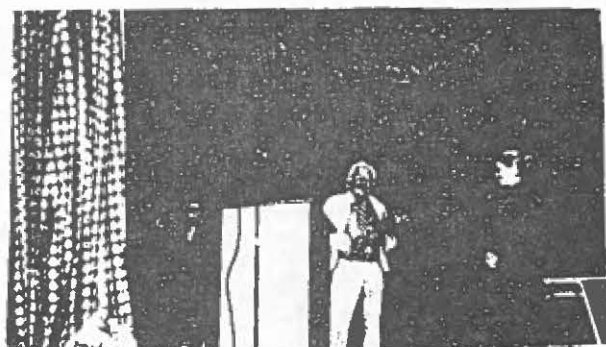




Volume One, Number Two - December 1985

# NATIVE LANGUAGE EDUCATION in ONTARIO



## IN MEMORIAM

The sad news has recently reached the Native Language office that Kaspar Solomon passed away in November.

Kaspar was born in 1913. We came to know him in 1982, when he began his studies at NLIP. He finished his course work last summer, and his name had been recommended to our University Senate for graduation just days after his decease. His NLIP diploma will be granted posthumously.

During our association with Kaspar, he was always diligent in his studies and committed to excellence in Native Language education. All our linguists spoke highly of his rich and precise knowledge of Ojibwe. He was never too busy to help and encourage anyone, NLIP students and staff alike.

He taught Ojibwe at Wandering Spirit School in Toronto and was highly regarded there.

He will be sorely missed by all of us. As we extend our sympathy to his family, we comfort them and ourselves with the knowledge that his life among us enriched us all, and he will not be forgotten. We are privileged to have known him.

Miikwec!



December, 1985

Dear Friends,

The fall term is just about at an end and we are all being warned that there are only so many days left before Christmas. That also reminds us here at Lakehead that we should be getting a Christmas issue newsletter out to you.

Thankyou for the nice letters you have been sending, along with good wishes for Mary and I, there have been some great ideas and articles sent in. If you have ideas or anything that you would like us to include in a future issue of the newsletter, be sure to tell us when you write, that way we will be sure to have your permission to print whatever contributions that you send in.

I have been hearing excellent news regarding the teaching of Native Language in the schools. Rhonda Duxtater has sent very interesting information regarding not only Native Language in the school but also classes for the adults in her area. Congratulations Rhonda and we wish you all the best. I had a nice letter from Virginia Jackpine and Theresa Memeqos and they are going full speed ahead with Native Language in Chapleau and are looking ahead to the Christmas Concert this year. I am so happy to hear how everyone is doing, so please drop me a Christmas card and let me know how you are. Take pictures of your classes and maybe include some of the ideas that you have tried with your students and by next July you will have some great ideas that you can share with us at Lakehead.

Have a great holiday season and a blessed Christmas with your friends and families. . . .

Fondly,

*Bette*

## OUR PROFILE OF THE MONTH. . . . RETA SANDS

Reta was born at Walpole Island and spent her life there. She attended Walpole #2 School for six years; then went to Wallaceburg Public School for Grades seven and eight. Reta next attended Wallaceburg District High School for five years, then London Teacher's College for two years.

Reta then taught Grades two and three and Huron Park Public School in Woodstock for one year, then returned to Walpole School to teach Kindergarten, Pre-Kindergarten and Native Language. She has been there for twenty years. In Reta's own words, "I live two miles from the Walpole bridge--on Old Chief's Road South. My family consists of my husband Jack, my daughters Marla age 16, Summer age 8 and son Kendall age 14.

I am interested in all that goes on around the Island as I write a weekly Walpole News column in the Wallaceburg newspaper. A hobby may be quiltmaking. I belong to three local organizations that sew.

My interest in the native language began as my grandparents raised me. They stressed daily school attendance to get an education and earn a livelihood. I attended the Native Language Teachers Program as it helped me establish an Indian writing system. This is useful at home when called upon to spell and/or write Indian names and also help any non-residents learn Ojibwe."

