

PRODUCTION & UTILIZATION STUDY:  
AMERINDIANIZATION PROJECT  
DIAND (QUEBEC)

Program Evaluation Branch  
Policy, Research & Evaluation Group  
Indian & Eskimo Affairs Program

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## RECOMMENDATIONS

In order to assist in the conduct of a more complete and detailed production and utilization study concerning the Amerindianization Project, in cost-effectiveness terms, it is recommended that:

1. a suitable information system (standardized items, regular collection, etc.) be designed to be maintained by Indian Bands, groups, and other parties that participate in the Amerindianization Project, and to be coordinated by the D.I.A.N.D. Regional Office;
2. components of the Amerindianization Project clearly identify performance goals and standards, particularly for the areas of curricula and materials development, and progress monitored;
3. follow-up of graduates be undertaken of the teacher training and technolinguist training components of the Amerindianization Project, to determine their employability and any secondary benefits and effects of their training experiences;
4. data on training aspects of the Amerindianization Project be collected in a manner that allows comparison with other native training programs, including future evaluation of the Post-Secondary Education Program as a whole.

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I. INTRODUCTION

In 1978, D.I.A.N.D. is forwarding a submission to the Treasury Board for approval to enter into a contract to extend funding for the Amerindianization Project between the Department's Quebec Regional Office and The Confederation of Indians of Quebec. The Education Branch of the Indian and Eskimo Affairs Program requested in August, 1977, that an evaluation of the Amerindianization Project be conducted to accompany the T.B. Submission. Shortly after this request, and in order to develop terms of reference for the evaluation, a planning symposium was held\* at the University of British Columbia to address the evaluation of the entire Indian education program within Quebec. Because a pedagogical evaluation is, of necessity a long-term project, it was decided to prepare a production and utilization study to accompany the Amerindianization Project submission, based on available information. It is expected that when the pedagogical evaluation model is developed it will be implemented concomitantly with the instructional program in the schools in Quebec Region.

II. PURPOSE

The purpose of this study is two-fold:

1. to describe the goals of the Amerindianization Project and the manner in which these will be achieved;
2. to present data about the productive capacity of the Project and the extent and manner in which graduates and materials are utilized,

III. METHOD

This document is based on a review of files and records maintained by the DIAND Coordinator of the Amerindianization Project, and meetings

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\* Sponsored by the Centre for the Study of Curriculum and Instruction at the University of British Columbia (Dr. Ted Aoki and colleagues) in September, 1977, to explore evaluation concerns associated with Native Education School programs under DIAND, and to consider evaluation approaches.

held with Departmental employees involved in the Education Branch who are familiar with Regional education programs and the Project in Quebec.

IV. PROJECT GOALS AND RESPONSIBILITY ARRANGEMENTS

The Amerindianization Project has the following goals:

1. to train and qualify 140 Certificate-level native classroom teachers by 1981;
2. to train and qualify a total of 124 native teachers to the B.Ed. level by 1989, including 50% of those who graduated from the above Certificate-level teacher program;
3. to train and qualify 35 Certificate-level native language teachers by 1981;
4. to train and qualify 12 native technolinguists to Certificate-level by 1983;
5. to develop and field by 1983 an additional 150 units of curriculum materials (basic grammars, dictionaries and primers) for use in Federal and Provincial schools, in seven native languages;
6. to develop and have available for implementation by 1983, complete native language educational curricula outlines from Kindergarten to Secondary grades in Quebec schools with Indian students.

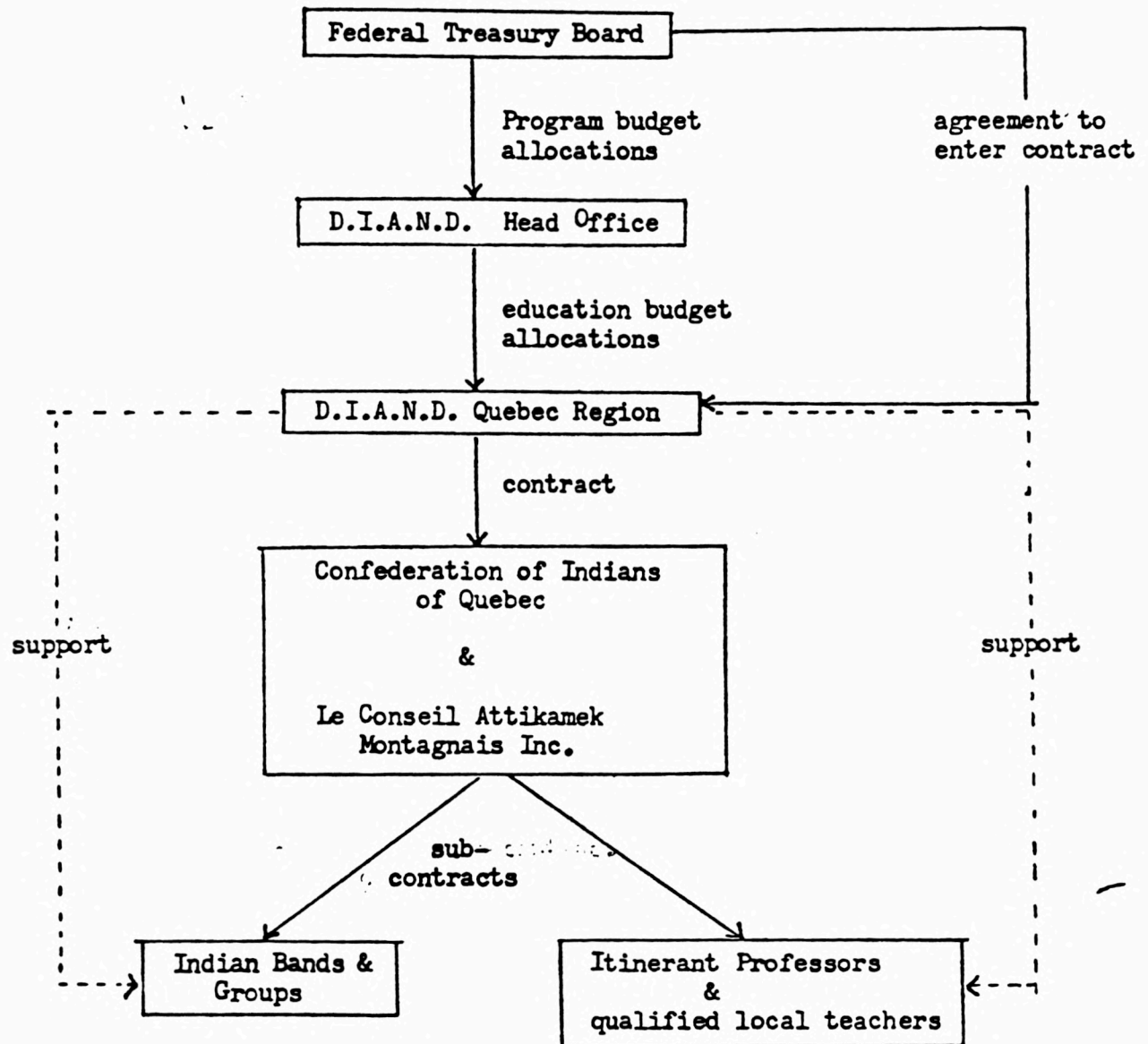
These goals will be achieved primarily through a contractual arrangement between the Department of Indian and Northern Affairs and the Confederation of Indians of Quebec. When the Project was first established (1972), it consisted of a teacher education course given by the University of Quebec to 26 students. From 1973-1976, Manitou College operated the Amerindianization Project, constituted for three summers as a six-week teacher training course paid for directly out of Regional Office education funds by contract. There was a separate T.B. Submission to develop native teaching materials. For this and related purposes, a curriculum centre was established at Manitou College in 1974. In 1976, the College entered into sub-contracts with various Bands to conduct these activities. When the College closed its doors due to administrative and funding problems at the end of that year, the Quebec Region entered

