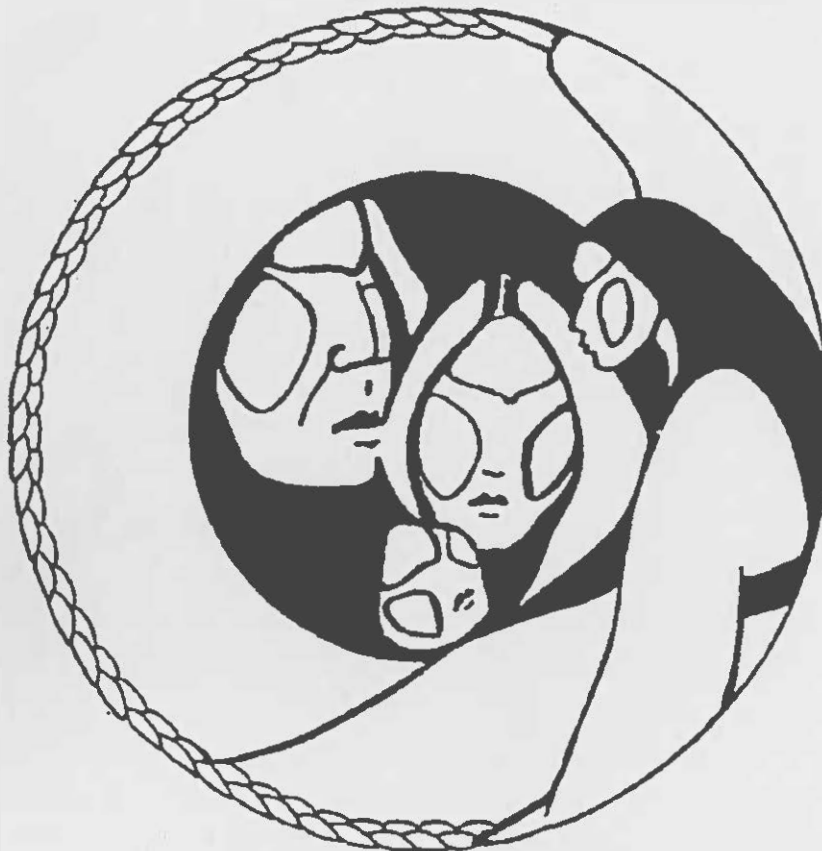


NATIVE LANGUAGE EDUCATION IN ONTARIO

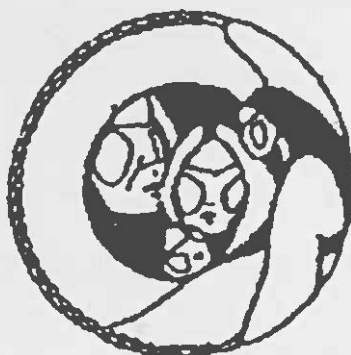
Anishinaabemowin gikinoo'amaadiiwigamig

$\Delta \sigma \int_{\Delta} V \Delta \cdot \rho \rho_{\Delta} \Delta L \cap \Delta \cdot b \Gamma^b$

N.L.I.P.


$$\Delta \sigma \dot{\gamma} \cdot \Delta \sigma \rho^4 \rho \dot{\gamma} \Delta \dot{\gamma} \cdot \Delta \sigma \Gamma^b$$

Volume 9, No. 4
May 1994



Native Language Education in Ontario Table of Contents

Message From the Coordinator.....	/1
Graduation 1994.....	/2
Ken-Ta-Soo-Win: Native Language Database.....	/4
Announcements.....	/4
Kids From Kanata.....	/5
Cree Lesson in Store For Saskatchewan Police.....	/6
Conference Info.....	/7
Equay-wuk Graduates.....	/8
Mokakit Conference Papers.....	/9
On The Pow-Wow Trail.....	/10
Announcement: Annie Loon.....	/10
More Conference Info.....	/11
Ministry of Education Policy.....	/12
Helpful Hints for Students '94.....	/13
Native Authors.....	/15
NSL for Children.....	/16
Puzzle.....	/17
Questionnaire.....	/19

Volume 9, Number 4
May, 1994

General Editor:
Lena Odjig White

Copy Editing:
Sonya Bruyere

This issue and beyond . . .

More teachers are beginning to contribute to Native Language Education in Ontario. They are highly motivated and deeply involved in the maintenance and revitalization of Native Language. Their enthusiasm gives me much hope that together, we can make a difference. Thanks to those people who wrote articles and reviews. We all know that it isn't easy trying to write an article within an already busy schedule! Help! Would you like to:

- *review a resource
- *write an article
- *provide teaching suggestions
- *share information about a conference?

If the answer is yes to any of these, please call the either Lena Odjig White at (807) 343-8003 or Sonya Bruyere at (807) 343-8542.

Native Language in Ontario is published four times a year by the Native Language Instructors' Program, Lakehead University, 955 Oliver Road, Thunder Bay, Ontario, Canada. P7B 5E1

Coordinator's Message

Aanii / Boozhoo:

Mii sa zhigo wii-maawnjidiying miinwaa. Giinwaa waa-bi-zhaajig "First Year" aapji ngii-gchi-nendaami wii-bi-skoonwiweg. It is almost that time of year again to get together for the NLIP session. For those students who are coming for their First Year, it will be a pleasure to have you here.

Planning for the 1994 summer session requires a lot of administrative work and communication between NLIP and the students. Sonya will be mailing out a package which will contain announcements, reminders, and other pertinent information that you should know before you leave, so you will not forget anything important. ***When you get this package, make sure you review the package, read the contents and make a checklist of what your needs are.*** Make note of some changes that have occurred since last summer. This may affect your planning and financial needs, for example, the Prettie Residence is not allowing "cooking" in the rooms due to fire regulations which are being enforced by the University. Only the townhouses will have cooking facilities. Also no pets are allowed at the residences.

