

**RESERVES & TRUSTS**  
**INFORMATION BULLETIN SERIES**  
**INFORMATION BULLETIN NO.1**



***Land & Resource Management Training Program***  
***Phase 2 1980 Program***

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JUNE, 1981

DEPARTMENT OF INDIAN AFFAIRS

BRITISH COLUMBIA REGION

RESERVES & TRUSTS INFORMATION BULLETIN SERIES

INFORMATION BULLETIN NO. 1

LAND & RESOURCE MANAGEMENT TRAINING PROGRAM

PHASE II 1980 PROGRAM

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RESERVES & TRUSTS INFORMATION BULLETIN SERIES

Reserves & Trusts is the Division within the Department of Indian Affairs which is responsible for the operational services related to Estates, Land Administration, Membership and Statutory Requirements, and which is also responsible for the management of Reserve lands and associated renewable and non-renewable resources.

During the past few years, the Indian community have asked a number of questions and raised important issues related to Reserves & Trusts activities - the answers to which are not to be found in traditional reports or other published material. To address this gap, we have initiated an Information Bulletin Series. The basic intent of the Series is simple - to keep people informed on a number of interesting and worthwhile topics and to encourage information exchange and comment.

The first Bulletin of the Series is entitled "Land & Resource Management Training - Phase II 1980 Program". The report format provides a summary of the highlights of the program, with a number of attachments for those who are interested in how the training process evolved. We propose to issue future Information Bulletins on a wide variety of topics related to the Reserves & Trusts responsibilities.

As one of our goals is to continue to improve our service, I would welcome any comments that would assist us in this endeavour.

Peter J. Clark  
Acting Director  
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LAND & RESOURCE MANAGEMENT TRAINING PROGRAM

PHASE II 1980 PROGRAM

1. INTRODUCTION

A serious effort has been underway since the Fall of 1978 to improve British Columbia Region's natural resource management program, and determine the optimum use of resources under the jurisdiction of the Department of Indian Affairs.

The basic intent of the initiative is to facilitate:

1. The development and implementation of an integrated Indian resource management program for Reserve land in the British Columbia Region;
2. The training and education of Indian people in land and resource management;
3. The principle of Indian involvement and participation in the management of Indian Reserve land and associated renewable and non-renewable resources;
4. The transfer to Indian Bands of full responsibility and accountability for the management and administration of their lands.
5. The reduction of Indian unemployment through better identification, utilization and management of both on and off-Reserve land and associated renewable and non renewable resources; and
6. The optimum use of existing Government expertise.

To meet these objectives, there is a major requirement for well trained Indian people in all areas of land and resource management, particularly at the intermediate and senior technical, professional and managerial levels.

A review of existing Indian expertise relating to the management of renewable and non-renewable resources identified a major gap in qualified Indian personnel.

Experience has demonstrated that to provide the training required to meet this gap, a most successful method is through a "one-on-one" approach where specialized training is provided to individual students by highly qualified instructors. While such an approach must be specially tailored and requires close regular evaluation and performance review, it can be modified during the course of training.

Preliminary steps were taken in 1979 to develop a "one-on-one" resource oriented program through a pilot (Phase I) student training program conducted in cooperation with the Department of Environment (DOE). Based upon the encouraging results of Phase I, an expanded second phase pilot program was conducted during 1980.

2. PURPOSE

The purpose of this Land and Resource Management Training Report will be to review and assess the results of the Phase I and II pilot programs, and document the need for the establishment of a permanent resource management training program within the Department of Indian Affairs.



3. OBJECTIVES

The specific objectives of this report will be to:

1. Review and assess the 1979 Phase I program, including problem areas identified;
2. Review and assess the 1980 Phase II program, including the effectiveness of addressing the problem areas identified in the Phase I program;
3. Identify Phase II problem areas; and
4. Present conclusions and recommendations.

4. PHASE I - 1979 PILOT TRAINING PROGRAM

The following provides a brief review and assessment of the 1979 Phase I program, including a delineation of problem areas and the Phase I program conclusions and recommendations.

Indian Affairs, British Columbia Region and the Department of Environment (DOE), Pacific & Yukon Region, have been cooperating in the development of a systematic program for the management of resources on Indian lands in the Province. As part of the cooperative effort, and in recognition of the gap in Indian resource management expertise, a pilot student training program was conducted during the Summer of 1979 with the objective of:

1. Exposing students to a range of resource management fields;

2. Providing training and direct work experience; and
3. Encouraging students to pursue further education in resource management disciplines.

The program was based on DOE providing operational expenses and assigning Indian students to selected programs whose team members gave training/work experience. Indian Affairs provided the salaries and positions through the Summer Student Program.

In keeping with a pilot program concept, only five students were selected. Three worked under the auspices of the Pacific Forest Research Centre, Victoria, in the areas of Tree Seed Improvement, Nursery Programs and Forest Insect and Disease Surveys. One student was placed with the Creston Wildlife Management Authority in marshland management, under the guidance of the Canadian Wildlife Service, and one student was placed with the Inland Waters Directorate working in water quality research.

#### 4.1

##### Problem Areas

An evaluation of the Phase I program confirmed that the logic, basic principles and objectives were sound. However, the post-audit of the 1979 Test Case identified a number of constraints to meeting the stated training objectives. These problems included:

1. Late commitment of DIA funding for summer student positions. The uncertainty of funding created significant difficulties with respect to getting commit-

ments from qualified students and negotiating specific programs with interested Government Agencies.

2. Lack of useful records for identifying potential candidates. There is no adequate structure within Regional and District offices, Bands, and Indian Organizations for identifying the type of candidate needed. In many instances by the time potential students were identified they already had other jobs.
3. Operational problems of working out shared cost agreements with Provincial and other Federal Agencies. There is a lack of precedent for cost sharing between the two levels of Government in British Columbia for this type of program. This meant there was no existing structure into which the training program could go.
4. Existing personnel guidelines that restricted flexibility of employment. This included the length of employment, the level of salary paid, and the timing of the funding. The existing programs were usually Summer type employment and not geared to the one-on-one training concept.
5. Lack of an internal DIA evaluation process and an insufficient student monitoring procedure by both DIA and the other participating Agencies.
6. Several Agency programs were not planned sufficiently by the supervisors to ensure student interest or



to provide a wide enough exposure to resource management problems in the related fields.

7. Misunderstanding by several supervisors as to what was expected of them. There appears not to have been adequate communication between the Departmental contacts and the supervisors to make clear that the positions were for high quality training and not the regular Summer positions they had previously supervised.

4.2

1979 Recommendations

A detailed synopsis of the 1979 program was developed (Attachment 1). The following conclusions and recommendations were presented for consideration.

1. All evidence suggests that an expanded pilot training study should be conducted during 1980. A number of significant potential benefits of the program approach were observed through the Phase I pilot study process.
2. The Phase II study should be designed to provide a framework for the permanent establishment of such a program within the Department of Indian Affairs.
3. The Phase II program should be primarily an education and training process, and therefore must be under the supervision of the Regional Director of Education.
4. All other Departmental Sections should play a supportive role in the Program.

5. To meet the major requirement for well trained Indian people in the field of land and resource management, and to facilitate transferring the control of resource management to Indian Bands and organizations, it is essential that the training program have the maximum degree of flexibility.
6. The program must be directed toward providing quality training to Indian students.

5. PHASE II - 1980 PROGRAM

Based on the experience gained during Phase I, a Phase II program was undertaken for 1980. The Phase II program was designed to meet the following objectives:

- A) The Phase I program identified a number of constraints to meeting worthwhile training objectives (Section 4.1). The constraints were to be evaluated and specific policy recommendations developed and implemented to resolve difficulties.
- B) To identify and involve a number of other Federal Government Agencies in the Program.
- C) To initiate the training program with a select few Provincial Government Agencies.
- D) To initiate the training program with a select few private sector organizations.
- E) To direct and coordinate, where appropriate, the existing Departmental expertise, programs and

funding toward providing land and resource management oriented training.

- F) To encourage, facilitate and coordinate the furthering of advanced academic and technical training at Federal and Provincial Institutions.
- G) To evaluate the potential for providing formal recognition/accreditation for specific aspects of the program.
- H) To establish a viable Regional system to facilitate the identification of qualified Indian trainees.
- I) To establish a consistent and long term basis for monitoring and evaluating the training program.
- J) To develop the basis for a long range training program with Environment Canada under the auspices of a Cooperative Working Agreement.
- K) To thoroughly review the sources, constraints and policies related to providing funding, and make policy recommendations to ensure maximum flexibility and effectiveness in providing training opportunities.

5.1

Phase II Program Results - Effectiveness of Meeting Objectives

The following provides a synopsis of the 1980 Phase II program, including an assessment of the effectiveness of addressing program objectives and the problems identified during Phase I, and recommendations for further action.



5.2 Federal Agency Involvement

A number of activities were undertaken to increase Federal Agency involvement.

5.2.1 Pacific Forest Research Centre

The Pacific Forest Research Centre, Environment Canada, supplied four positions for the Phase II program. The first was a continuation from Phase I of the Tree Seed Improvement position, which extended from early May to the end of August. The other three positions were Resource Management Training positions designed specifically to train three students from the Lower Similkameen Band in preparation for the Band's Tree Farm Licence.

A. Tree Seed Improvement Position

A follow-up letter was sent to the trainees from the PFRC - Phase I program (Attachment 2) to determine their interest in continuing at PFRC. One trainee responded, so arrangements were then made with John Ellis at PFRC to have Dr. Pollard continue the Tree Seed Improvement position training which would commence on May 1 and continue until the end of August.

The trainee at the Pacific Forest Research Centre sent in a report every month explaining the duties performed, plus a final summary report. She felt the work assigned during the Summer had been of benefit, and would like to return for a third session. She also felt the experience gained from the literature searches and the practical field work will be applicable for either entering the job market or continuing into higher education. The two

reports from the supervisor indicated he was very pleased with what the trainee had accomplished, and would be pleased to have her back (Attachment 3).

#### Position Evaluation

A post-audit evaluation of this position clearly defined that it is mandatory to provide sufficient lead time to ensure proper program planning. Specific problems occurred due to having insufficient time with respect to:

1. Identifying and establishing terms of reference for the specific training position.
2. Clearly defining specific roles and responsibilities of all the participants with regard to -
  - (a) senior management,
  - (b) the scientists who are responsible for specific training,
  - (c) the student and Band or Indian organization,
  - (d) administration, such as Payroll.

#### Recommended Further Action

The evaluation of the Tree Seed Improvement position at PFRC resulted in the following specific recommendations:

1. There needs to be sufficient lead time to define and verify positions at PFRC. It is expected from past experience that a four month minimum is required.

2. There needs to be enough lead time to confirm the availability of funding for the training positions. A minimum of four months is also needed to verify the funding.
3. The monitoring process should encourage more comments and suggestions by both the trainee and the senior scientists or technicians. These should be directed to the program itself and the amount of training actually occurring, rather than focusing on specific duties.
4. Before the trainee is hired, the supervisors should be informed as to what is expected of them throughout the training, what the objectives of the program are, and what they can and cannot expect from the trainee.

B. Similkameen Training Program

The groundwork for a Similkameen training program was laid in September with PFRC. Enough time was allowed to get a training program designed specifically to meet the needs of the Band, and have the students commence the program by November 17, 1980 (Attachment 4).

The program was initiated when the Similkameen Band requested a \$10,000.00 contribution to assist in the financing of an intensive forest management training project in conjunction with their pending Band Tree Farm Licence (Attachment 5).



This request did not exactly meet the one-on-one program criteria as it was actually a training course giving field experience. However, it was deemed a valuable proposal (Attachment 6), and in line with the principle of flexibility, funding was provided to supplement that obtained from LEAP.

The candidates had been identified and the training program defined by the Band before the funding request, so there was no need for Department involvement in these areas.

Through the student course evaluations and a meeting with some of the Band members in August 1980, a need and desire for further training was identified. The students also identified two basic constraints to further training; they did not feel ready for University, and, because of their family situations, could not leave the Reserve for long periods of time.

It was felt that PFRC was doing research relevant to the Band's needs, and because they had participated previously in training, they would be an ideal agency to contact. Dr. Ross MacDonald, Director of the Research Station was contacted by phone and expressed interest in the idea. The Similkameen Band then submitted a proposal outlining their objectives for training, the areas of training required, and the names of three interested potential trainees (Attachment 7). With this information John Ellis, Administrative Officer, PFRC, was contacted to arrange a meeting with interested scientists for the purpose of explaining the program and initiating a training package (Attachment 8). A schedule satisfying the needs of all concerned (Attachment 9,

Schedule) was confirmed by November 3, 1980 at a meeting between DIA, Dr. Doug Miller (PFRC), and Anita Lau, Similkameen Band Planner.

Arrangements were made by DIA before the November 17 training program starting date to finalize a contribution agreement for training dollars, to have living accommodations arranged, and to make sure the students were well aware of their program requirements. PFRC also arranged an orientation meeting to introduce the scientists and students, and review the intent of the training program.

Program monitoring took place through frequent phone calls between both DIA and PFRC, and letters from Dr. Miller and the students. The close contact with the Centre produced favorable comments from scientists and students throughout the course of the training. At the termination of the training there was a special ceremony, at which time the students were given a diploma by PFRC certifying they had successfully completed the ten week training program (Attachment 10).

As a follow-up, every scientist and technician involved in the program received a letter of recognition of their time and effort put into the training (Attachment 11).

As a spin-off from the program, the three students have been offered temporary employment (May 4, 1981 - August 31, 1981) by the Provincial Forest Service, working on a Tussock Moth Control Research Project in the Similkameen Valley, and the assistance of the Chief and the Band Manager has been enlisted by the

Provincial Forest Service to introduce and obtain approval for the project in the Keremeos community. Furthermore, one student has submitted an application of entry to the forestry program at BCIT.

#### Recommended Further Action

An evaluation of this training program has demonstrated that a good model has been developed which can have wide applicability with respect to future initiatives with other Agencies, the private sector, Bands and Indian Organizations.

There will also be a follow-up by letter, phone and personal visits by DIA to the three students to evaluate the usefulness of the training to the Band, and to keep track of their education and/or work experiences.

#### 5.2.2

#### Canadian Employment & Immigration Commission

The 1980 funding for all Federal Government Summer Youth Employment was managed by CEIC. The opportunity to take advantage of this funding source for the one-on-one resource training program was missed due to poor liaison with CEIC. Discussions with CEIC personnel after deadlines had passed indicated that substantial funding could have been obtained if an appropriate proposal had been submitted. It should be noted that the opportunity for submitting such a proposal was pointed out by the Economic Development officer responsible for submissions, but no effective action was taken by Reserves & Trusts/Education.

Recommended Further Action

To take advantage of CEIC as a funding source for resource management oriented Summer Youth Employment, continual contact should be made with CEIC to keep up on their funding deadlines and what the constraints of their funding program are. This has been initiated by having informal coffee meetings on a regular basis in which programs of interest to both CEIC and Indian Affairs are discussed.

5.2.3

Public Works

During 1977, formal meetings between the Regional offices of both DIA and the Department of Public Works (DPW) led to discussions with extension staff from both BCIT and the Vancouver Vocational Institute at Langara. It was considered that DPW were in a strong position to provide training to Indian people in the area of real estate appraisal, management and development.

The Director General of Public Works, Pacific & Yukon Region, Mr. B. Angus, approved this approach in principle and was later able to obtain the support of this Department (Attachment 12).

The first training seminar to select five students was completed in April 1981. Twenty possible candidates were invited to attend, and a final list of five suitable candidates was produced.

Recommended Further Action

It is anticipated that DIA will keep in close contact through periodic progress reports, and assist in pro-

viding names of potential candidates for future courses and providing permanent job opportunities when the course has been completed.

5.3 Provincial Agency Involvement

A limited number of activities were undertaken to initiate Provincial Agency involvement in the training program.

5.3.1 Ministry of Forests

An Inventory Support Assistant position was established in the Provincial Ministry of Forests under the direct supervision of Mr. Ray Gill, Liaison Officer to Indian Affairs. The duties of this position were to evaluate and reproduce Provincial inventory computer data related to Federal lands, and to identify the data on inventory maps for the purpose of developing an initial base upon which a forest resource management program can be developed for Indian Reserve lands.

This position had a trainee in place from November 3, 1980 to February 27, 1981. During this time a good start was made on completing an inventory of acreage and maturity classification of forests on Reserve lands. A total acreage analysis was also done for open range, and hay and meadow lands. The trainee submitted reports of the work completed at the end of each month (Attachment 13). At the completion of the training period, the Timber Management Branch, Ministry of Forests, presented a Certificate for successfully completing the training (Attachment 14).

Recommended Further Action

Steps are currently being taken to hire another trainee and complete the inventory program. The terms of reference are included (Attachment 15). Upon completion of this program, a basis for prioritization of Reserves suitable for intensive forest management programs will have been developed.

5.3.2 Ministry of Provincial Secretary and Government Services

Initial contact was made with Mr. Doug Wilson, Personal Placement Officer, Provincial Public Service Commission on April 24, 1980. A meeting was then held on May 6, 1980, at the DIA B.C. Regional office in Vancouver to discuss possible means of working with the Provincial Public Service Commission in order to place Indian candidates in Provincial Government jobs.

Initially there was a need to become familiar with each others program. Mr. Wilson explained he concentrated on finding candidates who are "disabled", "disadvantaged" or Native Indian to fill positions within the B.C. Provincial Government. His mandate is to look for skilled people, particularly for management and professional training.

Mr. Wilson explained his problem with respect to placing Indian people is not enough candidates, and not knowing how to recruit them. This problem is also shared by DIA.

Mr. Wilson was positive towards the ideas expressed in the synopsis of the 1979 Land Management Training Program, and is sure there will be no problem having the union (BCGEU) support it.



### Problem Areas

The key problem area in developing cooperative training programs with the Province relates to the transferring of monies from Federal to Provincial Agencies. All monies go directly into the Provincial Treasury Board's general revenue pot and each agency in turn has to apply and receive authority from the Province to get the monies out again. It may be possible to overcome this problem by having jobs identified one year in advance of the time the training would commence. The monies could then be designated for the intended purpose.

### Recommended Further Action

There needs to be another meeting with Mr. Wilson to identify specific points of contact with Provincial Agencies. After a discussion with interested agencies, potential positions can be identified. This would provide the basis for working on the logistics of transferring monies, and determining the Indian interest for the potential training positions. Once these are known, then the specific agreements can be completed. This whole process should take approximately 1½ years, depending on fiscal year deadlines of both Governments.

## 5.4

### Private Sector

A limited number of initiatives were undertaken to get private sector involvement in the one-on-one training program.

5.4.1. Ducks Unlimited

During the 1979 Phase I training program, the sponsorship of the Wildlife Management Trainee shifted from the Canada Wildlife Service to Ducks Unlimited.

