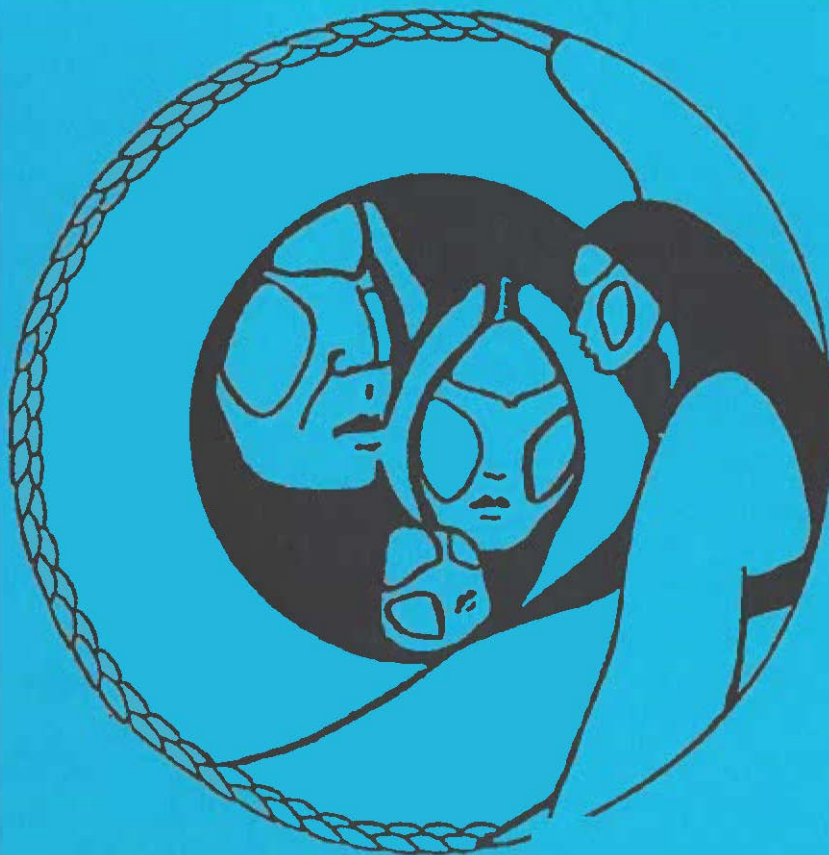


NATIVE LANGUAGE EDUCATION IN ONTARIO

Anishinaabemowin gikinoo'amaadiiwigamig

Δσ₂V₁Δ³ ρρ₀ΔL₀Δ⁶Γ⁶

N.L.I.P.


$$\Delta c \dot{c} \cdot \Delta^a \rho^b \rho^c \Delta \dot{L}^9 \cdot \Delta b \Gamma^b$$

Volume 9, No. 1
August 1993.



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Volume 9, Number 1
August 1993

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

Another great summer, NLIP 1993, has come and gone. Memories linger as we return and continue with our work in our communities and programs. Four weeks goes by fast because of the intensive courses and a very busy schedule. It is admirable how everyone became involved quickly with hardly any complaints. Your patience, perseverance, and acceptance of this fast pace, the expectations and the unexpected, was much appreciated especially when sudden changes took place, for instance, the re-allocation of classrooms, etc. It made the planning and the administrative work much easier for the secretaries and others involved in the scheduling and other duties that needed to be accomplished.

Again, I am sure you will want to join me in extending my sincere thanks to John O'Meara, Judy Turrie and Sonya Bruyere for their hard work, dedication and an excellent job in preparing for the 1993 NLIP program. We've received so much positive feedback in terms of the past year's preparatory activities and the organization of the 1993 summer session. Positive comments also came from certain University departments, the residence, student support services, the NASL children's program and the accounts office.

Though the NLIP Student Council got organized a bit late this summer, they were able to plan some activities for the students. One of the events was the "potluck and social" at the Thunder Bay Native Friendship Centre. This was such a success that students would like this event repeated next year. It is expected that more activities will be planned for the 1994 summer program. It was decided that the NLIP Student Council that was elected this year continue to be active throughout the year so that planning can start as soon as NLIP begins, or before if possible.

NLIP is a well established program that continues to grow in quality as the students and faculty are given the opportunity to evaluate the program. This year, 81 of the 141 students registered completed and submitted their evaluation forms. Thanks to the students who took part in this process. We appreciate your ideas, suggestions, concerns and opinions known to us. Positive comments reflected much of what I have mentioned above. Areas that need to be improved and concerns expressed were noted and will be taken into consideration for 1994 summer session.

NLIP is what we make it to be. As long as we continue to support each other in attaining our goals in the field of Native language education, NLIP will be a success. Truly, this is a reflection of your ideals and values; the love, caring, respect and the courage and commitment you have taken in pursuing your goals. May we look forward to 1994 with anticipation.

In the Spirit of our Native languages!



