

Report No.2-1969

Chilcotin Forest Indian Training School

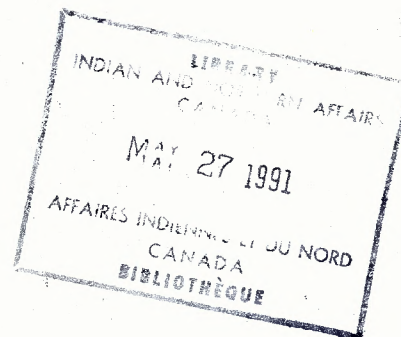
Williams Lake, B.C.

Indian-Eskimo Program

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To: Deputy Minister

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Williams Lake, B.C.

Indian-Eskimo Program

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19 January, 1970

  
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## I. HIGHLIGHT SUMMARY

A Program Management Evaluation Team has carried out a review of the Chilcotin Forest Indian Training School near Williams Lake, British Columbia.

At the time of our visit, the School's future was uncertain owing to the severe budgetary cut-backs in the Department. Departmental officials both at Headquarters and Region were considering the possibility of closing the School as an austerity measure. Part of the School's operating expenses had been financed by diverting logging revenues in apparent contravention of the terms of the Financial Administration Act. A decision to stop this irregular procedure would have compounded the financial situation. In this climate of austerity and high training costs, the PME Team learned that the Province of British Columbia was considering the establishment of similar schools in the general area, and recommended that exploratory talks be held between provincial officials and officers of this Department with the view in mind of having the province assume responsibility for the School in return for the assets on the site. These preliminary talks have been held and much progress has been reported even at this early date.

Our report is critical of the lack of planning associated with the Chilcotin Forest project from its very inception. The objectives were clearly for the benefit of the Indian people but the planning usually associated with projects of this kind was not clear. The ultimate size and capacity of the project, its financing, recruiting, and organization structure evolved on an "ad hoc" basis. Some of the confusion created can be seen by the fact that the School's operations are not financed through the Education budget.

If negotiations with the province do not prove to be fruitful, decisions will have to be made as to the eventual fate of the project. The PME Team would like to stress that all the alternatives should be fully explored. If it is terminated, the buildings will deteriorate rapidly and be of little value to anyone. It could be operated as an economic development project only, or it might be leased to private contractors with the stipulation that Indian people be engaged in the enterprise. We are not at this time in a position to make firm recommendations as to possible alternatives but simply to emphasize here that a thorough examination of all possible alternatives is essential.

Further recommendations in this report are designed to increase the effectiveness of the School as a training institution, should this Department decide to continue its operations. These recommendations cover the field of Management, Regional and Headquarters responsibilities, public safety in the School's buildings and the care and safekeeping of the assets at the School. Financing arrangements which would recognize the School's revenues have been recommended together with recommendations which would help to evaluate the School's performance by studying the career pattern of its trainees after graduation.

A summary of the recommendations made in this report is set out hereunder:

#### Planning and Program Development

- 3.1.9 *This project emphasizes the necessity for establishing clear objectives and formulating plans. Since this was lacking, a great deal of confusion existed and much time was wasted.*

#### Organization

- 3.2.3 *The PME Team recommends that the reorganization depicted in Appendix "B" be adopted and implemented by the School.*

#### Personnel Management

- 3.3.7 *It is the recommendation of the PME Team that if the decision is made for this Department to continue operating the School during 1970-71, classified positions should be established for certain of the School's continuing key staff and prevailing rate positions for its remaining staff both as matters of priority. In addition, key personnel at the School should be sponsored to suitable training courses. Regional personnel services should be fully provided to the School in setting up the classified and prevailing rate positions and staff training guidance.*

#### Forest Management and Operations

- 3.4.10 *If the decision is made for this Department to continue operating the School during 1970-71, it is recommended by the PME Team that the province be requested to waive the allowable cut quota for the CFITS and thus allow the School to concentrate on training. It is further recommended that if the School is unable to obtain a reduced quota of allowable cut, industrial contractors be engaged to log the excess portion and be required to pay a market price for the privilege of cutting the timber.*

#### Training

- 3.5.15 *The PME Team recommends that if it is decided to continue the School's operation:*
- (a) it should be placed in the Education Program;*
  - (b) recruiting of trainees for the CFITS be made the responsibility of the Regional office;*
  - (c) a follow-up system of trainee evaluation be designed and operated by the Regional office and the School, jointly;*
  - (d) it should consider redesigning the allowance schedule to encourage students to complete the course.*



### Financial Management

- 3.6.10 (a) *The PME Team recommends that the School be financed on a "Vote Netting" arrangement similar to that being used by the Conservation Program, and that Treasury Board should be approached to seek permission to operate on that basis. The revenue from logging would be credited to the responsibility centre and the net amount required to operate the School accordingly would be identified.*
- (b) *In future, greater attention be paid to internal audit reports at the Headquarters and corrective action instituted quickly. Decision regarding the diversion of funds from revenue should not be the subject of an Auditor General's report.*
- (c) *The accounting clerk at CFITS should be sponsored to courses which will enable him to progress in the accounting field and he should be allowed to spend some of his time with the staff of the Regional Financial Advisor in order to learn new procedures.*

### Technical Services

- 3.7.7 (a) *The PME Team recommends that the departmental engineering staff confirm the soundness and safety of the various buildings and other relevant structures that make up the CFITS proper.*
- (b) *That no further building erection take place at the CFITS after the projects now in progress have been completed.*
- (c) *That an expert in Materiel Management be sent from Region or Branch to design a system of stock control at the School.*
- (d) *That the vehicle repair shop and storage area be fenced into a compound and considered "Out of Bounds" to all private vehicles excepting those engaged in official business.*
- (e) *Departmental insignia be affixed to all vehicles as soon as possible.*

### Administration - (School Management)

- 3.8.4 (a) *The PME Team recommends that if the School is to be continued to be operated by the Department, that the office in Williams Lake be closed and the Resident Forester maintains his office at the School.*
- (b) *That the move by the Resident Forester be made only after long-term plans for the School have been firmly decided, since the move involves the installation of telephone facilities estimated to cost \$7,000.*

Land Entitlement

- 3.9.7 *It is recommended that officers of the Department of Indian Affairs and Northern Development hold meetings with officers of the Department of National Defence to inform them of recent developments regarding Lot 7741 and to obtain concurrence for the proposed transfer of the CFITS to the provincial government.*

## II. INTRODUCTION

### General

- 2.1 A PME review of the Chilcotin Forest Indian Training School (CFITS) has been carried out as part of the continuing review of Department's activities by the Program Management Evaluation group. The review coincided with the appointment of a new Regional Director for the British Columbia and Yukon Region.

### Scope

- 2.2 The PME Team spent one week at the Chilcotin School and at its Williams Lake office during which on-site investigations were carried out and all of the School's key personnel plus other federal officials were interviewed. Additional meetings were held in Ottawa and at the Vancouver Regional Headquarters, both before and after the visit to the School. Some informal discussion also was arranged with provincial officials in Victoria and a visit was made to view the facilities of the provincial vocational school at Prince George, BC.

### Background

- 2.3 The CFITS is situated some forty-three miles from Williams Lake on Lot 7741 in British Columbia's Cariboo district. The School has over 100,000 acres of land at its disposal, much of which contains heavy timber that can be harvested in perpetuity at the School's present rate of logging.
- 2.4 In a land transfer that was effected in 1924 this Lot was acquired by DND for military purposes from the BC Government in exchange for other crown lands in Vancouver. In 1961, and at variance with the wishes of BC in view of the "Military Purposes" commitment, the then Indian Affairs Branch received federal approval by Order-in-Council PC 1961-807 to manage the timber resources on Lot 7741 but the control and use of the land was left with DND.
- 2.5 The original intention of the project was to create employment for Indian people as part of the development program. The operation of the Indian Training School commenced in September, 1966, and it has continued up to the present. Traditionally, its courses have been limited to three months training in the elementary logging skills, in first aid and in certain rudimentary sawmill techniques. A new and more intensive six-months course has been instigated in recent weeks which commenced on November 17, accommodates 30 Indian trainees. There was also provision made for training approximately 12 Indians in carpentry. The School's present plans call for the successive continuance of the longer course.



## Acknowledgements

2.6 It is desired to record appreciation to the many officials, both departmental and otherwise, who cooperated with the PME Team in carrying out the program management evaluation of the CFITS. In this regard special mention might be made of Mr. F. Clark (British Columbia and Yukon Regional Director) and his Vancouver staff, and also of Mr. R. Diether, Manager of the Williams Lake Canada Manpower Centre. The close and cordial cooperation provided, not only by Mr. B. Swan, the School's Resident Forester, but by all employees of the Chilcotin School also proved invaluable to the Team.