Thankyou Reta, for sharing your experiences with us.



"GINA IS BY LINGAL... THAT MEANS SHE CAN SAY THE SAME THING TWICE, BUT YOU CAN ONLY UNDERSTAND IT ONCE."

Mrs. Rhonda Duxtator, Coordinator  
New Credit Native Language Program  
R.R. 6, Hagersville, Ontario  
NOA 1H0 (519) 445-2866  
December 3, 1985

Mrs. Bette Ross, Editor  
Native Language Newsletter  
c/o Faculty of Education  
Lakehead University  
Thunder Bay, Ont. P7B 5E1

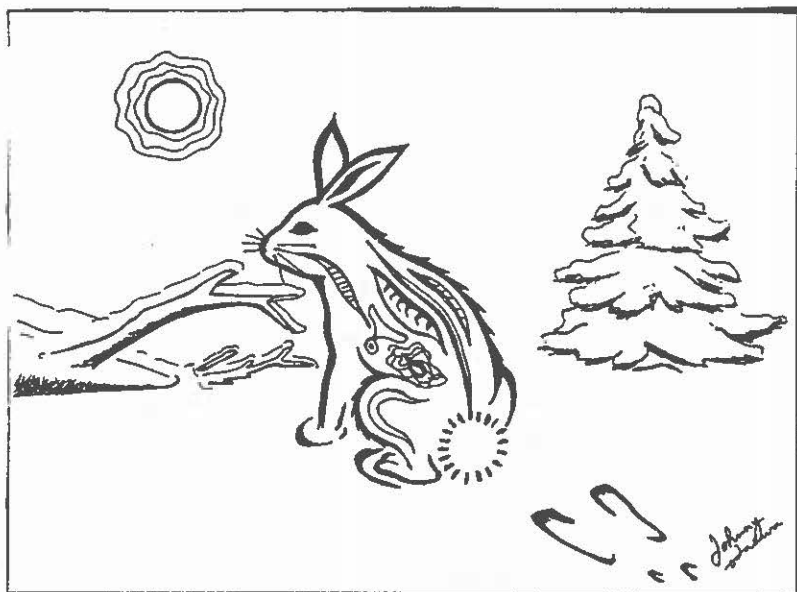
Dear Bette,

Merry Christmas! I hope you've been a good anishnaabe kwe, so Santa can be generous to you. I have more information for you concerning that conference I mentioned to you last time. A conference, Sweet Grass is scheduled for February 26-27, 1986. It is being held in London, Ontario, at the Lamplighter Inn, 591 Wellington Road. (519) 681-7151. For more information contact Miss Shirley Taylor, Education Coordinator, London District Education Council. R.R. 1, Muncey, Ontario. NOL 1Y0. (519) 264-1528.

Theme - to preserve and enhance the culture and heritage of aboriginal peoples true language. Teaching the language the Silent Way will also be included.

This should be an interesting conference. If more happenings come up I'll be sure to let you know.

Sincerely,  
Rhonda Duxtator.



FROM: New Credit Native Language Committee

## INTRODUCTION

The New Credit Native Language Program was begun in 1983 to provide the Mississaugas of the New Credit Reserve community an opportunity to regain their native language.

To further this program, support was provided through band council resolution by the Mississaugas of the New Credit Band Council. In October, 1983, classes were begun at the New Credit Elementary School for instruction in Chippewa/Ojibwe for kindergarten through grade six.

In July, 1984, the Province of Ontario, Ministry of Education announced that native language curricula would become available for elementary and secondary schools.

But the New Credit Native Language Program has taken this government initiative one step further, offering a program in language training to community adults as well. The unique nature of the New Credit Native Language Program has given cultural education a new dimension--a community initiative that has anticipated the direction for native language education.

## New Credit Commences Evening Classes

New Credit Language classes for adults from the New Credit/Six Nations Reserves commenced on November 4, 1985, Native Language Program Co-ordinator Rhonda Duxtator announced.

