

**NATIONAL POST SCHOOL EDUCATION CONFERENCE**

**October 20, 21, 22 and 23, 1970**

**at**

**HOTEL MARTINIQUE, 1005 GUY STREET**

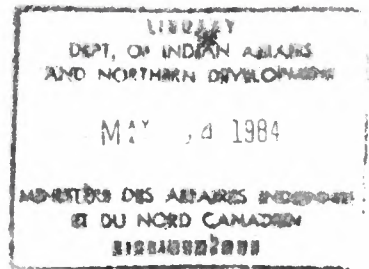
**MONTREAL, QUEBEC**

**EMPLOYMENT and RELATED SERVICES DIVISION**

**EDUCATION BRANCH**

**DEPARTMENT OF INDIAN AFFAIRS AND NORTHERN DEVELOPMENT**

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HOTEL MARTINIQUE, 1005 GUY STREET

MONTREAL, QUEBEC

Employment and Related Services Division  
Education Branch  
Department of Indian Affairs and Northern Development

LIST OF PARTICIPANTS - NATIONAL POST SCHOOL CONFERENCE

October 20 - 23, 1970

Department of Indian Affairs and Northern Development

- MARITIMES
- E.H. Collins,  
Regional Superintendent of Vocational  
Education
  - R. Tremblay,  
Supervisor of Employment and Relocation
  - R.L. Graves,  
Adult Educator,  
Antigonish District
- QUEBEC
- B. Dufour,  
Regional Supervisor of Employment and  
Relocation
  - M. St-Amant,  
A/Regional Superintendent of Vocational  
Education and Special Services
  - Paul Champagne,  
Employment Counsellor,  
Montreal
- ONTARIO
- M. Rehaluk,  
Regional Superintendent of Vocational  
Education
- MANITOBA
- F.J. Foss,  
Regional Superintendent of Vocational  
Education
  - M. Marykuca,  
Regional Employment and Relocation  
Specialist

SASKATCHEWAN

- C.R. Scharf,  
Regional Superintendent of Vocational  
Education
- J.B. Freeman,  
Assistant Regional Superintendent of  
Vocational Education
- R.J. Grinsted,  
Regional Supervisor Employment and  
Relocation Services
- E. Belt,  
District Superintendent of Education,  
Yorkton

ALBERTA

- E. Korchinski,  
Regional Superintendent of Vocational  
Education
- J. Rayson,  
Employment and Relocation Supervisor
- Maxwell Edwards,  
Regional Supervisor of Adult Education

BRITISH COLUMBIA  
and YUKON

- J. McCallum,  
Regional Superintendent of Vocational  
Education
- D. Addison,  
Employment and Relocation Supervisor
- D. McKinnon,  
Regional Supervisor of Adult Education

NORTHWEST  
TERRITORIES

- R.L. Simons,  
Head,  
Special and Continuing Education
- R. Ritcey,  
Superintendent Vocational Education

HEADQUARTERS

- G.D. Cromb,  
Director,  
Education Branch
- O.N. Zakreski,  
Chief,  
Employment and Related Services
- R.H. Biddle,  
Head,  
Employment and Relocation
- J.L. Caverhill,  
Head,  
Research and Development
- A.D. Simpson,  
Head,  
Adult Education
- W.O. Caverhill,  
Adult Basic Education Consultant
- R. Ramsden,  
Vocational Administration

DEPARTMENT OF INDIAN AFFAIRS AND NORTHERN DEVELOPMENT

NATIONAL POST SCHOOL EDUCATION CONFERENCE

October 20 - 23, 1970

at

*Hotel Martinique, 1005 Guy Street,*

*Montreal, Quebec*

a g e n d a

Monday, October 19, 1970

*Informal Reception - 8:00 p.m.*

Tuesday, October 20, 1970

Chairman: Mr. M. St-Amant,  
Regional Superintendent of Vocational  
Education,  
Quebec

9:00 - 10:15 Speaker: Mr. O.N. Zakreski,  
Chief,  
Employment and Related Services

10:30 - 12:00 Regional Reports

12:00 - 1:30 L U N C H

Chairman: Mr. Jas McCallum,  
Superintendent,  
Vocational Education,  
British Columbia

1:30 - 3:00      Topic: Educational Television  
  
                         Mr. A. Simpson,  
                         Head,  
                         Adult Education

3:15 - 4:30      Regional Reports

Wednesday, October 21, 1970

Chairman: Mr. Fred Foss,  
                 Superintendent,  
                 Vocational Education,  
                 Manitoba Region

9:00 - 10:30      Speaker: Dr. Kate Cooke,  
                 or representative,  
                 Canada Department of Regional Economic  
                 Expansion