## References

### III. DISCUSSION

#### 3.1 Planning and Program Development

- 1.1 The early correspondence on file indicates that the original concept for the development of Lot 7741 was to create employment for the Indians of the area. The training of Indians was then thought of as a by-product of the logging operation. It is interesting to note that the operation was initially planned as a profit-making venture.
- 1.2 The PME Team observed that at no time since the original concept of the project has there been clear definitions of aims and objectives regarding the operation of Chilcotin Forest. This is true for both the Regional and Headquarters level of management. The conflict whether the project should be primarily aimed at creating employment opportunities for local Indians or providing a training school for Indians from the province had never been fully clarified.
- 1.3 There was no adequate reporting system in operation which would allow the performance of the School to be measured against certain quantifiable objectives. In addition, there was uncertainty as to what should be measured, the cost per unit of timber produced or the cost per trainee successfully placed in a job.
- 1.4 The question of ownership of the timber resources on Lot 7741 was not officially settled at the time the School commenced operating. The courts had not been asked to bring down a decision in this regard, and agreement between this Department and the Province was subsequently reached on a compromise basis. This entailed the School having to pay a nominal royalty to \$1.50 FBM for spruce and \$1.00 FBM for all other species compared to full royalty rates of \$7.00 FBM.
- 1.5 The first class was to be accommodated at the new School during October, 1965. Plans dated July, 1965 which were submitted by the CFITS staff and remain on file (HQ 989/20-7-7741 Volume 4), show the proposed layout of the buildings and details of a water reservoir and sewage systems.
- 1.6 While initial construction plans appear to have been well prepared and executed, there seems to have been somewhat less planning associated with the training aspect of the School. Program objectives had never been fully defined and the growth relationship between development and training was therefore difficult to manage. This may have resulted from the fact that the original plans sought to create employment for Indians with their training in logging techniques being considered of peripheral importance.

- 1.7 The construction program at the School developed as funds became available. There are only three major projects which now need to be completed, viz.,
- Schoolhouse and office building
  - Water reservoir system
  - Machine Shop
- 1.8 The worth of the courses given at CFITS can only be evaluated by the success of its graduates and also by the career patterns of those who have completed a substantial part of the course before dropping out. There is no real plan of evaluation in existence, nor can one be produced in the short term. As a result there is little scientific evidence available to support (or to negate) the request for more funds to operate the School.

Recommendation

- 1.9 *This project emphasizes the necessity for establishing clear objectives and formulating comprehensive plans. Since this was lacking, a great deal of confusion existed and much time was wasted.*

### 3.2 Organization

2.1 The organization of the CFITS submitted by the Resident Forester as operative at the time of the PME Team's visit to the School during November, 1969 is shown in Appendix "A". As a result of its review the PME Team identified the following weaknesses:

- (a) The School's Resident Forester, who was in charge of a major responsibility centre, reported to the Regional Forestry Officer in Vancouver -- the latter being a regional "staff" officer with no direct involvement in education. This contributed to the subordination of the training aspect and to undue emphasis having been placed on logging. The personnel assessments made of the Resident Forester's performance dealt at length with his involvement in the development and operations aspect and gave very little attention to his training work.
- (b) The Supervisor of Training at the School had been recruited on a one-year's contractual basis for the second successive year. His responsibilities were poorly defined and the incumbent was carrying out only routine clerical and administrative duties that could have been performed by other existing staff. Further, he had been recruited by the Region and had a direct line relationship to the Superintendent of Vocational Training in the Regional Office. His salary was budgetted out of Regional funds and not as part of the School's budget.
- (c) The Resident Forester's span of control was unnecessarily great as a result of undue fragmentation of the various functions at the School. This had resulted in the lack of close supervision with loss of managerial control and less than optimum use of resources.

2.2 The PME Team recommends the organization shown in Appendix "B". Highlights of the proposed organization are as follows:

- (a) The Resident Forester's position to be renamed "Superintendent, Chilcotin Forest Indian Training School" and he is to report to the Regional Director in Vancouver.
- (b) The Superintendent's span of control to be reduced to four "line" officials with their titles being indicative of their revised and more specialized responsibilities.
- (c) The major organizational emphasis of the entire School to be geared towards training as opposed to logging and the terms of reference of the key staff to be rewritten accordingly.
- (d) All the School's second level of employees to be required to become full-time civil servants.
- (e) The position of Supervisor of Training to be changed to "Resident Trainer," to report to the Superintendent (and preferably to be filled by an Indian) -- with revised terms of reference emphasizing his full-time role towards trainees.

- (f) The former position of Purchasing Agent and Scaling Instructor reporting to the Resident Forester has been changed to that of Scaling and First Aid Instructor, reporting to the Head Instructor. The full-time services of a purchasing agent are no longer required since the Department of Supply and Services has virtually assumed the function and has set up standing offer agreements with many suppliers. This supply function can now be carried out by the clerical staff. There is a need to increase the instructional staff and this transfer would serve that need.

Recommendation

- 2.3 *The PME Team recommends that the reorganization depicted in Appendix "B" be adopted and implemented by the School.*



### 3.3 Personnel Management

- 3.1 Effective November, 1969, the School had on its establishment only 4 classified positions which were the Resident Forester, his stenographer and two clerical positions. The remainder of the staff were casual employees and/or hired on a contractual basis.
- 3.2 The Resident Forester had based the initial scales of pay for the School's casual employees on the International Woodworkers Agreements and maintained these rates without allowing for any increases in cost of living or rising prices. This had led to personnel problems and difficulty in recruiting.
- 3.3 The PME Team were informed that in so far as Personnel Administration was concerned, little assistance had been forthcoming to the Resident Forester from Region, although requests had been made for this kind of assistance. It is the view of the PME Team that this lack of direction and assistance unnecessarily compounded the Resident Forester's managerial responsibilities.
- 3.4 The PME Team were concerned that the School had been allowed to operate from 1963-69 without any move having been made to place its second level of management on a classified basis and thereby provide some security of tenure. If the Provincial Government takes over the operation of the School and retains its present staff, the transition from federal classified positions to provincial classified positions would be smoother and the employees' benefits of service would be more recognizable by the Provincial Government.
- 3.5 The PME Team further observed that this lack of security was detrimental to staff morale. Under these circumstances it seemed surprising that the School had been able to retain many staff members who were well qualified, dedicated and conscientious.
- 3.6 While the Resident Forester recognized the need for staff training in order to upgrade the qualifications of his staff, and in particular the instructoral staff, very little training of this type had been sponsored up to the present. The uncertainty of the School's future and the lack of permanent positions undoubtedly contributed to the lack of a better staff training program -- which is essential to the maintenance of high standards of operational efficiency in any school.

### Recommendation

- 3.7 *It is the recommendation of the PME Team that if the decision is made for this Department to continue operating the School during 1970-71, classified positions should be established for certain of the School's continuing key staff and prevailing rate positions for its remaining staff both as matters of priority. In addition, key personnel at the School should be sponsored to suitable training courses. Regional personnel services should be fully provided to the School in setting up the classified and prevailing rate positions and staff training guidance.*

### 3.4 Forest Management and Operations

- 4.1 The Resident Forester furnished the PME Team with a well prepared Forest Management Plan for Lot 7741 (Cariboo). This plan indicates that the total area of this Lot was 102,980 acres, of which 64,085 acres contain mature timber which is predominantly Douglas Fir.
- 4.2 The net volume of mature accessible timber on Lot 7741 is 147,948,000 cubic feet. The annual allowable cut, as adjusted by the BC Forest Service was calculated to be 850,000 cubic feet. The allowable cut could be exceeded to salvage bark beetle-killed timber in order to retard further infestation.
- 4.3 The plan submitted outlines the immediate areas to be logged together with comprehensive fire protection and regeneration strategy.
- 4.4 The allowable cut of mature timber is based on the maintenance of a perpetual harvest of timber for a cycle of 140 years. This allowable cut or quota has placed the School in a rather difficult position. Since the CFITS is a training institution and not an industrial logging operation, the Resident Forester stated that it would be difficult to produce more than 500,000 cubic feet of logs per year with student trainees even with three six-month courses of 30 trainees each. Trainees cannot be as productive as experienced loggers and some of their time must be spent in the classroom. The additional 350,000 cubic feet of timber accordingly must be logged by hired Indian crews or given to outside contractors. The former involves the purchase of more heavy equipment plus additional expenditures for supervisory salaries.
- 4.5 The logging of the extra timber to make up the allowable cut has resulted in giving graduates and trainees some additional practical training and it also has created employment for some Indians.
- 4.6 It would be advantageous to the training objective if the Province would agree to waive the allowable cut quota for the CFITS. However, if this arrangement cannot be consummated, the School may have to sell the remaining 350,000 cubic feet to contractors who would cut the timber themselves and pay the CFITS a market price for the privilege of cutting the timber.
- 4.7 The School operates a small portable sawmill for training purposes. Operation of this mill does not qualify a trainee to work on the larger industrial sawmills in the province, although it does assist greatly in learning good working habits and safety. The existing mill has produced most of the lumber used in the construction of the School and it also supplies lumber to the Williams Lake Indian Agency for the construction of Indian housing. The lumber is sold at approximately one-half the market price with some of the revenue having been diverted to defray a portion of the School's operating expenses.

