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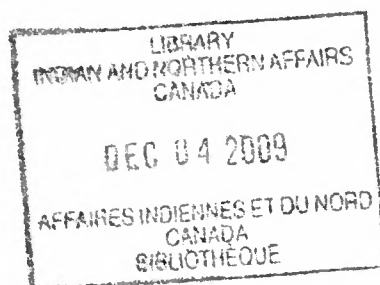
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# Indian Education Program

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# Indian Education Program



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## FOREWORD

This publication is one of three covering the Community Affairs, Education and Economic Development activities and is designed to provide the reader with a reference to the various programs and activities provided for the Indian people of Canada, outside of the Northwest Territories, by the Department of Indian Affairs and Northern Development. These documents are intended primarily for the Department's staff and for Indian bands and organizations: for the former they can satisfy a briefing and training need for new staff or for other management needs; for the latter they can serve as a source of information on the services provided under the Indian Affairs Program.

Because of the ever changing needs of the Department to meet the demands of the Indian community, the information contained in this publication is not necessarily final nor current in its detail. To ensure that the reader has the ability to obtain the latest and most up-to-date information, the appropriate responsible officers are listed in the Appendix.

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# INDIAN EDUCATION PROGRAM

## INTRODUCTION

### OBJECTIVE

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

### Activities Involved

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

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

Administrative services, research studies and professional development for the education program;

Federal educational services and facilities for students as required;

Services of provincial and/or other school systems for students;

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

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

Vocational and higher educational opportunities;

Opportunities for vocational training and employment; and

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

# **PROGRAM DATA**

## **Program Costs - F.Y. 1971/72 (\$000's)**

<u>Region</u>	<u>Maritime</u>	<u>Que.</u>	<u>Ont.</u>	<u>Man.</u>	<u>Sask.</u>	<u>Alta.</u>	<u>B.C.</u>	<u>Yukon</u>	<u>H.Q.</u>	<u>Total</u>
<u>Cultural Development</u>										
Opn & Maint	- -	5	10	- -	- -	- -	- - - -	- - - -	483	498
Capital	- -	- -	- -	- -	- -	- -	- - - -	- - - -	- -	- -
<u>Administration</u>										
Opn & Maint	154	320	506	464	419	391	314 - -	- -	622	3,190
Capital	- -	11	6	7	15	37	- - - -	- -	2	78
<u>Education In Federal Schools</u>										
Opn & Maint	690	3,132	5,756	3,963	2,104	2,813	2,335	4	29	20,826
Capital	107	390	756	761	90	714	230 - -	- -	7,555	10,602
<u>Education in Non-Federal Schools</u>										
Opn & Maint	981	3,915	7,518	3,854	5,076	5,462	9,020	15	- -	35,841
Capital	- -	- -	- -	- -	- -	- -	- - - -	- -	5,381	5,381
<u>Transport &amp; Maintenance of Pupils</u>										
Opn & Maint	657	1,506	2,420	2,254	2,096	2,108	2,781	23	- -	13,845
Capital	- -	43	- -	- -	- -	- -	- - - -	- -	- -	43
<u>Adult Education</u>										
Opn & Maint	44	192	770	1,051	394	461	182	5	74	3,173
Capital	- -	- -	- -	- -	8	- -	3 - -	- -	- -	11
<u>Vocational Education</u>										
Opn & Maint	612	838	1,859	721	723	951	1,561	11	72	7,347
Capital	- -	- -	- -	114	- -	- -	- - - -	- -	159	273
<u>Employment &amp; Relocation</u>										
Opn & Maint	192	287	344	382	422	658	363	21	112	2,782
Capital	- -	- -	- -	- -	- -	8	- - - -	- -	- -	8
<u>Student Residences</u>										
Opn & Maint	- -	1,985	2,225	1,663	2,666	1,473	4,011	537	447	15,007
Capital	- -	51	95	26	113	238	211	11	323	1,069
<u>Total</u>										
Opn & Maint	3,330	12,180	21,408	14,352	13,900	14,317	20,567	616	1,839	102,509
Capital	107	495	857	908	226	997	444	11	13,420	17,465

## C U L T U R A L   D E V E L O P M E N T

### OBJECTIVES

To promote the preservation, growth and expression of Indian cultures, and to facilitate the entry of Indian creative and performing artists into the North American cultural world.

### BACKGROUND

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

This assistance takes two forms, one being cash grants which began with a modest \$5,000 in 1964/65 and have increased to over \$334,000 in 1971/72, and the second being the assistance given by our staff in fine arts, literature, linguistics and the performing arts.

Historically, with few exceptions, the Indian and Eskimo people have been interpreted by non-Indian writers. In an effort to aid Eskimo writing talent, a literature development specialist, who was a successful author and folklorist in his own right, was hired in 1967 to develop Eskimo written literature. In November 1968, he combined his Eskimo responsibility with Indian literature development. It was his firm belief that the Indians needed a truly Indian written cultural magazine, with total geographical representation, if they were to be encouraged to write. Thus the magazine Tawow was started, is now drawing enthusiastic response from Indians and non-Indians alike, and is being supplied to 800 libraries across the country. It performs the valuable secondary role of informing the public.

A program of assisting individual writers with technical help, ranging from simple editing to supplying background information, publicity and acting as agent between authors and publishers, has had positive results. The success of this program was demonstrated in 1970, when private publishers put out nearly a dozen titles by Indian authors interpreting folklore, history, poetry and the social scene. Manuscripts that relate to Indians are reviewed for historical accuracy and bias, before they are published.

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

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

The Departmental staff endeavours to work as closely as possible with Canada Council, provincial art councils, museums, drama societies, art galleries and other related societies and organizations.

## PROCEDURE

A trained linguist co-ordinates practical language programs for the various Indian linguistic groups in the country to meet the increasingly strong demands for professional and technical assistance in preserving their languages.

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

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

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

Services provided in support of literature development include:

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

Editing and typing of manuscripts produced by Indians;

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

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

An individual or group requesting a cultural grant applies through the regional office, where the application is processed and evaluated by a regional assessment committee.

The committee will have three technical members including a university expert who will act as adviser in selecting committee members, chosen from leaders in creative and performing arts, including established artists, art teachers, critics, museum directors, gallery owners, musicians, actors, writers, etc.

In addition to the three outside members of the committee, two people, namely the regional cultural development representative and the regional school superintendent, will serve as standing members of the assessment committee and attend each committee meeting. A member of the Cultural Affairs Division, Ottawa, will be in attendance whenever the need arises.

In the case of a performing group, dance, drama, pageant, or individual performing artist such as a dancer or a mime, evaluation by a committee cannot be accomplished unless the performers are actually seen performing. Individual performers will appear before the committee at such suitable times as will be agreed upon between the committee, the regional office and the Cultural Development Division in Ottawa. With regard to a performing group, a method will be used patterned on the procedure of the National Drama Festival adjudications, where a single judge, versed in the various aspects of the performances, is delegated to attend a pre-presentation and evaluate the group's merits.



The committee will evaluate each application for a grant, with its accompanying art samples, compositions, tapes, photos, etc., and make subsequent reports, assessments and recommendations to Headquarters on the quality and potential displayed in the sample art forms.

The assessment committee is an advisory body, and final decisions and approvals must rest at Headquarters.

All applications for grants for the following will be considered:

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

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

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

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

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

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

#### **FUTURE PLANS**

To continue providing professional and financial assistance to ensure the promotion and preservation of Indian cultures;

To prepare and publish grammars, dictionaries and basic readers; and,

To revise and reprint existing publications.

#### **AGENCIES WITH RELATED RESPONSIBILITIES**

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

#### **PROGRAM DATA - F.Y. 1971/72**

The operation of the Cultural Development Program for the 1971/72 fiscal year involved an expenditure of \$498,000.

There were 12 exhibitions of Indian art which attracted a large number of viewers.

The distribution of the magazine Tawow increased from 15,000 copies in 1970/71 to 16,500 in 1971/72.

# Distribution of Cultural Grants - F.Y. 1971/72

During this period, 123 cultural grants were approved and distributed as follows:

<u>Maritime</u>	5	12,345
<u>Quebec</u>	8	27,200
<u>Ontario</u>	24	52,167
<u>Manitoba</u>	8	26,376
<u>Saskatchewan</u>	34	70,100
<u>Alberta</u>	27	77,864
<u>British Columbia</u>	11	37,200
<u>Yukon</u>	5	27,900
<u>Northwest Territories</u>	1	3,600
<u>Total</u>	<u>123</u>	<u>\$334,752</u>

The size of the grants varied as indicated below:

\$ 999 or less	-	22
\$1000 - 1999	-	19
\$2000 - 2999	-	26
\$3000 - 3999	-	24
\$4000 - 4999	-	11
\$5000 - 5999	-	19
\$10000	-	1
\$16900	-	1
		<u>123</u>

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

Writing	2
Indian Days & Pow-wows	25
Arts & Crafts	11
Inter-tribal Assemblies, Activities & Tournaments	7
Indian Princess Pageants	4
Songs & Dances	16
Inter-cultural Activities	2
Promotion of Indian Culture (a combination of two or more of the above activities)	33
Lacrosse	3
Other	<u>20</u>
	<u>123</u>

## **GENERAL ADMINISTRATION**

### **OBJECTIVES**

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

### **Activities Involved**

To provide for the engaging and training of staff;

To conduct education studies and research;

To arrange for the acquisition and transfer of property, and for the equipping and maintenance of schools and teacherages;

To provide office facilities and audio-visual aids, and to arrange for pupil transportation; and

To administer the Student Scholarship Program.