The funding for the follow-up 1980 program was taken on as a result of a telephone conversation with Chris Luke, Chief of the Lower Kootenay Band, who indicated there was not enough money to continue paying the trainee's salary for the four months remaining until school started. Originally the salary for the trainee was to be paid for a whole year, the first two months by the Department of Environment and the Department of Indian Affairs to pay the remaining ten. It is still not clear why this problem occurred, but the program was considered too valuable to the Band's development to drop it, and funding was arranged for the four months of May through August through a contribution agreement for Resource Management Training.

Two reports were received from Chris Luke detailing what the trainee had been doing (Attachment 16). The Indian Affairs program liaison person also visited the Lower Kootenay Band, and discussed future plans as well.

Several very positive things came out of conversations with the trainee and Bill Hooey, the Sponsor at Ducks Unlimited. It appears the sponsors have taken a considerable amount of time ensuring the trainee got a comprehensive and varied exposure to the area of wildlife marsh management. The sponsors have been encouraging the trainee to take on enough responsibilities

to eventually be able to take over the management of the Creston Marshland. Working with contracts and budgets was included in this experience.

The trainee has a very good understanding of what is required to manage a marsh, and realizes the need for further training. The trainee has attended two conferences, and feels they were very valuable to further his management understanding. He was to attend a two year Wildlife Management course at Selkirk College in Castlegar. However, it turned out the course was a Parks Management course and not what was required. At a meeting held September 18th in Creston, Dave Gray, the sponsor from B.C. Fish & Wildlife Branch, stated the trainee knew enough to manage Reserve lands and knows the contacts to get assistance as required. The trainee was still interested in doing courses but on his own time and one or two at a time, not as a program. Currently he is taking a Wetland, Waterfowl Management course at Flathead Community Valley College in Kalispell, Montana.

Recommended Further Action

It is recommended training be continued until it is at a stage where the marshland program is at least sustaining. The Band has submitted a BCR requesting monies for a Comprehensive Resource Study. The trainee is capable of conducting such a study and the project is needed to determine how much is still to be done and what future directions should be. Once the study is conducted, the project should be transferred to the Economic Development Section of DIA as it falls under their responsibility.

5.4.2 Reid Collins Ltd.

Reid Collins Ltd. put considerable effort into drawing up two excellent training positions, both for two year terms. These were for a Timber cruiser and a Nurseryman. Several potential candidates were identified by District offices, then individually contacted by letter. An application was sent to an "interested candidate" but as of yet there has been no reply.

It is not evident why there was no response, but the Similkameen Indian Administration provided comments which may be relevant:

"However, there are some concerns and suggestions from the Band for your consideration.

1. Since the participant will anticipate some cultural shock from relocating to a totally different living and working environment, we suggest that at least two trainees to fill each position. It would be helpful for the trainees to give support to each other as well as companionship.
2. We suggest that the training positions should be arranged close to the home community if competitive training facilities are available. It helps gain mature adults whom are the most reliable personalities and yet do not have the entire family suffering from the impact of relocation."

Recommended Further Action

The job descriptions will be kept on file in anticipation of interested individuals responding some time in the future. The company should also be solicited for other types of possible training positions when they have contracts in areas close to Indian Reserves.

5.4.3

Other Initiatives

Three other initiatives were undertaken with the private sector during Phase II which could lead to project specific training during 1981:

1. In conjunction with the Native Brotherhood and the Regional Forum, a major coast wide Indian Mariculture proposal has been prepared by West Coast Information and Research Group. The project will hopefully be initiated during 1981, and a major training component has been built into the terms of reference. Discussions are currently underway with CEIC regarding funding and support for specific training requirements.
2. A significant proposal is being developed by Underwood McLellan Limited to assess the feasibility of a salmon pen-rearing program for the Coastal Indian Community. Again, the program should be initiated in 1981 and will have a major training component.
3. The Schultz Companies are working with several Indian Bands to develop proposals for long range forest management programs for Reserve lands. These programs also will have a major training component.

5.5 Department of Indian Affairs Initiatives

There were several initiatives taken to utilize existing Departmental expertise, programs and funding for providing land and resource management oriented training for the Indian community.

5.5.1 Reserves & Trusts

In October, 1979, a new position was created in B.C. Regional office entitled "Property & Resource Management Trainee". This is the first position of its kind in Canada and has been filled since November 5, 1979 by a trainee from the Phase I program. The intent of the Resource Management Trainee position is to provide a broad exposure to the multi-facets of land and resource management related to Indian Reserves.

The most important aspect of this position is for it to be considered temporary with every effort made to upgrade, develop and expand the skills of the trainee to make them competitive in the job market. This requires flexibility in the term of employment, as each individuals training period will require varying time periods.

Recommended Further Action

Based upon program evaluation to date and the policy of flexibility there are major options for follow-up, each one of which could open up an improved position for the trainee:



1. The trainee can be encouraged to further their education, creating a greater potential for advancement within the job market.
2. The trainee can apply at a Band office or Indian organization when such positions were available. If a Band knew they wanted a resource management employee, they could encourage a Band member to apply for the trainee position.
3. If the trainee wished to stay with the Department, they could be trained to fill a higher level Regional position or to fill a District requirement. A number of positions will likely be required to meet the ever increasing demands of the Indian community for support and facilitation services related to resource management and development.
4. The trainee can enter the private sector, or transfer to other Governmental Agencies and expand their work experience.

The person currently in this Regional position has applied and successfully qualified for a newly created position at the Williams Lake District office. This District Lands & Resources Officer position is one of more responsibility and a higher classification for the senior author of this report.

#### 5.5.2

#### Band Training Coordination Committee

On September 5, 1980 a meeting was held at Regional Office between representatives of Education, Planning, and Reserves & Trusts (Lands). The purpose of this meeting was to avoid any duplications and/or conflicts

within the Department's different training programs (Attachment 17).

Recommended Further Action

It is recommended a meeting be organized for the very near future to discuss the ways and means of formalizing a Regional Training Coordination and Advisory Committee.

5.5.3 Band Training Advisor

The Band Training Advisor, B.C. Region, has been given the responsibility of coordinating the Resource Management Training Program. The Band Training Advisor is responsible for ensuring that projects meet the requirements of the Department's Band Training Guidelines, and administers the finances of this program. He also assists in liaison with other Government departments, educational institutions and the private sector concerning this program and finalizes all agreements in this regard. While specific training programs are ongoing, the Band Training Advisor maintains contact with the Band, Trainees, and Trainers, to ensure that the projects are proceeding as planned, and monitors the effectiveness of the program.

5.5.4 Funding Through Education

To cover the 1980 Phase II program, B.C. Regional Education set aside \$50,000. This money provided the basis for all of the Phase II training projects, and was paid out to the Indian student trainees in the form of contribution agreements which were specifically tailored to meet individual program requirements.

Recommended Further Action

Considerable problems have occurred in getting cheques issued on a regular basis. A better method of payment to trainees must be established to ensure prompt and consistent remuneration to the students.

5.6 Academic and Technical Training

A basic objective of the training program is to encourage and facilitate advanced academic and technical training in the land and resource management areas.

5.6.1 Academic Institutions

Utilizing programs and funding sources by in large already in place, the long-range intent will be to develop specific working arrangements with academic and technical institutions in a number of areas including:

1. Scholarships for Indian students directed toward addressing identified gaps in Indian scientific, technical and resource management expertise.
2. Funding for specific Indian undergraduate and graduate research, studies and programs that are directed toward resolving resource and management problems of interest to the Indian Community.
3. Participation by qualified Department officers on Indian Graduate Student Committees where thesis topics are related to Indian resource and management concerns.

Several limited but important initiatives were undertaken during the Phase II program which should assist in meeting the long-range program objectives.

1. A meeting was held between Dr. P. A. Larkin, Dean of the Graduate School, University of British Columbia, and the Regional Director General. It was agreed that UBC and the Department would cooperate to improve the education of Native people with respect to resource management, and also agreed upon the principles to be followed for cooperative programs (Attachment 18).
2. Although there has been no participation to date by Department Officers on an Indian Graduate Student Committee, arrangements have been made for an officer to sit on the Committee of a Department employee who is on educational leave for an advanced degree at UBC.
3. The Department has been cooperating with the British Columbia Institute of Technology with regard to their proposal to develop a distance education program for forest resource technicians (Attachment 19).
4. The Nuu-chah-nulth Forestry Study, based upon a thorough canvas of the Provincial Government and the private sector, identified considerable intensive forest management contracting opportunities off-Reserve in the Northwest portion of Vancouver Island. Major training requirements were also identified to make Indian people competitive. A forestry training program from a Provincial Institution, the Pacific Vocational Institute, would

have met many of these requirements and PVI was prepared to conduct the six month program in Port Alberni for the Tribal Council Bands. However, this program was not undertaken during 1980 due to a difference of philosophy between the Tribal Council and CEIC.

A priority objective for 1981 will be to identify and meet the Indian forestry training requirements in British Columbia, and to ensure good liaison between the Department and Agencies providing training programs and/or funding for training. To this end, an informal working group has been formed with CEIC which meets on a regular basis.

5.7 Accreditation

One basic objective of the program is to provide specialized training under senior supervision, and as such there should be opportunities for formal recognition of some specific components of the program. This accreditation could be in the form of diplomas, certificates, etc., that are recognized by the academic community and/or the private sector. Diplomas have been given during the Phase II program by both PFRS and the B.C. Forest Service (See Sections 5.2.1 B & 5.3.1).

5.8 Identification of Students

There are currently four basic methods of identifying potential training candidates:

1. Through District offices,

2. Through Native employment specialists at CEIC and CEIC centres at colleges and universities,
3. Through home school coordinators, and
4. Through Band offices and Indian Organizations.

For the 1980 program, two basic approaches were utilized to identify potential Indian students.

5.8.1 District Offices

The District Superintendents of Education were contacted by letter April 8, 1980, and a copy of the 1979 Synopsis describing the program was provided (Attachment 20). They were asked for assistance in identifying possible candidates. At the time the letter to the Districts was sent, there were no specific jobs identified, only an outline of possible employment sectors such as forestry and fisheries. Despite this, the response from the District offices was quite good, 15 names were obtained from the four Districts that responded. When potential jobs were identified, candidates were forwarded brief job descriptions. Several candidates subsequently undertook training programs.

Recommended Further Action

In spite of the reasonably good response, many Districts were not specifically geared to identify potential candidates interested in the natural resource area. District Offices have much closer contact with the Indian communities than the Regional Office, and therefore, it is recommended a pilot program be tried in a



District to provide a basis for integrating the one-on-one training throughout the B.C. Region.

5.8.2 Native Employment Specialist

Until June 10, 1980 the Regional office of DIA had a Native Employment Specialist. An acting position has recently been filled, and could continue to be used as another source for candidate identification. The duty of this position is to keep a file of all resumes sent in by Indian people. When a position becomes available, the appropriate applicants are contacted. If they want to compete for the position, their resume is submitted to the competition.

Recommended Further Action

Limited use has been made of the Native Employment Specialist. However, the person should play a key role as the program expands, with a prime focus on the identification of potential candidates.

5.9 Monitoring & Evaluation

The 1979 program required an evaluation from the supervisors for each of their students. These were received from all but one project scientist (Attachment 21). However, it was not made clear at the trainee interviews that they were also required to submit an evaluation, and once the positions were staffed there was no follow-up with the trainees from the DIA contact person. The only exception was the student located in Vancouver with the Inland Waters Directorate. It was

through the Thompson River Basin Pre-Planning Study work that contact was made and an evaluation requested (Attachment 22).

For the Phase II 1980 program, the trainees were required to submit reports periodically during their training, and to submit a final evaluation of how valuable they felt the training would be to their further education/work experience (Attachment 23). Periodic visits were also made by DIA program coordinators to talk with all trainees.

Recommended Further Action

Through the next few years, there will need to be a process developed to determine what is the most efficient and effective way to monitor all aspects of the program and to evaluate both the successes and failures.

This will require regularization of the type of information to be received from both the trainers and the students, as well as following-up on their progress for several years after the initial training. It would help to have the students after one year's time reflect back on how valuable the training was, and how it has related to their future goals.

There is also a need to recognize the gaps within the program itself and to actively address these problem areas. In other words, there has to be an efficient process of monitoring and an effective evaluation to show how the program is progressing, where the problems

as well as successes are. There also has to be a means of implementing specific recommendations to ensure the program continues successfully.

5.10 Department of Environment

A good working relationship has been established between the Department of Environment and Indian Affairs.

Concentration for the Phase II program was on training provided at Pacific Forest Research Centre. Further effort is required to develop the basis for a long-range training program with the other branches of Environment Canada.

5.11 Funding Constraints

Adapting existing funding mechanisms is a significant problem faced by the resource management training program. The Department does not have training dollars specifically assigned to meet the program's requirements. It does have a Band Works Program and an On-The-Job Training Program, but these come under the Project Development Program through the Bands' Discretionary Budgets, the Bands then deciding their own priorities for this funding. The only other existing Departmental source of funding is through Education (See Section 5.5.4).

Two other potential funding sources are the CEIC Summer Student Employment Program or Industrial Training Program (CMITP). However, neither can pay the salary dollars needed to attract the high calibre of candidate required for the one-on-one program. There

also is little flexibility of the timing for the training period. Another problem is associated with transferring funds between Federal Agencies for training purposes. Difficulties stem from inflexible financial procedures and outdated practices primarily associated with personnel management procedures.

6. INDIRECT PROGRAM BENEFITS

As documented in this report there have been a number of important and direct benefits realized from the Phase I and Phase II Pilot Training Program. Besides providing a basis for establishing contacts with a number of other Federal and Provincial Departments, educational institutions, and the private sector, the program has also achieved a number of indirect benefits with these organizations by:

1. Making them aware of the potential and merits of Indian candidates;
2. Improving the general working relationships;
3. Paving the way for further joint ventures;
4. Proving that a multi-agency cooperative approach is effective for obtaining funding and resources which may otherwise not be available;
5. Making other Departments aware of and interested in Indian concerns;
6. Providing a vehicle to allow other Federal Agencies to meet their mandate for increased Native employment; and

7. Proving the cross-program approach is an effective vehicle for cooperation and understanding within DIA itself.

7. SUMMARY

The following presents a brief synopsis of the 1980 Phase II training program with respect to meeting stated objectives (Section 5).

The Phase I and II programs identified a number of specific constraints. These constraints have been evaluated and a number of specific policy and operational recommendations have been developed (Section 8).

Although Environment Canada and CEIC continued to participate in the program (Section 5.2), the program was not expanded to include other Federal Agencies. However, considerable groundwork was laid which should facilitate the involvement of a number of other Departments in a Phase III 1981 program.

The training program was successfully initiated with the Provincial Government through a student assigned to the Ministry of Forests. Contacts were also made with key personnel of other Provincial Agencies which should facilitate increased participation in the 1981 program by the Provincial Government.

One student was trained under the auspices of a private sector organization, Ducks Unlimited. Several initiatives were also undertaken which should lead to project specific private sector training in 1981 (Section 5.6.2.).

Several important policy and operational initiatives were undertaken by the Department during 1980 to facilitate the direction and coordination of Departmental expertise, programs and funding toward providing land and resource management oriented training:

- A senior Regional Officer, Dr. Mike Neely, has been assigned within Education to be responsible for coordinating all aspects of training.
- Reserves & Trusts assigned a considerable portion of the time of Dianne Dennis, Resource Management Trainee, to the training program.
- A Regional Training Coordination Committee was formed consisting of representatives from Education, Reserves & Trusts, and Local Government.

With respect to furthering advanced academic and technical training at Federal and Provincial Institutions, several limited but important initiatives were undertaken during the Phase II program (Section 5.6.1). These included establishing the basis for a working agreement with the Graduate School, University of British Columbia, as well as cooperation and liaison with the British Columbia Institute of Technology and Pacific Vocational Institute.

Informal discussions have been initiated with the Pacific Forest Research Centre to explore options for accreditation of students passing through the centre. Certificates were issued to successful trainees by PFRC and the B.C. Forest Service.



Positive though limited steps were made toward identifying and implementing a viable Regional system to facilitate the identification of qualified Indian trainee candidates. In one form or other, efforts were made to involve District offices and Band offices. A great deal remains to be done.

Several steps were undertaken to establish a consistent and long term basis for monitoring and evaluating the training program. These included the requirement for written evaluations from the trainees, discussions between trainees and the DIA coordinators, and follow-up review meetings with the key personnel from the training agencies.

Environment Canada has continued to play a very important training role, and a basis has been laid to develop a long-range training program with this Department.

Considerable experience was gained in assessing the sources, constraints and policies related to funding of this type of training program. This report provides several policy recommendations which, if acted upon, will ensure much greater flexibility and effectiveness in meeting identified Indian community training requirements.

8. CONCLUSIONS & RECOMMENDATIONS

Based on a review and evaluation of the results of both the 1979 Phase I and the 1980 Phase II Training Programs, the following conclusions and recommendations are presented for consideration:

1. All evidence indicates that the "one-on-one" training program should be continued during 1981. The number of significant benefits of the approach have been confirmed and documented by the Phase I and II studies, and a concerted effort should be made to expand the land and resource management training program.
2. The Phase II 1980 study provided a framework for the permanent establishment of such a training program within the Department of Indian Affairs.
3. Based upon the recommendations of Phase I, the Phase II program was conducted under the supervision of the Regional Director of Education, with Reserves & Trusts retaining responsibility for the conceptual development of the program. Other Departmental sections continued to play a supportive role in the program.
4. To meet the major requirement for well trained Indian people in the field of land and resource management, and to facilitate transferring the control of resource management to Indian Bands and organizations, the Phase II study further documented that it is essential that the training program have the maximum degree of flexibility.
5. The training program must be directed toward providing quality training to Indian students, which implies relatively few but carefully selected trainees and training opportunities.

6. When projects related to land and resource management are put out to contract to the private sector they should have the objectives of:
  - a) Incorporating a training component as part of the consultants terms of reference where appropriate; or
  - b) Assembling a team of Indian personnel to conduct the program under the direction of the Department or other Agencies. The purpose will be to train the Indian participants to direct similar programs in the future.
7. The Phase II program should have a coordinator working solely on logistics and operations with the objective of implementing a permanent program. This should be a full time position.
8. The Phase I and Phase II programs identified a number of constraints to meeting worthwhile training objectives. Some of these problems were overcome, some partially addressed, and some not at all.

The Phase III program should be designed to meet the following objectives:

- A) To evaluate the previously identified constraints, and develop and implement specific policy recommendations to resolve the difficulties.
- B) To increase the number of other Federal Government Agencies involved in the program.

- C) To expand the training program with other Provincial Government Agencies.
- D) To expand the training program with a number of selected private sector organizations.
- E) To direct and coordinate, where appropriate, the existing Departmental expertise, programs and funding toward providing land and resource management oriented training.
- F) To encourage, facilitate and coordinate the furthering of advanced academic and technical training at Federal and Provincial Institutions.
- G) To establish a basis for providing formal recognition/accreditation for specific aspects of the program.
- H) To establish a viable Regional system to facilitate the identification of qualified Indian trainees.
- I) To establish a consistent and long term basis for monitoring and evaluating the program.
- J) To develop the basis for a long range training program with Environment Canada under the auspices of a Cooperative Working Agreement.
- K) To thoroughly review the sources, constraints and policies related to providing funding, and make policy recommendations to ensure maximum flexibility and effectiveness in providing training opportunities.



