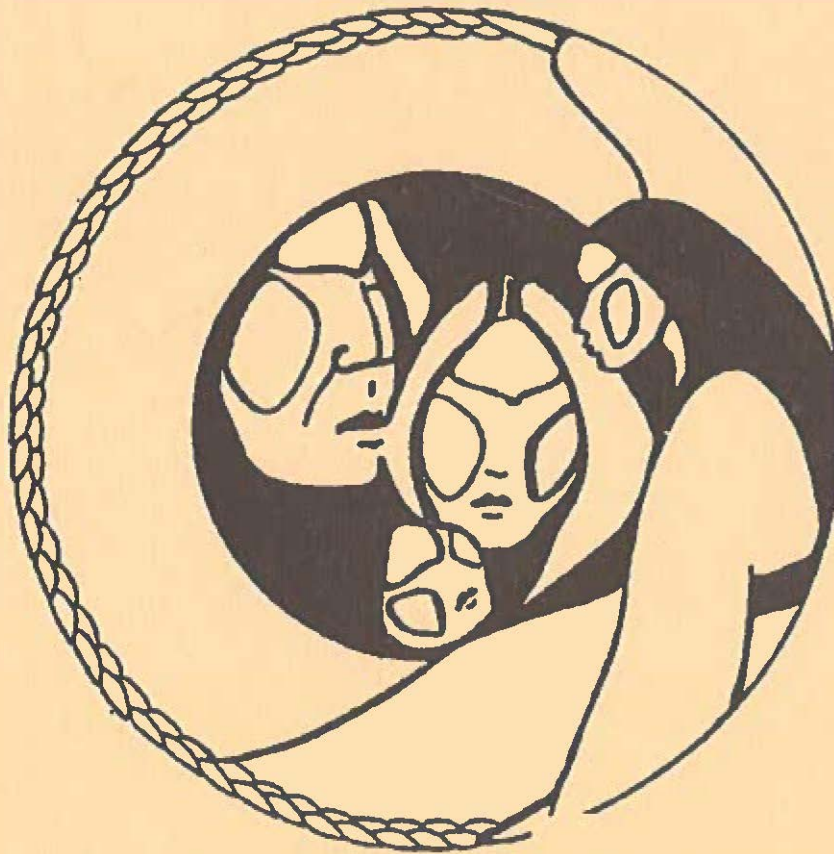


# NATIVE LANGUAGE EDUCATION IN ONTARIO

# Anishinaabemowin gikinoo'amaadiiwigamig

◁σ∫<sub>α</sub>V⊥Δ·<sup>3</sup> ρρ<sub>⊥</sub>◁L∩Δ·<sub>6</sub>Γ<sup>b</sup>

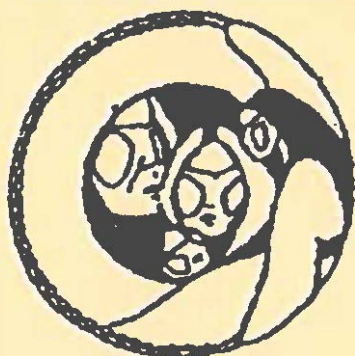
# N.L.I.P.



Δαδ·Δα ρρϑΔΙ9·Δ6Γ6

Volume 12, No. 1  
April, 1999

**PLEASE NOTE:**  
**Native Language Education in Ontario will now**  
**be published only two times a year.**



## **Native Language Education in Ontario**

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**Volume 12, Number 1**  
**April, 1999**

General Editor:  
Wanda White

Copy Editing:  
Sonya Matson

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 Wanda White at (807) 343-8003.

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

## **Coordinator's Message**

Plans are now underway for the Native Language Instructors' Program (NLIP) for 1999. The Native Language Teachers' Certification (NLTC) and the Native As A First/Second Language Diploma (NAFL/NASL) Programs will be offered. Credit courses in Languages and Education will also be offered which are courses for non-speakers and advanced studies ("Institute" courses) for fluent speakers, grads and students who meet the admission requirements. Additional Qualifications (AQ) ED 4743 Native As A Second Language, Part I will be offered this summer.

