

PROGRAM INFORMATION CENTER

REPORT

on the

EDUCATION PROGRAM

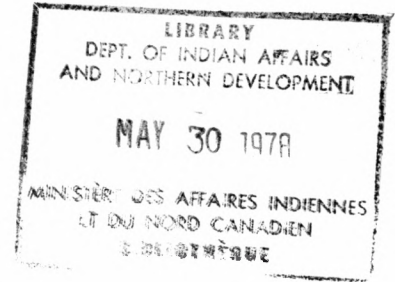
DEPARTMENT OF INDIAN AFFAIRS
AND
NORTHERN DEVELOPMENT

SEPTEMBER 1971

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FOREWORD

REPORT ON EDUCATION



September 1971

The need for a comprehensive inventory of programs and services available to Canada's Indian people has been recognized and efforts are underway to satisfy this need.

This is a large task and the initial phase has been to determine and pursue information needs about the programs and services available to Indian people through the Department of Indian Affairs and Northern Development. The second and third phases will be to expand and refine the material obtained in the initial phase and to secure information on program and services provided by other agencies, both public and private, federal and provincial.

The information obtained so far is being produced in a series of three basic reports - one for each of the Department's activities in Community Affairs, Economic Development and Education.

This particular report appears in a format considerably changed from that used for the draft report on Education prepared earlier. The format was revised in consideration of the numerous comments and suggestions received from Headquarters and the Regions. This report is configured to reflect the overall scope of the various activities, and to indicate Regional variations where applicable. The Program Data portion is general in nature; if more detailed information is required, it may be obtained from the Departmental Statistical Division or the appropriate functional specialist (see Appendix). The information, in general, is not final, complete nor, in some instances, up to date, but does give an idea of the extent of the Department's operations.

This report is being distributed to our staff for review and comment. Although comments are invited at any time, any new information received by December 15, 1971 could be included in the material made available for public purposes. It is planned that the report will be revised and reissued on an annual basis.

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INDIAN/ESKIMO PROGRAM INFORMATION

EDUCATION

INTRODUCTION

September 1971

Objectives

To raise the level of education of Indians to standards that will enable them to take advantage of social and economic opportunities for advancement.

Activities Involved

In consultation with Indian peoples to provide or arrange for the provision of:

Assistance in the development, preservation and promotion of Indian culture;

Federal educational services and facilities for students as required;

Services of provincial school systems for students;

Daily and seasonal transportation wherever necessary to enable students to attend school, and boarding accommodation in private homes for students who must attend Grades I - XIII beyond daily commuting distance of their home communities;

Basic education, educational upgrading and social educational programs for adults which will equip them with the skills and knowledge they require in their changing environment;

Vocational and higher educational opportunities;

Opportunities for vocational training and employment; and

Pupil residence accommodation for those students who must attend school in distant communities and who cannot be accommodated in private boarding homes.

PROGRAM DATA

PROGRAM COSTS & MANPOWER UTILIZATION - F.Y. 1970/71

Regional	Administration	Education In Federal Schools	Education In Non-Federal Schools	Transport & Maintenance of Pupils	Adult Education	Vocational Education	Employment & Relocation	Student Residences	Total	Man Years
<u>Maritime</u>										
Opn & Maint	111,000	573,000	730,000	542,000	79,000	428,000	173,000	—	2,636,000	91.4
Capital	—	29,000	1,085,000	—	—	4,000	—	—	1,118,000	
<u>Quebec</u>										
Opn & Maint	239,000	1,733,000	3,387,000	1,174,000	154,000	546,000	156,000	1,841,000	9,230,000	430.6
Capital	3,000	1,516,000	357,000	57,000	—	—	—	35,000	1,968,000	1.9
<u>Ontario</u>										
Opn & Maint	344,000	4,706,000	7,365,000	2,272,000	220,000	1,107,000	267,000	2,105,000	18,386,000	630.7
Capital	—	1,898,000	1,281,000	—	—	—	—	137,000	3,316,000	23.4
<u>Manitoba</u>										
Opn & Maint	365,000	3,654,000	2,783,000	1,841,000	479,000	619,000	205,000	1,681,000	11,627,000	591.0
Capital	18,000	1,935,000	1,089,000	—	—	—	—	54,000	3,096,000	20.3
<u>Saskatchewan</u>										
Opn & Maint	386,000	1,956,000	4,065,000	1,735,000	302,000	669,000	351,000	2,521,000	11,985,000	577.3
Capital	22,000	212,000	1,224,000	—	5,000	—	—	798,000	2,261,000	3.5
<u>Alberta</u>										
Opn & Maint	299,000	2,377,000	4,946,000	1,976,000	355,000	816,000	492,000	1,586,000	12,847,000	455.0
Capital	19,000	315,000	1,340,000	—	—	—	—	27,000	1,701,000	.2
<u>B.C. & Yukon</u>										
Opn & Maint	250,000	2,332,000	6,508,000	2,405,000	212,000	1,395,000	311,000	4,161,000	17,574,000	627.8
Capital	24,000	139,000	2,459,000	—	—	—	—	1,179,000	3,801,000	0.7
<u>Headquarters</u>										
Opn & Maint	757,000	31,000	—	—	118,000	90,000	183,000	588,000	1,767,000	43.8
Capital	—	21,000	—	—	—	—	—	1,000	22,000	—
<u>National</u>										
Opn & Maint	\$2,751,000	\$17,362,000	\$29,784,000	\$11,945,000	\$1,919,000	\$5,670,000	\$2,138,000	\$14,483,000	\$86,052,000	3447.6
Capital	\$ 86,000	\$ 6,065,000	\$ 8,835,000	\$ 57,000	\$ 5,000	\$ 4,000	\$ —	\$ 2,231,000	17,283,000	50.

INDIAN/ESKIMO PROGRAM INFORMATION

EDUCATION

CULTURAL DEVELOPMENT

September 1971

Policy/Objectives

To promote the preservation, growth, and expression of Indian cultures.

Background

Since an ad hoc Task Force reported in 1965 on the growing concern among the Indian people for the preservation of their cultures, the Department has been encouraging and implementing programs to assist groups and individuals with projects that preserve and interpret their cultural values.

This assistance takes two forms, one being cash grants which began with a modest \$5,000 in 1964/65 and have increased to \$292,000 in 1970/71, and the second being the assistance given by our staff in fine arts, literature, linguistics and the performing arts.

Historically, with few exceptions, the Indian and Eskimo people have been interpreted by non-Indian writers. In an effort to aid Eskimo writing talent, a literature development specialist, who was a successful author and folklorist in his own right, was hired by the Northern Administration Branch in 1967 to develop an Eskimo written literature.

His first act was to revive the defunct magazine Innuttituut, and give it a new format and departments. He wrote the first issue and had it translated into Eskimo. He hired an Eskimo editor, trained him and then went to the field. Through contacts, the magazine began to receive contributions and became entirely Eskimo written.

In November 1968, the literature development specialist combined his Eskimo responsibility with Indian literature development. It was his firm belief that the Indians needed a truly Indian written cultural magazine, with total geographical representation, if they were to be encouraged to write. Thus the magazine Tawow was started and is now drawing enthusiastic response from Indians and non-Indians alike. The Queen's Printer supplies it to 800 libraries across the country. It performs the valuable secondary role of informing the public.

A program of assisting individual writers with technical help, ranging from simple editing to supplying background

information, publicity and acting as agent between authors and publishers, has had positive results. The success of this program was demonstrated in 1970, when private publishers put out nearly a dozen titles by Indian authors interpreting folklore, history, poetry and the social scene.

A National Indian Cultural Conference was held in Ottawa in the summer of 1970, at which the Indian delegates helped to provide direction and support for cultural development, as well as assistance in planning and co-ordinating the steps necessary to preserve and promote their culture in all its aspects.

Canadian publishers are using the literature development people in a productive way. We are now asked to review manuscripts that relate to Indians for historical accuracy and bias, before they are published. Manuscripts worthy of publication are purchased from Indian authors for publication by the Queen's Printer and by private publishers.

The Fine Arts Program is primarily concerned with the development and promotion of fine arts among Canada's Indian people. Aspiring artists are encouraged and assisted in showing their work to the public and to their own people. One of the main functions is to design and circulate exhibits that will attract attention and introduce to the public the richness of Canadian Indian art in all its forms. As resource material for these exhibitions, the Department has as one of its most important holdings, a large collection of Indian Art and artefacts. This collection has over 125 paintings valued at more than \$50,000.

Public speaking engagements are given at an average of one per week by the staff on the subjects of Indian history, culture and languages. Locally, high schools, public schools and universities have made several requests for staff to address assemblies and history classes. On invitation from Indian groups and organizations for guest speakers and/or resource persons, Headquarters staff make field trips to these places. They participate in discussions pertaining to Indian culture, give consultative services to universities and colleges that wish to set up Indian institutes, encourage more Indian students to attend universities, and provide names of prominent Indian leaders who could serve in an advisory capacity. We also give lectures and talks on radio, T.V. and at public meetings, and provide literature and pamphlets to workshops and Indian studies.

Because the preservation and development of Indian culture must be their own concern, we try as far as possible, to employ Indian people in the program.

Method of Operation - Departmental

Purpose

To facilitate the entry of Indian creative and performing artists to the North American cultural world.

Procedure

A trained linguist co-ordinates practical language programs for the various Indian linguistic groups in the country to meet the increasingly strong demands for professional and technical assistance in preserving their languages, over and above what the Grants Program can provide.

Grants and subsidies are provided to individuals, groups or organizations requiring assistance in their cultural endeavours. This program is designed to subsidize artists, sculptors, writers, musicians, drama groups, etc., in their particular talents, skills and undertakings if such help is not available from other sources, within the Department, or from outside agencies, such as the Canada Council or the Centennial Commission. This program will not duplicate services already available. For instance, scholarships and grants covering tuition costs are available through the Education Division for formal training of artists, musicians, etc.

The administration of the Cultural Development Program is done at headquarters. There are no field staff in this Division, but all applications are administered through regional offices, then processed and finalized at headquarters.

The Departmental collection of Indian art is available to museums, galleries, schools and institutions of higher learning for exhibition purposes.

Staff time is available for planning and co-ordination, exhibition set-up and gallery, or specialist talks on Indian art. Funds are available for presentation or shipping costs for an exhibit; framing, design and set-up of shows; catalogues, printed material, and invitations connected with a departmental exhibit, and purchase of art works for the permanent collection of Indian art.

Translation Services are not done through this program at this time. Eskimo translation services are rendered by the Northern Special Services Division.

Services provided by the Literature Development Section include:

The discovery and encouragement of literary expression in prose and poetry among Canadians of Indian ancestry, and the publication of their work in the quarterly Tawow;

Acting as agent between writer and private publisher, and publicizing and promoting published writers;

Editing, correcting and typing of manuscripts produced by Indians; and

Reading manuscripts for Canadian publishers to ensure that they contain factual data and that the Indian image is enhanced.

The purpose of literature development is to ensure that Indian writers emerge and take their place on the Canadian literary scene as historians, folklorists, novelists, poets and linguists. In addition to full length works, we do not neglect the occasional writers and the creators of short stories. These find a market in Tawow. This magazine is to make the Indians aware of their heritage and, at the same time, educate the non-Indian through good writing.

An individual or group requesting a cultural grant applies through the Regional Office, where the application is processed and forwarded to Ottawa for evaluation by a Committee.

The Committee will have three technical members including a university expert who will act as adviser in selecting committee members, chosen from leaders in creative and performing arts, including established artists, art teachers, critics, museum directors, gallery owners, musicians, actors, writers, etc. They will be paid an honorarium per day or part thereof, plus expense if warranted.

In addition to the three outside members of the committee, two people, namely the Regional Cultural Development representative and the Regional School Superintendent, will serve as standing members of the Assessment Committee and attend each committee meeting. A member of the Cultural Affairs Section, Ottawa, will be in attendance whenever the need arises.

In the case of a performing group, dance, drama, pageant, or individual performing artist such as a dancer or a mime, evaluation of a committee cannot be accomplished unless the performers are actually seen performing. Individual performers will be brought before the committee at such suitable times as will be agreed upon between the committee, the Regional Office and the Cultural Development Division in Ottawa. With regard to performing groups, a method will be used patterned on the procedure of the National Drama Festival adjudications, where a single judge, versed in the

various aspects of the performances, is delegated to attend a pre-presentation and evaluate the groups' merits.

The committee, when convened by the Regional Cultural Development representative, will evaluate each application for grant, with its accompanying art samples, compositions, tapes, photos, etc., and make subsequent reports, recommendations and assessments on the quality and potential displayed in the sample art forms.

Following collective appraisal of applications by the committee, each member will be asked to complete his own personal assessment report which will be forwarded to the Cultural Development Division for final decision.

The Assessment Committee is an advisory body, and the final decisions and approvals must rest at headquarters.

The Cultural Development Division will consider all applications for grants for the following:

The research, preservation, promotion and expression of the traditional cultures of the Indian and Eskimo people, including dance, music, drama forms, drawing and sculpture expressions, etc.;

The promotion of cultural endeavours in the contemporary forms of expression including art, sculpture, music, writing, dance and drama forms, etc.; and

The promotion of cultural expressions combining both the traditional and contemporary cultures.

The Cultural Development Division will endeavour to work as closely as possible with Provincial Art Councils, Canada Council, Museums, Drama Societies, Art Galleries, and other related societies and organizations, to achieve the purpose as stated above.

Depending also upon the Assessment Committee's and Headquarters' evaluations and on the applicant's needs and situation, the grant will either be a grant of money or a grant-in-kind. A grant-in-kind is one where the applicant will be awarded supplies, market outlets, technical advice, tutors, etc., if they are needed for the advancement of the applicant's profession or training.

All approvals for grants under \$5000 will be made on the authority of the Director of Education on recommendations of the Cultural Development Division. All grants over \$5000 must receive Treasury Board approval. Since funds for cultural grants will not be decentralized, the administration of them will be handled by the Cultural Development Division.

April 1st and September 1st will be the effective dates in a fiscal year for receiving applications for grants. No grant will be approved for more than one year. Grants for continuing activities must be requested anew each year.

Eligibility Factors

It is prerequisite that the applicant is a person having Indian status within the meaning of the Indian Act.

Although priority will be given to individuals rather than organizations during the early period of this new program, applications will be considered on behalf of Indian organizations for cultural endeavours. A promising skill, talent or proposal(s) should be evident within the following definitions:

Creative art in the traditional Indian culture or the contemporary modes of cultural expression or a combination thereof, including sculpture, painting, composing, poetry, writing, etc.; and

Performing art within the traditional Indian culture or the contemporary modes of cultural expression or a combination thereof, including singing, dancing, drama, etc.

Whenever a situation arises where eligibility becomes ambiguous and not too clearly defined, as might happen if an application is submitted by an organization which has one or more non-Indian members, final authority in establishing the applicant's eligibility and qualifications will rest at Headquarters.

Applications for grant forms and information concerning grants under this program will be made available to every Regional Office. The Regional Office will then be responsible for distributing the forms and information to its local offices, Friendship Centres, Band Councils, missionaries, etc.

The application-for-grant forms will be prepared in duplicate and distributed as follows:

The original copy will be mailed to the Regional Office of the Province in which the applicant resides, along with two or more samples (paintings, writing, sculpture, etc.) photos, tape recordings, letters of reference or other proof of the applicant's particular skill, talent or proposals, the promotion of which the application for grant is being made. All samples, photos, tapes, letters, etc., forwarded along with the application will be returned to the applicant as soon as the assessment committees have convened and have made their evaluations. Consideration may be given by the Regional Director to

meet shipping charges if they cannot be met by the applicant;

Two photocopies of the original application will be mailed by the Regional Office to the Cultural Development Division where it will be initially reviewed by the staff to assess the practicability of the proposals and their consistency with existing policy. If the proposals in the application seem to be promising, arrangements will be made to have the application evaluated by the assessment committees at the Regional Office; and

The duplicate of the original is to be retained by the applicant.

An assessment Committee will be chosen by the Regional Office, depending on the following categories, from the list of designated experts to be developed by the Cultural Development Division in co-operation with the Regional Office:

Creative art in the realms of painting, sculpturing, engraving, drawing, crafts work, pottery, designing, etc.;

Creative art in literature, including poetry, prose, composition, etc.; and

Performing art in drama forms, music, singing, dancing, etc.

Future Plans

Professional Services money can be used for all the Cultural Affairs programs.

A good example is the preparation of a Pow-wow organization booklet based on the framework we have worked out. This would ensure that grant money used for tribal and regional gatherings is effectively used, for example to purchase manuscripts for next year's publishing, for historical research, for the promotion of authors, for the gathering of taped material to be used for the purchase of art, and for the building of display facilities. Competent language workers and helpers could be hired on contract to prepare grammars, dictionaries, basic readers and to revise and update existing dictionaries, i.e. the Cree.

Publishing money would be used to publish four existing manuscripts owned by the Department, the Pow-wow organization booklet and, in co-operation with the National Library, the "Bibliography of Indian Authors". As the language program develops, there will be a need to publish new grammars and dictionaries, and to reprint revisions.

Additional money made available to the Cultural Development Division would be earmarked for existing programs. New programs, such as music and drama, should be encouraged, but staffing must be undertaken before they are launched. The most direct way to aid existing programs is to put money into "Professional Services" and "Publications".

AGENCY WITH RELATED RESPONSIBILITIES

Department of External Affairs - Cultural Affairs
Division
Secretary of State Department - Arts and Cultural Support
Branch
Indian Bands

Publications

"Potlatch" - George Clutesi
"Son of Raven, Son of Deer" - George Clutesi
"Guests Never Leave Hungry" - J. Sewid
"Tawow" - Cultural Development publication
"Tales of Nokomis" - P. Johnson
"Trapping is my Life" - J. Tetso
"Harpoon or the Hunter" - Markoosie

Program Data

The operation and maintenance of the Cultural Development Program, for the 1970/71 fiscal year involved an expenditure of \$427,000.

There were 8 art exhibitions which attracted a total of approximately 100,000 viewers.

Nearly 200 individual requests were received for each quarterly issue of the magazine Tawow, which has a basic distribution of 15,000 copies.

