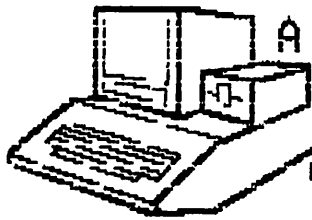
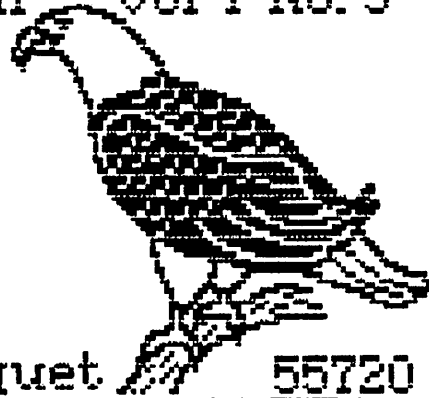


OJIBWE SCHOOL NEWSLETTER

January/February Cloquet 55720



A FEW WORDS FROM THE PRINCIPAL

PHIL MINKKINEN

The school year is more than half over. The report cards are being completed, and should be sent home before the end of this week. We will not be holding conferences this quarter as all of our staff are very busy working on the self-study components for our accreditation. If you would like to discuss the progress of your child with any of our teachers, please be sure to call the school and set up an appointment to do so. Thank you for your cooperation in this matter.

As previously mentioned, we are busy working on the self-study for our accreditation. This progress involves studying all aspects of the school program including curriculum, teacher preparation, learning resources, facilities, budget, decision making process, and developing an improvement plan based upon the items we discover as our weaknesses. As you can imagine, it is a very time consuming undertaking. After the self-study is completed, a site visit will be made by a panel of educators in order to ascertain and collaborate the findings of the self-study. Their report will be made based on their own findings, the findings of the self-study and the recommendations of the improvement plan. All this information will be compiled and will hopefully allow the school to

retain North Central Accreditation. Consequently, we will improve the school program as well.

The new Early Childhood Program is gearing up to begin. The staff will be hired in the near future. These newly hired staff will then travel to St. Louis during the month of February for additional training. This program will provide educational services for young children and parents. More information on the Early Childhood Program will be made available in future issues of the Newsletter.

Weather warms: Sugar Bush season will soon occupy Ojibwe students

Sugar Bush '91 will be starting as soon as "Old Man Winter" releases his grip on the Northland. This year, Andrea Pokrzywinski, the Ojibwe School Science teacher for grades 7-12, will be supervising a great majority of all sugar bush activities. Andrea is currently busy making the necessary arrangements required to make this years harvest a success.

Mr. Minkkinen, who also helps make the sugar bush a success each year, has volunteered to carve cedar spiles for taps. If you would like to share any labor, knowledge, or tools used for gathering or processing the sap, please don't hesitate to contact the school for information on how you can get involved in this year's sugar bush.

Many students from other schools in the surrounding areas have in the past participated in the sugar bush, whether observing or

assisting in the process itself. Students from neighboring schools, much like the Ojibwe students, learn the colorful history of the sugar bush and its importance as a food staple to earlier generations.

Teachers in the Ojibwe School create numerous learning tasks which revolve around sugar bushing. All classes K-12 participate in the sugar bush, and with the cooperation of Mother Nature we look forward to another successful learning experience this year. Megwetch.

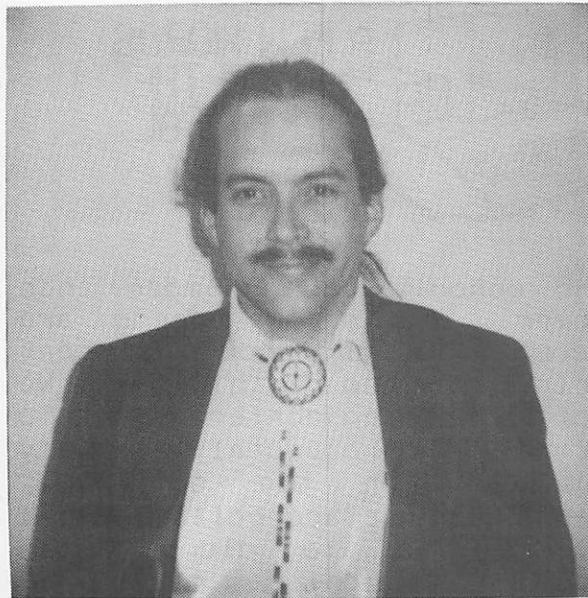
Integrating Native American Content with Current Curriculum

James Fenelon, a Midwest Bilingual Education Multifunctional Resource Center Trainer, conducted a workshop with the Ojibwe Staff on Friday, January 25. Fenelon presented his views on how to improve integrating curriculum with Native American content.