- 4.8 It had been intended to expand the School's sawmill training facilities, and towards that end, approximately \$4,000 has been spent to date on this project -- which has a total estimated completion cost of \$6,000. However, since the continuance of the School had become uncertain and funds difficult to obtain, it was subsequently decided to defer completion of the sawmill project.
- 4.9 The logging operation was very well conducted, indicating to the PME Team that both the Resident Forester and the staff of instructors were experienced in the logging business and were thereby providing the trainees with realistic logging instruction.

Recommendation

- 4.10 *If the decision is made for this Department to continue operating the School during 1970-71, it is recommended by the PME Team that the province be requested to waive the allowable cut quota for the CFITS and thus allow the School to concentrate on training. It is further recommended that if the School is unable to obtain a reduced quota of allowable cut, industrial contractors be engaged to log the excess portion and be required to pay a market price for the privilege of cutting the timber.*



### 3.5 Training

- 5.1 Since the basic role of the CFITS was eventually established as a training centre, it is the considered opinion of the PME Team that the School should have been funded as an educational, rather than as an economic development project. The reasons for this conclusion are as follows:
- (a) The Region and the School did not develop a sound, well-designed training program that included effective recruitment, on-site counselling and indoctrination, on-site recreational facilities or job placement arrangements with industry. Experts in the Education Branch should have assessed all such elements of the training program. Instead, the predominance of managerial effort at the School has been expended in meeting the annual logging quota which continued to be afforded major concern.
  - (b) As the costs of operating the School were included in the Development Activity (which is small in comparison to other activities in the Indian Affairs Program), there was very little flexibility for transferring funds from other activities in the Development budget and the School's operational costs loomed large in comparison to other sub-activities. In the Education Program, with a budget representing over 50 per cent of the Branch's total Budget, greater flexibility in funding would have been possible.
- 5.2 The personnel establishment proposed by PME for the School makes provision for a fulltime Supervisor of Training to be on the staff, who would be responsible for providing academic upgrading, classroom instruction, supervision of the trainees in residence, establishment and maintenance of a recreational program for the students, counselling and other related duties. The present Supervisor of Training was hired by the Region and reports direct to the Director of Vocational Training in Vancouver with his salary being paid out of the Regional budget. The PME Team found that the contribution of the Supervisor of Training was minimal in such important matters as counselling, residential supervision, provision of recreation programs for students, and, in general, looking after the welfare of the Indian students in residence. At the same time he had failed to establish a working relationship with the Head Instructor to ensure that a coordinated training program was being carried out between the School and its logging operations. Instead, the former's main effort was directed towards carrying out clerical and messenger-type duties. The PME Team recognizes the difficulty of obtaining qualified educational staff to reside and teach at the School, but management action should have been taken more quickly when it is discovered that personnel are unable to meet basic requirements of the job for which they have been hired.
- 5.3 The PME Team found that the School was providing apprenticeship training in cooking, heavy duty mechanics, and some carpentry. Adult education classes were given in welding, driver training and small gas engine repair. The expansion of its program from an elementary logging course to include such additional related training is natural and underlines the commendable

efforts of the School staff in exercising every effort towards providing additional opportunities for the training of Indian people. However, this training expansion was carried out on an "ad hoc" basis without a carefully prepared plan or any concomitant assessment of available resources.

- 5.4 The Resident Forester is also to be commended for his liaison with the British Columbia Apprenticeship Board which allowed him to train Indians who lacked educational qualifications for entrance into many of the BC vocational schools, and who are now gainfully employed and receiving training in various activities at the School.
- 5.5 It was learned that the School has had great difficulty in recruiting trainees for past courses. For the course commencing November 17, 1969, the School staff went into the field and visited various agencies and reservations in the interests of identifying prospective trainees. It was also revealed that some Agency Superintendents had failed to publicize the School's program and to assist in the drive for students. It is the opinion of the PME Team that had this program been within the Education Program, the vocational guidance and the placement and employment counsellors located throughout the province would have made a greater effort to meet the training quotas. It is the further opinion of the PME Team that student recruitment is not a proper responsibility of the School's staff, however successful they may have been in their efforts for the current course. Their success does denote that the Region could well have been more aggressive in promoting the School's program in the past.
- 5.6 Attempts have been made from time to time by various Headquarters and Regional groups to determine the training cost per graduate of the Chilcotin School. Figures range from \$12,000 to \$3,500 depending on the method used. There is an unquestionable lack of information available to carry out meaningful cost/benefit studies on this operation. The PME Team is anxious to see the development of cost figures in order to have some basis for scientifically evaluating the School's effectiveness; and it is most concerned lest inadequate training cost statistics be utilized indiscriminately both at Region and Headquarters, either to justify or condemn training programs.
- 5.7 The cost per trainee calculations have always been in terms of graduated trainees. The PME Team believes that trainees who spend substantial periods of time at the School but do not necessarily complete the course owing to a number of circumstances, also have benefited from their tenure at CFITS. In addition, the School has accepted Indian trainees from penal institutions to aid in post penal adjustment of the individuals. Some attempt also should be made to assess these additional sociological and other gains in order that the overall costs and the benefits can be more accurately appraised.
- 5.8 The actual benefits of the training given at the School since its inception are virtually unknown. Occasionally a letter is received from a former graduate outlining the merits of the training, or our departmental officers may meet former trainees on reserves and in the



course of agency work. This results in a scattered collection of undocumented information. Before any meaningful appraisal can be made of the School's trainee benefits, a system of student follow-up will have to be instituted. While it is realized that no such system can provide complete information, even a random sampling of the post-career patterns of the Chilcotin trainees would constitute an improvement.

- 5.9 Certain suggestions which may be useful in designing the necessary follow-up system are listed hereunder:
- (a) each graduate should be impressed with the importance of reporting his success after leaving the centre and of identifying any shortcomings in the training which may have become apparent later;
  - (b) where trainees are placed as apprentices with commercial logging firms, the firms should be required to report periodically on the progress of the apprentice;
  - (c) agency offices should be supplied with lists of graduates and dropouts so that they can report on their future employment and welfare patterns when the opportunity arises;
  - (d) self-addressed, stamped cards should be mailed to graduates for a period of at least 18 months after graduation on a quarterly or semi-annual basis.
- 5.10 The high rate of dropouts has been attributed to such factors as lack of recreation, inadequate facilities, the distance of the School from Williams Lake, etc. The PME Team suggests that consideration might be given to designing a financial incentive scheme to encourage completion of the course. A certain part of the student's allowance might be held back and paid only after he has successfully attained certain intermediate training levels. This could well encourage trainees to complete the course and it would moreover provide some cash to carry them over between graduation and obtaining employment.
- 5.11 At a meeting held on September 4 and 5, 1969, with representatives from Regional Headquarters, the Williams Lake Agency, and local Canadian Manpower Centre, the decision was made to extend the present logging training course from 15 weeks to 6 months (and thereby reduce the numbers of potential graduates by 50 per cent) on the basis that the additional training would produce better trained loggers. The PME Team were amazed to find that such a decision, which would have increased the cost of training per student by 100 per cent, could then have been taken without further indepth study and analysis.
- 5.12 From the visit to the provincial Department of Vocational Education at Victoria, it was learned that the basic logging course being provided at Nanaimo, BC, for coastal logging operations was only of 6-week duration. The main purpose of the provincial course was to provide a basic orientation to be followed by having the graduate serve an apprenticeship with industry for one year before qualifying for regular industrial rates of pay.

