

Native Language Instructors' Program



Yearbook
1995

Coordinator's Message . . .

Aaniin / Boozhoo:

Mii sa miinwaa bezhig gii-giishtooying Miin-giizis enkangizyng Anishnaabemwin bimiikamang, waa-zhi-kinoomaading. Naanaagdawendmaa, aapji go niibna te ekidoyeg dbaatameg Anishnaabemwin. Ninda anind nga-zhibii' aanan piichin enoondamaa.

"Pane ka-skoonwindanaa, ka-kinoomaagzimi...

Gmooshtoonaa go maanda epiichi-gchirwaanwendaagok gdanwewninaa...

Ka-aabjitaami go wii-nda-zhichigeyng waa-zhi-kinoomaageng...

waa-zhi-zoongigaabwiying miinwaa waa-zhi-bskaabwidooyng enweying...

Aabdig ge wii-aasgaabwitaadng maanda nankiing."

Aapji gdebwemekidoyeg. Kina go ezhi-bebezhiyoyng gikendaanaa aabdeg wii-gnawendmang gda-nwewninaa. Dbi go iidig yaayng miinwaa dbi go iidig ezhi-ndawendmang waa-nankiing, da-nishin go pane miigweng aasgaabwitaadwin miinwaa zaagidwin. Gda-bgosendaami gwijji-nishnaabemwaanig gewiinwaa ji-nsastamwaad epiitendaagok gdanwewninaa ezhi-wiijiyemgak wii-mno-bmaadzing, wii-ni-mnoyaayng, wii-ni-noojmoyng.

Gichi-miigwechwi' nim kina enchiyeg gaa-bi-zhaayeg, gii-bi-skoonwiye, wii-bi-naadmaogeyeg, wii-bi-kinoomaogeyeg, wii-bi-wiijiweyeg. Gii-znagad go naangodnong. Mii'sh wii go nyaadmaogoyng wii-mshkawgaabwiying.

Well, we finished another great and busy summer. We will not forget what we have accomplished, what we learned and what we experienced. As usual, we will continue to persevere and keep that commitment - the task in teaching our mother tongue. I remember a lot of things that were said during your stay here. Here are some of the common statements made:

"We will keep learning about our Native language...

We know how important our language is...

We will continue to work on developing teaching and learning strategies, to foster its growth and retrieve what we have lost...

It is imperative that we support one another in this work."

What you say is true. Each one of us has a responsibility and no matter where we are and what we choose to do, Native language will be fostered through mutual support and an individual sense of responsibility. It is only through each one's self-awareness, hope, respect and love that our Native language will also heal as we heal.

I extend special thanks to everyone who came, the students, faculty and staff. It is not always easy, but its through these experiences that we learn and gain strength.

In the Spirit of our Anishnaabe languages,



Lena Odjig White

Grads of 1995 . . .



Summer 1995 Graduates

Native As A First/Second Language Diploma Program

Sally Atchitawens-Roy
Ernestine Baldwin
Peter Beaucage
Isaiah Beaver
Martha Bois
Doris Boissoneau
Janet Bruyere

Hilda Cockerham
Mabel Corbiere
Miriam Hookimaw
Deanna Hyacinthe
Nancy Iserhoff
Robert Knott
Adelaide Koostachin

Rose Logan
Beatrice McCue
Stu McCue
Barbara McDonald
Ellen Migwans
Phyllis Morrisseau
Barbara Nolan

Emily Norton
Alice Nummelin
Elizabeth Osawamick
Helen Roy
Gordon Shawanda
Nancy Walser
Edna Whitefeather
Fanny Winter

Native Language Teacher Certification Program Year One



Western



Central/Eastern

Native Language Teacher Certification Program Year Two



Western



Central/Eastern

Native Language Teacher Certification Program

Year Three



Western



Central/Eastern



NL Courses



Additional Qualifications Part 1

Faculty and Staff



Student Council - President's Message...

Aanii/Boozhoo/Waache

Miisa mjinwaa kina gwiiya gii-giishto'aad maampii Lakehead. Gchi-nendam sa ek-pii gii-giishto-yaanh niiwa-bboon.

Well the time here at Lakehead has sure gone by quickly. The student council has worked hard selling tickets, T-shirts and mugs. I say Gchi-miigwech to all of them and to all volunteers who helped out in these various activities.

Some activities that involved student council were 50/50 tickets, potlucks, craft fair, mini pow-wow, baseball games and best of all the Graduation Dinner's Dance.

It was a pleasure to sit on student council the past four years and I hope it continues to grow each year with more and exciting new activities for you.

Gchi-Miigwech
Liz Osawamick

The student council for July 1995 were:

Year 3 Central - Gene Cada

Year 2 Central - Lilly Bougeois

Year 1 Central - Isaac Pitawanakwat

Year 1 Western - Elmer Baxter

Year 3 Western - Vernon Paul

Year 2 Western - Monica Turner

Year 1 Cree - Phillip Goodwin

Principal's Message . . .

Aanii, Boozhoo,

Thank you very much for all your unique teachings. We have all learned from each other many moments of happiness, sadness, excitement, loneliness, and frustrations. We have all come over the hurdles and shared each other's company.

It's great to see that many students stayed to achieve their goals. Many miigwechs to each and every one of you. It has been a pleasure working with all students.

Special miigwechs to the Associate Teachers and the NLIP instructors for their patience and understanding.

A Great Big Miigwech to all the Summer Camp Counsellors for their time and kindness.

Gchi-miigwech to Lena White and Sonya Matson.

Take care, enjoy life, and see you all again!

