

NATIVE LANGUAGE EDUCATION IN ONTARIO

Anishinaabemowin gikinoo'amaadiiwigamig

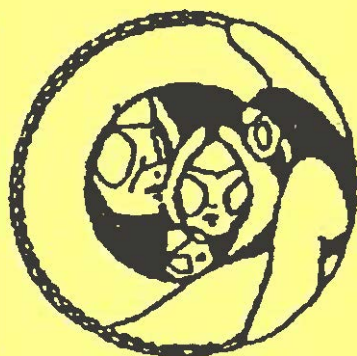
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Volume 10, No. 3
February 1995



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**Volume 10, Number
February, 1995**

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 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

February 1995

Coordinator's Message

Aanii / Boozhoo!

How is everyone doing lately? As for us at NLIP, the momentum is building up as we begin organizing and planning for the summer session July 1995.

Mailing of NLIP 1995 application packages has started. If you know of anyone who is interested in teaching a Native language, please give them our telephone number 807-343-8542 for further information. Also anyone who is presently teaching and holds an Ontario Teaching Certificate (O.T.C.) and is fluent in a Native language, will have the opportunity to take an Additional Qualification course ED 4743 Native as a Second Language (Algonquian) - Part I.

As I mentioned in the last newsletter, dates for the NLIP 1995 session is from July 4 to August 2, 1995. Registration Day is on Tuesday, July 4th, Orientation and Assembly is on Wednesday, July 5th. Students will have time to prepare, shop for school supplies, ID sessions, obtain parking permits and attend to other needs. Classes begin on Thursday, July 6th at 8:30 a.m.

Periodically we get calls from our colleagues, student teachers who need to find a place to do their teaching experience, graduates looking for a teaching position, regarding Native language programs that are being offered. Presently, we do not have any data as to how many Native language programs are being offered in Ontario and elsewhere, or where they are being offered. It is with this kind of repeated requests we get from our educators that gave us impetus to start gathering information on Native language program offerings. This is being done in a two-page questionnaire format that is being sent to all Native language students, graduates, teachers, school boards and First Nations communities. If you have not received this questionnaire, please let us know and we will send you a copy. Your participation and cooperation in gathering this statistical data would be much appreciated.

Once again, we were able to get some information on upcoming conferences and available resource materials which are included in this newsletter. If you know of any resources that would be very useful for a Native language teacher, or for students' use, whether they be puppets, games, experience charts, posters, big books, picture cards, songs, tapes, plays, board games, etc., please let us know so we can inform the Native language teachers through our newsletter.

We wish everyone a pleasant and enjoyable winter season as we all look forward to the activities for spring and summer.

In the Spirit of the our Native Languages!

Lena Odjig White
Coordinator
Native Language Instructors' Program

SHARING SECTION

The following is one of ED 1599 Practicum Assignments submitted by Virginia Henry last winter 1994 and is being shared with you as a teaching activity. This particular one is Assignment #2: "Project Plan".

Introduction

This "Project Plan" will benefit and enhance the beauty of a language that was almost extinct in a Native Community. Students will be given the opportunity of observing the process of growth, and will become aware of the importance of looking after a plant and watch it grow. The Native language will become more alive and stimulating by using this approach.

THEME: Nature
SUB-THEME: Outcome of Seed Planting
UNIT: "I Am a Little Seed"
TIME: One Week
DIVISION: Primary



Objectives

Students will:

- learn the language through sight, sound, smell and feeling;
- learn to have respect for Nature and the Native language.



Content

Language patterns

- nouns and verbs
- diminutives
- pre-nouns/preverbs
- singular and plural
- demonstrative pronouns



Vocabulary

- planting
- seed, little/big seed
- apple / apples
- apple tree
- plants / fruit
- earth / water / stones
- root
- body parts (reinforcement)



Communicative Concepts

- identification and description
- respect



Language Functions

- giving and receiving information
- directions
- planning
- explaining how to do something

Aspects of Culture

- promote respect for nature
- promote respect for the elements that make plants grow including the sun.

Teaching Activities

Activity #1 - Day 1

Students have a choice of what they wish to plant.