Fenelon stressed that we as effective educators should concentrate on "process versus answer" teaching philosophies. For instance, it isn't as important that the child know the correct answer, but rather that they learn the process and steps completed to arrive at that particular conclusion. Fenelon explained that "language, surface knowledge, [the child's view of the world], and cultural knowledge are interrelated." An effective educator must realize this characteristic of Indian children: learning tasks must penetrate beyond the surface language of the child and, consequently, appeal to the child's cognitive view point of the world which is directly influenced by their culture. Effective learning tasks ought to tie in both world's of the child, the Indian and White culture alike. Fenelon states that "there should be an attempt by the teacher to draw upon the Indian history or any other cultural activity and compare, contrast, or analyze these elements to the content currently being studied in the classroom."

According to Fenelon, effective learning results from integrating the show, try, tell and do components into all lesson plans. Cooperative learning is also a vital teaching strategy that when used effectively produces positive results. The Ojibwe school already practices a wide variety of teaching strategies which do in fact include many of Fenelon's suggestions.

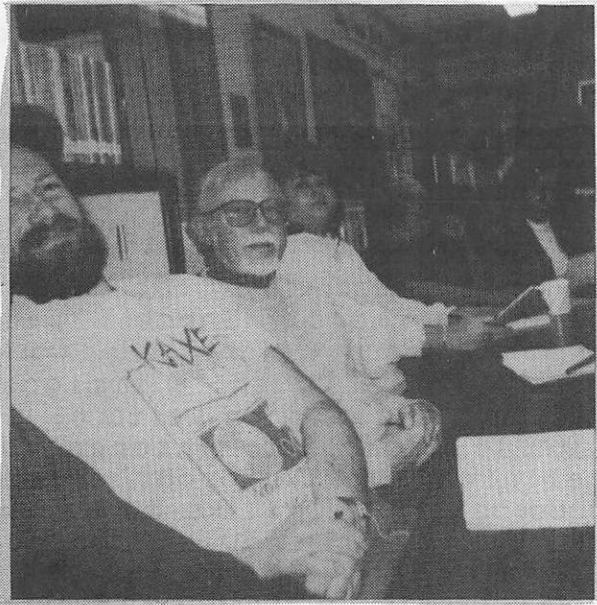
For effective learning to occur, Fenelon states that content-area instruction and Indian,



Pictured above: James Fenelon, Midwest Bilingual Center Trainer, takes a break to pose for this picture.

education must utilize any combination of storytelling, experiences, and environmental interaction.

Fenelon is currently attending Harvard University where he is concentrating on Advanced Studies. He earned a Bachelor of Arts Degree in Communicative Education at Loyola, and has two Masters: International Training, and Teaching and Managing Inter-Cultural Studies. Fenelon believes that many higher education facilities (like Harvard) lack any true concentrated focus toward Multi-Cultural issues. He suggests that they have made progress over the years, but much more must be done in the future.



Reservation Personnel Enjoy Luncheon . . .

Ojibwe School staff, School Board, Parent Advisory Committee, and officers from the Reservation Business Committee attended a luncheon at the Big Lake Golf Course on Friday, January 25. The luncheon was held to promote communication between all committees attending the function.

Joe Shlblash performed the opening pipe ceremony, and Jerrad Ojibway, chairman of the Parent Advisory Committee, thanked everyone for attending and invited guests to get acquainted with all groups and members in attendance. Guests received an excellent meal, and it was both interesting and beneficial to meet employees of the Reservation in such an environment. It is exactly these types of gatherings that strengthen and promote understanding. Megwetch.

Board & EBD issue

The Ojibwe School has recently reinstated a number of EBD (emotionally behavior developed) children due to what Sandy Savage, chairperson of the Ojibwe School Board, calls "a failure of proper notification."

At present the Ojibwe School, because of inadequate space, cannot offer the children (EBD's) a sound

education. What we offer the EBD children now is our best attempt to enrich their lives both educationally and socially. But, the EBD children require much more space and we simply don't have the space to accommodate those special needs. As Savage notes, "it's not the staff, it's the facilities: the school board realizes that EBD's are not adequately serviced because of the space."