into a contract with Le Conseil Attikamek-Montagnais of Roberval, P.Q. to carry on the work that had already begun. At the time there was no more representative organization or institution that could perform this function, although effective in 1978 the Confederation of Indians of Quebec will become a signatory to the contract with Quebec Region.

The contractual arrangements as indicated by Chart 1 ensure that the Department makes education funds available for the training of native teachers and development of teaching materials and curricula. Le Conseil was accredited to provide professional teacher training to native students, granting a teaching Certificate or Bachelor of Education degree through an agreement with the University of Quebec at Chicoutimi. An individual who completes the credit requirements and academic conditions for graduation, and is recommended by the University, receives professional teacher certification from the Department of Education of Quebec.

Le Conseil achieved the development of teaching and curriculum materials through sub-contracts that it entered into with Bands and other recognized groups in the Province. These sub-contracts are actually prepared and submitted by the Bands to the DIAND Quebec Office, which determines their suitability and negotiates the budget directly on an annual and individual basis. The Department remains involved to ensure funding, act as an advisory resource to the Bands, and monitor the work being done under sub-contract. The role of Le Conseil as the contractor will now be assumed by the Confederation of Indians of Quebec.

CHART 1: RESOURCE ALLOCATION PROCESS  
AMERINDIANIZATION PROJECT - QUEBEC





## V. PRINCIPLES FOR PROGRAMMING

The Amerindianization Project is unique in that it de-institutionalizes post-secondary teacher training programs for Indian students by bringing the educational resources to the Indian community. These resources include itinerant professors, restricted enrollment classes, and Indian school student placement settings. The purpose of this is in part to counter-act the negative effects of large institutions which are frequently culture-alien to Indian students, lacking in supportive resources for them, and often result in high drop-out rates. The Project offers a choice to Indian students who aspire to be teachers by providing an alternative to the urban university programs for teacher certification. This Band-level training has the direct benefit of a culture-oriented and university-approved curriculum.\*

The added purpose of this approach is to increase the number of qualified native teachers to teach in native schools. This is consistent with the DIAND principle of increasing Indian community control over the schools their children attend, and changing from a philosophy of "schools for Indians" to "Indian schools", i.e. original Indian content (methods, curricula, materials) taught by Indian teachers.

Culture-relevant teaching material must be developed if "Indian schools" are to be achieved. Because this is an original undertaking, the Amerindianization Project is designed to train technolinguists for each language group who can work with Indian communities to research and generate suitable materials. The materials used in Indian schools must reflect the life-experiences, goals and aspirations of the community with which the children are affiliated.

In order to achieve Indian schools, the local community must decide who are to be its teachers. This will be achieved by Band-level teacher trainee selection, according to admission criteria acceptable to the accrediting University; and by Band involvement in the selection of teachers for Federal schools.

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\* -Approved and accredited by University of Quebec at Chicoutimi.

## VI. PROGRAM COMPONENTS

### A. Teacher Training

The teacher training certificate program was established in order to respond to immediate needs of Indian communities in Quebec for native teachers. Ensuring the availability of qualified Indian teachers to work in Federal schools is a Departmental priority. There are two streams to the Certificate program:

1. qualifying Indian students to teach native languages as a subject, or use a native language as the medium of instruction for the whole curriculum;
2. qualifying Indian students to teach the whole curriculum up to and including grade six in English or French.

Entrance requirements are established by agreement between the Department and the University of Quebec, with selection occurring by Indian Bands. Students who want to pursue teacher training and meet the admission criteria must be selected by their communities to enter the Amerindianization program. The role of the Department is to assist qualified Indian students to access suitable programs of study, and ensure that these students' qualifications comply with the criteria. This is also monitored by the Registrar of the University of Quebec at Chicoutimi.

In a given year, the students for Certificate-level teacher training commence the program in July by enrolling in a six-week summer session at an Indian centre. In early September, new courses commence and students participate in accredited practicum teaching settings. The courses are given off campus in some of the larger Indian communities, are taught by either itinerant professors\* or locally

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\* "Itinerant professors" are qualified individuals who are on contract to teach a set number of courses at various locations throughout the Region.

qualified people, i.e., people working and living in these communities who are competent to provide courses.

The credit structure and scheduling of course content for the certificate program is as follows:

Period	Schedule	Credits
Summer School (July-August)	2 Courses (90 hours)	3 credits each
	Workshops	no credits
Fall & Winter (September - April)	3 courses	3 credits each
	Practicum Teaching	3 credits
Summer School (June-July)	2 courses (90 hours)	credits each
	Workshops	no credit

Students must complete ten courses approved by the University of Quebec (see Appendix I for the list of courses).