- 1) The teacher will draw a big seed on the blackboard. She will explain and tell the students what it is used for and why as little children they are like little seeds and can grow to be big beautiful plants. Just like what they are going to see.
- 2) She gives the word for seed, then she allows the students to take turns in saying the word as they point to it.
- 3) The teacher will have apples on hand and she will gather the students around a table. There she will sit down on a chair by the table and cut the apple in half. The students will see a real seed. The teacher will explain how the seed got into the ground to form a tree so that we could have apples.
- 4) If time permits, then she will draw an apple tree on the blackboard with coloured chalk, making it look inviting and scrumptious. The teacher will ask the students to bring an apple to school for the next day. If someone forgets, the teacher will have apples on hand.
Asking the students to bring apples will enhance the concept of empowerment and will have a variety of shapes, sizes and colour.

Activity #2 - Day 2:

- 1) The teacher will have on the blackboard a big red apple, an apple cut in half with seeds showing and also a drawing of the apple tree with many red apples.
- 2) Review vocabulary associated with seed, apple and apple tree.
- 3) Then sing or chant a short song, such as;

*Niin maaba mitgoons
Niin maaba omiinkaan
Niin maaba mshiimin
Niin omiinkaan.*

As they sing, one student will be pointing to the words while the rest point to themselves.

- 4) Before they leave, cut everyone's apple in half and place the seeds on a napkin to dry and store them away on a shelf with labels of students' names. They eat the apple.

Activity #3 - Day 3:

- 1) Review words and sing a song. Students check the seeds.
- 2) The teacher will ask the students what other plants, fruit and vegetables have seeds.
- 3) The teacher will have seeds of different sizes. She will have soil and water on a table covered with newspaper. The students will learn the vocabulary associated with earth and water.
- 4) The students feel and smell the soil. They taste the water which is in a clean container. They will each use a spoon to do this. The teacher explains and tells why it is necessary to have these elements.
- 5) Have the students bring a can to class so that they can plant. If students forget, the teacher should have some on hand.

Activity #4 - Day 4:

- 1) The teacher will add another picture on the blackboard and that is a root. She explains that hair begins to grow on the seed after it is put in the earth/soil. Students learn the word for root.
- 2) Explain the procedure of planting.
- 3) Prepare the cans for planting and decorate them with eyes, nose, mouth, and ears which they will glue on after the cans are wrapped with colourful construction paper.
- 4) The teacher will have a variety of pre-cut ears, eyes, nose and mouth. Students will make a selection. As they do this, it will reinforce the words for body parts which they have already learned.

Activity #5 - Day 5:

- 1) Review vocabulary as they prepare for this lesson.
- 2) For planting, new vocabulary on stones is learned. Stones are needed to drain the soil when it is watered for moisture. It reinforces the need to have water with earth and we place the finished product near the window then we know the sun - *Giizis* is also needed for growth.
- 3) This project is on-going until school is out in June. The classroom will be filled new plants.

Evaluation

Assessment will be measured on students' growth in knowledge and skills in the context of the stated objectives. Ongoing day-to-day assessment will be done whether remedial or enrichment activities are necessary. (see "Note" below re Assignment #6 - comments on evaluation of this project.)

Materials and Resources

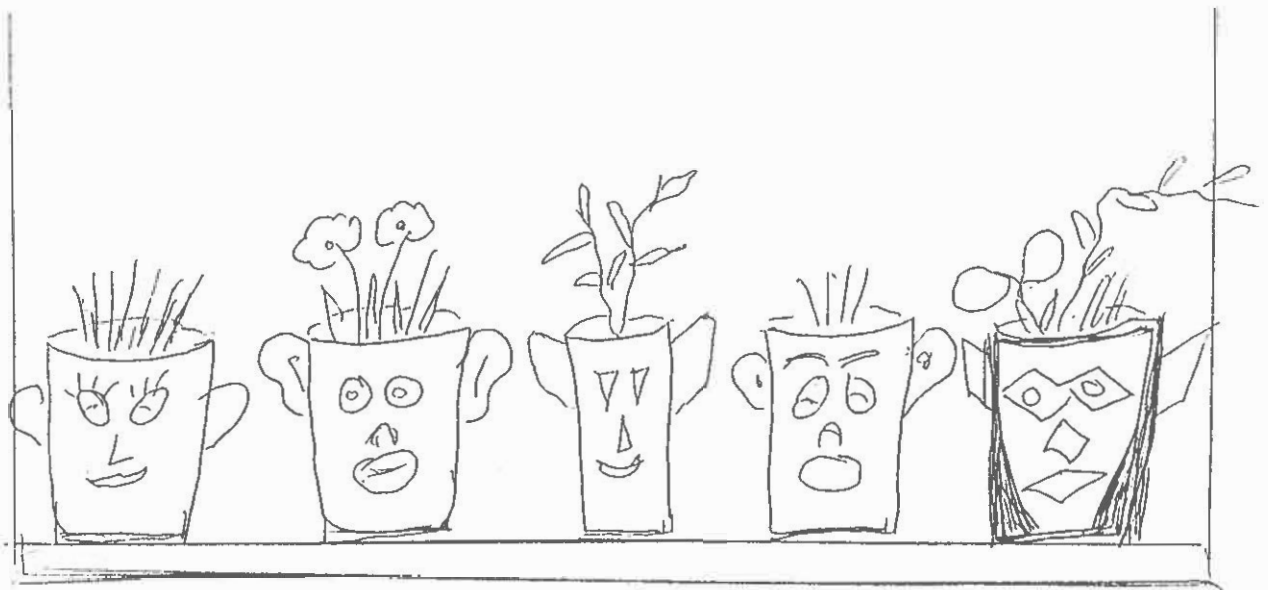
- apples, knife, earth, water, stones, cans,
- construction paper, scissors
- prints of facial parts, glue
- seeds, grass, flowers
- beans, pumpkin and apple seed
- blackboard and chalk
- napkins, newspaper
- water container and spoon
- flash cards