ATTACHMENT 1

LAND & RESOURCE MANAGEMENT PROGRAM

PHASE I 1979 PROGRAM

VANCOUVER, B.C.  
V7Y 1C1

November 27, 1979.

901/20-1-2-1 (LM5)

RE: BRITISH COLUMBIA REGION - PROPOSED  
LAND & RESOURCE MANAGEMENT TRAINING PROGRAM

1. INTRODUCTION

A serious effort has been initiated to improve British Columbia Region's natural resource management program, and determine the optimum use of resources under the jurisdiction of the Department of Indian Affairs.

The basic intent of the initiative is to facilitate:

1. The development and implementation of an integrated resource management program for Indian Reserve land in the British Columbia Region;
2. The training and education of Indian people in land and resource management;
3. The principle of Indian involvement and participation in the management of Indian Reserve land and associated renewable and non-renewable resources;
4. The transfer to Indian Bands of full responsibility and accountability for the management and administration of their lands;
5. The reduction of Indian unemployment through better identification, utilization and management of Reserve land and associated renewable and non-renewable resources; and
6. The optimum use of existing Government expertise.



To meet these objectives, there is a major requirement for well trained Indian people in the area of land and resource management at the intermediate and senior technical, professional and managerial levels.

## 2. THE PROBLEM

A thorough review of existing Indian expertise relating to the management of renewable and non-renewable resources has identified that there is a major gap in qualified Indian personnel.

## 3. PHASE I - 1979 PILOT TRAINING PROGRAM

Preliminary steps were taken in early 1979 to address the problem.

Indian Affairs, British Columbia Region and Department of Environment (DOE), Pacific and Yukon Region have been cooperating in the development of a systematic program for the management of resources on Indian lands in the Province, and are now in the process of preparing a formal Cooperative Agreement.

As part of the cooperative effort, and in recognition of the gap in Indian resource management expertise, a pilot student training program was conducted during the summer of 1979 with the objective of providing an exposure to a range of management fields, providing training and direct work experience, and encouraging students to pursue further education in resource management disciplines. DOE provided operational expenses and assigned Indian students to selected operational programs whose team members gave a high quality training/work experience. Indian Affairs provided salary and positions through the Summer Student Program.

In keeping with the pilot program concept, only five students were selected. Three worked under the auspices of the Pacific Forest Research Centre, Victoria, in the areas of Tree Seed Improvement, Nursery Programs and Forest Insect and Disease Surveys. Under the auspices of the Canadian Wildlife Service, one student was placed with the Creston Wildlife Management Authority in marshland management, and one student was placed with the Inland Waters Directorate working in river basin management and water quality research and surveys.

### - 3.1 1979 PROGRAM EVALUATION

Considerable care was taken to provide a sound basis for monitoring and evaluating the Phase I pilot training program. This included:

1. The requirement to record the activity of the students on a regular basis;
2. Obtaining an evaluation of the program from:
  - each student
  - the senior scientists involved
  - the Directors of each DOE Section involved;
3. A review and assessment by the Regional Directors General of Indian Affairs and Environment Canada.

The above noted assessments are presented in Appendix I. \*

### 3.2 BENEFITS

The following briefly identifies the potential benefits of the program approach as observed through the pilot study process:

1. Facilitation of the policy to increase Native employment in the Federal Government (Attachment 1);
2. Provides for training and on-the-job experience applicable to qualification for employment and/or further academic advancement;
3. Provides for senior one-on-one training and direction;
4. Exposes the student to organizations and disciplines in which they have expressed a career interest. This experience may confirm their interest, or equally important, assist them in establishing that such a career is not for them and they should examine other areas;
5. Provides Indian Affairs with an opportunity to observe and evaluate a student as to suitability for employment within the Public Service;
6. Provides other participating Federal and Provincial Agencies and the private sector with an opportunity to observe and evaluate a student as to suitability for employment; and
7. Although the pilot study was related to resource management and restricted to one Department (DOE), in principle the approach could be utilized for a wide range of disciplines throughout Federal, Provincial and Municipal Governments as well as the private sector.

\* Appendix I is presently being compiled.

These potential benefits support the necessity for ensuring that a serious effort is made by the Department of Indian Affairs and the IGINA members to expand the program and increase its flexibility.

#### 4. PHASE II - 1980 PILOT TRAINING PROGRAM

All evidence suggests that an expanded pilot training program should be conducted during 1980. This study should be designed to provide a framework for the permanent establishment of such a program within the Department of Indian Affairs (DIA).

The overall objective of this program will be to provide an approved training system to increase Indian expertise and capabilities for the management of renewable and non-renewable resources in the British Columbia Region. Although no panacea, it will be specifically designed to address a well documented gap in the training opportunities presently available to Indian people in the Province. It must be recognized that this is a training and education program, and should not guarantee permanent employment as a matter of principle.

Through the Phase I process, it has become very evident that the program must be directed toward providing quality training to a select group of Indian students. These students must have the potential capability for handling middle and senior technical, professional or managerial positions. With the long term perspective in mind, the proposed program could become a very viable tool for providing both Government and Industry with the desired qualified Indian people.

##### 4.1 PROGRAM RESPONSIBILITY

The Phase I pilot training program was originated by the Lands, Membership & Estates Section in conjunction with the test case forestry program and the development of a working relationship with Environment Canada. An education and training sub-committee was formed with representatives of both DIA and DOE to ensure proper coordination during the summer of 1979.

Based on Phase I results, it is clear that the Phase II program is primarily an education and training process. Therefore, the program must be under the supervision of the Director of Education.

#### 4.1.1 ROLE OF OTHER DIA SECTIONS

It is envisaged that most other Sections of DIA can play a supportive role by:

- A) Identifying and defining specific training opportunities within their own Section, as well as opportunities with other Government Agencies and the private sector.
- B) Assist in the development of training positions, and the organization required to accommodate the objectives of the program.
- C) Provide supervision, monitoring and evaluation expertise and support.
- D) Assist in the identification and evaluation of potentially qualified Indian students.
- E) Provide possible sources of funding and support for costs associated with the program.

The Director of Education will be required to provide the overall coordination and liaison between participating Sections and other Agencies.

#### 4.2 PROGRAM FLEXIBILITY

The Phase I pilot study focused entirely on summer students. However, through the evaluation process with all involved, it became evident that a great deal more flexibility could and should be built into the program. The following identifies and briefly discusses some of the avenues open for providing increased flexibility.

##### 4.2.1 EXISTING GOVERNMENT PROGRAMS

The existing Government programs designed to address the need for greater Indian participation in Indian Affairs relate to a policy to provide; i) a specified percentage of permanent jobs for Indian people, and ii) summer student employment. It is understood that these permanent program positions are to be utilized for Indians demonstrating an ability to compete for junior and middle management roles. However, neither of these programs directly link with the above stated policy, nor do they guarantee any career development opportunities.



The proposed Phase II training program is designed to develop the management and professional competence of Indian people. It will provide a process and system to meet the intent of these existing programs on a cost effective basis. Program results will enhance opportunities and provide competent Indian people to compete for key management jobs both in Government and the private sector.

#### 4.2.2 CONSTRAINTS

The test case process has identified a number of constraints to meeting worthwhile identified training objectives. For example:

1. Lateness of commitment of funding for summer student positions;
2. Lack of useful records for identifying potential candidates;
3. Operational problems of working out shared cost agreement with Provincial and other Agencies;
4. Existing personnel guidelines that restrict flexibility of employment - i.e. the Reserves & Trusts Resource Management Training Position where the intent was to provide a one (1) year "roll-over" position but could only be filled on an indeterminate basis; and
5. The term "summer" as related to student training. Available opportunities on one hand and the higher educational process on the other (i.e. - the semester system) suggest that a strict calendar approach needs to be modified.

A basic objective of the Phase II study should be to clearly identify constraints to meeting agreed upon objectives, and to implement specific policies to resolve difficulties.

#### 4.2.3 PARTICIPATING AGENCIES

As identified in Section 3, the pilot study was related to resource management and restricted to Environment Canada. However, it is emphasized that in principle ANY Federal Government Agency could participate in such a training program.

One major objective of the Phase II study will be to identify and commit a number of appropriate Federal Agencies. Another major and distinct objective of the Phase II study will be to initiate the training program with a select few Provincial Government Agencies. The process involved in implementing these objectives will directly facilitate two Regional Policies:

- to make use of existing Government expertise rather than duplicating it within DIA; and
- to improve relationships at the operational level with the Provincial Government.

From experience gained during Phase I and from informal discussions, training opportunities exist related to the management of renewable and non-renewable resources with:

##### FEDERAL AGENCIES

- Fisheries & Oceans
- Agriculture Canada
- Energy, Mines & Resources
- Environment Canada

##### PROVINCIAL AGENCIES

- Ministry of Forests
- Ministry of Environment
- Ministry of Agriculture
- Environment and Land Use Committee Secretariat

It is emphasized that there is no reason to limit the program to Crown entities, as the principle can be applied to any organization prepared to enter into agreement for the provision of education and training.



#### 4.2.4 LONG TERM PROGRAM

In developing a long term DIA resource management training program, there are a number of options that can be considered with regard to meeting the basic objective of providing flexibility. It is recognized that many of the following are in place and are functioning well. However, these programs have not been directed and coordinated with the objective of providing land and resource oriented training.

The following briefly identifies some programs and options which may merit consideration.

##### 4.2.4.1 INDIAN AFFAIRS

1. The provision of summer student positions within the Department at Region and/or Districts under the supervision of qualified officers.
2. The provision of student training positions as per 1 above, but taking into consideration academic timing (such as the semester system).
3. Term positions that are specifically defined for training purposes, and which would work on the "roll-over" principle. Implicit in accepting the position would be the understanding that it is no guarantee of a permanent job. The position would provide training for further academic study and/or for the job market in Government and industry.
4. Indeterminate positions that are specifically designed to train qualified Indian people for middle and senior level positions within the Department.

##### 4.2.4.2 OTHER AGENCIES

Indian Affairs can identify and facilitate summer student, student, term and indeterminate positions with other Federal and Provincial Agencies, as well as the private sector. The Public Service Commission have a Native Employment Coordinator with this responsibility.

#### 4.2.4.3 ACADEMIC INSTITUTIONS

One basic objective of the program will be to encourage and facilitate the furthering of advanced academic and technical training.

Specific working arrangements should be developed with academic and technical institutions in a number of areas including:

1. Scholarships for Indian students directed toward addressing identified gaps in Indian scientific, technical and management expertise.
2. Funding for specific Indian undergraduate and graduate student research, studies and programs that are directed to resolving problems of interest to the Indian community.
3. Participation by qualified Department officers on Indian Student Graduate Committees where thesis topics are related to Indian oriented concerns.

As an example, steps have been initiated with the University of British Columbia. (Attachment 2)

#### 4.2.4.4 PROJECT TRAINING

There are a number of problems relating to land and resource management that are at the present time put out to contract to the private sector. An effort should be made to:

1. Incorporate a training component as part of the consultants terms of reference; or
2. Assemble a team of Indian personnel to conduct the program under the direction of the Department or other Agencies. The basic objective will be to train the Indian participants to direct similar programs in the future.

#### 4.2.4.5 ACCREDITATION

One basic objective of the program is to provide specialized training under senior supervision, and as such there should be provision for formal recognition of specific aspects of the program. This accreditation could be in the form of diplomas, certificates, etc., that are recognized by the academic community and/or the private sector.

#### 4.3 PROGRAM FUNDING

The proposed training program is a new approach. The Phase I study has demonstrated that funding sources and procedures will have to be modified if identified objectives are to be met.

During Phase II, a thorough evaluation must be conducted of present Departmental funding sources, constraints and policies. This evaluation will serve as the basis for deciding whether modifying existing guidelines and policies can ensure that the training program objectives can be met, or whether an entirely new approach is required.

##### 4.3.1 OTHER AGENCIES

The 1979 summer student program with DOE was based on a "shared" philosophy with Indian Affairs providing student salaries and Environment Canada providing supervision and field expenses. This approach has considerable merit, and will be a viable basis for training agreements with a number of Federal and Provincial Agencies in the future. However, these agreements should ONLY be entered into on the following basis:

1. If the other participating Agency/Institution has no training funding available from their own sources;
2. If the other Agency has not participated in the program before, and Indian Affairs "seed" money is required to develop interest in and acceptance of the program; or
3. If it is mutually agreed that the benefits of the "shared" philosophy are sufficient to operate on that basis.

These three principles should be thoroughly discussed within the Department, Environment Canada, and other Federal Agencies with training funding available. However, the guiding policy should be that those Agencies with training positions, and that subscribe to the objectives of this program should utilize their own funding.

#### 4.3.2 PRIVATE SECTOR

Although not tested under the Phase I pilot study, informal review and discussion suggests there may be considerable opportunity for arranging individual training programs with resource based companies in the private sector. This potential should be reviewed and evaluated during the Phase II program.

The question of funding will be important in developing programs with industry, and options will range from full industry support through full DIA support. If this avenue for training is pursued, the key will be flexibility on the part of the Department.

#### 4.4 STUDENT IDENTIFICATION, MONITORING & EVALUATION

An integral component of the Phase II program must be to:

1. Establish a viable Regional system to facilitate the identification of qualified Indian trainees.

The Phase I study established that there are problems with the existing system with regard to identifying and contacting potentially qualified students.

2. Establish a consistent and long term basis for monitoring and evaluating the program.

If such a program is to be viable, it is essential that a framework be established to monitor all aspects of the program on a continuous basis, and that an evaluation procedure be established which includes all concerned; the student, the Indian community, and the hierarchies within the participating agencies and institutions.



## 5. CONCLUSIONS & RECOMMENDATIONS

Based on a thorough review and evaluation of the results of a Phase I Pilot Training Program conducted during the summer of 1979, the following conclusions and recommendations are presented for consideration:

1. All evidence suggests that an expanded pilot training study should be conducted during 1980. A number of significant potential benefits of the program approach were observed through the pilot study process.
2. This study should be designed to provide a framework for the permanent establishment of such a program within the Department of Indian Affairs.
3. The Phase II program is primarily an education and training process, and must be under the supervision of our Regional Director of Education.
4. Most other Departmental Sections can play a supportive role in the program.
5. To meet the major requirement for well trained Indian people in the field of land and resource management, and to facilitate transferring the control of resource management to Indian Bands and organizations, it is essential that the training program have the maximum degree of flexibility.
6. The program must be directed toward providing quality training to Indian students.
7. The 1980 Phase II program should be designed to meet the following objectives:
  - A) The Phase I program identified a number of constraints to meeting worthwhile training objectives. These constraints should be evaluated and specific policy recommendations be developed and implemented to resolve difficulties.
  - B) To identify and involve a number of other Federal Government Agencies in the Program.
  - C) To initiate the training program with a select few Provincial Government Agencies.
  - D) To initiate the training program with a few selected private sector organizations.

- E) To direct and coordinate, where appropriate, the existing Departmental expertise, programs and funding toward providing land and resource management oriented training.
  - F) To encourage, facilitate and coordinate the furthering of advanced academic and technical training at Federal and Provincial Institutions.
  - G) To evaluate the potential for providing formal recognition/accreditation for specific aspects of the program.
  - H) To establish a viable Regional system to facilitate the identification of qualified Indian trainees.
  - I) To establish a consistent and long term basis for monitoring and evaluating the program.
  - J) To develop the basis for a long range training program with Environment Canada under the auspices of the Cooperative Working Agreement.
8. The 1980 program should thoroughly review the sources, constraints and policies related to providing funding, and make policy recommendations to ensure maximum flexibility and effectiveness in providing training opportunities.



Peter J. Clark  
Director  
Lands, Membership & Estates  
British Columbia Region



Douglas C. Gordon  
Resource Management Advisor  
Lands, Membership & Estates  
British Columbia Region



ATTACHMENT 1

INTERDEPARTMENTAL GROUP ON INDIAN AND NATIVE AFFAIRS

The following Government Departments are members of IGINA, and have a mandate to facilitate Native employment in the Federal Government:

- Department of Indian Affairs
- Privy Council Office
- Department of Regional Economic Expansion
- Secretary of State
- Canada Employment & Immigration Commission
- Department of National Health and Welfare
- Office of the Deputy Prime Minister



ATTACHMENT 2

FOLLOW-UP LETTER TO PHASE I TRAINEES



ATTACHMENT 2

P.O. Box 10061  
700 West Georgia Street  
Vancouver, B.C.  
V7Y 1C1

March 26, 1980

901/20-1-2-1-(LM5)

We are going ahead with the Resource Management Training Program again this summer. As a follow up on the 1979 training program, we would like to know what you are doing now ( are you in school or working ) and would you be interested in applying for one of our training programs. Please let us know as soon as possible.

Original Signed by  
DIANNE L. DENNIS

Dianne Dennis  
Resource Management Trainee  
Lands, Membership & Estates  
British Columbia Region

ATTACHMENT 3

SUPERVISOR'S REPORTS





Environment  
Canada

Environnement  
Canada

Environmental  
Management

Gestion  
de l'Environnement

You are invited to  
Our first National Conference

Canadian Forestry Service  
Pacific Forest Research Centre  
506 West Burnside Road  
Victoria, B.C.  
V8Z 1M5

June 24, 1980

Ms. Diane Dennis  
Department of Indian Affairs  
P.O. Box 10061  
Pacific Centre  
700 West Georgia Street  
Vancouver, B.C.  
V7Y 1C1

Dear Ms. Dennis:

Re: Resource Management Training Program - Ms. Darlene Taylor

Ms. Taylor has worked conscientiously and regularly at the Pacific Forest Research Centre since her arrival in early May. She has conducted several novel trials of vegetative propagation of forest tree species, executed literature searches on related topics and on the global CO<sub>2</sub> problem, and has continued her former work in the assembly of an illustrative and interactive file on forest genetic resources of the Pacific and Yukon Region.

Ms. Taylor is a diligent worker and it is a pleasure to have her company in my laboratory.

Yours sincerely,

Dr. D.F.W. Pollard  
Project Leader  
Tree and Seed Improvement

DFWP/jb

Environment  
Canada

Environnement  
Canada

Environmental  
Management

Gestion  
de l'Environnement

Canadian Forestry Service  
Pacific Forest Research Centre  
506 West Burnside Road  
Victoria, B.C.  
V8Z 1M5

August 25, 1980

Department of Indian Affairs  
P.O. Box 10061  
Pacific Centre  
700 West Georgia Street  
Vancouver, B.C.  
V7Y 1C1

Attn. Ms. Diane Dennis

Dear Ms. Dennis:

Re: Resource Management Training Program. Ms. Darlene Taylor.