The New Credit Native Language Program received financial assistance from the Secretary of State, and will hold classes on Mondays and Tuesdays from 7:00 p.m. to 9:30 p.m. for 20 weeks.

"We're going to be teaching conversational Ojibway," Duxtator said, "and also a little about New Credit history."

The Ojibway (Chippewa) Language Program at New Credit is also planning a second session to begin in April and run until the end of June. "Operation of this session will depend on community interest and available funding," Duxtator said.

For more information on the New Credit Native Language Program, contact Rhonda Duxtator at (519) 445-2866 or Bryan LaForme at (416) 768-3497 or by writing to the New Credit Band Office, R.R. #6, Hagersville, Ontario NOA 1H0.



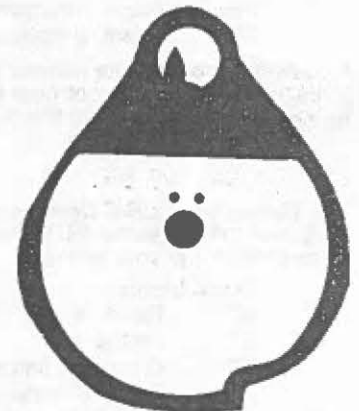
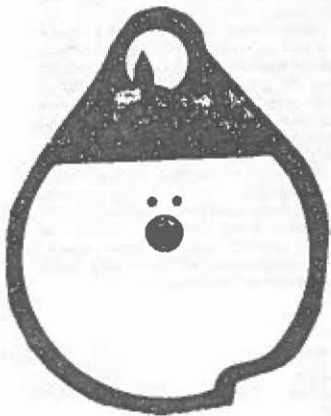
December 11, 1984

1. Learn Song "Silent Night" in Indian.
  2. Write Song in Native Language notebooks.
  3. Give some time to give out paper, lined paper to work or "mzinigan."
- Read some poems, stories for inspiration, encourage creativity.

Bzaanidbikat, Kchitwadibikat  
Silent Night, Holy Night

Bzaanidbikat, Kchitwadibikat  
Kina bizaante, Kina Waaseyaa,  
Gashi miinwaa binoojiinhs  
Kchitwaa binoojiinh inhs  
Mnanbaan binoojiinhs.

Dorothy Wassegijig



### The Language Environment

#### The Physical Environment

In a bilingual school, it is very helpful both to the students and to the teachers to define areas where it is clear which language is the appropriate one to use. The following description of the physical environment at the Rough Rock Bilingual School in Arizona will illustrate this idea:

"In the self-contained classrooms during the first-year program a special Navaho area was permanently established, wherein independent and informal activity, as well as formal lessons in the native language, were conducted. Visual clues, including Navaho dolls, photographs of local families at home, familiar desert plants, native arts and crafts tools, recorded Navaho music, and picture books of Navaho life, served as decor and resource material. These also served as a pleasant reminder to the children than Navaho speech and behavior were appropriate in this area.

As Rough Rock's Navaho Curriculum Center grew, its teachers, writers, and artists provided more substance with which to achieve Rough Rock's major educational goal, which is to build the child's self-respect so that he may proceed from the familiar to the unfamiliar with a solid foundation of pride in, and knowledge of, his Navaho heritage and identity.

English language activity took place outside this classroom Navaho area, and children were cued to act and speak like Anglo-Americans through language lesson activity and other classroom pursuits. Materials were available in both areas for children's use, and it was common to enter a classroom and see two or three little girls weaving at a miniature native loom in the Navaho area, while another group satisfied its curiosity about astronauts featured in current magazines in the Anglo area."<sup>1</sup>

What are the advantages you might hope to gain by arranging the physical environment of your school to reflect the atmosphere of each language taught?