The above cycle continues for each student until they have obtained the thirty credits necessary to graduate. Each cycle is the equivalent to one year of university training, and is recognized by the University of Quebec (and other Universities). The practicum teaching component of the program consists of working in an applied teaching setting under the supervision of regular classroom teachers, native language teachers, traditional skills teachers, or kindergarten assistants and teachers.

The Bachelor of Education program follows the regular curriculum and

requirements of the University of Quebec. Entrance requirements include either a CEGEP Diploma in Collegial Studies, or a teaching certificate, or entrance as a mature student (which includes an experience factor).

Students enter this program in July of a given year, commencing with a summer school session of six-week's duration at an Indian centre. In September they enroll in available courses while undertaking non-credit paid employment as teachers. The program year terminates in June. Over the course of the years that students are in B.Ed. level teacher training they must achieve sixty credits to graduate. The credit structure is as follows: (See Appendix II for a list of courses).

Period	Schedule	Credits
Summer School (July-August)	2-3 courses (minimum 2)	3 credits each
Fall-Winter (September-June)	4 courses maximum (usual 2 courses)  paid teaching employment	3 credits each

Like students enrolled in the teaching Certificate program, those pursuing the B.Ed. curriculum take their courses on Indian reserves at locations throughout Quebec for the summer, fall and winter sessions. Itinerant or visiting professors teach the courses, as provided for by individual sub-contracts.

Table 1 indicates the enrolment and graduation pattern for teacher trainees in the Certificate and Bachelor's degree programs. By 1975, the Certificate-level program had already been underway for



TABLE 1: ENROLMENT & GRADUATES - TECHNOLINGUISTS & TEACHER TRAINEES

Year	Certificate in Education				Certificate in Linguistics				Bachelor of Education			
	Enrolment		Graduates		Enrolment		Graduates		Enrolment		Graduates	
	Actual	Proj.	Actual	Proj.	Actual	Proj.	Actual	Proj.	Actual	Proj.	Actual	Proj.
1975	48	-	17	-	-	-	-	-	-	-	-	-
1976	37	-	22	-	5	-	-	-	-	-	-	-
1977	39	-	30	-	4	-	1	-	49	-	-	-
1978	14	-	-	48	1	-	-	5	-	15	1	-
1979	-	-	-	37	-	-	-	4	-	20	-	-
1980	-	-	-	39	-	-	-	-	-	20	-	1
1981	-	-	-	14	-	-	-	-	-	25	-	-
1982	-	-	-	-	-	2	-	-	-	10	-	-
1983	-	-	-	-	-	-	-	-	-	-	-	45
1984	-	-	-	-	-	-	-	2	-	-	-	20
1985	-	-	-	-	-	-	-	-	-	-	-	10
1986	-	-	-	-	-	-	-	-	-	-	-	10
1987	-	-	-	-	-	-	-	-	-	-	-	10
1988	-	-	-	-	-	-	-	-	-	-	-	20
1989	-	-	-	-	-	-	-	-	-	-	-	7
TOTALS	138	-	69	138	10	2	1	11	49	90	1	123

several years through summer courses. This explains why there were 17 graduates in the first year of a minimum two-year program. After 1978 there will be no more new enrolments under the Amerindianization Project for Certificate-level teacher training. Students are expected to graduate until 1981, by which time 207 graduates are expected, given current projections. 69 students were enrolled prior to 1975 and graduated by 1977.

As in the B.Ed. program, Certificate students are projected to graduate in a larger number than the goals of the Amerindianization Project intend. However, experience with a drop-out factor is reflected in the goals, whereby the Certificate program has had 33.2% (88) students drop-out. 52 of these students abandoned their studies, 23 transferred to other universities or arrangements in teacher training or other programs, and 10 are working in administration or education related activities among native people. There were three deaths among enrolled students. No drop-outs have been reported in the B.Ed. program which began in 1977.

The drop-out factor among native students in post-secondary education has not been studied to an extent that would allow for comparison with the Amerindianization Project experience. However, it is reported that when McGill University in Montreal offered a special teacher education program for native students from 1970-72, there was only one graduate out of 28 students that enrolled.\*

According to information on teacher trainees enrolled in the Certificate (295) and B.Ed. (36) programs by August, 1977, Tables 2 and 3 were compiled. These indicate the nature of activities students enrolled in the programs and graduates were engaged in.

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\* - Information provided by the Coordinator of the Amerindianization Project.

TABLE 2: ACTIVITIES OF CERTIFICATE PROGRAM TRAINEES & GRADUATES

ACTIVITY	Studies Completed	Studies Incomplete	Withdrawn from Program
Teaching Full-time	52	53	*
Teaching Part-time	3	20	*
Substitute teaching	-	28	*
Other Work	5	17	10
Studying	9	4	23
Not Working	1**	15	*
Deceased	-	-	3
Unknown	-	-	52
TOTALS (to July, 1977)	70	137	88

\* The information on students who withdrew from the Program is not available, and some may be involved in teaching related work; the majority are included under "Unknown".

\*\* This person retired.

74.3% of those who graduated with teaching Certificates are full-time teachers, and an additional 4.3% (3) are employed as part-time teachers. 12.9% (9) graduates have continued their studies. Students currently enrolled in the program who have not yet completed their studies are employed as either full-time or part-time teachers in 53.3% (73) of the total; an additional 20.4% (28) students are employed as substitute teachers. 23.4% (32) incompleting students are either not working or employed in an area other than teaching.

TABLE 3: ACTIVITIES OF B.ED. STUDENTS

ACTIVITY	Studies Underway (July, 1977)
Teaching Full-Time	29
Teaching Part-time	2
Substitute Teaching	-
Other Work	2
Studying	3
Not Working	-
TOTAL	36

The students enrolled in the B.Ed. program are employed full-time as teachers in 80.6% of the cases. The others are either teaching on a part-time basis or studying full-time, except for 5.6% (2) who are employed in other areas.

It is expected, by program design, that the great majority of students will be employed as teachers because they already are experienced, remain involved in remunerable teaching employment during their studies, and have firm assurances of teaching employment in their own communities on completion of their studies.