In Respect,
Florrie Sutherland
Children's Program Principal
Native Language Instructors' Program

Attention: Jean Kirk

On behalf of the faculty and students, I wish to express special thanks to Jean Kirk for her time and effort she made tutoring and assisting the NLIP students with their assignments. Jean volunteered her time to do this for which we are very grateful. *To you, Jean, we wish you health and happiness, and may the Great Spirit look upon you with much love.*



Odaminowin Coordinator's Message . . .

It has been a truly memorable summer for both myself and the camp counsellors. I would like to express my thanks and congratulations to all the children, volunteers and staff who shared their time and experiences with us.

I would also like to thank all the N.L.I.P. parents and families for the exceptional interest and support which they have given to our program.

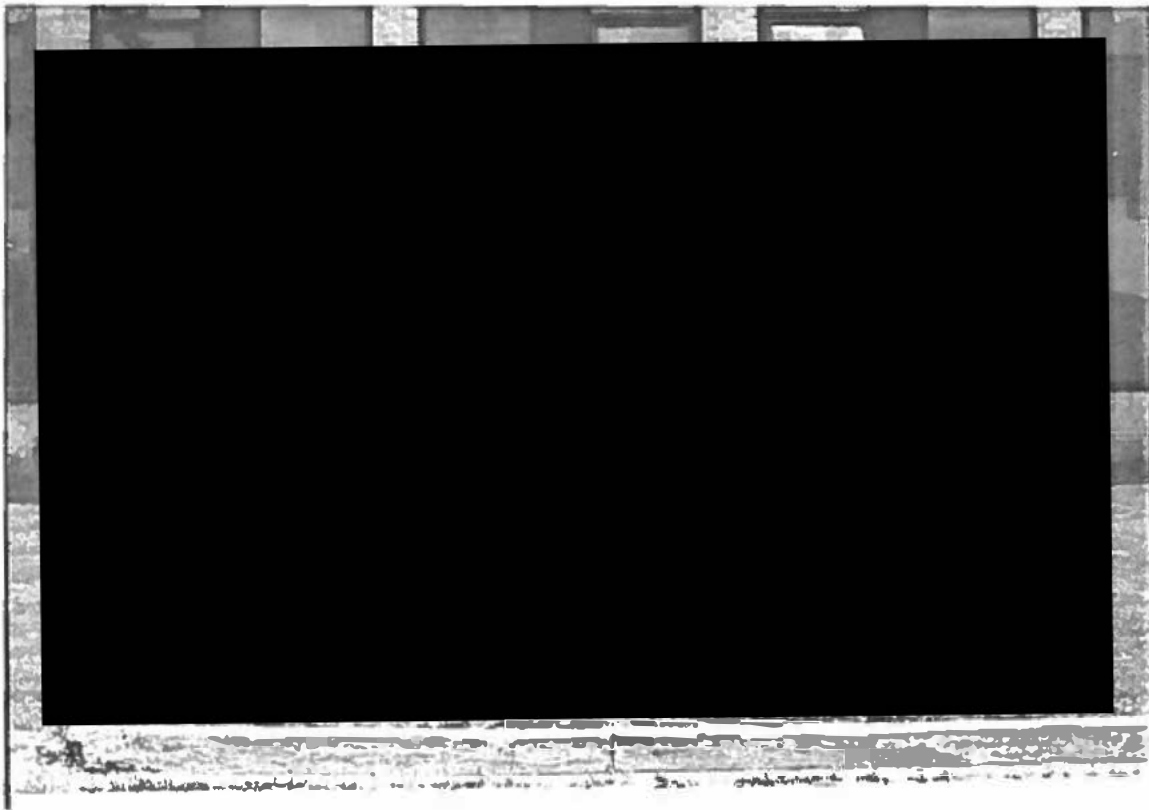
To all the Odaminowin Children:

"Thank you for all the fun and laughs guys!! We will miss all of you and we look forward to seeing you next year. Take Care!!"

We wish all the children and students health and happiness.

Gchi-miigwech!

Karina Skov, Coordinator
N.L.I.P. Odaminowin Day Camp



Did You Know...

Josephine Mandamin, our counsellor, led some wonderful evenings of Sharing Circles and coordinated the Lac La Croix bus tour which 25 people joined in.

Gchi-miigwech Rose Toulouse gii-naadmooyaang wii-gaaye'kaggeyaang. Aapji-go gii-mnendaagod gii-nankiiaang iw. Ngii-noondesemi go. Geyaabi go nda-gii nankiimi iw. Vi and gang.

Get well wishes for Ronald Morriveau. Esa naa mnoyaan!

Congratulations to John O'Meara for the Delaware research! Aapji ngchi-nendaami. From the NLIP Summer faculty.

Congratulations to Student Council's 50/50 winners:

Barry Milliken Hilda Nadjiwan
Mary Shawanibin Sandra Peltier

Baseball nights went well. Quite a few attended. Even the elders "have it yet". Barry hit a homerun! Gii-gwaataanginaandaan.



Wedding congratulations to our NLIP Secretary, Sonya who recently wed and is now Mrs. Matson.

Gaashebziyaan

by Laura Enriquez

Miisa genii waadbaajmiyaanh eshweb sa maapii soonwing.
Naangodnong gdo-chidamta enookiiyin geii gbimenziin enkamgag.
Miish maanda gaa-hiwebziyaan.

