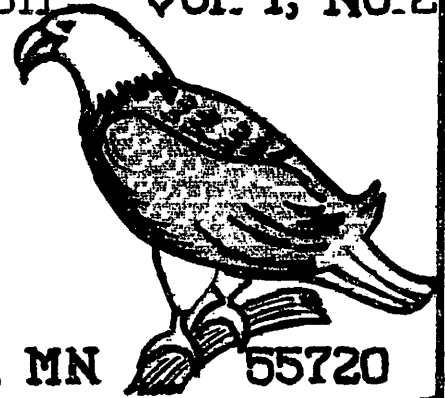


# OJIBWAY SCHOOL NEWSLETTER

October 1989, Cloquet, MN

55720



## HALLOWEEN: A TIME OF PARTIES FOR YOUNG AND OLD

Did you know that the word Halloween means hallowed or holy evening? It is called this because it takes place the day before All Saint's Day. All Saint's Day is November 1 and was named that by the Roman Catholic Church. On that day, old pagan customs and the Christian feast day were combined into the Halloween festival.

Many superstitions and symbols are connected with Halloween. The Irish have a tale about the origin of the Jack-o'-lantern. They say a man named Jack played a trick on the devil and so he could not enter hell; and because the man was a miser he could not enter heaven. So the man has to roam the earth carrying a Jack-o'-lantern until Judgment Day.

The Druids, an order of priests in ancient Gaul and Britain, believed that on Halloween, ghosts, spirits, fairies, witches, and elves came out to harm people. They thought cats were sacred and believed that cats were once people, but were changed as punishment for evil deeds. That's where we received the idea for changing our appearance. Cat costumes are still very popular at Halloween parties.

In the early times of America, children, both young and old alike, often celebrated Halloween by playing some nasty tricks. Outhouses were overturned, windows of homes were waxed, and

eggs were tossed at anything that moved! Some enterprising individuals protected themselves and their property by rewarding people for not playing tricks on them. It is possible that this gave rise to the "trick or treat" words that we hear from children on Halloween night.

## Kindergarten News

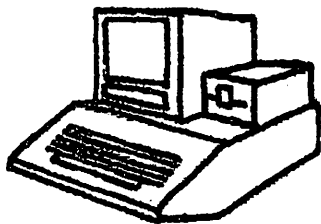


Kaye Wohlwend

October is going to be a busy month in kindergarten! We've already begun talking about fire safety because October is Fire Prevention month. We'll be watching movies, completing activities concerning fire prevention, and travel through the EDITH house (children learn escape routes in the event of a fire). We'll also end our current study of animals by taking a trip to the Duluth Zoo!

Beginning on October 16, we'll be starting Color Days! Each day, until November 1, has been assigned a color; the color of the day will be studied which will enforce the learning of the color and the day as well. When your child mentions the color for the day, please attempt to dress them in that particular color.

On October 24, we'll carve pumpkins in coordination with Orange Day; on the October 26 we'll have our Halloween Party! It's going to be a costume party complete with treats, games, music, and videos.



## A FEW WORDS FROM THE PRINCIPAL

by Phil Minkkinen

Another month has passed us by! Football and volleyball have ended, and basketball is soon beginning. The end of the first quarter is only two weeks away. Much has happened at the school during the first quarter. We are providing educational services at the Fond du Lac Group Home this year. This has added nine students to our enrollment. The total enrollment is slightly up from last year. We now have about 180 students enrolled in the school.

Teachers will have spent time over the MEA break working on curriculum revisions for the school. By the end of the school year, the curriculum will be totally rewritten in an outcomes based format. Hopefully, anyone wanting to examine what it is that is expected from your child will be able to read the curriculum guide, and readily understand what it means without all the educational jargon that usually fills these guides.