10:45 - 12:00      Speaker: Mr. J.L. Manion,  
                 Director,  
                 Programs Branch,  
                 Manpower Division

12:00 - 1:30      L U N C H

Chairman: Mr. Ralph Scharf,  
                 Superintendent,  
                 Vocational Education,  
                 Saskatchewan Region

1:30 - 2:00      Human Resource Inventories

Speaker: Mr. E. Belt,  
                 District Superintendent of Education,  
                 Yorkton, Saskatchewan

2:00 - 3:00      Regional Reports

3:15 - 4:30      Speaker: Mr. George Manuel,  
   or representative of  
   National Indian Brotherhood

5:00              D I N N E R

Speaker: Mr. G.D. Cromb,  
   Director,  
   Education Branch

Thursday, October 22, 1970

Chairman: Mr. Ralph Ritcey,  
   Superintendent of Vocational Education,  
   Northern Services Division

9:00 - 10:30      P A N E L   D I S C U S S I O N

"Roles and Relations at District, Region and  
Headquarters"

Panel members will be representative of each of  
the divisions.

10:45 - 11:30      Regional Reports

11:30 - 12:00      Members divide into three specialty groups for  
discussion.

- (1) Vocational Education
- (2) Employment and Relocation
- (3) Adult Education

12:00 - 1:30      L U N C H

1:30 - 4:30      Continuance of specialty groups.

7:00              *BANQUET*



Friday, October 23, 1970

Chairman: Mr. Ellery Collins,  
Superintendent,  
Vocational Education,  
Maritimes Region

9:00

Report of sub groups.

Summation of Conference - Mr. O.N. Zakreski

TUESDAY, OCTOBER 20, 1970

CHAIRMAN: Mr. M. St-Amant

Mr. St-Amant welcomed all the conference delegates to the Quebec Region on behalf of the Regional Director, on his own and his colleagues' behalf. He expressed pleasure at being asked to host the National Post-School Conference. Mr. St-Amant also welcomed the Chief of the Post-School Division, Mr. O.N. Zakreski.

SPEAKER: Mr. O.N. Zakreski

In his welcoming remarks to the conference, Mr. Zakreski briefly outlined the themes of previous National Conferences, but stated that no firm theme or objective had been set for this one; rather, flexibility in the topics of discussion would be the guideline.

Mr. Zakreski, in reviewing the Headquarters role, indicated that solutions to problems or to program needs no longer originate from Headquarters; these answers had to come through close joint consultations between Headquarters, the field and the Indian people. This is important to recognize because some people still looked to Headquarters as the place where all policies are formulated and solutions found.

A question was posed to the delegates by Mr. Zakreski, and a brief period was allotted for a written reply. The question asked was, *"What is the most pressing or Number One problem in your job today?"* A summary of the replies will be forwarded at a later date.

Mr. Zakreski made reference to the White Paper and to the possible phasing out of our Department as one of the major developments since the last conference and one which had given rise to a good deal of discussion, speculation and apprehension in the field. He reassured the delegates that although much time had been devoted to a study of the various implications nothing would be done without very close and detailed consultation with the Indian people and it appeared that the Department would have a vital role to play for some time yet. Reference was made to the developing awareness on the part of the Indian people of the political process of government. As the Indian people and their organizations seek to find their place in the total government structure the role of the Civil Servant has become less clearly defined and in many respects more difficult. It has also become a more flexible and challenging one.

Mr. Zakreski, in closing, briefly summarized what he considers the most significant developments in recent years, namely:

- the emergence of Indian leadership on a local, regional and national level

- the direct involvement of Indian people in the management of many programs formerly administered by the Department
- the increasing number of Indian people who are assuming positions of responsibility both within and outside the Department
- the changing role of the Department in response to these changes

In conclusion, Mr. Zakreski emphasized current thinking that Indian people must become more and more involved in solving Indian problems if meaningful and lasting solutions are to be found to these problems.

10:30 - 12:00

REGIONAL REPORT

The report from British Columbia Region on "*The Approach used in Negotiating Agreements with Provincial School Boards*" was presented by Messrs. McCallum, Addison and McKinnon.

CHAIRMAN: Mr. Jas McCallum

1:30 - 3:00      EXPLORING THE USE OF VIDEO TAPE

SPEAKER: Mr. A.D. Simpson, Head of Adult Education

After a brief comment on the importance of this media, a 55 minute tape was shown to demonstrate some of the possible uses of video tape for instruction in the following areas:

1. Placement and Relocation

Social education is required when a transfer from rural to urban situations take place. There is a definite need for Basic Academic Up-grading in order to function in the work force.

2. Economic Development

An explanation of the Co-ops was given in the native language and could be used in other communities.

3. Safety

Fire hazards in the Indian home.