Ngoding dbedbig ngii-noki, miinwa
gii-gziibiignage epichinokiiyaanh.
Miidash gii-bnaadyaanh da gwinan.
Ebiskaabiiyaan endaayaan gei giimizhemose enokiiyan miigwedgo eshtoambaa eaii giinaabse
ezshaayan.
Gii-mi-shi-bazde'aan endaayaan gii-nendam.
Gii naab jiigaying shkwandem emgag miidash naasaab naanoobiiganens gaabid.
Ngii-nibiinge, nda gwinan gii-dkonaanan.
Bekaanzid endaad giibiinge.
Miimaa kwe gii-naanii bwid. Gii-ginowaabda-Naasaab gii-shinaagsimin, "Aniish-mampii
enokiiyan?"
Miidash giikenmaang pkaanag wiigwaming yayaanh.
Gii-nishaabgaadese miidash gaa-kidyaan
"Oops, wrong house, sorry."
Ngii-noondwaa mdwe-baa-baapid.
Gaa-nibiinge'aan jida gonaendayaan.
Ngii-wiind mowag hwiichkewenyag
gaazhibziyaan. Enweg gii-chibaapmin.

Miigwech!

Nmishomis

Methods Part III
Education 1353

Nmishomis ntaa aadsooke
Maamiikwaajmo aazhi-bmaadzid.
Iidig maaba nmishoo gaa-gchi piitzid.
Semaan gii aabjiyaan.
Howah ge pane gii-ntaa kida
Oo gii kendaan ke dishwebag niigaan.
Mamaa, bapaa miinwaa ooshenhyan gii
zaagaan
Iw dash aapji nda mesnaa.
Sabiin gii-ntaa bigidwaa.

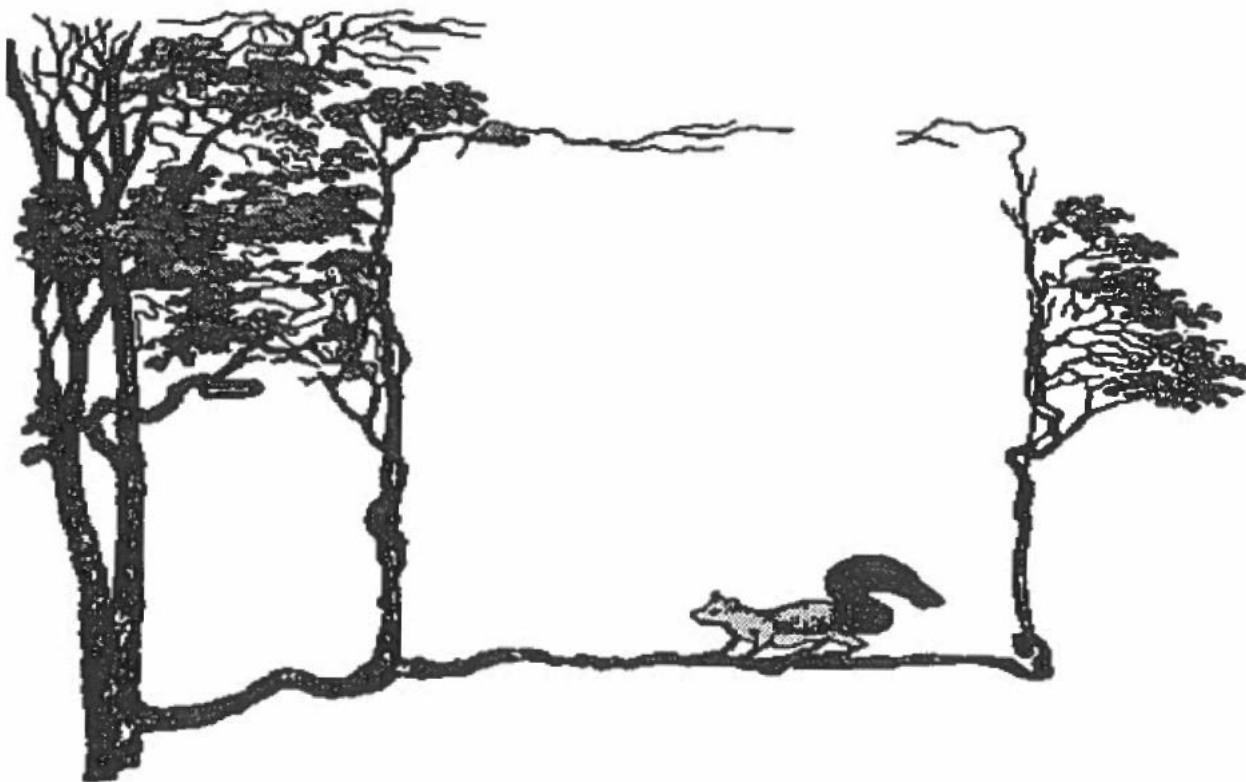
One Two Buckle My Shoe

Bezbig, niizh zagaaknigeg.
Nswi, niiwin naadmaadig.
Naanan, ngodwaaswi naabiigmak.
Niizhwaaswi, nshwaaswi bi-naabik.
Zhaangswi, mdaaswi, baamaa
miinwaa ka-waabminim.