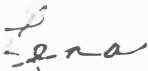
Timetabling for the classes posed a problem this year because of the way the Holiday weekends fall within the month of July. Canada Day celebration falls on the weekend of July 1, 2nd and 3rd. (Friday is Canada Day). That is why we have scheduled Registration for Sunday so that students can travel Saturday or Sunday morning. Following our four weeks of classes, the next Holiday weekend "Civic Holiday" falls on July 30th, 31st and August 1st. This is the reason for planning 4th week workshops to end on July 28th so that students can be home for this holiday weekend. Because of this tight schedule, I am sure we will experience some pressure and frustration at times. Please be patient with us at these times, and one way of dealing with this to help one another and support one another. The staff of NLIP have worked hard to plan and do as much as they can as always.

NLIP staff and faculty who will be returning are: Gary Hannam, Jeanne Grubin, Reta Sands, Brian Maznevski, Steven Chase, Chuck Fiero, Isadore Toulouse, Angela Moore, and Randy Valentine. Returning faculty after being away for awhile are: Shirley Williams, Muriel Sawyer and Florrie Sutherland. New faculty are: Joanne LaBelle and Alice Williams. Practicum Workshop instructors (4th week) are: Elizabeth Achneepineskum, Kathleen Greene (new faculty), Jean Shawana, Jeanne Grubin, Brian Maznevski, Violet Shawanda and Ernestine Buswa. Practicum Associates are: Violet Shawanda, Jean Shawana, Susan Sandau (new faculty), Ernestine Buswa and Ron Kelly. Our Principal is Florrie Sutherland. Ojibwe courses will be taught by Tom Beardy, and Laura James (new faculty). Returning is Karina Skov, our Children's Program Coordinator. We look forward to seeing you all. Thanks to your dedication, commitment and the knowledge that you will be sharing with us. It will be another great summer.

John O'Meara, a long-time member of the NLIP faculty team will not be joining us this summer. He will be on sabbatical for one year starting on July 1, 1994. A note to John: *Gchi-miigwech* for the assistance and support you have given us. We wish you all the best in your endeavours during your sabbatical.

I hope the information above is helpful in your plans. If you have any questions about NLIP this summer, we would like to hear from you. Our numbers are: (Lena) 807-343-8003; (Sonya) 807-343-8542 or (Judy) 807-343-8198.

Wishing you all happiness and good health!



Graduation 1994

Congratulations to the NLIP Graduates!

May 28, 1994 is the date set for the Convocation 1994. A social for the graduating class is planned right after the graduation ceremony. This gathering will take place at the Bora Laskin Building in Room BL1024 from 4:00 p.m to 6:00 p.m. Snacks and refreshments will be served. Don Abel was chosen by the graduating class to be the Master of Ceremonies. A special guest Elder will be present to do an opening ceremony. There will be guest speakers and presentation of awards.

Awards:

Henriette Seyffert Native Language Memorial Prize. Virginia Henry will be the recipient of this award which is for a student with the highest average in Native language courses. Virginia's average is 85%.

Class Valedictorian. Virginia Henry has attained the highest average of 83% in the NLIP Diploma Program, and therefore will be the Class Valedictorian.

Best / Hardest Worker: to be announced at the social (chosen by graduating class)

Best Sense of Humour: to be announced at the social (chosen by graduating class)

Graduation Poem

On this, My Graduation,
May I say Thank You...
for the Challenge to Grow,
for the Encouragement to Succeed,
for the Enthusiasm to Live,
for the Desire to Understand,
for the Wisdom to Laugh,
for the Ability to Love,
for the Eagerness to Share,
for the Opportunity to Learn.



**Sonja
George**



**Emma
Oskineegish**



**Norman
Beaver**



**Donald
Abel**



**Mary
Assinewe**



**Alma
Ottertail**



**Tom
Beardy**



**Rita
Rose**



**Loretta
Wabasse**



**Alice
Thomas**

Native Language Instructors' Program Lakehead University 1993



**Hannah
Sutherland**



**Virginia
Henry**



**Robina
Yellowhead**

NEW PUBLICATION

SURVIVAL OJIBWE

Learning Conversational Ojibwe in Thirty
Lessons

by Patricia Ningewance

printed by Mazinaate Press 1993

Winnipeg, Manitoba

ISBN No. 0-9697826-0-8

Price \$29.95

Available at Sweet Thursday Bookshop,

Thunder Bay, Ontario

Tel. #807-344-2866

or call Patricia at 204-774-8007

Note: Dialect of Ojibwe is from Lac Seul near
Sioux Lookout, northwestern Ontario

ANNOUNCEMENT

Arts and Crafts Fair

Sponsored by the NLIP Student Council

Thurs. July 14, 1994

at

Lakehead University

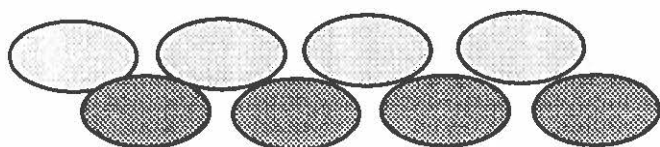
The Agora

Set up 6:30 - 7:00 p.m.

Fairs starts 7:00 - 9:00 p.m.

NLIP students:

Bring your Arts & Crafts with
you when you come.



KEN-TA-SOO-WIN: Native Language Materials Database

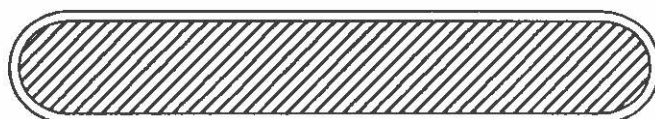
April 1994

The Ken-Ta-Soo-Win project is building a collection of information on existing Native language teaching materials in the province. It was developed to speed up the location of these resources for people teaching, working, or studying in the field of Native languages. The information covers all Native language families, dialects, grade and proficiency levels. Two hundred copies of the information we have registered so far are being produced as a directory-type binder with tabs to divide the information by language family.