### **BACKGROUND**

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

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

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

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

The district superintendents of schools became involved in general administrative and supervisory duties, in addition to being involved in negotiations with local school authorities for the admission of Indian children to non-federal schools. They were also required to advise students and their parents on the selection of courses and on the assistance that was provided by the government to enable students to take post elementary school education. The district and regional superintendents of schools were assisted by counsellors, adult education specialists, language art specialists and others. Programs were divided at the regional level into in-school and post-school programs.

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



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

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

As an incentive to students, a system of scholarships was established on a regional basis in 1957. The scholarships, ranging in value from \$400 to \$1000 according to the type of course chosen, were awarded to outstanding students in nursing, teacher training, technical, agricultural and university courses. In 1959, the program was broadened to include cultural as well as academic training, and scholarships were made available to students who have demonstrated ability in art, music and drama.

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

Research projects have been conducted for several years on various matters concerning the education program. In 1971/72, 21 education research projects were funded by contract by the department. These projects included a study of the reasons for the dropout of Indian students in New Brunswick, a study of the educational needs of Quebec Indians, a human resources survey in Manitoba, a native language instruction project in Saskatchewan and a study of educational opportunities for native youth in Alberta.

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

#### **PROCEDURE**

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

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

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

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

The Department finances research projects on Indian education conducted by Indian groups, provincial agencies, and universities. These projects must have

the understanding and concurrence of the individual native citizens or groups of peoples to be involved in the project. Grants are not given to individuals for research, but contracts may be made with individuals to conduct specific studies in connection with the Education Branch program.

#### **FUTURE PLANS**

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

#### **AGENCIES WITH RELATED RESPONSIBILITIES**

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

##### Maritime

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

##### Quebec

Quebec Department of Education  
Quebec Department of Family and Social Welfare  
Quebec Department of Labour and Manpower

##### Ontario

Ontario Department of Education  
Ontario Department of Labour  
Ontario Department of Social and Family Services

##### Manitoba

Manitoba Department of Health and Social Development  
Manitoba Department of Youth and Education

##### Saskatchewan

Saskatchewan Department of Education  
Saskatchewan Department of Indian and Métis Affairs  
Saskatchewan Department of Welfare

##### Alberta

Alberta Department of Education  
Alberta Department of Health and Social Development

##### British Columbia

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

##### Yukon Territory

Yukon Territorial Government

# **PROGRAM DATA**

## **Program Costs - F.Y. 1971/72**

<u>Region</u>	<u>Administration</u>	<u>Transport</u>	<u>Professional Education</u>	<u>Scholarships</u>	<u>Studies and Research</u>	<u>Total</u>
<u>Maritime</u>						
Opn & Maint	126,000	- -	14,000	- -	14,000	154,000
Capital	- -	- -	- -	- -	- -	- -
<u>Quebec</u>						
Opn & Maint	242,000	9,000	27,000	- -	42,000	320,000
Capital	- -	11,000	- -	- -	- -	11,000
<u>Ontario</u>						
Opn & Maint	379,000	4,000	67,000	- -	56,000	506,000
Capital	- -	6,000	- -	- -	- -	6,000
<u>Manitoba</u>						
Opn & Maint	370,000	14,000	67,000	- -	13,000	464,000
Capital	- -	7,000	- -	- -	- -	7,000
<u>Saskatchewan</u>						
Opn & Maint	305,000	32,000	46,000	- -	36,000	419,000
Capital	- -	15,000	- -	- -	- -	15,000
<u>Alberta</u>						
Opn & Maint	287,000	27,000	54,000	- -	23,000	391,000
Capital	- -	37,000	- -	- -	- -	37,000
<u>B.C. &amp; Yukon</u>						
Opn & Maint	219,000	15,000	26,000	- -	54,000	314,000
Capital	- -	- -	- -	- -	- -	- -
<u>Headquarters</u>						
Opn & Maint	533,000	- -	9,000	21,000	59,000	622,000
Capital	2,000	- -	- -	- -	- -	2,000
<u>Total</u>						
Opn & Maint	\$2,461,000	\$101,000	\$310,000	\$21,000	\$297,000	\$3,190,000
Capital	\$ 2,000	\$ 76,000	- -	- -	- -	\$ 78,000

## **Scholarships Awarded - F.Y. 1971/72**

<u>Region</u>	<u>University</u>	<u>Nursing</u>	<u>Vocational Training</u>	<u>Cultural</u>	<u>Teacher Training</u>	<u>Independent School</u>	<u>Total</u>
<u>Maritime</u>	1	-	5	5	3	-	14
<u>Quebec</u>	5	1	4	-	1	-	11
<u>Ontario</u>	5	2	3	-	1	-	11
<u>Manitoba</u>	2	1	4	3	1	5	16
<u>Saskatchewan</u>	4	-	5	-	2	-	11
<u>Alberta</u>	7	-	6	1	1	-	15
<u>B.C.</u>	3	1	5	-	1	1	11
<u>Total</u>	27	5	32	9	10	6	89



## Education Project Activities

The Department is involved in, or has committed research funds for the following education project activities in 1972/73:

<u>Contracting Agency or Person</u>	<u>Activity</u>
Maritime Regional Office	Parent Education Project
Union of New Brunswick Indians	Study of Reasons for Dropout of Indian Students
Quebec Regional Office	Study of Indian Educational Needs in Quebec Indian Eskimo Language Project
Mr. Jacques Kurtness Quebec Regional Office	Psychological Survey of Quebec Indian Students
Châteauguay School Board	Language Arts Study
Ontario Institute for Studies in Education	Stimulating the Early Environment of Children
Nishnawbe Institute	Algonquian Project - Collecting Ojibway Stories, Legends & Songs on Tape
Manitoba Regional Office	Manitoba Human Resources Survey
Saskatchewan Northern Curriculum Board	Native Language Instruction Project
Federation of Saskatchewan Indians	Saskatchewan Indian Education Study
Alberta Regional Office	Research by Parents and Teachers in Local Schools
Dr. McFetridge University of Alberta	Bishop Piché School Curriculum Research
Drs. Bryce & McIntosh University of Alberta	Blue Quills School Consultation Study - Part II
University of Lethbridge	Study of Educational Opportunities for Native Youth
Mrs. Irene Fowler University of Calgary	Indian Literature in High School Education Programs in Canada
Dr. R.J. Carney University of Calgary	Feasibility and Time-Cost Study for the Blue Quills Center
Tera Instructional Designs Associates	Ermineskin Curriculum Study
Mr. Richard Pope Edmonton, Alberta	Study of Practical Means of Sponsoring Adult Education Programs
Fort Chipewyan Bands	Educational Planning Study
University of British Columbia	Development of a Multi-media Resource Centre on Indian Studies

## **E D U C A T I O N   I N   F E D E R A L   S C H O O L S**

### **OBJECTIVES**

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

### **Activities Involved**

To operate federal schools only in those areas where Indian parents do not choose to use the provincial educational services; and

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

### **BACKGROUND**

Prior to the Second World War education for the Indian was, in effect, education in isolation. Schools and hostels for Indian children were established, but the curriculum was not geared to their language difficulties nor to their sociological needs. A few bands had established schools on reserves, provincial governments were not really involved, and services were provided by missionaries. There was little or no Indian involvement in educational decision making.

Federal schools provided education at the primary and secondary levels on Indian reserves until about 1945. With the shift in emphasis from schools operated by the Federal Government, the secondary level has gradually been left to provincial schools. In those schools which remained under the control of the Federal Government, the curriculum was changed to follow the provincial one, and regional language supervisors were appointed to assist the Indian children overcome any language difficulties. Approval was granted in 1960/61 for the extension of federal education services to certain categories of non-Indians living on reserves or in Indian communities. The schools are located chiefly in isolated areas where integrated schooling is difficult to achieve. In 1971/72, 51 of the 1497 teachers and counsellors had less than senior matriculation and one year of training, while 566 had at least a bachelors degree. Sixteen per cent of the teachers in federal schools were of Indian status.

Today about forty percent of the Indian students are in federal schools which, in the main, provide education up to the grade eight level.

Beginning in 1956, school committees were organized on a few selected Indian reserves to stimulate parental and community interest, and to provide experience for the further involvement of Indians in the administration and management of education. By 1971 there were over 180 such committees, and the provincial governments of New Brunswick, Ontario, Manitoba, Saskatchewan and British Columbia had amended their legislation to recognize the rights of Indians to sit on school boards.

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

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

## **PROCEDURE**

All aspects of the program are under federal jurisdiction including instruction, inspection, school facilities and school committees. The physical facilities are in line with provincial standards where possible, and the curriculum is that of the province in which the school is located, but with special provision for Indian culture content and other special needs. Teachers recruited for service in federal schools must meet provincial qualifications. Kindergarten instruction is supplied for all reserves where warranted by pre-school population numbers.