Originally, parents of EBD children were notified that their children would no longer be serviced at the Ojibwe School. Angered parents approached the School Board demanding that their children be reinstated due to "a lack of proper notification." Parents maintain that they were not informed of the problem in a timely manner. As a result of the confusion, the School Board is currently examining the School's policy regarding this matter. Savage states that "this matter is far from over" and the Board will be meeting to discover some ways to settle the issue.

As Tom Peacock, superintendent of the Ojibwe School, has mentioned on several occasions, the structural size of our school greatly limits what we can offer all students.

Ojibwe School Awarded Funding for Summer Arts Project

by Dan Anderson

The Fond du Lac Ojibwe School has been awarded a grant from the Minnesota Center for Arts Education to offer a summer arts program for the second year in a row. This year's program will offer a three-week course in birchbark basket-making. It is tentatively scheduled for June 17 through July 5 and will be open to students in grades 7-12. Students will learn the history of Ojibwe birchbark basket construction and construct their own birchbark containers. Further information regarding this program will be made available in May.

Science Workshop

On January 27-8, Andrea Pokrzywinski attended the American Indian Science and Engineering Societies (AISES) workshops in St. Paul.

Debra Baldrige, a teacher educator for AISES and guest presenter at the workshop, stressed the need to promote hands-on science discovery and learning methods. She advocates less time should be spent on lecture and more time spent on hands-on projects which draw the child into the activity. Jackie Willcox, a fifth grade teacher from Standing Rock, North Dakota, demonstrated how certain science activities stimulated the child's interest. Among these were hot air balloons and water drop races (this one would be most interesting indeed!)

On Sunday, the opening day of the workshop, Andrea met Susan Kafka. Kafka, the current Director of the Minnesota Academy of Science, is currently writing a grant which is aimed at involving Native American students in more national science competitions. Andrea is hopeful that she, too, is able to involve our students into local science fairs at both the district and regional areas.

Education: a life project

According to Ernest L. Boyer, president of the Carnegie Foundation, in an article which appeared in the January 27, Sunday issue of The Duluth News Tribune, "the nation should end the arbitrary divisions that associate education only with youth. Instead education should be viewed as a continuing process through one's lifetime . . ."

The article further states (Frank H.T. Rhodes, president of Cornell University) that due to the rapid technological changes that occur today, we can no longer . . . rely on 12 or 16 years of classroom experiences, gained at a relatively young age, to sustain us over a lifetime of work."

The Carnegie Foundation report goes on to state that adults need training "in reading and other basic skills" . . . to keep them up to date with technological and business advances." The report maintains that money provided by the government, corporations, and the military, fails to reach a great number of needy workers. These "missing persons" are displaced workers, unemployed youth, immigrants, refugees and many on welfare.

If you are interested in refining skills you currently possess or would like to learn new skills, you should contact a learning establishment. The government provides financial support for education, and many businesses encourage employees to further their education.

Stay in touch with education, and learn for the future!



Mel Diver proudly displays her Athlete of the Week Award. Congratulations, Mel!

The Fond du Lac Reservation Ojibway School Newsletter is a monthly newsletter produced at the Fond du Lac Ojibway School, 16^{1/2} University Road, Cloquet, MN 55720. Dr. Thomas Peacock, Superintendent; Phil Minkinen, Principal; Michael Rabideaux, editor.

Ojibwe Students to Take ACT Test

On Friday, February 9, five seniors will be traveling to the University of Minnesota, Duluth, to take the ACT Assessment Test. The students are Mary Robinson, Eric Berglund, Victor Makesroom, Ardene White and Gina Wade.

The ACT exam will test student's knowledge in four content areas including: English, Mathematics, Reading, and Science Reasoning. To prepare students for the exam, teachers reviewed practice packets. We wish you luck, seniors. Megwetch.

FDLCC Conducts Sexual Harassment Workshop

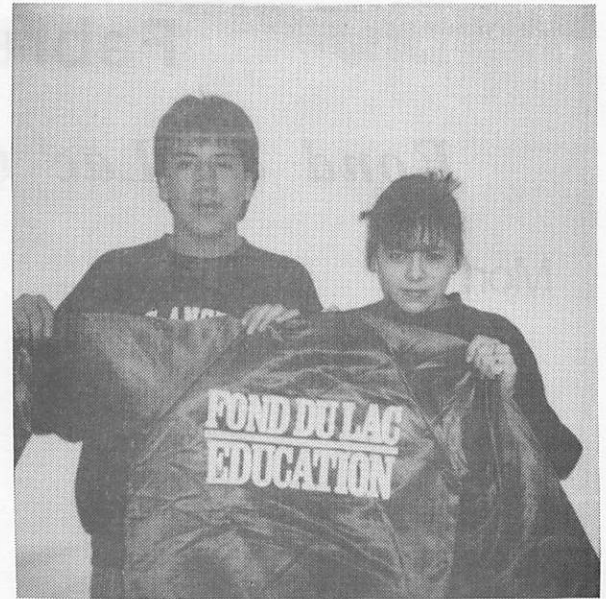
Ojibwe students recently attended a Sexual Harassment workshop held at the Fond du Lac Community College (FDLCC).