Ms. Taylor has now completed four months of duties associated with the above program. In that time she has concentrated on two problems, namely, the rooting of conifer cuttings, and a literature search on the global carbon dioxide situation. Her work on cuttings has demonstrated that western conifers can be mass propagated quickly from seedlings, a technique that could be particularly valuable when certain sources of seed are in short supply. The literature search on carbon dioxide afforded Ms. Taylor the opportunity to practise the important process of information retrieval. She has assembled a comprehensive collection of literature that will form the base of a forthcoming position paper of the Canadian Forestry Service.

It has been a pleasure to have Ms. Taylor at the Pacific Forest Research Centre, and I look forward to seeing her again.

Yours sincerely,

*D.F.W. Pollard*

Dr. D.F.W. Pollard  
Project Leader,  
Tree and Seed Improvement:  
B.C. and Yukon Conifers.

DFWP:ck



ATTACHMENT 4

GROUNDWORK FOR  
SIMILKAMEEN TRAINING PROGRAM

P.O. Box 10061  
700 West Georgia Street  
Vancouver, B.C.  
V7Y 1C1

September 11, 1980.

Mr. Ross MacDonald  
Director  
Canadian Forestry Service  
Environment Canada  
Pacific Forest Research Centre  
506 West Burnside Road  
Victoria, B.C. V8Z 1M5

901/20-1-2-1 (LM5)

Dear Mr. MacDonald;

RE: MEETING

As discussed, please find enclosed a draft copy of our internal report on the present status of Indian Affairs/forest management. Some of the information may be useful in developing the position paper for Les Ried regarding the Canadian Forest Service giving a much higher priority to the management of Crown Federal lands.

I am looking forward to our meeting at 11:00 AM on October 22. I suggest the Agenda should include the above mentioned position paper, the Military Reserve issue, a long range Indian student training program at PPRC, and the joint Environment Canada/Indian Affairs Cooperative Working Agreement. (Terry is very familiar with the last 2 items.)

With regard to the three potential students from the Similkameen Band, I will have Dianne Dennis contact John Ellis directly.

Yours truly,

Douglas C. Gordon  
Resource Management Advisor  
Lands, Membership & Estates  
British Columbia Region

encl:  
DCG:SFB  
CC: PETER J. CLARK  
DIRECTOR  
LANDS, MEMBERSHIP & ESTATES  
BRITISH COLUMBIA REGION  
CC: P. J. WALCHLI  
REGIONAL DIRECTOR GENERAL  
BRITISH COLUMBIA REGION



ATTACHMENT 5

SIMILKAMEEN TRAINING PROGRAM FUNDING

# Similkameen Indian Administration

BOX 100, KEREMEOS, B.C. V0X 1N0  
Phone: 499-5528

June 3, 1980

Department of Indian Affairs  
P.O. Box 10061 - Pacific Centre  
700 West Georgia Street  
Vancouver, B.C.

ATTENTION: Tom Austin

Dear Tom:

RE: L.S.I.B. Tree Farm Licence

It is our pleasure to inform you that we eventually receive support from both Local Employment Assistance Program, (LEAP) and the Canada Manpower Industrial Training Program (CMITP) towards our proposed Pre-Operating Training Project for this summer. The LEAP and the CMITP are committed to contribute \$14,000 and \$21,000 to offset the project cost respectively. Meanwhile, we also locate \$3,000 Vocational Training and \$5,000 Band Training funds from our Band budget.

Above all these efforts that we made, we are in short of \$10,000. We hope that you will assist us to secure additional Band Training funds to make this training project materialize.

Your support is deeply appreciated.

Yours truly

LOWER SIMILKAMEEN INDIAN BAND

  
Anita Lau  
Economic Development

AL/bjt

cc: Doug Gordon, Resource Management Advisor  
Mike Neely, Regional Training Co-Ordinator



ATTACHMENT 6

COOPERATIVE FEDERAL  
FORESTRY TRAINING FUNDING





Indian and  
Northern Affairs

Affaires indiennes  
et du Nord

ATTACHMENT 6

Vancouver, B.C. V7Y 1C1

June 9, 1980

Director, Education  
B. C. Region

Attn: Dr. J. M. Neely  
Co-Ordinator,  
Band Training

Your file    Votre référence

Our file    Notre référence    981/25-23-1

Re: Lower Similkameen Forest Management  
Pre-Operating Training

Please find enclosed a rational, well-documented proposal from the Similkameen Indian Administration, illustrating the final results of comprehensive economic planning.

As you are aware, the Keremeos area of the Province has experienced a number of boom/bust cycles in its economic life and at present the area is in a depressed state, with current prospects for long term viable economic growth sustaining employment, at best, minimal.

The Similkameen Bands have taken it upon themselves to rectify some of the economic disparities by engaging themselves in various economic endeavours, with the result of becoming one of the area's biggest employers, creating some semblance of economic stability for Native and non-Native people alike.

The Band has done its "homework" with the T.F.L. and has received commitments of support from CEIC (LEAP & CMITP) with supplementary support coming from vocational training and band training funds. They are now eliciting Departmental support for a shortfall of \$10,000.

We would suggest that, as the T.F.L. has had significant impact on the immediate socio-economic life of a number of people and the implications for expanded growth for the overall economic well-being of the Keremeos area are overwhelming, it would be most astute of the Department to support the Similkameen T.F.L.

As the Central District is unable to provide direct financial aid, we would request the necessary assistance from Region.

T. A. Austin  
A/District Manager  
Central District

c.c. D. Gordon  
Resource Management Advisor  
Lands, Membership & Estates



LOWER SIMILKAMEEN FOREST MANAGEMENT  
PRE-OPERATING TRAINING

BACKGROUND

The Lower Similkameen Indian Band has been striving to enter forest industry for many years. Being encouraged and supported by the Ministry of Forest, the Band put forth an application for a tree farm licence. Dr. Alan Koss, who is contracted by the Band, is preparing a formal Tree Farm Licence Development Plan. It is anticipated that the TFL can be awarded to the Band later this year.

Under the Forest Act, a tree farm licence is required to perform extensive high quality forest management to upkeep and to promote forest production. As a result of this, the band is preparing to undertake ~~extensive~~ intensive forest management training and equips their band members with various forest management skills. Two goals were set by the council to accomplish this TFL development: Long term goal is to establish a resource tech program through the high school institution to train youngsters into forest management technical expertise; and the immediate goal is to train adult band members as forest skilled crewmen so that they may be able to acquire new careers in forestry as contractors or technicians of the Band Tree Farm Licence.

British Columbia Institute of Technology offers the band various long term and short term technical training programs. These programs, as the band prefer, can be delivered to the people on reserve. A resource tech program, being approved by the Ministry of Education, will be implemented this fall. Also, a pre-operating training program in silviculture management for adult band members, as proposed, can be offered this Summer.

PROPOSAL SCOPE AND LENGTH

This proposal is to implement the immediate training goal of the Band. Being part of the TFL operation requirements, the Band is obligated to undertake various skill training programs. This proposed intensive forest management training program will serve as the first part of a series training programs. This program is designed to train 10 adult mature band members for two months in four very specific and needy silviculture management skills, namely, Tree Planting, Forest Protection, Stand Tending, and Cone Collection. The program, as being dictated by weather conditions, should be started June 1st and carried through the end of July.

INSTRUCTION

THIS Training program is designed to meet the special needs of the band. A group of experts of B.C.I.T. including Norman Alexander, Noel Haynes, Jim Simpson, Paul Willms and several other staffs put the program together. This program is combined classroom training and on-the-job training and put theory and practice together to extract the most benefits from training. Jim Simpson, Senior instructor of second year will be the principal instructor and assisted by Mr. Paul Willms. Several short term and special interest instructors will also be participated in the training program.

TRAINING COMPONENTS

Planting Course - 15 operating days

Objectives:

1. to have student recognize at least 3 types of planting stock;
2. to have student recognize the characteristics of vigorous bareroot planting stock;
3. to have student carry out proper handling of planting stock;
4. to have student select an acceptable on site storage area and construct a proper shelter if necessary;
5. to have students prepare a planting bag so that stock can be carried with little chance of drying out;
6. to have students recognize acceptable planting spots or sites;
7. to have students prepare a suitable hole for the planting stock;
8. to have students place the planting stock in the hole in a proper manner and tamp the roots properly;
9. to have students recognize an acceptably planted tree;
10. to have students select planting spots so as to obtain the required stocking;
11. to have students recognize an acceptable "natural" tree;
12. to have students recognize weather conditions and other conditions under which planting should be suspended;
13. to assist students to assess, budget, and to bid forest service and private industry planting contracts.

Instruction

- Day 1 - Reasons for artificial regeneration; alternatives: direct seeding or planting. clothing and safety;  
review of types of planting stock and reasons or conditions under which each may be used;  
Biological factors affecting the developing seedling;  
evaluating the stock after delivery;  
on site storage and handling;  
crew organization.  
show 3 silviculture short films.
- Day 2 - Field examination of sites;  
Natural regeneration; Selection of planting spots, determine of no. of planting spots;  
preparation of the planting hole.  
removal of loose duff (i.e. scarification)  
spacing of planting spots;  
preparation of the stock carrier;  
care of stock while planting;  
flagging of areas to be planted,  
practice planting.
- Day 3 - Crew starts as on a real work day;  
planting commences under close supervision; errors picked up and corrected as quickly as possible.  
evaluation at end of day;

- Day 4 - Planting Continues; checking safety;  
tree placement, firmness, depth root placement, spacing and  
field handling of stock.  
evaluation at end of day;
- Day 5 - planting continues as above plots put in to evaluate quality and  
stocking. Definition of excess tree and acceptably planted tree.
- Day 6 -
- day 14 Planting continues - continuous supervision  
evaluation plots established each day.
- Day 15 - Planting evaluation survey  
adequate no. of plots  
course review  
simulation contract assessment, budgeting and bidding; procedures and  
small business concepts.

Forest Protection Course ( 10 day course)

Objectives: on completion of this 10 day course, the student will be able to  
handle basic fire-fighting hand tools in approved manners, run a  
selection of fire-pumps, and follow crewman fire-line procedures;  
They will also be able to recognize all of the local forest pest  
organisms (mistletoe, mountain pine beetle and the like) and their  
damage that directly affect their operating efficiency in planting,  
spacing and cone collection operation.

Instruction:

Stand Tending Course - 15 days course

Objectives

1. to outline the reasons for undertaking stand tending measures;
2. to describe the general theory of stand development;
3. to discuss the advantages of various stand tending measures;
4. to show the students typical stands requiring spacing, conifer release, species control, sanitation;
5. to outline for the students how the various objectives of stand tending may be accomplished;
6. to explain the procedures involved in stand tending measures;
7. to explain the standards expected by the forest manager;
8. to review safety guidelines;
9. to describe the safe operation of power saws and hand tools;
10. to have the student perform simple maintenance on power saws and hand tools;
11. to outline requirements for personal protective equipment;
12. to have student select acceptable leave trees.
13. to have students judge the proper distribution of leave trees after spacing;
14. to have students recognize pest infestations;
15. to have students evaluate stand tend projects;
16. to assist students to assess, to budget and to bid contracts;

Instruction

Day 1 -(Indoor)

Objectives of stand tending measures;  
biological theory involved in stand tending,  
social and economic justifications.  
The anticipated results of stand tending.  
film and slide presentations.  
juvenile spacing, conifer release, species control, sanitation, and their methods;

Day 2 - (field)

visits to stands to illustrate typical problems involving local species trees with good characteristics.  
Dominance established- crown closure  
identification of thrifty trees.

Day 3- A.M. (indoor)

clothing, protective gear, equipment and its operation, safety guidelines.  
quiz.

P.M. (field)

practice - operating equipment, starting, maintenance and care;

fuel, handling, storage, safety guidelines, protective equipment starting, Workmen's Compensation Board requirements;

Day 4- S.O.F.A. course  
Survival Outdoor First Aid -

Day 5- plot layout for practice spacing and conifer release  
practice spacing uniform stands.

Day 6 -1/20 hectare plots, flagging leave trees  
& 7 evaluating leave trees,  
evaluating stocking, falling rejects  
falling instructions  
post spacing evaluation

Day 8

& 9 - Practice conifer release  
1/20 hectare plots, flagging leave trees,  
evaluating leave trees,  
evaluating stocking, falling instructions, falling deciduous and rejects;  
post release evaluation

Day 10- The implications of pest problems  
the important pest problems of local species.  
the affect of pest problems on the planning of stand tending;  
review & quiz  
introduction to herbicides

Day 11-

&12 free juvenile spacing using all equipment,  
continuous assessment and correction.

Day 13

&14 free conifer release using all equipment, continuous  
assessment and correction.

Day 15 Assessment using B.C. Forest Service post spacing evaluation procedure.  
course review and quiz  
simulation - assisting students to evaluate, budget and to bid a sample  
B.C.F.S. stand tending contract.

#### Cone Collection Course - (10 days course)

This course is offered to compliment the future nursery operation.

#### Objectives:

1. to explain to the students why cone collection is carried out;
2. to outline for the student the entire cone collection operation



- i) cone crop forecasting
  - ii) cone crop rating
  - iii) seed crop evaluation
    - a/ cone slicing
    - b/ cone seed cutting test
  - iv) cone collection
3. to describe how pre-organizational planning for the collection is carried out and what it entails;
  4. to discuss with students the attributes of plus (or exceptional) trees and what trees of good phenotype look like;
  5. to have students identify trees of good characteristics in the field.
  6. to have students recognize cones of local species at various stages in their development.
  7. to have students carry out a cone crop rating on local species.
  8. to have students carry out sampling procedures involved in seed crop evaluation.
  9. to have students draw up a plan for a cone collection project
  10. to have students collect cones from local species by felling and climbing techniques
  11. to have students assess collected cones with regard to
    - i) cleanliness
    - ii) quality
    - iii) maturity of the collection
  12. to have students identify, tag and ship cones by seed zone, provenance, seed lot no. species, and registrant.

#### Instruction

- Day 2 - (in doors) discuss the reasons for cone collection.  
outline the entire cone collection procedure from forecasting the cone crop to shipping the cones;  
go through the calculation for seed requirements  
review those observations made in the field emphasizing their importance.  
quiz.
- Day 3 - visit several stands and have students assess them in terms of the quality of parent trees (and their condition) to determine whether the stands are acceptable for cone collection. Characteristics such as form, growth rate species and pest infestations will be considered in making a decision.
- Day 1 -(field)  
identify species, cones, and pest problems by species.  
discuss phenotypes of local species and their provenances  
relate cone distribution to site characteristics.



Day 4 - (field)

cone crop rating- sampling will be carried out in stands involving local species, B.C. Forest Service rating procedure, Weherhauser's method for Df.

Day 5 - (field)

Sampling for seed crop evaluation. use of extensible tree pruner, cone hooks, climbing purl, safety belts, review safety considerations.

Day 6 - (indoors)

review and quiz.  
cone slicing and seed cutting.  
determining seed viability and maturity.  
discuss cone collection methods. have students draw up a plan for a cone collection.

Day 7 - (field)

collecting cones by climbing safety guidelines.  
prep. for day 8

Day 8 - (field)

cone collection from felled trees.  
organization and procedures  
safety implications  
grading, bagging and labelling.  
interim storage

Day 9 - (field)

collecting cones- practice

Day 10 - (indoors)

seed reserve areas, seed orchards & nursery  
course review

Costs estimates

Course of this nature currently being offered by few individuals are claimed as immature by the forest service. As the band eyes at the tree farm licence and has committed itself to prime forest management, the band is looking for high quality and yet simple to learn training opportunities. Because of the specific needs and situation of the band, this training program, as highly recommended by the B.C. Forest Service, appears to be most prominent and beneficial to the band. Compared to courses offered by the Forest Service, the cost per student ratio of this training program is well within the reasonable limit.

Three major cost components, instruction, student wages, and operating costs are the major expenses of the program.

Planting course

instruction : 25 mandays	
\$350/day x 25	38,750.00
student wage:	
basic           \$32/day x 15 x 10	\$4,800.00
per tree        7¢ per tree x 57,000 trees	33,420.00
operating cost : gas , transportation	500.00
	<u>317,470.00</u>

Protection course

instruction : 12 mandays	
\$350/day x 12	34,200.00
student wage	
\$40/day x 10 x 10	\$4,000.00
operating cost:	500.00
	<u>\$8,700.00</u>

Stand Tending Course

Instruction: 32 man-days	
\$350/day x 32	\$11,200.00
wages	
\$40/day x 15 x 10	\$6,000.00
Operating cost : fuel, gas transportation	<u>\$1,500.00</u>
	<u>\$18,700.00</u>

Seed Collection Course

Instruction: 11 mandays	
\$350/day x 11	\$3,850.00
student wages	
\$40 x 10 x 10	\$4,000.00
operating cost	<u>\$ 500.00</u>
	<u>\$8,350.00</u>

Total costs

	total	instruction	wages	operating cost
planting	17,470.00	8,750.00	8,220.00	500.00
Protection	8,700.00	4,200.00	4,000.00	500.00
Stand Tending	18,700.00	11,200.00	6,000.00	1,500.00
Seed Collection	8,350.00	3,850.00	4,000.00	500.00
	<u>53,210.00</u>	<u>28,000.00</u>	<u>22,220.00</u>	<u>3,000.00</u>

Tools and equipments

planting      12 mattocks  
                  4 plug dibbles  
                  4 mudpack dibbles  
                  10 plantingshovels  
                  12 planting bags  
                  examples of bags for plugs and mudpacks.

Protection      pumps  
                  tanks and hose  
                  compass

Stand Tending    12 power saws  
                  12 hard hats  
                  12 safety leggings  
                  12 face shields  
                  12 pairs hearing protectors  
                  12 machetes  
                  12 suit battles -  
                  12 brushhooks  
                  plastic flagging  
                  axes

Cone collection

tree prunes(extensibile)  
 cone collectors belts- cone hooks  
 climbing spurs  
 cone racks  
 collecting bags  
 shipping sacks  
 cone slicer  
 binoculars  
 gloves  
 power saws

Most of the tools and equipments can be loaned from B.C.I.T. and P.C. Forest service. However, considerable amount of funds are also required to purchase powersaw and safety devices.

#### ANTICIPATED BENEFITS

Intensive forest management under the new forest Act creates many new job opportunities. With qualified training, one can easily obtain contracts from the forest service or private industries as small business contractors. Returns and profit margins are promising and provide 9-10 months jobs throughout the year. It is almost certain, as confirmed by the local forest services, anyone who can complete this proposed training will be automatically acceptable by Government and private industries.

The most importance of all that the band gears at training their band members for the future tree farm operation. As the tree farm will require at least 30-35 full time skilled workers and about 25-35 indirect employment opportunities, the band is at present planning this long term and immediate training to phase in the tree farm operation.

P. O. Box 10061  
Pacific Centre  
700 West Georgia Street  
Vancouver, B.C. V7Y 1C1

June 10, 1980.