- 5.13 Although the School and Regional office had involved Canadian Manpower in the CFITS training program, no firm agreement had been made as to the amount of training allowances the CMC would be prepared to give to students at the School and on what basis.
- 5.14 The recent decision to increase student allowances at the School to the level paid by Canadian Manpower was a forward step and a contributing factor in attracting students for the recent course commencing November 17, 1969. The PME Team finds it difficult to understand why the Branch was so late in increasing the allowance to the level recently established since CMC was providing higher allowances and this Department's programs were naturally handicapped since Indians naturally would be attracted to courses providing the higher standard of allowances.

Recommendation

- 5.15 *The PME Team recommends that if it is decided to continue the School's operation:*
- (a) it should be placed in the Education Program;*
  - (b) recruiting of trainees for the CFITS be made the responsibility of the Regional office;*
  - (c) a follow-up system of trainee evaluation be designed and operated by the Regional office and the School, jointly;*
  - (d) it should consider redesigning the allowance schedule to encourage students to complete the course.*

### 3.6 Financial Management

- 6.1 Prior to November, 1967, the operating and capital budgets of the CFITS were met by the appropriation of funds through normal channels. In November, 1967, a cut-back was made in the financial resources of the School. Rather than suspend the training program, lay off staff, and break logging contracts, the former Regional Director (Indian Commissioner) decided to amend the logging agreement in a manner which would allow him to use a part of the logging revenues to pay some of the School's operation expenses. He stated that he is fully responsible for the decision and that he made it on his own initiative without informing Headquarters of his decision or its consequences. The amendment of the Log Purchase Agreement, is in our opinion, a violation of Section 16 of the Financial Administration Act.
- 6.2 The mechanics of the arrangement were to pass payrolls and expense vouchers to the logging contractors for payment. The amount receivable for logs delivered was consequently reduced by the amount of expenses paid. The net amount was deposited to the credit of the Receiver General of Canada. This procedure is irregular and could easily lead to abuse. In a similar manner, lumber was sold to the Williams Lake Indian Agency at approximately one-half the market price and the Agency, in turn, paid some of the operating expenses of the CFITS. The lumber was used by the Agency to build houses for Indians on area reserves.
- 6.3 These transactions resulted in the School being able to continue its training and operations on behalf of Indians. They also enabled the Agency to build more Indian housing for less money because of the lower-cost lumber. Moreover, Indian people were more closely involved in producing lumber to house their own people.
- 6.4 However, the unorthodox diversions of funds made program budgeting a futile exercise since there was no effective control over expenditures. Variance reports received by the Regional office could be, and were manipulated to suit any set of requirements. The actual expenses of the School were not reflected in the financial reports produced at Region and Headquarters.
- 6.5 When the PME Team visited the CFITS in November, 1969, the diversion of revenues was still being practised. The internal auditors, in their reports dated July 24, 1968 and August 20, 1969, had reported on the situation. Since copies of the Internal Auditor's reports are made available to the Auditor General, it is expected that his forthcoming report will make mention of this matter.
- 6.6 The PME Team, in consultation with School and Regional officials, tried to ascertain the amount that would be required by the CFITS to operate the School in the normal manner until March 31, 1970 and also for the fiscal year 1970-71. The following figures were made available for this purpose:

Development	\$ 62,000
Education	44,000
<u>TOTAL</u> .....	<u>\$106,000</u>

Additional funds which would be required if it was found necessary to reimburse the Receiver General for funds diverted during the current fiscal period	42,200
<u>TOTAL REQUIREMENTS</u> .....	<u>\$148,200</u>

1970-71

O & M:	
Development	\$300,000
Education	100,000
CAPITAL:	100,000
<u>TOTAL</u> .....	<u>\$500,000</u>

The normal revenue from logs produced by trainees in the course of their training would be approximately \$80,000.

- 6.7 The CFITS keeps accounting records both at its Williams Lake office and at the School office at Chilcotin Forest. These records consist of opening balances, lists of expenditures and closing balances. This enables them to compute the current account balances at any given time during the month at both sites. In addition, there is a computer record kept by Headquarters and printed out monthly. The amalgamation of the two offices at the School would reduce the workload substantially.
- 6.8 The PME Team was concerned that Headquarters took no decisive action as a result of the initial internal audit report. The problem of the diversion of revenue to pay operating expenses continued into the new year.
- 6.9 The Resident Forester furnished the PME Team with costing data for Analysis which indicated his knowledge of this aspect of the operation. (See Appendix "C").



Recommendation

- 6.10 (a) *The PME Team recommends that the School be financed on a "Vote Netting" arrangement similar to that being used by the Conservation Program, and that Treasury Board should be approached to seek permission to operate on that basis. The revenue from logging would be credited to the responsibility centre and the net amount required to operate the School accordingly would be identified.*
- (b) *In future, greater attention be paid to internal audit reports at the Headquarters and corrective action instituted quickly. Decision regarding the diversion of funds from revenue should not be the subject of an Auditor General's report.*
- (c) *The accounting clerk at CFITS should be sponsored to courses which will enable him to progress in the accounting field and he should be allowed to spend some of his time with the staff of the Regional Financial Advisor in order to learn new procedures.*



### 3.7 Technical Services

#### (a) Buildings

7.1 Most of the buildings and other capital projects at the CFITS have been designed and their construction supervised by the same casual staff employees at the School. Great credit must be given to the staff for their practical knowledge and their use of local materials in the construction of the School. Some of the construction plans are on the Headquarters file and others were made available to the PME Team at the School. There does not seem to be an official approval by departmental engineers for any of the projects nor have any of them ever been inspected by non-School employees during their construction.

7.2 Projects that have been built at CFITS include:

- cookhouse
- 8-classroom schoolhouse
- 40-man bunkhouse
- washhouse
- 12 log cabins
- 3 staff houses
- sewer system
- temporary maintenance workshop
- BC hydro electrification
- a water system and reservoir.

The buildings included above are attractive, well maintained and blend well with the forest locale. (See Appendix "D").

7.3 The engineering specifications of these projects appear to be sound. Certainly there is nothing to indicate otherwise. The matter is mentioned here to accent the lack of participation by departmental engineering staff on these capital projects and also to ensure that the buildings are inspected at an early date in order to confirm their architectural and structural adequacy.

7.4 Local Indians have been employed on the above projects and therefore it cannot be said that the program is not for the benefit of local Indians. The experience gained in the construction of the School's projects has enabled many Indians to find employment in Williams Lake and elsewhere in the province. In addition, the skills acquired will be useful to them in their own personal projects. A list of participating Indians is shown in Appendix "E".

(b) Materiel Management

7.5 The internal control over the assets of the CFITS is weak, e.g:

- (a) non-government vehicles are allowed into all areas of the School including those locations where gasoline, oil, parts and other equipment are stored;
- (b) Access to storage areas is partially restricted but not to the extent essential for the maintenance of adequate control;
- (c) the use of government vehicles for personal reasons is not precluded by the TAG system now in use;
- (d) vehicles are not decaled with Departmental insignia
- (e) there is no central receiving section through which all deliveries of food and materials should be cleared to ensure that the quantities and qualities of incoming goods are correct.

7.6 Since the staff at CFITS is made up of casual and prevailing rate employees, they cannot be expected to design and install systems of internal control. The Region and Headquarters should take the initiative in designing systems, instructing the staff in their use, and enforcing compliance.

Recommendation

- 7.7
- (a) *The PME Team recommends that the departmental engineering staff confirm the soundness and safety of the various buildings and other relevant structures that make up the CFITS proper.*
  - (b) *That no further building erection take place at the CFITS after the projects now in progress have been completed.*
  - (c) *That an expert in Materiel Management be sent from Region or Branch to design a system of stock control at the School.*
  - (d) *That the vehicle repair shop and storage area be fenced into a compound and considered "Out of Bounds" to all private vehicles excepting those engaged in official business.*
  - (e) *Departmental insignia be affixed to all vehicles as soon as possible.*

### 3.8 Administration - (School Management)

- 8.1 The administration of the CFITS is the prime responsibility of the Resident Forester who lives in Williams Lake and has an office there. There has been very little help from the Regional Office in managing the School. The Regional Forester was given this responsibility without the benefit of training in departmental procedures and he does not even have a copy of Departmental Directives.
- 8.2 The School is situated 44 miles West of Williams Lake and it is staffed entirely by casual, prevailing rate and contractual employees. As a result, the administration and management of the School's day-to-day operations is carried out almost exclusively by non-classified public servants, since the Resident Forester spends much of his time in Williams Lake. When he is at the CFITS, much of his time is devoted to logging and related problems.
- 8.3 At least one member of the supervisory staff of the School should be on location at all times to cope with emergencies and to act as counsellor to the Indian trainees. During the PME Team's visit to the School, the water system ceased to function on a Friday night. The necessary repairs were not made until noon the following Monday because there was no person at the School capable either of repairing or of arranging for the system to be repaired. The Resident Forester was not even aware of the incident until after the repairs had been carried out.