During this period, 140 requests for grants were received, 94 of which were approved and distributed as follows:

<u>Maritimes</u>	3	5,685
<u>Quebec</u>	9	26,200
<u>Ontario</u>	15	33,684
<u>Manitoba</u>	8	30,850
<u>Saskatchewan</u>	25	73,350
<u>Alberta</u>	21	73,261
<u>B.C.-Yukon</u>	10	36,815
<u>N.W.T.</u>	3	11,900
	<u>94</u>	<u>\$291,745</u>

The size of the grants varied as indicated below:

\$999 or less	-	16
\$1000 - 1999	-	13
\$2000 - 3999	-	34
\$4000 - 5999	-	28
\$12000	-	1
\$15000	-	1
\$16500	-	1
		<u>94</u>

Grants were approved to promote projects in the following general categories of cultural activities:

Indian Language - Promotion & Teaching	5
Indian Days & Pow-wows	19
Arts & Crafts	7
Inter-tribal Assemblies, Activities & Tournaments	7
Indian Princess Pageants	5
Songs & Dances	15
Inter-cultural Activities	10
General (a combination of two or more of the above activities)	21
Other	<u>5</u>
	<u>94</u>

INDIAN/ESKIMO PROGRAM INFORMATION

EDUCATION

GENERAL ADMINISTRATION

September 1971

Policy/Objectives

To provide administrative services, research studies, and professional development for all aspects of the education program.

Background

Prior to 1951, supervision of the education program was done largely by Agency Superintendents under the direction of Departmental Headquarters, with the exception of British Columbia, where supervisory functions were performed by an Inspector of Schools.

From 1948 to 1968 there was a marked increase in the number of Indian children receiving elementary and secondary education. The higher enrolment is accounted for by the provision of school accommodation for children in isolated and remote areas for whom no facilities previously existed, and admission of children to school at an earlier age, together with a rising population. The administrative work load broadened proportionately to the point where it became a pressing requirement to provide better supervision and direction of the program at the local level.

When the establishment of regional offices was completed in 1958, Superintendents of schools were appointed to each region. Whereas the original idea was that most of the superintendent's time was to be spent in classroom supervision, his administrative responsibilities increased and involved the major portion of his time. By 1964, the need for additional personnel was met through the appointment of district school superintendents in forty districts of the seven regions.

The district school superintendent's role was to program activities and to provide statistics which formed the basis of budget preparation. The preparation of the education budgets was decentralized in 1965, with the result that the regional superintendents carried far greater responsibilities than ever before.

The District Superintendents of schools became involved in general administrative and supervisory duties, in addition to being involved in negotiations with local school authorities for the admission of Indian children to non-federal schools. They were also required to advise students

and their parents on the selection of courses, and on the assistance that was provided by the government to enable students to take post elementary school education. The District and Regional Superintendents of Schools were assisted by counsellors, adult education specialists, language art specialists and others. Programs were divided at the regional level into in-school and post-school programs.

In recent years, the construction of new day and residential school classroom accommodation in areas where none previously existed, the replacement of obsolete schools, and the provision of additional classrooms in existing schools, have been major projects in the educational program.

Since 1954, when the Department assumed the responsibility for the employment of teaching staff in residential schools, there has been a considerable reduction in the number of untrained teachers. This reduction has resulted, in part, from raising salaries to comparable provincial rates, by improving living accommodation, and by bringing the teachers under the Public Service Superannuation Plan. All teachers hired by the Department must meet the Provincial standards for the area in which they are to be employed.

Staff training is being accelerated to help raise the qualifications of employees, although, apart from seminars and conferences, such training has been limited to financial assistance for teachers attending summer school courses.

As an incentive to students, a system of scholarships was established on a regional basis in 1957. The scholarships, ranging in value from \$400 to \$1,000, according to the type of course chosen, were awarded to outstanding students in nursing, teacher training, technical, agricultural and university courses. In 1959, the program was broadened to include cultural as well as academic training, and scholarships were made available to students with demonstrated ability in art, music and drama.

Originally, students who were the recipients of scholarships received no further educational assistance. In 1964, it was decided that the scholarship funds would be in addition to those provided through educational assistance; consequently scholarships were reduced to amounts varying from \$100 to \$300.

Research studies have been conducted for several years on various matters concerning the Education program. In 1970/71 ten education research projects costing over \$88,000 were funded by contract by the Department. These projects included a hostel study by members of the Yukon Department of Welfare, a developmental program of the Mohawk language by the Caughnawaga Band Council, research into Indian Education in Nova Scotia paying particular attention to the

reasons for the dropout of Indian students, a Blackfoot Project, a Saskatchewan Indian Education study, and an investigation of possible alternatives for establishing an Indian art curriculum program.

A number of research projects are carried out at the regional level and are the result of the initiative and ideas of people in the regions.

Manitoba

To consolidate the administrative functions, the Region was divided, in 1965, into the Eastern and the Western Education Districts with district superintendents carrying out all administrative duties including budgets. Each of these districts overlaps several agencies and they are divided strictly for the purpose of educational administration.

This consolidation was designed to release the four remaining district superintendents, who would be classed as assistants in charge of classroom supervision and recruitment.

Special Situations

Alberta

Indian students participate in numerous local scholarship programs set up by bands, service clubs and individuals. In these cases candidates are nominated at the local district level. These programs are in addition to the scholarship program of the federal government.

Method of Operation - Departmental

Purpose

To provide the administrative services to support the Education Program including: engaging and training of staff; the conduct of Education studies and research; the acquisition and transfer of property; the equipping and maintenance of schools and teacherages; the provision of office facilities and audio-visual aids; the contracting for pupil transportation; and the administration of the Student Scholarship Program.

Procedure

The program is carried out with a maximum degree of decentralization to regional and district levels, in accordance with an annual financial estimate and program forecast prepared by the Department.

Total education programs are under the administration and supervision of the District Superintendent of Education, to whom education field staff are directly responsible. Regional education staff provide program guidelines and interpretation of policy where necessary.

At the district level, procedures consist of estimating classroom and staff accommodation, meeting teaching and maintenance staff requirements, administering the cost factors for education of Indian pupils in Provincial schools, making arrangements by tendering transportation contracts, and administering the cost factor of both private home placement of pupils and operations with student residences.

Many staff training courses for administrative and support staff are carried out in seminars by Headquarters specialists. Training of principals, teachers, guidance counsellors, child care workers and residence administrators, is carried out at district level through seminars conducted by the district superintendent and resource personnel, or by arrangements with Provincial in-service training programs. The budget for training is managed by Regional Office and is allocated in accordance with the needs of district superintendents.

Each district superintendent makes a list of the candidates considered eligible for scholarships in the various categories and submits it to Headquarters, where final selections are made by a committee. Cheques in appropriate amounts are issued for presentation at the local level to assure adequate publicity for this activity.

The Department finances research projects on Indian education conducted by Indian groups, provincial agencies, and universities. These projects must have the understanding and concurrence of the individual native citizens or groups of original peoples to be involved in the project. Grants are not given to individuals for research, but contracts may be made with individuals to conduct specific studies in connection with the Education Branch program.

Future Plans

To continue to provide the administration services necessary to support the Education Program.

AGENCY WITH RELATED RESPONSIBILITIES

Maritime

New Brunswick Department of Education
Nova Scotia Department of Education
Prince Edward Island Department of Education
Indian Bands

Quebec

Quebec Department of Education
Indian Bands

Ontario

Ontario Department of Education
Indian Bands

Manitoba

Manitoba Department of Youth and Education
Indian Bands

Saskatchewan

Saskatchewan Department of Education
Indian Bands

Alberta

Alberta Department of Education
Indian Bands

British Columbia

B.C. Department of Education
Indian Bands

Yukon Territory

Yukon Territorial Government
Indian Bands

Program DataProgram Costs - F.Y.1970/71

<u>Regional</u>	<u>Administration</u>	<u>Transportation</u>	<u>Professional Education</u>	<u>Scholarships</u>	<u>Educational Studies and Research</u>	<u>Total</u>
<u>Maritime</u>						
Opn & Maint	104,000	---	6,000	---	1,000	111,000
Capital	---	---	---	---	---	---
<u>Quebec</u>						
Opn & Maint	210,000	6,000	23,000	---	---	239,000
Capital	---	3,000	---	---	---	3,000
<u>Ontario</u>						
Opn & Maint	305,000	2,000	37,000	---	---	344,000
Capital	---	---	---	---	---	---
<u>Manitoba</u>						
Opn & Maint	307,000	17,000	40,000	---	1,000	365,000
Capital	---	15,000	3,000	---	---	18,000
<u>Saskatchewan</u>						
Opn & Maint	291,000	30,000	33,000	---	32,000	386,000
Capital	---	22,000	---	---	---	22,000
<u>Alberta</u>						
Opn & Maint	220,000	24,000	55,000	---	---	299,000
Capital	---	19,000	---	---	---	19,000
<u>B.C. & Yukon</u>						
Opn & Maint	200,000	12,000	6,000	---	32,000	250,000
Capital	---	24,000	---	---	---	24,000
<u>Headquarters</u>						
Opn & Maint	569,000	---	14,000	19,000	155,000	757,000
<u>National</u>						
Opn & Maint	\$2,206,000	\$91,000	\$214,000	\$19,000	\$221,000	\$2,751,000
Capital	---	\$83,000	\$3,000	---	---	\$86,000

Scholarships Awarded - F.Y.1969/70

<u>Regional</u>	<u>University</u>	<u>Nursing</u>	<u>Vocational Training</u>	<u>Cultural</u>	<u>Teacher Training</u>	<u>Independent School</u>	<u>Total</u>
<u>Maritime</u>	3	1	6	3	-	-	13
<u>Quebec</u>	5	1	3	-	1	-	10
<u>Ontario</u>	3	1	5	3	-	-	12
<u>Manitoba</u>	1	-	3	3	-	2	9
<u>Saskatchewan</u>	2	-	5	1	2	-	10
<u>Alberta</u>	2	1	6	-	1	-	10
<u>B.C. & Yukon</u>	2	1	4	2	1	1	11
<u>National</u>	18	5	32	12	5	3	75

EDUCATION RESEARCH & PROJECT ACTIVITIES
RECENTLY COMPLETED OR IN PROGRESS - JULY 1971

<u>Region & Agency</u>	<u>Activity</u>
<u>Maritime</u>	
Union of New Brunswick Indians	"Reasons for Dropout of Indian Students"
Union of Nova Scotia Indians	"Reasons for Dropout of Indian Students"
Dr. N.A. Kinsella, Fredericton	"Ego-Identity and Indian Education. Some Theoretical Considerations"
<u>Quebec</u>	
Education Branch	"Study of Quebec Educational Needs"
Chateauguay School Board	"Language Arts Study"
<u>Ontario</u>	
Ontario Institute for Studies in Education	"Instructional Materials for Schools"
	"Personality Differences Between Indians and Non-Indians"
	Special Education Needs of Indians
	Predication of Results of Investment in Indian Education"
Union of Ontario Indians	"Instructional Kit on History and Culture of Canada's Indians"
Royal Ontario Museum	"Teaching Program - American Indian History"
Manitou Arts Foundation	"Curricula and Techniques Related to Indian Arts and Culture in Canadian Schools"
<u>Saskatchewan</u>	
Federation of Saskatchewan Indians Task Force	"Indian Education Study"
<u>Alberta</u>	
Education Branch	"Student Retrieval Program"
Education Branch & Alberta Region	"Study of Value Change Among Selected Ethnic Groups in the Lac La Biche Area"
University of Alberta	"In-depth Study of Family Longitudinal Study on Dropouts and Families"
<u>B.C. & Yukon</u>	
Indian Education Resources Centre, University of B.C.	"Multi-media Resources Centre"
University of Victoria	"Evaluation of Special Course for Under-Achievers"
<u>Headquarters</u>	
Education Branch	"Action Research - Student Summer Employment"

INDIAN/ESKIMO PROGRAM INFORMATION

EDUCATION

EDUCATION IN FEDERAL SCHOOLS

September 1971

Policy/Objectives

To provide educational services and facilities for those Indian children who do not attend schools operated by provincial and other agencies, and to promote the participation of parents of Indian children in school affairs.

Background

Federal schools provided education at the primary and secondary levels on Indian reserves until about 1945. With the shift in emphasis from schools operated by the Federal Government the secondary level has gradually been left to provincial schools. In those schools which remained under the control of the Federal Government, the curriculum was changed to follow the provincial one, and regional language supervisors were appointed to assist the Indian children overcome any language difficulties. Approval was granted in 1960/61 for the extension of federal education services to certain categories of non-Indians living on reserves or in Indian communities.

In 1968, a survey was made to help identify textbooks that the Indian people considered offensive, and steps were taken to remove these books from the schools.

Beginning in 1956, school committees were organized on a few selected Indian reserves to stimulate parental and community interest, and to provide experience for the further involvement of Indians in the administration and management of education. By 1970 there were over 165 such committees, and the Provincial Governments of New Brunswick, Ontario, Manitoba, Saskatchewan, and British Columbia had amended their provincial legislation to recognize the rights of Indians to sit on school boards.

The kindergarten program was started in 1959/60 and has been extended since as a major step to help eliminate drop outs and age-grade difficulties. The program stresses activities which prepare the children for successful learning in basic academic skills, and in English or French as a second language.

Today about forty per cent of Indian pupils are in federal schools which provide education up to the grade eight level.

The schools are located chiefly in isolated areas where integrated schooling is difficult to achieve. In 1970/71 about twelve per cent of the teachers did not have recognized qualifications while about twenty per cent had at least one university degree. Seventeen per cent of the teachers in federal schools in 1970/71 were of Indian status.

Quebec

Prior to 1950, schooling was possible on only four reserves during the whole school year because of the economic patterns of the Indian people in Quebec, and the small number of educational institutions in existence.

Subsequently the number of students enrolled full time increased due to the development of a school organization and the construction of boarding homes for the children of parents who were hunting. Elementary schools were built on the reserves until 1960 when the school system was completed.

Ontario

The elementary school enrolment in Ontario is almost equally divided between federal and non-federal schools. Negotiations are being held to extend the services of the provincial supervisors and educational specialists to federal schools.

Saskatchewan

In the late 1940's priority was given to day school facilities in federal schools in Saskatchewan. Facilities previously consisted of classrooms attached to residential complexes, as well as some scattered one-room schools on various reserves, many of which were under church auspices.

The Northern School Board of Saskatchewan now administers former federal schools in the north of the province.

Many parents have expressed a desire to have their children participate in the provincial education system and, as a result, less than fifty per cent of the Indian children in schools are in federal schools. Most reserves in Saskatchewan have school committees, although the majority of them are inactive. In a number of cases, grants are being made directly to the Indian bands for educational purposes.

Special Situations

Ontario

The Provincial Government has assumed the responsibility for the education of non-treaty Indians living on reserves in Ontario.

Method of Operation - Departmental

Purpose

To operate federal schools only in those areas where acceptable provincial schools are not available, or where Indian parents do not choose to use the provincial educational services.

To ensure that the level of education in federal schools is on a par with that in provincial schools so that, should the parents wish to place their children in provincial schools, the changeover could be made with a minimum of difficulty for the pupils.

Procedure

All aspects of the program are under federal jurisdiction including instruction, inspection, school facilities and school committees. This program is carried out in much the same way as the program operated by provincial school authorities. The physical facilities, for example, are in line with provincial standards where possible, and the curriculum is that of the province in which the school is located, but with special provision for Indian culture content and other special needs.

Teachers recruited for service in federal schools must meet provincial qualifications. Kindergarten instruction is supplied for all reserves where warranted by pre-school population numbers.

A staff of regional and district school superintendents are responsible for supervising the program offered and in some cases makes use of the provincial supervision service.

Education school committees, made up of Band members, chosen either by appointment by the Chief and Council or by Band election, perform functions similar to those of a provincial school board. The committees act as advisory bodies to Department staff and, while they do not have the powers of school boards, they are involved in the operation of the schools and are training to eventually assume responsibility as members of school boards.

The members of the committee have authority with regard to the school lunch program, daily school transportation,

repairs and maintenance of school buildings, and the appointment of caretakers and janitors, and they also present the annual operating budget to the district superintendent of education. They function with the financial support of grants from the Department and by raising funds locally for various activities. Either the committee or the Band Council is consulted on teacher hiring, joint school agreements and admissions to student residences.

Manitoba

The Colliou Oral English Program is obligatory for use in federal schools as a teacher guide from kindergarten to grade six. It is supervised by language arts specialists, who make regular visits to the schools to assist teachers in the implementation of this language program in the provincial system of studies offered in the federal schools.

Specified schools are assigned to provincial inspectors by the regional office or district superintendent of education. These inspectors generally operate as a team of subject specialists when inspecting a classroom and they report to the District school superintendent.

Future Plans

To consult with Indian Bands and Associations, government and Church organizations, provincial school authorities, and other organizations on the optimum system for the education of Indian children.

To continue to operate Federal schools as long as requested by Indian parents and as long as the enrolment warrants the provision of such educational facilities. The quality of the teaching staff will be improved through a more comprehensive recruitment and professional development program.

To continue the nursery and kindergarten program as part of an effort to reduce age-grade difficulties and to make it possible for all Indian children to make better progress toward the acquisition of language skills in English or French. Indian teacher aides will be used more extensively.

The physical facilities (school buildings, etc.) will be improved, and more use will be made of modern techniques for instruction. Greater Indian participation in school affairs and on school boards will be encouraged.

Manitoba

The system of provincial inspection will be continued as long as the service is required and available from the

Province. Inspection by Federal superintendents and supervisors will continue as long as federal schools are in operation. Special attention will be given to newly appointed teachers to help them adapt to teaching in Indian schools.

AGENCY WITH RELATED RESPONSIBILITIES

Maritime

New Brunswick Department of Education
Nova Scotia Department of Education
Prince Edward Island Department of Education
Indian Bands

Quebec

Quebec Department of Education
Indian Bands

Ontario

Ontario Department of Education
Indian Bands

Manitoba

Manitoba Department of Youth and Education
Indian Bands

Saskatchewan

Saskatchewan Department of Education
Indian Bands

Alberta

Alberta Department of Education
Indian Bands

British Columbia

B.C. Department of Education
Indian Bands

Yukon Territory

Yukon Territorial Government
Indian Bands

Existing Agreements

Quebec

There are agreements between the Department and the school boards of the towns of Amos and La Tuque for the instruction of Indian children in the federal schools located in these towns.

Problem Areas

There is a need to improve the qualifications of teaching staff, and school facilities are inadequate in certain areas due to budgeting limitations. There are problems of irregular attendance, absenteeism, and drop outs, particularly in the twelve-to-sixteen year old group. Many school committees are inactive and there is a need for more parental involvement in the child's educational program.

It is difficult for the Department to take quick and effective action to release incompetent staff. Regulations governing employees require an amount of documentation which takes considerable time to collect, since so many schools are in remote areas.