4. Literacy Training

A demonstration was given using a common or everyday situation to teach the words and meaning related to them.

5. Guidance

*"Life in the Hostel"*. This was valuable to prospective students and their parents. Information on vocational courses and job situations could also be presented.

6. Skill Training

Oil burner repair and maintenance showed the areas of training and work situations of this job.

7. Social Education

This section showed various problems which must be overcome in adjusting to another society.

Other Information

1. The basic principle in V.T. production is to relate the production to the viewers (that is native people in the actual situation).
2. A cost analysis of the equipment and various types was also presented.
3. A copy of the A.V. tape was made available to each region.

This presentation was well received and A. Simpson and his staff were complimented on the production.

3:15 - 4:30

REGIONAL REPORTS

Mr. E. Korchinski reported on "*Kainai Industries Training On-The-Job Programme*" for the Alberta Region.

Mr. Ralph Scharf reported on "*The Cutbank Project*" for the Saskatchewan Region.

WEDNESDAY, OCTOBER 21, 1970

CHAIRMAN: Mr. Fred Foss

9:00 - 10:30

SPEAKER: Dr. Kate Cooke

Social and Human Analysis Division

Department of Economic Expansion

Dr. Cooke pointed out that the purpose of the Newstart programs is to develop more effective and economical methods of training Canada's disadvantaged adults for admission to retraining programs or employment. There are six Newstart programs currently operating in Canada, each involved with research in a specific field such as curriculum development as in Saskatchewan, or problems particularly pertinent to the upgrading and further training of Indian and Metis disadvantaged adults as in Alberta.

#### The Saskatchewan Newstart Program

The Saskatchewan Newstart program at Prince Albert is presently experimenting with the development of curricula for several programs based around the needs and interests of the disadvantaged adult.



One of the main areas being explored is the development of a Life Skills Course coupled with a Life Skills Coach Training Course. The advantage here is that only one professional needs to be recruited from outside the program. Trainees, who may be Indian, Metis, or White, are trained as coaches to conduct the Life Skills Course. This course is designed to teach problem-solving skills to assist disadvantaged adults to cope responsibly and effectively with personal, family, community, leisure, and employment problems. A variety of approaches are being used including the taping of sessions, the introduction of role playing techniques, and the use of coaches. Simulated situations are presented in an ordinary classroom setting - e.g., grocery store - or participants may move to a home situation to learn about entertaining. The course should be fully developed and tested by August 31, 1971. During 1969-70, a total of 210 adults were enrolled in the Life Skills Course.

A Basic Education for Adults Course (Levels 1-4), is concerned with the totally illiterate adult. The course is based on the assumption that participants need literacy in their own language first, be it Cree, Chipewyan, or whatever. A first version of the course using the initial teaching alphabet is being rewritten before field testing again.

As in the Life Skills Course, one professional is used assisted by coaches trained as teacher aides in a Socanics Course, which also

prepares paraprofessionals as welfare worker aides. A training manual will be available for use by December 31, 1970. During 1969-70, 40 adults graduated from this program.

There is also a Basic Education for Adults Program (Gr. 5-10), developed on an individual program instruction basis. Experience to date indicates that the Newstart basic education materials reduce the time required to go from grade to grade by 45 percent over present methods. The average participant achieves one full grade every 80 hours. Final materials will be ready by March 31, 1972. During 1969-70, a total 222 adults were enrolled in the program.

#### Alberta Newstart

The Alberta approach is interesting in that the whole family is involved as a group. Dr. Cooke feels that the family approach is particularly good with disadvantaged adults. Children are taken care of in day care centres; adults in a three-stage developmental process.

The initial stage, currently being tested on the Janvier Reserve, involves a social development and basic literacy training program designed to raise the literacy level from 1-6. For the second

stage of the program, participants move to the Newstart Centre at Fort McMurray for a continuation of the Basic Life Skills program and the introduction of family counselling as an added feature. The third and final step involves job placement or enrolment for vocational or other training.

Dr. Cooke says that the staged family development concept is not entirely new, but points to the Alberta program as the only direct example of this approach in Canada. In terms of time span it was pointed out that the Saskatchewan project has a yearly crop cycle, whereas the Alberta project is involved in a 4-6 year crop cycle.

#### Question Period

Some concern was voiced by delegates that the expectation of participants was being raised, through the payment of training allowances, to a level far above what they could expect to receive when they move into employment situations on termination of these programs.

10:45 - 12:00 SPEAKER: Mr. J.L. Manion, Director

Programs Branch

Manpower Division

Canada Manpower programs cover two main areas: that of job training, and mobility of the labour force.