The binders will be distributed to the Band operated schools, the Federal and Provincial schools which offer Native language classes, the Universities and Colleges which offer certification of Native language teachers, and the Cultural Centres who participated in the project. People receiving a copy are asked to complete a questionnaire by the end of June to provide ideas on how to make this service more effective and input for the direction this database will take in the future.

It is our hope that this project will create a broader awareness within the communities of our determination to preserve the Native languages. If you have Native language teaching materials that you would like to see registered in Ken-Ta-Soo-Win, please write or call. These entries will be included in our updates.

For information or to register classroom materials, contact: Ms. Jameson C. Brant, Database Coordinator, Ojibway and Cree Cultural Centre, 43 Balsam Street South, Timmins, Ontario, P4N 2C7



KIDS FROM KANATA

Excerpts taken from their Poster Text 1993-94

Project Overview:

KIDS FROM KANATA is a national project that involves students in classrooms throughout Canada using a computer network to discuss critical issues facing all Canadians today. Participating sites are organized into triads with partners from distant locations in Canada. Each triad has one member site representing Canada's Aboriginal peoples. Under headings of Environment, Health, Politics, Economics, Language and Culture, classes use the network to interactively investigate and discover how different it is to live in Canada from the perspective of their peers in the triad in other parts of the country. As well as their electronic exchanges, students in each class also prepare KANATA Exchange Boxes to exchange personal and local community items with their "buddy" sites.

Project Objectives:

KIDS FROM KANATA is all about discovering how computer networking technology can empower young Canadians to become more involved in their own development and in the future of Canada. We believe that the project has had and will continue to have far-reaching effects on the schools and communities involved.

- Classes will explore the connections between personal, family, community and national identity.
- Participants will develop a shared and enhanced view of the many ways of being Canadian and a deeper understanding of the wide range of issues facing the First Nations peoples of Canada.
- Participants will further refine their research, critical thinking, and problem solving skills and have opportunities to put their learning into action.
- Classes will be encouraged to take initiatives to publicize their projects in the local or national media and to seek support from various organizations.
- Teachers will also have an electronic forum for their own discussions on a variety of topics.

Some Highlights with KIDS FROM KANATA Project:

- "Students were delighted to receive a personal message from National Chief Ovide Mercredi and were able to send him their replies." (11 Nov.92)
- "Christmas cards were exchanged electronically." (15 Dec. 92)
- A message from Buffy Sainte-Marie. (8 Dec. 93)
- A message from National Chief Ovide Mercredi. (3 Dec. 93)
- "Curriculum Connection — writing, composing, editing, keyboarding, geography, creative and critical thinking skills, ... to name just a few. There are a lot of connectives in this project and many more can be made. It allows the classroom teacher to make some relevance to the "outside world" about what is being done in the classroom." (from Larry, 3 Jan. 93)

If you are interested in joining this network, or for more information, contact:

John Orr
Project Director
KIDS FROM KANATA
339 Wellesley St. E.
Toronto, Ontario M4X 1H2

Tel. #416-922-7001
Fax: 416-921-5180

Cree lessons in store for Saskatchewan police

taken from Regional Windspeaker,
April 25 - May 8, 1994 issue page R7
written by Dave Leaderhouse

PRINCE ALBERT, Sask.

A northern Saskatchewan police department is going trilingual.

The Prince Albert Police Department will start classes in conversational Cree for its officers in May, following recommendations in a report into the shooting death of an Aboriginal trapper by an avowed white supremacist.

In January 1991, Cree trapper Leo LaChance was shot in the back by Camey Nerland, outside Nerland's pawn shop. The self-proclaimed head of Saskatchewan's Church of Jesus Christ Aryan Nations was later convicted of manslaughter.

A further inquiry into the affair resulted in the Hughes Report, a critical study into the police handling of the shooting. Among the recommendations there be a police officer fluent in Cree on duty at all shifts.

"Cree was the language of Leo LaChance, and if an officer fluent in that had travelled with people in the ambulance to Saskatoon, it is possible that more could have been learned from him about what happened in the gun shop earlier that evening," stated the report.

The five-member Prince Albert police commission moved quickly in adopting this recommendation and beginning in early May, conversational Cree classes will be offered to the 66 officers and 22 civilian employees at the police department.

"We are trying to improve the quality of police services delivered to the citizens of Prince Albert," said councillor Maria Lynn Freeland, who also sits on the police commission. "We are working within the circumstances we have. We are interested in educating and training (our officers) about cultural differences."

The program, which is voluntary, will run for 18 weeks with on-hour sessions each day Monday to Friday. The content of the program will be geared

for conversational skills required by police officers and department employees while at work.

Freeland expects approximately one-third of the police force to enroll in the program initially with the hope of more signing on once the benefits of having the knowledge have materialized.

Police Chief Greg McCullagh indicated that although this is the result of the Hughes Report, other programs were offered previously.

"Prior to the inquiry, classes were offered, but the instruction wasn't adequate and wasn't meaningful for street policemen," said McCullagh. "The intention of the course is to provide conversational Cree that is best suited for policing."

When asked why doesn't the department simply hire more Cree-speaking Aboriginals, Freeland indicated of the 66 members, nine are Aboriginal and plans for that number to increase are already in place.

"That's been our goal for a number of years," said McCullagh. "We are continuing to look for female and minority officers. The dilemma is that there aren't many vacancies. Economically there isn't room to expand."

"But we are trying to acquire Aboriginal summer students," he said. "We have been doing that for the past three years and it has been very successful. We give them Special Constable status and we feel it benefits the individual and exposes them to policing. It helps build bridges. It benefits our members as much as the summer students. It has been really well accepted."