Lena Odjig White, Coordinator

Tel. No. 807-343-8003

Program Goals:

- to maintain the vitality of Native languages among members of the Native language community, by providing opportunities for its study and creative use in the academic setting;
- to develop new functions and skills, in the use of Native languages through research, teaching and materials production;
- to introduce a Native language to those who wish to learn it through introductory and developmental courses in Cree and Ojibwe.

Background and Student Enrollment:

- In 1977, the first 7 graduates received NLTT (Native Language Teacher Training) certification from the Department of Indian Affairs.
- In 1980, the "Institute" began as a directed studies program for NLTT/NLIP graduates. It offers courses in Literature, The Oral Tradition, Linguistics, Computers and Research.
- In 1981, NLTT became a diploma program with the name changing to the present NLIP (Native Language Instructors' Program).
- In 1985, the first Native Language Teachers Certification program began with the Algonquian group continuing at Lakehead, and the Iroquoian group relocating to the University of Western Ontario.
- In July, 1986, of the 54 NLTT/NLIP grads, the first 23 students received their Permanent Letter of Standing from the Ministry of Education as certificated Algonquian Second Language teachers.
- In July, 1987, the first AQ (Additional Qualification) course, Level One, in Algonquian Second Language Teaching was implemented. In July of 1991, the first graduating class of the AQ program for holders of an Ontario Teaching Certificate consisted of 9 teachers.
- Since 1985 when the NLTC certificate program was implemented, 157 candidates have been recommended to the Ministry of Education and Training to receive a Permanent Letter of Standing.
- Since 1981 when the NLIP diploma program was implemented, 87 have graduated receiving their Diploma. Potential graduating class for 1993 is 14 students.

NLIP - Summer 1993:

Enrollment stood at 141 with 25 faculty and staff members being involved in the program. About sixty Ontario communities were represented; students also came from Quebec, Michigan, and Minnesota.

Practica:

- Students enrolled in the **Native As a First/Second Language Diploma** program require a supervised practica, six assignments, completed during the Fall/Winter semester in Year Two and Year Three.
- Students enrolled in the **Native Language Teacher Certification Program** require 40 days of successful teaching experience, in addition to the on-campus student teaching and 6 workshops. Certification qualifies candidates to teach Native as a Second Language in Ontario from JK to OAC.

NLIP Vision:

As the Native Language Instructors' Program continues to grow with the faculty and students contributing to its success, we look forward to its future development. NLIP has gained a provincial, national, and international recognition and reputation. The Algonquian language speakers consider the program a valuable contributor to the maintenance and revitalization of our Native Languages.

NATIVE LANGUAGE DEVELOPMENT DEMONSTRATION PROJECT

SUMMARY:

All phases of the project will be monitored by the Steering Committee and all written material will be reviewed by the committee, by the respective organizations and by the 23 communities.

PHASE 1: One Year (now complete)

Material will be prepared to help promote community awareness of types of Native language programs and current research about bilingual programs.

An individual community assessment will be completed to determine language use across a variety of age groups, current native language programs in the school and community goals.

One coordinator will train and work with 8 field workers to:

- a) develop a survey, conduct community awareness sessions in the area of First language programs, conduct a survey in each community in the district, and
- b) compile survey data, develop and present reports to the communities, revise the reports, provide reports to the community and coordinator. The coordinator will write a district report.

PHASE 2: One Year

- A. Development of a Native language policy which includes a philosophy, rationale, description of types of programs with implementation strategies and resource needs and recommendations about areas such as pupil teacher ratios, teacher qualifications and salary scales.
- B. Development of a dictionary and grammar for each of Cree, Oji-Cree and Ojibway to be used by teachers and students. Development of a language map to be used in the future production of materials for classrooms and schools.

One policy writer on contract working with the Committee. One coordinator working with three linguists who will work with community language informants.

PHASE 3: Two Years

Development of curriculum guidelines for the different types of Native language programs.

One coordinator to work with 6 Native language teachers.

*This report was submitted by:
Page Newton, Executive Assistant
Northern Nishnawbe Education Council*

Note: Anyone wanting more information can contact Ifka Filipovich,
NNEC Education Liaison Officer at 807-737-2002.

NATIVE LANGUAGE DEVELOPMENT DEMONSTRATION PROJECT

The following 23 communities in the Sioux Lookout District are participating in a four-year Native Language Development Project:

Ojicree Communities

Bearskin Lake
North Spirit Lake
Kingfisher Lake
Wapekeka (Angling) Lake
Sandy Lake
Keewaywin
Sachigo Lake
Weagamow Lake
Kasabonika Lake
Muskrat Dam
Deer Lake
McDowell Lake
Long Dog Lake