Note:

Assignment #6 is the Evaluation of Assignment #2. The following are comments from the Practicum Course Supervisor...

"Your evaluation of the project summarized everything in good order. Your language learning goals were achieved. Your positive outcome indicated that your students learned more than the Native language. They learned the values pertaining to environment, plants, science, appreciation and awareness of gifts of the Creation and much more. The negative aspects was a lesson children learned - acceptance of "time" and understanding that resources are sometimes minimal and must work with what we have available.

Your overall evaluation indicated that this teaching unit was worthwhile and an exciting project for everyone. This project gave the parents a chance to visit the classroom because they went to the school to pick up the plant. A great way to invite the parents to visit. A job well done by everyone involved."



A SAMPLE OF WHAT THE PROJECT WILL LOOK LIKE

Inventing New Words
Have you coined a new word?
How do you say it?
What does it mean?

Some new words as shared by various speakers of Ojibwe:

naagodoowe'chigan	- tape recorder
ekinootamoomagak	- tape recorder
kinawaajbii'igan	- photocopier
mzinaakshkojigan	- photocopier
waasmoobizigan	- microwave oven
mzinaazgan	- camera
mzinaazwin	- photograph
mzinaatesijigan	- video recorder
giigdooyaabiignigan	- telephone
giigdobiiwaabkoon	- telephone
giziibiiginigemkak	- washer
bengwaasjigan	- dryer
aazhiwe-daabaan	- bus
bimizhiwe-daabaan	- bus
maamwigegamig	- apartment building
bimisgaag	- apartment floor
(dbishko: eko-niizhing bimisgaag as in: 2nd floor)	
shiibaawsag	- hall / hallway
tractor	- bemboodenh

Mdwewechigan: Musical Instrument

<i>Violin:</i>	<i>Word used in this community:</i>
Mdweyaabiigi'gan	- Walpole Island
Naazhaabiigigan	- Wikwemikong
Zheyaabiigigan	- Georgina Island
Madweweyaabiigigan	- Curve lake