Gaazhiwebzit Gaagiibaadzit

by Jeannette McQuabbie
Henvey Inlet First Nation
Pickerel, Ontario

Bezbig sa nzhishenh giibe wiigendaagnaa giibe gaashiiyaa. Elii gii-zhinkaaso. Gii- gshaadge epiichi nokiwaat ngitziimag nookming. Pii nimaajaawat enkijig, miikwa gojiing wiigwaamesing gii-zhaad. Miidash bibiindiget neyaap mii gii-bi-zaagiitood naazhaabiighigan. "Aahaaw nmadbin kwezens" kida. Miidash gii-mdwewechged. Zaam dash goonaa giwiisgawechige miinwash gii-nboodewechige pane. Aapchi dash gii-zhiingtowaa. Ngoding dash nimaajaawaat miinwa nmaama miinwash npaaba mii giibaabii'ag wii-zhaad odi gojiing wiigwaamesing. Miidash giimooj gii-aadaakwaak. Gii- gonzakamii getin nookming. Gaanidgwashnaa odi yaawaat ngitziimag miineyaap gii- giweynaashkaagoyaan. Gawiin dash gii-bzindzi. Mtigoons gii-bmi-bookwaaknang nbaaba. "Bzaaniyaan odi endaaying" kida. Gaabidgwashnaa endaayaang gii-nmadap, gii-bzindoowaa Elii mdewechged. Gaawiikaa miinwaa gii-noopnakesii nookming. Chi wiikaa miinwaa gii-waabmaa maaba nzhishenh. Ngoding dash gonaa gii-bi-miwaabmaa odi Wikwemikong. Gawiin gii-sidwinaagsii. Miidash gii-gwejmit ezhniikaazyaaanh, pii gaawiindamawag mii gii-chi'aapdaapid. Gii-mkwendaan gii-aadaakwag gojiing wiigwaamesing, giigaashiiyaanh.



Niikaanisag Ndawemaag

The end of a program is always a time of reflection.

He will leave behind memories of time spent discovering new concepts, building lasting friendships, participating in team and individual activities; and in the process developing lifelong interpersonal and skills needed regarding our culture and the Nishnaabe language.

And so, the end of the Native Language Instructors' Program is a good time to reflect on its development and progress. I have now been attending the program for two years, and for me, I feel success comes with partnerships, teamwork, a lot of hard work that will pay off, and how much more important this payoff will be in the future.

At this time I would like to pay tribute to two teachers Jeanba Miinwaa Ernestineba, Miinwaa a peer Fredba, who I feel have been particularly dedicated for this cause to protect, promote and preserve the Nishnaabe language.

Their accomplishments are yours and mine too. Like our class, and the graduating class of '95 they too have graduated to a higher school of learning, from the creator himself "Dizhemnitoo" to begin a new adventure, having left behind a rich legacy for those who will follow in their foot steps.

It has long been said that the greatest strength rests on the strength of it's people.

I thank the "Creator" and feel fortunate that He blessed us with such talented dedicated enthusiastic people who have and will continue to have a positive impact on many of our children, youth and adults alike who have chosen each summer in dedication to call Lakehead University Campus their home for four to five weeks.

We are thankful to these two teachers who have given so much over the years, and to Fred who was part of our class family. I will always remember him as a kind man, and a person who always like to make people laugh.

This is also an emotional time, but as a student it is also the most rewarding time. Watching the men, women and children receive their rewards, certificates diplomas and achievements fills me with an immense sense of pride and it reminds me of the very reason why I have decided to devote time and energy and to give it all I have to the education of our youth.

Last but not least, Kidanamikonim (I salute you).

Take the knowledge gained here and use it to further expand your personal and professional growth.

To the graduates I extend my sincerest congratulations to all of you. To all the teachers and staff, Gchi Miigwech.

**Baamaa pii miinwaa
Miigwech
Hilda Nadjiwan
Year 2 Eastern / Central**

The Being

I sit here in my office looking at all that is around me. Shelves filled with books. Walls decorated with pictures and posters. On my desk, I look at the pictures of two women smiling at me. I begin to feel a sadness overcome me and tears begin to trickle down my face. I wonder, how strong they were to keep holding on to the being. This being so strong and loving. My being, your being, their being. The words that come from within the being are joyful, musical sounds of nature telling you, you are one with nature. the being remains strong and loving. The life it leads are dictated by the universal changes in nature. A being so strong, loving, generous and always laughing. A being who remains quiet, watching and listening but, forever moving powerfully forward to encounter life's changes. I look at the pictures of these women again and I remember how strong, loving beings they were. I can hear them say, "The being that you help is your being, our being, their being. One that lives with nature and one that talks with nature:.. I look at their smiles, smiles so strong and loving. Remembering the smiles, I wipe the tears from my eyes. I pick up the pen and return to the language and culture of the being.

Sandra Peltier,

Dedicated to Jean Shawana and Ernestine Buswa,
Educators of the Anishinaabe Language and Culture.



My Life at Wigwam Point

By Mary Dokis

I lived on the south shore of Lake Nipissing. I was born in Sturgeon Falls. My mom took me home in a boat. There was a little ferry which took our people and tourists to the camps around Lake Nipissing and the upper French River.

Our house was a tiny log cabin with one room. We rarely saw bears. They didn't come around because we didn't feed them. We saw wolves running around in packs. They didn't bother us. My grandmother used to tell us, "If you don't bother with animals, they won't bother with you." so I was never afraid of wild animals I'm still not afraid of wild animals. Sometimes I am afraid of dogs, and I don't like slithering snakes.

You do not need to be loved, not at the cost of yourself. The single relationship truly crucial and central in a life is the relationship to the Self. It is rewarding to find someone whom you like, but it is essential to like yourself... It is quickening to recognize that someone is a good and decent human being, but it is indispensable to view yourself as acceptable. It is a delight to discover people who are worthy of respect and admiration, and love, but it is vital to believe yourself deserving of these things. For you cannot live in someone else. You cannot find yourself in someone else. Of all the people you will know in a lifetime, you are the only one you will never leave nor lose. to the question of your life, you are the only answer. to the problems of your life, you are the only solution.

This prayer was given to me over 4 years ago by my best friend Caroline Pheasant who passed away on Dec. 12, 1992. I went through some very rough times four year ago. My friends got together for some prayers and feast. I bad put this on her memorial card. Recently my dad Ambrose Kitchkeg passed away on June 14, 1995. I also put this on his memorial card. Caroline's family and I wanted to get this copyrighted before memorial cards. We will do something about it when I get back home. To let it be known also that she was a good poet, and a good artist and that she was a very talented young woman. Most of all my best friend.