Similkameen Indian Band Administration  
P. O. Box 100  
Keremeos, B.C. VOX 1N0

981/25-23-1

PA  
dd

Att: Ms. Anita Lau

Dear Ms. Lau:

Re: Forest Management Training Project

This is to advise you that I will be happy to provide the \$10,000 which you requested from Band Training funds.

The program which you describe fits in very well with our Resource Management Training project goal which is to increase the numbers of trained native people in resource-based industries.

I will draft a contribution agreement for this project and forward it for your consideration as quickly as possible.

Yours truly,

ORIGINAL SIGNED BY  
J. M. NEELY

J. M. Neely  
Special Assistant to the  
Regional Director of Operations  
British Columbia Region

cc: Mr. D. Gordon, Regional Lands, Membership & Estates



Vancouver, B.C. V7Y 1C1  
June 10, 1980.

Mr. Thomas A. Austin  
A/District Manager  
Central District

981/25-23-1

LOWER SIMILKAMEEN FOREST  
MANAGEMENT TRAINING

This is in reference to your letter of June 9th, recommending assistance from Regional Office funds for the above noted.

This is to advise you that I will be happy to meet the request from my Band Training budget as the program outlined fits very well into our Resource Management Training project.

I will contact the Band and work out a contribution arrangement with them in the very near future.

ORIGINAL SIGNED BY  
J. M. NEELY

J. M. Neely  
Special Assistant to the  
Regional Director of Operations  
British Columbia Region

cc: Mr. D. Gordon, Regional Lands, Membership & Estates

ATTACHMENT 7

FOLLOW-UP SPECIALIZED

SIMILKAMEEN FORESTRY TRAINING PROPOSAL

# Similkameen Indian Administration

BOX 100 KEREMEOS, B.C. V0X 1N0  
PHONE 499-5528

September 12th, 1980

Department of Indian Affairs,  
P.O. Box 10061,  
Pacific Centre Limited,  
700 West Georgia Street,  
Vancouver, B.C.  
V7Y 1C1

ATTENTION: Mr. Doug Gordon

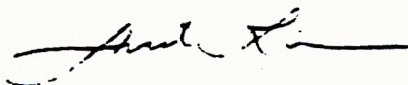
Dear Doug:

Enclosed please find the training proposals for three students recommended by the Band.

We trust that you will proceed with these arrangements to secure these training opportunities at the P.F.R.C. immediately.

We are awaiting your reply.

Yours truly,



Anita Lau  
Economic Development Officer

AL:lj  
Encl.

c.c. Mike Neely

## OBJECTIVES

- (1) To provide students with specific knowledge and skills that are relevant in the management of the Similkameen Tree Farm.
- (2) To provide students opportunities to explore their interests and career potentials in forestry before they pursue further training or other career programs.
- (3) To provide students the opportunities to work with research scientists, technicians and other personnel and be familiar with their role, responsibilities and disciplines.
- (4) The training must be consistent with the Band's Community Development goals.
- (5) Short-term research oriented training.
- (6) Students are trained by individuals on a one to one basis, and the students in turn will impart their knowledge on the others.

## AREA OF TRAINING REQUIRED

### General Area:

- (1) Forest Management requirements.
- (2) Diseases, their impacts on forest.
- (3) Research frontier on disease control.
- (4) Research career: Scientists and Technicians.
- (5) Research projects and lab working environment.

### Specific Interests:

- (1) Dwarf mistletoe
  - Biological chemical control
  - Silvicultural Control
  - Prevention
  - Sanitation
  - Salvage



- (2) Parasites
- (3) Beetle
  - types
  - early detection, methods and outbreak
  - beetle population dynamics
  - controls./ chemical prevention
- (4) Cone & Seed
  - insect and diseases
  - prevention and control
  - seed treatment methods

Specific training projects are to be finalized at the meeting with P.F.R.C. personnel at a later date.

TERMS: Maximum of four months  
Preferably to start at the end of October

COST: \$5,000.00 per trainee.

TRAINEES: Wayne Terbasket  
Frank Qualtier  
Shirley Terbasket

Resumes are enclosed.

NAME: Wayne Terbasket

ADDRESS: R.R. #1  
Cawston, B.C. VOX ICO

TELEPHONE: 499-5528

BIRTHDATE: August 9th, 1954

MARITAL STATUS: Married, two dependents

EDUCATION: Grade 11 - 1973  
Tanasket, Washington

WORK EXPERIENCE: Riding - Ranching - Haying -  
Farm Labourer

Trained in Forestry Training and  
currently working on Silvicultural  
Contracts.

NAME: Shirley Ann Terbasket

ADDRESS: Box 77  
Keremeos, B.C. VOX 1N0

TELEPHONE: 499-2420

BIRTHDATE: June 06, 1961

MARITAL STATUS: Single

EDUCATION: Similkameen Secondary School  
Grade 12 - June 1979

WORK EXPERIENCE: Worked on Cultural Research Project for  
the Band during summer months.  
Presently training in Forestry Training  
Program for the Band.

NAME: Frank Qualtier

ADDRESS: R.R. #1  
Cawston, B.C. VOX ICO

TELEPHONE: 499-5528

BIRTHDATE: September 8th, 1956

MARITAL STATUS: Single

EDUCATION: Similkameen Secondary School  
Grade 12

WORK EXPERIENCE: Riding - Ranching - Haying  
Farm Labourer

Trained in Forestry Training and  
currently working on Silvicultural  
Contracts.



ATTACHMENT 8

SIMILKAMEEN FORESTRY TRAINING

ORIENTATION MEETING



P.O. Box 10061  
700 West Georgia Street  
Vancouver, B.C.  
V7Y 1C1

October 20, 1980:

Director  
Canadian Forestry Service  
Environment Canada  
Pacific Forest Research Centre  
506 West Burnside Road  
Victoria, B.C. V8Z 1M5

901/20-1-2-1 (LM5)

Attention: Mr. John Ellis  
Administrative Officer

Dear Mr. Ellis;

I would like to thank you for arranging the meeting with Doctors Miller, Dangerfield, and Sutherland. We very much appreciated the opportunity of discussing the possibility of having three members of the Lower Similkameen Indian Band trained under the auspices of the Research Centre.

I believe we all agreed that:

1. Research is the prime objective of the Centre, and training will be tailored to the research.
2. We will take full responsibility to ensure the senior staff get full credit for the training.
3. Dr. Miller will be the main coordinator at the Centre and draw up training packages with willing scientists.
4. We will meet again at 1:30 on November 3 to discuss the training programs.
5. We are looking at November 17 as a goal to have the three trainees in position and they will be trained for a period of three months with a two week break over the Christmas period.

Anita Lau will be forwarding a copy of the training course the students completed this past summer. I trust this will aid Dr. Miller in developing a training package.

J. Ellis

- 2 -

October 20, 1980.

I am looking forward to working with the Centre on this very worthwhile endeavor. If there are any further questions, please do not hesitate to contact me.

Yours truly,

Dianne Dennis  
Property & Resources  
Reserves & Trusts  
British Columbia Region

DLD:SPB

CC: DR. M. NEELY  
REGIONAL BAND TRAINING ADVISOR  
BRITISH COLUMBIA REGION

CC: LOWER SIMILKAMEEN INDIAN BAND  
Attn: Anita Lau

ATTACHMENT 9

DETAILED STUDENT TRAINING SCHEDULE AT PFRC



INDIAN STUDENT ON THE JOB TRAINING FOR DINA

Nov. 17/80: 8:30 a.m. Introduction to P.F.R.C. - R. Macdonald  
 8:45 - Introduction to Participating P.F.R.C.  
 Staff - D. Miller  
 9:30 - Outline of course to be given - D. Miller et al  
 10:00 - Coffee  
 10:30 - Tour of lab and grounds - E. Teske  
 12:00 - Lunch

Nov. 17 /80 1:00 p.m. to 4:30 p.m.  
to Nov. 21/80:

## Resource &amp; Environment Personnel:

H. Brix	J. Arnott
E. Oswald	R. McMinn
A. Gardner	R. Smith
J. Senyk	

Brix: - Stand Tending, Fertilization Tree Growth & Cone Production.

Arnott)  
 McMinn) - Seedling Production, Planting and seedling survival, planting  
 Gardner) and site preparation.

Oswald - Land classification and ecology.  
 Senyk

Nov. 24/80 to Nov. 28/80.

8:30 a.m. to 4:30 p.m.

## Forest Insect and Disease Survey:

Dr. Van Sickle*	Dr. Hunt
Dr. Harris	Dr. Hopkins
Dr. Alfaro	Mr. Evans

Van Sickle)  
 Alfara) - Forest losses due to insects and diseases.

Hunt, Hopkins,)  
 Evans) - Insect and disease identification and  
 Technology Transer.

Harris - Insect sampling, detection and aerial photography.

Dec. 1/80 to Dec. 5/80.

8:30 a.m. to 4:30 p.m.

Dr. Wallis: Root Rot Diseases.

Dec. 8/80 to Dec. 12/80.

8:30 a.m. to 4:30 p.m.

Morrison and  
Hunt - Butt Rot, White Pine Blister Rust.

Dec. 15/80 to Dec. 19/80.

8:30 a.m. to 4:30 p.m.

Dr. Bloomberg: Disease Sampling, Mistletoe, Root Rot.

*- simulation + on-line modelling*

\**Christmas Break*

Jan. 5/81 to Jan. 9/81.

8:30 a.m. to 4:30 p.m.

Sutherland &  
G. Miller: Nursery and Seed Orchard Pests.

Jan. 12/81 to Jan. 16/81.

8:30 a.m. to 4:30 p.m.

Safranyik, Sahota }  
& McMullen } Bark and Wood Boring Beetles.

Jan. 19/81 to Jan. 23/81.

8:30 a.m. to 4:30 p.m.

Shepherd, Otvos, )  
Manville ) Defoliating Insects, Herbicides and Forest Management.

Jan. 26/81 to Jan. 30/81.

8:30 a.m. to 4:30 p.m.

*into heremias?*

Lawson and )  
Hawkes ) Fire Protection, Ecology Weather.

Feb. 2/81 to Feb. 6/81.

8:30 a.m. to 4:30 p.m.

Moeck , and )  
Shrimpton ) Tree Physiology, Attraction of Trees to Bark Beetle  
Attack.

Feb. 9/81 to Feb. 13/81.

8:30 a.m. to 4:30 p.m.

Puritch and )  
Jensen ) Host Defence Mechanisms, evaluation of  
Fatty Acids as Pesticides.

Miss Alice Solyma, P.F.R. C. librarian, has agreed to provide instruction to each of the students for a one week period; one student will be assigned to her during the week of Dec. 1 - 5, Dec. 8 - 12 and Dec. 15 - 19.



ATTACHMENT 10

PFRC TRAINING CERTIFICATE



Pacific Forest Research Centre  
Canadian Forestry Service  
Environment Canada

*This is to certify that*

**Frank Qualtier**

---

*has successfully completed  
10 weeks of on-the-job training  
in forest protection practices*

*November 17, 1980 —  
February 13, 1981*

February 13, 1981  
Date

  
Director, Canadian Forestry Service  
Pacific & Yukon Region

  
Course Supervisor

Pacific Forest Research Centre  
Canadian Forestry Service  
Environment Canada

*This is to certify that*

*Shirley Terbasket*

---

*has successfully completed  
10 weeks of on-the-job training  
in forest protection practices*

*November 17, 1980 —  
February 13, 1981*

February 13, 1981  
Date

*J.P. McDonald*  
Director, Canadian Forestry Service  
Pacific & Yukon Region

*B.S. Miles*  
Course Supervisor

Pacific Forest Research Centre  
Canadian Forestry Service  
Environment Canada

*This is to certify that*

*Wayne Terbasket*

---

*has successfully completed  
10 weeks of on-the-job training  
in forest protection practices*

*November 17, 1980 —  
February 13, 1981*

February 13, 1981  
Date

*FR Macdonald*  
Director, Canadian Forestry Service  
Pacific & Yukon Region

*CS Miller*  
Course Supervisor



ATTACHMENT 11

FOLLOW-UP "THANK YOU" LETTER



ATTACHMENT 11

P. O. Box 10061  
Pacific Centre  
700 West Georgia Street  
Vancouver, B.C.  
V7Y 1C1

March 17, 1981

901/20-1-2-1

Canadian Forestry Service  
Environment Canada  
Pacific Forest Research Centre  
506 West, Burnside Road  
Victoria, B.C.  
V8Z 1M5

Dear

On behalf of the Department of Indian Affairs, Dr. Doug Gordon, Dianne Dennis, and myself, I would like to express our appreciation for your co-operation in the Indian Student Training project over the past three months.

The time which you have contributed, from your regular busy schedule, has greatly added to the students perception of the many facets of the science of forestry which must be mastered if their Band is to successfully operate a T.F.L.

It is hoped that the knowledge which they have gained through this experience will motivate them to persue higher education in the field of forestry.

Sincerely,

J. M. Neely, Ph.D.  
Regional Band Training Advisor  
B.C. Region

JMN/1h

Sent to 68 staff at PFRC.

Mr. C.E. Brown  
Mr. J.J. Ellis  
Dr. J.A. Dangerfied  
Dr. G.H. Manning  
Dr. R.G. McMinn  
Mr. M.A. Grismer  
Dr. R.B. Smith  
Mr. E.E. Wass  
Dr. H. Brix  
Mr. D. Beddows  
Mr. C.R. Layton  
Mr. A. Mitchell  
Mr. D. Barwise  
Mr. E.J. Goodmanson  
Dr. E.T. Oswald  
Mr. J.P. Senyk  
Mr. J.T. Arnott  
Mr. R.K. King  
Dr. G.A. VanSichli  
Dr. J.C. Hopkins  
Dr. J.W.E. Harris  
Mr. C.S. Wood  
Mr. L.S. Unger  
Mr. E. Wejwitz  
Ms. E.L. Teske  
Mr. D. Hall  
Mr. A. Gardener  
Mr. D. Evans  
Mr. R. Duncan  
Mr. R. Alfaro  
Dr. G.W. Wallis  
Dr. R. Hunt  
Mr. G. Reynolds  
Mr. H. Craig  
Dr. W.J. Bloomberg  
Mr. A.L.S. Johnson

Mr. A.L.S. Johnson  
Mr. G. Miler  
Mr. D. Ruth  
Dr. J. Sutherland  
Mr. W. Lock  
Mr. T.A.D. Woods  
Ms. E. Pass  
Ms. A. Solyma  
Ms. M. Mitchell  
Ms. E. Teske  
Dr. L.H. McMullen  
Mr. D.A. Linton  
Dr. T.S. Sahota  
Mr. A. Ibaraki  
Ms. C.M. Lawko  
Mr. O. Spanier  
Dr. L. Safranyik  
Dr. H. Moeck  
Dr. D.M. Shrimpton  
Dr. S. Whitney  
Mr. B.D. Lawson  
Mr. G.R. Lait  
Mr. G.A. Robertson  
Mr. W.L. Cave  
Mr. B. Hawkes  
Ms. L. Manning  
Dr. G.S. Puritch  
Mr. W.W. Nijholt  
Mr. G.D. Jensen  
Dr. R.F. Shepherd  
Mr. T. Gray  
Dr. I. Otuos  
Mr. M. Talmon

11111



Indian and  
Northern Affairs

Affaires indiennes  
et du Nord

P.O. Box 10061,  
Pacific Centre,  
700 West Georgia Street,  
Vancouver, B.C. V7Y 1C1

March 18, 1981

Dr. C.D.F. Miller,  
Program Manager,  
Canadian Forest Service,  
Environment Canada,  
Pacific Forest Research Centre,  
506 West Burnside Road,  
Victoria, B.C. V8Z 1M5

Your file    Votre référence

Our file    Notre référence    901/20-1-2-1 (E.6)

Dear Doug:

Just a short note to thank you for your co-operation in the recent Indian student training project. The success of the project was in large part due to your enthusiastic participation and skillful stewardship. It is hoped that the spark that was kindled during their three months at the Pacific Forest Research Centre will continue to grow and motivate the students to pursue further formal education in forestry.

I have written to each of your staff (text and distribution list enclosed) thanking them for the time, knowledge and effort which they invested in our project.

I am looking forward to the opportunity to co-operate in similar ventures in the future.

Sincerely,

J.M. Neely, Ph.D.  
Advisor, Band Training.

C.C.

Dr. D. Gordon  
Reserves & Trusts.



Indian and  
Northern Affairs

Affaires indiennes  
et du Nord

P. O. Box 10061  
Pacific Centre  
700 West Georgia Street  
Vancouver, B.C. V7Y 1C1

March 18, 1981.

Dr. C.D.F. Miller  
Program Manager  
Canadian Forest Service  
Pacific Forest Research Centre  
506 West Burnside Road  
Victoria, B.C. V8Z 1M5

Your file    Votre référence

Our file    Notre référence    901/20-1-2-1

Dear Dr. Miller:

On behalf of the Department of Indian Affairs, British Columbia Region, I would like to express appreciation for your cooperation in the recent Indian Student Training project.

Our Resource Management Training program is an attempt to provide Indian people with the technical skills to manage the resources on their reserves. The knowledge gained by the three Lower Similkameen students, at the Pacific Forest Research Centre, has been a major step towards achieving the objectives of this program.

Yours sincerely,

W. Van Iterson  
Regional Director of Operations  
British Columbia Region

cc: Mr. D.R. MacDonald, Director, Pacific Forest Research Centre



P.O. Box 10061,  
Pacific Centre,  
700 West Georgia Street,  
Vancouver, B.C. V7Y 1C1

March 18, 1981

Mr. D.R. MacDonald,  
Director, Canadian Forest Service,  
Environment Canada,  
Pacific Forest Research Centre,  
506 West Burnside Road,  
Victoria, B.C. V8Z 1M5

P.A. 901/20-1-2-1

Dear Mr. MacDonald:

On behalf of the Department of Indian and Northern Affairs, British Columbia Region, I would like to express my appreciation for your co-operation in the recent Indian student training project. The time and effort of your staff, particularly the enthusiastic participation of Dr. Doug Miller, has contributed greatly to the success of our Forest Management Training Program.

Through association with your staff the students of the Lower Similkameen Band have had the opportunity to be exposed to facets of the science of forestry which would be available through no other institution. Hopefully they will be motivated to continue their formal education and eventually become valuable contributors to their Band's Forest Management Program.

My officers have enjoyed their association with the Pacific Forest Research Centre and look forward to similar ventures in the future.

Yours truly,

ORIGINAL SIGNED BY  
F. J. WALCHLI

F.J. Walchli,  
Regional Director General  
British Columbia Region.

*Land.*



ATTACHMENT 12

DEPARTMENT OF PUBLIC WORKS

REAL ESTATE APPRAISAL TRAINING PROGRAM



NOV FEB 18 PM 12:57

026316

DM 46 I

4700

FEB 17 1981

Mr. J. A. H. Mackay,  
Deputy Minister of the  
Department of Public Works,  
Ottawa, Ontario.  
K1A 0M2

Dear Mr. Mackay:

Thank you for your letter of December 18, regarding your Department's proposal for a real estate appraisal training program for native people in your Pacific Region.