Although it is a small step in closing the gap between the Native and non-Native communities of Prince Albert, response to the proposed project has been favorable, according to a local barrister.

"I appreciate the fact that they are taking some initiative to deal with it," said Gerald Morin, a Prince Albert lawyer who represented the LaChance family at the Hughes inquiry. "How they maintain it on an individual basis will be important. If they are taking it for the sake of having a certificate on the wall then they are missing the boat. But the process for which they are enhancing relations (with the Aboriginal community) is commendable on their part."

RETRIEVING AND PRESERVING FIRST NATIONS' LANGUAGES AND CULTURES 2nd ANNUAL CRITICAL ISSUES IN FIRST NATIONS' EDUCATION CONFERENCE

Date: November 3, 4 & 5, 1994

Location: the Ontario Institute for Studies in Education (OISE)
252 Bloor Street West, Toronto, Ontario

This conference will be of particular interest to anyone involved in the provision of education to First Nations' Students

Keynote Speaker: ELIJAH HARPER

Planning Team

Joanna Bedard, Director, Woodland Cultural Centre, Brantford
Bryan LaForme, Director of Education, Mississaugas of the New Credit First Nation
Randy Sault, Executive Director, Mississaugas of the New Credit First Nation

More than 300 delegates participated in the highly successful 1st Annual Conference on Critical Issues in First Nations' Education held in Toronto this past November. The format includes plenary and keynote speakers facilitated discussion groups, and concurrent sessions on various First Nations' languages and cultures.

A no cost, optional pre-conference is being planned for Thursday, November 3, to be held at the Brantford Woodland Cultural Centre; transportation, luncheon, museum tour and program included.

*First Nations' arts and crafts displays will be ongoing throughout the conference.
If you wish to participate in the displays, please contact OCLEA for details*

Registration Fee: \$250.00 + 17.50 GST = Total Registration Fee (*conference only*) \$267.50
Special Group Rate: 3 for \$625.00 + \$43.75 GST = Total Group of 3/\$668.75
(*each additional person \$222.90*)

If you wish to be on the mailing list to receive further information as it becomes available, please contact the administrators of the conference, listed below:

The Ontario Council for Leadership in Educational Administration (OCLEA)

252 Bloor Street West, Suite 12-115

Toronto, Ontario M5S 1V5

Telephone: (416) 944-2652

Fax: (416) 944-3822

Equay-wuk graduates second class of Native interpreters and translators

taken from Wawatay News April 21, 1994 Vol. 21, No. 8 by Dana Milne

SIOUX LOOKOUT-Are you looking for a Native language interpreter or translator? There are six more to choose from since Equay-wuk's training program wrapped up.

James Begg, Ernest Begg, Irene Binguis, Myra Quequish, Lizabelle Spade and Anna McKay received their certificates as syllabics translators and Native language interpreters April 14, during a graduation ceremony held at Equay-wuk in Sioux Lookout.

"I am very proud of my Native language, and I cherish the gifts that my parents and my reserve have given me," said graduate Anna McKay, who will head back to Big Trout Lake now that the 30 week course is over.

"I would like to see other young people keep our language. It is a gift that we have to use for the future," she added, looking at her certificate proudly.

McKay was part of the second group to graduate from Equay-wuk's Syllabics Translator/Interpreter program, which was offered once before with the funding help of the Sioux Lookout Area Management Board.

The program's instructor, Emily Mitchell, explained the classes involved 18 weeks of classroom instruction and 12 weeks of on-the-job training. Training sites included the Sioux Lookout Zone Hospital, Tikinagan Child and Family Services, Equay-wuk, Independent First Nations Alliance, Northern Nishnawbe Education Council and Wawatay Native Communications Society.

It was a challenge, and it takes time," James Begg laughed, recalling the painfully slow process of mastering the different sounds and symbols that are incorporated into syllabics writing.

To register in the course, students had to speak either Ojibway, Oji-Cree or Cree, but after the classes, Mitchell added, they can now basically interpret for any of the languages.

The students don't have full-time jobs lined up so far, but Mitchell says there is an open market for freelancing and temporary contracts.

"I, myself, get a lot of requests to do translations for different bands," she said adding the judicial system and the hospitals are always asking for interpreters, and more and more business groups and government departments are publishing documents in English and syllabics.

Even if the graduates don't find work right away, Mitchell emphasized, they have learned something that can never be taken away from them. "Speaking the language everyday and learning how to write it helps to reinforce our culture."

SELECTED PAPERS FROM THE 1988 AND 1990 MOKAKIT CONFERENCES

1988 - "Regenerating Our Languages" &
1990 - "Empowerment Through Theory & Practice"

- "A Community-based Immersion of the Okanagan Language" - *Jeannette C. Armstrong*
"Learn to Listen, Listen to Learn" - *Cynthia Chambers*
"Language Education for Native Children of Northern Ontario" - *Emily J. Faries*
"Beyond Pidgeonholing: Communicating Less Prejudice in the Classroom Toward Native People" - *Richard Fiordo*
"Semilingualism" - *Betty Harnum*
"The Transformation of Practitioners" - *Yvonne M. Hebert*
"French Immersion Programs" - *W.R. McEachern*
"Lesson from Language Acquisition: Reports on a Study of Oji-Cree First Language Learning in the Home" - *Mary Upper*
"Cree Text as a Source of Cultural and Linguistic Knowledge" - *Freda Ahenakew*
"Coyote's Story about Orality and Literacy" - *Jo-ann Archibald*
"The Box and the Circle: Two Systems of Life - A Model for Understanding Native/Non-Native Issues" - *Jann Derrick*
"Aboriginal Teachers as Organic Intellectuals: A Report on the Teaching of a Course Focusing on Anti Racist Education and Critical Pedagogy" - *Rick Hesch*
"Children's Books Without Bias on Contemporary North American Indian Life" - *Elsbeth Ross*
"First Nations Freedom: A Curriculum of Choice" - *Lynne Jorgesen*

The above selected papers are available for \$20.00 each from:

Mokakit Education Research Association

First Nations Longhouse, U.B.C.