Education school committees, made up of band members appointed by the chief and council or elected by the band, perform functions similar to those of a provincial school board. The committees act as advisory bodies to departmental staff and, while they do not have the powers of school boards, they are involved in the operation of the schools and are training to eventually assume responsibility as members of school boards.

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

## **FUTURE PLANS**

To consult with Indian bands and associations, government and church organizations, provincial school authorities and with other organizations on the optimum system for the education of Indian children.

To continue to operate federal schools as long as requested by Indian parents and as long as the enrolment warrants the provision of such educational facilities. The quality of the teaching staff will be improved through a more comprehensive recruitment and professional development program, and special attention will be given to newly appointed teachers to help them adapt to teaching in Indian schools.

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

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

## **EXISTING AGREEMENTS**

### Quebec

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



# PROGRAM DATA

## Program Costs - F.Y. 1971/72 (\$000's)

<u>Region</u>	<u>Instruction</u>	<u>Inspection</u>	<u>School Facilities</u>	<u>School Committees</u>	<u>Municipal Services</u>	<u>Total</u>
<u>Maritime</u>						
Opn & Maint	506	- -	146	38	- -	690
Capital	1	- -	106	- -	- -	107
<u>Quebec</u>						
Opn & Maint	2,163	- -	753	6	210	3,132
Capital	- -	- -	390	- -	- -	390
<u>Ontario</u>						
Opn & Maint	3,640	11	2,056	49	- -	5,756
Capital	81	- -	675	- -	- -	756
<u>Manitoba</u>						
Opn & Maint	2,512	- -	1,421	30	- -	3,963
Capital	33	- -	728	- -	- -	761
<u>Saskatchewan</u>						
Opn & Maint	1,681	2	377	44	- -	2,104
Capital	9	- -	81	- -	- -	90
<u>Alberta</u>						
Opn & Maint	2,119	- -	606	88	- -	2,813
Capital	40	- -	674	- -	- -	714
<u>British Columbia</u>						
Opn & Maint	1,676	4	639	17	- -	2,336
Capital	14	- -	216	- -	- -	229
<u>Yukon</u>						
Opn & Maint	2	- -	2	- -	- -	4
<u>Headquarters</u>						
Opn & Maint	29	- -	- -	- -	- -	29
Capital	- -	- -	7,555	- -	- -	7,555
<u>Total</u>						
Opn & Maint	\$14,328	\$17	\$6,000	\$272	\$210	\$20,827
Capital	\$ 178	- -	\$10,424	- -	- -	\$10,602

# Enrolment In Federal Schools - 1971/72 School Year

## Distribution By Grade

	<u>Maritime</u>	<u>Quebec</u>	<u>Ontario</u>	<u>Manitoba</u>	<u>Saskatchewan</u>	<u>Alberta</u>	<u>B.C.</u>	<u>Total</u>
<u>Grade</u>								
<u>K1</u>	147	377	180	310	254	118	247	1633
<u>K2</u>	215	649	735	554	598	561	459	3771
<u>I</u>	200	712	1007	832	548	443	474	4216
<u>II</u>	161	652	983	819	398	433	390	3836
<u>III</u>	143	594	835	590	382	391	386	3321
<u>IV</u>	117	572	763	629	339	379	286	3085
<u>V</u>	151	584	679	589	272	370	342	2987
<u>VI</u>	116	463	656	575	259	305	262	2636
<u>VII</u>	30	121	540	471	143	247	191	1743
<u>VIII</u>	15	12	415	430	104	147	9	1132
<u>IX</u>	5	- -	27	214	46	112	- -	404
<u>X</u>	- -	- -	- -	19	- -	27	- -	46
<u>XI</u>	- -	- -	- -	- -	- -	15	- -	15
<u>XII</u>	- -	- -	- -	- -	- -	8	- -	8
<u>Special</u>	4	13	57	32	15	29	- -	150
<u>Total</u>	<u>1304</u>	<u>4749*</u>	<u>6877</u>	<u>6064</u>	<u>3358</u>	<u>3585**</u>	<u>3046</u>	<u>28983***</u>

\* Includes enrolment in Arctic Quebec.

\*\* Includes 22 Indians and 8 non-Indians in hospital school.

\*\*\* Includes 1086 non-Indian pupils.

**Federal Schools, Classrooms and Number of Teachers - September 1971**

<u>Region</u>	<u>Number of Schools</u>	<u>Number of Classrooms</u>	<u>Teaching Staff</u>	
			<u>Teachers</u>	<u>Teacher Aides</u>
<u>Maritime</u>	12	57	58	7
<u>Quebec</u>	32	203	223	14
<u>Ontario</u>	77	280	298	28
<u>Manitoba</u>	34	236	254	27
<u>Saskatchewan</u>	52	160	167	32
<u>Alberta</u>	24	173	180	32
<u>British Columbia</u>	43	149	149	6
<u>Total</u>	<u>274</u>	<u>1258</u>	<u>1329</u>	<u>146</u>

**Indian School Committees - September 1971**

<u>Region</u>	<u>Number</u>
<u>Maritime</u>	20
<u>Quebec</u>	8
<u>Ontario</u>	28
<u>Manitoba</u>	30
<u>Saskatchewan</u>	44
<u>Alberta</u>	33
<u>British Columbia</u>	21
<u>Total</u>	<u>184</u>



## EDUCATION IN NON-FEDERAL SCHOOLS

### OBJECTIVES

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

### BACKGROUND

Very little education was provided to Indians in non-Indian provincial government schools prior to the late 1950's. In November 1958, authority was granted to arrange for the provision of education services and facilities to Indian children by the government of a province or territory, public or separate school board, or a religious or charitable organization. By 1971/72 sixty-one per cent of the Indian students were in attendance at nearly 1700 non-federal schools. At the present time almost all high school students attend provincial schools.

✓ With the increase in the number of Indian students entering provincial or other non-federal schools came an increase in the number of students boarding in urban areas, and a need for special guidance and counselling. Guidance services were introduced in 1956 for the first time and described in a manual for the use of all teachers instructing Indian students. By 1968 there were 100 guidance counsellors and 50 vocational counsellors with the responsibilities of guiding students into suitable courses, and helping them adjust to new courses and educational institutions and to adapt to urban life.

There are over five hundred joint agreements between the Federal Government and individual school boards in Canada, and general education agreements have been negotiated between the Federal Government and the Governments of British Columbia and Manitoba.

### Representative Regional Adaptations

#### Maritime

A former general education agreement between the Government of New Brunswick and the Department provided tuition payments of \$390 per pupil per year and expired in September 1970. From September until April, 1971, an interim general agreement provided tuition payments of \$500. A new two-year agreement is under negotiation between the School committees, the Union of New Brunswick Indians, Indian Bands, the Province and the Department.

#### Quebec

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

#### Ontario

In southern Ontario, Indian students have generally attended provincial high schools. Integrated schooling began in 1954 and spread through various communities to the point where over 50% of Indian students now attend provincial schools.

The Department has entered into over 100 joint agreements to provide school spaces for nearly 7000 Indian students in Ontario. Meetings with school boards are held for the purpose of extending current joint agreements or establishing new ones, and negotiations are in progress to extend provincial supervisors and specialists' services into the federal system.

### Manitoba

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

In 1963, the Provincial Minister of Education advised the Federal Government that the Manitoba Government was not being compensated for the education of Indian pupils in non-federal schools. He, therefore, put a stop to any further agreements with school boards for the enrolment of Indian pupils until 1965, when the Department entered into an agreement with the Province to pay gross per-pupil education costs to the provincial authorities. These gross costs did not include capital costs for school accommodation or for pupil transportation, for which separate agreements were made.

The general agreement between the Federal and the Manitoba Governments has been revised to provide for increases in the tuition fee rate for Indian students. The 1970 revision provides for tuition fees of \$511 per student.

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

### Saskatchewan

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

In May, 1967, an agreement was reached between the Northern School Board and the Department to educate Indian children in provincial schools in that portion of Saskatchewan under Northern Administration. In 1971/72, 70% of the Indian students in Saskatchewan were enrolled in provincial schools.

### Alberta

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

### British Columbia

Indian students have been transferred from federal schools to provincial schools as a result of a series of joint agreements begun in 1948 between the Federal Government and the local school districts.

In 1962 a general agreement was made between the Government of British Columbia and the Federal Government to set a tuition fee rate for all Indian children under federal jurisdiction attending provincial schools. An identical rate and capital assistance were provided to the parochial or church-run schools. In 1968 new clauses were added to the agreement setting

up a procedure for the payment of capital costs directly to the Provincial Department of Education, which would administer these costs with the districts. The agreement also made it possible for a federal school to be incorporated into the school district, and provided for the allocation of tuition fees annually in accordance with the average cost of education in the Province without the necessity of a re-negotiated agreement. The present fee rate is \$633 a year per pupil.

#### **PROCEDURE**

This program is carried out through negotiations between the Department and individual school boards, school districts or provincial departments of education. When an Indian band has agreed that the school-aged pupils of the band should attend a provincial school, the district and regional school superintendents open negotiations with the appropriate provincial school authority. Through these negotiations, provision is made for the school facilities and programs which would meet the needs of the Indian pupils, an estimated cost of such a program is calculated, and a cost sharing arrangement is worked out based on the relationship of the Indian enrolment to the total enrolment. In these negotiations, attention is given to special program needs for socially disadvantaged Indian pupils.