We were most pleased to learn of this initiative and your Department's interest in increasing the employment opportunities for Indian people. As you say, there is a serious lack of land/appraisal knowledge at the Band level, and we certainly recognize the great value to native people of training in this area. In recent years, Indians have become very actively involved in leasing and developing Reserve lands and will continue to assume increasing responsibility in this area. I would hope that similar projects might be started in other Regions.

Our Department has programs of assistance for registered Indians to acquire Occupational Skills Training, Post-Secondary Education and Training On the Job (TOJ). If funds in these areas are available, it is possible that several components of your training program could be accommodated. While we do have some reservations about covering all the costs involved, I am sure that a suitable approach can be worked out between our two staffs. Ms. Debbie Jetté, Director of our Native Employment Programs, will be in touch with Mr. Davison shortly to discuss funding and issues relating to planning and implementation.

*W. Van Iken*

*FgW*  
FEB 20 1981

*W.B. P. Clark*

.../2

33

I should add that since responsibility and control of education and training programs is primarily that of the British Columbia Indian Bands themselves, it is important that your Department make any necessary arrangements through the Bands to be affected. This will ensure their full participation in any decisions related to the use of education and training funds which may be available. Our officers in the British Columbia Region will, of course, be pleased to assist yours in this and other matters related to the program.

Let me take this opportunity to thank you once again for bringing this very positive initiative to my attention. Through the co-operation of our two Departments, I hope that we will see this program established during the next school year.

Yours sincerely,

Original signed by  
Original signé par  
Paul M. Tellier

Paul M. Tellier.

Information: Mr. Bisson, Mr. Leask, Personnel (Sims)  
& Walchli/DEX, Vancouver

Writer: MacIntyre/ml

February 16, 1981

c.c. Indian Program Secretariat

→ c.c. Director General, B.C.

c.c. Personnel



Public Works  
Canada

Travaux publics  
Canada

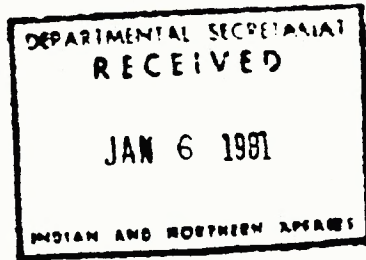
Deputy Minister

Sous-ministre

18 December 1980

Our File  
566-2

Mr. Paul M. Tellier  
Deputy Minister  
Department of Indian and  
Northern Affairs  
Les Terrasses de la Chaudière  
10 Wellington Street (North Tower)  
OTTAWA, Ontario  
K1A 0H4



DM 46 I

Dear Mr. Tellier: *Paul*

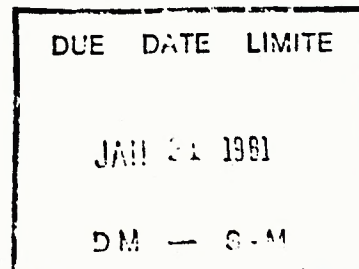
As you may recall I mentioned to you in a letter of 3 September 1980 that I would be writing you again on another matter, that of a training proposal that has originated in one of my Regional offices. Public Works Canada's Real Estate Services Branch in the Pacific Region has recognized a need for trained Native Appraisal Officers and has developed the attached training proposal on Real Estate Appraisal For Status Indians In The Vancouver Area. The proposal was developed through the Department's Improvement Opportunity Planning Process, a planning vehicle whereby suggestions from the Department's personnel are used to redirect Departmental activities towards cost-saving measures in support of Government and Departmental priorities. In this case the priorities include Native training and employment, Band self-sufficiency, and restraint through privatization.

The idea for this training program came about during the normal course of work with your department related to appraisal on Reserve Lands. It is apparent that a serious lack of land/appraisal knowledge exists at the Band level and that DINA relies more and more on PWC to provide this service to their clients. Very few, if any, Bands have trained people to guide them in the development, leasing and appraisal of Band lands. A notable exception is the Squamish Band. In order to improve Government/Band relations and to ensure that the intents of all parties concerned are well-served, our Real Estate Services Branch (Pacific) feels that training in this area would be useful and rewarding.

... 2

Sir Charles Tupper  
Building  
Riverside Drive  
Ottawa  
K1A 0M2

Edifice Sir Charles  
Tupper  
Promenade Riverside  
Ottawa  
K1A 0M2



7.29/12/80 T

Our plan as stated is to assume a direct on-the-job training responsibility for five Native people from Bands in the vicinity of Vancouver. These Status Indians would join the Real Estate Services Branch in training positions for a minimum of (3) three years. During that period of time we would expect the trainees to participate in formal educational programs, including the Realty Appraisal Course at Langara College, and other such courses, for at least (2) two academic years, and then take a session with the Appraisal Institute of Canada. These educational experiences would be supported by job experience at Public Works Canada.

The program's participant's, at the end of their training, also would be eligible to compete for Public Service jobs.

The initial development and design of this proposal has been encouraging and was done with the consultation of the Squamish and Musquim Bands. First reactions from these Bands have been positive. Letters of support from the Bands concerning this project are attached.

I ask for your support and approval of this proposal because I think it is a good one, and because it has been generated from the grass roots of both our departments and from the Indian Bands themselves.

I understand that your Department has a number of training programs that are directed towards the development of Native people such as IIRD, TOJ, OJT, and Band Training itself. This proposal however, does not appear to fit into any of the existing categories. What is needed for this program in order that it be realized is funding consideration from your Department.

Dr. J.H. Davison, Director of the Equal Opportunity Programs Directorate at Public Works Canada will be available to discuss this matter with the appropriate officials from your Department. He may be reached at 998-8929. Our Department is anxious to begin planning the program so that it might be implemented during the next fiscal and school year. I hope that you see fit to lend us your support in this rather unique approach.

Yours truly,

J.A.H. Mackay

- Attach.

## PROPOSAL TO IMPLEMENT A TRAINING PROGRAM FOR NATIVE PEOPLE

### INTRODUCTION

Public Works Canada's Improvement Opportunity Planning process is a vehicle where Departmental activities are directed toward cost-savings in support of Government and Departmental objectives. Through this process, Real Estate Services, Pacific Region has suggested a training plan which will benefit Status Indians and respond to more than one Government priority. A cost-saving will be realized by training these Native people in real estate appraisal when, over time, Public Works and the Government of Canada will benefit from their knowledge on projects involving the assessment and management of Band lands.

### BACKGROUND

Real Estate Services carries out appraisal assignments on Indian Reserve Lands on behalf of Indian Affairs. The sites appraised are leased to the private sector for a wide variety of land uses throughout the Pacific Region. Our discussions with Band Management over the past three years has revealed a lack of basic knowledge on valuation and leasing procedures. This is not a negative comment, but a reflection of increased responsibilities being assumed by Bands and market pressures to develop their lands.

It seems appropriate to combine our appraisal services with a carefully planned training opportunity for Band members as a method of creating a knowledge base upon which better land management could be developed by Native people.

### OBJECTIVES

The objectives of the plan are:

- (1) To present a training opportunity for up to five (5) Status Indians in the Vancouver Office of Public Works Canada.
- (2) Participants will attend Langara Community College for a two (2) year period. Upon graduation, they will have completed the academic requirements of the Appraisal Institute of Canada.
- (3) Real Estate Services will provide:
  - (a) A four (4) week in-house seminar to prepare candidates and aid in the selection process;
  - (b) On-the-job training between semesters during the first two (2) years;
  - (c) A full 12 month on-the-job training for the third year in our Vancouver Office.
- (4) Upon completion of the three (3) year program, participants will be qualified to accept appraisal and similar projects on Band Lands, and would be eligible to compete for positions in the Public Service.
- (5) The principal objective is to have each successful participant employed by their Bands to assist in the Land Management portfolio.

- (6) Public Works ongoing objective will be as advisors to the graduates for so long as needed by those people. We do not intend to simply pass a group through the training period, but prefer to be available and ready to assist as the graduates gain experience.

#### ASSUMPTIONS

- Funding for all purposes will be available from Indian Affairs. This must include salaries, education costs and operational expenses accrued by participants during on-the-job training.
- Public Works will recognize some minor reductions in productivity when the employees of the program are engaged in on-the-job training.
- The employment status of the participants can be clearly established well in advance.
- Salaries during the three year period can be set at the AS developmental level.
- Firm written commitments to the program and future employment of successful participants be received, in advance, from the sponsoring Bands. Without this assurance, the plan would have little to offer by way of future benefits to those enrolled.
- Public Works to have control over the program including the selection process, progress appraisal, termination and job content.

#### ACTION PLAN

When approved, the training will follow a clearly established action plan. The plan and the participants will be monitored quarterly against established criteria. A tentative schedule would be:

June 1981 - identify a number of potential candidates, possibly 7 to 10.

July 1981 - conduct in-house seminar and complete selection process.

September 1981 - enroll candidates in Langara College.

May - August 1982 - on-the-job training in Public Works, Pacific Region.

September 1982 - enroll at Langara for second year.

May - August 1983 - on-the-job training with Public Works, Pacific Region.

January - December 1984 - on-the-job training with Public Works, Pacific Region.



Measurement criteria will include successful completion for each academic session plus performance review during on-the-job training.

Discussions with H.Q. and Regional Personnel and Langara Community College indicate the need for an introductory seminar to clarify:

- (a) Candidate suitability and capability.
- (b) Candidate interest.
- (c) The role of Public Works in offering the opportunity.
- (d) What is being offered and where it can lead participants.

Attached as Appendices is a budget for the entire program (Appendix A), and a description of the proposal seminar plus resource requirements (Appendix B).

#### EMPLOYMENT STATUS

The participants would be staffed into (3) three year term positions. The positive features of this approach are that participants would be entitled to some of the benefits Public Servants receive, i.e. entitlement to medical and compensation benefits; and, furthermore, that participants would be eligible to compete for Public Service jobs.

It would however require the prior agreement for the Public Service Commission and Department of Indian Affairs and Northern Development upon the staffing of the participants for the program, i.e. participants would be screened and selected on their representation and qualifications. This would affect staffing regulations in the area of competition and appeal rights to appointments.

The one draw back to this approach is that traditionally Native people have not been keen to join the Federal Government. Consequently, making participants Public Servants may prove to be a barrier or obstacle in getting prime candidates.

#### RECOMMENDATION ACTION

It is recommended that the preceding training proposal be approved as an IOP project of the Pacific Region and that the Property Services Branch of that region administer this program, with monitoring to follow under the guidance of the Equal Opportunity Program Directorate.

APPENDIX A

BUDGET ESTIMATE

1. Salary for up to five (5) persons for three (3) years at the AS Developmental level.
2. Operational Budget expenses for two (2) summer periods plus the third year. Estimated at \$5,000.00 for each of the summer periods, plus \$12,000.00 for the third year.
3. Depending on employment status, some funding may be necessary for insurance, medical, etc.
4. Tuition fees for up to five (5) people.
5. Approximately \$1,000.00 per person in the third year for unspecified courses i.e. negotiation, advanced communication. This may be needed to complete training requirements.
6. No allowance is requested for living expenses as we anticipate all participants will come from Greater Vancouver.

SUMMARY

<u>Salary.</u> 5 person-years @ AS Development salary x 3 years		195,000.00
<u>Operational Budget.</u>	First year	5,000.00
	Second year	5,000.00
	Third year	12,000.00
<u>Education.</u>		
Langara Tuition fee for 5 persons for 2 years		10,000.00
Additional training as required in third year (Special course/other services)		<u>5,000.00</u>
	TOTAL	232,000.00

## APPENDIX B

### SUGGESTED SEMINAR CONTENT

The training opportunity will likely require Grade 12 or equivalent as the education base. In addition, a good working knowledge of English will be mandatory. Some interest or ability in mathematics should also be evident in the Candidates.

The proposed seminar must, in addition to helping to develop a knowledge base for Candidate selection, be the vehicle to firmly establish mutual trust and respect among the parties.

The following is suggested for the seminar:

- (1) - Introduction of PWC officers and staff to prospective Candidates.
  - Informal discussion, as a group, to get to know something about each other.
  - An overview by PWC of why the opportunity is being offered, the general aims and objectives.
- (2) In a more formal setting, PWC will describe:
  - Government Realty Operations.
  - Public Works Programs and Organization.
  - Real Estate Services role in PWC.
  - Real Estate Services product lines.
  - Relationship of Realty training.
  - To perceived opportunities within Indian land operations.
- (3) A brief (perhaps 2-3 days) refresher course in English language.
- (4) An introduction to Appraisal:
  - What it is.
  - What it does.
  - How it is done.
- (5) Fairly simple testing on the matters covered.
- (6) Post seminar discussions with prospective Candidates.
- (7) Evaluation and Candidate nomination.
- (8) Consultation as necessary with PSC and DIAND on proposed Candidates.

### REQUIREMENTS

- (1) English course - leader from PWC personnel, probably for 3 days plus testing and evaluation.
- (2) Government and Departmental Realty Operations - leader from RES Pacific for entire seminar period.
- (3) Appraisal Introduction - leaders (2) from RES Pacific for 2-3 days each.
- (4) Room to accommodate 8 to 15 people.
- (5) Morning and afternoon coffee.
- (6) Flip chart, blackboard, note paper and pens.



# SQUAMISH INDIAN BAND

345 WEST 5TH STREET, NORTH VANCOUVER, B.C.  
TELEPHONE 985-7711

MAILING ADDRESS  
P.O. BOX 86131  
NORTH VANCOUVER B.C. V7L 4J5

November 24, 1980

Dept of Public Works  
Ottawa, Ontario  
K1A - OMZ

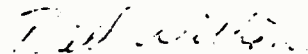
Attention: Pat Baxter

Dear Pat:

The Squamish Indian Band is in full support of the Native Training Appraisal Program.

A Real Estate Services on Indian Reserve Lands would be asset to the community. But to have a band member fully trained and competent in that capacity is a total asset to the development in Indian communities.

Yours in friendship,



Bill Williams  
BAND ADMINISTRATOR  
SQUAMISH INDIAN BAND

BW/ej



# Musqueam



December 9, 1980

Department of Indian and  
Northern Affairs  
House of Commons,  
Ottawa, Canada  
K1A 0H4

ATTENTION: Mr. Paul Tellier,  
Deputy Minister

Re: Native Training Appraisal Program by  
Public Works Canada

The Musqueam Indian Band has in receipt a copy of the Native Training Appraisal Program as proposed by Public Works Canada, October 31, 1980.

In reading the proposal it becomes clear that an effort is being made to introduce Indian persons to new career opportunities and that in itself is commendable. As such, I am prepared to support the initiation of this program at Langara College on the condition that the total cost figure of \$232,000.00 for the five year period, as quoted in Appendix A, would come from the Public Work Canada budget and not from the Regional Education Budget of the Department of Indian Affairs.

Sincerely yours,

ON BEHALF OF THE MUSQUEAM  
INDIAN BAND:

Delbert V. Guerin  
Chief,  
Musqueam Indian Band.

/sm

ATTACHMENT 13

TRAINEE PROGRESS REPORTS



## Monthly Summary Report.

November 03 - December 01

November 3rd - 7th

Introduced to various map files, shown how to find and outline Indian Reserves on maps. Shown how to correctly use reference books, and where to locate all necessary information that I may require. I found this first week rather hectic, with so much to remember and adjusting to living in Victoria.

November 10th - 14th

Worked on computer sheets, learned to identify maps, tree identity, non-forest basic class, age, height, stocking classes, got confused when reading computer sheets, Mr. Gill helping me most of the time since I haven't got everything "down-pat".  
(I don't know about all this rain.)

November 17th - 21st

Shown how to adjust the various computer sheets to equal the "total Area by Program" computer sheet (with some difficulties). At mid-week was introduced to the colour coding system.

November 17<sup>th</sup> - 21<sup>st</sup>

By Thursday I was able to do the complete phase (steps) on my own. I've been able to remember most of what I've been taught, with the help of notes. (Completed the 29 page summary sheet forms this week.)

November 24<sup>th</sup> - 27<sup>th</sup>

I'm mainly working on my own, Mr. Gill checks now and then to see how I'm doing, I haven't heard any complaints, so I must be on the right track.

I've got the 28<sup>th</sup> off, and am flying home for the weekend.



Monthly Summary

Report # 2

December 01 - 18

December 01-05

Working on the maps is routine now, I haven't got any complaints. Mr. Gill has shown me all there is in how to read forestry maps. I've learned a lot from Mr. Gill, he always points out various development possibilities just by glancing at the map, which amazes me.

December 08-12

Still working on the maps. We (Mr Gill and myself) have set up the second summary report form and the three-list breakdown. (We done this early since Mr Gill will be on holidays.) I hate to say this, but you did warn me that I may get a bit bored, which I am, at least this week.

December 15-18

This being the last week before the Christmas holidays start

December 15-18

I'm not so restless. Mr. Gill will be on holidays until February 10<sup>th</sup>, 1981, so I don't know what will be done as to his monthly report. The only thing I want to comment on is that my cheque didn't arrive on time, I wouldn't have minded but my rent was due and I hadn't received any monies. But I managed thanks to you Dionne.

\* I was given the 19<sup>th</sup> off in order to go home.

Merry Xmas

Happy New Year.

Carol Allison

Monthly Report  
January 81

11  
11  
11

January 05 - 09

Completing Summary #1, having trouble finding Reserves in the Ootsa P.S.Y.U., there seems to be some land exchanges and they are hard to identify.

January 12 - 16

Can't complete Ootsa PSYU, I will need ~~the~~ information from the Department of Indian Affairs, regarding land exchanges. Completed Summary #1.

January 19 - 23

Completed list one and two, made map order #13, and #14, there's been a slow down in the map department so I don't know if I'll have all of the maps ordered before the end of the project.

January 26-30

Completed list #3, there's a lot of unidentified reserves which are located on Tree Farm Licence areas, municipalities, or are just not shown. Started on summary #2.

SUMMARY REPORT  
February 1981

February 2 - February 6

Working on Summary # 2. Have decided that I.R's owned by more than one Band will be listed on list #3. With this decided, I was able to work on Summary #2, and near its completion.

February 9 - February 13

Early in the week I completed Summary #2, and made all map order forms out, this completes all necessary paper work. I haven't ordered all the maps since the mapping equipment has been broken down and there has been a large back order. Attended Pesticide Applicators course Wednesday thru to Friday, this was a very interesting and trying workshop. (Especially the exam on Friday 13th.)

February 16 - February 20

Spent the week at B.C.I.T., this enabled us to be introduced to the Forestry course available here. Both Instructors and students were helpful as to showing us all departments involved in Forestry. Came down with bronchitis on Thursday and came home that night.

February 23 - February 27

Still under the weather this week. Contacted Mr. Gill, he said that since most of the work was done except the maps he felt I needn't return. Sorry if this caused any inconvenience.