Maritime

Where Indian parents do not wish their children to attend a parochial school in the Maritime region, consideration must be given to providing an alternative. In Nova Scotia and Prince Edward Island, provincial legislation is required before arrangements can be made for Indians to sit on school boards.

Quebec

There has been difficulty obtaining land for the construction of federal schools in areas such as Eastmain and Waswanipi River. Provincial legislation is required before arrangements can be made for Indians to sit on school boards.

Manitoba

There is an insufficient number of guidance counsellors to deal with students on a case study or individual basis. At present only group counselling and some counselling of parents are carried out on the reserve.

The remoteness and isolation of many Indian schools has made adequate supervision of school programs difficult.

The application of public service employment procedures to teacher recruitment and promotion has prolonged teacher salary negotiations, and the inability of teachers to transfer pensions between the Federal and the Manitoba Government has complicated recruitment.

Alberta

Governmental views on the total educational program are often at variance with the views of the Indians.

British Columbia

Where the Indian people have voted in favour of turning their schools over to the provincial system there has been considerable reluctance to accept these schools, since the school districts were not satisfied with the financial arrangement offered by the Provincial Department of Education.

The budgets of a number of school committees, primarily in areas where all the students attend schools in the provincial system, have become fairly substantial due to the cost involved in sending the committee to district meetings, regional conferences, and national conferences.

Publications

Annual School Committee Conference Report of Proceedings and Resolutions

Cassi Handbook 1965

New Brunswick

Elementary Program or Studies for New Brunswick Schools

Nova Scotia

Language Arts (A guide for Teachers)
N. S. Department of Education

Program of Studies in the Schools of Nova Scotia,

Teaching Suggestions for the Primary Grade
N. S. Department of Education

Prince Edward Island

Program of Studies for Elementary Schools of P.E.I.,
Grades I - VIII 1965/66

Program DataProgram Costs - F.Y.1970/71

<u>Regional</u>	<u>Instruction</u>	<u>Inspection</u>	<u>School Facilities</u>	<u>School Committees</u>	<u>Total</u>
<u>Maritime</u>					
Opn & Maint	449,000	---	115,000	9,000	573,000
Capital	---	---	29,000	---	29,000
<u>Quebec</u>					
Opn & Maint	1,234,000	---	496,000	3,000	1,733,000
Capital	---	---	1,516,000	---	1,516,000
<u>Ontario</u>					
Opn & Maint	3,143,000	4,000	1,536,000	23,000	4,706,000
Capital	59,000	---	1,839,000	---	1,898,000
<u>Manitoba</u>					
Opn & Maint	2,263,000	---	1,375,000	16,000	3,654,000
Capital	29,000	---	1,906,000	---	1,935,000
<u>Saskatchewan</u>					
Opn & Maint	1,569,000	3,000	359,000	25,000	1,956,000
Capital	21,000	---	191,000	---	212,000
<u>Alberta</u>					
Opn & Maint	1,851,000	---	482,000	44,000	2,377,000
Capital	22,000	---	293,000	---	315,000
<u>B.C. & Yukon</u>					
Opn & Maint	1,636,000	19,000	647,000	30,000	2,332,000
Capital	9,000	---	130,000	---	139,000
<u>Headquarters</u>					
Opn & Maint	31,000	---	---	---	31,000
Capital	---	---	21,000	---	21,000
<u>National</u>					
Opn & Maint	\$12,176,000	\$26,000	\$5,010,000	\$150,000	\$17,362,000
Capital	\$ 140,000	---	\$5,925,000	---	\$ 6,065,000

ENROLMENT IN FEDERAL SCHOOLS - 1970/71 SCHOOL YEAR - DISTRIBUTION BY GRADE

<u>Regional</u>	<u>*K1</u>	<u>**K2</u>	<u>I</u>	<u>II</u>	<u>III</u>	<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VII</u>	<u>VIII</u>	<u>IX</u>	<u>X</u>	<u>XI</u>	<u>XII</u>	<u>Special</u>	<u>Total</u>
<u>Maritime</u>																
Indian	75	260	182	156	127	163	121	85	22	17	-	-	-	-	-	1208
Non-Indian	-	1	-	-	1	-	-	-	-	-	-	-	-	-	-	2
<u>Quebec</u>																
Indian	253	459	522	453	432	520	408	275	2	8	-	-	-	-	14	3346
Non-Indian	12	21	20	26	15	14	21	7	1	-	-	-	-	-	-	137
<u>Ontario</u>																
Indian	112	698	1023	883	829	729	670	710	496	258	5	-	-	-	41	6454
Non-Indian	2	30	40	29	27	26	22	18	10	13	-	-	-	-	-	217
<u>Manitoba</u>																
Indian	270	525	795	662	608	553	572	490	507	389	104	-	-	-	14	5489
Non-Indian	17	54	60	41	41	35	44	27	26	34	12	-	-	-	-	391
<u>Saskatchewan</u>																
Indian	197	573	523	428	370	297	316	223	115	96	23	-	-	-	55	3216
Non-Indian	5	46	23	12	10	9	9	7	9	4	2	-	-	-	4	140
<u>Alberta</u>																
Indian	106	476	506	468	400	377	370	287	206	137	83	22	16	9	3	3446
Non-Indian	5	30	15	8	10	9	4	3	6	5	-	1	-	-	2	98
<u>B.C. & Yukon</u>																
Indian	189	361	568	465	349	380	370	275	220	37	-	-	-	-	-	3214
Non-Indian	5	40	25	11	18	12	16	12	7	-	-	-	-	-	-	146
<u>National</u>																
Indian	1202	3352	4119	3515	3115	3019	2827	2345	1568	942	215	22	16	9	127	26393
Non-Indian	46	222	183	127	122	105	116	74	59	56	14	1	-	-	6	1131

* Nursery

** Kindergarten

FEDERAL SCHOOLS & CLASSROOMS & NUMBER OF TEACHERS*

<u>Regional</u>	<u>Number of Schools</u>	<u>Number of Classrooms</u>	<u>**Number of Teachers Indian</u>	<u>Non-Indian</u>
<u>Maritime</u>	12	54	8	52
<u>Quebec</u>	21	147	27	138
<u>Ontario</u>	78	276	84	219
<u>Manitoba</u>	35	236	9	268
<u>Saskatchewan</u>	51	160	32	165
<u>Alberta</u>	23	153	38	167
<u>B.C. & Yukon</u>	47	154	8	157
<u>National</u>	<u>267</u>	<u>1180</u>	<u>206</u>	<u>1166</u>

* As of September 1970.

** Includes 131 teacher-aides and
part-time teachers.

INDIAN SCHOOL COMMITTEES - SEPTEMBER 1970

<u>Regional</u>	<u>Number</u>
<u>Maritime</u>	14
<u>Quebec</u>	3
<u>Ontario</u>	27
<u>Manitoba</u>	22
<u>Saskatchewan</u>	48
<u>Alberta</u>	25
<u>B.C. & Yukon</u>	24
<u>National</u>	<u>163</u>

INDIAN/ESKIMO PROGRAM INFORMATION

EDUCATION

EDUCATION IN NON-FEDERAL SCHOOLS

September 1971

Policy/Objectives

To provide for the non-segregated education of Indian children by entering into agreements with provincial, territorial, municipal and parochial school systems, and to provide guidance services to all Indian students registered in an elementary or secondary school program.

Background

Very little education was provided to Indians in non-Indian provincial government schools prior to 1948. In that year, six per cent of the Indian school - attending population was in these schools. In November 1958, authority was granted for the provision of education services and facilities to Indian children by the government of a province, the council of the Northwest Territories, the council of the Yukon Territory, a public or separate school board, or a religious or charitable organization. By 1970/71 sixty-one per cent of the Indian students at school were in attendance at nearly 1700 non-federal schools. At the present time all high school students attend provincial schools.

With the increase in the number of Indian students entering provincial or other non-federal schools came an increase in the number of students boarding in urban areas, and a need for special guidance and counselling. As a result, guidance services were introduced in 1956 for the first time and described in a manual for the use of all teachers instructing Indian students. A systematic and co-ordinated testing program was also begun.

To assist the counsellors to carry out their duties effectively, a new "Guide for Counsellors" was prepared in 1966 outlining basic terms of reference, and a training program was developed. By 1968 there were 100 Guidance Counsellors and 50 Vocational Counsellors with the responsibilities of guiding students into suitable courses, and helping them adjust to new courses and educational institutions and adapt to urban life.

There are about five hundred joint agreements between the Federal Government and school boards in all Regions, and general education agreements between the Federal Government and the Governments of British Columbia and Manitoba.

Maritime

A former general education agreement between the Government of New Brunswick and the Department provided tuition payments of \$390.00 per pupil per year and expired in September 1970. From September until April, 1971, an interim general agreement provided tuition payments of \$500.00. A new two year agreement is under negotiation between the School committees, the Union of New Brunswick Indians, Indian Bands, the Province and the Department.

Quebec

Agreements were concluded with the Provincial Department of Education and with school boards to provide more opportunities for Indian students to obtain a secondary education. In some areas, these agreements integrated all, or nearly all of the Indian students in public schools. In other areas, only secondary level students were affected.

Manitoba

A small number of Indian students was first enrolled in provincial schools in centres where residential schools were in operation. After 1957 the number of Indian students in non-federal schools increased as facilities were expanded. Prior to 1965 the Federal Government made agreements with the individual school boards of these schools for tuition payments for Indian pupils.

In 1963, the Provincial Minister of Education brought to the attention of the Federal Government the fact that the provincial government was not being compensated for the education of Indian pupils in non-federal schools. He put a stop to any further agreements between the Indian Affairs Branch of the Department of Citizenship and Immigration and school boards for the enrolment of Indian pupils, until the Department entered into an agreement with the Provincial Government in 1965 to pay gross per pupil education costs to the Provincial authorities. These gross costs did not include capital costs for school accommodation or for pupil transportation. Separate agreements were made to cover transportation and capital costs.

By 1965, the program had been expanded to the point where approximately 1700 pupils were enrolled in Provincial schools. The impetus to this expansion was the formation of Provincial school facilities. Large centres, under this plan, were able to construct high schools, with substantial Government capital assistance. This resulted in the closing out of many small high schools of one, two, and three rooms in the former school districts. Thus, a surplus of classroom accommodation was available in the

school districts and prompted school boards to invite Indian Affairs to participate in joint schooling of pupils at the elementary level.

The general agreement between the Federal and the Provincial Governments has been revised to provide for increases in the tuition fee rate for Indian students. The revision of 1970 provides for tuition of \$511.00 per student.

Guidance Counsellors are located centrally and travel to reserves and provincial schools where Indians are enrolled or where their parents are living. These counsellors assist in the work of the school committees on reserves and attempt to familiarize parents with the educational system. They are involved in the process of selection and orientation of students for provincial schools and admission to student residences. They may also provide statistics to support tuition claims of provincial school boards and assist Indians to enter agreements for daily transportation to provincial schools from reserves.

Saskatchewan

Joint schooling, i.e. schooling for Indian and non-Indian students together, began in 1953. Guidance services, including the provision of counsellor aides, were begun in 1963/64 and were expanded each year.

In May, 1967, an agreement was reached between the Northern School Board and the Department to educate Indian children in provincial schools in that portion of Saskatchewan under Northern Administration. In 1969/70, 66% of the Indians in Saskatchewan were in provincial schools.

Alberta

In the last two years, a rather large teacher-aide program has been developed. The purpose of this program is to try and bring a person of Indian ancestry into the classroom, particularly at the kindergarten and primary level, to assist the children in closing the gap of Indian culture to the predominant white culture. These persons have been given some training in educational psychology and methodology so that they are better equipped to work with the teacher. They help youngsters learn English. They also tell stories based on Indian life, assist in the supervision of the students, help counsel parents who are having problems and, in a sense, serve not only as teacher-aides but as liaisons to the community. Teacher-aides are generally selected by a school committee made up of reserve personnel.

sharing arrangement is worked out based on the relationship of the Indian enrolment to the total enrolment. In these negotiations, attention is given to special program needs which socially disadvantaged Indian pupils may require.

Instruction, extracurricular activities, school texts and basic supplies are made available to the Indian students by the provincial school in the same manner as they are provided to non-Indian pupils. Costs for these services are then claimed, together with tuition, through the local District office of the Department, which also provides general assistance, liaison and counselling services on request.

Future Plans

To increase the academic achievement and to lower the drop-out rate by ensuring that counselling service is available to all Indian students.

To assist high school students through the purchase of special orientation, extra-curricular and tutorial services from provincial agencies, and to contribute capital to new education facilities to meet increasing needs.

Saskatchewan

Regular communications will be maintained with provincial educators, and Departmental personnel will participate in provincial in-service and professional development programs.

Mutual efforts will be made to develop and implement a curriculum better suited to Indian students.

British Columbia

To expand the program with more Indian involvement in school boards, and more programs concerned with education operating on the reserves.

AGENCIES WITH RELATED RESPONSIBILITIES

Maritime

New Brunswick Department of Education
Nova Scotia Department of Education
Prince Edward Island Department of Education
Indian Bands

Quebec

Quebec Department of Education
Indian Bands

Ontario

Ontario Department of Education
Indian Bands

Manitoba

Manitoba Department of Youth and Education
Indian Bands

Saskatchewan

Saskatchewan Department of Education
Indian Bands

Alberta

Alberta Department of Education
Indian Bands

British Columbia

B. C. Department of Education
Indian Bands

Yukon Territory

Yukon Territorial Government
Indian Bands

Existing Agreements

Manitoba

There is an agreement, dated January, 1965, between the Department and the Manitoba Department of Education to cover gross education costs on behalf of Indian students enrolled in Provincial schools.

Saskatchewan

An agreement has been signed between the Department and the Northern School Board for the education of Indian children in provincial schools in the Northern Administration Area of Saskatchewan.

British Columbia

There is an agreement, dated February, 1969, between the Department and the Provincial Government to pay annual tuition fees for Indian students attending provincial schools in British Columbia.

Program Data

Program Costs - F.Y.1970/71

<u>Regional</u>	<u>Instruction</u>	<u>Guidance</u>	<u>Total</u>
<u>Maritime</u>			
Opn & Maint	669,000	61,000	730,000
Capital	1,085,000	---	1,085,000
<u>Quebec</u>			
Opn & Maint	3,131,000	256,000	3,387,000
Capital	357,000	---	357,000
<u>Ontario</u>			
Opn & Maint	7,030,000	335,000	7,365,000
Capital	1,281,000	---	1,281,000
<u>Manitoba</u>			
Opn & Maint	2,416,000	367,000	2,783,000
Capital	1,089,000	---	1,089,000
<u>Saskatchewan</u>			
Opn & Maint	3,722,000	343,000	4,065,000
Capital	1,224,000	---	1,224,000
<u>Alberta</u>			
Opn & Maint	4,615,000	331,000	4,946,000
Capital	1,340,000	---	1,340,000
<u>B.C. & Yukon</u>			
Opn & Maint	6,121,000	387,000	6,508,000
Capital	2,459,000	---	2,459,000
<u>Headquarters</u>			
Opn & Maint	---	---	---
<u>National</u>			
Opn & Maint	\$27,704,000	\$2,080,000	\$29,784,000
Capital	\$8,835,000	---	\$8,835,000

Joint School Agreements - March 31, 1971

<u>Regional</u>	<u>Number of Agreements</u>	<u>Spaces Reserved</u>
<u>Maritime</u>	12	1599
<u>Quebec</u>	26	2981
<u>Ontario</u>	107	6386
<u>Manitoba</u>	60	4842
<u>Saskatchewan</u>	113	7810
<u>Alberta</u>	62	4509
<u>B.C. & Yukon</u>	151	9164
<u>National</u>	531	37291

Maritime

Annual Report of the New Brunswick Department of Education
Profile - New Brunswick Department of Education Bulletin
The Organization of Instruction for New Brunswick Public
Schools
Education Office Gazette - Nova Scotia Journal of
Education-Nova Scotia Department of Education
Annual Report of the P.E.I. Department of Education
Program of Studies for High Schools of P.E.I. Grades IX to
XII, P.E.I. Department of Education
The Organization and Administration of Public Schools in
P.E.I.

Alberta

Alberta Regional Counselling Information Sheet (R.C.S.)
Canadian Counsellor
Indian Education - Alberta
The Alberta Journal of Education Research
The Alberta School Trustee
The Canadian Administrator

Problem Areas

More adequate financial resources are required to operate the program. Portions of the curriculum are unsuitable to sufficiently interest and motivate Indian students. The academic progress of Indian students is deterred by a number of social and economic problems.

Maritime

Some Indian parents and leaders in Nova Scotia and New Brunswick are unwilling to send their children to provincial schools because they believe that the provincial course of studies does not provide for special or individual needs and interests of Indian students. Some leaders feel that the Federal Government should not pay any tuition fees for Indian children attending provincial schools.

The chief problem in Prince Edward Island is the matter of daily transportation of children from Lennox Island Reserve across the water to the provincial school in mainland Prince Edward Island.

Quebec

Some Indian parents refuse to send their children to the schools where joint agreements are in operation, such as Restigouche and Caughnawaga.

Saskatchewan

The home environment in a number of cases is not conducive to study or to proper educational discipline. Absenteeism and dropouts before the school leaving age or prior to obtaining a basic academic education, are too common.

British Columbia

Delays have resulted from the attempts to transfer day schools to school district responsibility, thus causing Indian communities to feel that the Province does not wish to assume responsibility for the education of their children. It has been difficult to get all parties to discuss the problem, which is basically considered to be a financial one involving the school districts and the Department of Education.