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

#### **FUTURE PLANS**

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

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

To maintain communications with provincial educators and participate in provincial in-service and professional development programs; and

To expand the program with more Indian involvement in school boards, and develop and implement a curriculum better suited to Indian students.

#### **EXISTING AGREEMENTS**

##### Manitoba

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

##### Saskatchewan

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

##### British Columbia

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

# **PROGRAM DATA**

## **Program Costs - F.Y. 1971/72**

<u>Region</u>	<u>Instruction</u>	<u>Guidance</u>	<u>Total</u>
<u>Maritime</u> Opn & Maint	914,000	67,000	981,000
<u>Quebec</u> Opn & Maint	3,626,000	288,000	3,914,000
<u>Ontario</u> Opn & Maint	7,112,000	406,000	7,518,000
<u>Manitoba</u> Opn & Maint	3,370,000	484,000	3,854,000
<u>Saskatchewan</u> Opn & Maint	4,678,000	398,000	5,076,000
<u>Alberta</u> Opn & Maint	5,111,000	350,000	5,461,000
<u>British Columbia</u> Opn & Maint	8,491,000	529,000	9,020,000
<u>Yukon</u> Opn & Maint	15,000	- -	15,000
<u>Headquarters</u> Capital	5,381,000	- -	5,381,000
<u>Total</u> Opn & Maint	<u>\$33,317,000</u>	<u>\$2,522,000</u>	<u>\$35,839,000</u>
Capital	\$ 5,381,000	- -	\$ 5,381,000

## **Joint School Agreements - March 31, 1972**

<u>Region</u>	<u>Number of Agreements</u>	<u>Spaces Reserved</u>
<u>Maritime</u>	12	1144
<u>Quebec</u>	26	2831
<u>Ontario</u>	111	6670
<u>Manitoba</u>	61	4477
<u>Saskatchewan</u>	118	7247
<u>Alberta</u>	69	4684
<u>British Columbia</u>	137	8373
<u>Yukon</u>	16	481
<u>Total</u>	<u>550</u>	<u>35907</u>



# Enrolment in Non-Federal Schools - 1971/72 School Year

	<u>Maritime</u>	<u>Quebec</u>	<u>Ontario</u>	<u>Manitoba</u>	<u>Sask.</u>	<u>Alberta</u>	<u>B.C.</u>	<u>Yukon</u>	<u>Total</u>
<u>Grade</u>									
K1 *	25	171	- -	43	- -	- -	- -	- -	239
K2 **	68	402	315	359	327	231	861	- -	2563
<u>I</u>	121	459	451	586	1197	686	963	67	4530
<u>II</u>	111	367	476	527	960	667	880	74	4062
<u>III</u>	127	352	452	441	803	617	904	57	3753
<u>IV</u>	121	344	556	466	789	547	769	54	3646
<u>V</u>	98	419	522	403	745	540	805	70	3602
<u>VI</u>	106	340	506	376	677	566	740	51	3362
<u>VII</u>	211	500	634	435	665	556	726	55	3782
<u>VIII</u>	159	546	512	335	479	453	1044	47	3575
<u>IX</u>	125	396	1098	440	393	337	842	40	3671
<u>X</u>	90	305	733	403	262	382	602	29	2806
<u>XI</u>	55	179	412	212	156	250	389	13	1666
<u>XII</u>	31	68	288	130	87	138	227	5	974
<u>XIII</u>	- -	- -	57	- -	- -	- -	- -	- -	57
<u>Special</u>	55	80	347	196	294	87	267	12	1338
<u>Total</u>	<u>1503</u>	<u>4928</u>	<u>7359</u>	<u>5352</u>	<u>7834</u>	<u>6057</u>	<u>10019</u>	<u>574</u>	<u>43626</u>

\* Nursery

\*\* Kindergarten

# High School Students-Progress - 1970/71 School Year

<u>Grade</u>	<u>Nine</u>	<u>Ten</u>	<u>Eleven</u>	<u>Twelve</u>	<u>Thirteen</u>	<u>Total</u>
<u>Maritime</u>						
Graduated &/or						
Promoted	61	57	30	18	- -	166
Failed	23	20	12	5	- -	60
Withdrew	26	26	10	1	- -	63
	<u>110</u>	<u>103</u>	<u>52</u>	<u>24</u>	<u>- -</u>	<u>289</u>
<u>Quebec</u>						
Graduated &/or						
Promoted	168	165	91	19	- -	443
Failed	28	24	34	3	- -	89
Withdrew	32	26	28	15	- -	101
	<u>228</u>	<u>215</u>	<u>153</u>	<u>37</u>	<u>- -</u>	<u>633</u>
<u>Ontario</u>						
Graduated &/or						
Promoted	701	500	277	200	34	1712
Failed	127	95	28	29	6	285
Withdrew	314	219	75	47	13	668
	<u>1142</u>	<u>814</u>	<u>380</u>	<u>276</u>	<u>53</u>	<u>2665</u>
<u>Manitoba</u>						
Graduated &/or						
Promoted	305	206	142	67	- -	720
Failed	60	54	27	19	- -	160
Withdrew	183	94	60	27	- -	364
	<u>548</u>	<u>354</u>	<u>229</u>	<u>113</u>	<u>- -</u>	<u>1244</u>
<u>Saskatchewan</u>						
Graduated &/or						
Promoted	180	137	74	33	- -	424
Failed	48	17	11	15	- -	91
Withdrew	108	60	41	24	- -	233
	<u>336</u>	<u>214</u>	<u>126</u>	<u>72</u>	<u>- -</u>	<u>748</u>
<u>Alberta</u>						
Graduated &/or						
Promoted	312	254	140	105	- -	811
Failed	42	19	7	6	- -	74
Withdrew	61	138	55	55	- -	309
	<u>415</u>	<u>411</u>	<u>202</u>	<u>166</u>	<u>- -</u>	<u>1194</u>
<u>B.C. &amp; Yukon</u>						
Graduated &/or						
Promoted	618	467	285	184	- -	1554
Failed	133	91	55	50	- -	329
Withdrew	84	53	42	40	- -	219
	<u>835</u>	<u>611</u>	<u>382</u>	<u>274</u>	<u>- -</u>	<u>2102</u>
<u>Total</u>						
Graduated &/or						
Promoted	2345	1786	1039	626	34	5830
Failed	461	320	174	127	6	1088
Withdrew **	808	616	311	209	13	1957
	<u>3614</u>	<u>2722</u>	<u>1524</u>	<u>962</u>	<u>53</u>	<u>8875</u>

\*\* Of the 1,957 students who withdrew during the school year, 349 had returned to school by October 1971.

# Disposition of 1970/71 High School-Leavers

		<u>Further Training</u>	<u>Entered Employment</u>	<u>Home Employed</u>	<u>Unemployed</u>	<u>Other *</u>	<u>Unknown</u>	<u>Total</u>
<u>Maritime</u>								
Grade	9	1	3	3	20	-	4	31
	10	8	4	2	11	2	4	31
	11	3	4	1	1	1	2	12
	12	10	5	-	3	-	1	19
		<u>22</u>	<u>16</u>	<u>6</u>	<u>35</u>	<u>3</u>	<u>11</u>	<u>93</u>
<u>Quebec</u>								
Grade	9	4	5	3	9	-	5	26
	10	7	12	1	5	-	1	26
	11	39	18	2	4	2	1	66
	12	17	7	-	-	-	10	34
		<u>67</u>	<u>42</u>	<u>6</u>	<u>18</u>	<u>2</u>	<u>17</u>	<u>152</u>
<u>Ontario</u>								
Grade	9	65	65	59	115	27	34	365
	10	63	52	50	81	31	18	295
	11	20	35	16	15	11	10	107
	12	114	52	14	5	2	18	205
	13	31	6	3	-	1	1	42
		<u>293</u>	<u>210</u>	<u>142</u>	<u>216</u>	<u>72</u>	<u>81</u>	<u>1014</u>
<u>Manitoba</u>								
Grade	9	12	11	36	36	10	55	160
	10	15	10	21	20	6	23	95
	11	11	13	17	5	16	14	76
	12	35	19	6	7	-	10	77
		<u>73</u>	<u>53</u>	<u>80</u>	<u>68</u>	<u>32</u>	<u>102</u>	<u>408</u>
<u>Saskatchewan</u>								
Grade	9	11	3	17	33	-	9	73
	10	13	9	11	14	2	7	56
	11	10	5	14	5	-	6	40
	12	14	19	8	4	-	3	48
		<u>48</u>	<u>36</u>	<u>50</u>	<u>56</u>	<u>2</u>	<u>25</u>	<u>217</u>
<u>Alberta</u>								
Grade	9	53	12	16	24	5	35	145
	10	19	31	14	28	8	71	171
	11	19	10	12	9	1	26	77
	12	25	27	15	15	1	16	99
		<u>116</u>	<u>80</u>	<u>57</u>	<u>76</u>	<u>15</u>	<u>148</u>	<u>492</u>
<u>B.C.</u>								
Grade	9	4	15	17	34	3	160	233
	10	14	19	21	27	1	76	158
	11	5	18	23	8	4	127	185
	12	81	45	19	24	-	47	216
		<u>104</u>	<u>97</u>	<u>80</u>	<u>93</u>	<u>8</u>	<u>410</u>	<u>792</u>
<u>Total</u>								
Grade	9	150	114	151	271	45	302	1033
	10	139	137	120	186	50	200	832
	11	107	103	85	47	35	186	563
	12	296	174	62	58	3	105	698
	13	31	6	3	-	1	1	42
		<u>723</u>	<u>534</u>	<u>421</u>	<u>562</u>	<u>134*</u>	<u>794</u>	<u>3168</u>

\* Students whose education ceased during the year because of sickness or death

# TRANSPORTATION AND MAINTENANCE OF PUPILS

## **OBJECTIVES**

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

## **BACKGROUND**

A program was implemented in 1951 to enable Indian students to continue their education when they had to leave their own homes to do so. In 1958 the Department was authorized to enter into agreements or contracts for the provision of education services and facilities by other agencies. These included the costs of: tuition, books and supplies; transportation to and from school; partial or total room and board while attending an institution of learning; and a monthly personal allowance to cover carfare, laundry and other incidental expenditures. Subsequently, provisions for necessary clothing were added to this list.