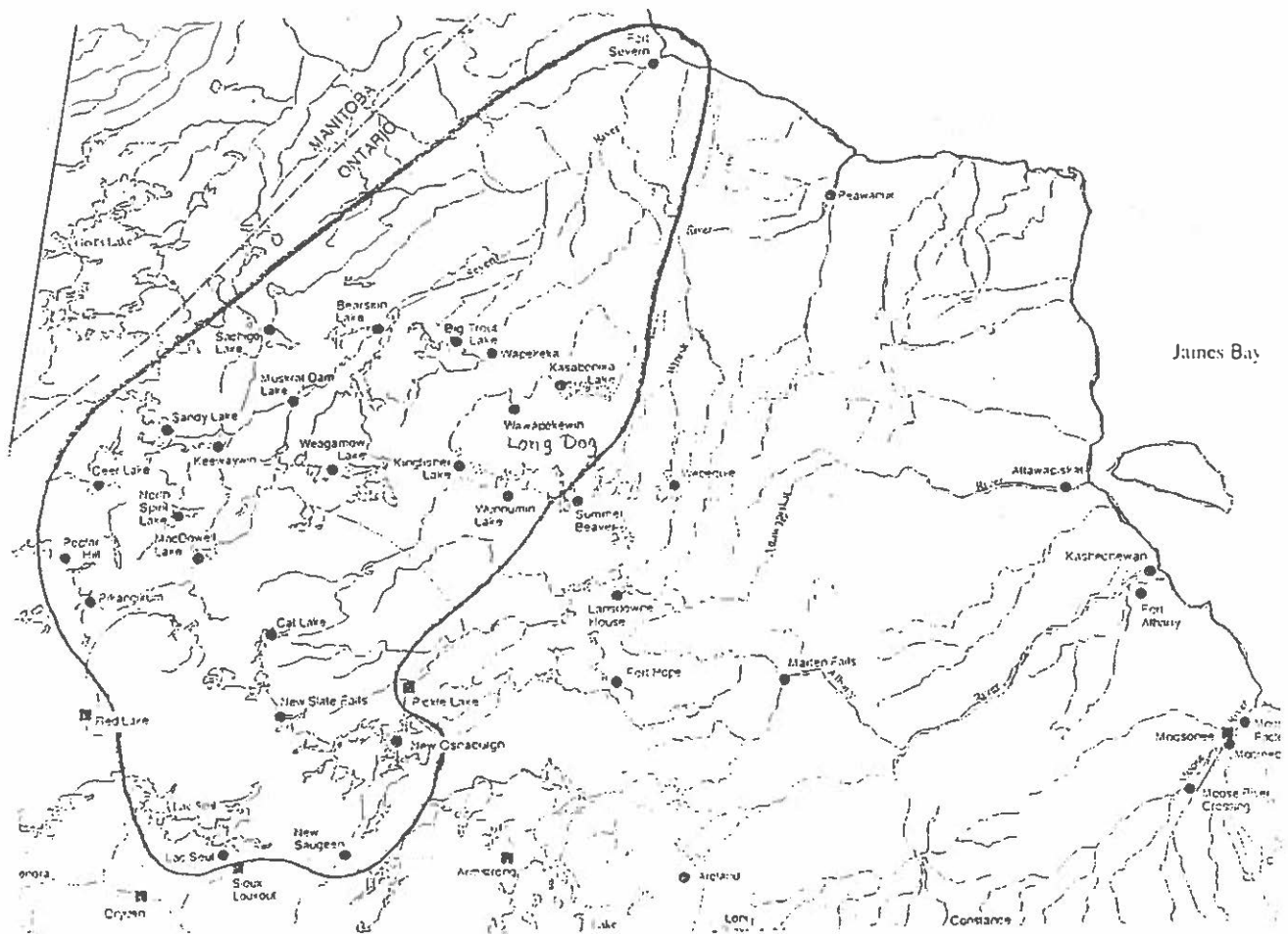
Big Trout Lake
Wunnumun Lake

Ojibwe Communities

Cat Lake
Lac Seul
New Osnaburgh
Pikangikum
Poplar Hill
Saugeen
New Slate Falls

Cree Communities

Fort Severn



Sioux Lookout District Communities participating in NLDDP Project

Great News!

The Brock University Native Teacher Education Program has completed its first summer. Forty students participated, thirty-two in courses leading to OTC, and eight in those leading to certification in teaching Native as a Second Language.

The program was intended chiefly for fluent speakers of Iroquois languages, but also included several students who are language learners themselves. The use of communicative language methods was stressed, so that both groups could extend their own language skills while helping to develop those of their pupils. It is hoped that Iroquois language literacy will be strengthened, so that this group and others will be encouraged to write in their own languages for future readers and learners.

Students will do practice teaching in reserve and off-reserve schools, as opportunities arise. Those who are employed full-time as teachers will be supervised in their own classrooms. We hope to provide them with some opportunities to visit other schools as well.

This program is innovative and experimental, and, we hope, will help to improve the prospects for Native language learning in Iroquois communities.

*This report was submitted by:
Merle Richards, Coordinator
Native Teacher Education Program
Contact No. (416) 688-5550, ext. 3712*

Anishnaabe Kendaaswin Publishing

Anishnaabe Kendaaswin Publishing, an initiative through the Union of Ontario Indians, is located on the Muncee-Delaware First Nation, in southwestern Ontario.