Guitar

Madweweyaabiigibijigan	- Curve Lake
Kamidewaabigmijigaadeg	- Eagle Lake

FEATURE PROFILE - SHIRLEY WILLIAMS-PHEASANT

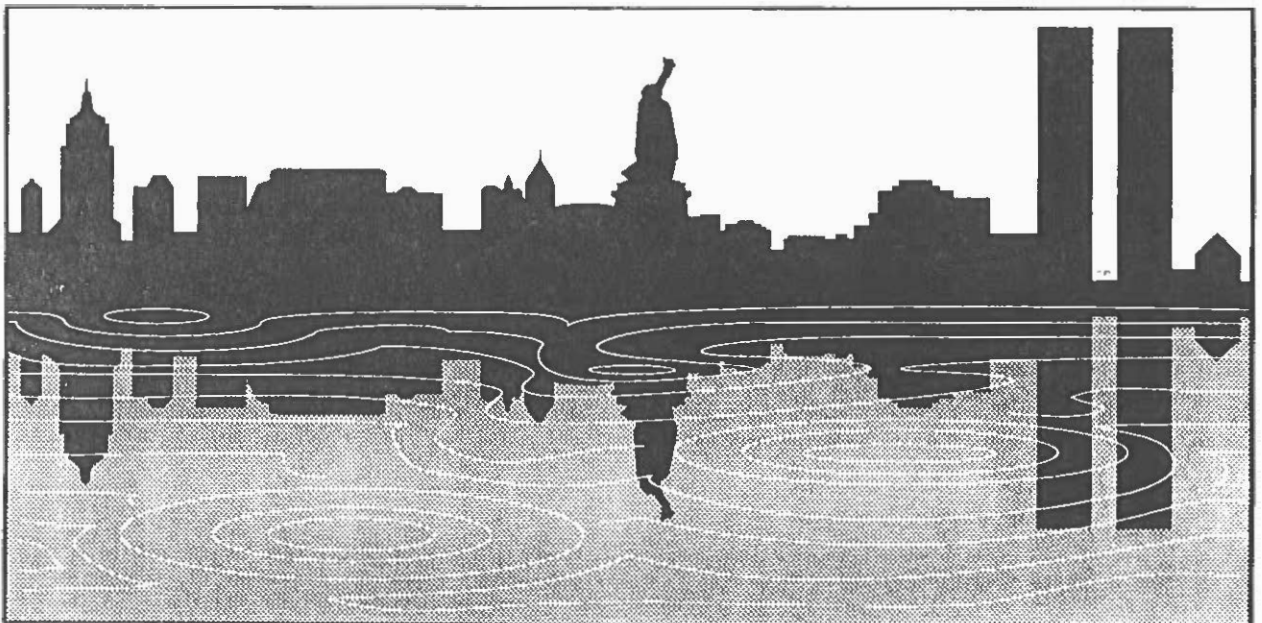
Shirley Williams-Pheasant is a member of the Bird Clan. She is a descendant of the Odawa and Ojibwa First Nations. She was born and raised in South Bay, known as part of the rural area of Wikwemikong, Manitoulin Island. She attended St. Joseph's Residential School, in Spanish, Ontario. She considers herself as a drop out but later returned to finish her education. She attended Trent University and received her Bachelor of Arts in Native Studies and later went on to graduate in the Native Language Instructors' Program, receiving her Diploma, at Lakehead University.

She also has Life Skills Coach certificate from George Brown College. She teaches at Trent University, after doing program development at Niagara College and Fort Erie area, and taught Life Skills at a Native Women's hostel in Toronto. She is now an Associate Professor at Trent University, teaching Ojibwa Languages and related courses.

In her busy schedule, she sits as an Elder and consultant to Sweetgrass First Nations Language Council at the Woodland Cultural Centre in Brantford, Ontario.

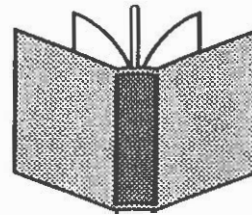
She has been very active in doing workshops about language issues and culture around Ontario and Canada. She has published several articles about language issues and women's issues. She published a book called Aandeg, meaning "The Crow" for those who are learning the language.

For the past three years, Shirley has been doing research on Ojibwa and Odawa words, and putting them into a dictionary form for students and teachers for the future, as part of her Master's thesis. She is not only doing nouns but adding the word format as to how the word changes from prefixes to suffixes, from plurals to preterits. She has been writing and doing the research since she started at Trent. When she started, there was a lack of materials for her and students to use in her courses. In fact, there was nothing at the time. She got her incentive from knowing that there was a lack of materials for teacher to use, and students to learn from. Shirley will be defending her Master's thesis next term if everything turns out well in her life.



CREE RESOURCES

Available from
DUVAL HOUSE PUBLISHING
18228 - 102 Avenue
Edmonton, Alberta
T5S 1S7
Telephone (403) 488-1390
Fax: (403) 482-7213



Cree Language Cultural Linguistic Unit MY IMMEDIATE FAMILY

Co-Publisher: Lesser Slave Lake Indian Regional Council

Unit contains: Dialogues, Echo-Acting, Activities & Games, Flashcards, Teacher's Guide, Audio Tape.
\$49.95

This Cultural Linguistic Unit has been designed as a teaching unit of Cree language instruction. Designed and developed by elders from the Lesser Slave Lake Regional Indian Council. The unit is made up of dialogues and echo-acting routines, flashcards and playing cards and contains exercises and activities for the teacher. Of special interest is the game "My Immediate Family" that accompanies the unit complete with a full-colour gameboard. The unit has been beautifully illustrated by Cree artist David Kakeesim.