The dates for the NLTC is Monday, July 5 - July 30 and Diploma (NASL) Program is Monday, July 12 - July 30. Registration will be Monday, July 5, Orientation will be Tuesday, July 6 and Workshops will be held Wednesday, July 7 and Thursday, July 8 and a General Assembly will be held on Friday July 9, 1999.

Application packages were sent out in January. The packages include all the forms that need to be filled out and include information on residences and meal plans. The deadline for applications is May 30, 1999. Applications received after this date will be considered only if there are spaces available. To avoid disappointment, send in your application as soon as possible to the NLIP office.

We encourage you to share any information you may have on Native Language Education. It can be an article, a teaching idea, a poem, a game, a song, a book or any resource or reference material that you find useful. Please submit it to us and we can include it in our next Newsletter.

A reminder to the students who need to do their "teaching experience", if you have not made arrangements with a school, you should start seeking a placement now. Don't forget to get your practice teaching forms filled in and signed by the appropriate school official (NOT the principal) and send the form in to the NLIP office.

Students who have received their Certificate of Qualification (Restricted) are encouraged to come back and take the 4th year so that they can obtain the Native As A Second Language Diploma.

Students who have already taken Year 4 should be certain to complete their assignments for ED 1599 Winter Practicum as soon as possible and send them in to the NLIP office in order to receive the Native As A Second Language Diploma at the Spring 1999 Convocation exercises.

Special thanks go out to Sonya, my secretary, for her commitment and devotion to the Program.

I look forward to meeting all of you students again this summer.

Good luck in your future endeavours. Giga-waabimigoom miinawaa.

Wanda White, Coordinator  
Native Language Instructors' Program

## **NATIVE LANGUAGE PROGRAMS AT LAKEHEAD UNIVERSITY SUMMER 1999**

### **NLTC - NATIVE LANGUAGE TEACHERS' CERTIFICATION PROGRAM (July 5 - 30)**

This program is for students wishing to teach an Algonquian language as a second language in the province of Ontario. This is a three summer program leading to teacher certification in teaching an Algonquian language as a second language. The Ontario College of Teachers issues a Certificate of Qualification (Restricted) upon successful completion of the program. This program is four weeks in duration which includes one week of workshops.

### **NASL - NATIVE AS A SECOND LANGUAGE DIPLOMA PROGRAM (July 12 - 30)**

This program is for students wishing to teach Native as a second language. This is a four summer program leading to a diploma for Native language instructors. The diploma, issued by Lakehead University, is for students concentrating in teaching Native as a second language. Out-of-province second language instructors usually choose this program. Graduates of NLTC may transfer into year four of this program after fulfilling the NLIP practicum requirement. This program is a three week program and does not lead to Ministry Certification. (This program does not include the workshops from NLTC).

### **NAFL - NATIVE AS A FIRST LANGUAGE DIPLOMA PROGRAM (July 12 - July 30)**

This program is for students wishing to teach Native as a first language. This is a four summer program leading to a diploma for Native language instructors. The diploma, issued by Lakehead University, is for students concentrating on syllabic literacy and Native language arts. This program is a three week program and does not lead to Ministry Certification. (This program does not include the workshops from NLTC).

### **ED 4743 ADDITIONAL QUALIFICATION -**

#### **SPECIALIST CERTIFICATE IN NASL PART I (July 5 - July 30)**

### **SUMMER CREDIT COURSES IN LANGUAGES AND EDUCATION**

#### **OJIBWE 1010 - Introduction to Ojibwe I (Severn Dialect)**

Introduction to basic Ojibwe conversation, pronunciation, and grammar.

Time: 5:00 - 7:30 p.m. Monday thru Thursday

Date: July 5 - 22, 1999

#### **OJIBWE 1012 - Introduction to Ojibwe II (Severn Dialect)**

Development of conversational skills and practice in writing.

Time: 5:00 p.m. - 7:30 p.m. Monday thru Thursday

Date: July 26 - August 16, 1999

#### **CREE 1010 - Introduction to Cree I**

Introduction to basic Cree conversation, pronunciation, and grammar.

Time: 11:00 a.m. - 1:30 p.m. Monday thru Thursday

Date: July 5 - 22, 1999

#### **CREE 1012 - Introduction to Cree II**

Development of conversational skills and practice in writing.