Housed by a Delaware Reserve, Anishnaabe Kendaaswin Publishing's main function is to produce culturally-relevant Ojibwe language and Native Studies curricula. Specifically, it is designed to meet the needs of Chippewas of Sarnia, Chippewas of the Thames, Kettle & Stoney Point and Muncee-Delaware First Nations.

The staff is made up of Rhonda Doxtater, Native Language Co-ordinator, Judy Dokis, Native Studies Co-ordinator and Dawn Doxtater, Secretary.

Two committees have been organized to function as writers and cultural content contributors into the development of Native Language and Native Studies curricula. Some of the areas of concentration will be on a "Anishnaabe perspective" into the design of a Native Studies curriculum and Native Language educational kits that include books, videotapes, audio-cassette tapes, slides, posters, games and concrete items to compliment the Anishnaabe classroom. Anishnaabe Kendaaswin Publishing is in the process of designing computer software programs to meet the competitive learning styles.

Upon completion of this curricula, it will be made available for purchase. For further information or input, you may contact:

Anishnaabe Kendaaswin Publishing
R. R. #1
Muncey, Ontario
N0L 1Y0
Tel. # (519) 289-2421
Fax # (512) 289-5200

Report submitted by: Rhonda Doxtater

**Policy Concerning
Successful Teaching Experience (Contact Days)
as Required in the
Native Language Teacher Certification Program**

1. The teaching experience must be obtained in
 - (a) a school operated by a council of a band or an education authority where such council or education authority is authorized by the Crown in right of Canada to provide education for Indians,
 - (b) a school operated by the Department of Indian and Northern Affairs, Canada,
 - (c) a school operated by a board, or
 - (d) experiences deemed to be equivalent by the Teacher Education section of the Ministry of Colleges and Universities.
2. The teaching experience must be certified by one of the following:
 - (a) the Ministry for successful teaching experience gained in a school operated by a council of a band or an education authority where such council or education authority is authorized by the Crown in right of Canada to provide education for Indians,
 - (b) an official of the Department of Indian and Northern Affairs, Canada for successful teaching experience in schools operated by that Department,
 - (c) a supervisory officer employed by a board of education for successful teaching experience in schools under the jurisdiction of that board, or
 - (d) an appropriate supervisory official for successful teaching experience outside Ontario.
3. A candidate for admission to each of the second and third sessions of the program for the Native Language Teacher Certification Program must complete successfully a minimum of twenty contact days of practical; experience in a teaching environment in order to fulfill the requirement of at least one year of successful teaching experience for entry to each of these courses.
4. The requirement of at least twenty contact days for admission to the second session of the program for the Native Language Teacher Certification Program may be waived for the transitional year 1985 - 1986 providing that a candidate who is admitted to the second session under the "waiver clause" must complete a minimum of forty contact days of practical experience in a teaching environment before being admitted to the third session of the Native Language Teacher Certification Program.
5. A Provisional Letter of Standing, issued for the successful completion of either the first or the second session of the Native Language Teacher Certification Program, that has expired, or is about to expire, may be renewed for a period of one year provided that the holder submits evidence to the Teacher Education Section of the Ministry of Colleges and Universities that he has an offer of a placement for practical experience in:
 - (a) a school operated by a council of a band or an education authority where such council or education authority is authorized by the Crown in rights of Canada to provide education for Indians,
 - (b) a school operated by the Department of Indian and Northern Affairs, Canada,
 - (c) a school operated by a board, or
 - (d) experiences deemed to be equivalent by the Teacher Education Section of the Ministry of Colleges and Universities.

*** PLEASE NOTE: THE PRINICPAL OF YOUR SCHOOL IS NOT A SUPERVISORY OFFICIAL AND THEREFORE SHOULD NOT SIGN YOUR TEACHING EXPERIENCE FORM.**

A Message to all NLTC Students . . .

Due to many calls to our office from many schools across Ontario, we here at the Native Language Instructors' Program are setting up a listing of all students who are available for teaching positions. All students are required to submit 20 contact days of teaching experience before their second and before their third year of University. **This is an excellent way for you to find employment and receive your teaching experience at the same time.**

We encourage all students to take the time to fill out the form below, include all information, and return to our office. Please ensure all information is correct and be sure to keep us posted as to any changes in your address, phone number, and employment status. You may contact Sonya Bruyere at (807) 343-8542 in order to update any information that has changed or if you have any questions.

Name _____

Address _____

Postal Code _____

Phone No. _____

Work No. _____

What communities are you willing to work in?

Have you received your:

Provisional Letter of Standing? _____

Permanent Letter of Standing? _____

AQ Part III Specialist Certificate? _____

PLEASE RETURN TO THE NLIP OFFICE A.S.A.P.