1985 West Mall

Vancouver B.C.

V6T 1Z2

Phone: (604) 822-5023

Fax: (604) 822-8944

A Note from the Native Language Instructors' Program

If you are a recent NLIP Graduate and you would like to remain on our Newsletter mailing list, or you know someone who would like to receive this valuable resource, please contact the NLIP office at (807) 343-8198.

ON THE POW-WOW TRAIL.....1994

1. Long Lake #58 Pow-wow
June 10 - 11 - 12, 1994
For More Information Contact:
Shirley at (807) 876-2962 or (807) 876-4255
or Patrick at (807) 876-4269
2. Whitesand Traditional
June 17 - 18 - 19, 1994
Armstrong, Ontario
For More Information Contact:
Gary (807) 583-2177
3. Fort William First Nation - Mount McKay
July 1 - 2 - 3, 1994
For More Information Contact:
The Band Office at (807) 623-9543
4. Pic 50 Heron Bay First Nation - Hwy #17
July 8 - 9 - 10, 1994
For More Information Contact:
The Band Office at (807) 229-1749
5. Whitefish Bay Pow-wow
\$40,000 prize money available
July 8 - 9- 10, 1994
For More Information Contact:
Andy White at (807) 226-1155
6. Red Rock/Lake Helen First Nation - Nipigon
July 15 - 16 - 17, 1994
For More Information Contact:
Dolores at (807) 887-2414
7. Pic Mobert Pow-wow - Hwy #17
July 29 - 30 - 31, 1994
For More Information contact:
The Band Office at (807) 882-2134
8. Pays Plat First Nation - Hwy #17
August 5 - 6- 7, 1994
For More Information contact:
The Band Office at (807) 824-2541
9. Rocky Bay First Nation - Macdirmid
August 12 - 13 - 14, 1994
For More Information contact:
The Band Office at (807) 885-3401
10. "David Charles Days" 1 week long event
August 15 to 21, 1994
Contact Ginoogaming First Nation
(Long Lake #77)
(807) 876-2242

CONGRATULATIONS TO:

Annie Loon

NLIP Graduate May, 1993

Recipient of the 1992 - 93

Dr. Henriette Seyffert Memorial Prize

in

Native Language Studies

**The Department of Indigenous Learning & The Indigenous Learning
Centre Announce the First Annual Biennial
ABORIGINAL PEOPLES' CONFERENCE**

ON

October 14, 15, and 16, 1994

Theme: Indigenous Learning

Place: Lakehead University

Thunder Bay, Ontario

CALL FOR PAPERS & PRESENTATIONS

All proposals will be considered

Suggested areas include, but are not limited to:

- Treaties and land claims
- Legal issues and strategies
- Survival of native languages
- History, Anthropology, Archaeology
- Indigenous Philosophy
- Indigenous Art
- Exonomic development
- Education
- Non-status issues
- Literature
- Science and Technology
- Cultural Traditions

Selected papers and abstracts of all presentations will be published in a Proceedings.

Submission Guidelines:

Prospective presenters are invited to submit abstracts for papers in subject areas of Indigenous Learning. Proposals for complete sessions or panels on particular topics will be considered as well as proposals for individual papers.

Each proposal must contain the following:

- Abstract of paper (150 words)
- Title of presentation
- Name and titles of author(s)
- Biographical note (50 words or less)
- Name, address, telephone, fax numbers of person to be contacted
- Special requirements for presentation

Submit proposals to:

**Dr. Douglas A. West
Department of Political Studies
Lakehead University
955 Oliver Rd.
Thunder Bay, Ontario
P7B 5K7**

Telephone (807) 343-8304

Fax (807) 346-7831

Deadline for submission is June 1, 1994

INTERRELATIONSHIP OF NATIVE-AS-A-SECOND-LANGUAGE (NSL) AND FRENCH-AS-A-SECOND-LANGUAGE (FSL) PROGRAMS

Policy Memorandum 110 from the Ministry of Education of Ontario

In the context of NSL implementation, this memorandum clarifies the relationship between NSL programs and FSL programs offered by school boards to students in elementary and secondary schools.

School boards are encouraged to offer the NSL program if fifteen or more students want NSL instruction and a qualified NSL teacher is available. School boards may offer the program for fewer than fifteen students, after considering the feasibility and cost of the program.

The NSL program must be based on the curriculum guidelines Native Languages, Part A: Policy and Program Considerations, 1987, which provides direction for the organization of courses of study for a Native language in the Primary, Junior, Intermediate, and Senior Divisions. It is recommended that school boards design their NSL program in such a way that students may enter it at one of four entry points - the beginning of the Primary Division, the beginning of the Junior Division, Grade 7, or Grade 9. Instruction in the Native language is to be offered during the school day.

Students must receive French instruction in every year from Grades 4 to 8 and must accumulate a minimum of 600 hours of French instruction by the end of Grade 8, as outlined in Policy/Program

Memorandum No. 58. However, students are to be exempted from FSL if their parents or guardians feel, after consultation with the principal, that it is in their best interests not to take FSL. If parents or guardians want their children to take the NSL program and to seek exemption from FSL, exemption is to be granted.

In elementary schools where the parents or guardians want their children to participate in both NSL and FSL, school boards will have to make arrangements to accommodate both language programs.

Case studies drawn from schools that are currently offering both NSL and FSL instruction are described in the newsletter Native Languages Monitor that accompanies this memorandum.