Our new superintendent Tom Peacock and I have been studying ways of expanding the school curriculum to include more course offerings. By the beginning of third quarter, we hope to have finalized negotiations with Staples Technical College so that our students will be able to enroll in two of the programs they will be offering on the Reservation. We are also working with the Fond du Lac Community College Center in order to offer students some courses through them. All these things will improve the school and improve the opportunities to your children.

We have been having some problems on the buses with a few students. The bus drivers have

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been complaining that several of the elementary students do not sit still and are yelling and making it difficult for the drivers to pay attention to the road ahead. It is important that students behave on the buses so an accident will be avoided. I will be sending letters home this week to those parents of children involved. If this behavior continues, school policies allow me to prohibit these violaters from riding the bus. Please help me out in this so punishment can be avoided.

## STUDENT COUNCIL WORKSHOP

On Monday, October 16, students from the Ojibway School attended the Student Council Workshop held at the University of Minnesota Duluth. Richelle Mullens, Peter Diver, Cindy Defoe, Nikki Reynolds, Kim Belanger and Cristal Lewis were some of the students who accompanied Mary Cane to the workshop.

Upon arriving, students met in the Ballroom where they received folders and pens. John Blood then spoke to the students and started them on a few warm-up writing exercises. Students then broke into small groups consisting of students from other schools where they had to do more brainstorming activities as well as some statement of goals.

Students were then treated to lunch. They had some super big submarine sandwiches and potato chips, along with chocolate chip cookies and milk. After lunch, students got back into groups and did some more writing activities. They also had to speak to a principal in front of the whole group! They had to ask the principal if they could have a school dance. The exercises were designed to improve the students ability to communicate more effectively. Judging from the students' response who had participated in the activity, the day was a very meaningful experience.

## Tutor Program Will Assist Middle-School Students

Charlin F. Diver  
Coordinator of MAEP

It has been recognized that there are approximately 850 minority students, both Black and American Indian enrolled in the sixth-eighth grades in the Duluth Public Schools. There are approximately 225 sixth-eighth graders in the Cloquet, Carlton, Wrenshall, Brookston Public Schools, and in the Fond du Lac Ojibway School.

The initial goal of the MAEP Program is to offer tutoring to the sixth-eighth grade minority students, using minority college students as tutors.

Minority sixth-eighth grade students who are falling or having difficulty in subject areas will be identified as eligible for and referred to the tutoring program; however, all minority students in the Duluth Public School system and the FDL Reservatiomm Educational Service area who show a decline in academic performance may be eligible for the program.

The program will assist in increasing the numbers of academically prepared and socially-adjusted minority students bound for college. It will also help to provide an excellent opportunity for graduation from high school and college.

The tutors will be individuals who have demonstrated good grades in the subject area they will be tutoring in and who demonstrate that they are good role models and will provide encouragement and interest in the younger student's career choices.

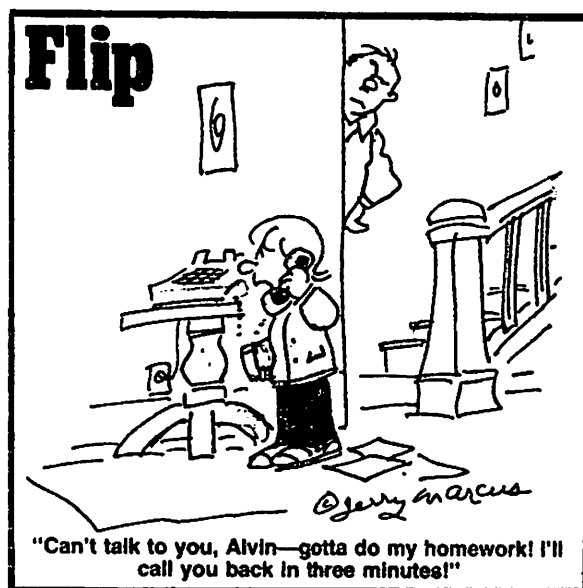
Science, mathematics, medical and engineering fields of study will be stressed in this program as these areas reflect the largest area with the fewest minorities who graduate or choose

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these fields as career choices.