PUPPETS

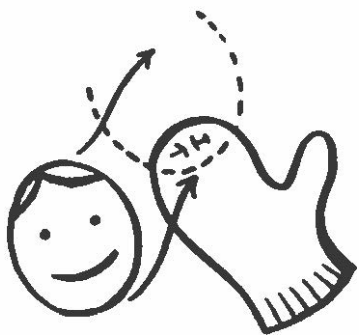
Puppets are excellent tools for teaching dialogues. The teacher can use them in two main ways.

1. Hold one on either hand and introduce a dialogue.
2. Let pupils talk through them. Sometimes, pupils who are too shy to speak out on their own don't mind speaking through a puppet.

Where Do We Get Puppets?

The easiest kind of puppet for the NASL teacher to use is one that fits over the hand. These can be ordered from education catalogues, but it's fun to make your own.

1. The simplest kind can be made in a few seconds by cutting out a paper "face", drawing on some lines with a felt pen, and pinning it to a mitten.



2. Other kinds take a little longer to make, but are simple enough that the older students in the school might make them for you in one of their art classes.
 - (a) Finger puppets: Make a clay head around your finger, let dry, then paint on a face. Cut a circle of fabric (diameter about 6"), dip the centre into paste, and shove into the finger hole.



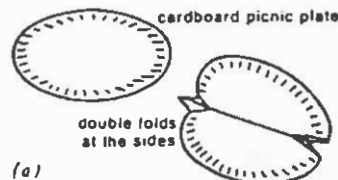
- (b) Make a papiermache face around an eggshell or a bottle cap. Sew a little puppet suit, and stitch it firmly on a felt "neck" that you glue into the base of the head. If you wish, glue wool "hair" on your puppet.



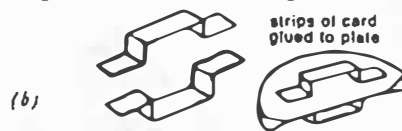
SLEEVE PUPPET

Materials: cardboard picnic plate, cardboard, fabric, foam rubber, trimmings.

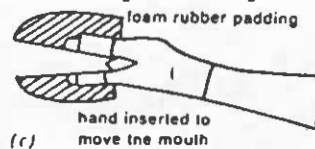
1. Fold the centre of the picnic plate into the shape illustrated (Figure: a). Glue fabric along the fold to reinforce it.



2. Bend two strips of card into the shape illustrated (Figure: b) and glue one on the top and one on the bottom of the folded plate to hold the fingers and thumb for manipulation.



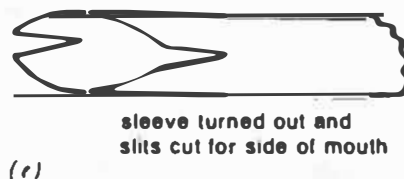
3. Pad the tip and bottom of the plate to the required shape with foam rubber, glued on (Figure: c).



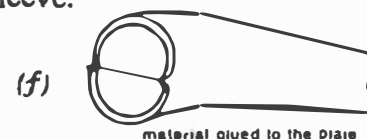
4. Take a piece of fabric just over twice as wide as the plate and a little longer than from finger tips to elbow. Stitch the long edges together with the material inside out (Figure: d) then reverse this "sleeve" so that the seam is inside.



5. Put the plate in the end of the sleeve and make two cuts along the material for the sides of the mouth (Figure: e)

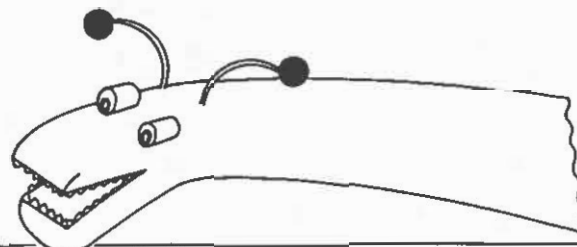


6. Glue the material to the edges of the plate (Figure: f) and add features and trimmings (Figure: g), including a lining for the mouth to cover the edges of the sleeve.



7. Slip an arm into the sleeve to hold the plate and move the mouth.

(g) the sleeve puppet completed



NLIP 1993



'FEELINGS" DOLL (Primary)

Pupils will draw the 6 feelings on the faces, colour and cut out. Staple the faces onto the doll so that each face can be turned down to show the feelings. On the front and back of the faces, (except the doll's), write the "feeling" word. The "feeling" word for the front face will be written on the collar. The face with the little face is Love. Some ideas for faces are:

Angry

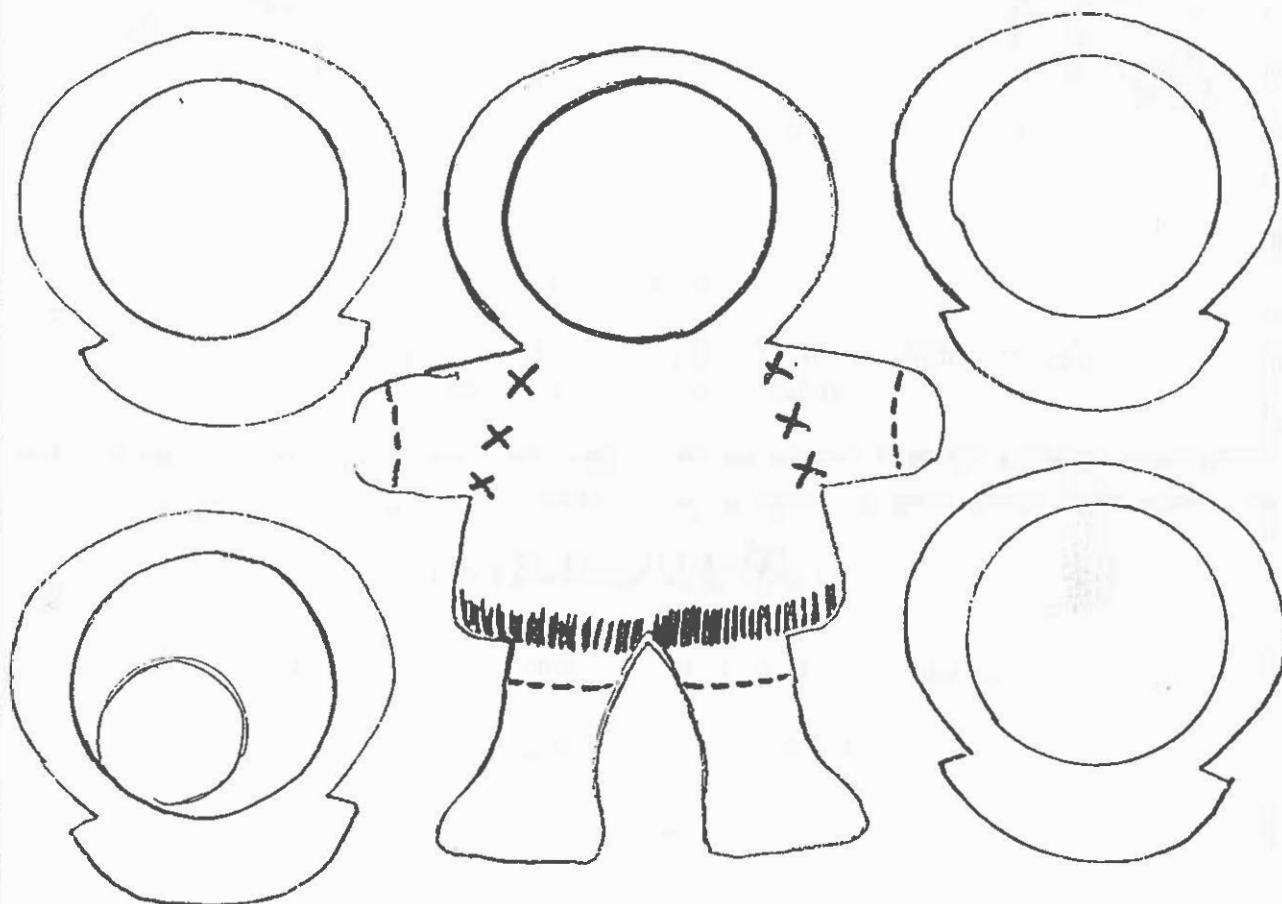
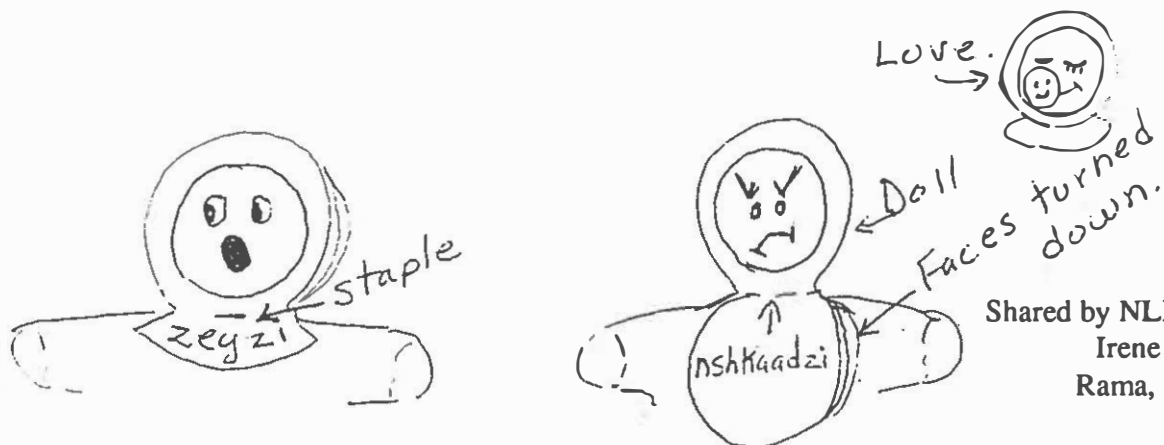
Happy