Once an instructional sequence in NSL has begun, NSL must be offered to students through to the end of secondary school. Two credits are to be offered in each of the Intermediate and Senior Divisions. Those students who chose to take only NSL in elementary school and who do not wish to take FSL in secondary school may be permitted by their principal to substitute a compulsory credit course for the compulsory credit in FSL, as stipulated in OSIS (section 4.10), but who chose to take only NSL in elementary school, principals are encouraged to offer credit courses in Introductory French, as outlined in Policy/Program Memorandum No. 86.



HELPFUL HINTS FOR STUDENTS

Coming to L.U. for NLIP 1994

When packing for your stay in Residence, it is important to be organized. Space in your room will be limited.

CLOTHING: Besides the clothing you will need for classes, it is necessary to consider other activities you will be involved with. You may find yourself in a dress-up situation for a night out or at a Pow-wow. Do not forget appropriate clothing for "Student Teaching".

SPORTS EQUIPMENT: For the sports-minded, bring all of your racquets, a baseball glove and bat, and a frisbee. If you bring a bicycle, bring a chain and lock also.

STOVE AND FRIDGE: Both are available in the Townhouses only. If you are staying in a townhouse, please bring your own dishes, cooking utensils, pots, pans etc. Cooking will not be allowed in the Prettie Residence due to Fire Regulations. People in these residences must purchase the meal plan from the University.

To make your stay during the Summer School comfortable, you may want to bring some of these items with you:

SUGGESTED ESSENTIALS

- extra blanket
- clothes hangers
- extension cord
- laundry detergent
- soap
- shampoo
- towels
- dish towels
- needle and thread
- drinking glass

OTHER USEFUL ITEMS

- extra table lamp
- iron
- kettle
- toaster
- radio
- hair blow dryer
- fan

COURSEWORK MATERIALS

- | | |
|--------------------|---|
| - pencil sharpener | - colored markers |
| - paper punch | - pens |
| - scissors | - notebooks |
| - masking tape | - scotch tape |
| - glue stick | - stapler |
| - Samples of Work: | lesson plans, audio visual materials, games, puzzles,
children's work, tape recordings of music, stories or lessons. |

and lastly.....

- * Residence fees must be prepaid or paid upon arrival, failure to do so will result in lockout
- * Be prepared to pay your tuition upon arrival unless you have mailed a sponsor's declaration form stating otherwise.
- * **NO PETS WILL BE ALLOWED**

For more information, call the N.L.I.P. Secretary at:

(807)343-8198

NLIP SUMMER '94 ANNOUNCEMENTS FOR RETURNING AND NEW STUDENTS

BORA LASKIN FOOD SERVICE SUMMER SERVICES (NLIP)

HOURS OF OPERATION

MONDAY TO FRIDAY 8:15 a.m. - 1:30 p.m.

MENU

Assorted Packaged Sandwiches

Packaged Salads

Pizza

Snack Foods

Coffee, Juice, Can Beverages

Weekly BBQ's

(outdoor seating)

PURCHASE A DECLINING BALANCE MEAL PLAN AND AVOID TAXES ON ALL YOUR
FOOD PURCHASES - A 15% SAVINGS

Versa is pleased to be able to provide this service to the Native Language Instructors' Program.
Operation will begin on Sunday July 3, 1994 from 1:00 to 4:00 p.m.

*THE NATIVE LANGUAGE INSTRUCTORS' PROGRAM
IS PLEASED TO ANNOUNCE THAT SOUVENIER T-SHIRTS,
TRAVEL MUGS, HATS, SWEATSHIRTS AND JACKETS WILL
BE AVAILABLE ONCE AGAIN WITH THE HELP OF
MALLON'S CORPORATE IMPRESSIONS.*

Further information will follow in your final mailout in June.

Native Authors . . .

Ferguson Plain Author of EAGLE FEATHER LITTLE WHITE CABIN AMIKOONSE

Ferguson Plain is an Ojibwa artist from the Sarnia Indian Reserve in Sarnia, Ontario. Ferguson is self-taught and all his works are based on Ojibwa culture. He combines elements of realism and mysticism in his drawings and paintings and uses various mediums including acrylic, graphite pen and ink. Fergusons's artwork is seen in many art galleries around the London area.

Ferguson received his teaching certificate from the North Bay Nipissing University. He is a teacher of Native Education and resides in London, Ontario.

In 1993, Ferguson was awarded the Commemorative Medal for his significant contribution to Canada.

Below are brief descriptions of his books:

EAGLE FEATHER - A young Ojibwa boy grows up with his grandfather's teachings and learns the values of lifethrough the lessons of history, culture and the natural environment. His willingness to learn these important life-values gives an additional sense of accomplishment to his grandfather's life and, in return, the grandfather gives his Eagle Feather to the young boy. This act of giving is an honour among the Native people who revere the all-seeing messenger of the Creator, the eagle.

ISBN: 0-921827-12-1; 48 pp, 9x8, b/w illus., \$6.95

LITTLE WHITE CABIN - is a touching account of a young boy's acquaintance with an ELDER. This story tells of how the friendship develops, flourishes and ends...or does it?

Through this story we know of the importance of learning from our Elders and how sharing keeps our culture and beliefs alive.

ISBN: 0-921827-26-1; 48 pp, 9x8, b/w illus., \$6.95

AMIKOONSE - Amikoonse has never known his true place in the world. He must discover his identity, spiritually and physically, in order to achieve his destination in life. With help from ol' owl. Amikoonse takes a journey through the woods to find himself.

ISBN: 0-921827-34-2; 32pp, 9x8, colour illus., \$9.95

NATIVE AS A SECOND LANGUAGE FOR CHILDREN
JULY 4 - JULY 22, 1994

SPONSORED BY: Native Language Instructors' Program
Lakehead University

These classes are for children wishing to study Native As A Second Language. The classes are designed to develop and enhance a student's awareness of Native Culture and to develop communication skills in a Native language. The classes will comprise of class time, outdoor activities and field trips. Children aged five years to fourteen are invited to participate.