Caroline, you are still in my memory

Meegwetch

To Mabel Benson:

For all us here today, let us join in all our thoughts, feelings, and emotions. Gathering here is a way of showing each other we care. Friendship is a way our people have lived for many years. With the respect of the Great Spirit we have traveled many miles and touched many hearts.

We show our friendship to our brothers and sisters by shaking hands or a hug and most important giving a very caring friendship.

As we travel with the Great Spirit here on Mother Earth, let us protect her and show her that our strength is not lost. Our individual path of life is our lesson to show our strength. Our path may be rough at times but with all our strengths as one we can over come our obstacles.

Our feelings that we share for each other teach us to grow and learn to have respect for our past and respect for our future.

Let us be thankful for the People we are with and the precious time we get to spend together.

The purification of the sweet grass awakes our weaknesses.

Let this be our prayer today and tomorrow.

To our friendship, and to all our relations, Mother Earth, Circle of Life, and the Great Spirit.

Meegwetch

by Caroline Pheasant

A Mother to a Teacher

Respect My Child; He Has A Right to Be Himself

The following letter appeared as an article in The Northern Newsletter. It was submitted by Surrey school trustee Jock Smith who is an educational counselor for the Department of Indian Affairs. It is a moving document and was supplied by the mother of an Indian child, in the form of an open letter to her son's teacher.

Before you take charge of the classroom that contains my child, please ask yourself why you are going to teach Indian children. What are your expectations. What rewards do you anticipate. What ego-needs will our children have to meet?

Write down and examine all the information and opinions you possess about Indians. What are the stereotypes and untested assumptions that you bring with you into the classroom. How many negative attitudes towards Indians will you put before my child?

What values, class prejudices and moral principles do you take for granted as universal? Please remember that "different from" is not the same as "worse than" or "better than," and the yardstick you use to measure your own life satisfactorily may not be appropriate for their lives.

The term "culturally deprived" was invented by well-meaning middle-class whites to describe something they could not understand.

To many teachers, unfortunately, seem to see their role as rescuer. My child does not need to be rescued; he does not consider being Indian a misfortune. He has a culture, probably older than yours; he has meaningful values and a rich and varied experiential background. However strange or incomprehensible it may seem to you, you have no right to do or say anything that implies to him that it is less than satisfactory.

Our children's experiences have been different from those of the "typical" white middle-class child for whom most school curricula seem to have been designed (I suspect that this "typical" child does not exist except in the minds of curriculum writers). Nonetheless, my child's experiences have been as intense and meaningful to him as any child's.

Like most Indian children his age, he is competent. He can dress himself, prepare a meal for himself, clean up afterwards, care for a younger child. He knows his Reserve, all of which is his home, like the back of his hand.

He is not accustomed to having to ask permission to do the ordinary things that are part of normal living. He is seldom forbidden to do anything; more usually the consequences of an action are explained to him and he is allowed to decide for himself whether or not to act. His entire existence since he has been old enough to see and hear has been an experiential learning situation arranged to provide him with the opportunity to develop his skills and confidence in his own capacities. Didactic teaching will be an alien experience for him.

He is not self-conscious in the way many white children are. Nobody has ever told him his efforts towards independence are cute. He is a young human being energetically doing his job, which is to get on with the process of learning to function as an adult human being. He will respect you as a person, but he will expect you to do likewise to him.

He has been taught, by precept, that courtesy is an essential part of human conduct and rudeness is any action that makes another person feel stupid or foolish. Do not mistake his patient courtesy for indifference or passivity.

He doesn't speak standard English, but he is no way "linguistically handicapped." If you will take the time and courtesy to listen and observe carefully, you will see that he and the other Indian children communicate very well, both among themselves and with other Indians. They speak "functional" English, very effectively augmented by their fluency in the silent language, the subtle, unspoken communication of facial expressions, gestures, body movement and the use of personal space.

You will be well advised to remember that our children are skillful interpreters of the silent language. They will know your feelings and attitudes with unerring precision, no matter how carefully you arrange your smile or modulate your voice. They will learn in your classroom, because children learn involuntarily. what they learn will depend on you.

Will you help my child to learn to read, or will you teach him that he has a reading problem? Will you help him develop problem solving skills; or will you teach him that school is where you try to guess what answer the teacher wants?

Will he learn that his sense of his own value and dignity is valid, or will he learn that he must forever be apologetic and "trying harder" because he isn't white? Can you help him acquire the intellectual skills he needs without at the same time imposing your values on top of those he already has?

Respect my child. He is a person. He has a right to be himself.

Yours very sincerely,

His Mother



Hopes & Dreams

Without hope
you could not dream
without dreams
you could not live
beyond the limits
of the present...

Never keep your eyes
to the ground
you will never see the ship...

Never keep your eyes
to the ground
you may miss the pictures
in the clouds...

Never keep your eyes
to the ground
you will miss
the double rainbows...

Never keep your eyes
to the ground
you will never
see eagle...

by: Candice Esquivel

My Dolls

Nothing in my younger days
prepared me for my children
I thought they never required
more than I could give...

Sometimes they don't fit
in my schemes and plans
I thought they be still as dolls...

Being a parent is a process
that continues for the rest of my life
When I see who they should be
I can see who they are...

by: Candice Esquivel



The Eagle

The eagle gives me hope
his feathers reach in my soul
he cries a tune
without words

The eagle gives me dreams
where I once...
was at a place of loss

The eagle gives me courage
accepting things I can't change
courage to change the things I can

The eagle gives me strength
that I lost as a child
the loss as a human being

Today...