Love

Sad

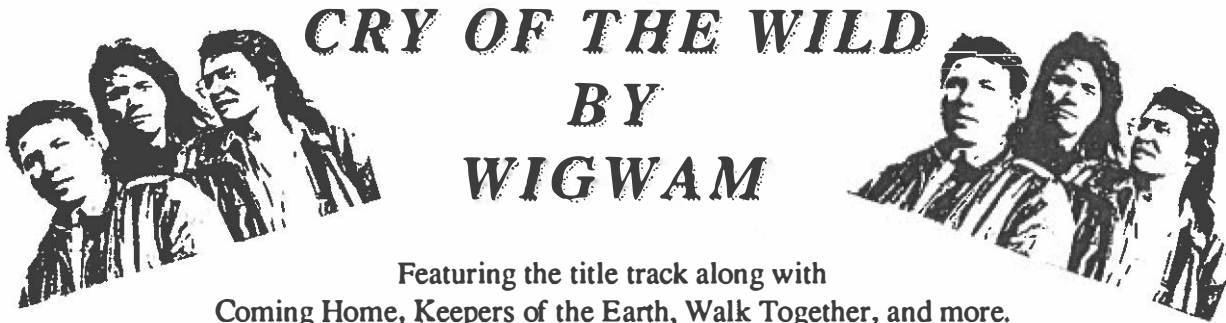
Scared

Surprised



Shared by NLIP Grad
Irene Snache
Rama, Ontario

AVAILABLE ON CASSETTE
from Sunshine Records



Featuring the title track along with
Coming Home, Keepers of the Earth, Walk Together, and more.

The cassette can be purchased from Sunshine Records at (204) 586-8057
or from Norman Beaver at (807) 593-2166

If you would like to hire Wigwam for any function, call their booking agent
Richard Grouette at (204) 586-9057.

NEW PUBLICATION

Glossary of Cree Legal Terms with English Translation

Compiled by Donald J. Auger, Tom Beardy and Madeline Edwards

Published by: Nishnawbe-Aski Legal Services Corporation
Thunder Bay, Ontario

This glossary lists common English language legal terms with Cree equivalents written in both syllabic and Roman (alphabetic) writing systems. An English definition is given for each legal term in the glossary.

Price: \$10.00

Available from Lakehead University Bookstore
To place an order call (807) 343-8589
or fax (807) 343-8158



April 12, 1993

Dear Friends,

It seems to me that a lot is being written about Aboriginal education these days, and it is wonderful that this is so. But where is the Aboriginal educator in all this talk? It is almost taken for granted that Aboriginal educators have something special to offer to the Aboriginal student--something unique in understanding, as a role model, as a community liaison, as a leader, and as a creator of new directions. But as Verna Kirkness and Art More (and probably others) have pointed out, we don't have much of a collective basis for substantiating this belief.

To help in addressing this important factor in Aboriginal education, I am proposing to edit a book of articles about Aboriginal educators:

- to document their stories, past and present;
- to discuss their present conditions, problems, and impact;
- and to speculate on their future.

To narrow down the topic a bit, I want to limit the focus to educators who work in formal educational systems rather than teachers who work in the community in a less formal, more traditional way. However, the word 'educator' has been carefully chosen to include those who have worked with the educational system not only as classroom teachers but as aides, language instructors, administrators, pedagogical counsellors, student counsellors, education authority members, etc.

Ideally, what I would like to collect for this book would be:

- historical pieces on the careers of individuals or groups of Aboriginal educators from the early 19th Century up to the present;
- a history and current up-date of each of the Aboriginal teacher training programs (TEPs) that have been in place (or come and gone) since the late 1960s;
- comments on the impact of Aboriginal educators on the changes in the schooling system, curriculum development, community development, or whatever;
- ideas and/or models for ways in which things should change regarding educational opportunities for Aboriginal educators, their working conditions, their role in educational administration, or whatever;
- any other topic that you think might be relevant.

I really want to hear from anyone who would like to say something about this topic, **ESPECIALLY ABORIGINAL EDUCATORS THEMSELVES**. For example, I would like to have first hand accounts from Aboriginal educators about their teaching experiences. Another priority is to have papers from people who have been involved with Aboriginal teacher education programs.

Papers can be from about 3 to about 25 pages in length. If you are not experienced in writing papers for books, please send me a bit about what you want to say and we can work out how to get it into article format. I am prepared to help out in writing in any way I can. For example, if you want to send me something on tape, I could write it down and edit it for you and then get back to you to be sure that I understood you correctly. For experienced writers, I would appreciate having your references in APA format and on WP51 disk if possible. If you want to write in French, I will arrange to have a translation made. If you are a Francophone who speaks English fairly well, please write in English and I will edit for you and negotiate the final version.

Please let me know by the end of September (1993) what you are interested in writing for the book. I will consider how the whole is shaping up and I may ask you to consider re-writing your piece somewhat differently given how the whole book is developing. I would like to have all the finished articles by the end of February 1994. I have had experience doing books like this before, and it will probably take at least one year and probably more, after February 1994, before the book is published.

Whether or not you are interested in writing something for this book, I would appreciate it if you would pass this letter along to other people who might be interested in contributing. Thank you very much for considering taking part in this project.