Cree Language Learning Series: Level 1

By: Julia Cardinal

Illustrations by: David Kakeesim

Co-Publisher: Saddle Lake First Nation

This level contains: Student book 1 (5 copies), Student book 2 (5 copies), Book of Old Stories (5 copies), 200 flashcards, 1 - 240 page Unit Plan Guide, 2 Audio Tapes

Authorized as a basic resource by Alberta Education

\$325.00 per level

If a child can once again be brought up speaking and understanding their own tongue, the beliefs and values system of the old people will be transmitted to the young and the system will survive. This language learning series has been developed by the Saddle Lake First Nation for use in schools. The series may be used in school program and by various groups interested in learning the Cree language.

This level is the first of 3 levels being developed with Saddle Lake. Level 2 will be available in February, 1995 and Level 3 will be available in April, 1995.

Level 1 contains a wealth of activities for the teacher and over 200 original illustrations by Cree artist David Kakeesim.

Individual Price List:

Student Book 1	\$9.95
Student Book 2	\$9.95
Flash Cards	\$39.95
Unit Plan Book	\$79.95
Legends	\$19.95 each
Audiocassettes	\$5.00 each

N.S.L. RESOURCES AVAILABLE FROM SIMCOE COUNTY BOARD OF EDUCATION

Three Audio Tapes & Teacher Guides

- a) Ojibwe Language Through Song - Primary Division
- b) Ojibwe Language Through Song - Junior Division
- c) Ojibwe Language Through Song - Grade 7/8

Each tape contains different songs with accompanying ideas for teachers.

Cost: \$60.00 for the set of tapes & teacher resource.

Three curriculum binders.

Each binder contains a year long curriculum organized by monthly themes. Each theme unit contains:

- objectives
- knowledge, skills and values to be taught in the unit
- teaching strategies
- evaluation ideas
- resources needed to teach the unit
- i) Curriculum Binder #1 - Level 1 & Level 2
- ii) Curriculum Binder #2 - Level 3 & Level 4
- iii) Curriculum Binder #3 - Level 5 & Level 6

Note: Each level represents a year of N.S.L. instruction i.e., Level 1 is for students with no N.S.L. experience. Level 6 is for students who have five years of N.S.L. instruction.

Cost: \$50.00 per binder.

Copies can be obtained by calling:

Sue Kuikman

Telephone (705) 728-7570 Ext. 318

NEW RELEASE

NISHNAABE BIMAADZIWIN KINOMAADWINAN

Teachings of the Medicine Wheel - Junior

Sponsored by: Ojibwe Cultural Foundation and
Kenjgewin Teg

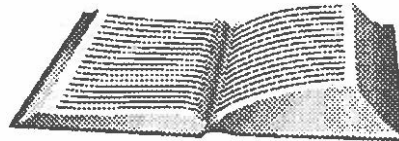
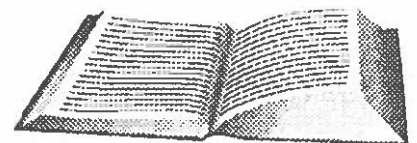
Cost: \$25.00

To order, call:

Ojibwe Cultural Foundation (705) 377-4902

P.O. Box 278

Manitoulin Island, Ontario P0P 1G0



CONFERENCES

ANISHINAABEMOWIN

A Conference on the Anishinaabe Language

March 30, 31 and April 1, 1995

Ramada Inn

Sault Ste. Marie, Ontario

Hosted by

the anishinaabe people

Algoma University

Sault College

Ministry of Education and Training

Pre-registration \$100.00

For further information contact:

Howard Webkamigad

Telephone: (705) 949-2301 Ext. 215

AWASIS CONFERENCE '95

CALL FOR PRESENTERS

AWASIS, the Saskatchewan Teachers' Federation Special Subject Council for Indian and Metis Education, will be hosting an educational conference on March 30 & 31, 1995 (registration the evening of March 29).

The conference theme is:

MAKING THE SPIRIT DANCE WITHIN

The conference will offer the majority of its sessions as half day or whole day workshops, with a limited number of shorter sessions.