- reduced confusion about which language is appropriate to use in any given situation, through the use of visual "cues".
- building of self-esteem by illustrating the validity and attractiveness of both language environments.
- convenience in arrangement of subject matter to be taught in each language.
- others (think about it)!

How could your school be arranged to reflect a suitable language environment for each of the languages used/taught there? The answer to this question will depend on many things:

- the objectives for language instruction in each language
- your course of studies in each language
- the size and arrangement of classes in your school
- other aspects of the language environment (what others can you think of?)

<sup>1</sup>Virginia Hoffman, *Oral English at Rough Rock, Navaho Curriculum Center, Arizona, 1968*, p.18.



# ERIC

## EDUCATIONAL RESOURCES INFORMATION CENTER

ERIC consists of 16 subject-specialized clearinghouses in the United States that acquire, retrieve, and disseminate recent journal articles and report literature related to education at all levels. To organize this material, ERIC produces the following three publications which are located in the Reference Room of the Education Library: *Thesaurus of ERIC Descriptors*, *Resources in Education*, and *Current Index to Journals in Education*.

### *Thesaurus of ERIC Descriptors*

The *Thesaurus of ERIC Descriptors* explains the ERIC indexing system, and is a list of the subjects, terms, or descriptors used to index and locate material in the publications *Resources in Education* (RIE) and *Current Index to Journals in Education* (CJE).

Subjects are listed alphabetically, with references from terms not used. Often the usable term is a synonym of the nonusable term:

Regular class placement  
USE Mainstreaming

A scope note (SN) is a brief statement of the intended use of a descriptor, and provides a more precise definition for ambiguous or specialized terms:

Individualized Instruction  
SN Adapting instruction to individual needs within the group

A posting represents the number of times a term has appeared in RIE and CJE, and gives you an indication of how much material is available on your topic. Posting figures sometimes suggest that a revision in search strategy is necessary:

Creative Dramatics  
CJE: 129 RIE: 133

The *Thesaurus of ERIC Descriptors* also includes narrower terms (NT), broader terms (BT), and related terms (RT) under each descriptor. These may direct you to other areas pertinent to your research:

Group Status  
NT Family Status  
BT Status  
RT Group Dynamics  
Group Structure  
Peer Relationships

### *Resources in Education* (RIE)

RIE provides abstracts or summaries of documents and reports on all aspects of education. These abstracts include 100 - 200 word summaries of each document, along with complete bibliographic information, a list of descriptors, and ordering information. They are arranged numerically by ED (ERIC document) number, which identifies the document.

Subject access to the documents is provided by the alphabetically arranged subject index, which lists titles and ED numbers for all documents under a particular descriptor.

To find material on a subject in RIE:

1. Consult the *Thesaurus of ERIC Descriptors* to determine what subject terms are used to index your topic. If unsuccessful check under similar terms.
2. When the proper descriptors are found, list all narrower, broader, and related terms which you feel may also be useful in your research.
3. Locate the descriptors in the subject indexes to RIE and list the titles and their ED numbers found under these descriptors.
4. Use the ED numbers to locate the abstracts in the front section of RIE.

Author access to the documents is provided by the alphabetically arranged author index, which lists titles and ED numbers under each entry.

ERIC documents on microfiche held by this library are ticked with an orange check in the abstracts section of RIE. The Library has all documents processed by ERIC from January to September 1973 inclusive, with some before and after this period as well. Since January 1983, all documents in the following subject areas are being received: educational administration, elementary education, handicapped and gifted (special education), and reading. The documents are arranged numerically by ED number in microfiche filling cabinets in the AV Room, where microfiche readers are also available. Contact library staff if you wish to order a document on microfiche which is not in the Library. There is no charge.

### *Current Index to Journals in Education* (CJE)

CJE indexes and annotates the articles from over 700 education periodicals by subject, author, and by journal title.