1. The Training Program

The present trend is to buy basic training from the provinces wherever possible. Manpower training is essentially economically-oriented, designed to overcome occupational problems. Programs follow a pattern of 52 weeks of basic upgrading followed by 52 weeks of skill development. Already over one million adults have benefited. This year, Canada Manpower spent over \$3 million for training purposes, with an additional \$90 - \$100 million going to the provinces for capital expenditures.

Mr. Manion said that although the statistics are impressive, the achievement has not been as effective as they had hoped. There is still a considerable backlog of training needs, and the services provided deal only with the average individual. No attempt has been made as yet to provide for the vast number who need specialized or remedial training.

2. The Mobility Program

Relatively speaking, the mobility program is still small, costing approximately \$8-1/2 million per year. The program involves covering the costs of moving 9-10 thousand families per year permanently to localities where there is some assurance of steady employment. Travel costs of trainees in various training programs are also covered, including commuter's allowances. The mobility program is designed to help those unemployed or underemployed to find jobs. The only restriction is the need for assurance that the move is on a permanent basis.

One of the problems encountered to date has been the tendency to move people who might have been able to find employment if adequate guidance and counselling had been provided. This is one problem that needs careful consideration as it costs approximately \$4,000 to move a family to another location.

Specific Problem Areas

1. Although Canada is in the forefront of the western industrialized countries in providing services for the unemployed and underemployed, we still have a backlog of need to train primarily for job placement.

2. Another problem relates to the selection of recruits and counselling for job training and placement. More assistance is needed by competent selection and placement officers to help the individual make a wise choice.
3. More money needs to be spent on the testing, placement and training to ensure that trainees receive the best services available.
4. Disadvantaged adults involved in long training sessions tend to lose interest, and the drop-out rate rises sharply. What is needed is a dynamic approach to literacy training to make programs flexible, fast moving, and up-to-date, cutting down on the time required for basic training as indicated by the Saskatchewan Newstart Program.
5. Manpower is hampered in its activities by not having a full range of courses provided in all parts of Canada. Manpower needs to be able to operate a universal service to meet the needs of the Canadian labour force.
6. Manpower could be more effective if upgrading could be combined with work experience. This would involve training on-the-job helping to tailor training to individual needs.

7. If subsidized "*shelter workshops*" could be established, designed to place people in employment situations, remedial work could be done as needed to prepare the disadvantaged adults for normal competitive work. This might be done by buying job slots from industry.
8. Manpower needs a more active tie-in with DREE to develop greater capacity to act in rural areas.
9. There is a need to develop specialized diagnostic and counselling services to improve the job of identifying problems.
10. Manpower has been criticized for running a desk-bound bureaucracy. Manpower needs to get out and sell labour to the employer.
11. While counsellors in Manpower offices have stated they do not have sufficient funds to travel to outback areas, Mr. Manion felt that adequate funds are provided, and if additional funds are necessary they could be provided.

CHAIRMAN: Mr. Ralph Scharf

1:50 - 2:00

SPEAKER: Mr. E. Belt

HUMAN RESOURCE INVENTORIES

Our initial concern was to collect information on each person between the ages of 16 and 50 in respect to:

- (a) present education level
- (b) employment status
- (c) future education or employment goals
- (d) place of residence

A variety of methods were used by our field staff in the collection of data:

- (a) door to door visits by the staff
- (b) service contract with Indian status person of the area
- (c) letters signed by the chief sent to individuals
- (d) organization of interview sessions on specific dates



As yet we have not statistically determined the most effective method. Local circumstances dictated the method used by the field staff in some areas.

The form used in collecting information was developed by field staff and again varied in content as determined by the field staff member responsible for the survey. We attach the form used by our Placement Counsellor in Yorkton (Appendix A). Note items Numbers 9, 12, and 25. This information was added by the Placement Counsellor as he felt it would assist him in matching people with employment opportunities available in the area.

On final collection of data, field counsellors provided the District Office with a summary of information. At the District level we were only concerned about certain areas as outlined in Paragraph 1. This year we do not have 100% information on all Indian people, however we have data on approximately 75% of the total Indian adult population in our district. The field staff are now expected periodically to add and update information during the year when courses terminate or people enter employment. Each year new survey reports will be submitted by counsellors. Many of the reserve people in our District are very tired of surveys, etc.

On receipt of field counsellor surveys in the District Office summary sheets were developed in order to establish some base to set

program priorities in the District. An example, this year in Fort Qu'Appelle we are establishing three classes in 5-10 ungraded upgrading, as the area has a large number of people with a low education level. On completion of the summary sheets, letters were sent to Vocational and Placement Counsellors indicating problem areas and program priorities as seen by District Office. The counsellors were also asked to expand on the summary sheets to develop new methods, organization and priorities for their areas.

As a result of the survey an individual card index system was set up in the District Office. All field staff in the District use an interview form both in the office and field outlining pertinent information on training, relocation employment, etc., related to the individual. This information is then entered on the individual's card located in the District Office.