ATTACHMENT 14

PROVINCIAL MINISTRY OF FORESTS

TRAINING CERTIFICATE





Ministry of Forests  
Timber Management Branch

*This is to certify that*

*Carol Ann Allison*

---

*has successfully completed  
10 weeks of on-the-job training  
in Forest Inventory Analysis*

NOVEMBER 3, 1980 —  
FEBRUARY 27, 1981

*Feb. 27, 1981*  
DATE

*W. J. ...*  
DIRECTOR — TIMBER MANAGEMENT BRANCH

*[Signature]*  
LIAISON OFFICER  
INDIAN AFFAIRS  
TIMBER MAN. BRANCH



ATTACHMENT 15

MINISTRY OF FORESTS

TRAINING POSITION TERMS OF REFERENCE





June 27, 1980

File: J60-7 Dept. of  
Indian Affairs

Inventory of Federal Lands (Indian Reserves)

Purpose:

To evaluate the possibility of basic inventory data being available for Indian Reserves (I.R.'s) throughout the province to provide a basis for forestry program planning by the Department of Indian and Northern Affairs and to meet a long-term goal for the provincial Ministry of Forests to include resource potential of I.R. resources in T.S.A. planning.

Objectives:

1. To retrieve existing inventory data from the provincial data bank pertaining to Federal lands and segregate this data relative to respective I.R.'s and Indian Bands.
2. To identify, on inventory maps, location of I.R.'s and those resource types suitable for further investigation relative to viable programs of resource management.

Discussion

The Federal Government, through the Department of Indian and Northern Affairs, is embarking on a program to improve forest management on IR's and are desirous of obtaining forest data for this land. In concert with this program, the provincial Ministry of Forests has an interest in the development relative to the effect the potentiality of this land base could have on future TSA planning. The total land area being considered is ± 400,000 hectares.

323,278

With the co-operation of the Inventory Branch, Ministry of Forests, an initial printout of data was made containing factors considered essential to basic planning in forest management. The factors include:



Inventory of Federal Lands (Indian Reserves)

Discussion (continued)

1. the associated provincial managed unit (P.S.Y.U.);
2. seven classes of land cover, e.g. mature, immature;
3. species group for mature and immature;
4. age, height, stocking and site class;
5. non-forest basic land class;
6. area identification of each type island.

The printout represents the above factors for a total area of 341,284 hectares of Federal land. There is no compilation available by individual IR's or by Band ownership although by a process of elimination much of this segregated information may be acquired.

Discussions with the Department of Indian and Northern Affairs personnel, together with a cursory explanation of a method of manual identification whereby segregation was possible for a planning base, resulted in the recommendation for hiring a summer student to be assigned to the project. The cost of the project (±\$5,000) will be a Federal responsibility with technical assistance provided by the Ministry of Forests, Timber Management Branch.

The function of the temporary assistant will be to identify and relate the computer data with corresponding IR's and record those areas most likely applicable to a viable management program; to identify on inventory maps those type islands corresponding to the designated computer data. The results will provide the basis for planning a forestry oriented management program for IR's.

Procedure for Correlating Computer Data with IR's

The computer data is available, segregated by National Topographic Grid. Prior to an evaluation and segregation of this information, it will be necessary to obtain a copy of each of the representative inventory maps; 745 in total.

The process of segregation is in two parts:

- A. Identification of IR's to corresponding inventory data, and
- B. identifying those areas which have greatest potential for initiating a forestry program.

A. Identifying Related IR's

- (1) Obtain the referenced inventory map indicated as having data on Dominion Lands.

Inventory of Federal Lands (Indian Reserves)

A. Identifying Related IR's (continued)

- (2) Identify and note all Dominion Lands (IR's) shown on the map. Outline with "hi-liter" pen on each map.
- (3) ✓ Note on the computer sheet, under appropriate map designation, those IR's which have been found on the map by band name and IR number.
- (4) ✓ Check: Total all type areas on the computer sheet for the map being used and compare with the total area from the IR Register for those IR's designated on the map. If there is a significant difference in these totals, make a note to further investigate the reason for difference, i.e.)
  - overlooked other IR's on the map;
  - overlooked other Federal Land on the map;
  - a change in status has occurred;
  - an error has been made in compilation or identification by Inventory Branch;
  - unknown.
- (5) Repeat the process for each map sheet referred to in the printout.
- (6) ✓ Identify and mark in the IR Register those reserves for which an inventory is available, (Atlas of Indian Reserves and Settlements Canada 1971 - Reprinted 1978).
- (7) ✓ List those IR's and corresponding map<sup>s</sup> for which an inventory is singularly available (List 1). ✓
- (8) ✓ List those IR's for which the inventory data covers two or more reserves (List 2). ✓ These should be shown grouped by Map Sheets. This list will be the subject of further discussion with the Inventory Branch to determine if a further segregation of the data is possible.
- (9) ✓ List those IR's for which no inventory data is shown (List 3). ✓ This is obtained by recording all those IR's from the Atlas of Indian Reserves which have not been identified under procedure (6). This list will provide the basis for further investigation as to where basic inventory data may be obtainable prior to embarking on an inventory program for these reserves.

Inventory of Federal Lands (Indian Reserves)

B. Identifying Potential Areas for Forestry Programs

Not all forest types are suitable for developing a resource base economy. Some types which may play a part in the "fine-tuning" of an ongoing program are of little value in developing the initial stages. In order to develop summaries of suitable data for initial planning and identifying priority areas, certain criteria and constraints are set to arrive at the needed data.

For planning purposes, the inventory data available will be segregated, compiled and maps coloured to reflect the following:

1. Areas of medium or high sites only.
2. Areas of 20 hectares plus and corresponding area totals by forestry program opportunity.
3. Total area of suitable sites to provide for further "fine-tuning" of projects approved.
4. Areas suitable for grazing or hay production.

Procedure:

1. Referring to the computer printouts.
  - ✓(a) mark (hi-liter pen) each area of 20 hectares or more for each type identity 1-5 and 7 and which are shown to be medium (M) or good (G) sites.
  - ✓(b) mark (hi-liter pen) each area of 20 hectares or more for type identity 6 non-forest basic classes 60, 62 and 63.
2. Summarize the data onto the attached summary form using the following procedure for each map, except that maps may be grouped for IR's shown under List 1, A(7) above.
  - ✓(a) total the number of types exceeding 20 hectares and record together with the total area involved, by program opportunity, i.e.

Identity 1 (Immature) - Stand Improvement  
(i) C - coniferous, species 1-34.  
(ii) D - deciduous, species 35-42.

Identity 2 (Mature) - Harvesting



Inventory of Federal Lands (Indian Reserves)

B. Identifying Potential Areas for Forestry Programs

2✓ (a) continued....

Identity 3 (Residual) - Reforestation  
4 (N.S.R.)  
7 (D.S.D.)

Identity 5 (Non-commercial) - Rehabilitation

Identity 6 (Non-Forest) - Range  
Basic 60 - Hayfield  
62 - Meadow  
63 - Open Range

(b)✓ Total all medium and good sites as per breakdown in (a) above, and enter in the respective total area column of the summary. Note: This procedure may require reference to Inventory Branch's original input mapping.

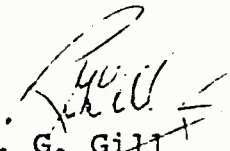
(c)✓ Total all program areas for each IR and record.

(d) Colour the areas contained within IR's on the inventory maps. Colouring shall show all medium and good sites regardless of area size plus Identity (6), Basic Classes 60, 62 and 63. The following colours will apply:

<u>Identity</u>	<u>Colour</u>
1. Immature	
(a) Coniferous (1-34)	Light green
(b) Deciduous (35-42)	Light blue
2. Mature	Dark green
3. Residual <sup>1+2</sup> <sub>6+7</sub>	Dark green (hatched)
4. Not satisfactorily Restocked (NSR)	Yellow
5. Non-Commercial	Dark blue
6. Hayfield, Meadow &OR (Open Range) M. (Meadow)	Purple

Inventory of Federal Lands (Indian Reserves)

This concludes the initial evaluation of Ministry of Forests inventory data for Federal lands, to provide a base for initial planning of a forest management program.

  
R. G. Gill  
Manager - Liaison  
Indian Affairs  
Timber Management Branch

Attachment

RGG:am

JOB DESCRIPTION

Descriptive Title: Inventory Support Assistant

Classification: Office Assistant

Department: Indian Affairs & Northern Development

Location: Victoria

Position Function:

Under general supervision, with technical direction from the Ministry of Forests, to complete the following duties, for the purpose of developing a base upon which a resource program can be developed for Indian Reserve lands.

1. Completion of mapping.
2. Completion of Reserve by Reserve analysis, and correction of analytical methodology.
3. Conduct an analysis at a regional scale and compile comprehensive statistics.
4. Initial prioritization of Reserves suitable for intensive forest management programs.
5. Assist in determining how best to make results available to the Indian community.
6. Conduct separate analysis for Forestry and Rangeland.



ATTACHMENT 16

KOOTENAY BAND

REPORT ON TRAINING AGREEMENT





*Lower Kootenay Indian Band Administration*

P.O. Box 128

Creston, B.C.

V0B 1G0

Telephone: 428-4428



Dianne Dennis  
 Dept. of Indian Affairs  
 P.O. Box 10061  
 Pacific Centre  
 700 W. Georgia Street  
 Vancouver, B.C. V7Y 1C1

June 26/80

Dear Ms Dianne Dennis:

Re: Robert Louie Waterfowl, Wildlife Management Coordinator

This report will confirm our contribution arrangement resource management training agreement.

This progress report covers the months April, May, and June. Mr. Robert Louie has been working extensively with the B.C. Fish & Wildlife Branch and Duck's Unlimited (Canada).

Tasks and Performances have been in the area of nest searches, brood counts, pump instalations and operations checking water levels during spring run-off and the drafting of plans in accomodating the development of increased waterfowl habitat on the Lower Kootenay Indian Band marshes.

The tasks performed with the B.C. Fish & Wildlife Branch includes the trapping of bears and transplanting them, checking for licenses such as Fishing, Hunting, Firearms and any other duties associated with Fish & Wildlife.

Statement of financial expenditures is enclosed and examples of nesting brood counts, plans for further development of nesting areas and an overall photograph plan of the Lower Kootenay Indian Band Waterfowl area. There is approximately 1500 acres in wetlands.

The Lower Kootenay Indian Band is extending an invitation to yourself to observe the development carried on here at Lower Kootenay.

Sincerely,

Chris Luke,  
 Chief/Band Manager  
 Lower Kootenay Band



*Lower Kootenay Indian Band Administration*

P.O. Box 128

Creston, B.C.

VOB 1G0

Telephone: 428-4428



August 12, 1980

Ms. Dianne Dennis  
Department of Indian Affairs  
P.O. Box 10061 Pacific Centre  
700 West Georgia Street  
Vancouver, B.C. V7Y 1C1

Dear Ms. Dennis:

Re: R. Louie - Waterfowl, Wildlife Management Co-Ordinator

This narrative report is the final of our contribution management training agreement arrangement.

This final report covers the months of July and August. As the previous report, Mr. R. Louie shows great enthusiasm in waterfowl and wildlife management. He has continued to work extensively with the B.C. Fish & Wildlife Branch and Ducks Unlimited (Canada).

Tasks performed with the B.C. Fish & Wildlife Branch are the trapping of Bears and transplanting them in other areas, the checking of licensed fishermen, Bear hunters, firearms and whatever other duties associated with the Fish & Wildlife Branch. He has attended a few workshops and he has shown films on a regular basis on waterfowl and wildlife.

Tasks performed with Ducks Unlimited (Canada) include pump installations, controlling water levels, continued drafting of plans for the development of increased waterfowl habitat on the reserves of the Lower Kootenay Indian Band marshes. He has accompanied Ducks Unlimited (Canada) on proposed plans on other Indian reserves within the province and he has attended a couple of workshops. He is preparing to continue his education at Selkirk College in Castlegar, B.C. commencing August 25/80.

...2



Ms. Dianne Dennis  
Dept. of Indian Affairs

..2..

August 12, 1980

The Lower Kootenay Band Council is happy with the performance and enthusiasm displayed by Mr. R. Louie and the Band Council wish him every success in continuing his education in the Waterfowl & Wildlife Management.

The statement of Financial expenditure is enclosed, and again, the Lower Kootenay Indian Band is extending an invitation to yourself to visit and observe the waterfowl development here at Lower Kootenay.

Sincerely yours,



Chris Luke  
Chief/Band Manager

CL:aj  
Encls.

ATTACHMENT 17

B.C. REGION

BAND TRAINING COORDINATION COMMITTEE



NOTES ON THE TRAINING PROGRAM MEETING

1. A meeting was held Friday, September 5, 1980 in the Regional Office Boardroom to discuss ways of integrating various resource training programs.
2. In attendance were: Mike Neely - Education  
Mary-Ellen Tyler - Planning  
Doug Gordon - Lands  
Dianne Dennis - Lands  
and in the last 15 minutes, Peter Clark - Lands.
3. A brief introduction was given by Dianne Dennis for the purpose of the meeting. Lands and Planning are both offering resource related training, Lands at a highly technical level, and Planning specifically at the Band level. Recently however a training program was sponsored by Lands at the community level, and further discussion with members of the Lower Similkameen Band indicated that more training programs should be offered at the community level. To avoid any duplications and/or conflicts, the meeting was called to discuss possibilities of Lands and Planning cooperating where the programs overlap.
4. The discussion began with Doug Gordon asking if there was anyone else in the Regional office who should be included in the meeting. Mike Neely responded that Eric Russell from Education was working on training packages and should therefore be included, but he was out of the office at that time.
5. Mary-Ellen Tyler suggested that before the meeting continued it should be determined if the programs were in actual fact similar.
  - 5.1 Lands - Doug Gordon described the program as, most important, a one-on-one training designed to expose the trainees, through direct work experience, to a range of resource management fields. This could occur through a variety of ways: technical training such as the BCIT training programs, graduate school for the senior professional/managerial resource related positions, and managerial training from Federal or Provincial Governmental Agencies, or from the private sector.
    - The program has been in for 2 summers. There is a synopsis available for the 1979 program, and Dianne Dennis expects a draft report for the 1980 program should be available in 1 to 2 months.
    - Any further background on the program along with past correspondence are available in the Lands files.



- 5.2 Planning - Mary-Allen Tyler described the Band Planning approach as being para-professional, and also that it is one step towards Band government. In terms of resources and people, they view the approach as an effective management way to go. The program has now been running successfully for 1½ years but they have encountered some problems. The most important problem has been the limited resources, mainly in management and planning. The Bands are now at a stage that requires more skills than they currently have. These are particularly in the areas of:
- policy development,
  - planning development, and
  - environmentally related planning.

Training is a major requirement to meet these limitations, the content needed for a training program is at the community level, not institutionalized.

- The Planning section wants to proceed slowly and to give the people a choice of who to get the training from.
  - A description was given of a training program the Stolo planning group (an informal group in the east Fraser Valley) is currently testing at Skwal, Chehalis and Hope.
  - Mike Neely agreed with Dianne Dennis the approach sounds similar to what they encountered at the Lower Similkameen Band. Mary-Allen Tyler did interject that there is a difference, the Lower Similkameen Band does have something going with its forestry.
6. It has not been settled in the Regional office who has control over Band training. B.C. Region needs a full-time training coordinator and Mike Neely must be free to do the job full-time by the end of September. He is spending more of his time at Band training but needs to make a complete break from Operations. Mike Neely will have to determine what kind of role he will be playing in coordinating the various Band training programs.
- The Lands program has now been formally handed over to Education with resource people acting as advisors only.
7. It was agreed there should be a Band training committee set up with Mike Neely as chairperson. He will make arrangements for setting up a committee, with Fred Walchli's approval, and a convenient set time. He will also arrange for the secretarial support.
- The committee will consist of all present at this meeting, Eric Russell and anyone else with a Band training program.

- The purpose of this committee is to ensure the different sections are not doing the same thing.

8. There followed a discussion of important program components:

1. How to finance Band training and what is the policy of money distribution?
  - There should be a list of funding sources, both internal and external.
  - Need to know the constraints and guidelines of the funding sources.
  - Should know what funding has been used in the past. (Mike Neely has agreed to find answers for the above questions.)
  - There is a need to distinguish between the developmental level of the Regional office and the implementation level of District offices, and how they relate to funding.
  - Will need to determine the amount of funding needed to get an integrated management program going.
  - Need to structure a basis for this to become a permanent program and secure a funding base.
2. How should information about the programs be transmitted?
  - District Managers, Tribal Councils and Band offices, etc., will need to be informed of the value of the training, therefore it has to be sold to the various levels involved.
  - There will be a need for a sales document and someone to physically go around and talk to the various groups.
3. What are the possible sources of a human resource pool?
  - Possible sources of trainee identification could be the following:
    - Universities
    - District Education
    - Band Councils/Chiefs
    - Band Staff - Planners
      - Education
      - Committees

- A few Bands have a skill inventory already which could be utilized.
- There is a real need to keep track of trainees to see how their skills can be put to optimum use, and as a means of monitoring how successful the training program is.

9. To wrap up the meeting there were a few important points needing emphasis:

1. The need to have a set meeting time. This is to enable committee members to plan around the meeting time and to ensure there will be meetings, that it will not stop with this initial meeting.
2. B.C. Region office needs a committee to coordinate the various training programs and to ensure all the developmental programs, whether internal or external, have the same standards.
3. The committee will have to meet strategic objectives as well as coordination.
4. Programs will retain conceptual development.
5. The Indian people at the community level will have to be brought into the discussions very early because the program has to have community base support.
6. Mike has to be available to be a full-time training coordinator no later than the end of September, 1980.



ATTACHMENT 18

COOPERATION WITH  
THE UNIVERSITY OF BRITISH COLUMBIA





P.O. Box 10061  
700 West Georgia Street  
Vancouver, B.C.  
V7Y 1C1

November 19, 1979

University of British Columbia  
Faculty of Graduate Studies  
No. 235 - 2075 Westbrook Mall  
University Campus  
Vancouver, B.C. V6T 1Z3

Your file: Votre référence

Attention: Dr. P. A. Larkin  
Dean of Graduate Studies

Our file: Notre référence 901/20-1-2-1 (LM5)

Dear Peter;

RE: FACILITATING INDIAN EDUCATION

I very much appreciated the opportunity of discussing ways and means of improving the education of Native people through closer cooperation between the University of British Columbia and the Department of Indian Affairs.

The basic reason for contacting you stems from a mandate within Indian Affairs to develop viable resource management programs within the British Columbia Region, and to facilitate transferring the control of those programs to Indian Bands and organizations. Based on my observations since coming to the Department, there is a very serious and major gap in existing Indian expertise at the middle and senior professional, technical and managerial levels regarding the management of renewable and non-renewable resources.