Family involvement and increased family support are objectives of this program. Families of the minority students are encouraged to participate. Familial participation is a key criteria for student success.

In the near future, I will be holding an open forum to discuss the program and start it off.



Taken from the Cheyenne River  
Chapter 1 Newsletter

### LOVE

Love is very nice,  
It feels as cold as ice.

It makes you feel very happy,  
Even if you're sad.

Love is a feeling from the heart,  
It seems like a target  
With a dart.

If that feeling breaks or tears,  
It seems like nobody cares.

Richelle Mullen

The Ojibway School Newsletter is a monthly newsletter produced at the Fond du Lac Ojibway School, 105 University Road, Cloquet, MN 55720.  
Dr. Thomas Peacock, Superintendent;  
Phil Minkinen, Principal; Michael Rabideaux, editor.

<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2">CLASS OF SERVICE DESIRED</th> </tr> <tr> <td>Fast Day Message</td> <td></td> </tr> <tr> <td>Day Letter</td> <td></td> </tr> <tr> <td>Night Message</td> <td></td> </tr> <tr> <td>Night Letter</td> <td></td> </tr> </table> <p style="font-size: small;">Patrons should mark an X opposite the class of service desired; OTHERWISE THE TELEGRAM WILL BE TRANSMITTED AS A FAST DAY MESSAGE.</p>	CLASS OF SERVICE DESIRED		Fast Day Message		Day Letter		Night Message		Night Letter		<h1 style="margin: 0;">WESTERN UNION</h1> <h1 style="margin: 0;">TELEGRAM</h1> <p style="font-size: x-small; margin: 0;">NEWCOMB CARLTON, PRESIDENT      GEORGE W. E. ATKINS, FIRST VICE-PRESIDENT</p>	<p style="font-size: x-small; text-align: right;">Form 1207</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="height: 20px;">Sender's No.</td> </tr> <tr> <td style="height: 20px;">Check</td> </tr> <tr> <td style="height: 20px;">Time Filed</td> </tr> </table>	Sender's No.	Check	Time Filed
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Fast Day Message															
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<p>Send the following telegram, subject to the terms on back hereof, which are hereby agreed to</p>															
<p><i>Duluth, Minn</i> <i>Oct 13</i>      191<i>8</i></p>															
<p>To <u><i>Indian office</i></u></p>															
<p>Street and No. _____</p>															
<p>Place <u><i>Washington</i></u></p>															
<p><i>Fond du Lac Reservation devastated by forest fire. City of Cloquet &amp; adjacent towns destroyed. Office records and furniture burned. Many Indians homeless. Loss of life not known. Wire five thousand dollars call first National Bank Duluth Immediate relief.</i></p>															
<p><i>Send: Govt night rate, Cross</i></p>															
<p>SENDER'S ADDRESS FOR ANSWER: <i>Charge, Indian office, Washington.</i></p>															

## Fond du Lac Reservation Devastated by Fire

by Dan Anderson

The most historical event in the Cloquet area was the fire of October 12, 1918. It was known as the "Fires of 1918." Much has been written about these fires but little on their effect on the Fond du Lac Reservation. In researching the history of the Fond du Lac Reservation, I discovered that Joseph Petite lost his house, barn, wagon, sleighs, furniture, all clothing, feed for his livestock, two hogs, and a chicken coop filled with 50 chickens. In 1921 he testified about the fire in a suit against the United States Railway Administration:

"I was pulling bagas [rutabagas] and carrots and beets

that day, all day. I got through a little after four somewhere.

We had passed down by the church, by the Indian village, the sparks all fell over big as balls, some of them. You can see the fire flying all over us. The fire was right close to us, just about a half mile away from us, . . . and the wind so strong that it caught up with us pretty near before we go down to the church. . . . You could hear it crackling and sparks coming over us. . . ."