The information as outlined above is hoped not only to develop unification of all section activity in the District but also to prevent duplication of services, provide information for programs and budgets, priorities and ensure maximum utilization to staff to provide adequate and required services to clientele.

INDIAN AFFAIRS BRANCH  
EDUCATION AND LABOUR FORCE SURVEY

1. NAME IN FULL \_\_\_\_\_  
  Last Name  Other Names
2. POSTAL ADDRESS \_\_\_\_\_  
\_\_\_\_\_
3. SEX    M \_\_\_\_\_                          F \_\_\_\_\_
4. BAND AND NUMBER \_\_\_\_\_
5. DATE OF BIRTH \_\_\_\_\_  
  Date  Month  Year
6. WEIGHT \_\_\_\_\_ (lbs.)
7. HEIGHT \_\_\_\_\_  
  Ft. In.
8. MARITAL STATUS    Single \_\_\_\_\_                          Married \_\_\_\_\_  
  Widowed \_\_\_\_\_                          Separated \_\_\_\_\_
9. NO. OF DEPENDENTS (Including Wife) \_\_\_\_\_
10. LANGUAGES:    Spoken    Written
- |           |       |       |
|-----------|-------|-------|
| Cree      | _____ | _____ |
| Saulteaux | _____ | _____ |
| Sioux     | _____ | _____ |
| English   | _____ | _____ |
| Other     | _____ | _____ |

11. HIGHEST GRADE COMPLETED AT SCHOOL \_\_\_\_\_

Year this Grade completed \_\_\_\_\_

12. OTHER TRAINING OR COURSES COMPLETED \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

13. DO YOU HOLD A VALID OPERATOR'S LICENSE? \_\_\_\_\_

OR CHAUFFEUR'S LICENSE? \_\_\_\_\_

14. TRADE CERTIFICATES HELD, WHERE AND WHEN OBTAINED \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

15. HAVE YOU SERVED IN THE ARMED SERVICES? \_\_\_\_\_

16. WHEN DID YOU SERVE IN THE ARMED SERVICES? \_\_\_\_\_

17. HIGHEST RANK \_\_\_\_\_

18. DESCRIBE ANY HANDICAPS OR WORK LIMITATIONS \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

19. HAVE YOU AN UNEMPLOYMENT INSURANCE BOOK AT THE PRESENT TIME

\_\_\_\_\_

20. GIVE YOUR SOCIAL INSURANCE NUMBER \_\_\_\_\_

21. NAME THE TYPE OF WORK YOU USUALLY DO \_\_\_\_\_

\_\_\_\_\_

22. NAME THE TYPE OF WORK YOU PREFER \_\_\_\_\_

\_\_\_\_\_

23. NAME THE LOCALITY WHERE YOU PREFER TO WORK \_\_\_\_\_

\_\_\_\_\_

24. NAME OTHER LOCALITIES WHERE YOU WOULD ACCEPT EMPLOYMENT \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

25. STENOGRAPHER: \_\_\_\_\_ YEARS  
TYPING W.P.M. \_\_\_\_\_ SHORTHAND W.P.M. \_\_\_\_\_  
TYPIST: \_\_\_\_\_ YEARS TYPING W.P.M. \_\_\_\_\_

26. NAME THE MACHINES AND EQUIPMENT YOU CAN OPERATE AND LENGTH OF EXPERIENCE IN OPERATING THESE MACHINES \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

27. GIVE ANY ADDITIONAL INFORMATION ABOUT YOUR EDUCATION OR EXPERIENCE WHICH IS NOT FULLY COVERED BY THE FOREGOING QUESTIONS. USE A SEPARATE SHEET IF NECESSARY.

Ruled lines for providing additional information.

\_\_\_\_\_

Signature

\_\_\_\_\_

Date

2:00 - 3:00

REGIONAL REPORTS

Mr. Fred Foss of Manitoba outlined the *"Vocational Opportunity Services as it Relates to Indians"*.

3:15 - 4:30

SPEAKER: Mr. Dale Saulis

*"The Role of the Indian Brotherhood"*

3:15 - 4:30

SPEAKER: Mr. Dale Saulis

(Representative of Indian Brotherhood)

THE ROLE OF THE INDIAN BROTHERHOOD

Mr. Saulis outlined his educational background; at a residential school, provincial school and then Band Management Training. It was while working at the band management level and in the Indian Affairs Branch that he became fully aware of the numerous problems encountered by the Indian.