Time: 11:00 a.m. - 1:30 p.m. Monday thru Thursday

Date: July 26 - August 16, 1999

#### **NL 2713 - Algonquian Linguistics**

A study of the languages of the Algonquian family with particular emphasis on Ojibwe and Cree.

Time: 10:30 a.m. - 12:30 p.m.

Date: July 12 - July 30, 1999

#### **NL 3251 - Translation**

Specific problems of translation.

Time: 1:30 p.m. - 3:30 p.m.

Date: July 12 - July 30, 1999

# **A N N O U N C E M E N T**

## **APPLICATIONS FOR THE 1999 SESSION OF THE NATIVE LANGUAGE INSTRUCTORS' PROGRAM AT LAKEHEAD UNIVERSITY ARE NOW AVAILABLE FOR NEW APPLICANTS**

**IF YOU REQUIRE MORE DETAILED  
INFORMATION ABOUT  
NATIVE LANGUAGE TEACHER  
CERTIFICATION  
OR WOULD LIKE TO  
COMPARE OUR PROGRAM TO  
SIMILAR PROGRAMS,  
PLEASE CALL US AT (807) 343-8003  
BEFORE REGISTERING IN A  
SIMILAR PROGRAM.**

**LAKEHEAD UNIVERSITY IS THE  
ONLY NATIVE LANGUAGE TEACHER  
CERTIFICATION APPROVED BY THE  
MINISTRY OF EDUCATION AND  
TRAINING FOR CERTIFICATION IN  
NATIVE AS A SECOND LANGUAGE IN  
AN ALGONQUIAN LANGUAGE.**

**CERTIFICATION THROUGH THE  
ONTARIO COLLEGE OF TEACHERS.**

### **\*Indigenous Peoples' Conference on Education (Hilo, Hawaii, August 1-7)**

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Please join us for the 5th triennial World Indigenous Peoples' Conference on Education (WIPCE HAWAI'I), to be held in Hilo, Hawai'i, from August 1 to 7, 1999. Na Po'e Hawai'i, the indigenous people of Hawai'i, invite you to participate in this unique assembly, dedicated to learning by traditional methods and stimulating discussions.

Indigenous educators, artisans, political activists, healers, and community members are invited to propose presentations. Each presentation must have a cultural base, show how the past is bridged into the present, and have a proven impact on the presenter's people. We ask presenters not to rehash the validity of indigenous learning structures or philosophy. Instead, we wish to focus on past, present and future projects — ideas that strengthen beliefs and practices and offer direction and guidance as we enter the new millennium. Presenters are encouraged to deliver their presentation in their native tongue (please be ready to interpret). The deadline for proposals is December 31.

The fee for participants who register before December 31 will be \$295.

After January 1 it will be \$400, and no registrations will be accepted after April 30.

For further information visit the conference website:

<http://wipcehawaii.org>

Or contact WIPCE HAWAI'I by e-mail at <[wipc@hawaii.edu](mailto:wipc@hawaii.edu)>; by phone at: 808/934-7722; by fax at: 808/974-7692; or by regular mail at P.O. Box 6159, Hilo, HI 96720-8923.

**Conference Announcement and  
Call for Papers**

**31<sup>st</sup> ANNUAL ALGONQUIAN CONFERENCE**

**Held in Conjunction With  
The 9<sup>th</sup> Annual Woodland National History Conference  
of the  
Prophetstown Council for Preservation  
of Great Lakes Native American Culture**

**October 28 to 31, 1999**

**University Inn  
Lafayette, Indiana**

Any individual who wishes to deliver a paper relating to Algonquian-speaking peoples including but not limited to language, history, art, archaeology, ethnography, and anthropology is invited to do so. Papers may be delivered in English or French. Speakers will be allowed 20 minutes for presentation and 10 minutes for discussion. Papers must be presented in English or French. Please indicate any additional equipment needed for the presentation.