For further information and details contact:

AWASIS '95

c/o Kevin Pilon

919 Broadway Avenue

Saskatoon, Saskatchewan

S7N 1B8

Phone: (306) 668-7490

Fax: (306) 668-7488

ICC LIAISON CALENDAR

"AFN - National Conference on Education"

From March 28, 1995 until March 31, 1995

Place: Convention Centre, Winnipeg, Manitoba

Host: Assembly of First Nations

55 Murray Street

Ottawa, Ontario

Phone: (613) 241-6789

MATAWA FIRST NATIONS

is presenting

Professional Development Conference for Educators

February 21 - 23, 1995

Airline Hotel

Thunder Bay, Ontario

The conference will include:

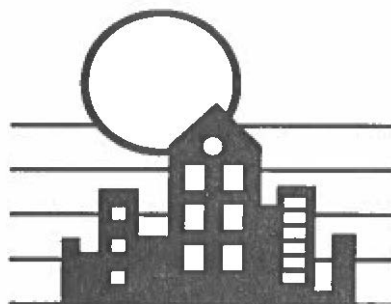
A full day session for Native Language Teachers, workshops for Education Authority Members, Chiefs and Councillors, plus 12 other workshops, classroom management, special education, student retention and retrieval and parental involvement in the schools.

For more information, contact:

Frances Wesley

Matawa First Nations Development

(807) 344-4575



CONFERENCES

Visions and Realities: Preparing First Nations for the Next Millennium

March 7 & 8, 1995
Ramada Hotel
Regina, Saskatchewan

A Training Session for Professionals Concerned
with Preparing First Nations for the Future
Presented by the Saskatchewan Indian Federated
College And Industry Canada

Registration: \$225.00/person
Limited to 200 participants

For further information & registration forms
contact:

Myrna LaPlante, Coordinator
Saskatchewan Indian Federated College
118 College West
University of Regina
Regina, Saskatchewan
S4S 0A2
Telephone: (306) 779-6300
Fax: (306) 585-1289

ABORIGINAL TRAINING EVENT "ACQUISITION AND DEVELOP- MENT OF LANGUAGE: LITERACY IN ABORIGINAL CANADA"

Kelowna, B.C.
June 8 - 11, 1995

Call for Conference Papers
and Workshop Proposals

The 1995 Aboriginal Literacy Event is co-sponsored by the K'noowenchoot Centre for Aboriginal Adult Education Resources of Okanagan College, and the Prince George Native Friendship Centre with support from the Association of Aboriginal Post Secondary Institutes (AAPSI) of British Columbia.

VISIONS OF THE FUTURE TAKING THE CHALLENGE; FACING TOMORROW

February 20-23, 1995
Regina Inn Hotel
Regina, Saskatchewan

Host:
Saskatchewan Indian Federated College
Students' Association

Registration Fee: \$100.00

OBJECTIVES

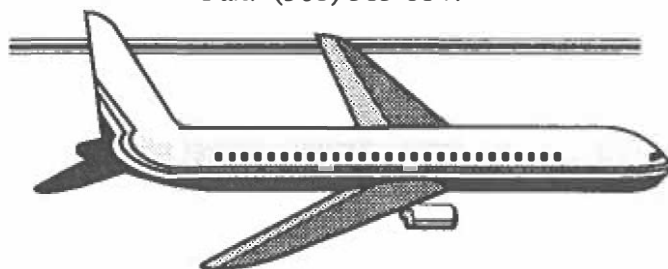
The needs of today's First Nations society are changing and student's need the knowledge and tools to stay aligned with these changes. It is with this idea that the conference is based on.

The "Visions of the Future" conference is geared towards post-secondary students by students to address the issues that affect First Nations people today. Our goal is to seek new ideas and implement changes in our legal, educational and health care systems.

First Nation students are connected to their communities and are not divorced from the issues that affect them. They bring these concerns with them to the classrooms and are able to expand on them. This conference will give First Nation students a forum to poise these concerns at a national level.

For further information, contact:

Arlene Cote, Conference Assistant
Curtis Standing, Public Relations
Danielle Woodward, Chair, Conference Committee
Telephone: (306) 779-6206
Fax: (306) 585-0047



LAKEHEAD UNIVERSITY NATIVE STUDENTS ASSOCIATION
4th ANNUAL ELDERS CONFERENCE

MARCH 3 - 5 , 1995

***at the Agora and Regional Centre
Lakehead University***

Sunrise Ceremony: 7:00 a.m. (Sat. & Sun.)

Keynote Speakers: 7:00 p.m. (Fri.)

Workshops:

Sat., March 4th, 9:00 a.m. - 4:30 p.m.