#### Recommendation

- 8.4 (a) *The PME Team recommends that if the School is to be continued to be operated by the Department, that the office in Williams Lake be closed and the Resident Forester maintains his office at the School.*
- (b) *That the move by the Resident Forester be made only after long-term plans for the School have been firmly decided, since the move involves the installation of telephone facilities estimated to cost \$7,000.*

### 3.9 Land Entitlement

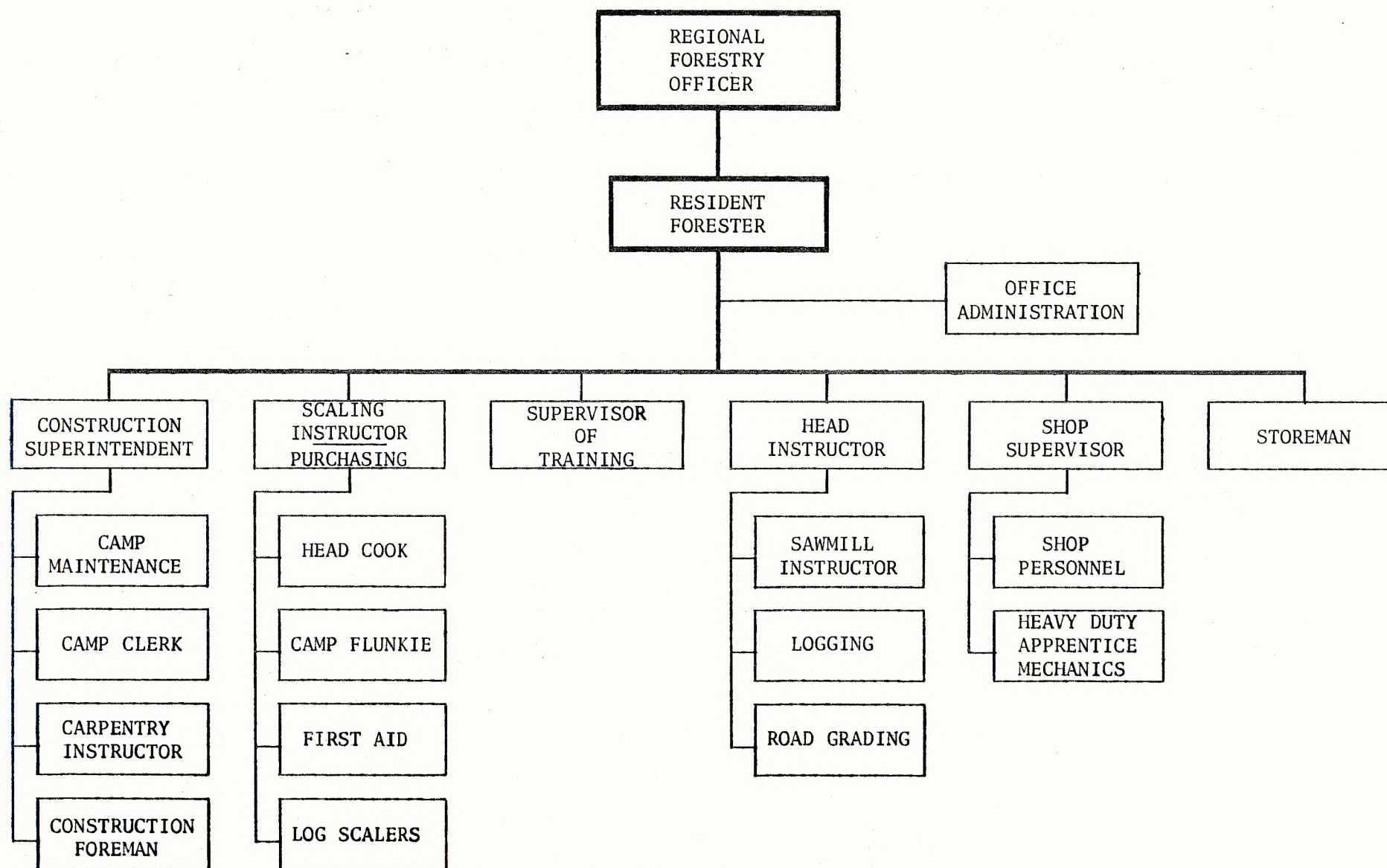
- 9.1 Lot 7741, Cariboo District, in the Province of British Columbia, was acquired from the province in 1912 in exchange for Crown owned lands at Point Grey in Vancouver. The transfer was effected by provincial government Letters Patent numbered 2406/495 dated May 10, 1924 and ratified by Order-in-Council PC 3382 of December 4, 1912.
- 9.2 The provincial Letters Patent stated that the land transferred was for military purposes and in this respect the Department of National Defence carries out military exercises there when the need arises. However, the term "military purposes" in the Agreement has created some confusion as to the actual ownership of the land, when it is used for other purposes.
- 9.3 On June 8, 1961, by Order-in-Council PC 1961-807 the forestry management of the land was transferred to the then Department of Citizenship and Immigration for the benefit of the local Indian Bands.
- 9.4 The CFITS was organized but the province was reluctant to issue a Timber Permit. The Province of British Columbia claimed exclusive rights to the timber resources of the lot and refused to issue the permit until certain conditions were agreed to by the CFITS. The conditions were accepted as a compromise in order to get on with the project but the final discussion as to the ownership of Lot 7741 and its resources will ultimately have to be made by the Exchequer Court of Canada or the Supreme Court of Canada.
- 9.5 It was agreed at that time that:
  - (a) all timber cut must be in accordance with a working plan approved in advance by the Chief Forester of British Columbia;
  - (b) all timber sold must be on the basis of competitive bid except for such as may be manufactured for use on the area;
  - (c) It was also agreed that "Full Royalty" rates should be paid. These rates were \$1.50 FBM for spruce and \$1.00 FBM for all other species. Normal rates in this area were approximately \$7.00 FBM.
- 9.6 Some doubt has been raised by DND and the Auditor General as to whether the federal government should have agreed to pay the Royalty rates and what the consequences were of such an agreement. The land and the related resources belong to Her Majesty in the right of Canada and until a court of competent jurisdiction rules otherwise, the facts remain the same.

### Recommendation

- 9.7 *It is recommended that officers of the Department of Indian Affairs and Northern Development hold meetings with Officers of the Department of National Defence to inform them of recent developments regarding Lot 7741 and to obtain concurrence for the proposed transfer of the CFITS to the provincial government.*