To find material on a subject in CJE:

1. Consult the *Thesaurus of ERIC Descriptors* to establish the proper subject terms (descriptors) used to index your area of research.
2. Locate these descriptors in the subject indexes in the annual cumulations and monthly issues of CJE, and select the relevant articles, noting the EJ (Educational Journal) number assigned to each.
3. Find the articles in the numerical EJ number sequence, along with complete bibliographic information and a brief description for each article. To find out if the journal is in the Library's collection, consult the Library's *Serials List*. Journals are arranged alphabetically by title in the Reference Room.

More reviews and abstracts will follow in future newsletters.

ED 242 728

SP 024 205

Faas, Larry A.

Stress Producing Factors among Regular Educators and Various Types of Special Educators.  
Pub Date—9 Mar 84

Note—14p.; Paper presented at a Convention of the Arizona Federation of the Council for Exceptional Children (Tucson, AZ, March 9, 1984).

Pub Type—Reports—Evaluative (142)—Speeches/Meeting Papers (150)

EDRS Price—MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, Elementary School Teachers, Elementary Secondary Education, Emotional Disturbances, Learning Disabilities, Mental Retardation, Resource Teachers, Secondary School Teachers, Special Education, \*Special Education Teachers, \*Stress Variables, \*Teacher Attitudes

Identifiers—Arizona

A study focused on the relative effect of various stress factors on: (1) regular and special education teachers; (2) teachers in resource and self-contained classrooms; and (3) teachers in programs for learning disabled, emotionally handicapped, and mentally handicapped students. Data were gathered with a questionnaire that was completed by 273 Arizona educators. Respondents indicated their level of agreement with the suggestion that each of a list of 33 factors had been stress producing for them in the previous 12 months. Stress factors included on the questionnaire were based on a review of the literature and interviews with special educators. The mean for each item was used to rank the items for each of the groups studied. "Paperwork," "procedural red tape," "discipline and behavior problems," and "disinterested parents" were found to be high stress producers for all groups studied. Comparison of groups of educators resulted in the identification of one or more factors that are significantly more stressful for those in specific types of positions than for those in other positions. Significant differences were also found between levels of stress produced by some factors for special education teachers in resource and self-contained classrooms. Five tables are appended. (JMK)

ED 247 051

RC 014 834

Fletcher, J. D.

What Problems Do American Indians Have with English?

WICAT, Inc., Orem, Utah.

Spons Agency—Department of Education, Washington, DC.

Pub Date—[83]

Grant—G-0082-0-1452

Note—26p.; For related documents, see RC 014 835-837.

Pub Type—Information Analyses (070)

EDRS Price—MF01/PC02 Plus Postage.

Descriptors—\*Alaska Natives, American Indian Education, American Indian Languages, \*American Indians, \*Computer Assisted Instruction, Elementary Secondary Education, \*English (Second Language), Language Proficiency, Language Research, \*Language Skills, \*Learning Problems, Receptive Language, Second Language Instruction, Second Language Learning

A literature survey of more than 800 sources, approximately 140 of which were judged to be relevant, assessed problems Alaska Natives and American Indians experience in learning English language skills required for survival and success in a modern, technological culture. Since the survey was to guide the adaptation and development of instructional materials for elementary and junior high school reading presented by computer, results emphasized receptive rather than expressive language. To some degree the problems of phonology, morphology, syntax, and semantics identified were problems facing not only American Indians, but any students learning English as a second language. Morphology problems included American Indian use of inflections to indicate syntactic role of words, use of gender, and representation of noun modifiers by inflections in nouns. Semantic problems concerned concept development rather than vocabulary growth, particularly in color words and words concerning coercion and duty. Recommendations included providing computer practice with selected minimally contrasting vowel pairs; selected minimally contrasting consonant pairs; final consonants and consonant cluster; selected phonemes that do not exist in some American Indian languages; irregular plural noun forms; selected verb tense forms; determiners; third person singular pronouns; semantic implications of juncture; prepositions, verb-preposition combinations, and idioms; passive and wh- transformations; and basic vocabulary (Author/NEC)

May all the joys

of the holidays be yours.