COURSE INFORMATION

LOCATION: Bora Laskin Building, School of Education
DATES: July 4 - July 22, 1994
TIME: 8:30 a.m. - 12:30 a.m.
FEE: Free



Presents

Indian Faces



with host Charlotte Childs

Broadcast at 2:05
Friday Afternoons

ᑕᑕᑕᑕᑕ ᑕᑕ ᑕᑕᑕᑕᑕᑕᑕ
ᑕᑕᑕᑕᑕᑕᑕ ᑕᑕᑕᑕᑕᑕᑕᑕ

ᑕᑕᑕᑕᑕ ᑕᑕᑕᑕᑕᑕ
ᑕᑕᑕᑕᑕᑕᑕ ᑕᑕ
ᑕᑕᑕ ᑕᑕᑕᑕᑕᑕᑕᑕ
ᑕᑕᑕᑕᑕᑕ ᑕᑕ
ᑕᑕᑕᑕᑕᑕᑕ ᑕᑕᑕᑕᑕ
ᑕᑕᑕᑕᑕᑕ ᑕᑕᑕᑕᑕᑕ

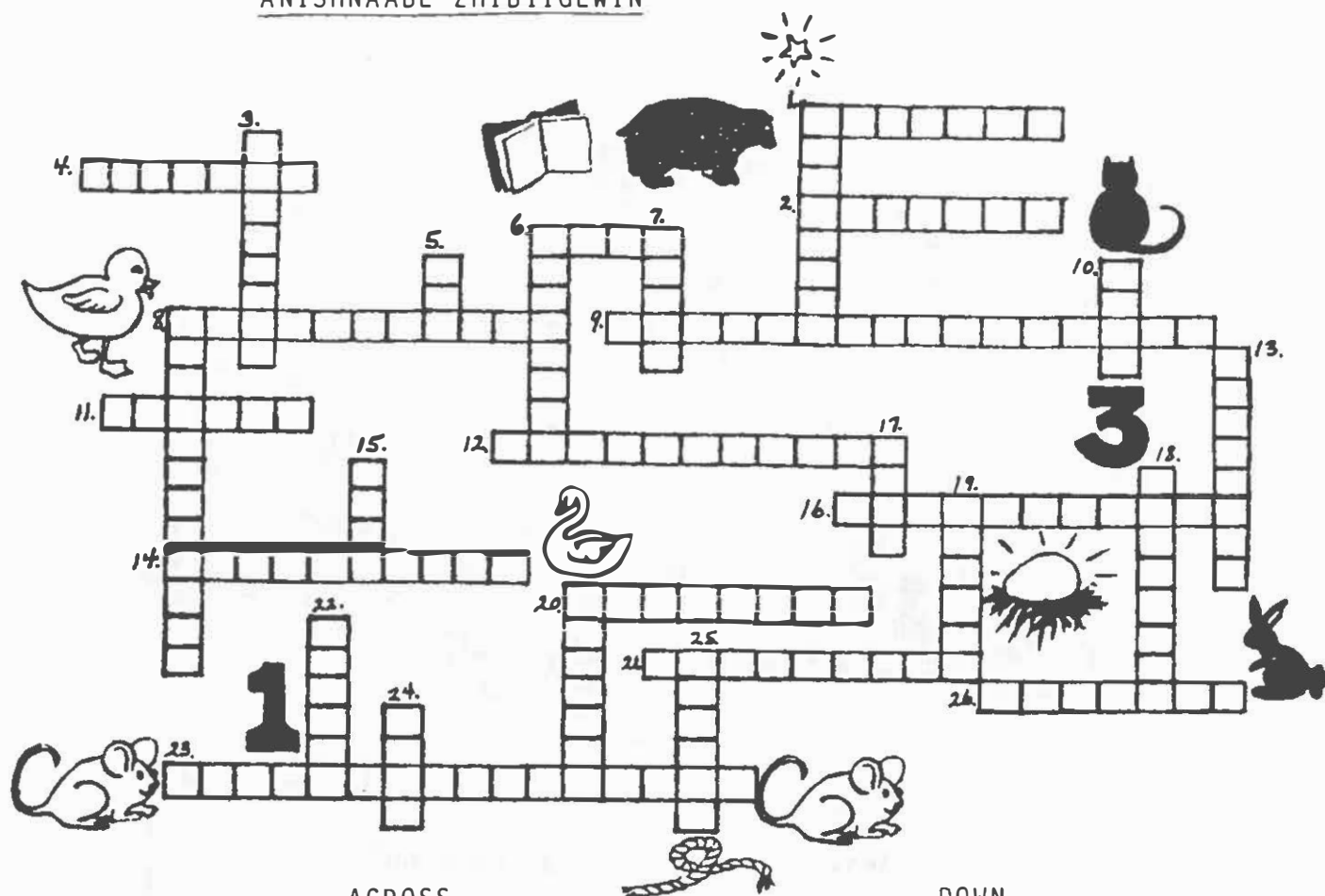
A weekly Cree/Ojibway
language program
featuring music,
legends and interviews
by the Indian People of
Northern Ontario

CBQ Radio
ᑕᑕᑕᑕᑕ ᑕᑕᑕᑕᑕ



CBC **Thunder Bay**

ANISHNAABE ZHIBIIGWIN



ACROSS

1. once
2. cat
4. here
6. bear
8. writing
9. they bumped into each other
11. water
12. Native people
14. child
16. maple syrup
20. she sees him
21. bags
23. mice
26. hello

DOWN

1. little star
3. if
5. woman
6. book
7. half
8. duck
10. three
13. cottontail rabbit
15. George
17. you
18. thank you
19. egg
20. swan
22. one
24. always
25. rope