Tuition fees are paid whether the student is living at home on the reserve, in a boarding-home, or in a student residence. Books and supplies provided include authorized texts, reference books and supplies such as pens, pencils and paints. Home economics or shop fees, and gym uniforms may also be included. The rates for room and board may vary, but they usually are comparable to the rates paid to other boarding-homes in the area. An education allowance may be provided to cover the student's miscellaneous and personal supplies in cases where the parents can provide only a partial allowance or none at all.

Transportation allowances for the boarding student may include return plane, train or bus fare from the student's home to school once a year. It may also include daily fares between the student's boarding-home and school, and transportation for school-sponsored extracurricular activities.

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

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

## **PROCEDURE**

Indian parents request transportation, maintenance while away from home, and other allowances for their children either individually or as a group, through the chief and council. Departmental staff counsel students and inform parents of the various types of assistance available. The parent or guardian, or in special circumstances, teachers, counsellors, or the student if he is an adult, may initiate the request for boarding-home placement. The counsellor then arranges an interview with the parent or guardian, and/or student, in order to assess the request, and assistance is granted according to need.

Boarding home requirements are determined jointly by the Indian parents and departmental staff, with the school committee often playing an important role. The parents or guardians of the student and the students themselves should select the boarding-home, and they should meet the boarding-home parents, approve the accommodation, and provide any information which may assist both the boarding-home parents and the child in adjusting to the new situation.



If the parents or guardians cannot visit the boarding-home, the counsellor assumes the responsibility for the placement of the student. In these cases, the counsellor must ensure that the parents or guardians know where, and with whom, their child is staying throughout the school year. The counsellor also ensures that provincial and municipal standards of boarding homes are met.

The mid-day lunch program is organized and carried out by Indians either on a voluntary or business basis, or by private enterprises.

Daily transportation for Indian students is provided through public tender by one and three-year contracts. Invitations to tender are offered to Indian individuals or organizations (band councils, co-operatives, etc.), who are given a 10% preference in the awarding of contracts.

#### FUTURE PLANS

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

To continue to contract for daily transportation according to need, and to promote full Indian participation by giving Indian contractors preference in tenders. Indian bands will be encouraged to assume the awarding of contracts under the Contributions-to-Bands Program. The Department will continue to strive for the best vehicle and operating standards to ensure safe daily transportation of Indian children.

To encourage greater involvement of Indian communities in the selection of educational programs and the types of assistance required by each student, through discussions between the Department, Indian parents and band councils.

#### PROGRAM DATA

##### Program Costs - F.Y. 1971/72 (\$000's)

Region	Maintenance of Pupils in Private Homes	Mid-day Lunches	Student Allowances	Transportation Seasonal	Daily	Other	Total
<u>Maritime</u>							
Opn & Maint	96	139	85	7	330	- -	657
<u>Quebec</u>							
Opn & Maint	667	74	145	129	491	- -	1,506
Capital	- -	- -	- -	- -	43	- -	43
<u>Ontario</u>							
Opn & Maint	984	142	163	107	1,024	- -	2,420
<u>Manitoba</u>							
Opn & Maint	606	25	445	165	1,013	- -	2,254
<u>Saskatchewan</u>							
Opn & Maint	585	41	187	18	1,265	- -	2,096
<u>Alberta</u>							
Opn & Maint	436	177	165	29	1,300	1	2,108
<u>B.C.</u>							
Opn & Maint	1,291	53	396	116	916	9	2,781
<u>Yukon</u>							
Opn & Maint	5	- -	2	5	11	- -	23
<u>Total</u>							
Opn & Maint	\$4,670	\$652	\$1,587	\$576	\$6,350	\$10	\$13,845
Capital	- -	- -	- -	- -	\$ 43		\$ 43

## **A D U L T   E D U C A T I O N**

### **OBJECTIVE**

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

### **Activities Involved**

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

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

### **BACKGROUND**

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

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

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

In 1965 the Adult Literacy or Basic Education Program was implemented by the Department to provide all adult Indians with a minimum level of education equivalent to grade eight. The program was divided into the following four levels; junior upgrading-from grade zero to four; senior upgrading-from grade five to eight; intermediate-from grade nine to ten; and advanced-from grade eleven to twelve.

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

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

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

Following are some regional adaptations of the Adult Education Program.

#### Maritime

With the help of the Union of Nova Scotia Indians, band chiefs and councils, leaders in the community, and members of the departmental staff, there is a growing interest in education. Limited advantage has been gained from courses offered by provincial agencies in those communities adjacent to population centres. A number of Indians have been encouraged to take the general education development tests offered by the Department of Education of Nova Scotia for high school equivalency.

#### Quebec

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

#### Ontario

Every effort is made to utilize provincial services, where feasible, by purchasing services from community colleges. The greatest portion of the program is sponsored by Canada Manpower Centres with only a limited number of clients sponsored by the Department, when they do not meet the criteria as established under the terms of the Occupational Training Act for Adults.

#### Manitoba

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

Periodically, the field adult educators are called into Winnipeg and a workshop type of in-service training takes place where all policies and problems are discussed and satisfactory solutions are sought. Conferences on adult education and vocational training are attended by all adult education supervisors. This practice permits co-ordination of the programs between federal and provincial agencies, and the dissemination of information describing new techniques and methods.

#### Saskatchewan

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

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

The academic upgrading program needs are identified by vocational counsellors who also supervise the programs. Administrative costs are met by the Department of Indian Affairs and Northern Development, and training allowances are provided by the Department of Regional Economic Expansion under the Area Regional Development Act.

#### Alberta

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

Two academic upgrading programs which provided instruction for one hundred young Indian adults each year were also in operation in Calgary and Edmonton.

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

#### British Columbia

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

The Indians in British Columbia meet with the local public school adult education director of the Provincial Department of Education and organize the classes they wish to have. In order to obtain financial support from the Department, they submit a form to the regional office, outlining details of the class. Letters of approval are sent to both the Indian organizers and the adult education director, and the Department pays a lump sum to the provincial school district.

#### Yukon

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

### **PROCEDURE**

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

Adult education services are adapted to the needs of the community and administered, as far as legislation will permit, by band councils or by band council-sponsored education committees. The programs are implemented on the reserves, or through an arrangement with established educational agencies.

Per capita grants as well as capital grants assistance are given for renovations and equipment to establish libraries on reserves when this need is identified. The provincial library services co-ordinate the service.



## **FUTURE PLANS**

To provide for a considerable increase in the number of trainee hours made available for adult basic and social education programs;

To undertake research studies to evaluate the adult education programs, and to determine the needs for the extension or acceleration of the existing or development of new programs;

To institute special projects to develop and test the most suitable materials and techniques for use in the adult Indian education programs;

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

To obtain greater professional participation from the provincial departments of education and from the regional school boards to improve the quality of instruction provided to adult Indians;

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

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

To consult with Indian associations and bands concerning the assumption by them and/or by provincial agencies of the responsibilities of this program.

## **EXISTING AGREEMENTS**

### Manitoba

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

### Saskatchewan

There is a departmental agreement with the Saskatchewan Department of Education and with the Department of Regional Economic Expansion, to implement and administer academic upgrading programs for registered Indians on reserves, in isolated communities, and in adult education centres where programs of Canada Manpower Centres are not extended.