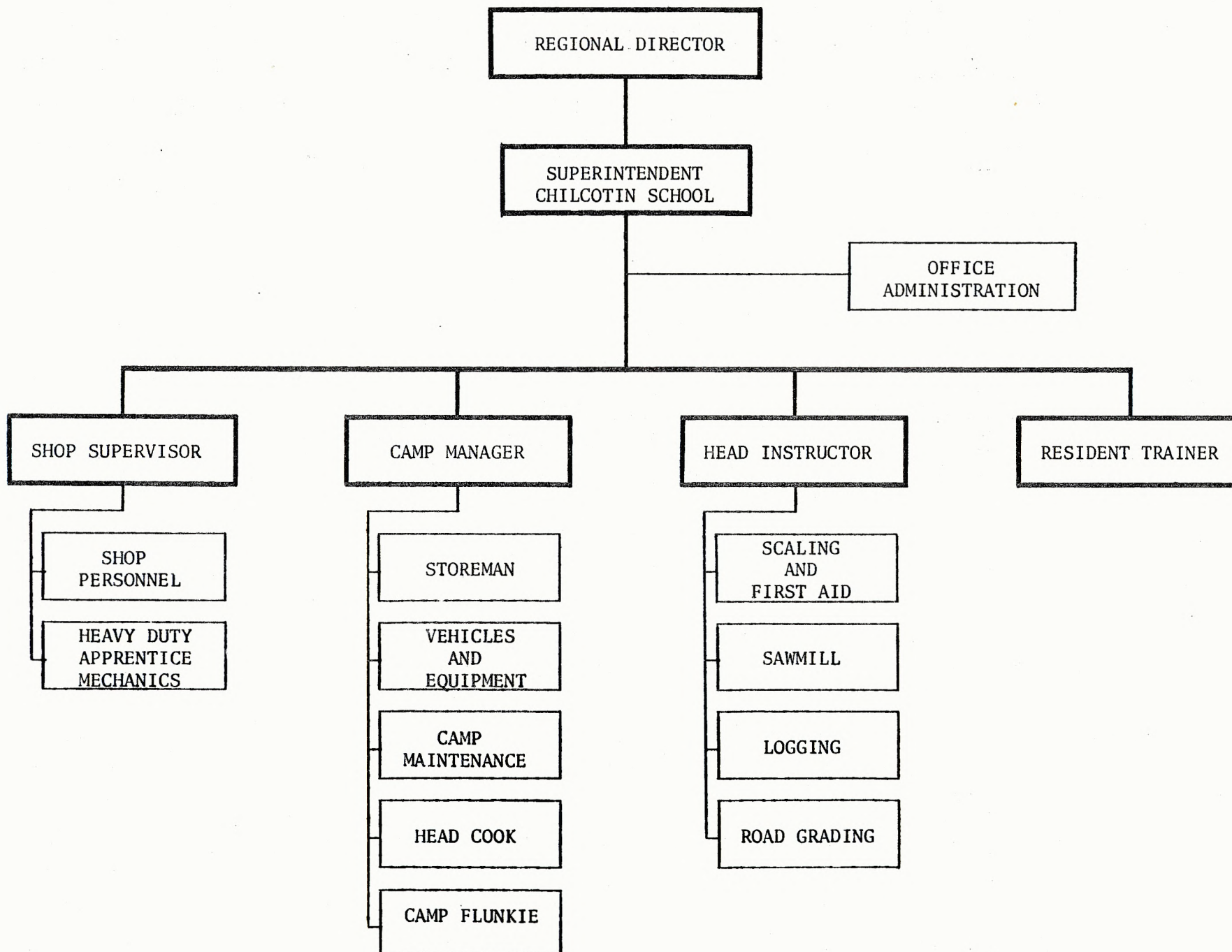
## CHILCOTIN FOREST INDIAN TRAINING SCHOOL





PROPOSED ORGANIZATION  
CHILCOTIN FOREST INDIAN TRAINING SCHOOL

APPENDIX "B"

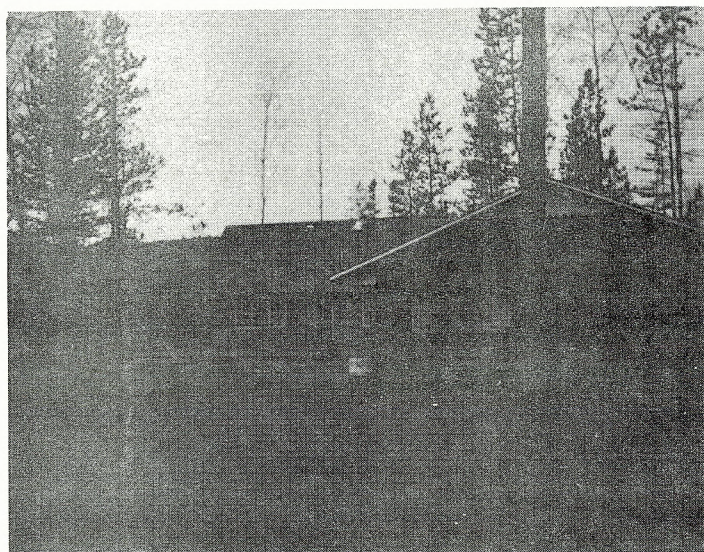


1970-71 PROGRAM REVIEW\*Responsibility Centre: Chilcotin Forest ITS 936Sub-Activity II: Forestry 1350

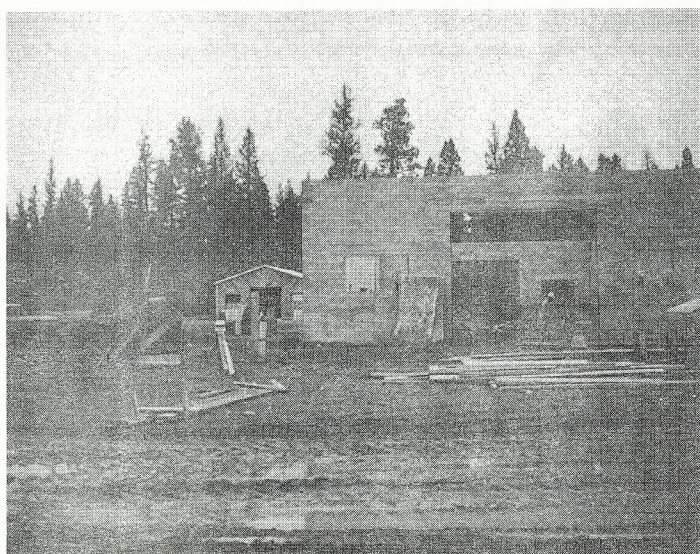
Description	1969-70 Estimated	1970-71		1971-72	1972-73	1973-74	1974-75
		Increase (Decrease)	Estimated				
Salaries and Overtime (from IA 868 A)	18,000	1,100	19,100	19,100	19,100	19,100	19,100
Wages	106,000	54,000	160,000	160,000	160,000	160,000	160,000
Travel and Removal	2,200		2,200	2,200	2,200	2,200	2,200
Freight, Express and Cartage	300		300	300	300	300	300
Telephone, Telegrams, etc.	1,700	300	2,000	2,000	2,000	2,000	2,000
Office Supplies and Equipment	1,000		1,000	1,000	1,000	1,000	1,000
Materials and Supplies	54,700	(2,700)	52,000	60,000	60,000	60,000	60,000
Repair & Maintenance - Buildings and Land	2,000	4,000	6,000	6,000	6,000	6,000	6,000
Repair and Upkeep of Equipment	15,000	35,000	50,000	60,000	60,000	60,000	60,000
Rental of Equipment - TD 15		18,000	18,000				
Unemployment Insurance	2,000	900	2,900	2,900	2,900	2,900	2,900
Total O & M -	202,900	110,600	313,500	313,500	313,500	313,500	313,500
Total Capital -	111,000	75,000	186,000	88,500	118,000	106,000	41,000
TOTAL -	313,900	185,600	499,500	402,000	431,500	419,500	354,500