Three weeks ago the N.I.B. executive met for the first time as an incorporated Brotherhood under the Corporation Act of Canada. Mr. Saulis said this is the first time Indian people have had a sense of responsibility and are coming to grips to determine what they want as citizens of Canada. The past mistakes of the Department shouldn't be belaboured upon at this point of time in the era of the "*Indian Revolution*". He felt that this was a critical junction in time where the Indians had sufficient understanding and expertise to carry out the conceptual thinking about education and an understanding of the values and the needs.

The Steering Committee for the National Indian Brotherhood consisting of: Mr. Manuel, Mr. Cardinal, Mr. Delisle and Mr. Pain are



presently drafting a proposal for submission to a general assembly of the National Indian Brotherhood. A negotiating structure will be formalized between the Indian people and the prime minister and cabinet.

Many Indian people in the past have looked upon education as a way of losing their culture, losing their heritage or becoming integrated in society and a system of which they wanted no part. Indians of the present generation are of the consensus that the key solution to many of their problems is education.

Mr. Saulis said that some Indian organizations have begun assuming responsibilities in education by a piecemeal method from the traditional Department of Indian Affairs Branch. If the Indian people are going to truly benefit, education must be oriented to an Indian way of life, an Indian way of thinking and have an Indian set of values. He looks forward to the takeover of the complete educational programs from the Department so that they will teach themselves through their own media, through their own system, own values so that they may fit into the society today and yet maintain the Indian identity and culture.

While Mr. Saulis said that Indian pupils in public schools are not producing the results anticipated he has no definite formula to overcome the problem. He considers that education rights of the

Indian people is not merely a humane responsibility by the Department of Indian Affairs but is a right of Indian people. They look forward to the time when negotiations are completed, approval has been given and they are able to progress by their own system.

Question

Are there any other programs similar to those of Indian Affairs Branch getting underway through private corporations?

Answer

Similar programs are being talked about and submissions made. Approval has not been granted as such would establish precedents. He considered the present priority system antiquated. The Department of Indian Affairs has been primarily concerned with physical programming, taking too little account of the inability of the Indian people to make the mental and social change. The Department of Indian Affairs is a people department, not a physical programming department.

Question

At this point in the development of the National Indian Brotherhood, you are free to do some real thinking and not tied to administration programs, etc. Is there not a possibility that you will become involved in a similar manner of processing?

Answer

This is a valid point and as the organization becomes more complex this may happen. We are aware of it and will attempt to develop a happy medium.

Question

Has there been any liaison between the Brotherhood and the provincial association in the establishment of cultural colleges?

Answer

Thus far in the realm of education the Brotherhood has not participated whatsoever, other than structural planning.

Question

What is the National Indian Brotherhood? Is it an association or is it an association of Indian people?

Answer

Indian Brotherhood in context and in essence is as your federal government. The provincial organization is as your provincial government and the Indian people are as Canadian people.

Question

Which Indian people are excluded?

Answer

Theoretically, none; and officially I cannot project any further.

Question

As far as B.C. is concerned, do you recognize the Indian Chiefs as being provincial organizations?

Answer

If you are aware of the evolvement of the B.C. Indian Chiefs, they evolved from the North American federation, your women's federation, your tribal council. They formed the Indian B.C. Chiefs and the conclusion is obvious.

Question

How many Indian people who are trained and qualified are ready and willing to leave their present position and in effect to become civil servants of the educational system?

Answer

A survey was made but I cannot recall the numbers. However, if an Indian feels that he can provide more benefit to the Indian people in his present job, he should remain there. If they feel frustrated

in their work and after having developed the expertise they are by all means invited to work for the national component.

Question

What are your views of the Indian Development and Recruitment program?

Answer

I think that it is one of the most constructive steps or programs that the Department has undertaken in a long time.

Question

I don't know whether I misinterpreted you but I have the impression that upgrading per se is frowned upon?

Answer

Just the contrary. I am saying that if all the money in Indian Affairs were transferred to the education program right now, we wouldn't lose in the physical area. Once their educational level is improved they can determine for themselves what physical changes would be required for their development.

5:30

DINNER SPEAKER: Mr. G.D. Cromb

Director of Education Branch

When I look back over the past 100 years in Indian education there is no doubt in my mind that miracles have been performed and are still being performed. The Indian people expect this to continue and at the same time they are demanding change. This we all accept, for the paternalistic pattern of the past is now gone. All must participate. The Indian peoples, though often critical because of past experiences, are coming to accept their rightful place in the new partnership.

It is only the conscientious who feel and know frustration and because we have, in Indian Affairs Education, such a group of people, I am sure all here find this period of change most frustrating. We are not, however, any different from others in our society who have been attracted to work such as ours because of their social conscience. All face criticism because of their deep involvement and their strong desire to find answers. Sometimes we make decisions too hastily and stand rigid in their defence when we have an obligation to provide alternatives.