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

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

### Alberta

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

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

# **PROGRAM DATA**

## **Program Costs - F.Y. 1971/72**

<u>Region</u>	<u>Administration</u>	<u>Adult Basic Education</u>	<u>Adult Social Education</u>	<u>Public Library Services</u>	<u>Total</u>
<u>Maritime</u> Opn & Maint	15,000	5,000	16,000	8,000	44,000
<u>Quebec</u> Opn & Maint	18,000	5,000	157,000	12,000	192,000
<u>Ontario</u> Opn & Maint	- -	359,000	383,000	28,000	770,000
<u>Manitoba</u> Opn & Maint	144,000	202,000	697,000	8,000	1,051,000
<u>Saskatchewan</u> Opn & Maint Capital	- - - -	280,000 - -	98,000 - -	16,000 8,000	394,000 8,000
<u>Alberta</u> Opn & Maint	193,000	112,000	137,000	19,000	461,000
<u>British Columbia</u> Opn & Maint Capital	23,000 - -	3,000 3,000	126,000 - -	30,000 - -	182,000 3,000
<u>Yukon</u> Opn & Maint	- -	2,000	- -	3,000	5,000
<u>Headquarters</u> Opn & Maint	72,000	- -	2,000	- -	74,000
<u>Total</u> Opn & Maint Capital	<u>\$465,000</u> - -	<u>\$968,000</u> \$ 3,000	<u>\$1,616,000</u> - -	<u>\$124,000</u> \$ 8,000	<u>\$3,173,000</u> \$ 11,000

## **Adult Training - F.Y. 1971/72**

<u>Region</u>	<u>Basic Education &amp; Upgrading</u>			<u>Social Education &amp; Other Services</u>		
	<u>Programs</u>	<u>Participants</u>		<u>Programs</u>	<u>Participants</u>	
		<u>M</u>	<u>F</u>		<u>M</u>	<u>F</u>
<u>Maritime</u>	6	30	36	29	76	336
<u>Quebec</u>	123	1317	667	206	1157	1940
<u>Ontario</u>	79	936	250	163	1797	2012
<u>Manitoba</u>	62	694	436	256	4255	5197
<u>Saskatchewan</u>	2	10	20	153	90	1506
<u>Alberta</u>	41	344	345	126	742	1189
<u>B.C. &amp; Yukon **</u>	10	32	63	58	573	1478
<u>Total</u>	<u>323</u>	<u>3363</u>	<u>1817</u>	<u>991</u>	<u>8690</u>	<u>12658</u>

\*\* Figures incomplete

## V O C A T I O N A L   E D U C A T I O N

### OBJECTIVE

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

### Activities Involved

To provide assistance to individual Indians who are enrolled in any training, including university, which will improve their employability; and

To assist those candidates who are not eligible for the Occupational Training Assistance Program of the Canada Manpower Centres.

### BACKGROUND

The Federal Government began organizing special vocational courses in 1956 in co-operation with provincial departments of education for the use of their facilities. Further improvements occurred in 1966 when vocational counsellors were given responsibility for motivational counselling on the reserves, enrolment of adults in training programs and, involvement in job placement work in local areas, particularly during the summer when training activities ceased. Employment relocation counsellors also became involved in training.

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

### Random Regional Samplings

#### Maritime

Employment patterns in New Brunswick have necessitated the presentation of the pre-vocational and trade courses on a three month basis, starting early in each year. The implementation of longer courses is being encouraged so that Indians can qualify more quickly for occupational courses. Some longer courses have shown that they are feasible and that people will attend.

#### Quebec

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

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

#### Manitoba

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

#### Alberta

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

### British Columbia

Almost all the training courses offered or supported by the Department are in provincially or municipally operated vocational schools, colleges and universities. Students are given their fees upon entrance into a provincially operated programme, and then are accepted as provincial fee payers. The remainder of the cost of the course is borne by the Province. No reimbursement is required when a student is accepted for a provincial apprenticeship training program and paid a provincial allowance.

### Yukon

Adult education courses have been operated by the Yukon Territorial Government for several years. Vocational training courses are sponsored jointly by the Department, the Territorial Government and the Department of Manpower and Immigration. The Department of Indian Affairs and Northern Development also conducts courses in basic prospecting and fur management.

## **PROCEDURE**

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

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

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

## **FUTURE PLANS**

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

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

To encourage as many students as possible with special qualifications and ability to make a career in the Federal Government, and to give special attention to people who have gone to school for a number of years and wish to be registered for vocational training courses;

To ensure that the Indian population is better informed about services offered by the Department itself or by other agencies, and to assist Indian people assume greater responsibility for the handling of the program;

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

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

## EXISTING AGREEMENTS

### Manitoba

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

### Alberta

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

### British Columbia

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

## PROGRAM DATA

### Program Costs - F.Y. 1971/72

<u>Region</u>	<u>Administration</u>	<u>University &amp; Professional Training</u>	<u>Vocational Training</u>	<u>Maintenance of Pupils in Post School Programs</u>	<u>Total</u>
<u>Maritime</u>					
Opn & Maint	185,000	40,000	63,000	324,000	612,000
<u>Quebec</u>					
Opn & Maint	183,000	62,000	115,000	478,000	838,000
<u>Ontario</u>					
Opn & Maint	454,000	93,000	184,000	1,128,000	1,859,000
<u>Manitoba</u>					
Opn & Maint	30,000	74,000	227,000	390,000	721,000
Capital	- -	- -	114,000	- -	114,000
<u>Saskatchewan</u>					
Opn & Maint	267,000	42,000	68,000	346,000	723,000
<u>Alberta</u>					
Opn & Maint	136,000	18,000	225,000	572,000	951,000
<u>B.C.</u>					
Opn & Maint	294,000	34,000	250,000	983,000	1,561,000
<u>Yukon</u>					
Opn & Maint	- -	- -	3,000	8,000	11,000
<u>Headquarters</u>					
Opn & Maint	72,000	- -	- -	- -	72,000
Capital	- -	- -	159,000	- -	159,000
<u>Total</u>					
Opn & Maint	\$1,621,000	\$364,000	\$1,134,000	\$4,228,000	\$7,347,000
Capital	- -	- -	\$ 273,000	- -	\$ 273,000



# Training Courses - F.Y. 1971/72

## Enrolments, Withdrawals, Completions

							B.C. &	
	<u>Maritime</u>	<u>Quebec</u>	<u>Ontario</u>	<u>Manitoba*</u>	<u>Saskatchewan</u>	<u>Alberta</u>	<u>Yukon</u>	<u>Total</u>
<u>Vocational Preparatory</u>								
Enrolments	150	745	717	331	985	303	731	3962
Withdrawals	84	40	304	194	432	101	252	1407
Completions	121	785	457	267	547	44	417	2638
<u>Formal Vocational</u>								
Enrolments	169	398	413	142	382	231	383	2118
Withdrawals	60	45	135	66	98	53	106	563
Completions	158	324	260	76	188	72	292	1370
<u>Special Vocational</u>								
Enrolments	166	1686	594	116	534	133	208	3437
Withdrawals	22	56	35	20	49	19	24	225
Completions	126	1509	393	57	154	106	222	2567
<u>University</u>								
Enrolments	44	96	90	113	108	40	68	559
Withdrawals	7	6	18	19	22	9	9	90
Completions	19	72	62	52	86	4	54	349
<u>Professional</u>								
Enrolments	-	77	207	10	8	68	192	562
Withdrawals	-	10	92	6	4	21	61	194
Completions	4	67	103	4	4	3	118	303
<u>Registered Nursing</u>								
Enrolments	-	2	1	4	-	3	5	15
Withdrawals	-	1	2	-	-	-	1	4
Completions	-	-	3	-	-	-	4	7
<u>Teaching</u>								
Enrolments	-	15	-	37	-	-	11	63
Withdrawals	-	1	-	15	-	-	7	23
Completions	3	4	2	17	-	-	5	31
<u>Total</u>								
Enrolments	529	3019	2022	753	2017	778	1598	10716
Withdrawals	173	159	586	320	605	203	460	2506
Completions	431	2761	1280	473	979	229	1112	7265

\* Region & VRS

The above are preliminary figures and may be subject to revision.

## EMPLOYMENT AND RELOCATION

### OBJECTIVES

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

### Activities Involved

To assist Indians to move into regular or seasonal employment through referrals to Canada Manpower Centres or through direct placement, and to provide them with financial assistance and supportive counselling;

To help Indian families who wish to resettle from reserves to centres of training or employment, and to assist them in becoming permanently established in the new community;

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

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

### BACKGROUND

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

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

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

The number of placements in other than seasonal employment positions has increased substantially over the years. In 1971/72 more than twelve thousand Indians were placed in regular and short-term employment.

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

Relocation is a far more complex process than simple job placement. To date, family groups have not received adequate preparation for relocation and existing services, where Indians have relocated, have not been able to provide the supportive assistance required. This need has been recognized by the Indian people themselves, particularly those who have gone through the relocation process personally, and they are doing much to assist those who are just embarking on a relocation plan.

Following are examples of the application of this program in some of the regions.

#### Maritime

Because of the high rates of unemployment, the program met with limited success in placing people in regular employment, however, a large number of jobs were found in seasonal work. Full advantage will be taken of the employment opportunities in the two growth areas of Halifax - Dartmouth and in the Canso Strait area.

#### Quebec

The program, from the beginning, developed along two very definite lines which are the result of the geography and the economy of the Region. The regional office is located in Quebec City while the majority of training schools are in Montreal. Also the opportunities for employment in Quebec City are less than those in Montreal and its suburbs.

A system of direct referral from one district to another is encouraged. This means that, for all candidates who have expressed a desire to work in the urban centres of Montreal or Quebec City, a direct communication is established between officials at regional level and those at the district or agency level. By doing this, more efficiency is obtained, since the several offices have the opportunity to discuss their problems and to arrive at a favourable decision more rapidly. All steps or contacts made by departmental counsellors regarding a referral, a placement, and so on, are closely followed up, and any information obtained is entered on a special sheet which is attached to the application for employment.