\*Prepared by Resident Forester



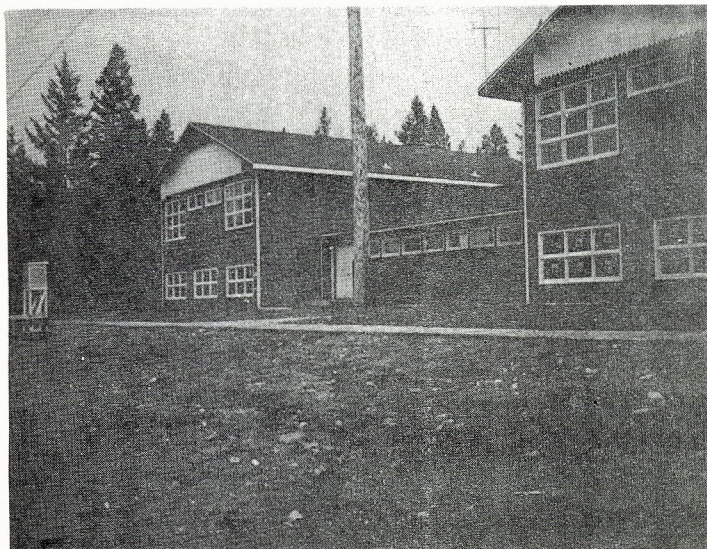


Staff Residence



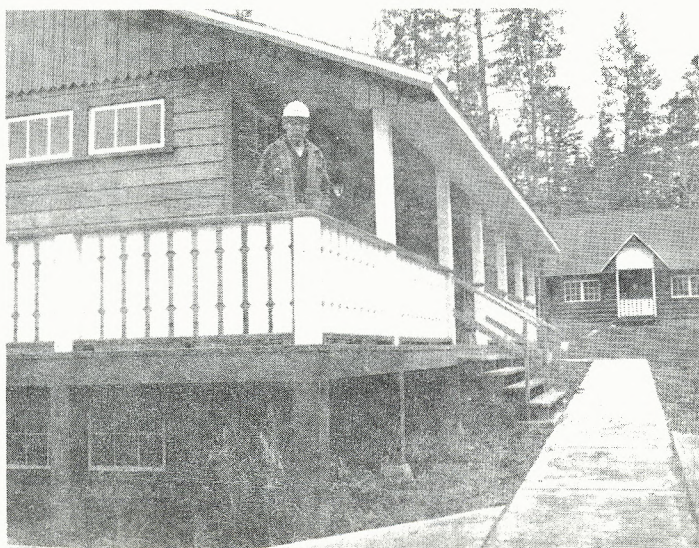
New Maintenance Workshop





8-Room Schoolhouse  
and Office

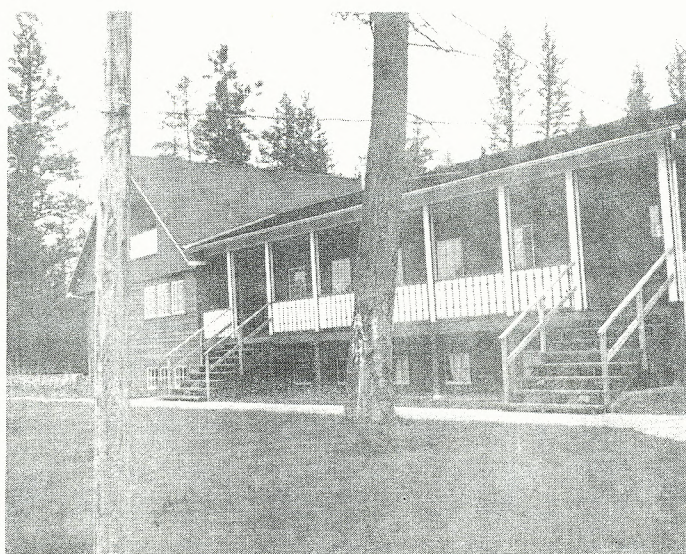
Washhouse and Student Cabin  
in Background







40-Man Bunkhouse



Cookhouse

SURVEY OF INVOLVEMENT OF INDIAN STUDENTS AND WORKERS \*AT THE CFITS

<u>Workers</u>			<u>Workers</u>		
Name	Band	Date of Placement	Name	Band	Date of Placement
Raymond Alphonse	Anaham	Sept/64	Cecelia Michel	Wms. Lk.	Oct./65
Percy Hink	Stone	Sept/64	Franklin Michel	Wms. Lk.	Oct./65
Jimmy Wycotte	Wms. Lk.	Jan./65	James Myers	Stone	Oct./65
Adam Guichon	Alexis Cr.	Jan./65	Ralph Myers	Stone	Oct./65
Bernie Elkins	Anaham	Jan./65	Peter Myers	Stone	Oct./65
Lawrence Elkins	Anaham	Jan./65	Fred Palmantier	N.S.	Oct./65
Orry Hance	Anaham	Jan./65	George Palmantier	N.S.	Oct./65
Doug Hance	Anaham	Jan./65	Sammary Peter	Wms. Lk.	Oct./65
Bernard Dick	Alkali Lk.	Jan./65	Frank Sandy	Wms. Lk.	Oct./65
Prosper Michel	Wms. Lk.	Feb./65	Joan Sellars	Wms. Lk.	Oct./65
Tony Sandy	Wms. Lk.	Mar./65	Martha Sellars	Wms. Lk.	Nov./64
Lawrence Gladue	Alberta	Mar./65	Winnifred Sellars	Wms. Lk.	Sept/64
Danny Williams	Nemaiah V.	Mar./65	Jacob Thomas	Wms. Lk.	Oct./64
Charles Gilbert	Wms. Lk.	Apr./65	Patrick Alphonse	Anaham	Nov./63
William Sellars	Wms. Lk.	Apr./65	Dominic Baptiste	Alexis Cr.	Sept/65
Tommy Timothy	Alexis Cr.	May/65	Prosper Bates	Wms. Lk.	Sept/65
Herbert Hance	Anaham	Jun./65	Wm. Billyboy	Anaham	Sept/65
Maxine Mack	Anaham	Jun./65	Clifford Cooper	Anaham	Oct./64
John Elkins	Anaham	Jun./65	Laurie Dick	L. Nicola	Jun./65
Ubill Hunlin	Alexis Cr.	Jun./65	Eric Gilbert	Wms. Lk.	Sept/64
Douglas Johnny	Toosey	Jun./65	Dominic Haines	Stone	Aug./65
Leonard Solomon	Toosey	Jun./65	Lila A. Hance	Anaham	Jul./65
Casimir Isnardy	Toosey	Jun./65	John Jack	Toosey	Nov./63
John Alphonse	Alexis Cr.	Jun./65	Alfred Johnny	N.S.	Aug./65
Tommy Jack	Alexis Cr.	Jun./65	Francis Johnny	Toosey	Apr./64
Tony Jack	Alexis Cr.	Jun./65	Eugene Johnny	Toosey	Nov./65
Norman Stieman	Toosey	Jun./65	Charles Robbins	Alkali Lk.	Jan./66
Donald Grambush	Toosey	Jun./65	Gilbert Sellars	Soda Cr.	Jan./66
Edmond Alphonse	Anaham	Jun./65	Daniel Billy	Alexis Cr.	Jan./66
Gerry Smith	Campbell R.	Aug./65	Adam Elkins	Anaham	Mar./66
Duncan Amut	Stone	Aug./65	Raymond Bob	Anaham	Mar./66
Wilfred Louie	Mt. Currie	Oct./65	Jack Elkins	Anaham	Mar./66



Workers

Doreen Hance	Anaham	Oct./66
Norman Alphonse	Anaham	Oct./66
Angelina Lulua	Nemaiah V.	Oct./66
David Michel	Alkali Lk.	Feb./67
Ralph Phillips	Soda Cr.	Mar./67
Joseph Johnny	Toosey	May./67
Felix Bobby	Anaham	May /67
Bernard Dick	Alkali Lk.	Sept/67
John L. Stump	Anaham	Oct./67
William Dick	Ahaham	Oct./67
Marianne Squalian	Alexis Cr.	Nov./67
Mary A. Setah	Nemaiah	Dec./67
Lillian Harry	Canoe Cr.	Jan./68
Frances Stump	Anaham	Apr./68
Shirley Michel	Soda Cr.	Jun./68
Michael Phillips	Cyehalis	Jun./68
Norman Duncan	Canoe Cr.	Jun./68
Danny Edwards	Selkeik	Jun./68
Ralph Marchand	Okangan	Jun./68
Vincent Nooski	Fraser Lk.	Nov./68
Allan Nooski	Fraser Lk.	Nov./68
Robert Kale	Glen Vowell	Nov./68
Norman George	Fraser Lk.	Nov./68
James August	Shuswap	Nov./68
Rosa M. Harry	Canoe Cr.	Jan./69
Francis Dick	Alkali Lk.	Jan./69
Francis Johnson	Alkali Lk.	Jan./69
Ray Michel	Alexandria	Jan./69
William Johnny	Anaham	Feb./69
Patrick Haller	Nemaiah V.	Feb./69
Adam Elkins	Ulkatcho	May /69
Marvin Baptiste	Nemaiah V.	Jul./69

Students

John P. Quilt	Stone	Oct./66
Peter Greene		Jun./67
Noel Johnson	Alkali Lk.	Jun./67
William Myers	Stone	Jun./67
Arthur Paul	Skwah	Jun./67
Thomas Samson	Canoe Cr.	Jun./67
Peter Paul	Nazko	Jun./67
Sammy Samson	Canoe Cr.	Oct./67
Willard Seymour	Canoe Cr.	Oct./67
David Samson	Canoe Cr.	Oct./67
Roger Alphonse	Anaham	Oct./67
Felix Dick	Alkali Lk.	Oct./67
James Harry	Canoe Cr.	Oct./67
Charles Paul	Skwah	Oct./67
Paulinus Sam	Anaham	Oct./67
Hennison Sam	Anaham	Oct./67
Larry Casper	Seton Lk.	Dec./67
Albert Joseph	Seton Lk.	Dec./67
Alfred Paul	Skwah	Feb./68
Raymond Johnny	Toosey	Feb./68
Norman Duncan	Canoe Cr.	Feb./68
Bernard Elkins	Anaham	Apr./68
Oliver Johnson	Alkali Lk.	July/68
Andrew Johnnie	Lytton	Nov./68
David Sampson	Alkali Lk.	Nov./68
Harold Brown	Lytton	Nov./68
Richard Brown	Lytton	Nov./68
Larry Dick	Lytton	Nov./68
Howie Munro	Boothroyd	Nov./68
Iver Alphonse	Anaham	Nov./68
Jimmy Samson	Canoe Cr.	Nov./68
Andrew Quilt	Stone	Feb./69
Robert Johnny	Anaham	Mar./69
David Wycotte	Alkali Lk.	Mar./69

\* Submitted by Mr. Mahon  
Williams Lake Indian Agency

APPENDIX "F"

Mr. W.A. Tuskey,  
Director,  
Program Management Evaluation,  
Dept. Indian Affairs and Northern Development,  
Ottawa 4, Ontario.