Publications

Cassi Handbook-1965

Enrolment in Provincial Schools - 1970/71 School Year

Distribution by Grade

	<u>*K1</u>	<u>**K2</u>	<u>I</u>	<u>II</u>	<u>III</u>	<u>IV</u>	<u>V</u>	<u>VI</u>	<u>VII</u>	<u>VIII</u>	<u>IX</u>	<u>X</u>	<u>XI</u>	<u>XII</u>	<u>XIII</u>	<u>Special</u>	<u>Total</u>
<u>Regional</u>																	
<u>Maritime</u>	50	59	116	107	111	93	143	151	217	149	107	82	58	22	--	34	1499
<u>Quebec</u>	81	208	288	250	289	249	273	391	578	531	339	278	168	53	--	112	4088
<u>Ontario</u>	--	335	498	426	553	519	530	552	617	562	1016	741	356	276	54	388	7423
<u>Manitoba</u>	--	309	606	489	493	417	385	401	429	331	481	322	205	117	--	220	5205
<u>Saskatchewan</u>	6	321	1133	897	837	746	665	618	652	392	378	220	163	87	--	247	7362
<u>Alberta</u>	--	252	696	641	564	555	581	530	551	421	326	384	183	156	--	112	5952
<u>British Columbia</u>	--	612	1029	861	784	859	700	757	728	911	815	570	327	225	--	335	9513
<u>National</u>	137	2096	4366	3671	3631	3438	3277	3400	3772	3297	3462	2597	1460	936	54	1448	41042

* Nursery

** Kindergarten

High School Students-Progress - 1969/70 School Year

<u>Grade</u>	<u>Maritimes</u>	<u>Quebec</u>	<u>Ontario</u>	<u>Manitoba</u>	<u>Saskatchewan</u>	<u>Alberta</u>	<u>B.C. & Yukon</u>	<u>National</u>
<u>Nine</u>								
Promoted	59	262	764	257	176	380	568	2466
Failed	13	25	151	70	61	11	100	431
*Withdrew	38	55	192	126	104	119	108	742
	<u>110</u>	<u>342</u>	<u>1107</u>	<u>453</u>	<u>341</u>	<u>510</u>	<u>776</u>	<u>3639</u>
<u>Ten</u>								
Promoted	41	214	474	158	130	228	334	1579
Failed	21	19	61	24	56	25	38	224
*Withdrew	20	25	119	83	32	156	43	498
	<u>82</u>	<u>258</u>	<u>654</u>	<u>265</u>	<u>218</u>	<u>409</u>	<u>415</u>	<u>2301</u>
<u>Eleven</u>								
Graduated &/or								
Promoted	17	91	258	98	67	141	203	875
Failed	9	20	20	20	22	4	37	132
*Withdrew	9	17	67	46	21	55	44	259
	<u>35</u>	<u>128</u>	<u>345</u>	<u>164</u>	<u>110</u>	<u>200</u>	<u>284</u>	<u>1266</u>
<u>Twelve</u>								
Graduated &/or								
Promoted	19	64	205	53	24	99	148	612
Failed	7	5	20	28	38	17	37	152
*Withdrew	1	3	25	23	9	38	22	121
	<u>27</u>	<u>72</u>	<u>250</u>	<u>104</u>	<u>71</u>	<u>154</u>	<u>207</u>	<u>885</u>
<u>Thirteen</u>								
Graduated &/or								
Promoted	-	-	41	-	-	-	-	41
Failed	-	-	5	-	-	-	-	5
*Withdrew	-	-	4	-	-	-	-	4
	-	-	<u>50</u>	-	-	-	-	<u>50</u>
<u>Total Enrolment</u>	<u>254</u>	<u>800</u>	<u>2406</u>	<u>996</u>	<u>740</u>	<u>1273</u>	<u>1692</u>	<u>**3141</u>

*During School Year

**Includes 225 students enrolled in Federal Schools

the parents can provide only a partial allowance or none at all.

Transportation allowances for the boarding student may include return plane, train or bus fare from the student's home to school once a year. It also may include daily fares between the student's boarding home and school and transportation for school-sponsored extracurricular activities. Escorts are arranged for where large numbers of young pupils are being transported.

Daily bus transportation for students living on reserves may be provided between their homes and the school of attendance. Contracts for this service may be negotiated by the Department directly with private operations or with school units. In a growing number of cases, Indian Bands are assuming this responsibility through the Grants-to-Bands Program. The majority of the contracts are with Indian people or organizations, and, in most instances, Indian drivers are employed.

Mid-day lunches, consisting of enriched biscuits and milk, are provided to supplement the diet of Indian children attending school. When feasible, Indian communities are encouraged to organize and administer the program.

Quebec

All pupils living more than one mile from the school are transported to and from school by services of the Federal Government or of school boards.

British Columbia

Since no high schools are operated on the reserves in British Columbia, and relatively few public or parochial high schools are situated within daily commuting distance of the reserves, the program of support offered to students attending schools at a distance from their homes has expanded very rapidly during the last five years.

As a result of parental support of this program, about eighty per cent of the Indian students of the Region are attending non-Indian schools. The number of Indian pupils attending public and parochial elementary schools and reaching high school level is increasing annually.

Method of Operation - Departmental

Purpose

To ensure adequate services to Indian students attending non-federal schools through the provision of:

Maintenance of pupils in private homes;

Mid-day lunches;
Student allowances; and,
Seasonal and daily transportation.

Procedure

Indian parents request transportation, maintenance while away from home, and other allowances for their children either individually or as a group, through the Chief and Council. The District School Superintendent and Counsellors ensure that parents are aware of the various types of assistance available, and take the necessary administrative action to provide this assistance to children who require it, while counselling students to ensure that the maximum benefit is derived from the assistance granted.

Boarding home requirements are determined jointly by the Indian parents and Departmental personnel, with the School Committee often playing an important role. The boarding student receives adequate assistance regarding room and board, clothing, travel and personal spending.

The Indian parent or guardian who wishes his or her child to be placed in the boarding home program initiates the request for assistance and signs the application. When this procedure is not possible due to special circumstances, teachers, counsellors, or the student, if he is an adult, may initiate the request for boarding home placement. The Counsellor then arranges an interview with the parent or guardian, and/or student, in order to assess the reasons given for the request. Requests will be granted according to need on the basis of a number of priorities.

The parents or guardians of the student and the students themselves should be responsible for the selection of the boarding home. They should meet the boarding home parents, approve the accommodation, and provide the boarding home with any information, such as food allergies, that may assist both the boarding home parents and the child in adjusting to the new situation.

If the parents or guardians cannot visit the school centre where the boarding home is located, the Counsellor assumes the responsibility for the selection of the boarding homes and the successful placement of the student. In these cases, the Counsellor must ensure that the parents or guardians know where and with whom their child is staying throughout the school year.

The Counsellor will ensure that any provincial or municipal standards regarding the physical requirements of boarding homes are met. The program requires the provision of guidance and social and personal counselling to the students on an individual or group basis. Supportive counselling to

INDIAN/ESKIMO PROGRAM INFORMATION

EDUCATION

TRANSPORTATION AND MAINTENANCE OF PUPILS

September 1971

Policy/Objectives

To provide living accommodation in boarding homes, transportation to and from school, and other education support services for Indian children who cannot attend school in their home communities.

Background

A program was implemented subsequent to the 1951 revision of the Indian Act which provided funds to enable Indian students to continue their education when they had to leave their own homes to do so. Later, the increase in both the numbers and the educational advancement of the students resulted in reserve schools being unable to meet the total school requirements for Indian students. Authority was granted in November, 1958, for the Department to enter into agreements or contracts for the provision of education services and facilities by other agencies. Authority was also granted to pay, on behalf of Indians in training, the cost of tuition, books and supplies, the cost of transportation to and from school, the cost of partial or total room and board while attending an institution of learning, and a monthly personal allowance to cover carfare, laundry, and other incidental expenditures in connection with educational training. The cost of providing necessary clothing was subsequently added to this list. ✓

Tuition fees are paid whether the student is living at home on the reserve, in a boarding home, or in a student residence. Books and supplies provided include authorized texts, reference books, and supplies such as pens, pencils, and paints. Home economics or shop fees, and gym uniforms may also be included.

Payment for room and board is normally arranged by the Counsellor. The rates may vary between regions, but they usually are comparable to the rates paid by other students living in boarding homes in the area. Under the "Honour" or "Earned Income" scheme, senior students may receive a cash allowance to pay for room and board, clothing, and incidentals, providing they regularly attend school and pay room and board accounts.

An education allowance may be provided to cover the student's miscellaneous and personal supplies in cases where

boarding home parents and to house parents in group homes may also be required.

The mid-day program is organized and carried out by Indians either on a voluntary or business basis, or through some existing private enterprise at an agreeable rate.

Daily transportation for Indian students is provided through public tender by one and three year contracts, and a "renewal of contract" procedure of up to three years is widely used. Invitations to tender are offered, firstly, to Indian individuals or organizations (Band Councils, Co-operatives, etc.), and they are given a 10% preference in the awarding of contracts.

Future Plans

To expand the program to meet the increasing needs for assistance to Indian students as they take greater advantage of the educational facilities available to them.

Contracts for daily transportation will continue to be tendered according to need. Increasing effort will be made to have one hundred per cent Indian participation in these contracts by giving Indian contractors preference in tenders. Moreover, Indian Bands are being encouraged to take over the awarding of contracts under the Grants-to-Bands program. The Department will continue to strive for the best vehicle and operation standards to ensure safe daily transportation of Indian children.

To achieve greater involvement of the Indian communities in selecting educational programs and types of assistance required by each student through extended discussions between Department, Indian parents and Band Councils.

AGENCIES WITH RELATED RESPONSIBILITIES

Maritime

New Brunswick Department of Education
Nova Scotia Department of Education
Prince Edward Island Department of Education
Indian Bands

Quebec

Quebec Department of Education
Indian Bands

Ontario

Ontario Department of Education
Indian Bands

Disposition of 1969/70 High School-Leavers

Grade	Maritimes	Quebec	Ontario	Manitoba	Saskatchewan	Alberta	B.C. & Yukon	National
<u>Nine</u>								
Entered Employment	9	13	32	4	20	3	6	87
Further Training	2	33	5	14	10	1	3	68
Home Employed	1	4	10	8	7	8	9	47
Unemployed	24	24	116	39	54	44	117	418
Unaccounted for	4	-	24	49	17	67	30	191
	40	74	187	114	108	123	165	811
<u>Ten</u>								
Entered Employment	-	11	56	20	8	4	14	113
Further Training	8	25	26	8	4	2	10	83
Home Employed	3	5	15	5	11	7	7	53
Unemployed	7	12	48	21	25	30	46	189
Unaccounted for	2	-	14	32	6	102	7	163
	20	53	159	86	54	145	84	601
<u>Eleven</u>								
Entered Employment	-	10	27	13	5	5	21	81
Further Training	2	30	11	15	3	31	4	96
Home Employed	-	3	12	3	5	5	8	36
Unemployed	5	9	16	11	10	10	23	84
Unaccounted for	-	3	6	22	6	14	18	69
	7	55	72	64	29	65	74	366
<u>Twelve</u>								
Entered Employment	6	9	74	14	16	26	25	170
Further Training	10	57	70	21	12	36	71	277
Home Employed	1	-	6	3	1	5	9	25
Unemployed	3	2	13	4	8	9	35	74
Unaccounted for	-	-	4	9	2	24	30	69
	20	68	167	51	39	100	170	615
<u>Thirteen</u>								
Entered Employment	-	-	7	-	-	-	-	7
Further Training	-	-	34	-	-	-	-	34
Home Employed	-	-	-	-	-	-	-	-
Unemployed	-	-	2	-	-	-	-	2
Unaccounted for	-	-	4	-	-	-	-	4
	-	-	47	-	-	-	-	47
Total	87	250	632	315	230	433	493	2440

British Columbia

Indian students have been transferred from federal schools to provincial schools as a result of a series of joint agreements begun in 1948 between the Federal Government and the local school district. The Government has agreed to supply capital funds to purchase classroom space in the school district and to pay tuition costs to the school district for each child's education.

In 1962 a general agreement was made between the Government of British Columbia and the Federal Government to set a tuition fee rate for all Indian children under federal jurisdiction attending provincial schools. An identical rate, and capital assistance were provided to the parochial or church-run schools. In 1968 new clauses were added to the agreement setting up a procedure for the payment of capital costs directly to the Provincial Department of Education, which would administer these costs with the districts. The agreement also made it possible for a federal school to be incorporated into the school district, and provided for the allocation of tuition fees annually in accordance with the average cost of education in the Province without the necessity of a re-negotiated agreement. The present fee rate is \$633.00 a year per pupil.

Legislation exists to enable all Indian students who so desire, to transfer to the provincial or parochial system, and special regional counselling services have been established to minimize any problems encountered.

Method of Operation - Departmental

Purpose

To provide an educational opportunity for Indian children which is on a par with that enjoyed by all other Canadian children, to assist Indian and non-Indian people to live and work together on equal terms, and to encourage Indian children to participate actively in the life of the provincial communities of which their reserves are a part.

Procedure

This program is carried out through negotiations between the Department and individual school boards, school districts or provincial departments of education. When an Indian Band has agreed that the school aged pupils of the Band should attend a provincial school, the District and Regional School Superintendents open negotiations with the appropriate provincial school authority. Through these negotiations, provision is made for the school facilities and program which would meet the needs of the Indian pupils, an estimated cost of such a program is calculated, and a cost

Manitoba

Manitoba Department of Youth and Education
Indian Bands

Saskatchewan

Saskatchewan Department of Education
Indian Bands

Alberta

Alberta Department of Education
Indian Bands

British Columbia

B. C. Department of Education
Indian Bands

Yukon Territory

Yukon Territorial Government
Indian Bands

Problem Areas

Major concerns centre around the procedures followed in the program, the selection of boarding homes, the involvement of Indian parents in the program, the counsellors' role and service, the frequency of home changes, the provision of medical services, referrals and documentation.

Students face adjustment problems when coming from their own homes in small communities, to boarding homes in large communities, resulting in a number of drop-outs.

Maritime

Some Indian leaders feel that only Indians should be permitted to submit bids on daily transportation contracts.

There are difficulties in administering mid-day lunches, and funds are inadequate to provide for the transportation of students home during extended vacations, such as Christmas and Easter.

Saskatchewan

In the boarding homes program there is frequently a lack of sufficient time for the counsellor to do adequate follow-up. More homes are required in many areas, and better adjustment and understanding of Indian students and boarding home parents are required.

British Columbia

Some bus routes are very long and parents may seek to have their children placed in boarding homes or student residences instead of attending school and living at home. Also, many access roads and bridges are in poor condition in winter and spring.

The regulations governing transportation for students attending school in the province of British Columbia are at variance with those established by the Department. As a result, Indian students who become a Provincial responsibility have fewer transportation privileges than they had previously. In such cases, the Department has felt obliged to continue to provide the services it accepts as necessary.

Publications

Educational Assistance Policy

Program Data

Program Costs - F.Y.1970/71

<u>Regional</u>	<u>Maintenance of Pupils in Private Homes</u>	<u>Mid-day Lunches</u>	<u>Student Allowances</u>	<u>Seasonal Transportation</u>	<u>Daily Transportation</u>	<u>Total</u>
<u>Maritime</u>						
Opn & Maint	84,000	111,000	69,000	4,000	274,000	542,000
<u>Quebec</u>						
Opn & Maint	569,000	54,000	72,000	54,000	425,000	1,174,000
Capital	---	---	---	---	57,000	57,000
<u>Ontario</u>						
Opn & Maint	1,020,000	163,000	136,000	78,000	875,000	2,272,000
<u>Manitoba</u>						
Opn & Maint	659,000	24,000	209,000	129,000	820,000	1,841,000
<u>Saskatchewan</u>						
Opn & Maint	558,000	44,000	70,000	16,000	1,047,000	1,735,000
<u>Alberta</u>						
Opn & Maint	452,000	124,000	121,000	27,000	1,252,000	1,976,000
<u>B.C. & Yukon</u>						
Opn & Maint	1,150,000	45,000	282,000	68,000	860,000	2,405,000
<u>Headquarters</u>						
Opn & Maint	---	---	---	---	---	---
<u>National</u>						
Opn & Maint	\$4,492,000	\$565,000	\$959,000	\$376,000	\$5,553,000	\$11,945,000
Capital	---	---	---	---	\$ 57,000	\$ 57,000

PUPILS MAINTAINED IN PRIVATE HOMES - OCTOBER 1970

<u>Regional</u>	<u>Elementary School Pupils</u>	<u>Secondary School Pupils</u>	<u>Handicapped Pupils</u>	<u>Total</u>	<u>Age Grouping</u>			
					<u>4 to 9</u>	<u>10 to 13</u>	<u>14 to 18</u>	<u>18+</u>
<u>Maritime</u>	22	87	17	126	--	4	104	18
<u>Quebec</u>	360	339	4	703	108	122	395	78
<u>Ontario</u>	207	852	51	1110	34	114	847	115
<u>Manitoba</u>	102	702	31	835	16	53	628	138
<u>Saskatchewan</u>	137	324	76	537	19	59	401	58
<u>Alberta</u>	157	469	6	632	24	93	466	49
<u>B.C. & Yukon</u>	267	801	29	1097	9	67	916	105
<u>National</u>	<u>1252</u>	<u>3574</u>	<u>214</u>	<u>5040</u>	<u>210</u>	<u>512</u>	<u>3757</u>	<u>561</u>

INDIAN/ESKIMO PROGRAM INFORMATION

EDUCATION

ADULT EDUCATION

September 1971

Policy/Objectives

To ensure the development and implementation of functional literacy and social education programs which will provide adult Indians with the skills and knowledge they require to adapt to a changing environment.

Background

A preliminary survey in 1956 indicated that, on approximately one half of all Indian reserves, over 25% of the adult population was illiterate or semi-literate. As a result of this finding, a four point program was initiated in 1957, which included courses in basic language and computational skills, continuation classes for those who had some schooling but wished to raise their educational standing, trade and vocational short courses to increase the earning power of men and to improve the homemaking standards of women, and a program to encourage community improvement, through organized recreation, home beautification, improved sanitation facilities, etc.

Classes, conducted by local part-time teachers or instructors were held two or three evenings a week, or at times convenient to the participants. The Department financially assisted adult Indians to participate in federal and provincial programs. Services of provincial governments and other agencies were purchased, where feasible, to meet emerging needs and the increasing demand for programs.

Full-time courses were begun in 1958 to prepare out-of-school adolescents and unmarried adults between the ages of 16 and 25 for permanent employment off the reserves. Classes were conducted for a period of six-to-eight months, and ranged in content from practical home economics to guiding, fish camp operation, arts and crafts, carpentry, welding and auto mechanics, with a small minority of the total participants enrolling in literacy and continuation classes.

The establishment of Homemakers Clubs was encouraged to provide Indian women with the opportunity to meet socially, to increase their homemaking skills, and to take an active part in the solution of community problems.

In 1965 the Adult Literacy or Basic Education Program was announced by the Department to provide all adult Indians

with a minimum level of education equivalent to Grade Eight. The Program was divided into the following four levels, junior upgrading from grade zero to four, senior upgrading from grade five to eight, intermediate from grade nine to ten, and advanced, from grade eleven to twelve.

The Social Education and Other Services Program was launched in co-operation with federal and provincial agencies, and university extension departments. It provides informal education for men and women to develop their ability to participate actively in group or community affairs. The program was designed to cover five main categories: skill development such as homemaking, sewing, cooking, carpentry, typing, and welding; citizenship and leadership training for leaders involved in local government, co-operative management, small business management, public affairs, Canadian law, etc.; relocation, e.g., preparation of, or assistance for families who are relocating; support programs, e.g., housing education for Indian families; and cultural education, e.g., native handicrafts, history and language.