I live like an eagle
with hope, dreams, courage and
strength.

by: Candice Esquivel

Today

Outside my window, a new day I see
and only I can determine,
what kind of day it will be,
It can be busy and sunny, laughing and gay,
or boring and cold, unhappy and gray.
My own state of mind is the determining key,
for I am only the person I let myself be.
I can be thoughtful and do all I can to help,
or be selfish and think just of myself.
I can enjoy what I do and make it seem fun,
or gripe and complain and make it
hard on someone.
I can be patient with those who may
not understand,
or belittle and hurt them as much as I can.
But I have faith in myself,
and believe what I say,
and I personally intend to make
the best of each day.



A Note from Nancy Iserhoff

I would like to say gichimiigwech to the Native Language Instructor Program for getting me where I am today. I am very grateful. I would like to thank all the teachers all the co-ordinators and everyone else that made this possible. I would also like to thank my sister Alice Nummelin for introducing me to the program. And most of all my mother and father for giving me the most precious gift of all - the Native language. I would also like to say good-bye to all my friends and classmates. It was nice meeting you all. I really enjoyed the past four summers. I'm going to miss all of you.

Gichi-miigwech!

Nancy Iserhoff

Has a permanent position with the Lakehead Board of Education

(See you all at graduation next year!

Let's have a party!)

**Kwesensish
Red Riding Hood**

By Jean Akiwenzii
Cape Croker

Ngoding kezheb mamayin gii wiin-maagoon kwesens, "G'maadjiidmowaa Nookomis maanda gookbinaagan. Kawiin minoyaasii Nookomis". Nooj gegoo miijim enapgog mamayin gii-tamwaan maa gookbinaaganing — shiimnag, bkwezigansag, baashkminsigan, deminan, miinwaa waawaashkesh-wiyyaas.

"Amba sa nimaajaadaa", kida kwesens. Miidash mamayin gii-wii-nmaagod kwesens miinwaa, "GEGO BAAMENMAAKEN WIYA KAWIIN GE'KENMAASIG! WEWENE KOWAABDZON! MIINWAA, KOWAABOOM MA'IINGANISH MAA JIIGAAKWAA! "Aahaaw, haamaa pii kawaabmin!", kida kwesens. Miidash gii patood jiigaakwaa wii-maajiidood Nookomis endaad iw gookbinaagan.

Baamaa pii kwesens bemosed miikaansing, mii ma, gii-kweshshkwaad ma'iinganishan. "ANIIN KWESENS, AANIPIISH EZHAAYIN?", kida ma'iinganish. Miidash Red Riding Hood gii-wiindmawaad, "Nookomis endaad ndizhaa, wedi gidaaki". Kawiin kwesensish gii-bizindwaasiin gaa wiindmaagwad mamayin.

Miidash ma'iinganish gii-k'chi maaajiipood Nookomis endaad, jibwaa dgoshing Red Riding Hood. Ma'iinganish gii-k'chi tangshkige maa shkwaandeming, Nookomis endaad. Gekpii gii-biikshkaan shkwaandem. Gii-biingeptoo maa biindik. Miidash gii-m'waad Nookomisan. Weyiip gii-biiskong ow Nookomis shiinzhgokaajanan, wiikwaan, miinwaa miijgoode. Miidash "Nookomis" nbaaganing gii-pagzod. Gii-gozhed niw waabowaanshan. Miidash maa gii-nbaakaaazod.

Baamaapii kwesensish gii-ni-dgoshing maa biindik. "Yooo, gesnaa k'chi wiibdan di-yaanan, Nookomis!", kida kwesensish, "ENH, AABDEK GWA. NGA AABJITOONAN SA N'G'CHI WIIBDAN WII MAAWNAAN!", kida ma'iinganish. Aapchigo naa gii-bakide. Miidash gii-mwind kwesensish gewii.

Megwaa nbaad, ma'iinganish, aapchigo gii debsinii, mii maa gojiing Shaagnaashish gii-bimosed, baa-gwa-giiwsed jiigaakwaa. Gegoo gii-noondaan maa biindik wiigwaaming. "Gegoo sa shawebad maa biindik", nendam ow Shaagnaashish. "Yooo, wenesh gaa- biikshkong maanda shkwaandem?", nendam giiwenh Shaagnaashish. Miidash gii-biinged wiigwaaming gewii. "Yoo, gesnaa g'chi pashkweji maaba ma'iingan! Wenesh gaa-miijid maaba?", kida Shaagnaashish. Mii dash gii-kendong gaa-zhi-webag.

Geskana Shaagnaashish gii-giish-shkwaad ma'iinganen. Miidash gii-zaag-jibzowaad Nookomis miinwaa kwesensish.

Baamaa pii Red Riding Hood gii-wii-nmowaad Nookomisan, "Kawiin miinwaa nga noonaasii wiya maa jiigaakwaag, kawiin ge-kenmaaswog. Miiwaa kawiin wiikaa gownnenziin gaa zhe-webziyaang!"

Elders

Eager to help.
Listen to their words.
Determine your destiny.
Educate ourselves.
Respect their stories.
Stories of ourselves.

Anishinaabens

Another day goes by,
Not once do you ask, "Why?"
Is it because you are...
Shy, not knowing who you are.
How are you to know?
If you dare...
Now, is the time.
Ask your people, who is the...
Anishinaabe?
Believe in your people.
Elders are your link to survival.
Now, is the time to ask. You are the...
Seventh Fire.

INDIAN

"Indian", they say.
North American Anishinaabe, I am.
Defy the name, "Indian".
I am not, "Indian".
Anishinaabe, I am.
"North American Anishinaabe"



Friends

Friends that will be there forever no matter where they are or how far they live,
Friends that are willing to listen and respond to you,
Friends that you trust and that enable you to share your most deepest hurts and thoughts,
Friends that won't judge you but be with you side by side,
When you do find a friend or friends that you can trust then you will know true friendship.