Table 4 indicates the costs related to the teacher education components of the Amerindianization Project. The cost-per-student figures must be viewed as approximations as they are based on an assumption of full-time enrolment by all students, fail to compensate for the drop-out factor, and are based on estimated expenditures for the early years. In light of this the data suggest that the expense of training a teacher to the Certificate-level over an intended two-year program is about \$1,200 paid for out of the Amerindianization Project budget.\* The first year experience in B.Ed. level teacher training suggests a cost-per-student of \$1,367 annually.

Table 5 presents comparative data on native education conducted by native teachers. Whereas in 1972 only 11.1% of classroom teachers in Federal schools were natives, in 1977 this proportion has improved to 46.6%. In the 1972 school year, native classroom teachers taught only 11.3% of the Federal school student population, while in 1977 this has improved to 47.4%. In addition, there have been improvements in the number of qualified native language teachers and teaching assistants.

The benefits of this change accrue to the native community which is realizing its objective of native schools, a greater number of students are receiving an education which is more culture-relevant and considerate, and native people are receiving the employment and commensurate salaries for teachers and teaching assistants that

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\* The range exhibited by cost-per-student figures may reflect problems with the data base more than actual variations.

TABLE 4: EXPENDITURES & DEVELOPMENT - TEACHER EDUCATION

Year	TEACHER CERTIFICATE PROGRAM	Gratuates	BACHELOR OF EDUCATION PROGRAM
Total Expenditure	Enrolment	Cost/Student	Total Expenditure Enrolment Cost/Studen
1972-73	25,000 (app)	26	961.54
1973-74	45,000 (app)	64* (total 88)	511.36
1974-75	75,000 (app)	83* (total 135)	555.56
1975-76	140,450	48* (total 153)	917.97 17
1976-77	61,775	31* (total 168)	367.71 22
1977-78	87,350	43* (total 177)	493.50 30 67,000 49 1,367.35

\* These numbers indicate new registrations and does not include students who returned and who had registered in the previous summers.

1972-73 Program took place at University of Quebec at Chicoutimi.

1973-77 Program took place at Manitou College.

1977-78 Program took place under the sponsorship of the Conseil Attikamek-Montagnais.

TABLE 5: COMPARATIVE DATA ON NATIVE TEACHER UTILIZATION

F/T: full-time P/T: part-time	1972		1977	
	Number	Students Taught	Number	Students Taught
Total Teachers in Federal Schools	225	3975	268	4751
F/T Native Classroom Teachers	25	450	125	2250
F/T Native Language Teachers	10	180	33	594
F/T Teacher Assistants	-	-	24	432
P/T Native Classroom Teachers	6	108	46	828
P/T Native Language Teachers	2	36	12	216
P/T Native Teacher Assistants	4	72	2	36
Totals	47	846	242	4356

SOURCE: Data compiled by the Education Branch, DIAND Regional Office in Quebec.

would otherwise go outside their community.

In 1977, the \$4.5 million budget for classroom teachers in Quebec's Federal schools resulted in approximately \$2.1 million going to native teachers. No comparison is available for 1972. The salaries of part-time teachers, language teachers and teacher assistants come out of "Contributions to Bands" funds in the Region of approximately \$1.2 million in 1977-78. These positions are filled by Certificate students involved in teacher training under the Amerindianization Project.

B. Technolinguists Training

The Certificate in Linguistics program is designed to train Indian students to become para-professional native language counselors whose principal concerns will be to direct and/or assist at the community level in the preparation of teaching material in their native language. The training consists of ten courses of three credits each, spread over academic sessions during an approximately two-year period (see Appendix III for a listing of courses that constitute the program).

The technolinguists can apply the credit they receive for their Certificate program to further studies at the Bachelor's degree level at the University of Quebec and at other universities.

Resources for developing curriculum materials and for the training of technolinguists are shared in that the technolinguist students are actively involved in materials development as part of their training program. The teachers are resources for training these students and also assist community groups to research and produce suitable materials for classroom use.



The students in technolinguistics training are employed during their course of studies, and on graduation will be expected to continue working closely with the Band Councils, the native language teachers in Federal schools and other community resource people. An entrance requirements to the technolinguistics program is that students must have competence in their native language. Because there are seven different native language groups in Quebec, aspects of the program must be individualized on a language-group basis.

The need or demand for technolinguists is described in Table 6. A detailed job description for these positions is included as Appendix 5. In Table 7, the expenditures for materials development and training technolinguists is considered from an employment point of view. It will be noted that the greatest proportion of this cost is for salaries being used to employ native people. As well, working on curriculum development and materials development has resulted in substantial volunteer time being contributed.

TABLE 6: DEMAND FOR TECHNOLINGUISTS IN QUEBEC

LINGUISTIC GROUP	NUMBER REQUIRED	NUMBER IN TRAINING
Attikamek	1.5	2
Algonquin	1.5	1
Cree	2	1
Inuit	2	0
MicMac	1	2
Mohawk	1	0
Montagnais	3	4
TOTALS	12	10

TABLE 7: EMPLOYMENT & TECHNOLINGUISTS/MATERIALS DEVELOPMENT (1977-78)

	NON -NATIVE EMPLOYMENT		NATIVE EMPLOYMENT		OTHER COSTS	TOTAL
	Number	Salaries	Number	Salaries		
Full-time	1	22,000	6	35,789	11,898	69,687
Part-time	4	35,550	42	53,373	16,834	105,757
Volunteer	1		23			
	6	57,550	71	89,162	28,732	175,444

The sharing of resources between materials development and technolinguists training makes it difficult to cost these components independently. Table 8 presents the data on costs associated with each component. It indicates that 18.6% of the 1976-77 cost of these components went to salaries for five students in training, averaging \$4,971 each. During the second year of the linguists training program, ten students received an average of \$8,916 each. The student salary budget was 50.8% of the budget of the materials development/technolinguists components. As well, 46% and 33% respectively in each of 1976-77 and 1977-78 was allotted to instructors salaries for teaching technolinguists and assisting in the development of materials.