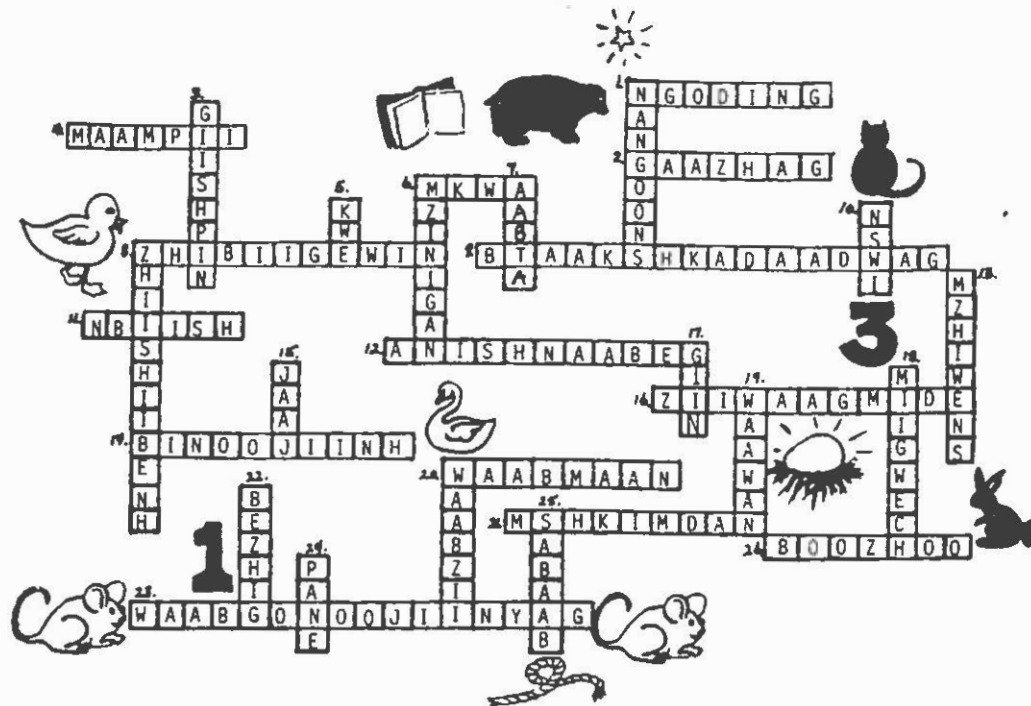
PANE
SABAAB
MKWA
BEZHIG
BTAACKSHKADAAOWAG
BINOOJIIH
MSHKIMDAN
WAABGONOOJIINYAG
ZHIISHIIBENH
JAAJ

WAABZII
NGODING
MIIGWECH
NBIISH
KWE
WAABMAAN
NANGOONS
AABTA
NSWI
GIIN

ZHIBIIGWIN
GAAZHAG
WAAWAN
ANISHNAABEG
ZIIWAAGMIDE
BOOZHOO
GIISHPIN
MZINIGAN
MZHIWENS
MAAMPII

(Answer Key: see over)

By: "Anishnaabe Zhiibiigwin" Project: Walpole Island



Why Puzzles in Language Teaching?

Puzzles and games can be characterized in terms of three general instructional objectives:

- knowledge of specifics
- knowledge of entire messages, and
- development of communication skills

Here is a summary with six main points:

1. **They are learning enhancers.**
...classroom experiences of many teachers suggest that puzzles and games are beneficial to language learning.
2. **They are motivational stimuli.**
...game-playing fosters a positive attitude towards the language being learned.
3. **They can be easily constructed and keyed to instructional objectives.**
...the teacher can select the appropriate puzzle or game to accomplish a learning task once it has been determined. They are useful primarily as recall and reinforcement devices.
4. **They must be synchronized to the learners' age and level of competence.**
...the activity should not be beyond the students' capabilities.
5. **They should be used carefully.**
...they should never be employed as "time-fillers." The learners should be made to understand that they are part of the curriculum. The teacher should also keep in mind that too much use of puzzles and games is not desirable.
6. **They should involve the students as much as possible.**
...the puzzles and games can be constructed by the students themselves. This will shift the focus from language teaching to language learning.

Source: Danesi, Marcel. A Guide to Puzzles and Games in Second Language Pedagogy.
Toronto: The Ontario Institute for Studies in Education, 1985.

Lakehead Anishinaabemowin Educators

Last fall, a group of Native language educators living in Thunder Bay began to organize for the purpose of networking and communication, a forum where teachers and other interested Native language educators can share their ideas, suggestions and concerns and support each other in their work. This group also supports NLIP with information and plans. Monthly meetings have been held and the group needs to establish goals and objectives which would focus on Native language education. At the last meeting held on May 4, 1994, it was decided by the group that we ask for input from you. We need your help. Any information you provide will be used to establish these objectives. Please complete the form and mail to the NLIP office, Attn: Lena Odjig White, or you may fax this form to 807-346-7746. Deadline is June 17, 1994. If you need further information, please give Lena a call at 807-343-8003.

Please complete both sections, A and B.

Questionnaire

SECTION A: (gives objectives commonly expressed by Native language teachers)

Select your choices.

- ☐ 1. Need salary grid for Native language teachers
- ☐ 2. Development of curriculum and resource materials
- ☐ 3. Professional Development workshops
- ☐ 4. Strategies for community involvement
- ☐ 5. Language Research
- ☐ 6. To educate school boards and general public on Native language issues
- ☐ 7. Elders' involvement
- ☐ 8. To utilize available technology in language development
- ☐ 9. Need for training program for translators/interpreters
- ☐ 10.

SECTION B:

List your ideas on what Lakehead Anishinaabemowin Educators should consider:

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____