**Contributors should send titles and one page abstracts  
by September 1, 1999 to:**

**Nicholas L. Clark, Executive Director  
The Museums At Prophetstown, Inc.  
22 N. Second St.  
Lafayette, Indiana 47901  
765-423-4617 - Ofc  
765-423-4495 - Fax  
nclark@prophetstown.org**

**(Registration materials will be available by August 1, 1999.)**

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## **Announcing publication of "Teaching Indigenous Languages"**

"Teaching Indigenous Languages" is a 323 page selection of 25 papers from the Fourth Annual Stabilizing Indigenous Languages Symposium "Sharing Effective Language Renewal Practices" held in May 1997 at Northern Arizona University in Flagstaff, Arizona. The conference brought together nearly three hundred indigenous language experts, teachers, and community activists to share information on how indigenous languages can best be taught at home and at school. The papers listed below represent the experiences and thoughts of indigenous language activists who are working in the United States, Canada, New Zealand, and Mexico.

Copies can be purchased from the Division of Educational Services, Center for Excellence in Education, P.O. Box 5774, Northern Arizona University, Flagstaff, Arizona, 86011-5774. Phone 520 523 2127.

Checks, money orders, and purchase orders should be made out to "Northern Arizona University."

Credit card orders are also accepted. Individual copies cost \$6.95 each plus postage and handling (\$3.00 within U.S., \$5.00 international surface mail, \$10.00 overseas Air Mail). Bulk discounts are available.

The proceedings of the 1st and 2nd Symposia titled "Stabilizing Indigenous Languages" and edited by Dr. Gina Cantoni is also available from the same source at the same price per copy.

**Teaching Indigenous Languages, edited by Jon Reyhner**

**Table of Contents:**

### **Tribal and School Roles**

1. "Keeping Minority Languages Alive: The School's Responsibility" by Gina P. Cantoni
2. "A Tribal Approach to Language and Literacy Development in a Trilingual Setting" by Octaviana V. Trujillo

### **Teaching Students**

3. "Going Beyond Words: The Arapaho Immersion Program" by Steve Greymorning
4. "Teaching Children to "Unlearn" the Sounds of English" by Veronica Carpenter
5. "Learning Ancestral Languages by Telephone" by Alice Taff
6. "Coyote as Reading Teacher: Oral Tradition in the Classroom" by Armando Heredia & Norbert Francis
7. "Revernacularizing Classical Nahuatl Through Danza (Dance) Azteca-Chichimeca" by Tezozomoc, Danza Azteca Huehuetotl, & Danza Azteca Tenochtitlan
8. "The KinderApache Song and Dance Project" by M. Trevor Shanklin, Carla Paciotta, & Greg Prater

### **Teacher Education**

9. "School-Community-University Collaborations: The American Indian Language Development Institute" by Teresa L. McCarty, Akira Y. Yamamoto, Lucille J. Watahomigie, & Ofelia Zepeda
10. "Language Preservation and Human Resources Development" by Joyce A. Silverthorne

### **Curriculum and Materials Development**

11. "Issues in Language Textbook Development: The Case of Western Apache" by Willem J. de Reuse
12. "White Mountain Apache Language: Issues in Language Shift, Textbook Development, and Native Speaker-University Collaboration" by Bernadette Adley-SantaMaria
13. "Science Explorers Translation Project" by Dolores Jacobs
14. "Incorporating Technology into a Hawaiian Language Curriculum" by Makalapua Ka'awa & Emily Hawkins
15. "It Really Works: Cultural Communication Proficiency" edited by Ruth Bennett

#### Language Attitudes and Promotion

16. "Marketing the Maori Language" by Rangī Nicholson
17. "Tuning in to Navajo: The Role of Radio in Native Language Maintenance" by Leighton C. Peterson
18. "The Wordpath Show" by Alice Anderton
19. "The Echota Cherokee Language: Current Use and Opinions about Revival" by Stacye Hathorn
20. "An Initial Exploration of the Navajo Nation's Language and Culture Initiative" by Ann Batchelder & Sherry Markel

#### Summing Up

21. "Four Successful Indigenous Language Programs" by Dawn B. Stiles
22. "Language of Work: The Critical Link Between Economic Change and Language Shift" by Scott Palmer
23. "The Invisible Doors Between Cultures" by Robert N. St. Clair
24. "Personal Thoughts on Indigenous Language Stabilization" by Barbara Burnaby
25. "Stabilizing What? An Ecological Approach to Language Renewal" by Mark Fettes

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## ANNOUNCEMENT:

VISIT THE NATIVE LANGUAGE  
INSTRUCTORS' PROGRAM  
AT OUR WORLD WIDE WEB PAGE.  
THE UNIFORM RESOURCE LOCATOR  
(URL) IS:

<http://www.lakeheadu.ca/~facedwww/FacEd/nlip.html>

Check us out for information on our Program.