TABLE 8: EXPENDITURES & DEVELOPMENT -- MATERIALS/TECHNOLOGISTS

Year	Instructors Salaries	No.	Other Costs	Items Begun	Items Underway	Items Completed	Costs	Technologists & Staff Salaries	Technologists & Staff No.	Total Expenses
1972-73	N/A	Contracted but with Native North Ass. Inst.	Studies	2 kits (1 Engl. 1 Fr.)	2 kits					23,481
1973-74				55	55					63,000
1974-75				10	10					19,340
1975-76	67,500	8		35	35					67,500
1976-77	62,000	5	46,870	40	40		108,970	24,854	5	133,724
1977-78	57,550	5	28,732	27	9	18	86,282	89,162	10	175,444

1972-73 MNASI  
1973-74 OIAND  
1974-77 Manitou  
1977-78 CAM

C. Curriculum/Materials Development

The United Nations Educational, Scientific and Cultural Organization (UNESCO) has suggested that it requires 250 items of teaching materials per classroom per year for six subjects. It will be clear from this that generating materials to be used in Indian education is a lengthy process which can be expected to take place over many years. It is a continuous task on which provincial Departments of Education also spend much of their resources.. The quantity of materials produced to date by the Amerindianization Project is described in Appendix V.

Table 8 indicates the extent to which financial resources for the Amerindianization Project were directed only at curriculum and materials development during the period of 1972-76, and the quantity of materials produced during this period. There is no suitable information base or retrospective method for itemizing and comparing the costs of producing individual items. Those involved in the area of curriculum development indicate that the costs vary, particularly in light of such considerations as the amount of research that must be undertaken to produce a text, as well as by the pedagogical requirements that the item is intended to address (e.g., student/teaching needs, and learning objectives to be served).

The extent to which instructors' time is devoted to materials development as opposed to teaching has not been distinguished by past information collection. To a large extent these two processes are viewed as one and the same due to the fact that technolinguists students in training are developing materials as part of their learning course. Much of the process is in the nature of learn-by-doing under the guidance of qualified teachers.



Two "products" result: qualified technolinguists and a set of usable materials. All the materials listed as completed are identified in Appendix V.

The development of school curricula and course materials includes:

1. primers for use of students in nursery school, kindergarten, and grade 1;
2. readers and library books for use of students from grade 2 and up;
3. subject-area materials (e.g., native language arithmetic books, social studies, literature, etc.);
4. reference materials such as spelling dictionaries, grammars, and teaching materials for the use of primarily teachers in Indian schools.

Materials are developed in either the native language or in French/English. The annual plan for materials development is specific to each of the regional native language groups (there are seven in Quebec), and is fully described in the funding submission to the Department. It establishes language-group priorities determined by local communities based on identified educational needs in the Federal or Provincial schools where the communities send their children.

By 1978, as indicated by Appendix V, 140 units of materials had been developed for use in Indian education among Quebec's native language groups. 130 of these units were a result of Amerindianization Project funding, and the other 10 units resulted from funding provided by the Donner Foundation and the Department of Cultural Affairs (Quebec). By the end of March, 1978, an additional 27 publications will be completed. A large number of materials are in the process of being developed by six of the language groups.

As soon as an item is finished, it is distributed to the applicable Federal schools (there are 29 in Quebec). Frequently the course materials are produced in sufficient quantities to allow the students to use them at home as well as at school. All the materials are designed for immediate use in schools, as determined by the priority-setting exercises prior to their development. All Federal schools in Quebec are using the materials produced to date, and a majority of the 33 Provincial schools with native students are incorporating the materials in their curricula. In addition, some of the materials are reproduced by Indian Affairs for use in Federal schools in other parts of Canada to replace or supplement current curriculum materials.

Appendix I

THE CERTIFICATE IN THE SCIENCES OF EDUCATION  
AMERINDIAN SPECIALIZATION

PROGRAM STRUCTURE

COMPULSORY COURSES (6)

- 3STA00301 Practice Teaching I
- 3STA00302 Practice Teaching II
- 3PED00191 Pedagogical Innovations and the Amerindian
- 3PED00192 The Amerindian and other Educational Systems
- 3PED00193 Preparation and Organization of Teaching Materials  
or
- 3PED00194 The Amerindian and his Natural Milieu
- 3PSY00195 The Amerindian Learning Process

COMMON COURSES (4)

For those who teach Native languages or in the Native languages:

- 3ELL00190 Teaching the Amerindian Language I
- 3ELL00290 Teaching the Amerindian Language II
- 3ELL00390 Teaching the Amerindian Language III
- 3STA00303 Practice Teaching III

For the Inuit:

- 3ELL00190 Teaching the Inuit Language I
- 3ELL00290 Teaching the Inuit Language II
- 3ELL00105 Expression and Communication
- 3ELL00194 The Inuit and his Natural Milieu

For those who teach in English:

4LIN00313 Amerindian Linguistics

3EEL00593 Teaching English as a Second Language

3ELL00105 Expression and Communication

N.B. The student who successfully completes ten (10) courses of this program will be granted, by the University, a Certificate in the Sciences of Education (Amerindian) and will receive a teaching permit from the Department of Education qualifying him/her to teach in the schools of the Province. These first ten (10) courses can be integrated in the program of the Specialized Bachelor's Degree in Elementary Teaching following the analysis of the student's dossier.

THE SPECIALIZED BACHELOR'S DEGREE IN ELEMENTARY TEACHING

ONCE THE CERTIFICATE IN THE SCIENCES OF EDUCATION IS COMPLETED, THE  
NATIVE STUDENT-TEACHER HAS FOLLOWED:

7 compulsory courses:

<u>3 PED 00193:</u>	Preparation and organization of teaching materials:	(3 PED 00106)
<u>3 ELL 00194:</u>	The Amerindian and his Natural Milieu:	(3 EEL 00103)
<u>3 STA 00301:</u>	Practice Teaching I	(3 LAB 00600)
<u>3 STA 00302:</u>	Practice Teaching II	(3 LAB 00601)
<u>3 STA 00303:</u>	Practice Teaching III	(3 LAB 00602)
<u>3 PSY 00195:</u>	The Amerindian Learning Process:	(3 PSY 00131)
<u>3 PED 00192:</u>	The Amerindian and Other Educational Systems:	(3 PED 00502)
<u>3 PED 00191:</u>	Pedagogical Innovations and the Amerindian:	(3 PED 00100)

Plus 3 other courses:

Either: 3 ELL 00190 Teaching the Amerindian Language I  
3 ELL 00290 Teaching the Amerindian Language II  
3 ELL 00390 Teaching the Amerindian Language III

or: 4 LIN 00313 Amerindian Linguistics  
3 EEL 00593 Teaching English as a Second Language  
3 ELL 00105 Expression and Communication

FOR A TOTAL OF: 10 courses

Then, the Native student-teacher would do 20 of the following courses  
in order to obtain the Specialized Bachelor's Degree in Elementary Teaching.