If the year is a song... the moon is the drum beat...the sun is the singer...
- Musawa

Florrie Sutherland

From the Students:

Chi miigwech ndikid
gonda gaanaadmoojig
endso-giizhgak
miiwdoowaad nmizinagnan
ngii-kinoomaagoo'aanh
maampii "NLIP Program."

by Dorothy Mishibinijima
Year 2 Eastern/Central

Thank you note:

I would like to thank the third year students for sending my family a card wishing my husband's recovery from his illness. Those words were very comforting and gave us strength.

Miigwech

Angela Neveau

Associate Teachers and Principals
Desk
Acknowledgment of student teachers

Summer of 1995

The principal and Associate Teachers would like to express their appreciation to the outstanding teaching techniques exhibited by most of the student teacher populace.

NLIPPOW WOW

About 22 dancers were in the grand entry atop Mt. McKay on Saturday, July 22. There were three drums:

Whirlwind
Thunder Mountain
Satellite Drum

Isaac Pitawanakwat was the M.C.. About \$150.00 was received at the Blanket Dance. There was a giveaway. About 7 craft and food stands were also set up.

FEASTS

There were three. Two at phase 3 and the most recent at the Pow-wow.

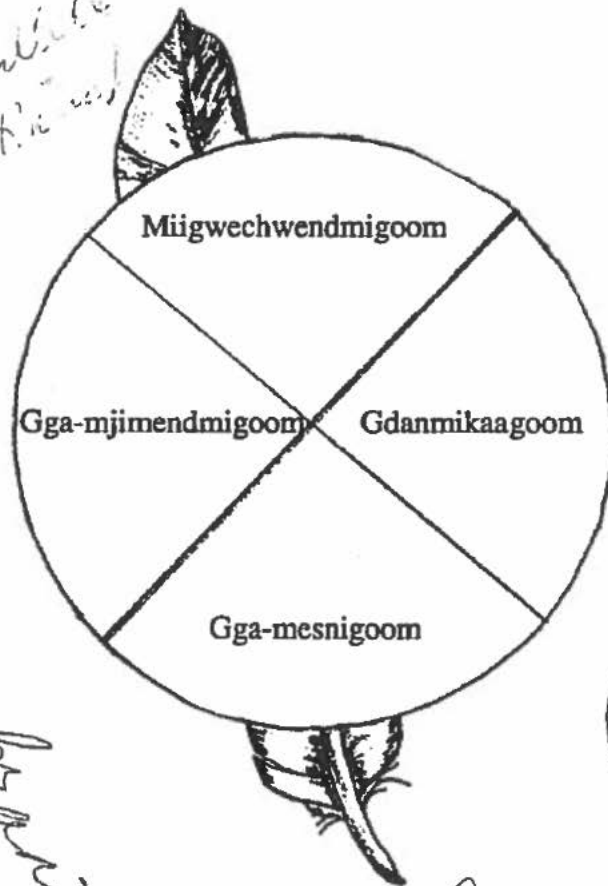


Aanii/Boozhoo

Gdanmikaagoom! Niiwobboon gaa-giishtoojig
Gchi-miigwech gii-bi-naadmawyaang.

Isabel Malin
Niiwobboon gaa-giishtoojig

Gene Carter



Mari M. Lee

Sherena Pangowish
Sheela Negonejig

Suzanne Odjick

"Dii-zaaginim"
Gloria King
Naalinasakwe
11/12/12

Isabelle Cada 😊

gagwetaanzim
gchi-nishin!
Sarah Anawaki

1995 N.L.I.P. Faculty

Dona Fiddler



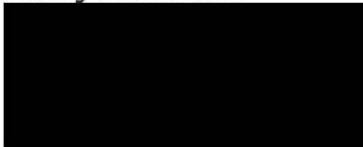
Isadore Toulouse



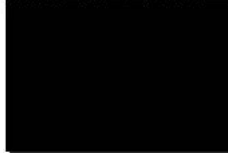
Violet Shawanda



Mary Lou Iahtail



Susan Sandau



Ron Kelly



Helen Wassegijig



Jeanne Grubin



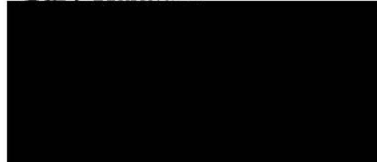
Shirley Williams



Elsie Stoney



Gary Hannam



Elizabeth Achneepineskum



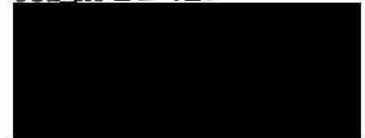
Theresa Hoy-Nowquaikzhikgoquai



Reta Sands



Joanne LaBelle



Doris Boissoneau



Laura James



Lena White



Sandra Peltier



Tom Beady



Angela Moore



Florrie Sutherland



PHONE # (HOME)

1. The first step in the process of identifying a problem is to recognize that a problem exists. This is often done by comparing current performance with a desired state or goal. For example, a manager might notice that sales are declining or that customer satisfaction is low. Once a problem is identified, the next step is to define it more precisely. This involves determining the scope of the problem, its causes, and its effects. For instance, a manager might define a problem as "a 10% decline in sales over the last quarter, primarily due to a loss of market share in the competitive market." This definition helps to narrow down the focus of the problem and provides a clear starting point for further investigation.