Guest speakers at the workshop included Hubert H. Humphrey, Minnesota Attorney General; Jill Abernathy, Advocate, Women's Coalition; Liz Laprarie, Advocate, Victims of Sexual Assault; Norma Wallgrin, Advocate, Domestic Abuse Program; and Chuck Haavik, M. A. Counselor. Speakers discussed what sexual harassment is, identified targets, and explained why many victims don't report harassment. The speakers also presented information on action to be taken if harassment is suspected, and they discussed prevention measures as well.

For more information, advice, support, or directions for filing a complaint on sexually harassed, please contact FDLCC (879-0800), Min-no-aya-win Human Services (879-1227), or the Women's Coalition (728-6481).

Get Well, Soon!

The staff of the Fond du Lac Ojibwe School would like to wish both Mona Thompson and Marlys Kilen a speedy recovery. We look forward to your return.



Fond du Lac/ Education Jackets Promote Pride . . . Positive Image

Senior Rocky MakesRoom and ninth grade student Cheryl Brigins model the new "Fond du Lac Education" jackets. School staff, RBC members, and bus drivers recently purchased jackets through the efforts of the Education Offices. The jackets have a variety of logos on the back; for instance, the bus drivers have the words "Fond du Lac" written above a bus, and the word "Education" appear below the bus. The jackets are one positive method of promoting pride and support for our school.

The English Department would like to compliment Dan Lund, Ojibwe School Bus Supervisor. We feel he looks "dashing" in his new jacket.

February: Dental Month

February is Dental Health Month, and to focus students' attention on the importance of dental care a variety of activities are being planned by the Min-no-aya-win Dental Clinic staff. These activities include puppet shows, a smile contest, poster contests, and, perhaps, the production of a short play.

**NO SCHOOL, FEBRUARY 18,
IN HONOR OF PRESIDENT'S
DAY!**

February 1991

Fond du Lac Ojibwe School Menu

Mon	Tue	Wed	Thu	Fri
				1 Hot Dog & Bun Baked Beans Cucumbers Tomatos Fruit Salad Milk
4 Spaghetti & Meat Balls Garlic Toast & Butter Tossed Salad Carrot Cake Milk	5 Chicken Soup Grilled Cheese Sandwich Relishes Bread & Butter Milk	6 Ring Bologna Rice-a-Roni Waxed Beans Fruit Salad Milk	7 Egg Salad Sandwich Lettuce/Relishes Fruited Jello Milk	8 Baked Ham Augratin Potato Green Beans Crescent Roll & Butter Cupcake/Frosting Milk
11 Lasagna Tossed Salad Garlic Bread & Butter Ice Cream Milk	12 Hamburger-Rice Hotdish Green Beans Bread & Butter Fruit Salad Milk	13 Beef Stew Coleslaw Bread Pudding Roll & Butter Milk	14 Mr. Rib Sandwich Vegetables & Dip Fruit Cocktail Peanut Butter Cookie Milk	15 Macaroni & Cheese Sliced Wieners Celery/Carrot Sticks Apple Crisp Milk
18 PRESIDENT'S DAY NO SCHOOL	19 Sub Sandwich Beef Noodle Soup Fruit Bar Milk	20 Taco: Meat/Cheese Lettuce/Tomato Fruit Cookie Milk	21 Fish Nuggets Coleslaw Vegetable Jello Fruit Milk	22 Natchos & Cheese Bologna Sandwich Fresh Fruit Vanilla Pudding Milk
25 Chicken Burger French Fries Green Beans Orange Milk	26 Chili Dog Corn Fresh Fruit Chocolate Chip Cookie Milk	27 Baked Chicken Mashed Potatos Gravy & Bun Cranberries Vegetable Milk	28 Hamburger French Fries Tossed Salad Peach Sauce Chocolate Pudding Milk	<u>March 1</u> Tomato Soup Grilled Cheese Sandwich Fruit Cookie Milk

Cooks: Peggy Lund, Evelyn Olson, Elaine McFatridge