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

#### Manitoba

The Manitoba Government operates a program for Indians called Vocational Rehabilitation Services (V.R.S.), which provides counselling and financial assistance to persons in employment and relocation. Services are rendered by the Province which in turn bills the Federal Government, according to the terms of an agreement between the Federal Government and the Government of Manitoba. Maximum advantage is taken of relevant resources made available by the Department of Manpower and Immigration.

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

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

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

#### Saskatchewan

Close liaison and communication has been established between departmental employment and placement personnel, and other departments or agencies, particularly Canada Manpower and the Provincial Department of Indian and Métis Affairs.

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

#### Alberta

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

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

#### **PROCEDURE**

When employment is not available through the Canada Manpower Centre, the employment relocation counsellor undertakes an intensive job search.

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

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



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

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

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

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

#### **FUTURE PLANS**

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

To take full advantage of the employment opportunities in the various growth areas; and

To foster more active participation in the activities of this program by provincial departments and social service agencies.

#### **EXISTING AGREEMENTS**

##### Quebec

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

##### Manitoba

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

##### Saskatchewan

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



# PROGRAM DATA

## Program Costs - F.Y. 1971/72

<u>Region</u>	<u>Adminis- tration</u>	<u>Placement</u>	<u>Relocation</u>	<u>On-The-Job Training</u>	<u>In-Service Training</u>	<u>Total</u>
<u>Maritime</u>						
Opn & Maint	52,000	59,000	25,000	46,000	10,000	192,000
<u>Quebec</u>						
Opn & Maint	163,000	36,000	1,000	80,000	7,000	287,000
<u>Ontario</u>						
Opn & Maint	101,000	78,000	46,000	74,000	45,000	344,000
<u>Manitoba</u>						
Opn & Maint	17,000	103,000	124,000	133,000	5,000	382,000
<u>Saskatchewan</u>						
Opn & Maint	131,000	180,000	57,000	45,000	9,000	422,000
<u>Alberta</u>						
Opn & Maint	184,000	137,000	46,000	262,000	29,000	658,000
Capital	- -	8,000	- -	- -	- -	8,000
<u>B.C.</u>						
Opn & Maint	125,000	86,000	61,000	66,000	25,000	363,000
<u>Yukon</u>						
Opn & Maint	7,000	7,000	2,000	4,000	1,000	21,000
<u>Headquarters</u>						
Opn & Maint	22,000	- -	- -	54,000	36,000	112,000
<u>Total</u>						
Opn & Maint	\$802,000	\$689,000	\$362,000	\$762,000	\$167,000	\$2,782,000
Capital	- -	\$ 8,000	- -	- -	- -	\$ 8,000

## Relocation Assistance - F.Y. 1971/72

<u>Region</u>	<u>Number of Families Provided With Relocation Assistance</u>
<u>Maritime</u>	18
<u>Quebec</u>	1
<u>Ontario</u>	83
<u>Manitoba (Region)</u>	85
<u>Manitoba (VRS)</u>	38
<u>Saskatchewan</u>	48
<u>Alberta</u>	73
<u>B.C. &amp; Yukon</u>	42
<u>Total</u>	<u>388</u>

# **Employment Training**

<u>Region</u>	<u>Completions F.Y. 1971/72</u>	<u>Discontinued F.Y. 1971/72</u>	<u>Number Still In Training 31 Mar/72</u>
<u>Maritime</u>			
On-the-Job	8	- -	26
In-Service	4	- -	7
Apprentice	- -	- -	- -
<u>Quebec</u>			
On-the-Job	45	20	22
In-Service	9	4	2
Apprentice	- -	- -	- -
<u>Ontario</u>			
On-the-Job	11	12	30
In-Service	44	8	28
Apprentice	- -	6	1
<u>Manitoba-Region</u>			
On-the-Job	50	10	19
In-Service	9	1	- -
Apprentice	- -	11	37
<u>Manitoba-VRS</u>			
On-the-Job	6	5	24
In-Service	2	- -	- -
Apprentice	5	1	1
<u>Saskatchewan</u>			
On-the-Job	23	7	32
In-Service	6	2	3
Apprentice	4	16	41
<u>Alberta</u>			
On-the-Job	118	142	72
In-Service	13	9	4
Apprentice	- -	- -	- -
<u>B.C. &amp; Yukon</u>			
On-the-Job	48	26	35
In-Service	34	12	1
Apprentice	6	4	13
<u>Total</u>			
On-the-Job	309	222	260
In-Service	121	36	45
Apprentice	15	38	93

# Employment Placements - F.Y. 1971/72

(Includes Regular-Individual, Short Term-Individual and Group)

<u>Type of Employment</u>	<u>Maritime</u>	<u>Que.</u>	<u>Ont.</u>	<u>Man.*</u>	<u>Sask.</u>	<u>Alta.</u>	<u>B.C. &amp; Yukon</u>	<u>Total**</u>
<u>Managerial, Technical &amp; Professional</u>	17	38	157	34	85	85	50	466
<u>Clerical &amp; Sales</u>	30	50	182	22	125	84	115	608
<u>Services</u>	164	50	148	52	277	324	190	1,205
<u>Farming</u>	56	2	34	18	623	429	138	1,300
<u>Fishing &amp; Hunting Industries</u>	5	42	594	3	6	22	20	692
<u>Forestry</u>	80	434	1,005	20	228	618	457	2,842
<u>Processing</u>	10	32	19	15	18	44	49	187
<u>Machine Trades</u>	3	16	26	16	19	19	79	178
<u>Bench Work</u>	8	29	49	5	14	46	15	166
<u>Structural Work</u>	126	105	281	104	417	595	392	2,020
<u>Miscellaneous</u>	23	126	260	471	671	346	734	2,631
<u>Total Placements</u>	<u>522</u>	<u>924</u>	<u>2,755</u>	<u>760</u>	<u>2,483</u>	<u>2,612</u>	<u>2,239</u>	<u>12,295</u>

\* Region & VRS

\*\* Includes 1,696 Females

Figures may be subject to revision

## **S T U D E N T   R E S I D E N C E S**

### **OBJECTIVE**

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

### **Activities Involved**

To provide administrative support and transportation, building and catering facilities; and

To arrange for the maintenance of students, extracurricular activities, seasonal transportation and other services.

### **BACKGROUND**

Until recently, the early formal education of Indian children was provided in residential schools administered and operated, in large part, by various churches. These schools were operated as farm vocational schools by mission branches on a per-capita grant basis. In 1957, the grant basis was replaced by a system of contracts between the Department and the churches, with most of the farms closing out in the same year. As a result of a 1968 ruling by the Department of Justice that residence employees, though recruited and nominally employed by the church organizations, were crown employees, the management and administration of all except four residences were transferred to the Department of Indian Affairs and Northern Development.

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

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

Increasingly, residential schools are becoming hostels which provide only boarding facilities for pupils enrolled in either provincial or federal day schools. At those residential schools which continue to operate classroom facilities, the classrooms are being separated from the dormitory accommodation and will be administered in the same manner as federal day schools.

There are 43 residences in use, of which 41 are operated by the Department and the other two by the Roman Catholic Church, one in Quebec and one in Alberta, under per-pupil grants established by agreements. Approximately 6,000 children are enrolled in these residences, with about one third of all admissions being for reasons of problems in the home. As a result of careful screening, larger numbers of children are now attending nearby schools. The ratio of admissions of children from problem homes is, however, on the increase, and one immediate effect is the pressure on the residence program for greater child-care expertise in terms of trained child-care workers and program supervisors.

There are approximately 430 child-care workers, most of whom require further training and the recruitment policy emphasizes the hiring of child-care workers with proper qualifications. The recruitment is enhanced as a result of making salaries comparable with those prevailing in the particular province, improving living accommodation of the child-care workers, and providing training assistance for those wishing to upgrade their qualifications.

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

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

#### **PROCEDURE**

The operation of student residences is carried out by the residence administrator, child-care workers and domestic and maintenance staff. The child-care workers, who require established standards of qualification and certification, are appointed on the recommendation of the student administrator and become public servants.

The engagement of domestic staff is made on the recommendation of the student administrator, but the actual appointment is carried out through the regional personnel advisor.