New Policy? Policy is being formulated every day, much of it outside Headquarters. Our policy is now geared to work closely with Indian Bands and individuals in their attempt to take over the responsibilities

of their own affairs and departmental programs. This will take a long time and we will be here as long as we are wanted and needed.

In this kind of partnership the Indian people expect you to be right. In making decisions take the time to be sure. Together we can come up with what is right.

Co-operation - Discussion - Time - is the key to the solution.

In the immediate future, we all must be concerned with the requests made by the Indians. This has already started, e.g., Blue Quills, Tsartlip.

Discussions, must be arrived at through complete co-operation at all levels starting with Indian people.

OCTOBER 22, 1970

CHAIRMAN: Mr. Ralph Ritcey

9:00 - 10:30

PANEL DISCUSSION

ROLES AND RELATIONS OF DISTRICT, REGION AND HEADQUARTERS

DISTRICT PANEL MEMBER: Mr. R. Graves

Mr. Graves discussed his role as an Adult Educator within the district. While he was establishing adult education classes, he found the people were confused as to his function in relation to the other officials. Band members tended to consider each official being responsible for all the Department's programs. Among the officials themselves, confusion existed as to the various responsibilities of the Agency, District Education Office and the Regional Education Office.

Currently District Education and Agency Offices are being amalgamated under a District Supervisor. The hope is that this new organization will clarify line and staff responsibilities.



Mr. Rehaluk discussed the organization at the level of the region. Under the current organization, the Superintendent of Vocational Education reports to the Regional Superintendent of Education who in turn reports to the Regional Director. The Regional Superintendent of Vocational Education and the Regional Director tend to lose contact with each other.

The Regional Superintendent of Vocational Education has, in addition to his other duties, a co-ordinating role and thus about 40 percent of his efforts are directed toward involvement in programs involving other agencies. Other elements in his role include budgeting for the post school program. In Ontario he is responsible for all counselling from kindergarten to the grave and for staff training.

In Ontario the District Superintendents of Schools have been very busy with the in-school program and as a result consideration is being given to appointing Assistant District Superintendents of Schools who would have responsibility for Vocational Training.

Mr. Zakreski said there was a difference between collective and individual roles. The collective role of the Vocational Education Division is changing and will continue to change in response to emerging needs of the Indian people. It can no longer be looked upon as static or in isolation since many outside influences have a bearing on it - including the degree of participation on the part of other federal and provincial agencies.

Concerning individual roles, there has been a tendency to minimize the importance of the kind of relationship which exists between individual staff members. A quick review of the various regions as they exist today very forcibly demonstrates that administrative functioning is very much influenced by the calibre of people in senior positions and how they relate to each other.

Mr. Zakreski explained that the present view is that headquarters staff are neither program managers nor staff supervisors. Headquarters is primarily an extension of the Minister's Office with an overall co-ordinating and liaison function.

In the interesting discussion which followed the presentations by the panel members, the following points were put forward and considered:

1. Some confusion exists as to the interpretation of the "*Document on Communications*" which was circulated from the office of the Assistant Deputy Minister.
2. Since some monies are held in Ottawa the result is that Headquarters does to some extent, act as manager.
3. The activities of Indian organizations influence budgeting in ways which are difficult to predict in advance.

4. In Ontario, area budgets are discussed with Indian organizations at both district and regional levels. Comments indicated that relationships between the Department and Indian organizations vary considerably from region to region.

10:45 - 12:00

REGIONAL REPORTS

Messrs. M. St- Amant, B. Dufour and P. Champagne presented their report on its involvement with "*Service D'Accueil Aux Voyageurs et Aux Immigrants*" and SAVI for the province of Quebec.

Mr. E. Collins presented the report on the various carpentry programs as carried out during the last year for the Maritime region.

FRIDAY, OCTOBER 23, 1970

CHAIRMAN: Mr. E. Collins

Report by Sub Groups

REPORT OF ADULT EDUCATION SPECIALTY GROUP

1. Discussion of the reporting forms which had been forwarded to districts. Ottawa needs:

- (a) monthly activity form

- (b) adult educational services

needs an evaluation report on each program.

Other forms were examined but these are to be used at the discretion of the region.

2. Look at the research projects for 1971-72.

A basic literacy program followed by a Social Education program specifically designed for use with Canadian adult Indians.

Concern is in regards to those adult Indians who are not presently receiving any training in literacy. The aim is to develop a program to raise the basic literacy level from 0-6

of young married women who have a direct effect on how education is regarded in the home and also for middle aged men and women with little or no schooling who are needed to give stability to the Indian community.

What makes this program different?

The use of new teaching and learning materials based on the needs and interests of adult Indians living on reserves or in Indian communities. The use of native instructors trained in adult teaching methods, techniques, and new materials.