Sun., March 5th, 9:00 a.m. - 12:00 noon

Social Gathering:

Fri., March 3rd 7:00 p.m. - 12:00 p.m.

Sat., March 4th, 7:00 p.m. - 12:00 p.m.

Sun., March 5th, 1:00 p.m. - 6:00 p.m.

Traditional Feast:

Sat., March 4th, 5:00 p.m.

For information, call

807-343-8085

807-346-7708

Taking Charge of Change

A Conference on First Nations Education

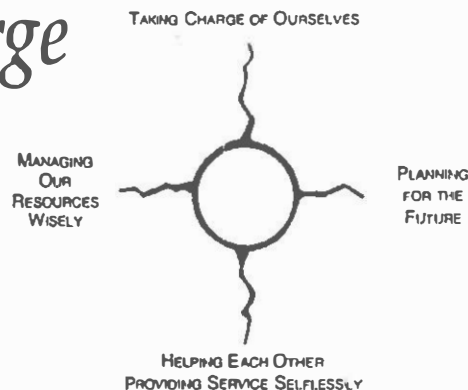
*March 7, 8 & 9, 1995
London Ontario*

First Nations are taking responsibility for providing quality community education.

Steps toward self-governance are guided by a vision of education which shows respect for the relationship between the individual, the community and the environment.

This Journey toward self-determination requires planning, a commitment to service and wise resource management.

This conference – *Taking Charge of Change* – is designed to support First Nations in effective educational governance, resource management and programming.



Educational Governance

For those persons involved in educational governance the conference will provide information that will assist in:

- determining community expectations, needs, resources;
- setting direction and policy;
- formulating short and long range plans;
- evaluating progress;
- communicating with the school and community;
- information management;
- interacting with second level service agencies and other educational organizations;
- financial management



Programming

For those persons given the responsibility of program delivery, support and supervision, the conference will provide information that will assist in:

- curriculum development and evaluation;
- designing Native Language/Cultural programs;
- staff supervision and development;
- meeting the special learning needs and strengths of students;
- effective teaching in communication, the arts and science/mathematics/technology;
- developing problem-solving skills;
- recognizing and dealing with stereotypes in the classroom and in the media

The journey towards taking control of First Nations education can be a struggle. At this conference both the benefits and limitations of strategies will be presented by people who are struggling every day to make excellence in First Nations education a reality. A case-study approach will be followed when appropriate. Personal stories; personal journeys will explore the link between quality education and the health of the community.



Ecological Healing

Excellence in education is achievable when the community is healthy, when the community is able to maintain a balance of peaceful relations between its members. This concept of ecological healing is a major concern of the conference. Healing strategies will include the following:

- conflict resolution strategies;
- interpersonal skills development;
- the healing of Mother Earth as an aspect of healing the individual and the community;
- community healing,
- healing the healers.

PLAN NOW TO ATTEND

Taking Charge of Change

A Conference on First Nations Education

March 7, 8 & 9, 1995 • London Ontario

Details on Specific Workshops and Seminars and Registration Information will be sent to you in the next few months.

This conference is open to all organizations dedicated to quality in Native Education (e.g. First Nations Community Schools, Provincial School Boards, Community Colleges, Universities.)

Mark your calendar and check your budget!

EARLY BIRD PRE-REGISTRATION

- 30% off regular rate of \$300 for three days
- Daily rate of \$100 per day

For further information, direct correspondence to:

*Steering Committee, Taking Charge of Change,
c/o 65 Meridene Cres., London, ON, N5X 2M2*

Convener

Romaine Bomberry, Special Education Co-ordinator (retired) Six Nations Reserve

Advisors

George Hunter, Education Director, Weenusk First Nation,
Fran Tabobondung, Curriculum Co-ordinator, Parry Island First Nation,
James Cutfeet, Intergovernmental Affairs Officer, INAC, Sioux Lookout District,
Margaret Angeconeb, Assistant Director, Windigo Education Authority,
Vera Styres, Registrar, Grand River Polytechnical Inst., Six Nations Reserve,
Rose John, Chairperson, Walpole Island First Nation Board of Education,
Ed Connors, Psychologist, Health Centre, Chippewas of Rama Reserve

Transforming Vision into Reality for First Nation Education

For more information call: Steve Manlow (519) 642-1915

PUBLIC SERVICE ANNOUNCEMENT

JANUARY 27, 1995

The 1995 National Aboriginal Achievement Awards Secretariat is pleased to announce the creation of a new category - the Youth Award. This award will be bestowed to one young person of Inuit, Metis, or First Nations ancestry (including non-status), to honour their outstanding achievements.