2. The second step in the process is to gather information about the problem. This involves collecting data and facts that are relevant to the problem. For example, a manager might gather data on sales trends, customer feedback, and market conditions. This information is then used to identify the causes of the problem. For instance, a manager might discover that the decline in sales is due to a combination of factors, including increased competition, changes in customer preferences, and a lack of effective marketing strategies. This step is crucial because it provides the manager with the information needed to make informed decisions about how to address the problem.

3. The third step in the process is to develop a plan of action. This involves determining the steps that need to be taken to solve the problem. For example, a manager might develop a plan that includes increasing marketing efforts, improving customer service, and launching new products. The plan should be realistic and achievable, and it should take into account the resources available to the manager. Once a plan is developed, the next step is to implement it. This involves putting the plan into action and monitoring progress. For example, a manager might implement the plan by hiring additional marketing staff, training customer service representatives, and launching a new product line. The manager should then monitor the results of the plan and make adjustments as needed.

4. The fourth step in the process is to evaluate the results of the plan. This involves comparing the actual results with the desired results. For example, a manager might evaluate the results of the plan by comparing sales figures, customer satisfaction scores, and market share with the targets set in the plan. This evaluation helps to determine whether the plan was effective and whether the problem has been solved. If the results are not satisfactory, the manager may need to revise the plan and try again. This step is important because it provides the manager with feedback on the effectiveness of the plan and helps to ensure that the problem is solved.

5. The fifth and final step in the process is to document the results of the plan. This involves recording the steps that were taken, the results that were achieved, and the lessons learned. For example, a manager might document the results of the plan by writing a report that describes the problem, the plan, the results, and the lessons learned. This documentation is important because it provides a record of the problem-solving process and can be used to inform future decision-making. For instance, a manager might use the lessons learned from this process to develop more effective marketing strategies or to improve customer service in the future.

SURNAME

GIVEN NAME

ADDRESS

CITY

PROV. POSTAL

PHONE # (COMM)

SURNAME

GIVEN_NAME

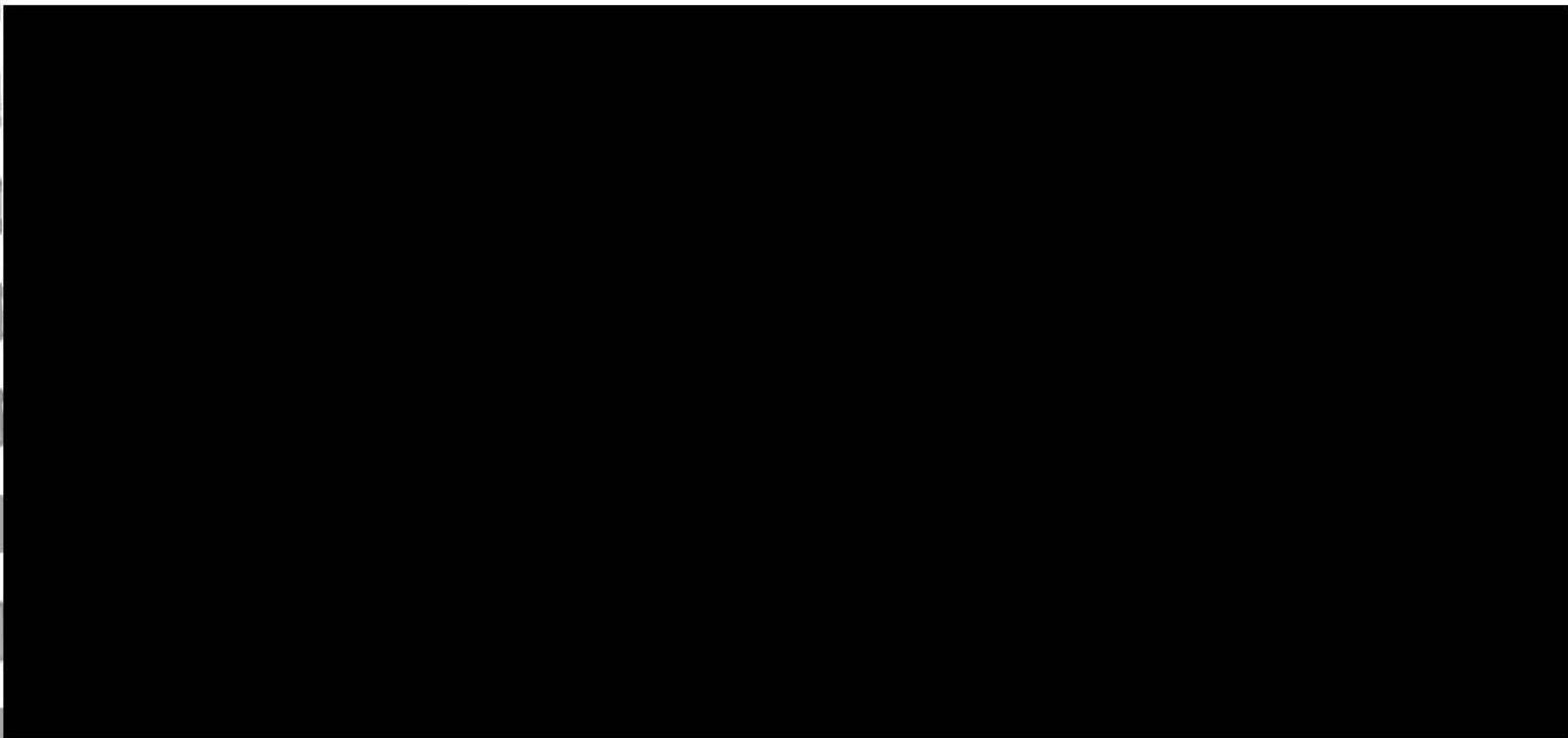
ADDRESS

CITY

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PHONE_#_HOME



AUTOGRAPHS