# NOW AVAILABLE

## DELAWARE-ENGLISH / ENGLISH-DELAWARE DICTIONARY

*By John O'Meara, Lakehead University*

This dictionary is a record of the Delaware language as it is spoken at Moraviantown, Ontario. The Delaware-English section contains over 7 100 Delaware words, and includes example sentences, example forms, usage and grammatical notes, cross-references, and information about borrowed words. The Preface contains detailed information about Delaware pronunciation and the Delaware writing system, as well as a guide to using the dictionary. The English-Delaware section includes all Delaware words and example sentences found in the Delaware-English section.

**Publisher:**

University of Toronto Press  
10 St. Mary Street, Suite 700  
Toronto, ON M4Y 2W8  
ISBN 0-8020-0670-1  
xxiv+660 pages

**Price: \$75.00**

**To Order:** Phone Toll-Free 1-800-565-9523  
OR 416-667-7791  
Fax Toll-Free 1-800-221-9985  
Or order through any bookstore

# ᑭᑭᑭᑭ / Ninoontaan / I Can Hear It

Ojibwe Stories from Lansdowne House

Written by Cecilia Sugarhead

Edited, translated and with a glossary by John O'Meara

This book contains ten stories written by Cecilia Sugarhead, a speaker of Ojibwe from Lansdowne House, Ontario. These stories are well-known to Ojibwe-speaking people in northern Ontario.

These texts from northwestern Ontario — about halfway between Lake Superior and Hudson's Bay — were written in Ojibwe syllabics and are here presented both in their original syllabic form and the standard roman orthography with the English translation on facing pages. This volume also provides a detailed introduction and a full glossary (along with an English-Ojibwe index) identifying all words which appear in the texts.

This is the first collection of narratives from a vast region where upriver Ojibwe communities border on downriver Cree communities to the north and east.

The narratives in this book both types of northern Ojibwe texts. The *tipaatisoohkan* ('legends') tell about the mythical past, in the time before the earth and creatures on it were fully formed. The *tipaacimowin* ('stories') range from personal experiences to historical accounts.

This collection of stories will be of interest to students of Ojibwe language and literature, as well as to educators seeking materials produced in and about the Ojibwe language.

\*\*\*\*\*

## Ordering Information

Available From:

Lakehead University Alumni Bookstore

Lakehead University

Thunder Bay, ON P7B 5E1

Canada

Phone: 807-343-8335

Fax: 807-343-8158

E-mail: [lori.fleming@lakeheadu.ca](mailto:lori.fleming@lakeheadu.ca)

Cost: \$35.00 (includes applicable taxes plus shipping/handling)

Make cheques payable to "Lakehead University Bookstore"

We accept Visa, MasterCard or American Express and purchase orders. Please fax or e-mail order information if paying by one of these methods.

[illegible]

The Ojibwe language camp course book and two audio tapes were prepared to assist the students who attended the language camp hosted by Wausauksing First Nation at Parry Island, Ontario on August 14 - 18, 1995. For others who want to learn Ojibwe, these resources will facilitate learning of Ojibwe. The topics and activities contained in this curriculum are what were taught during the sessions. Also included are instructional expressions and other related vocabulary.

**Lena Odjig White**  
**Lily Bourgeois**

**Published by: Gene and Gerri Boubard of Eagle Bear Ventures, Winnipeg, Manitoba.**

[illegible]

**Title:** *Midewiwin Language Camp, Vol. 1*

(Address)

**MAIL ORDERS:** Add \$4.00 per copy - shipping and handling (Canadian)  
Add \$3.00 per copy - shipping and handling (U.S.)