Plan (1971-72)

To field test the new program in two reserves in one region. One training session starting approximately April 1, 1971 on one reserve and the other starting about September 15, 1971 on another reserve. This would allow for full-time employment for one instructor per region.

Participants would attend classes for five days per week.

Allowances would be paid similar to C.M.C. rates.

Baby sitting facilities would be provided as and if needed.

Materials, pre-service and in-service training and supervision would be carried out by the Adult Basic Education Consultant. Evaluation of the program and progress of the participants would be made.

At the end of a six month program in adult basic literacy, participants would proceed into a six month social education with a functional literacy sector built in. The purpose of the literacy aspect would be to strengthen and broaden the communication skills already established in speaking, reading and writing English or French.

The social education aspect would be trying to place emphasis on the development of leadership, to strengthen the home and civic responsibilities. Aspects of social education and other services, etc., would be the same as outlined for adult basic education.

An opportunity would be provided to determine whether timing was a factor since social education programs might show improvement after having participated in basic literacy.

3. Establishment of a newspaper to be used as a teaching tool. A newspaper similar to Lauback's "*News for You*" but Canadian in content, reflecting the needs and interests of adult Indians. The newspaper to be published weekly or bimonthly and sent into every Indian home on a reserve (Indian community) through students taking adult basic education programs.

Two papers - one written at grade 3-4 level  
- other written at grade 5-6 level

Emphasis placed on interests of Indians plus some international and national news. This would be field tested in one region first, followed by expansion into two other regions, then tested in Quebec district, etc.

4. Research

The use of videotape to train, strengthen and expand the services of native instructors in adult education for adult Indians.



Report by

EMPLOYMENT AND RELOCATION SPECIALTY GROUP

To consider ways and means of providing a dynamic, qualitative service to meet the accelerated employment and relocation needs of Indians graduating from skill training courses, the following topics were discussed:

- An Indian Rural Placement Service
- Implementation of the HELP concept of programming with a view to a highly specialized service in strategic high employment centres
- Establishment of a Regional and National forum on Indian employment
- Social and financial incentives
- Interregional co-operation and planning
- Human resource inventories and research

Report by

VOCATIONAL EDUCATION SPECIALTY GROUP

The following items were discussed by the Vocational Education Group:

1. Who are our clients?

- Indian people 17 years of age and over
- Indians who are one year beyond school leaving age of the province wherein they reside

2. How much assistance do we provide?

We can be expected to provide full training allowances.

3. Where high rentals are in effect, what can be done to assist the trainee?

Where the allowance is insufficient and other suitable accommodation is not available, a subsidy may be provided by means of the special contingency grant.

4. Budgets:

All regions except one considered budgets to be fair.

5. While the D.I.A.N.D. had offered their services in counselling Eskimos in training in southern Canada, the Northern Economic Development Branch had requested hands off.

6. The courses in "*Child Worker Care, and Community Health Worker*" at Mount Royal College are operating more smoothly this year.
  
7. In discussing training allowances there appeared a differential in rates from region to region with Ontario requesting students to pay a portion of the costs when they were in a position to make some contribution.
  
8. The following questions were asked regarding the Indian-Eskimo Recruitment and Development Program:
  - Will employment be available for university students?
  - Will additional funds be made available?
  - Will the program be expanded?
  
9. Regarding the training on-the-job programs such as that with the Department of the Solicitor General, regions should put out feelers to regional representatives of other federal agencies, with Headquarters being involved eventually.

Provincial departments of the government should also be approached with regards to training on-the-job (50% cost sharing).

10. Ontario mentioned that although there is no definite employment and relocation function in the region, their other counsellors (42) do in fact provide a fairly comprehensive service in this area.

Discussion followed pro and con regarding general counsellors versus specialist counsellors. A recommendation was made that Headquarters study the entire matter with a view to resolving the situation.

RECORD OF CONFERENCE

The conference members felt that a brief summary of this conference would be adequate since last year's documentation was altogether too comprehensive and so formidable that it was not read.

SUMMATION

The following ideas were presented to be used in setting up future conferences.

1. More time should be given for sub group meetings.
2. The general pattern is good.
3. The time of the year, (October - November) was most suitable.
4. Perhaps the conference was too structured and not as conducive to good discussions as might be.
5. No momentous decisions were made but we did accomplish our goals:
  - exchange of ideas
  - many good discussions

6. Future conferences should be attended by people from the district level.
  
7. In closing the conference Mr. Zakreski thanked the delegates for the support and co-operation he has received from them in the past and expressed the hope that this kind of working relationship would continue in the future. He emphasized that Headquarters be looked upon as a resource to the field and if they referred any particular problems every attempt would be made to assist them.

Appreciation was expressed to the Quebec Region for this hospitality and excellent accommodations.