Sincerely,



Barbara Burnaby

**NOTE: DEADLINE FOR SUBMISSIONS IS EXTENDED TO
NOVEMBER 30, 1993**

CONFERENCES

The Aboriginal and Torres Strait Islander Peoples
of Australia

invites

THE WORLD'S INDIGENOUS PEOPLES

to

WOLLONGONG

New South Wales
Australia

For the 1993

**WORLD INDIGENOUS PEOPLES'
CONFERENCE: EDUCATION**

Saturday, December 11 to Friday, December 17,
1993

**for more information contact National
Organising Committee Members:**

Mr. Bob Morgan, Director
Jumbunna
University of Technology, Sydney
P.O. Box 123
Broadway, NSW 2007
Telephone: (02) 3301907
Fax: (02) 3301894

or

Ms. Boni Robertson
State Chairperson
Queensland Aboriginal and Torres Strait Islander
Education Consultative Committee
P.O. Box 33
50 Albert Street
Brisbane QLD 4002
Telephone: (07) 2370833
Fax: (07) 2349798

THE 25TH ALGONQUIAN CONFERENCE

This is the final reminder inviting you to
attend the 25th Algonquian Conference that will
take place in Montreal October 29-31, 1993 at the
Universite du Quebec a Montreal. Conference fee
is \$25.00 (\$20.00 for students)

For a conference program, contact:

Lynn Drapeau
Algonquian Conference
Department of Linguistics
UQAM
P. O. Box 8888, Station A
Montreal (QC)
H3C 3P3
Tel: (514) 987-3914
Fax: (514) 987-4652

CRITICAL ISSUES IN NATIVE EDUCATION

Native Strategies and Native Solutions in Meeting
National Challenges
November 4, 5 & 6, 1993

at

The Ontario Institute for Studies in Education
252 Bloor Street West
Toronto, Ontario

Topics Include:

Critical Issues in Native Education
Dropouts/Retention
Relationships Between School Boards and Native Bands
Self-Governance

Tuition Agreements/Negotiations (Curriculum)

Update on Current Legislation Changes

**Registration Fee: \$190.00 + 13.30(GST) =
\$203.30**

For further information contact:

OCLEA
252 Bloor Street West, Suite 12-115
Toronto, Ontario
M5S 1V5
Telephone (416) 944-2652
Fax (416) 944-3822

RESOURCES

"Empowering The Spirit of the Native People"

The Literacy Branch of the Ministry of Education and Training has a publication available if anyone is interested in obtaining a copy of "Empowering The Spirit of the Native People"

This booklet provides a description of the Native community-based literacy programs funded through the Ontario Community Literacy (OCL) grants program of the Ontario Ministry of Education and Training. It details how Native literacy practitioners are implementing the holistic approach to literacy.

As an excerpt further describes, "this booklet shows that the Native literacy programs...have structured their programs to facilitate the empowerment of the participants and, thus, the development of their communities. This is just one way in which Native people are revitalizing their culture and traditions. Native literacy practitioners work in concert with other programs and community members towards self-determination. They are indeed empowering the spirit of the Native people!"

To order a free copy of this publication (76 pages), write or contact:

Priscilla George
Native Program Coordinator
Literacy Branch
Ministry of Education and Training
625 Church Street, 6th Floor
Toronto, Ontario
M4Y 2E8

Tel. (416) 326-5461

Fax (416) 326-5505

"Anishnaabe Kinoomagewin"

Textbook with Cerlox Binding

Abstract:

Lessons in this book range from ECE, Primary, Junior, Intermediate, High School, and Adult Levels. This book focuses on cultural lessons that reflect the traditions and values of the First Nations People.

Number of Lesson Plans in each level:

ECE - 8	Primary - 23
Junior - 20	Intermediate - 9
High School - 8	Adult - 14

Available from: Ojibwe Cultural Foundation

Excelsior P.O.
West Bay, Ontario
P0P 1G0
Telephone: (705) 377-4902

Cost: \$25.00

RESOURCES

For information regarding Native Language resources, contact:

1. Ojibwe Cultural Foundation
Excelsior P.O.
West Bay, Ontario
P0P 1G0
Telephone (705) 377-4902

- will provide a Resource List which includes Ojibwe language resource materials; videotapes; posters; other resources on Native culture, etc.

2. Ojibway-Cree Cultural Centre
43 Balsam Street S.
Timmins, Ontario
P4N 2C7
Telephone (705) 267-7911
Fax (705) 267-4988

- will provide a catalogue of Ojibwe and Cree language and culture resource materials; readers and workbooks; videotapes; cassettes; albums

3. Woodland Cultural Centre
P.O. Box 1506
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Telephone (519) 759-2650 ext. 240
Fax (519) 759-8912

- will provide a resource list of Ojibwe and Iroquoian language and culture resource materials

4. Lake of the Woods Ojibway
Cultural Centre
P.O. Box 159
Kenora, Ontario
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