COURSES TO FOLLOW

The following 8 courses:

- \*3 EEL 00201 Teaching Science I at the Elementary Level
- \*4 ANG 00133 Linguistics and English Teaching
- \*3 EEL 00206 Teaching Arithmetic at the Elementary Level

- \*3 EEL 00315 Teaching Integrated Language Arts
- \*3 EEL 00306 Teaching geometry at the Elementary Level
- \*3 EEL 00500 Teaching Religious Sciences I at the Elementary Level
- or
- 5 SCR 00102 Amerindian Religion
- or
- 3 DSP 00301 Amerindian Religious Perspectives
- \*3 PED 00400 Analysis of Elementary Teaching
- \*3 PSY 00101 Techniques of Child Observation

Two courses from:

- 3 PED 00205 Creativity I
- 3 PED 00504 Individualized Approach to Learning and Teaching
- 3 PED 00603 Audio-Visual Techniques
- 3 PED 00106 Individual Project

Two courses from:

- 3 PSY 00005 Social Psychology
- 3 PSY 00100 Child Development
- 3 PSY 00351 Theories of Learning
- 3 PSY 00401 Psycho-motor Development of the Child

Two courses from:

- 1 MAT 00117 Mathematics for the Elementary Level
- 4 GEO 00117 Geography for the Elementary Level
- 4 ANG 00317 English for Elementary Teaching
- 4 HIS 00117 General History of Canada

EARLY CHILDHOOD OPTION

Six courses from:

- \*3 EEP 00312 Teaching Language Arts for Early Childhood
- 3 EAP 00100 Arts and Crafts



- 3 EEP 00101 Nutrition and the Child
- 3 EEP 00500 Children's Literature
- 3 EEP 00501 Curriculum Planning for Early Childhood
- 3 EEP 00600 Integrated Learning Activities
- 3 PED 00101 The Pedagogy of Play

OR

ELEMENTARY OPTION

Six courses from:

- \*3 EEL 00401 Teaching Science II at the Elementary Level
- \*3 EEL 00415 Teaching Language Arts for Later Childhood
- 3 EAP 00100 Arts and Crafts
- 3 EDD 00100 Teaching Physical Education I
- 3 EEL 00501 Curriculum Planning for the Elementary
- 3 EEL 00610 Teaching Seminar
- 3 PED 00302 Seminar on Innovations in Pedagogy

\*compulsory courses

CERTIFICATE IN INDIAN LINGUISTICS

- 4 LIN 00113 Sociolinguistics
- 4 LIN 00125 General Phonetics
- 4 LIN 00130 Phonology and Orthography
- 4 LIN 00135 Introduction to Morpho-Syntax
- 4 LIN 00140 Methods of Linguistic Research
- 4 LIN 00145 Elements of Dialectology
- 4 LIN 00150 Elements of Lexicography
- 4 LIN 00155 Amerindian Semantics
- 4 LIN 00160 Introduction to Translation
- 4 LIN 00165 Amerindian Linguistic Structure
- 4 LIN 00170 Historical Linguistics
- 3 PSY 00195 The Amerindian Learning Process

MINISTERE:  
DEPARTMENT:

NO. DE POSITION:  
POSITION NUMBER:

DIRECTION:  
BRANCH:

TITRE DU POSTE:  
POSITION TITLE:  
TECHNICIEN EN LINGUISTIQUE AMERINDIENNE  
TITULAIRE: (TECHNOLINGUISTE)  
INCUMBENT:

DIVISION:  
DISTRICT:

IEU:  
LOCATION:

CLASSIFICATION ACTUELLE:  
PRESENT CLASSIFICATION:

CLASSIFICATION SUGGEREE:  
PROPOSED CLASSIFICATION:

DECISION DE CLASSIFICATION:  
CLASSIFICATION DECISION:

DATE D'ENTREE EN VIGUEUR:  
EFFECTIVE DATE:

SOMMAIRE  
SUMMARY

us la surveillance immédiate de et à la disposition de ce  
mier, le candidat agira en qualité de conseil en toute matière ayant trait à  
langue du groupe linguistique auquel il appartient lui-même. L'exercice de  
te fonction primordiale exigera que le candidat approfondisse progressivement  
structure de sa langue maternelle. Il lui incombera en outre de conseiller  
d'informer, toujours en matière linguistique, les différents organismes amérin-  
ns, tant scolaires que politiques ou culturels, au sein du groupe linguistique  
uel il se rattache.

- (1) Poursuit des travaux de recherche qui portent principalement sur certains aspects de la langue qui interviennent directement et constamment dans la vie de la collectivité autochtone de même que dans les activités des organismes scolaires:

35%

- en apportant son concours à la résolution de différents problèmes orthographiques, de façon que la collectivité autochtone en vienne à envisager l'adoption d'un système orthographique normalisé;
- en prenant une part active à certains travaux de lexicologie susceptibles de conduire à l'élaboration de dictionnaires généraux ainsi que de lexiques spécialisés, et ce, en principe, unilingues;
- en travaillant à l'élaboration de grammaires d'enseignement en langue autochtone;
- en étant appelé à conseiller quiconque s'intéresse à la formation et au développement d'une littérature autochtone;
- en prêtant son concours, le cas échéant, à la préparation de dictionnaires et de lexiques bilingues;
- en étant, à l'occasion, appelé à s'occuper de questions relevant de la traduction et de l'interprétation;
- en oeuvrant, de concert avec linguistes et collègues, à la préparation de monographies ou de manuels spécialisés portant respectivement sur la phonétique et la prononciation de la langue autochtone, sur des dictionnaires de prononciation à l'usage tant des indigènes que des étrangers, sur le système phonologique, la morphophonologie ou le système syntaxique de la langue autochtone.