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

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

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

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

#### **FUTURE PLANS**

To operate student residences as long as the Indian people desire them, and there is a need for this type of service; and

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

#### **EXISTING AGREEMENTS**

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

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

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



# PROGRAM DATA

## Program Costs - F.Y. 1971/72 (\$000's)

<u>Region</u>	<u>Que.</u>	<u>Ont.</u>	<u>Man.</u>	<u>Sask.</u>	<u>Alta.</u>	<u>B.C.</u>	<u>Yukon</u>	<u>H.Q.</u>	<u>Total</u>
<u>Administration</u>									
Opn & Maint	137	164	155	227	439	333	42	433	1,930
Capital	- -	- -	- -	- -	4	- -	- -	- -	4
<u>Transportation Facilities</u>									
Opn & Maint	24	20	31	30	9	91	4	- -	209
Capital	- -	20	4	26	- -	43	- -	- -	93
<u>Building Facilities</u>									
Opn & Maint	649	747	482	613	347	935	182	- -	3,955
Capital	51	74	22	87	223	168	10	323	962
<u>Catering Services</u>									
Opn & Maint	503	523	356	662	306	959	113	- -	3,422
Capital	- -	- -	- -	- -	6	- -	- -	- -	6
<u>Special Services</u>									
Opn & Maint	451	430	483	702	230	967	104	14	3,381
Capital	- -	1	- -	- -	1	- -	- -	- -	2
<u>Maintenance of Students</u>									
Opn & Maint	195	295	117	375	131	600	82	- -	1,795
Capital	- -	- -	- -	- -	- -	- -	- -	- -	- -
<u>Extra Curricular Activities</u>									
Opn & Maint	18	46	38	29	10	66	5	- -	212
Capital	- -	- -	- -	- -	- -	- -	1	- -	1
<u>Seasonal Transportation</u>									
Opn & Maint	1	- -	- -	14	1	39	4	- -	59
<u>Other Services</u>									
Opn & Maint	7	- -	1	14	- -	21	1	- -	44
<u>Total</u>									
Opn & Maint	\$1,985	\$2,225	\$1,663	\$2,666	\$1,473	\$4,011	\$537	\$447	\$15,007
Capital	\$ 51	\$ 95	\$ 26	\$ 113	\$ 238	\$ 211	\$ 11	\$323	\$ 1,068

NOTE: There are no student residences in the Maritime Region.

# **Enrolment in Student Residences - 1971/72**

	<u>Que.</u>	<u>Ont.</u>	<u>Man.</u>	<u>Sask.</u>	<u>Alta.</u>	<u>B.C.</u>	<u>Yukon</u>	<u>Total</u>
Number of Residences	5	6	5	8	7	11	1	43
Total Enrolment	910	678	572	1232	649	1772	161	5974

## Enrolment by Categories of Admission Requirements - 1971/72

<u>Category</u>	<u>Que.</u>	<u>Ont.</u>	<u>Man.</u>	<u>Sask.</u>	<u>Alta.</u>	<u>B.C.</u>	<u>Yukon</u>	<u>Total</u>
1	256	155	214	149	34	428	36	1272
2	346	192	57	237	13	127	31	1003
3	- -	108	111	700	361	769	17	2066
4	1	2	4	10	1	31	- -	49
5	- -	4	- -	31	- -	9	- -	44
6	- -	- -	- -	3	- -	- -	- -	3
Other	131	7	- -	41	30	149	- -	358
Number Categorized	<u>734</u>	<u>468</u>	<u>386</u>	<u>1171</u>	<u>439</u>	<u>1513</u>	<u>84</u>	<u>4795</u>

## **Admission Requirements**

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

- Category 1 Home is isolated and removed from day school services;
- Category 2 Parents or guardians are migratory;
- Category 3 Problems in the home. Students from a family where a serious problem leading to neglect of children exists;
- Category 4 The handicapped student who has a chronic condition, but can live in a student residence and obtain regular medical attention;
- Category 5 Students who require a period of adjustment to urban living; or
- Category 6 No suitable private boarding home is available in the area in which the appropriate school is located.

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

## **A P P E N D I X**

### **AUTHORITIES**

#### **STATUTORY**

Indian Act - Sections 114-123

#### **DEPARTMENTALLY INITIATED**

##### **Regulations and Guidelines**

Departmental Directives  
IAB Field Manual - Chapter 11  
Circular Letters:

##### Cultural Development

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

##### General Administration

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

##### Saskatchewan

- 19 - Delegation of Authority
- 140 - Reorganization

##### Education in Federal Schools

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

##### Saskatchewan

- 119 - Indian Representation on School Boards

##### Education in Non-Federal Schools

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

##### Saskatchewan

- 119 - Indian Representation on School Boards

#### Transportation and Maintenance of Pupils

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

#### Saskatchewan

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

#### Adult Education

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

#### Saskatchewan

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

#### Vocational Training

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

#### Saskatchewan

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

#### British Columbia

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

#### Employment and Relocation

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

### Saskatchewan

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

### Student Residences

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

## **OTHER AUTHORITIES, REGULATIONS AND GUIDELINES**

### Education in Federal Schools

#### Maritime

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

#### Quebec

Quebec School Act

#### Ontario

Ontario Department of Education - Regulations

#### Manitoba

Manitoba Department of Education - Regulations  
Manitoba Public School Act

#### Saskatchewan

Saskatchewan Department of Education - Regulations  
Saskatchewan School Act

#### Alberta

Alberta Department of Education - Regulations  
Alberta School Act

#### British Columbia

British Columbia Public School Act

### Education in Non-Federal Schools

#### Maritime

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



Quebec

Quebec School Act

Ontario

Ontario Department of Education - Regulations

Manitoba

Manitoba Department of Education - Regulations  
Manitoba Public School Act

Saskatchewan

Saskatchewan Department of Education - Regulations  
Saskatchewan School Act

Alberta

Alberta Department of Education - Regulations  
Alberta School Act

British Columbia

British Columbia Public School Act

Transportation and Maintenance of Pupils

Maritime

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

Vocational Training

Manitoba

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

Employment and Relocation

Department of Manpower and Immigration-Scale of Assistance

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Regional Superintendent  
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Edmonton

E.H. Collins  
Regional Superintendent  
of Education  
Amherst

G.T. Ross  
Regional Superintendent  
of Schools  
Winnipeg

A.H. Freisen  
Asst. Regional Supt.  
of Education (In-Schools)  
Vancouver

C. Paradis  
Regional Superintendent  
of Schools  
Quebec

J.B. Freeman  
Regional Superintendent  
of Schools  
Regina

I.F. Kirkby  
Regional Director  
Whitehorse

### **Transportation and Maintenance of Pupils**

F.L. Short  
Head, Education  
Services Section  
Ottawa

H.B. Rodine  
Regional Superintendent  
of Education  
Toronto

(Vacant)  
Regional Superintendent  
of Education  
Edmonton

E.H. Collins  
Regional Superintendent  
of Education  
Amherst

C.B. Gorman  
Regional Superintendent  
of Education  
Winnipeg

R.M. Hall  
Regional Superintendent  
of Education  
Vancouver

A. Gill  
Regional Superintendent  
of Education  
Quebec

E. Korchinski  
Regional Superintendent  
of Education  
Regina

I.F. Kirkby  
Regional Director  
Whitehorse

### **Adult Education**

A.D. Simpson  
Head, Adult  
Education Section  
Ottawa

M. Rehaluk  
Regional Superintendent  
of Vocational Education  
Toronto

M.P. Edwards  
Regional Supervisor of  
Adult Education  
Edmonton

R.L. Graves  
Regional Superintendent  
of Vocational Education  
Amherst

F.J. Foss  
Regional Superintendent  
of Vocational Education  
Winnipeg

(Vacant)  
Regional Supervisor of  
Adult Education  
Vancouver

M. St. Amant  
Regional Superintendent  
of Vocational Education  
Quebec

J.A. Dolan  
Assistant Superintendent  
of Vocational Education  
Regina

I.F. Kirkby  
Regional Director  
Whitehorse

### **Vocational Training**

O. Zakreski, Chief  
Employment and Related  
Services Division  
Ottawa

M. Rehaluk  
Regional Superintendent  
of Vocational Education  
Toronto

E. Dowsdall  
Regional Superintendent  
of Vocational Education  
Edmonton

R.L. Graves  
Regional Superintendent  
of Vocational Education  
Amherst

F.J. Foss  
Regional Superintendent  
of Vocational Education  
Winnipeg

J. McCallum  
Asst. Regional Supt. of  
Education (Post-Schools)  
Vancouver

M. St. Amant  
Regional Superintendent  
of Vocational Education  
Quebec

C.R. Scharfe  
Regional Superintendent  
of Vocational Education  
Regina

I.F. Kirkby  
Regional Director  
Whitehorse

### **Relocation and Employment**

R. Biddle  
Head, Employment and  
Relocation Section  
Ottawa

M. Rehaluk  
Regional Superintendent  
of Vocational Education  
Toronto

J. Rayson  
Regional Supervisor of  
Employment and Relocation  
Edmonton

(Vacant)  
Regional Supervisor of  
Employment and Relocation  
Amherst

M. Marykuca  
Regional Placement  
and Relocation Officer  
Winnipeg

J.D. Addison  
Regional Supervisor of  
Employment and Relocation  
Vancouver

B. Dufour  
Regional Supervisor of  
Employment and Relocation  
Quebec

R.J. Grinsted  
Regional Supervisor of  
Employment and Relocation  
Regina

I.F. Kirkby  
Regional Director  
Whitehorse

### **Student Residences**

D. Kogawa  
Head, Student Residence  
Services Section  
Ottawa

G. Lambert  
Regional Superintendent  
of Schools  
Quebec

F. Shaw  
Regional Superintendent  
of Schools  
Toronto

G.T. Ross  
Regional Superintendent  
of Schools  
Winnipeg

J. Freeman  
Assistant Superintendent  
of Vocational Education  
Regina

D. McBride  
Co-ordinator of  
Student Residences  
Edmonton

N. Chapple  
Co-ordinator of  
Student Residences  
Vancouver

I.F. Kirkby  
Regional Director  
Whitehorse