In 1967/68 arrangements were made for Indian Bands to be included in regional public library systems in the Maritime, Quebec, Ontario and Saskatchewan Regions. The Department, provided a grant of one dollar per capita to the Band from the Grants-to-Bands Fund and this, combined with a contribution from the Band, enabled the Indian Band to join the regional or county library in its area.

In the summer of 1967 a pilot project was launched, in which five Indian university students were employed in on-the-job training programs at regional and provincial libraries. The program was expanded the following year, and twenty to thirty university students were employed in public libraries where their Indian backgrounds were an asset in the development of services for their own people.

Maritime

Since most Indian males qualify for training under the Canada Manpower Centre scheme, participation in the adult education program is often limited to women, especially in the academic courses. Also, there has been an interest in sewing, cooking, homemaking, child care, home nursing, budgeting, first aid and handicrafts.

With the help of the Union of Nova Scotia Indians, Band Chiefs and Councils, leaders in the community, and members of the Departmental staff, there is an awakening interest in education. Limited advantage has been gained from courses offered by Provincial agencies in those communities adjacent to Provincial population centres. A number of Indians have been encouraged to take the general

education development tests offered by the Department of Education of Nova Scotia for high school equivalency.

In Prince Edward Island the Lennox Island Indians have had academic upgrading courses under the vocational training program. The Indians at Scotchfort and Morell are few in number and can be accommodated in courses offered by the Provincial authorities.

Quebec

In 1965 an accelerated program of adult education was started and use was made of the Provincial Government's program of adult education. All courses are organized in close co-operation with Canada Manpower Centres, various school boards and regional schools.

Manitoba

In 1967, the Region was divided into five areas for adult education purposes: Brandon-Dauphin District, Fisher River-Island Lake District, Pas-Nelson-Norway District, Clandeboye District, and Island Lake District with a supervisor of adult education in each district who is responsible for his own budget and expenditure of funds.

Adult Basic Education courses were set up on the various reserves to teach the reading and writing of English, but many failed after being in operation for several weeks, because of a lack of allowances and of proper motivation.

Short term courses in Social Education were held on the majority of reserves. Indian women in the area taught sewing and home-making courses to other women in their own area and, after the courses, the instructors attended advanced courses in Winnipeg to increase the knowledge and skill they could impart to their classes.

Some of the programs which offered the best training, and which differed from the Adult Education programs initiated in earlier years were: upgrading at Fort Osborne Barracks, social orientation, recreational courses, an adult education centre, a substitute teachers course, a servicing and maintenance course in farm machinery operation, a native handicraft course, and a course in bookkeeping, business practice and in the formation of guilds.

Periodically, the field adult educators are called into Winnipeg and a workshop type of in-service training takes place where all policies and problems are discussed and satisfactory solutions are sought. Conferences concerned with adult education and vocational training are attended by all adult education supervisors. This practice permits co-ordination of the programs between Federal and

Provincial agencies, and the dissemination of information describing new techniques and methods.

Saskatchewan

Adult Education programs, which include homemaking courses, driver training, basic carpentry, and short occupational skill training, had their beginnings in 1965/66. A total of 18 homemaking programs for 160 women were conducted by the University of Saskatchewan Extension Department in 1965/66. Because of its success, a five year contract was entered into between the Department and the university's extension department, beginning in April, 1967, and continuing until March 31, 1972. Beginning in 1966/67 agreements for driver training programs were drawn up annually with the Highway Traffic Board of the Provincial Government.

Beginning in 1967/68 a new avenue of training was developed with three co-operating agencies, the Department, the Area Regional Development Authority and the Saskatchewan Department of Education. Negotiations with the Department of Education and with Area Regional Development Authority are conducted each year regarding the extent and location of adult education programs.

Alberta

A few sewing and homemaking courses were conducted on reserves in the late fifties and early sixties under Federal Government financing. Two academic upgrading programs which provided instruction for one hundred young Indian adults each year were also in operation in Calgary and Edmonton.

Beginning in 1953, adults who had been confined to hospital for a period of one to five years, were upgraded academically during their hospital stay and then were encouraged to take skill training. Job placement was arranged and any follow-up service was maintained until the ex-patients were adjusted to their new role and environment.

The Alberta Department of Education is operating some apprenticeship programs, and is moving into the area of basic literacy and upgrading. In certain areas, church organizations administer programs of adult education at the request of the Bands.

British Columbia

Adult education classes were first organized by a full time Regional specialist in 1964. When the need for more programs became apparent in 1967, a Regional supervisor of

Adult Education was appointed and the decision was made to purchase professional services wherever possible.

Early in the history of the program, the establishment of Voluntary Adult Education committees was encouraged in each Band and, in most larger communities, the committees have been supplemented by the appointment of a Band member to the position of Adult Education Co-ordinator. The Co-ordinator receives a small stipend for his or her efforts in organizing and administering classes.

Yukon Territory

Adult education courses for Indians in the Yukon have been operated by the Territorial Government for several years. Indians have access to all the adult education facilities in the Territory, and financial assistance is provided by the Department if required by an individual Indian.

Method of Operation - Departmental

Purpose

To provide adult basic education programs to eradicate illiteracy, and raise the academic level of potentially employable Indians.

To prepare adult Indians for active involvement in community affairs through the provision of social education programs.

Procedure

The Regional adult educators provide liaison services with Indian Chiefs and Councillors, local school committees, native organizations, provincial and local school boards, universities and community colleges, regional government departments, and voluntary agencies. They are responsible for the organization, implementation, supervision, and evaluation of Adult Education Services. Where there is no qualified education staff, counsellors assume the role of the adult educator.

Adult education services are adapted to the needs of the community and administered, as far as existing legislation will permit, by Band Councils or by Band Council-sponsored education committees. The programs are implemented on the reserves, or through a negotiated arrangement with established educational agencies.

Public Library services are given per capita grants as well as capital grants assistance for renovations and equipment to establish libraries when this need is identified. The Provincial Library Services co-ordinate the service.

Maritime

Information is provided to the residents through the Chief and Councillors, or other community leaders and staff. As interest is awakened, needs are discussed and ways found to meet these needs. Courses may be organized in the community, or arrangements made to have individuals take advantage of courses offered in the area. There are no limitations on the kinds of courses available, provided about ten people are interested. Provincial or municipal services are used where available.

Ontario

Every effort is made to utilize Provincial services, where feasible, by purchasing services from community colleges. The greatest portion of the Adult Education Program is sponsored by C.M.C.'s with only a limited number of clients sponsored by the Department, when they do not meet the criteria as established under the terms of the Occupational Training Act for Adults. A small number of part-time evening programs and classes in home management are sponsored by the Department.

Saskatchewan

An arrangement with the Department of Education's Adult Education Program, provides for the development of the curriculum by the Department of Indian Affairs and Northern Development, the administration of all courses by the Saskatchewan Department of Education, and for the use of their testing procedures. All certification is carried out through the Department of Education.

The academic upgrading program needs are identified by vocational counsellors who also supervise the programs. Administrative costs are met by the Department of Indian Affairs and Northern Development, and training allowances are provided by the Department of Regional Economic Expansion under the Area Regional Development Act. This arrangement continues until 1972 when the current A.R.D.A. project involving upgrading will be concluded.

Homemaking courses are conducted by the Extension Department of the University of Saskatchewan under a contractual agreement with the Department of Indian Affairs and Northern Development. The organization and implementation of the courses are done by the instructors, most of whom are Indian, and by the Women's Division of the Extension Department, which is responsible for the assessment and appraisal of the program.

British Columbia

The Indians in British Columbia meet with the local public school adult education director of the Provincial Department of Education and organize the classes they wish to have. In order to obtain financial support of the Department, they submit a form to the Regional office, outlining details of the class.

The submission is reviewed and, if it is in order, letters of approval are sent to both the Indian organizers and the Adult Education Director. The Department pays a lump sum to the Provincial school district as agreed in the letter of approval. Monthly attendance reports are submitted to the Regional office, as is a bill by the director, who also submits a class register and other relevant information at the completion of the class.

A number of agencies are organizing specific courses under agreement with the Indians. Bands requesting adult education services determine which of the following agencies they wish to work with; school districts, churches, friendship centres, university or community college extension departments, or the St. John Ambulance Brigade.

Future Plans

To provide for a considerable increase in the number of trainee hours made available for Adult Basic and Social Education programs.

To undertake research studies to evaluate the Adult Education programs, and to determine the needs for the extension, acceleration or development of the existing or of new programs.

To institute special projects to develop and test the most suitable materials and techniques for use in the Adult Indian Education programs.

Through training programs, seminars and workshops, to assist Indian people to assume responsibilities as adult educators and as consultants employed by band councils, school boards, Indian Associations, private agencies and federal and provincial government departments.

Maritime

To initiate full-time day courses in Adult Basic Education, and to continue the part-time courses to meet requirements.

To broaden the courses in Adult Social Education to satisfy the increased interest in these subjects, and to

introduce courses on "Life Skills" based on the information provided by the Nova Scotia New Start Corporation.

To provide optimum library services in each Indian community dependent on local circumstances and on the co-operation received from provincial and other agencies.

Quebec

To increase the number of adults attending basic education courses, particularly on the Reserve at Amos, Bersimis, Maliotenam, Maniwaki, Notre Dame du Nord, Pointe Bleue and Schefferville.

To obtain greater professional participation from the Quebec Department of Education and from the regional school boards to improve the quality of instruction provided the adult Indians. To encourage the training of Indian teachers in home economics and related subjects to provide greater assistance to disadvantaged Indian families.

Saskatchewan

To stress the provision of Adult Education courses to Indians in areas and communities where Canada Manpower Center programs are not readily available, or where insufficient people qualify under C.M.C. criteria.

To carry out an in-depth analysis of the total effects and results of adult education programs on total community development, beginning with the fiscal year 1968/69.

Alberta

To encourage greater C.M.C. involvement in training and industry through the O.T.A. program.

To provide for a substantial expansion in the services available for upgrading, and to promote more participation by the Alberta Department of Education in adult education on Reserves.

To foster the establishment of an Indian Education Center in the Province which could have a direct influence on the Adult Education Program.

British Columbia

To consult with Indian Associations and Bands concerning the assumption by them and/or by Provincial agencies of the responsibilities of this Adult Education Program.

AGENCIES WITH RELATED RESPONSIBILITIES

Department of Manpower and Immigration
Department of Regional Economic Expansion
Indian Bands

Maritime

New Brunswick Department of Education
Nova Scotia Department of Education
Prince Edward Island Department of Education

Quebec

Quebec Department of Education

Ontario

Ontario Department of Education
Association of Iroquois and Allied Indians

Manitoba

Manitoba Department of Youth and Education

Saskatchewan

Saskatchewan Department of Education

Alberta

Alberta Department of Education

British Columbia

B. C. Department of Education

Yukon Territory

Yukon Territorial Government

Existing Agreements

Manitoba

An informal agreement exists between the Department and the Province for the provision of counselling and assistance in upgrading training to Indian people through the Manitoba Vocational Rehabilitation Services (V.R.S.).

Saskatchewan

There is a Departmental agreement with the Provincial Department of Education and with the Department of Regional Economic Expansion, to implement and administer academic upgrading programs for registered Indians on reserves, in isolated communities, and in adult education centres where programs of C.M.C.'s are not extended.

An agreement exists between the Department and the University of Saskatchewan Extension Department for the conducting of homemaking courses on the reserves.

There is also an agreement between the Department and the Saskatchewan Highway Traffic Board for the provision of driver training courses for registered Indians.

Alberta

There is a memorandum of agreement between the Department of Indian Affairs and Northern Development and the Alberta Department of Agriculture, Home Economics Branch, for the provision of homemaking instruction on reserves.

Under a letter of commitment, the Department and the Alberta Human Resources Development Authority share equally costs of providing driving instruction to Indians.

There are agreements with public school districts to administer and organize adult education classes. An administrative allowance of 15% of the entire course costs is made to agencies administering these programs.

British Columbia

There are agreements with public school districts to administer and organize adult education classes.

Problem Areas

The shortage of supervisory and instructional staff trained in the methods and techniques of adult education limits the effectiveness of programs for adult Indians.

Commercially-prepared adult basic education teaching and learning materials have limited usefulness, because much of the content is unfamiliar. Teachers should have the ability to adapt existing materials, or produce materials better suited to the needs and interests of adult Indians.

No suitable system for the placement or achievement testing of adult Indians has been developed. This is of vital importance, since the adult Indian will drop out of programs if he is not properly placed and kept aware of his progress.

Insufficient money has been made available to provide full-time classes for people who can neither read nor write English or French, or for those who require advanced academic training. The Indian requests for adult education have generally been for training in subjects such as academic courses, sewing, cooking, handicrafts, to the exclusion of more job-oriented technical skills and training which will be in greater demand by employers in the future.

Considerable cost would be involved in providing incentives in the form of allowances or promises of employment in the near future, which are strong factors in recruiting and holding Indians in basic Adult Education courses.

Maritime

Indian interest in the courses has been sporadic. While some enthusiasm may be developed during a given year, by the following year it has sometimes been necessary to start the course all over again.

People in some areas migrate for potato and berry picking, which makes it difficult to organize courses of any length. Many Indians are unaware of or indifferent to many of the services that are available to them, although some efforts have been made to publicize this information.

Saskatchewan

A number of Indians do not qualify for Canada Manpower Centre programs and are unable to participate in existing adult education programs because of geographical distances and adjustment to urban living problems.

British Columbia

With present resources it is difficult to provide courses for Bands living on relatively isolated reserves.

The direct organization of classes is difficult and relatively expensive, since there are one hundred and ninety two Bands throughout the Province, with many of them occupying two or more reserves. In addition, only twelve Bands have populations of more than two hundred potential participants.

The negotiation of separate agreements with the Public School districts of the Province could prove to be long and arduous, since certain Bands are receiving services from two provincial school districts.

Publications

Quebec

Home Economics
Sewing - Clothing - Budget
Hebdo Education
Leaflet on CEGEP
Loans and Grants to Students
Technical High School Program
List of Courses Offered
List of Vocational Training Institutions
Seven Methods for Adult Education
Thirty pamphlets on various trades

Saskatchewan

Programs of Academic Upgrading
Other Adult Education Programs
Evaluation of Homemaking Courses on Indian Reserves

Alberta

Alberta Business Journal
Indian Education - Alberta
The Alberta School Trustee
The Canadian Administrator

British Columbia

Academic Upgrading Programs
Other Adult Education Programs
Journal of Education, U.B.C.
Adult Education Program 1967/71

Program Data

Program Costs - F.Y.1970/71

<u>Regional</u>	<u>Administration</u>	<u>Adult Basic Education</u>	<u>Adult Social Education</u>	<u>Public Library Services</u>	<u>Total</u>
<u>Maritime</u> Opn & Maint	39,000	8,000	25,000	7,000	79,000
<u>Quebec</u> Opn & Maint	29,000	11,000	107,000	7,000	154,000
<u>Ontario</u> Opn & Maint	---	95,000	106,000	19,000	220,000
<u>Manitoba</u> Opn & Maint	109,000	106,000	264,000	---	479,000
<u>Saskatchewan</u> Opn & Maint	---	211,000	77,000	14,000	302,000
Capital	---	---	---	5,000	5,000
<u>Alberta</u> Opn & Maint	92,000	129,000	118,000	16,000	355,000
<u>B.C. & Yukon</u> Opn & Maint	38,000	16,000	135,000	23,000	212,000
<u>Headquarters</u> Opn & Maint	105,000	---	13,000	---	118,000
<u>National</u> Opn & Maint	\$412,000	\$576,000	\$845,000	\$86,000	\$1,919,000
Capital	---	---	---	\$ 5,000	\$ 5,000

ADULT BASIC EDUCATION AND UPGRADING - F.Y.1970/71

<u>Regional</u>	<u>Programs</u>					<u>Total Number of Programs</u>	<u>Participants</u>		
	<u>Level I Grade 0-4</u>	<u>Level II Grade 5-8</u>	<u>Level III Grade 9-10</u>	<u>Level IV Grade 11-12</u>	<u>Functional Literacy</u>		<u>Male</u>	<u>Female</u>	<u>Total</u>
<u>Maritime</u>	8	7	2	1	-	13	71	90	161
<u>Quebec</u>	57	34	20	7	1	119	1193	351	1544
<u>Ontario</u>	35	13	1	-	-	49	583	276	359
<u>Manitoba</u>	20	14	13	-	1	48	486	346	832
<u>Saskatchewan</u>	10	39	28	-	-	77	577	410	987
<u>Alberta</u>	20	13	7	-	-	40	400	422	822
<u>B.C. & Yukon</u>	13	11	6	2	-	32	132	134	266
<u>National</u>	163	131	77	10	2	383	3442	2029	5471

ADULT SOCIAL EDUCATION & OTHER SERVICES - F.Y.1970/71

<u>Regional</u>	<u>Programs</u>				<u>Total Number Of Programs</u>	<u>Participants</u>		
	<u>Skill</u>	<u>Leadership</u>	<u>Cultural & Citizenship</u>	<u>Support</u>		<u>Male</u>	<u>Female</u>	<u>Total</u>
<u>Maritime</u>	42	-	-	1	43	116	532	648
<u>Quebec</u>	101	1	11	20	133	750	1525	2275
<u>Ontario</u>	43	9	14	34	100	929	973	1902
<u>Manitoba</u>	109	19	12	15	155	1251	1994	3245
<u>Saskatchewan</u>	108	-	2	7	117	98	1022	1120
<u>Alberta</u>	74	7	16	19	116	909	1214	2123
<u>B.C. & Yukon</u>	197	1	28	11	237	683	2155	*3325
<u>National</u>	<u>674</u>	<u>37</u>	<u>83</u>	<u>107</u>	<u>901</u>	<u>4736</u>	<u>9415</u>	<u>14638</u>

*Includes 487 students not specified as male or female.

INDIAN/ESKIMO PROGRAM INFORMATION

EDUCATION

VOCATIONAL EDUCATION

September 1971

Policy/Objectives

To provide the opportunity for Indians to obtain vocational skills and higher education which will enable them to compete for employment in government and industry on an equal basis with other Canadians.

Background

The Federal Government began organizing special vocational courses in 1956 in co-operation with provincial departments of education and commenced using provincial facilities.

Further improvements occurred in 1966 when vocational counsellors were given responsibility for motivational counselling on the reserves, enrolment of adults in training programs and, as time allowed, involvement in job placement work in local areas, particularly during the summer when training activities ceased. Employment relocation counsellors also became involved in training.