The fire was actually a series of forest fires which grew into a fire storm as winds picked up after a long hot summer. The exact cause of the fire has never been determined but sparks from the railroads moving through the area were a contributing factor. It eventually burned 1500 square

miles while moving through an area of 8400 square miles. Thirty-six towns were partially or completely burned: 453 people burned to death (mostly around Moose Lake) with another 106 dying later from complications. No Indian people died in the fire, but its effect was horrifying as Elizabeth (Betty) Gurno recalled in 1976:

"I was only four or five years old but I remember it. My grandfather was a timber cruiser, and he was out in Brookston. He rode a horse out in the woods, and he knew that the fire was out of control. And he raced to my mother's house and said, 'Go to the river!' So my mother, my grandmother, and my great-grandmother, we all took blankets and some food and left everything else just as it was. Went to the river hollering as we went to the other homes on the way to get down to the river. And my brothers stood waist deep in water and dunked blankets and traded and we had blankets on top of us. They'd dry out as fast as they'd put them on."

"Right on top of this hill where our church now stands was a cemetery, and there was a church there too. One man and a couple of his brothers were throwing water on folks, and they could hear all these people hollering on top of the hill in Indian, 'Come and get us, come and help us, we're burning.'"

"They said that by this time they were at the top of the hill, so they went up to see who it was. No one was left up there! The church was burnt. My grandmother always said that the dead were hollering. They were burning too. There wasn't anything left." In the early afternoon of October 12, the winds had picked up and the smoke from the fire had blocked out the sun. By 6:00p.m. it was clear that the town of Cloquet would not be saved. Trainloads of people from Brookston had arrived with word that they had been burned out and the fire was heading toward Cloquet. The fire

was burning along the St. Louis River and had reached the church by the Indian village by 7:30p.m. The church had fifteen buildings in the vicinity which had burned.

Frank Houle owned land located northwest of the village and was at home all day on October 12. Frank said, "Well, I didn't get alarmed until the fire was on top of me, you might say, but my wife was alarmed somewhere about quarter to six, or half past five. She told me she wanted to go, and I told her to go if she wanted to: I didn't want to go." About 6:15 she left for his sister-in-law's place.

Frank was pulling stumps that afternoon and noticed smoke "along about half past three or four o'clock." The smoke came from the northwest of his property but didn't alarm him. While loading the wagon with his belongings and hitching the horse team, his nephew Henry Houle came along and told him to hurry up and go. As he left, large chunks of fire were falling along the road and onto the horses.

When he arrived at the church, he found his wife along with some other women and children. There he unloaded their furniture and took the women and children down the old road to the Great Northern water tank. While they stayed at the water tank, he crossed the Northern Lumber Yard and left his team at a Haybarn on Dunlap Island.

On October 13, 1918, Indian agent George W. Cross sent a telegram to the Indian Office in Washington D.C. It stated: "Fond du Lac Reservation devastated by forest fire. City of Cloquet and adjacent towns destroyed. Office records and furniture burned. Many Indians homeless. Loss of life not known. Wire five thousand dollars care First National Bank Duluth immediate relief."

According to Cross' report of October 18, fifty-seven Indian homes were destroyed. "Most of the Indians on the Reservation got to trains on time to get out

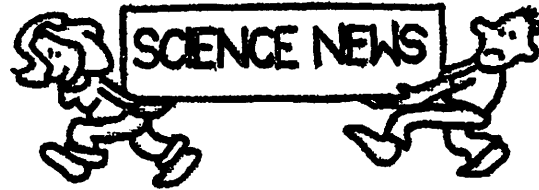
of the city. There was loss of life among the settlers, but the Indians proved more fortunate or better able to take care of themselves. They were cared for in Duluth, Superior, and at the Fond du Lac Hospital. Fifty-thousand feet of rough lumber was purchased for temporary shelters. The plan was to build small shacks of rough board and tar paper. For example, Mike Diver, who lost his home, barn and implements, was issued lumber on October 30, for a 12x16 house and a 16x20 barn.