The recipient will be awarded a \$5000.00 educational scholarship by the Minister of Canadian Heritage at the National Aboriginal Achievement Awards gala ceremony on March 31, 1995 at the Queen Elizabeth Theatre in Vancouver. This event will be televised by the CBC as a national television special on April 6, 1995.

Any Aboriginal or Canadian is invited to nominate an Aboriginal Youth, between the ages of 15 and 21, for their outstanding achievements in any of the following categories: Arts and Culture, Academics/Education, Business, Community Development/Public Service, Environment/Land Management, Health/Medicine, Heritage and Spirituality, Law, Media and Communications, Science/Technology and Sports.

To nominate a youth achiever, please write a 2 to 3 page letter strongly articulating the specific achievements of the youth nominee. The letter should clearly illustrate the creativity, innovations, dedication and diligence which has enabled the nominee to successfully carry out and attain their goals, along with the nominee's name, address, telephone number, date of birth, and Aboriginal affiliation (Inuit, Metis, First Nations).

Mail, FAX or courier the nomination to :

National Aboriginal Achievement Awards - Youth Award
Suite 508, 77 Mowat Avenue
Toronto, Ontario
M6K 3E3

or

FAX (416) 588-9198

Nominations must be received by Wednesday, February 22, 1995

For further information, please call Cheryl L'Hirondelle at the National Aboriginal Achievement Awards Secretariat at: (416) 588-3941

JOB OPPORTUNITY

NATIVE LANGUAGE CONSULTANTS

Ojibway and Cree Cultural Centre requires (3) Native Language Consultants in the following dialects:
1 Cree, 1 North Western Ontario Ojibway and 1 Oji-Cree.

The candidate should possess the following:

- Ontario Teacher's Certificate or a Provincial Permanent Letter of Standing or equivalent
- Must be fluent in one of the following: Cree, Ojibway, or Oji-Cree
- Must have thorough knowledge of different Syllabic Writing Systems
- Must have classroom experience
- Must have organizing, planning and research skills in curriculum development
- Excellent written and oral English communications skills
- Ability to take initiative and work independently
- Some computer skills required
- Must be willing to travel
- Salary to commensurate with qualification and experience
- Starting date to be determined
- Location to be determined
- Deadline for application: **Friday, February 17, 1995**

Fax or mail your resume to the following address:

Ms. Esther Wesley or Ms. Kim Piché
Ojibway and Cree Cultural Centre
43 Balsam Street South
Timmins, Ontario
P4N 2C7

Telephone: (705) 267-7911

Fax: (705) 267-4988

TRENT UNIVERSITY

12th Annual Elders and Traditional Peoples Conference

Theme: "Family Growth Through Our Elders"

February 17, 18, and 19, 1995

Opening & Closing Ceremonies/Social at Memorial Centre

Workshops at Trent University

For further information, contact:

Kathy Fife at (705) 748-1443

TORONTO INTERNATIONAL POW WOW

MAY 6th and 7th, 1995

The Toronto International Pow Wow to be held at Toronto's spectacular Sky Dome stadium will be one of the most exciting First Nations events in Canada during 1995.

The Pow Wow will offer Indian dances and drummers more than \$75,000 in prize money.

Admission:

One day pass: Adults - \$11.50 Children under 12 - \$7.00
Two day pass: Adults - \$19.50 Children under 12 - \$12.50
For tickets please call: 1-416-870-8000

Host Drum - White Tail Singers
M.C. - Thurman Bear
Co. M.C. - Allan Manitowabi
Head Dancers - Youth Representatives
Head Judge - Amos Key Jr.
Drum Judge - John Snake
Arena Director - Alan Manitowabi
Coordinator - Ron Robert
Administrator - Catherine Cornelius

Grand Entries are scheduled for 1 p.m. and 7:30 p.m. Saturday, and 12 noon Sunday.

All dancers must participate. Points awarded on each Grand Entry.

Limited number of chairs available. Please bring your own lawn chairs.

Other elements include Arts and Crafts/Market area and Food Booths.

For more information contact:

Indian Art-I-Crafts
10 Woodway Trail
Brantford, Ont.
Tele: (519) 751-0040
Fax: (519) 751-2790