January 15, 1970

Dear Bill:

Please find enclosed two copies of my comments on your report on the Chilcotin Forest Indian Training Centre. I think your visit to the School and examination of the operation was well worthwhile; the review should be beneficial provided the recommendations, most of which are beyond local control, are put into effect.

Representatives of the Provincial Department of Education have visited C.F.I.T.C. regarding its transfer to the Province, but I have received no further information.

I apologize for the delay in sending you these comments, I was away for three weeks at Christmas time.

Yours truly,

M.B. Swan,  
Resident Forester  
Chilcotin Forest ITC.  
Box 2109, Williams Lake, B.C.

MBS/jrh



Comments by the Resident Forester on the report of the Program Management Evaluation Team on the Chilcotin Forest Indian Training Centre.

Summary of Comments

I agree with the PME team on almost all the points raised in their report and support their recommendations. In section 7.5 I have commented on the points raised in the report since all incoming goods are checked against invoices to assure correct quantities are received. At CFITC we have been aware of some short-comings in material and supplies control due to lack of facilities at the camp, but these short-comings have been taken into account in the development plan for the project and are being remedied as buildings become available. When the new maintenance shop, warehouse, and surrounding fence are completed we will be in a position to provide proper control of stores and supplies. In section 5.3 I have explained why we run adult education classes. I am glad the PME team recognized in section 7.4 the benefit derived by local Indians from their participation in construction projects at CFITC.

Elsewhere the report is an accurate assessment of the operation at the time of the PME team visit. During the two years I have been the Resident Forester at CFITC I have felt that the project required to be examined in order to assess it and to define specific periodic objectives for the operation. The lack of clearly defined and recorded objectives for the project has been a handicap.

However, much of the policy for the school has been developed by the CFITC staff from experience gained on the job. Many of the operating problems of a program of this nature are unpredictable and become apparent only after fairly close association with the project. Considerable progress has been made at Chilcotin Forest both from the point of view of training Indians for work in the forest industry and from the aspect of efficiency of operation.

## Comments on Part III of the Report - Discussion.

Planning and Program Development

- 1.2 It is true that there has been no clear definition recorded of the objectives, or statement of policy laid down, for the operation at Chilcotin Forest, and this has definitely been a handicap to the proper development of the operation. However, since the fall of 1968 the Resident Forester and staff at Chilcotin Forest have made training in logging and equipment operation for Indians within the Region the primary objective of the Chilcotin Forest Indian Training Centre, and since then the Centre has been run with this in mind.
- 1.3 On the project we have judged the success of the operation by: i) the number of ex-trainees who have obtained employment successfully; ii) the comments we hear from ex-trainees and industry regarding the program; iii) the volume and quality of logs we produce, and the conduct of the logging operation.
- 1.8 See 1.3 above. CFITC would like to have a man on staff who could undertake counselling, placement of trainees in jobs and follow-up of career patterns of ex-trainees, as well as maintaining contact with prospective employers.

Organization

- 2.1 (a) I was hired as a forester rather than an educator or administrator, but most of my time as Resident Forester is taken up with administration and supervising the training program. I have not been able to spend much time on forestry.
- (c) My managerial control of the operation was made very difficult at the time I was hired. I came to the job from outside the Government Service without any introductory training in government administrative procedures. I was not introduced to the staff on the project, nor as far as I am aware was the staff at CFITC informed of my area of responsibility.
- 2.2 I think the organization proposed in Appendix "B" will improve the operation of the school.

Personnel Management

- 3.2 All instructional staff who have been employed at the Training Centre for over one year have received a raise in pay. Some of the best men have received another increase in pay recently. I had to do this in order to keep them. They now get approximately the equivalent of the lower rate of pay offered to B.C. Provincial Vocational instructors. I requested from time to time information on rates of pay for instructors etc. applicable to the Branch, but did not receive advice, so I set up our own scales of pay. If the Indian Affairs Branch continues to run CFITC, the staff should definitely be given the opportunity of becoming classified Civil Servants.

3.5 Attracting good instructional staff to the Training Centre has been difficult mainly because of: i) the scale of pay; ii) lack of housing; iii) lack of security; iv) location of the Centre (40 miles from town and 12 miles from the provincial elementary school).

3.7 I agree fully with this recommendation.

#### Forest Management Operations.

Comments on the forest management and forestry operations at the Training Centre reflect the present situation. I agree with recommendation 4.10 and would like to suggest that if a contractor is engaged he should log the excess timber under direction of the Resident Forester.

#### Training

- 5.2 The Supervisor of Training fills an important position at CFITC, which if properly performed should contribute a great deal toward a successful program. Unfortunately, as the report points out, the present Supervisor of Training has contributed little to the Program. I would like to see him replaced by someone more effective.
- 5.3 The adult education classes in welding, small gas engine repair, and wire rope splicing provide activities in the evening for people in camp. We have been asked by trainees periodically to provide this type of evening program. These classes are also very useful additions to our regular training program. The cost of evening classes is paid out of the adult education budget, not from CFITC funds.
- 5.5 Recruiting for the school should be the responsibility of the Regional Office. They have the personnel to undertake counselling and recruiting. There is not enough staff at CFITC to handle recruiting on a continuing basis.
- 5.6 In the past, determination of an accurate cost of training has been difficult because of the dual operations of log production and training at the Training Centre. Cost of machinery operation, maintenance expense, cookhouse expense, etc., have been incurred by both phases of the operation simultaneously, the relative proportions applicable to training or production have been practically impossible to separate. Currently, all expense is directly attributable to training.
- 5.8 This comment is very true.
- 5.9 These suggestions are good, particularly the one involving agency offices. They have the personnel to undertake this kind of follow-up.
- 5.10 This is an excellent idea, but it would have to be a clearly understood policy at the School in order to overcome objections from trainees, or legal complications.



- 5.11 The staff at CFITC recommended extending the course to six months  
5.12 because it has been our experience that employers require a man trained to do a specific job rather than a learner, and the 16 week course did not give most trainees sufficient practice to develop the required skill. In the past, trainees who have gained more experience by working at CFITC after the initial 16 week course have been the most successful at obtaining employment in the forest industry, after leaving the School.
- 5.13 Canada Manpower now sponsors trainees to CFITC. Trainees receive the same allowances while at the school whether they are sponsored by CMC or the Indian Affairs Branch.
- 5.15 I am in agreement with all these recommendations. Allowances are now in line with those paid to trainees attending any other vocational training course.

#### Financial Management

These observations are correct, and recommendations 6.10 (c) should be implemented if possible. The other two recommendations are beyond my terms of responsibility.

#### Technical Services

- 7.4 Local Indians have benefitted a great deal from participation in our construction projects. At the Centre we feel that in the past this aspect of the project has not always been recognized.
- 7.5 (a) Plans for the new maintenance work shop call for the erection of a fence around the whole shop and warehouse area, including the fuel tanks, funds permitting, which will eliminate access by private vehicles to the area.
- (c) During the past two years Government vehicles have been used only for Government business, or for transporting trainees and staff for organized recreation, or for transporting school children at CFITC back and forth to the provincial school. Vehicle keys are checked in at the office each night and prior to week ends.
- (d) This has been remedied now.
- (e) Until recently there has been no warehouse at CFITC. At the moment we are preparing a recently constructed building for use as a warehouse where all stores will be received and issued. The building will be inside the fence mentioned in 7.5(a). Currently all stores received by CFITC are checked against invoices. All invoices are signed by the receiving individual, usually the storeman, indicating goods invoiced have been received. Invoices are not paid until signed as correct.
- 7.6 Assistance in setting up stores control and inventory at CFITC would be appreciated.



- 7.7 (a) Departmental engineering staff examined the construction of the new shop in December 1969.
- (b) There are enough buildings now at CFITC for the present scale of operation.
- (c) Assistance of this kind would be greatly appreciated.
- (d) (e) See 7.5 above.

Administration

- 8.4 (a) (b) These recommendations are good and should improve the management of the school and should reduce costs. However, CFITC would need to retain an office desk and part-time services of a representative in Williams Lake to cope with local purchases, incoming and outgoing trainees, and mail pickup, etc.

(Signed by)

\_\_\_\_\_  
Resident Forester

Date: January 15, 1970