The Vocational Training Program covers a broad spectrum from academic upgrading through to post-graduate studies.

Maritime

The program has grown gradually since it was started in the Maritime Region in 1966, and the major emphasis continues to be on pre-vocational courses, since general educational levels have been too low for many Indians to begin trade training without these courses. The Department of Manpower and Immigration has worked with Departmental staff on some of its programs in the Region.

Post-secondary enrolments remain fairly static as the number of Indian students graduating from high schools has not changed significantly.

Employment patterns in New Brunswick have necessitated the presentation of the pre-vocational and trade courses on a three month basis, starting early in each year. Attempts are being made to encourage the implementation of longer courses so that Indians can qualify more quickly for occupational courses. Some longer courses, held in Big Cove and in the Fredericton area, have shown that they are feasible and that people will attend.

The majority of eligible adult Indians in Nova Scotia have been, or are involved in some kind of a training program.

As a result of the pre-vocational courses in Prince Edward Island, many of those eligible for the course are now ready for trade training.

Quebec

In the decade prior to 1965, vocational and special training expanded progressively to meet the needs of Indians participating in the various programs. The number of Indians attending universities, technical colleges and vocational and other schools increased annually.

Subsequently, vocational training counsellors were appointed to assist in the implementation of training programs for university and college students, and to promote basic education and vocational training for adult Indians.

Employment counsellors provide guidance and counselling to all Indian students, and work in co-operation with the counsellors in primary and secondary schools.

Manitoba

In 1967 the Federal and Provincial Governments recognized the need for vocational and special training services. The Manitoba Government agreed to extend certain services to Indian people who had been out of the regular school program for at least a year. The Department agreed to be billed by the Provincial Government for the extension of these services by the Manitoba Vocational Rehabilitation Services (V.R.S.), but retained the responsibility for the provision of services to those people proceeding directly from the regular school program into vocational training.

Alberta

Trainees in programs of the Canada Manpower Centres of the Occupational Training for Adults scheme (O.T.A.) and those sponsored by the Department of Indian Affairs and Northern Development are counselled by personnel of the Department. Counselling services are also provided by the City of Calgary through a letter of agreement with the Department.

The Vocational Education Branch of the Alberta Department of Education is operating programs on reserves in the Lesser Slave Lake Area, with funding being shared by the Departments of Indian Affairs and Northern Development and by Regional Economic Expansion, and by the Provincial Government.

British Columbia

The program for people who have left school received intensive attention from 1964 onwards when it was recognized that a comprehensive program must be offered to Indians beyond the legal school leaving age to enable them to participate in the labour force of British Columbia.

Almost all the training courses offered or supported by the Department are in provincially or municipally operated vocational schools, colleges and universities. One or two minor exceptions are the Indian Adult Continuation Centre in Vancouver, and those courses worked out under special circumstances, such as Community Aid Training Programs of the Department of National Health and Welfare. These cases are usually worked out in conjunction with other government departments or with the Bands themselves.

There are contracts for the provision of vocational counselling services with the school boards of Prince George, Kelowna, and Victoria, and also contracts for the purchase of courses, with the Institute of Adult Studies in Victoria, and the Vancouver Vocational Institute.

Yukon Territory

Adult education courses for Yukoners, including vocational and special educational courses, have been operated by the Territorial Government for several years. Indian people, as Yukoners, have access to all the adult education facilities in the Yukon Territory, and are provided with the required financial assistance by the Department.

Vocational training courses are sponsored jointly by the Department, the Territorial Government and the Department of Manpower and Immigration. In addition, the Department of Indian Affairs and Northern Development conducts courses in basic prospecting and fur management.

Method of Operation - Departmental

Purpose

To assist individual Indians who are enrolled in any training, including university, which will improve their employability. The program enables the Department to assist those candidates who are not eligible for the Occupational Training Assistance program of the Canada Manpower Centres.

Procedure

University and professional training programs are administered and approved at the District level. Wherever feasible, scholarships and bursaries are recommended to the regional office and, in turn, to Departmental headquarters.

Vocational and special training applications are processed and approved at the district level. All applicants must first register with the Canada Manpower Centre for sponsorship into a program. If the applicant does not qualify under the Occupational Training Assistance Program of the Canada Manpower Centre but his credentials are good, he is sponsored by the Department, and training, if available, is purchased from the province or from private institutions. An applicant does not qualify for a Canada Manpower Centre program if he does not meet the one year gap for training eligibility or the after-school gap for allowance eligibility, he does not have a clearly defined vocational goal, has a training program which extends over fifty-two weeks, or is involved in a continuing education program such as university or professional training.

Assistance includes payment of tuition fees, books and supplies, transportation to and from the course, and a training allowance equivalent to that paid by the Occupational Training for Adults Program while the trainee is on course. Where the course is in excess of four months, assistance is provided for the family to accompany the trainee, supplemented by a clothing allowance based on need.

Maritime

People who desire training or who are identified by others as having potential are approached on an individual basis. When an individual has made his needs known, action is started to help him meet that need.

Vocational counsellors rely on agency superintendents, welfare officers, economic development officers, Indian Chiefs, councillors, and Union members to assist in providing information and in identifying individuals who are interested in training.

Manitoba

Counselling and financial assistance are provided by the Department to those Indian students who enter the professional training programs directly from high school, and by the Vocational Rehabilitation Services (V.R.S.) of the Manitoba Department of Health and Social Services to those students who enter the training programs after having been out of the regular school program for at least a year.

The Department of Indian Affairs and Northern Development and the Vocational Rehabilitation Services staff utilize the Occupational Training for Adults scheme of the Department of Manpower and Immigration.

British Columbia

Students are given their fees upon entrance into a Provincially operated programme, they then are accepted as Provincial fee payers. The remainder of the cost of the course is borne by the Province. This results in virtually no differentiation between Indians and non-Indians except in the case of students who are status Indians receiving an Indian Affairs allowance. It is, therefore, clear that Indian students are given allowances who are in the three year OTA gap group. If they were non-Indian they would not receive an allowance since they could not qualify for Canada Manpower assistance and British Columbia does not pay a Provincial allowance except in the case of apprentices.

No reimbursement is asked of the Department when a student is referred to a Provincial Apprenticeship Training Program, accepted by the Provincial authorities and paid a provincial allowance. However, the Provincial allowance is much lower than the Occupational Training for Adults allowance, and an adjustment is made by the Regional Office. As a result, many students attend provincially operated Apprenticeship Centres without suffering financial penalties.

The Adult Continuation Centre in Vancouver acts as a holding centre for real problem cases that do not seem to fit the pattern of provincially operated schools.

Yukon Territory

Regional personnel and any experienced people in the field conduct the courses in the Yukon at Departmental expense.

Future Plans

To provide for a substantial increase in the number of students undertaking university and professional education, vocational and special training, and post school programs.

To encourage regular school program drop-outs to enter upgrading and vocational training programs.

To implement or purchase short term special programs to meet the immediate needs of students who do not desire to, or cannot enter the regular vocational educational programs.

To provide dependents' allowances at Canada Manpower Centre rates for trainees currently receiving welfare assistance.

Maritime

To give increased emphasis to further training for the Indian people already qualified for the labour force, and

to initial training for those coming from the school system. Efforts will be made to provide more people with the kind of academic qualifications that will enable them to enter the more sophisticated trades.

Quebec

To promote the extension of Provincial, municipal and business services to the Indian population in vocational training and employment, and to increase the number of projects in vocational and other training for Indian candidates.

To provide better counselling for graduates of secondary school and the College d'Enseignement Général et Professionnel (C.E.G.E.P.) to enable them to choose their options and professions.

To encourage as many students as possible with special qualifications and ability to make a career in the Federal Government, especially since this would enable them to administer and plan programs to assist Indians. Special attention will be paid to people who have gone to school for a number of years and who wish to be registered for vocational training courses leading to employment.

To ensure that the Indian population is better informed about services offered by the Department itself or by other agencies, in vocational, placement and relocation fields, so that full use can be made of these services.

Saskatchewan

To place emphasis on developing greater independence in Indian students regarding their application to, and registration in, training institutions and universities, as well as in the actual relocation process to follow training.

To assist Indian people assume greater responsibility for the handling of the program, and to negotiate with Provincial authorities and institutes for increased involvement in the vocational counselling and training process.

Alberta

To increase the involvement of the Alberta Department of Education in adult education on reserves, particularly the Vocational Education Branch.

To explore the feasibility of purchasing all vocational counselling services from the Provincial authorities and to foster the establishment of an Indian Education Centre in the Province.

AGENCIES WITH RELATED RESPONSIBILITIES

Department of Manpower and Immigration
Department of Regional Economic Expansion
Indian Bands

Maritime

New Brunswick Department of Education
Nova Scotia Department of Education
Prince Edward Island Department of Education

Quebec

Quebec Department of Education

Ontario

Ontario Department of Education

Manitoba

Manitoba Department of Health & Social Services
Manitoba Department of Youth and Education

Saskatchewan

Saskatchewan Department of Education

Alberta

Alberta Department of Education

British Columbia

B. C. Department of Education

Yukon Territory

Yukon Territorial Government

Existing Agreements

Manitoba

An informal agreement between the Department and the Province for providing counselling and formal and special vocational training assistance to Indian people through the Manitoba Vocational Rehabilitation Services.

Alberta

There is a letter of agreement between the Department and the City of Calgary for the provision of counselling services to Indian people.

British Columbia

A master agreement, (February, 1969) between the Department and the Province for providing educational services and facilities to the Indians of British Columbia.

Problem Areas

A need exists at present and is likely to continue for some time for special and enriched post-school programs for adult Indian people. Provision has to be made for the continuance and expansion of such programs.

There are no training-employment agencies offering as comprehensive a service to their clientele as the Department of Indian Affairs and Northern Development does to Indian people through the post-school division.

Maritime

The major problem is the relatively low educational level of adult Indians. Despite substantial increases in participation in academic upgrading, the average educational level is still grade nine or ten, which does not permit the adult Indian to secure permanent employment in the labour force.

There is also a reluctance on the part of many adult Indians to move from reserves to settings where better opportunities for employment exist. Emphasis must be placed on the idea that education must continue even after the person has left the regular school system.

Saskatchewan

There are some difficulties with the qualifying criteria of the Canada Manpower Centre programs, and many traditional vocational courses being offered are not sufficiently compatible with employment demands.

Trainees discontinue the program when they are only partially through training; in addition, a number of trainees find adjustments to urban life difficult.

Many adults with vocational certificates are unable or unwilling to pursue occupational training.

British Columbia

It has yet to be determined how a uniform approach can be instituted in dealing with school districts for securing agreements within the framework of the Master Agreement between the Department of Education of British Columbia

and the Department of Indian Affairs and Northern Development.

Publications

Province of Quebec

Publications from the Quebec Department of Education:

Home Economics
Sewing - Clothing - Budget
Hebdo Education
Leaflet on CEGEP
Loans and Grants to Students
Technical High School program
List of Courses Offered
List of Vocational Training Institutions
Seven Methods for Adult Education
Thirty pamphlets on various trades

Alberta

Alberta Business Journal
Indian Education - Alberta
The Alberta School Trustee
The Canadian Administrator

British Columbia

Journal of Education, U.B.C.

Program Data

Program Costs - F.Y.1970/71

<u>Regional</u>	<u>Administration</u>	<u>University & Professional Training</u>	<u>Vocational Training</u>	<u>Maintenance of Pupils in Post School Programs</u>	<u>Total</u>
<u>Maritime</u>					
Opn & Maint	92,000	19,000	60,000	257,000	428,000
Capital	---	---	4,000	---	4,000
<u>Quebec</u>					
Opn & Maint	158,000	55,000	64,000	269,000	546,000
<u>Ontario</u>					
Opn & Maint	313,000	75,000	123,000	596,000	1,107,000
<u>Manitoba</u>					
Opn & Maint	34,000	24,000	195,000	366,000	619,000
<u>Saskatchewan</u>					
Opn & Maint	263,000	58,000	73,000	275,000	669,000
<u>Alberta</u>					
Opn & Maint	163,000	21,000	121,000	511,000	816,000
<u>B.C. & Yukon</u>					
Opn & Maint	218,000	24,000	237,000	916,000	1,395,000
<u>Headquarters</u>					
Opn & Maint	90,000	---	---	---	90,000
<u>National</u>					
Opn & Maint	\$1,331,000	\$276,000	\$873,000	\$3,190,000	\$5,670,000
Capital	---	---	\$ 4,000	---	\$ 4,000

ED 270/10

TRAINING COURSES - ENROLMENTS, WITHDRAWALS, COMPLETIONS - F.Y.1970/71

	<u>Maritimes</u>	<u>Quebec</u>	<u>Ontario</u>	<u>*Manitoba</u>	<u>Saskatchewan</u>	<u>Alberta</u>	<u>B.C. & Yukon</u>	<u>National</u>
<u>Vocational Preparatory</u>								
Enrolments	232	943	628	417	993	339	603	4155
Withdrawals	105	35	193	218	328	104	195	1178
Completions	166	1038	468	336	630	50	297	2985
<u>Formal Vocational</u>								
Enrolments	187	280	379	188	259	182	286	1761
Withdrawals	42	29	93	75	123	45	96	503
Completions	124	128	165	77	152	29	220	895
<u>Special Vocational</u>								
Enrolments	32	1207	216	108	371	158	138	2230
Withdrawals	8	53	29	4	81	16	13	204
Completions	39	1209	180	48	242	120	62	1900
<u>University</u>								
Enrolments	25	83	89	31	126	40	71	465
Withdrawals	5	4	14	8	19	6	10	66
Completions	12	38	73	16	92	1	55	287
<u>Professional</u>								
Enrolments	8	72	220	9	11	10	160	490
Withdrawals	3	5	57	1	5	4	42	117
Completions	6	40	110	4	7	1	93	261
<u>Registered Nursing</u>								
Enrolments	-	4	8	1	-	3	6	22
Withdrawals	1	-	3	1	-	-	-	5
Completions	1	7	6	2	-	1	3	20
<u>Teaching</u>								
Enrolments	4	4	7	17	-	-	14	46
Withdrawals	-	-	3	3	-	-	-	6
Completions	3	7	5	3	-	-	14	32

*Region & VRS

TRAINING COURSES - STUDENTS ASSISTED FINANCIALLY - F.Y.1970/71

<u>Regional</u>	<u>Vocational Preparatory</u>	<u>Formal Vocational</u>	<u>Special Vocational</u>	<u>University</u>	<u>Professional</u>	<u>Nursing</u>	<u>Teaching</u>	<u>Total</u>
<u>Maritime</u>								
IAND	232	136	32	25	7	-	2	484
CMC	211	155	18	-	-	-	-	384
Other	4	8	-	-	-	-	-	12
<u>Quebec</u>								
IAND	200	156	866	83	70	4	4	1383
CMC	686	124	327	-	-	-	-	1137
Other	5	3	43	-	-	-	-	51
<u>Ontario</u>								
IAND	288	212	131	83	214	8	6	942
CMC	439	173	144	1	1	-	-	763
Other	12	19	14	3	-	5	1	54
<u>Manitoba</u>								
IAND	236	155	87	30	9	1	17	535
CMC	72	47	16	-	1	-	-	136
Other	97	9	8	-	-	-	-	114
<u>Saskatchewan</u>								
IAND	434	201	242	120	12	-	-	1009
CMC	201	111	46	1	-	-	-	359
Other	516	23	4	1	1	-	-	545
<u>Alberta</u>								
IAND	336	182	123	38	25	3	-	707
CMC	26	8	36	-	-	-	-	70
Other	18	2	-	3	-	-	-	23
<u>B.C. & Yukon</u>								
IAND	603	286	138	71	160	6	14	1278
CMC	148	32	66	-	3	-	-	249
Other	3	32	5	-	-	-	-	40
<u>National</u>								
IAND	2329	1378	1619	450	497	22	43	6338
CMC	1783	655	653	2	5	-	-	3098
Other	655	96	74	7	1	5	1	839

INDIAN/ESKIMO PROGRAM INFORMATION

EDUCATION

EMPLOYMENT AND RELOCATION

September 1971

Policy/Objectives

To ensure that the Indian work force is provided with adequate opportunities for employment through the utilization of Canada Manpower Centre programs, direct placement by employment relocation counsellors, on-the-job and in-service training, and relocation to areas of higher employment opportunity.

Background

This program was initiated in 1957 when placement officers were appointed in Vancouver, Edmonton, Winnipeg, and Toronto. In 1959, a Senior Placement Officer position was established at Headquarters, and additional Placement Officers were employed to provide a minimum of one for each region.

The initial focus of the program was the selection and establishment of suitably qualified young Indians in the centres where the Regional placement specialists were located.

The original idea of restricting activity to carefully selected qualitative placements was altered in 1960, and placement officers became increasingly engaged in a wider variety of programs, including seasonal group movements, winter works programs and other activities not related to selective employment.

The number of placements in other than seasonal employment positions has increased substantially over the years. In 1970/71 nearly twelve thousand Indians were placed in regular and short-term employment.

There has been a significant emergence of Indian leadership concerned with greater involvement of the Indian people in trying to reach a solution to their problems. However, with the Indian population increasing rapidly, and employment opportunities on the reserves limited in the foreseeable future, mobility must be a key factor to ensure the types of employment that guarantee a fair and equitable standard of living for the Indian people.

Relocation is a far more complex process than simple job placement. To date, family groups have not received adequate preparation for relocation and, existing services,

where Indians have relocated, have not been able to provide the supportive assistance required. This need has been recognized by the Indian people themselves, particularly those who have gone through the relocation process personally, and they are doing much now to assist those who are just embarking on a relocation plan.

Maritime

Because of an under-educated, unskilled labour force combined with high rates of unemployment, the program met with limited success in placing people in regular employment, however, a large number of jobs were found in seasonal work.

Quebec

The program, from the beginning, developed along two very definite lines which are the result of the geography and the economy of the Region.

The regional office is located in Quebec City while the majority of training schools are in Montreal. Also the opportunities for employment in Quebec City are less than those in Montreal and its suburbs.

Certain areas of Northern Quebec were undergoing marked industrial development and some of these areas were of more interest to the Indian workers as far as permanent employment was concerned. Efforts were focused on placing a substantial number of Indians graduating from school in local places of employment, and in developing fluid communication lines between Indians, agency superintendents and industrial developments to maximize the opportunity for Indian employment. In addition, labour force surveys were carried out and our manpower resources were made known to the National Employment Service and various private companies. Emphasis was also given to employment counselling, helping prospective employees to choose suitable fields and appropriate vocational training courses, with the result that workers now appear to be more satisfied in their jobs. Improved employment opportunities are available for Indian workers through Departmental services and those of the Canada Manpower Centres and of the Provincial Manpower Centres.