On June 30, 1919, an act of Congress authorized \$60,000 for the Fond du Lac Reservation for those who lost homes. The cost for each house was not to exceed \$1,000. The Fond du Lac Council stated that this amount would not replace all buildings lost or construct a house completely. Forty-five Indian homes were burned with many others losing barns and other buildings as well as stock, implements and feed.

Over 250 claims were filed by Fond du Lac Band members against the United States Railroad Administration for damages to their allotments. These claims took years to settle. Payments were finally sent to allottees and heirs beginning in 1937. The amounts ranged from \$1.39 to \$4,000. Most claims averaged \$200 to \$300.

In twelve hours the fire had displaced over 52,000 people and caused an estimated \$30,000,000 in damage. But the memories it evokes are a better measure of its effect as Betty Gurno recalled 60 years after the fact: "It was horrid. Fire and me don't see eye to eye. I respect fire, but that too is from that 1918 holocaust."

She continued, "My husband was nine years old when that happened. He couldn't remember anything. Maybe it was so bad that he wanted to wipe it out. It was awful. I wouldn't want my kids to go through that. Scary."



## SPEAKING OF ENZYMES AND LEAVES...

by Charles Karp

Goodness, enzymes found in food! No, it's not another food scare. Recently, seventh-graders had an opportunity to make some real use of liver and discovered, much to their surprise, that they could locate enzymes in their food sources! Enzymes are chemical groups which help to speed up reactions in our digestive systems. So next time your seventh-grader asks for liver for dinner, maybe they'll be checking out something for their science class!

Oil spill! As part of the chemistry curriculum, the junior class recently experimented with various ways to control oil spills. A variety of methods were used and discussed with a wide range of effectiveness. Soap was used and found to be quite effective, especially under windy conditions which were recreated using straws. Surprisingly, the most effective method for cleaning oil spills seemed to be the use of dried leaves and straw to soak-up the oil by skimming the surface. Perhaps Exxon could take a few suggestions from our findings.

Leaf me alone! What's this, *Acer rubrum* in the woods? Like many, the tenth-grade had no idea leaves could do anything other than turn a wide variety of brilliant colors each Autumn and soon fall to the ground causing a lot of backaches!

As part of their unit on plants, the sophmores collected and classified 20 different kinds of leaves by using plant keys and different characteristics. One sophomore was heard to lament "I never thought there were so many different leaves."



## WHY ATTEND SCHOOL?

Students come to the Ojibway School in Fond du Lac for a variety of reasons. Recently, Cindy Defoe asked a few of our new students why they chose to attend our school. Tara Defoe said that she came here because she already knew many of the students, and because people understand you better because they know what kind of background you're coming from. Preston Urrutia responded that all of his cousins already attend this school. Kim Johnson said that she came here because she liked this school better than any of the other schools.

I must add that Cindy Defoe is also a new student in our school. There are many reasons for attending a particular school. Perhaps when students think of those reasons for attending school, they themselves will better understand that school is more than lessons, questions and answers. As parents, teachers, or students, we should all ask ourselves why we attend school.

## DULUTH NEWS-TRIBUNE EXPLORES OJIBWAY CULTURE

The Duluth News-Tribune has recently included a supplement called The Ojibwe Yesterday and Tomorrow. It is an extremely interesting feature which explores the past as well as some current problems facing the Ojibway Nation. Panji Gahbow, our Ojibway Language teacher, said "It's definitely a good start: there are a lot of non-Indians that need education about our culture. This education might eliminate name-calling. And the schools the best place to start this education."