**Order from:** Lena White  
Box 242  
Letellier, Manitoba  
R0G 1C0

[illegible]

## ENGODOOSIGIN KINOOMAAGEWNAN TEACHING UNIT

### 1. **Inaakonigewin:**

*Introduction (Rationale)*

**Wiindmaageyan enaakonigeyan miinwaa ezhi-piitendaagok  
waa-kinoomaageyan.**

*Introducing what you plan to teach and why it is important.*

### 2. **Zhichigewin:**

*Objective*

**Ezhi-ndawendaman ekinoomaagaazjig waa-zhi-shki'ewziwaad.**

*What you want the students to be able to achieve.*

### 3. **Kinoomaagewnan:**

*Content*

#### (a) **Ezhi-naabiisigin Kidwinan:**

*Language Patterns*

- **ezhi-kidong nooj gegoo kidwinan**  
*how words are expressed in different ways*
- **ezhi-naabiisidoong kidwinan**  
*how words are put together*

#### (b) **Kidwinan:**

*Vocabulary*

- **waawiinjaganan**  
*nouns*
- **zhichigewnan**  
*verbs*
- **aankobjigaansan**  
**dbishko go:** for example:  
*inflections (prefixes, suffixes)*
- **ziindaakojiigaansan**  
*particles*

#### (c) **Nsastamawkiiwin:**

*Language Concepts*

- **weweni nsastamawkiing kinoomaagewnan**  
*ensuring students understand what you are teaching*

#### (d) **Ezhi-naabdakikin Kidwinan:**

*Language Functions*

- **ezhi-naabjitoong kidwinan**  
*how people use the language*

(e) **Anishnaabe'aadziwin:**

*Aspects of Culture*

- **Anishnaabe bmaadziwin**  
*Anishnaabe way of life*
- **Anishnaabe kendaaswin**  
*Anishnaabe knowledge*
- **Anishnaabe kinoomaadwinan**  
*Anishnaabe teachings and values*

4. **Waa-naakimigzing:**

*Teaching Activities*

**Nooj gegoo waa-nakimiziwaad ekinoomaagaazjig  
wii-nishnaabemwaad.**

*What students will learn through various activities.*

**Ekinoomaagaazjig weweni wii-kendmawaad...  
bzindamawin**

**giigdowin  
ginjgewin  
zhibiigewin**

*The students will know well (the skills)... listening  
speaking  
reading  
writing*

5. **Nda-kenjigewin:**

*Evaluation*

**Waa-zhi-ndakenmadwaa ekinoomaagaazjig mnik  
gaa-zhi-shki'ewziwaad wii-anishnaabemwaad.**

*To find out how much students achieved in learning Anishnaabe language.*

6. **Nakaazwinan miinwaa Aabjichiganan:**

*Materials and Resources*

**Mkawaataagzing waa-zhi-zhiitaayan kinoomaageyan**

*A reminder of what to prepare and what you need for your teaching.*

- **ka-zhibii'aanan**  
*list them*

*by: Lena White  
with assistance from colleagues,  
Shirley Williams & Reta Sands  
July, 1998*

## Cree dictionary aims to preserve language

by Bob Weber  
The Canadian Press

Edmonton - After 12 years, Earle Waugh finally has an answer for the spirit of a feisty, Cree-speaking nun from Hobbema, Alberta.

"It's done," says Waugh, a University of Alberta professor who's just edited a new authoritative dictionary of the Cree language that was begun by the late Sister Nancy LeClaire back in the mid-'60s.

"She knew she was dying," says Waugh of LeClair, whose name appears on the cover of the newly published book from the University of Alberta Press.

"She said to me, 'Dr. Waugh, you know you have to finish this and I'll be looking over your shoulder to make sure that you do.'"

"The Cree concept of pawakan (spirit) is very strong. She was there. there's no doubt."

The 577 page Alberta Elders' Cree Dictionary is the most complete, up-to-date Cree-English resource ever published, says Waugh, who worked on the project for 22 years.

It includes different dialects and slang. There's a whole section of words that would mystify the language's original speakers - such as cashmere (manitowekin, or "God's cloth") and VLT (soniyaw kasiwepayit, or the "machine that spits money").

Cree grammar makes it flexible enough to welcome new words. As in German, words can be combined to create neologisms.

"English likes to have a single word that stands for a particular concept," says Waugh. "Cree is quite happy to link several words together."

"What's neat about this is that it means that Cree is adaptive. It's also very colourful and very vivid."