- (2) Agit en qualité de personne ressource en toute matière touchant à la langue auprès des organismes scolaires responsables de dispenser l'enseignement de la langue autochtone comme langue seconde ou comme le principal véhicule de communication au sein des différentes collectivités se rattachant à un même groupe linguistique:

40%

- en faisant en sorte que les enseignants autochtones de même que les responsables de la rédaction du matériel didactique en langue autochtone maîtrisent et manient parfaitement l'orthographe normalisée en usage au sein du groupe linguistique en question;
- en s'assurant qu'on aura parfaitement respecté toutes les conventions orthographiques d'usage dans les textes et manuels sco-

lares en langue autochtone, et ce, avant qu'on ne diffuse ces derniers ou qu'on ne les utilise en classe;

-en voyant à ce que tout éducateur chargé de rédiger certains textes et manuels scolaires en langue autochtone soit déjà familier avec les procédés s'appliquant aux néologismes et à l'adoption d'emprunts dans la langue en question;

-en vérifiant la saine application des procédés caractéristiques des néologismes dans tous les ouvrages scolaires rédigés en langue autochtone, et ce, avant qu'on n'édite ces derniers ou qu'on ne les utilise en classe;

-en observant l'application en classe des divers procédés techniques ci-dessus mentionnés (néologisme, mots d'emprunt, orthographe) au plan aussi bien oral qu'écrit, et en conseillant les enseignants en conséquence.

- (3) Agit en qualité de conseiller linguistique auprès de la population pour interpréter les implications qu'emporte l'introduction, en milieu scolaire, de la langue autochtone en tant que véhicule d'enseignement des matières du programme, d'une part, ou comme langue seconde, d'autre part:

25%

-en présentant aux différentes collectivités que comporte le groupe linguistique en question les diverses solutions qui s'offrent et qu'on pourrait normalement adopter en matière aussi bien d'usage que de normalisation orthographiques;

-en vérifiant le respect des conventions orthographiques dans tout texte destiné à la publication;

-en s'assurant que quiconque rédige, à diverses fins d'édition et de diffusion, certains textes en langue autochtone, est parfaitement au fait des procédés caractéristiques de la création de néologismes et de l'adoption d'emprunts dans la langue en question;

-en veillant à la saine application des procédés permettant la création de néologismes de même que l'adoption d'emprunts dans tous les textes rédigés en langue autochtone et destinés à la publication;

-en agissant en qualité d'interprète officiel lors de toute réunion importante qui rassemblera les porte-parole autorisés du groupe linguistique auquel il appartient, d'une part, et les représentants des organismes curo-canadiens ou euro-qubécois, d'autre part;

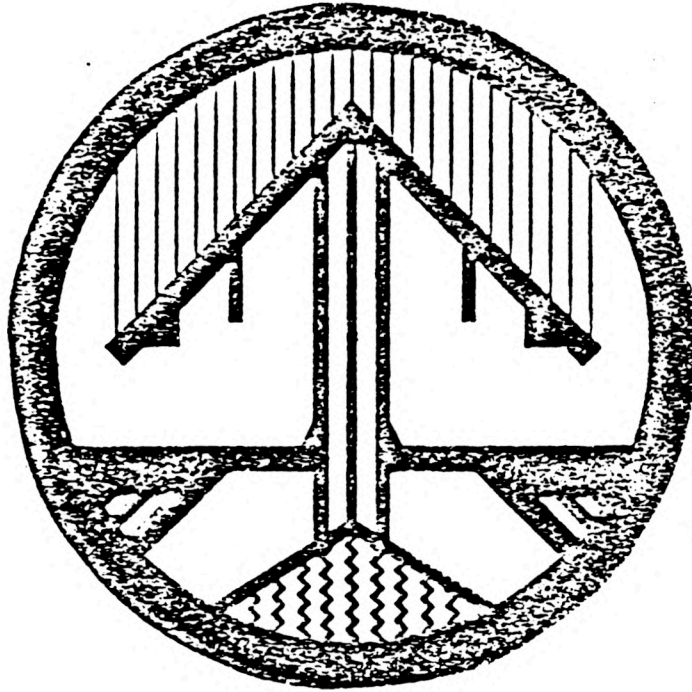
-en vérifiant la qualité et la fidélité de toute traduction en langue autochtone, si le texte en question est destiné à la publication;

## FONCTIONS (suite)

-en intervenant auprès des collectivités dont se compose le groupe linguistique auquel il appartient et que caractérisent certaines différences dialectales plus ou moins accentuées, afin d'inciter et d'amener toutes les parties en cause à l'adoption de même qu'à l'emploi méthodique et soutenu non seulement d'une orthographe mais encore d'un vocabulaire normalisés dans tous les textes destinés à la publication.



AMERINDIANISATION



AMERINDIANIZATION

QUEBEC

MATERIALS DEVELOPPED AND PUBLISHED/MATERIEL DIDACTIQUE PREPARE ET PUBLIE

1972 - 1977

## REFERENCE MATERIALS AND TEACHERS' GUIDES

MONTAGNAIS: Eukum eshi ai'aiast ninan ute Ula-men-shipit (Spelling Dictionary)  
Nutshimiu-nipia

CREE: Spelling Dictionaries

- |                      |         |
|----------------------|---------|
| 1. Great Whale River | Cree    |
| 2. Schefferville     | Naskapi |
| 3. Davis Inlet       | Cree    |
| 4. Paint Hills       | Cree    |

MOHAWK: Teachers' Guides for Teaching Mohawk:

- |                 |                 |
|-----------------|-----------------|
| 1. Kindergarten | 4. Grade Three  |
| 2. Grade One    | 5. Grades 4-5-6 |
| 3. Grade Two    | 6. Grade 12     |

## Mohawk Grammar (High School Level)

Mohawk Teaching Grammar (Adult Level)

ALGONQUIN: Algonquin Spelling Dictionary

# A Basic Algonquin Grammar

Teacher's Manual for Teaching Algonquin (High School)

MICMAC: MicMac Primer

## MicMac Stories

## MicMac Lessons (Junior High)

## A MicMac Teaching Grammar (Adult Level)

ATTIKAMEK:                    A Spelling Dictionary

Manuel du professeur: Didactique de l'arithmétique (en Attikamek)