Manitoba

With minor exceptions, the extent of relocation activities performed in this Region has been the provision of grants for furniture to successful applicants.

With respect to placement activities, the Department has secured summer employment for high school and university

students, and secured employment for those who took training under Departmental auspices.

The Provincial Government operates a program for Indians called Vocational Rehabilitation Services (V.R.S.), which provides counselling and financial assistance to persons in employment and relocation. Services are rendered by the Province which in turn bills the federal government.

Saskatchewan

Close liaison and communication has been established between Departmental employment and placement personnel, and other Departments or agencies, particularly Canada Manpower and the Provincial Department of Indian and M'tis Affairs.

Relocation has been an on-going program since its inception and has received added impetus with the 20 family relocation project announced in 1967/68. The region is still working on this project, and a second year contract has been signed with the Extension Division of the University of Saskatoon to identify the specific problems, needs and services of families relocating to urban centres. The Extension Division is also attempting to specify the resources and agencies available within the urban setting which could supply the services and training needed in the process of relocation.

Alberta

Employment and Relocation counsellors located at seven offices provide pre-employment and follow-up counselling to clientele. These counsellors work in co-operation with Canada Manpower Centre and other agencies to assist Indians in moving to permanent and seasonal employment. They locate positions, and use available resources and programs to effect the placement. The employment and relocation counsellors are responsible for administering the Off-Reserve Housing Program in Alberta.

The program is expanding due to increasing activities such as the Haico Project, programs for on-the-job training with Federal Departments, and with the Alberta Liquor Control Commission, general major industries, and various Provincial government departments.

Method of Operation - Departmental

Purpose

The program is oriented to:

Assist Indians to move into regular or seasonal employment through referrals to Canada Manpower Centres or through

direct placement, and to provide them with financial assistance and supportive counselling;

Resettle Indian families from reserves to centres of training or employment, and to assist them in becoming permanently established in the new community;

Provide work experience to students who have graduated from business or commercial schools, to enable them to compete for employment; and

Assist Indian graduates from vocational schools who require some work experience to enable them to obtain permanent employment, and to help Indians who do not have higher academic qualifications to obtain employment in semi-skilled areas of industry.

Procedure

When employment is not available through the Canada Manpower Centre, the Employment Relocation Counsellor undertakes an intensive job search.

This is done by contacting employers, unions, and other community resource people and interpreting to them the special needs of the Indian workers. Some of the identified needs which the Employment Counsellor must consider and deal with are: the need to adjust to a large economy in a culturally dominant non-Indian society; a sophisticated urban surrounding as compared to an isolated, rural environment; the need to be prepared for employment by intensive counselling service so he has an orientation to the process of transition from the reserve to city life; the need to acquaint employers with these adjustment problems, especially during that period when transition is most difficult for the Indian, and to interpret to the community the fact that the Indian worker is entitled to acceptance and to the use of the resources of the community; finally the need of the Indian worker to understand the implications and requirements of trade unionism and the concept of employer/employee relationships.

The relocation process, in which the Employment Relocation Counsellor is involved, can be broken down into a number of distinct components as follows: motivation and selection, orientation and preparation on the reserve, the physical move from the reserve to training or an employment centre, the preparation of the receiving community, housing accommodation in the receiving community, arrangements for training, placement in employment, liaison with community services, education arrangements for children, family counselling, follow-up counselling, and research and analysis.

When a family is relocated for employment purposes and if the applicant qualifies, the costs are met by Canada Manpower through their Mobility Grants Program. In other cases, the Department may match such grants of Canada Manpower, and in addition provide further assistance by way of a Special Contingency Grant up to a maximum of \$3,500. In the case of relocation to training, families may be assisted to relocate if the training course is in excess of four months duration.

The Department may enter into On-The-Job Training contracts with selected companies provided that the trainee, after successful completion of training, is offered ongoing employment by the company. The length of training is determined by the complexity of skills to be learned, and will range from several weeks up to a maximum period of 52 weeks.

Where training is arranged with private industry, costs may be shared on a 50/50 basis. In cases of On-The-Job Training in federal government departments, costs are met fully by the Department of Indian Affairs and Northern Development.

In-Service Training placements may be made in offices of government or private non-profit agencies with no employment commitment on the part of the training agency. The training period varies from three-to-six months and the trainee is paid a living allowance during this period.

Quebec

A system of direct referral from one district to another is encouraged. This means that, for all candidates who have expressed a desire to work in the urban centres of Montreal or Quebec City, a direct communication is established between officials at Regional level and those at the District or Agency level. By doing this, more efficiency is obtained, since the several offices have the opportunity to discuss their problems and to arrive at a favourable decision more rapidly.

A procedure concerning candidates who are placed in employment in both centres of Montreal and Quebec has been established. This procedure is concerned with the follow-up of candidates after placement has been made. All steps or contacts made by Departmental counsellors regarding a referral, a placement, and so on are closely followed up, and the information obtained is entered on a special sheet which is attached to the application for employment. This sheet is then placed in the personal file of the candidate. If after a month or so, a field officer wishes to make his own follow-up of the case, he asks the urban placement counsellor for the information which is readily available. A photocopy of the sheet is sent to the

office of origin without delay, and thus both the urban counsellor and the field counsellor have exactly the same information on the worker.

Manitoba

The Provincial Government's Vocational Rehabilitation Services (V.R.S.) staff provides counselling and financial assistance to those Indians who are their responsibility according to the terms of an agreement between the Federal Government and the Government of Manitoba.

Both these agencies make use of relevant resources made available by the Department of Manpower and Immigration.

Relocation service is provided almost exclusively by Vocational Rehabilitation Services; the only major exception is the provision of furnishing grants to those persons who purchase homes under our Off-Reserve Housing program.

Training on-the-Job is provided through the Department of Indian Affairs and Northern Development; involvement is usually limited to such special programs as the recent training on-the-job of Indian men with the Department of the Solicitor General.

Both the Department and the Manitoba Vocational Rehabilitation Services provide in-service training in their offices, with the exception of the training of band administrative staff. This training is carried out through the Department of Manpower.

Future Plans

Special emphasis will be placed on the training on-the-job program in the next two years so that it will become the major method of providing Indians with practical work experience prior to entering the labour force. Priorities in the post school budgets at the Regional level will be re-assigned to meet the needs of an expanded program.

Maritime

Full advantage will be taken of the employment opportunities in the two growth areas of Halifax - Dartmouth and in the Canso Strait area. The need for the program as it presently stands should taper off in the next five years on some reserves.

Quebec

To foster more active participation in the activities of this program by various agencies of social service, for example, the Service d'Accueil aux Voyageurs et aux

Immigrants, of Montreal (S.A.V.I.), which is subsidized by the Federation des Oeuvres de Charite! du Qu!bec, the Provincial and the Federal governments and the Canadian Catholic Conference.

Saskatchewan

To implement a family relocation counselling program, to continue to place emphasis on occupational planning and goals, and to co-operate closely with the work of the Premier's Task Force for Native Opportunity.

Alberta

To purchase all Vocational Counselling services from the Province of Alberta.

To support the establishment of an Indian Education Centre in the Province which would alter current procedures and, especially, would increase employment opportunities on Reserves rather than the current Departmental emphasis on creating employment opportunities off Reserves.

British Columbia

To develop contracts between the Department and a community organization and/or an individual for Placement Services.

AGENCIES WITH RELATED RESPONSIBILITIES

Department of Manpower and Immigration
Department of Regional Economic Expansion

Quebec

Quebec Department of Labour and Manpower

Ontario

Ontario Department of Education
Ontario Department of Labour

Saskatchewan

Department of Indian and Metis Affairs

Existing Agreements

Quebec

There is an agreement between the Department and the Service d'Accueil aux Voyageurs et aux Immigrants for the provision of relocation and employment assistance to Indians in the Montreal area.

Manitoba

An informal agreement exists between the Department and the Province for the provision of employment and relocation assistance to Indian people through the Manitoba Vocational Rehabilitation Services (V.R.S.).

Saskatchewan

The Department of Indian Affairs and Northern Development has signed a contract with the Extension Division of the University of Saskatchewan making provision for a family relocation project whereby needs, required services and problems being encountered by relocating families in the city of Saskatoon are being researched.

Problem Areas

There is a scarcity of adequate housing accommodation and of supportive services all across Canada. These problems hinder increased mobility of Indians to areas of higher employment opportunity.

New economic situations, new urban environments, a lack of understanding and appreciation from the communities, together with a number of other factors which involve attitude, create problems in any program designed to effectively assist Indians to relocate and get new jobs.

Maritime

There is a high rate of unemployment in the region. Northern New Brunswick reserves are located in generally depressed areas, and such a situation does not help the employment prospects. The Lennox Island Indians are isolated by geographic factors and their mobility is further limited.

Ontario

The training on-the-job activity is not receiving very much assistance because other activities are considered to be of higher priority and are receiving the bulk of the moneys allowed.

Manitoba

Although the Province is responsible for people one year or more out of school, Regional officers find a heavy demand on their time by people who insist on seeing them either before or after they have seen the Provincial or other Federal officers.

Publications

Canadian Labour
Education - Manpower Survey (1969/70)
Labour Gazette
Manpower Training in Canada
Some Questions and Answers

Maritime

Atlantic Manpower Review
Weekly List of Jobs Available -
Atlantic Region (Manpower)

Quebec

Qu!bec-Travail
Manpower Review
Quebec Ordinances No. 4,5,7,8,9,10 and 11
The Dictionary of Occupation Titles, Vol. 1 and II
Vie et Carrière
Technique (Information on Universities, schools,
courses available etc...).

Saskatchewan

Indian Labour Force Survey

Program Data

Program Costs - F.Y.1970/71

<u>Regional</u>	<u>Administration</u>	<u>Placement</u>	<u>Relocation</u>	<u>On-The-Job Training</u>	<u>In-Service Training</u>	<u>Total</u>
<u>Maritime</u> Opn & Maint	58,000	57,000	30,000	20,000	8,000	173,000
<u>Quebec</u> Opn & Maint	97,000	21,000	4,000	22,000	12,000	156,000
<u>Ontario</u> Opn & Maint	107,000	62,000	56,000	11,000	31,000	267,000
<u>Manitoba</u> Opn & Maint	13,000	58,000	85,000	42,000	7,000	205,000
<u>Saskatchewan</u> Opn & Maint	116,000	133,000	64,000	29,000	9,000	351,000
<u>Alberta</u> Opn & Maint	153,000	121,000	57,000	145,000	16,000	492,000
<u>B.C. & Yukon</u> Opn & Maint	148,000	60,000	33,000	37,000	33,000	311,000
<u>Headquarters</u> Opn & Maint	61,000	---	---	99,000	23,000	183,000
<u>National</u> Opn & Maint	\$753,000	\$512,000	\$329,000	\$405,000	\$139,000	\$2,138,000

JOB TRAINING

<u>Regional</u>	<u>Completions</u> <u>F.Y.1970/71</u>	<u>Discontinued</u> <u>F.Y.1970/71</u>	<u>Number Still In</u> <u>Training 31 Mar. 71</u>
<u>Maritime</u>			
On-the-Job	14	2	4
In-Service	5	3	1
Apprentice	-	-	-
<u>Quebec</u>			
On-the-Job	32	11	18
In-Service	11	3	4
Apprentice	-	-	-
<u>Ontario</u>			
On-the-Job	6	3	12
In-Service	49	5	13
Apprentice	1	3	3
<u>Manitoba-Region</u>			
On-the-Job	23	2	13
In-Service	11	-	1
Apprentice	-	-	31
<u>Manitoba-VRS</u>			
On-the-Job	4	-	15
In-Service	2	-	2
Apprentice	-	2	6
<u>Saskatchewan</u>			
On-the-Job	40	3	6
In-Service	11	7	1
Apprentice	2	6	34
<u>Alberta</u>			
On-the-Job	48	48	216
In-Service	5	10	19
Apprentice	1	1	9
<u>B.C. & Yukon</u>			
On-the-Job	46	4	17
In-Service	38	18	11
Apprentice	2	11	9
<u>National</u>			
On-the-Job	213	73	301
In-Service	132	46	52
Apprentice	6	23	92

JOB PLACEMENTS - F.Y.1970/71 - MALE & FEMALE (Includes Regular-Individual, Short Term-Individual & Group)

<u>Type of Employment</u>	<u>Maritimes</u>		<u>Quebec</u>		<u>Ontario</u>		<u>*Manitoba</u>		<u>Saskatchewan</u>		<u>Alberta</u>		<u>B.C. & Yukon</u>		<u>National</u>	
	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>
<u>Managerial, Technical & Professional</u>	9	6	12	3	42	15	39	3	42	17	59	55	27	11	230	110
<u>Clerical & Sales</u>	21	27	18	47	41	132	15	17	46	81	24	42	21	77	186	423
<u>Services</u>	196	33	33	35	89	61	25	30	162	168	123	158	59	147	687	632
<u>Farming</u>	56	5	18	1	17	-	7	-	335	44	441	43	167	44	1041	137
<u>Fishing, Hunting & Related Industries</u>	49	-	94	-	101	-	67	-	22	-	4	37	48	2	385	39
<u>Forestry</u>	38	-	231	-	1111	61	150	-	316	2	381	1	503	12	2730	76
<u>Processing</u>	-	-	16	10	103	18	21	6	16	3	73	3	14	12	243	52
<u>Machine Trades</u>	11	1	23	1	10	5	46	3	16	1	26	2	41	1	173	14
<u>Bench Work</u>	-	-	19	1	43	15	10	2	52	1	28	3	10	7	162	29
<u>Structural Work</u>	130	-	218	-	390	9	351	-	285	-	466	3	264	-	2104	12
<u>Miscellaneous</u>	10	2	189	9	372	20	367	37	594	74	133	18	619	3	2284	163
<u>Total Placements</u>	520	74	871	107	2319	336	1098	98	1886	391	1758	365	1773	316	10225	1687

*Region & VRS

RELOCATION ASSISTANCE - F.Y.1970/71

<u>Regional</u>	<u>Number of Families Provided With Relocation Assistance</u>
<u>Maritime</u>	36
<u>Quebec</u>	6
<u>Ontario</u>	34
<u>Manitoba (Region)</u>	40
<u>Manitoba (VRS)</u>	79
<u>Saskatchewan</u>	67
<u>Alberta</u>	145
<u>B.C. & Yukon</u>	9
<u>National</u>	<u>416</u>

INDIAN/ESKIMO PROGRAM INFORMATION

EDUCATION

STUDENT RESIDENCES

September 1971

Policy/Objectives

To provide living accommodation in student residences for Indian students who attend school outside their home communities.

Background

Until recently, the early formal education of Indian children was provided in residential schools administered and operated, in large part, by various Churches. These schools were built by the Churches chiefly in the period 1915 to 1930, and were operated as farm vocational schools by Mission Branches on a per capita grant basis. In 1957, the per capita grant operation was replaced by a system of contracts between the Department and the Churches. Most of the farms closed out in the same year, although one continued to operate. As a result of a 1968 ruling by the Department of Justice that residence employees, though recruited and nominally employed by the Church organizations, were Crown employees, the management and administration of all except four residences were transferred to the Department of Indian Affairs and Northern Development.

During the initial two year period of Departmental management of student residences, administrators and child care workers, though public employees, were exempt from the provisions of the Public Service Employment Act, and the Department, therefore, contracted with the Churches to continue their responsibility for the recruitment and nomination of these employees.

The number of Indian students staying in student residences while attending school has declined substantially over the last 20 years. This decrease has been in part, the result of additional day school facilities, improved roads and housing, increased provincial welfare services for orphans and neglected children, and the boarding home scheme for high school students.

Increasingly, residential schools are becoming hostels which provide only boarding facilities for pupils enrolled in either provincial or federal day schools. At those residential schools which continue to operate classroom facilities, the classrooms are being separated from the

dormitory accommodation and will be administered in the same manner as Federal Day Schools.

There are 45 residences in use, with 43 operated by the Department and the other two by the Roman Catholic Church, one in Quebec and one in Alberta, under per pupil grants established by agreements. Over 6,000 children are enrolled in these residences, with approximately one third of all admissions being for reasons of problems in the home. As a result of careful screening, larger numbers of children are now attending nearby schools. The ratio of admissions of children from problem homes is, however, on the increase, and one immediate effect is the pressure on the residence program for greater child care expertise in terms of trained child care workers and program supervisors.

There are approximately 450 child care workers, most of whom require further training in this line of work, and a recruitment policy has been developed which emphasizes hiring of child care workers with proper qualifications. The recruitment is enhanced as a result of making salaries comparable with those prevailing in the particular province, improving living accommodation of the child care workers, and providing training assistance for those wishing to upgrade their qualifications.

Education Committees or advisory boards elected to advise Departmental personnel in school and student residence programs are now asking for the expansion of school facilities and the operation of residences to enable children to advance to higher grade levels in schools adjacent to or on the reserve. (e.g. - grades 8 and 11 facilities to grades 9 and 12 respectively.

Quebec

Between 1952 and 1963 the Federal Government built five student residences for the use of children whose parents were employed in migrant activities such as hunting and trapping, and plans have been made to build another residence in Sept-Iles.

Manitoba

In 1957 two new residential schools were built by the Federal Government. When the Department took over the residential schools from the churches, there was a total of 11 residential schools in Manitoba. From 1967 to 1970 seven of these were closed and arrangements were made to convert the remainder to student residences only.

Saskatchewan

Originally, seven Indian residential schools were operated by the Roman Catholic Church and two by the Anglican Church with financial aid from the Federal Government.

Of the over twelve hundred students in existing residences, about eight hundred attend provincial schools under agreements with the Provincial Department of Education and school units on a space cost factor and fee basis. A few M!tis children attend classes at student residences on a fee basis paid by School Unit Boards.

Alberta

The Blue Quills Student Residence at St. Paul is now being administered by the Saddle Lake School committee with operating funds provided by the Department.

British Columbia

About sixty or seventy years ago the residential schools were the main educational facilities available to a large percentage of Indian children. Most of the residences in this region were built by the Government originally and were operated by the various church organizations with subsidies and grants provided by the Department.

At the present time, of the over nineteen hundred Indian pupils enrolled in the residential schools of this Region, the majority are in high school grades from communities that are too small to support a local high school. Some are from communities without elementary school facilities and others from homes with a number of difficult problems.

Method of Operation - Departmental

Purpose

To provide a well rounded home and community experience that meets the needs of the children enrolled in the residences.