The dictionary is a cultural document as well.

It defines manito as "the basic mysterious quality in the universe," rather than the usual definition of "God".

It provides an oath for use in court that is culturally meaningful, since Cree has little concept of guilt.

The work draws from sources diverse as the Cree-French lexicon written by Father Albert Lacombe in 1865, previous works on the language and the living vocabulary of up to 100 native Cree speakers from across the Prairies.

George Cardinal, who grew up in northern Alberta with Cree as his first language, took over from Sister LeClaire as principal author.

- reprinted from the Chronicle-Journal  
Sunday, January 10, 1999

## NLIP Faculty, Staff and Student updates:

Several NLIP faculty members gave papers at the recent Thirtieth Algonquian Conference, which was held in Burlington Massachusetts, October 23-25, 1998.

John O'Meara (Lakehead University) gave a paper entitled "Preliminary Observations on Some Ojibwe Place Names in Northern Ontario."

Helen Wassegijig (Carleton University) gave a paper entitled "What is Ojibwe Art and Language?"

J. Randolph Valentine (University of Wisconsin-Madison) gave a paper entitled "Aspects of Style in Ojibwe Narrative."

## SHARING SECTION

### NGII-WIINMOOM NA EZHI-ZAAGI'NAAN

NGII-WIINMOON NA EZHI-ZAAGI'NAAN? GDAA-WIINMOON NA GWA MIINWAA NGODING?  
NGII-WIINMOON NA PANE NMAKENDMINAAN? "NWIJKIWENH" NOONGWA SA GDOO-  
WIINMOON.

NIIN MAANDA N'DEH DABIIKSE, AANWEN-ME-YIN. GYE WIYA NDOO-AAWSII ME-WII-  
JIIWSEWAN. NGII-WIINMOON NA EZHI-ZAAGI'NAAN? "NWIJKIWENH" NOONGWA SA GDOO-  
WIINMOON.

NGII-WIINMOON NA EZHI-ZAAGI'NAAN? GDAA-WIINMOON NA GWA MIINWAA NGODING?  
NGII-WIINMOON NA PANE NMAKWENMINAAN? "NWIJKIWENH" NOONGWA SA GDOO-  
WIINMOON.

Written by: Virginia Henry  
July 29, 1998

Tune is to the tune of "Have I told you Lately?"

.....

### AABIISH GE-YI-NDAAYAAN NIGIIWEYAAN?

AABIISH GE-YI-NDAAYAAN NI-GIIWEYAAN? KIWENZII'ISH GII-ZAAGJI-WEBNAAN  
DEBENDAMAA. GII-DEBWE GAA-KIDAD, GII-DAWENDAANG NWII-NBWA-YAAN. AABIISH  
GE-YI-NDAAYAAN NI-GIIWEYAAN?

LAKEHEAD UNIVERSITY NGII-NJI-KINOMAAGO. NGII-NDA-WENDAAN, NWII-  
KENDAASYAAN. MAABA DASH KIWENZII'ISH GAAWIIN GII-NENDZII. GII-KIDA, 'GEGWAA  
BI-BSKAA-BIIKEN'.

AABIISH GE-YI-NDAAYAAN NI-GIIWEYAAN? KIWENZII'ISH GII-ZAAGJI-WEBINAAN  
NDEBENDMAAN. GII-DEBWE GAA-KIDA, GII-NDAWENDANG NWII-NBWAYAAN. AABIISH  
GE-YI-NDAAYAAN NI-GIIWEYAAN?

NISHNAABEG BAATIINOWAG, MAA LAKEHEAD. NOOJ GEGOO YI-NAADZIWAG. AANIND  
PANE GCHI-NOKIOWAG MIINWAA AANIND GCHI-GII-BAADZIWAG.

AABIISH GE-YI-NDAAYAAN NI-GIIWEYAAN? KIWENZII'ISH GII-ZAAGJI-WEBNAAN  
NDEBENDMAAN. GI-DEBWE GAA-KIDAD GII-NDA-WENDANG NWII-NBWAYAAN. AABIISH  
GE-YI-NDAAYAAN NI-GIIWEYAAN?

To the tune of "Where am I Going to Live When I Get Home? R. Travis  
Submitted by Virginia Henry