K-1 4 year olds

IN THE NATIVE LANGUAGES

MONTAGNAIS:

Auâs Nashinaikan  
Nutshimiu-metauana

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IN THE NON-NATIVE LANGUAGES

To Be an Indian Proud

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K-2 5 year olds

IN THE NATIVE LANGUAGES

CREE:

Readiness  
Books for Cree syllabics

Getting Ready to Read  
Primer and Books 1-4 (Cree Way Project)

Starting to Write, Books 1-2-3 (Cree Way Project)

Cree Mathematics: Sizes and Shapes  
(6 pages -- Dr. Peter Denny and Mr. John Murdoch;  
Cree Way Project)  
Storybook in Cree: The Walking Ceremony

INUIT:

Readiness  
Syllabic Exercises (7 books)  
Atok (A storybook)

MONTAGNAIS:

Innutipatshimunissa  
Ka tipatshimutâu auâsat

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IN THE NON-NATIVE LANGUAGES

The Walking Ceremony (A storybook in English)  
Fiches d'observation et de classement

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Grade 1 6-year olds

IN THE NATIVE LANGUAGES

CREE:

Primers: Jimmy Books (1-4 only; Cree Way Project)  
Workbook for Jimmy Books (1 & 2 only;  
Cree Way Project)  
Starting to Write (22 pp; Cree Way Project)  
Cree Alphabet Pictures (46 pp; Cree Way  
Project)  
Writing Book 1-2-3 (40 pp; Cree Way Project)

INUIT:

Changes (Social studies)  
Dot to Dot (Mathematics; counting)

MONTAGNAIS:

Auash Utituku Atshena

ATTIKAMEK:

Akitaso masinahikan (Modern math)

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IN THE NON-NATIVE LANGUAGES

Guides (for Montagnais teachers)

zoologie  
botanique  
géographie  
introduction au système monétaire par les  
ensembles

(The above are currently being used, on an experimental basis, by Montagnais teachers.)

Booklets: Changes/Changements

All About Me

Dot to Dot/Pas à Pas

Track Me Down/Allons à la chasse

Friends of the Forest/Amis de la forêt

Colours/Couleurs

Manuel d'enseignement

Français lière année (G. Bilodeau)  
Manuel du professeur et livre pour  
étudiants

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IN THE NATIVE LANGUAGES

ATTIKAMEK: Masinahike kaye Tâpwatcike Atikamekw masinahikan

CREE: Transportation (20 pp; Cree Way Project)  
Matthew's Book 1 & 2 (40 pp; Cree Way Project)

MOHAWK: Konkwe Hôn: Weh

MONTAGNAIS: Innu atuskan  
Ueshkat Assi

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IN THE NON-NATIVE LANGUAGES

Storyteller/Le Raconteur  
Our Neighbourhood Occupations/Faisons comme chez nous  
Besoins fondamentaux  
People and Things I Need  
Me and my World  
A B C (French/English)  
Children's Stories:

Bob's Bus Bounces By  
Give me a Name  
Someone Is Going Hunting  
Helicopters  
We Like to Play

Manuel d'enseignement:

Français 2ième année (G. Bilodeau)  
Manuel du professeur et livre pour  
étudiants

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Grade 3 8-year olds

IN THE NATIVE LANGUAGES

CREE:

Stories of Long Ago (16 pp; Cree Way Project)  
Workbook for Stories of Long Ago (16 pp; Cree Way Project)

More Stories of Long Ago (25 pp; Cree Way Project)  
Workbook for More Stories of Long Ago (16 pp; Cree Way Project)

Songs of Eastern James Bay (Tape; Cree Way Project)

MOHAWK:

Atòn: Wa' Iòntiats

MONTAGNAIS:

Minashkuat

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IN THE NON-NATIVE LANGUAGES

Caughnawaga Yesterday and Today

Let's Get to Know the MicMac

The Walking Ceremony

Goose Camp

Bush Camp

The Beaver

Legends for Primary/Légendes pour les primaires

Indian Legends

Inuit Legends and Workbook

Suggestions for Games/Suggestions pour les jeux

La Musique indienne

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Grade 4 9-year olds

IN THE NATIVE LANGUAGES

CREE: Rupert's House Legends Books 1-2-3; 20 pp each  
(Cree Way Project)  
Stories From Rupert's House Books 1 & 2; 16 pp  
(Cree Way Project)

INUIT: Kinauvunga (Social studies)

MOHAWK: Wake Nähskwaien Takò:s

MONTAGNAIS: Tshe Shiulen

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IN THE NON-NATIVE LANGUAGES

La Montée en forêt  
About Then and Mother Earth and Us/En ce temps-là  
Trappeur  
Indian Ponder/L'Indien réfléchit  
Nehiyawok (English/French)  
Native Ways/A la manière d'un peuple

Storybooklets:

The Polar Bear and the Lemming  
The Ball Players  
The Man and the Star  
Why Ravens are Black  
Kautaluk the Orphan  
Leader: Fort George

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Grade 5 10-year olds

IN THE NATIVE LANGUAGES

MOHAWK:

Questions and Answers in  
Mohawk and English

Ohrhow': Kè: Ne

MONTAGNAIS:

Aitum  
Tsi Shiuela

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IN THE NON-NATIVE LANGUAGES

When the Sun was Young (Reader & Workbook)

Tabajimo A teacher's guide for above tittle

Indians of Canada/Les Indiens du Canada

Joy Book (Literature)

Indian Wonder/L'Indien s'interroge

Ishkigan: Appels silencieux

The Indian and the Fur Trade/L'Indien et la traite des  
fourrures

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Grade 6 11-year olds

IN THE NATIVE LANGUAGES

ALGONQUIN:

Tales from the River Desert

MOHAWK:

Kanien'keha'Okara'shon:'a  
Tsiskò: Ko'

MONTAGNAIS:

Tsheshas teu  
Eshi Inniuist innuat

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IN THE NON-NATIVE LANGUAGES

Indian Expression/L'Indien s'exprime

Mesapùs et les ours - Legend & Exercises

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SECONDARY:

MONTAGNAIS:

Mankashetau  
Tsheshash Teu  
Estshenanu  
Kushpínanut

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