Mary Cane, a Social Studies teacher, replied, "Whenever cultural information is made available to the general public, it is a positive thing. People have the tendency to see the behaviors, beliefs, values and

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norms of one's own cultural group as the only right way of living and judge others by those standards. In realizing that the earth is filled with many thousands of different cultures, we must then try to understand and accept people for who they are. To be proud of one's own culture is also a very important aspect of appreciating other cultures."

## FEAST DAY: A SUCCESS

On Monday, October 9, the Fond du Lac Reservation Business Committee sponsored Appreciation Day for all FDL residents, staff and their families. There were a wide variety of games for the children grades pre-school through 12. And there was plenty of bingo for the adults! We would like to thank the RBC and all those who contributed toward making that day such a great success! The meal which was provided was excellent, especially the deer meat.

## OGICHIDA BASKETBALL

The Ogichida boys basketball practice begins November 13, and this year the team will be coached by Keith Levinski, the secondary English room teacher. Keith is enthusiastic about the upcoming season and looks forward to incorporating some of his strategies, both defensively and offensively. The first game of the season is November 29, against Nay Ah Shing--it's a home game. The school would like your support at home games so please make an effort to attend and support the Ogichida Warriors!



## DUST OF SNOW

The way a crow  
Shook down on me  
The dust of snow  
From a hemlock tree

Robert

Frost

Has given my heart  
A change of mood  
And saved some part  
Of a day I had rued.

## SCHOOLWIDE CHAPTER 1 PROGRAM ASSISTS MORE STUDENTS

by Keith Levinski

The purpose of the Schoolwide Chapter One program in communications at the Fond du Lac school is to remedy weaknesses in students' abilities and thereby allow those students to function more independently. The program is designed to service students who demonstrate greatest need.

In order to identify students for the Chapter One program in the high school, a variety of criteria are used. The CAT Test measures student abilities in an array of skills such as vocabulary, punctuation, reading comprehension, spelling, and usage. Students who are two grade levels behind are candidates for Chapter One. Other criteria include poor attendance, informal testing, and teacher recommendation.

Once the students are identified for the Chapter One program, individual programs are established. For example, if a student showed a weakness in vocabulary and word recognition skills, emphasis would be placed on that area rather than focusing on the larger area of literature in general. Through specific vocabulary drills, exercises in using words in context, and literature designed to expose the student to limited new vocabulary words, the student would receive remedial help aimed directly at the identified area of weakness.

Although each student has his or her own particular area of need, at present we are focusing on areas of remedial reading. Comprehension tends to be a general weakness as does vocabulary and inferencing. Our lessons, therefore, combine the use of word-attack skills along with reading and discussion. Emphasis is placed on having students find support for their answers and opinions in the reading.

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It is our intention that the Chapter One program enable the student to develop his or her skill to the point that reading is no longer a frustrating ordeal but rather an enjoyable and rewarding experience.

## ELEMENTARY WRITERS

by EPIN CASH, 6-GRADE

Our trip to UW-S: after we got into our groups we went into a classroom that had all kinds of calculators. We worked on the calculators for about half an hour. Then we went into the bookstore, we looked at books for a while (they were really expensive)! Then we went back to the classroom with all the calculators and worked on them again. Then we went into another classroom with computers in it. There were kids working on the computers. We watched them for a while and then we had gotten balloons and it was time to go home.

by JODI LEWIS 5-GRADE

Our trip to UW-S: first we went to a room and worked on tangrams. There we made cubes out of cardboard. We also went to a small room full of rocks behind glass. The rocks lit up when the lights went off because of all the minerals inside. Then we took a tour around the college. There were a lot of things from Germany and Europe, like some dolls. Also, there were a lot of stuffed animals that were behind glass. There were a lot of butterfly collections. The trip was very interesting. I didn't enjoy the eagle that was stuffed behind the window. We had gotten balloons and we played on the computer to see who could get the best design. And we won prizes for the best design. We also went into a greenhouse. There were all kinds of different plants. And we saw some big stained glass windows. Then we went home.