Procedure

The activities of the program are covered through the provision of administrative support, transportation facilities, building facilities, catering, accommodation and maintenance of students, extracurricular activities, seasonal transportation, and a number of other services.

The operation of student residences is carried out by the residence administrator and his staff of child care workers, domestic and maintenance staff. The child care workers, who require established standards of qualification and

certification, are appointed on the recommendation of the student administrator and become public servants.

The engagement of domestic staff is made on the recommendation of the student administrator, but the actual appointment is carried out through the Regional Personnel Advisor.

Purchases of supplies and equipment are made, in most cases, by the student residence administrator on standing offer agreements negotiated by the Department of Supply and Services. A certain amount of leeway is permitted, however, for local purchases.

Students are in the residence from September to June, and some may return home weekends, Christmas, or Easter. Some residences have classrooms attached which are used by resident students and others living in the locality, but the administration of the school is independent of the residence operation. Where there are no classrooms attached to the residence, students travel to the local Federal or Provincial school.

Because of the limited number of available residences, qualification for admission is restricted to students who fall within certain categories. Local selection advisory committees are encouraged to assist in the review of the applications, which must be made each year by the parents or guardians.

Crown vehicles are used for day to day requirements, hauling freight, medical and dental trips, as well as for seasonal transportation of pupils. Private service is tendered for on an "as required" basis.

Future Plans

To operate student residences as long as the Indian people want the residence and there is a need for this type of service.

There probably will be a reduction in the overall number of students accommodated, however, it is expected that the number of neglected children applying for residence admission will increase.

To further upgrade the quality of child care workers by hiring and training employees to the standard required to look after the physical and emotional needs of the children at student residences.

Student residences with buildings in good repair and meeting Fire Marshalls' standards, will be examined for use in adult

education to advance the educational levels of former school
"drop outs".

AGENCY WITH RELATED RESPONSIBILITIES

Quebec

Quebec Department of Education
Quebec Department of Family and Social Welfare
Roman Catholic Church
Indian Bands

Ontario

Ontario Department of Education
Ontario Department of Social and Family Services
Indian Bands

Manitoba

Manitoba Department of Youth and Education
Indian Bands

Saskatchewan

Saskatchewan Department of Education
Saskatchewan Department of Welfare
Indian Bands

Alberta

Alberta Department of Social Development
Roman Catholic Church
Indian Bands

British Columbia

British Columbia Department of Education
British Columbia Department of Rehabilitation and
Social Improvement
Indian Bands

Yukon Territory

Yukon Territorial Government
Indian Bands

Existing Agreements

There is a Child Care Collective Agreement between the Department and the Public Service Alliance.

The Department has contracts with the Anglican and Roman Catholic Churches for liaison and recruitment duties in the period 1971-73.

An agreement, dated April, 1969, authorizes the respective church authorities (Anglican, Roman Catholic, United Church and Presbyterian) to enter into contracts for the provision of chaplain services in the student residences.

Problem Areas

Any alternative accommodation arrangements would have to be equally advantageous to the educational progress of the students, and satisfy the desires of their parents.

If a residence which is to be closed is on or near a reserve, the Indian community may wish to use the buildings for other purposes and their proposals may have program and financial implications for the Department.

Other areas of concern are:

How to more effectively encourage parents of the students to express their opinions regarding possible improvements in the operation of the residence;

How to encourage parents to communicate more regularly, either by school visits or by correspondence with their children enrolled in residences; and

How to ensure that the children can return to their homes at least once during the school term. At present only those children whose parents provide funds to cover transportation costs are permitted to visit their families at Christmas and/or Easter.

Publications

Indian Residential School Study; Canadian Welfare Council

Program Data

Program Costs - F.Y. 1970/71

<u>Regional</u>	<u>Administration</u>	<u>Transport</u>	<u>Building Facilities</u>	<u>Catering Services</u>	<u>Special Services</u>	<u>Maintenance of Students</u>	<u>Extra Curricular Activities</u>	<u>Other Services</u>	<u>Total</u>
<u>Maritime</u>	There are no student residences in the Maritime Region								
<u>Quebec</u>									
Opn & Maint	125,000	13,000	621,000	466,000	419,000	177,000	14,000	6,000	1,841,000
Capital	---	9,000	26,000	---	---	---	---	---	35,000
<u>Ontario</u>									
Opn & Maint	187,000	15,000	635,000	521,000	443,000	279,000	25,000	---	2,103,000
Capital	---	16,000	121,000	---	---	---	---	---	137,000
<u>Manitoba</u>									
Opn & Maint	160,000	17,000	493,000	377,000	419,000	199,000	16,000	---	1,681,000
Capital	---	4,000	50,000	---	---	---	---	---	54,000
<u>Saskatchewan</u>									
Opn & Maint	212,000	38,000	605,000	646,000	636,000	343,000	29,000	12,000	2,521,000
Capital	---	7,000	791,000	---	---	---	---	---	798,000
<u>Alberta</u>									
Opn & Maint	230,000	10,000	468,000	409,000	261,000	194,000	13,000	1,000	1,586,000
Capital	---	4,000	22,000	---	---	---	---	1,000	27,000
<u>B.C. Yukon</u>									
Opn & Maint	339,000	90,000	1,065,000	1,032,000	986,000	567,000	53,000	29,000	4,161,000
Capital	---	15,000	1,164,000	---	---	---	---	---	1,179,000
<u>Headquarters</u>									
Opn & Maint	587,000	---	---	---	1,000	---	---	---	588,000
Capital	---	---	1,000	---	---	---	---	---	1,000
<u>National</u>									
Opn & Maint	\$1,840,000	\$183,000	\$3,887,000	\$3,451,000	\$3,165,000	\$1,759,000	\$150,000	\$48,000	\$14,483,000
Capital	---	\$ 55,000	\$2,175,000	---	---	---	---	\$ 1,000	\$ 2,231,000

Enrolment in Student Residences - September, 1970

<u>Regional</u>	<u>Number of Residences</u>	<u>Total Enrolment</u>	<u>Aged 6-to-12</u>	<u>Aged 13 and over</u>	<u>Grades 1-8</u>	<u>Grades 9-12</u>
<u>Quebec</u>	6	923	598	325	874	49
<u>Ontario</u>	6	711	562	149	711	--
<u>Manitoba</u>	5	597	219	378	380	217
<u>Saskatchewan</u>	8	1217	773	444	1145	72
<u>Alberta</u>	8	*748	460	288	662	86
<u>B.C. & Yukon</u>	12	1950	1100	850	1688	262
<u>National</u>	<u>45</u>	<u>6146</u>	<u>3712</u>	<u>2434</u>	<u>5460</u>	<u>686</u>

* Includes 7 non-Indian students

Enrolment by Categories - September, 1970

<u>Regional</u>	<u>Categories</u>						<u>Number Categorized</u>
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	
<u>Quebec</u>	238	415	44	-	-	4	751
<u>Ontario</u>	261	302	101	-	4	-	668
<u>Manitoba</u>	323	65	132	3	10	1	534
<u>Saskatchewan</u>	140	218	519	8	32	9	926
<u>Alberta</u>	62	41	358	3	1	-	465
<u>B.C. & Yukon</u>	597	174	840	23	8	19	1661
<u>National</u>	<u>1671</u>	<u>1215</u>	<u>1994</u>	<u>37</u>	<u>55</u>	<u>33</u>	<u>5005</u>

Admission Requirements

The circumstances of every student admitted to a residence must be applicable to one or more of the following categories of admission requirements:

Category 1 Home is isolated and removed from day school services;

Category 2 Parents or guardians are migratory;

Category 3 Problems in the home. Students from a family where a serious problem leading to neglect of children exists;

Category 4 The handicapped student who has a chronic condition, but can live in a student residence and obtain regular medical attention which would be difficult to obtain in his home area;

Category 5 Students who require a period of adjustment to urban living, by living in a residence with peers who share the same culture, before they can manage in a private boarding home in the community; or

Category 6 No suitable private boarding home is available in the area in which the appropriate school is located.

(Categories 1, 2, 3, and 4 apply to students up to 14 years of age. Categories 3, 4, 5, and 6 apply to students 15 and over).

INDIAN/ESKIMO PROGRAM INFORMATION

EDUCATION

APPENDIX

September 1971

Authorities

Statutory

Indian Act - Sections 114-123

Departmentally Initiated

Orders-in-Council, etc.

General

P.C.1963-5/382 - Authority to enter into agreements for the tuition of Indian children with the government of a province, the Commissioners of the Territories, a public or separate school board, and a religious or charitable organization.

Treasury Board

General Administration

T.B.649831 -Jan 12 1966 - Authority to pay transportation and subsistence expenses for Student and Graduate Assistants of Universities and Provincial Institutes of Technology recruited for summer employment.

T.B.646940 -Feb 10 1966 - Approval for payment of expenses connected with the employment and training of student teachers of the University of Alberta.

T.B.Letter -Feb 9 1968 - Approval in principle for the five year departmental capital project program to provide educational facilities for Indian school pupils.

T.B.678071 -Mar 19 1968 - Authority to change the method of reimbursing the Yukon Government for the cost of providing educational services for Indian pupils resident in the Yukon.

T.B.698264 -Jun 25 1970 - Authority to enter into a contract with the Union of Nova Scotia Indians for research and survey work in the field of Indian Education in N.S.

T.B.698163 -July 9 1970 - Authority to enter into contract with the Federation of Saskatchewan Indians for surveys, research, and consultation related to Indian education in Saskatchewan.

T.B.699225 -Sep 17 1970 - Authority to enter into a contract with the Ontario Institute for Studies in Education, for research and development of a multi media kit to be used in federal and provincial schools across Canada.

T.B.698315 -Nov 6 1970 - Authority to enter into a contract with the Indian Association of Alberta for the submission of a proposal for an Alberta Education Centre.

T.B.702270 -Jan 21 1971 - Authority to enter into contract with the Union of N.B. Indians for research and survey work in the field of Indian education in N.B.

T.B.702336 -Jan 28 1971 - Authority to enter into contract with U.B.C. for an amount not over \$30,000 per year for the development of a multi media resource centre on Indian studies.

T.B.702375 -Jan 28 1971 - Authority to enter into contract with the University of Alberta for research into Indian Education in Alberta (1970/71 and 1971/72).

T.B.702485 -Jan 28 1971 - Authority to enter into a contract with the Union of Ontario Indians for costs involved in preparing an information kit on Indians.

T.B.700526 -Mar 3 1971 - To amend T.B.646940 to create bursaries open to non-Indian students, to do practise teaching in schools where Indian students are in attendance, and to sign a commitment to placement in a school where Indian graduated students are enrolled.

T.B.706430 -Jul 30 1971 - Authority to enter into contract to conduct an experimental pre-school intervention program in Manitoulin Island over the next 3 years to be conducted by the Ontario Institute for Studies in Education.

Education in Federal Schools

T.B.547716 -Mar 3 1960 - Welfare and educational assistance to non-Indians on reserves.
T.B.547716-1 -Aug 31 1961- Extension of provisions of T.B.547716.
T.B.678269 -Apr 16 1968 - Provision of Grants to Bands for employment of Band Staff and for recreation and library facilities.
T.B.703820 -Apr 29 1971 - Payment of expenses to Indian School Committee members as delegates to regional and national conferences of school committees.

Education in Non-Federal Schools

T.B.601776 -Mar 9 1963 - Authority to enter into agreements for tuition of Indian children with provincial and territorial governments, public or separate school boards, and religious or charitable organizations.

Transportation and Maintenance of Pupils

T.B.676361 -Jan 25 1968 - Authority for 10% preference for Indian pupil transport contracts when Indian bids are the lowest or are within 10% of the lowest.

Vocational Education

T.B.683004 -Nov 7 1968 - Authority to enter into service contracts with school boards and recognized social service agencies for the purchase of guidance and vocational counselling on a cost basis.

Employment and Relocation

- T.B.620135 -Mar 6 1964 - Authority for the reimbursement of up to 50% of tuition and examination fees incurred by an employee for evening or correspondence courses.
- T.B.706706 -Aug 30 1971 - Approval of a program of financial assistance with respect to the training, mobility and re-establishment of Indians.

Student Residences

- T.B.521979 -Oct 25 1957 - Approval for establishing a system of financing of government owned Indian residential schools.
- T.B.683443 -Oct 3 1968 - Approval of a five year program to improve the standard of child care services in Indian Residential Institutions.
- T.B.684920 -Jan 17 1969 - Authority to assume administration of Indian and Eskimo residential schools from the various church authorities.
- T.B.704835 -May 27 1971 - Authority to enter into a two year contract (Apr. 1, 1971 to Mar 31, 1973) with the Anglican Church for liaison duties, recruitment of student residence administrators, and recruitment of 125 child care workers for student residences.
- T.B.704836 -May 27 1971 - Authority to enter into a two year service contract (April 1, 1971 to March 31, 1973) with the Oblate Indian Eskimo Council for liaison duties, recruitment of student residence administrators, and recruitment of 300 child care workers for student residences.

Regulations and Guidelines

Departmental Directives
IAB Field Manual - Chapter 11
Circular Letters:

Cultural Development

- 664 - Cultural Expression in the Arts; Grants to
Individuals, Groups and Organizations
- 688 - Cultural Affairs - Performing and Creative Arts

General Administration

- 509 - Employment of Substitute Teachers
- 518 - Accommodation Deductions - Teachers - July and
August
- 544 - Bill C-110 - Loans to Students
- 722 - Teacher Documentation
- 829 - Caretaking Services - Indian Day Schools

Saskatchewan

- 19 - Delegation of Authority
- 140 - Reorganization

Education in Federal Schools

- 509 - Employment of Substitute Teachers
- 518 - Accommodation Deductions - Teachers - July and
August
- 722 - Teacher Documentation
- 724 - Personnel Procedures - Teaching Staff
- 829 - Caretaking Services - Indian Day School

Saskatchewan

- 119 - Indian Representation on School Boards

Education in Non-Federal Schools

- 544 - Bill C-110 - Loans to Students
- 606 - Evening and Correspondence Courses
- 614 - Educational Assistance to Dependents of Indians
Living off Reserve
- 671 - Educational Assistance - University Students
- 709 - Community Libraries

Saskatchewan

- 119 - Indian Representation on School Boards

Transportation and Maintenance of Pupils

- 424 - Transportation of Indian Pupils at Residential Schools During Christmas and Easter Holidays
- 724 - Daily Transportation of Pupils
- 836 - Grants to Indian Band Councils (Pupil Transportation)
- 50 - Application of Government Contract Regulations to Indian Contractors (Pupil Transportation)

Saskatchewan

- 30 - Daily Transportation of Pupils
- 89 - Pupil Transportation

British Columbia

- 754 - Regional Green Circular

Adult Education

- 497 - Education Assistance Funds
- 546 - Special Training Programs
- 554 - Training and Placement
- 606 - Evening and Correspondence Courses
- 609 - Adult Education Program - Reporting Procedures and Records
- 616 - Procedures - Permanent Placement
- 661 - Placement Assistance - Education Directorate
- 698 - Indian Leadership Training
- 709 - Community Libraries
- 730 - Training for Indians
- 756 - Manpower Training Program
- 30 - Training - Employment Assistance
- 40 - Public Library Services to Indian Bands

Saskatchewan

- 31 - Driver Training
- 70 - Adult Education, etc. - Homemaking
- 84 - Adult Education, etc. - Program Summary
- 159 - Adult Education, etc. - Information

Vocational Training

- 554 - Training and Placement
- 602 - Instructions for Completion of Regional Monthly Return-Students in Vocational and Professional Programs
- 604 - Terminology - Vocational Training and Special Services Program
- 730 - Training For Indians
- 756 - Manpower Training Program
- 5 - Vocational Correspondence Courses

Saskatchewan

- 18 - Regional Organization of Post School Section of Education Division
- 147 - Clarification of Welfare and Vocational Training Costs
- 153 - Amendment to H.Q. Circular #30 - Training Allowances

British Columbia

- 800 - Regional Pink Circular
- 805 - Regional Pink Circular

Employment and Relocation

- 616 - Procedures - Permanent Placement
- 661 - Placement Assistance - Education Directorate
- 695 - In-service Training of Indians
- 735 - Relocation Grants
- 756 - Manpower Training Programs
- 30 - Training - Employment Assistance

Saskatchewan

- 18 - Regional Organization of Post School Section of Education Division
- 54 - Employment, Placement and Relocation
- 61 - Recruitment and Movement of Beet Workers
- 128 - Use of Labour Interview Referral Slips to Insure Follow Through on Prospective Employables
- 166 - Directive of H.Q. Circular #30 - Relocation Grants
- 167 - Provisions for Special Furnishing Assistance for Marrieds in Training
- 171 - Guidelines in Counselling Prospective Off Reserve Housing Applicants

British Columbia

- 800 - Regional Pink Circular
- 805 - Regional Pink Circular

Student Residences

- 424 - Transportation of Indian Pupils at Residential Schools During Christmas and Easter Holidays
- 451 - Admissions to Residential Schools
- 590 - On-the-Job Training in Residential Schools
- 832 - Separation of Classroom and Residence Administration
- 37 - Admissions to Student Residences

Other Authorities, Regulations and Guidelines

Education in Federal Schools

Maritime

New Brunswick School Act
Nova Scotia Education Act
Prince Edward Island School Act

Quebec

Quebec School Act

Ontario

Ontario Department of Education - Regulations

Manitoba

Manitoba Department of Education - Regulations
Manitoba Public School Act

Saskatchewan

Saskatchewan Department of Education - Regulations
Saskatchewan School Act

Alberta

Alberta Department of Education - Regulations
Alberta School Act

British Columbia

British Columbia Public School Act

Education in Non-Federal Schools

Maritime

New Brunswick School Act
Nova Scotia Education Act
Prince Edward Island School Act

Quebec

Quebec School Act

Ontario

Ontario Department of Education - Regulations

Manitoba

Manitoba Department of Education - Regulations
Manitoba Public School Act

Saskatchewan

Saskatchewan Department of Education - Regulations
Saskatchewan School Act

Alberta

Alberta Department of Education - Regulations
Alberta School Act

British Columbia

British Columbia Public School Act

Transportation and Maintenance of Pupils

Maritime

New Brunswick School Act - Conveyance of Children
Nova Scotia Motor Carrier Act
Prince Edward Island School Act - Conveyance of Children

Vocational Training

Manitoba

Manitoba Department of Health and Social Services -
Occupational Training for Adult Regulations
Regulations for Vocational Training

Employment and Relocation

Department of Manpower and Immigration-Scale of Assistance

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Student Residences

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