With regard to addressing this gap, I believe we agreed that the following possibilities merit further consideration:

1. Indian Affairs providing funding to promising third year Indian students to allow them to work on summer programs under the direction of potential Graduate Program Supervisors;
2. Indian Affairs providing funding (on the same basis as 1. above) to just graduated students to "bridge-the-gap" during the summer prior to entering Graduate School;
3. Indian Affairs providing tuition and expenses to graduate students along the traditional scholarship/fellowship line;

... 2

4. Indian Affairs providing limited research funding under the previous options; and
5. Developing cooperative long term programs and projects related to land and resource management of interest and benefit to the Indian people, UBC and the Department.

I believe we also agreed that any cooperative programs must be based upon the following principles:

1. Indian students must meet all minimum University requirements;
2. The process for obtaining research related funding support is:
  - The student approaches a potential University supervisor;
  - The student is accepted, and
  - The student and supervisor jointly work out a research program, and submit a funding proposal to the Department for approval; and
3. The prime objective of University participation in any program or project will be to provide training. Therefore, UBC involvement in any major program (i.e. - a River Basin Planning Study) will be based on the inclusion of a major student training component in the study design.

I was pleased to hear that there is no problem with respect to having qualified Government personnel formally accepted by UBC as honorary/affiliate professors who could serve on Graduate Student Committees, and, under certain circumstances, act as the functional research supervisor. It is understood that in all circumstances the Chairman of the Committee shall be from the University.

You mentioned several specific items that should be followed up; Tom Northcote's Peruvian limnology training course, aquaculture, and possible Indian/Inuit student participation from the Yukon and Western Arctic in the proposed program. With regard to the latter, I concur that UBC (with associates like Cas Lindsey) has a great deal of expertise to offer.



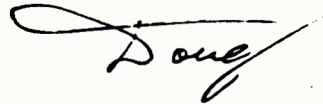
Dr. P. A. Larkin

- 3 -

November 19, 1979.

I have discussed our meeting with Fred Walchli (Regional Director General, Indian Affairs, B.C. Region) and Al Friesen (Director of our Regional Education Program) and they are enthused at the possibilities. I suggest we arrange a more formal meeting to discuss the development of a long range cooperative program between the University and the Department, and if in agreement, decide upon the best approach to implementing a small and carefully thought through pilot program for the summer of 1980. We would be pleased to meet with you at your convenience.

Yours truly,



Douglas C. Gordon  
Resource Management Advisor  
Lands, Membership & Estates  
British Columbia Region

CC: F. J. WALCHLI  
REGIONAL DIRECTOR GENERAL  
BRITISH COLUMBIA REGION

CC: AL FRIESEN  
DIRECTOR, EDUCATION  
BRITISH COLUMBIA REGION

ATTACHMENT 19

COOPERATION WITH

THE BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY



81.04.08

Ms. Dianne Dennis  
 Department of Indian Affairs  
 & Northern Development  
 P. O. Box 10061  
 700 West Georgia Street  
 Vancouver, B.C.  
 V7Y 1C1

Dear Ms. Dennis:

Glad you were able to attend. A great deal was accomplished, and we are now in a position to press forward with the design and production of materials for this program. For the record, this letter summarizes what happened at the meeting, what results were achieved and what we are going to do next.

Representatives from sixteen interested organizations attended the meeting. During the introduction period, the aims and current status of the project were reviewed. Dave Brousson, BCIT's Dean of Continuing Education and Industry Services, reiterated his support for the program. The introductory period was followed by a discussion of the operational model developed during our meeting on January 16, 1981. The discussion then moved to a clarification of the role and membership of the proposed Steering Committee. A list of the organizations willing to be represented as full members and of those wishing to be included as observers was prepared.

The afternoon session began with a discussion of the policies by which priority-setting and scheduling of the development process should be approached. An amended chart showing the overall structure of the program was developed, and from this the key advisory committees were identified. *Pro tem* chairmen for six of these committees were nominated from the meeting, with the understanding that the nominees would also serve as members of an Advisory Committee for the Common Program Area (formerly referred to as 'core'). The meeting ended with a brief review of the steps to be taken next by the project co-ordinator.

As a result of this meeting, we now have:

1. a formal Steering Committee to provide policy direction and inter-organizational co-ordination for the program (for the terms of reference and membership of this committee, see Attachment "A");

. . . /2



2. a series of policy guidelines on which to base our development priorities and schedules (see Attachment "B");
3. a revised chart indicating the options and levels of training that will be made available (see Attachment "C");
4. a list of persons willing to serve *pro tem* chairmen for six of the Options and as members of the Advisory Committee for the Common Program Area, as well as terms of reference (see Attachment "D");
5. direction on the steps to be taken next, including suggestions for further committee representation.

The project has now passed a critical turning point. We have progressed from the discussion of a proposal to the initial stages of design and production. Within the next few weeks, we intend to:

1. draft the terms of reference for each of the Advisory Committees, verify these with the *pro tem* chairmen, and forward the results to the Steering Committee members;
2. contact a number of organizations still not represented on the Steering Committee, and attempt to confirm their level of involvement;
3. continue our exploration of the industries, occupations and learner groups to which this type of training may be applicable.

Our hope is that we can identify major learning outcomes for the Common Program Area by the end of April and complete a detailed curriculum design for that segment of the program during May. Work on the design of the Optional Areas will commence as soon as the Advisory Committee for each Option can be organized.

Thank you for your participation and support. We look forward to working with you on this important program.

Yours sincerely,



Don MacLaurin  
Program Co-ordinator

DM:pmk  
Enclosures

Mr. M. Neely



ATTACHMENT 20

DISTRICT CANDIDATE IDENTIFICATION ASSISTANCE



P.O. Box 10061  
700 West Georgia Street  
Vancouver, B.C.  
V7Y 1C1

April 8, 1980

DISTRIBUTION LIST  
ATTACHED:::

901/20-1-2-1

We are proceeding with a Land and Resource Management Training Program for this summer and we are requesting your assistance in identifying potential suitable candidates.

An on-the-job training program was begun in 1979, and following its success, will be expanded in 1980. This program is based on assigning Indian students (with salaries paid by Indian Affairs) to resource agencies whose staff provide training and work experience. For your information a Synopsis of the 1979 program is attached. (Attachment 1)

Of the five students last summer, one is now working with the Lower Kootenay Band, another is working with the DIA in resource management, and a third has a possibility of permanent employment with Pacific Forest Research Center.

We are presently in the process of defining student positions with Federal and Provincial Agencies and the private sector. These positions will cover a wide range of disciplines within the land and resource management field. These will include but are not necessarily limited to the general areas of:

.../2



Forestry  
Biology  
Micro Biology  
Agriculture  
Fisheries  
Surveying  
Environmental Management  
Water Resources Management  
Wildlife Management  
Atmospheric Sciences  
Minerals and Geology

As potential positions are defined, a brief job description will be developed and provided. As an example, the 1979 job descriptions are enclosed. (Attachment 2)

As you will note in the Synopsis, the program is designed to be flexible, thus we are looking for a wide range of candidates. The key is that the candidates have an interest and inherent ability. Academic qualifications are very flexible, and we could be interested in people still in high school to post graduates.

We are therefore requesting names of possible candidates. The 1980 program will be co-ordinated from the Regional Office, so we are also requesting the name of a contact person to work with if you identify any potential candidates. We are working in a time framework of April 30 and would appreciate the names of potential candidates by that date.

If you have any questions, please don't hesitate to get in touch with Mike Neely (666-1329) or myself (666-8296).

Original Signed by  
DIANNE L. DENNIS

Dianne Dennis,  
Resource Management Trainee  
Lands, Membership & Estates  
British Columbia Region

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CENTRAL DISTRICT

AL BUFFETT DISTRICT SUPERINTENDENT  
EDUCATION, VANCOUVER DISTRICT

DON SMITH, DISTRICT SUPERINTENDENT  
EDUCATION WILLIAMS LAKE DISTRICT



ATTACHMENT 21

PROJECT SCIENTIST TRAINEE EVALUATIONS



TO  
A

J. P. Senyk,  
Research Officer.

FROM  
DE

D. F. W. Pollard,  
Project Leader,  
Tree and Seed Improvement.

SECURITY CLASSIFICATION DE SÉCURITÉ
YOUR FILE / RÉFÉRENCE PC - 49-345
YOUR FILE / RÉFÉRENCE
DATE October 10, 1979.

Assessment of DINA - sponsored student: Darlene Taylor

Miss Taylor was assigned to the Tree and Seed Improvement project under my supervision to assist in the development of a computerized inventory of forest genetic resources of federally-administered lands.

Miss Taylor was assured that, within three weeks of her arrival, she would have an opportunity to work with a recently-developed EXIR (Executive Information Retrieval) program ordered from Information Sciences/Genetic Resources, University of Colorado. However, despite repeated assurances from IS/GR, the program did not arrive during Miss Taylor's term of employment (because of numerous minor revisions at source). Despite this disappointment, Miss Taylor continued to work diligently and cheerfully on tasks preparatory to programming. These and other tasks included:

- i) completion of pilot inventory of B.C. Indian Reserves, conducted for Vancouver Island,
- ii) compilation of secondary data for V.I. reserves, all Seed Certifications (OECD) conducted in the Pacific and Yukon Region, and ex - situ gene pools of regional resources located overseas,
- iii) becoming acquainted with the Universal Transverse Mercator grid system, testing and applying a computer program to interconvert UTM and latitude and longitude references, and producing a camera-ready map of Vancouver Island incorporating the UTM 10 km grid for data presentation,
- iv) assuming miscellaneous technical duties in the absence of my technician, including establishment of seedling experiments in controlled environments, measurement and maintenance of such experiments, and preparation of complex nutrient solutions from basic chemicals,
- v) compilation and statistical analysis of experimental data using electronic calculators and PPRC computers.

Mr. J. P. Senyk

- 2 -

October 10, 1979

Miss Taylor's attitude towards her assignments was at all times positive and constructive, and I found her most reliable in the execution of routine duties. I would not hesitate in recommending her for long-term assignments.



D. F. W. Pollard,  
Project Leader,  
Tree and Seed Improvement.

DFWP/am

Student Evaluation - Celeste George

A very capable, though extremely quiet individual who very rarely came out of her shell. Celeste initially expressed an interest in obtaining a broad spectrum of experience in various programs ongoing at P.F.R.C. We attempted to accommodate her wishes and indeed she spent some time with 4 researchers involved in different studies at the Centre.

Her first 5 weeks were spent working on terrain and soils maps and gaining some background experience as to how the information is gathered, portrayed and used in a resource management program. She showed considerable interest in this work and was able to grasp the information package and its potential use in management with no problem whatsoever.

She then spent 3 to 4 weeks working with a scientist involved in tree seed sorting and viability determinations. She had no trouble in grasping the overall intent of the studies nor in carrying out instructions.

Next she spent some time (4 weeks approximately) with a scientist working on soil fauna and their role in nutrient cycling in forested environments. The scientist concerned spent considerable time in developing a training program in which Celeste could gain as complete an understanding of his particular area of research as was possible in the short time available. He attained considerable success though Celeste did not seem particularly interested in getting involved in any in-depth research program.

In early September she was positioned with a scientist carrying out forest regeneration studies in the Prince George area. As yet we have no report on her work there.

Overall, Celeste seemed much more interested in the application of resource management technology than in long term research programs.

She is dependable, follows instructions with a minimum of explanation and is able to grasp assignments very quickly. She has a lot of ideas on what might be done particularly as concerns resource management of Reserve lands. She needs to develop a greater degree of confidence in her abilities but would certainly be an asset to any organization particularly those involved in the operational aspects of resource management.

John Senyk  
Forest Research Officer  
Forest Research Centre



MEMORANDUM NOTE DE SERVICE

DATE 11 June 1979

FROM: S. SHEEHAN

DE: TWD - Vancouver

TO: FILE

SUBJECT: Ms. Dennis' Monthly Assessment for period May 7 - June 4  
SUJET:

Our file Notre reference

Your file Votre reference

During the first two weeks of employment Ms. Dennis was given instructions in the addition of preservatives to water samples, the methods used in filtering water samples, and the techniques used to measure pH and conductivity in water. Instructions were given by personnel from the water quality laboratory over a period of four to five days. The instruction was necessary to prepare Ms. Dennis for field trips planned for the summer employment period. During the third and fourth week of May Ms. Dennis prepared field sheets, organized sampling bottles, and equipment required for a field trip on the Columbia River scheduled for the first week of June. She spent two to three days reading the Columbia River and Kishinena Creek study proposals and researching topics associated with the work. Ms. Dennis has carried out her duties diligently.

*Styph Sheeh*  
SS:md

→ Karen Copp  
Indian Affairs.  
Box 1006.1  
Vancouver

Performance report on Diane Dennis  
*TJ Wood*  
12/VI/79

MEMORANDUM NOTE DE SERVICE

DATE July 24, 1979

FROM: Water Quality Branch  
Inland Waters Directorate  
DE: Pacific & Yukon Region

TO: Environmental Management Service  
A: 9th Floor

SUBJECT: Ms. Dennis Monthly Assessment For The Period  
Sujet: June 5 - July 6, 1979

Our file: Notre référence:

Your file: Votre référence:

Ms. Dennis filtered samples, added preservatives to samples and measured the pH and conductivity of samples taken from the Pend d'Oreille River and the Columbia River. She prepared field sheets, organized sampling bottles, and equipment required for the July field trip to the Columbia River and a field trip in the Akamina-Kishinena Valley. Ms. Dennis observed biological sampling techniques on the Fraser River and worked on a data report being prepared as part of the Flathead River Project. Topics associated with the Columbia River Project were researched.

She required a minimal amount of supervision from me. Her duties were carried out in a responsible manner.

Stephen W. Sheehan  
Project Scientist



ATTACHMENT 22

PHASE I PROGRAM EVALUATION BY TRAINEE



FOR THE ATTENTION OF  
KAREN COPP  
DR. GORDON

# WRITE IT Don't say it!

REPLY REQUESTED  
ATTACHMENT 22

JOB \_\_\_\_\_ DATE \_\_\_\_\_

*This is a short ~~summary~~ summary/evaluation  
of what occurred in the  
training program as you requested*

Signed Dianne Dennis

The four months of training in the Water Quality Branch of Environment Canada consisted of preparing for five field trips, of which I participated in two, readings and library searches, checking over completed data coding sheets from a previous year, coding data, and doing statistics for sponser's report. In connection with field preparation, instruction was given by employees at the chemistry lab on operations of three pieces of equipment. With a month extension I participated in one more field trip and did preparatory work for an algal bioassay experiment.

A good portion of the program's problem seems to be a lack of understanding of what the program was to achieve. I looked upon it as an opportunity to get exposure to a range of techniques while my sponser seemed to view it as an opportunity to have someone do his chores. A better stated objective should overcome this problem.

With a little more planning, other complimentary areas could be explored. For example, under my initiative I was able to see how algae was collected from artificial substrates, how flow and depth measurements were taken, and participate in the Thompson River Basin Pre-planning Study. If other field trips are being done it could be arranged to have the trainee come along, more for the exposure to different techniques rather than indepth training. A lot more time could have been spent in the chemistry lab seeing what is doen with the water sample, but no specific plans were made for this to happen.

Another problem was the lack of input from the sponser. In future the sponser should be prepared to spend time with the trainee until they are familiar with the job. My sponser was really too busy to spend much time with me, and consequently I did not like interrupting him with questions.

There was usually no problem getting checks, until September. It is discouraging waiting for late checks but fortunately Katie Thomas cared enough to arrange for an emergency advance.



ATTACHMENT 23

PHASE II PROGRAM EVALUATIONS BY TRAINEES

*Similkameen Indian Administration*

BOX 100, KEREMEOS, B.C. V0X 1N0  
PHONE 499-5528

March 13, 1981

Department of Indian  
& Northern Affairs  
P.O. Box 10061  
Pacific Centre Ltd.  
700 W. Georgia Street  
Vancouver, BC  
V7Y 1C1

Attention: Dianne Dennis

Dear Dianne;

Enclosed please find all correspondence dealing with our trainees; Wayne Terbasket, Shirley Terbasket, Frank Qualtier and Carol Allison. There is also enclosed, correspondence pertaining to the Douglas-Fir Tussock Moth.

Our students did benefit from their training in that they want to continue their education in Forestry. They proved to us (and hopefully to their peers) what a little incentive on their part can do towards their futures.

They have all received certificates for Pesticide Application. Furthermore, they have accepted employment with the Pest Management Action Control against the Douglas-Fir Tussock Moth.

The success from their training program shows that the Band will benefit from their achievement. Therefore, we cannot express fully, the necessity of future programs such as this.

We hope that this will give you a clear understanding of our need for your assistance.

Sincerely,



Millie Terbasket,  
Band Councillor

/dm  
Enclosure(s)



981/25-23-1  
A1

1981 MAR 20 AM 7: 31

029855

Carol Allison  
R.R. #1  
Cawston B.C.  
VOX 1CO

1111111

March 17, 1981

Department of Indian Affairs  
P.O. Box 10061  
Pacific Centre Limited  
700 West Georgia Street  
Vancouver B.C.,  
V7Y 1C1

ATTENTION: DIANE DENNIS

Dear Diane:

I would like to thank Mike Neely and your-  
self for sponsoring this Resource Management  
Training Program. Your help, assistance and  
understanding throughout the course duration  
is very much appreciated.

I think this type of program would inter-  
est more of our students and would be helpful  
to them also.

Thanks once again.

Sincerely,

*Carol Allison*

RESOURCE MANAGEMENT TRAINING PROGRAM

November 3 - February 27

Overall Report

This course made me appreciate how much information and detail goes into Forestry Inventory mapping and that I only touched on a small part of this program. The course taught me information required to read and translate all details found on the inventory maps. I feel that a four month course in just mapping may become a bit boring. If there was to be another course offered, I would suggest that perhaps it could be split between Timber Management and another program of some sort (e.g. Pacific Forest Research Centre). I found that being in the same office all the time became a bit depressing, especially when the other students (Shirley, Frank, Wayne) were outdoors, it just caused a bit of restlessness.

The pay cheques were sometimes late on arriving I realize there's a lot of paper work to be done and you can't really blame any one department, but it was trying when a cheque was late (especially if the rent was due etc.)

All in all I feel that the course was very successful, considering that you were able to get us away from the Reserve at all.

Rooted Cuttings

Although this required extensive reading research it was the most interesting. I have acquired a considerable number of papers on this topic, one dated 1826 indicating it is not as new a subject as we had thought it was. Successfully propagated trees include Black spruce, Douglas-fir, and Western hemlock, although all of these are not entirely rooted it is simply a reflection of when they were cut. The generally used methods are now implemented in all cases.

Global Carbon Dioxide Problem

The parameters which were defined in the computer literature search resulted in 190 article titles being printed of these only 14 to 20 sound pertinent although there were several which did relate to other projects. Many magazine articles have already been found, photocopied and filed for Dr. Pollards use.

Computer Work

Other than using the computer to translate latitude and longitude into UTM very little have been accomplished in this endeavour. The EXIR program which is to be used to conduct inventory of forest genetic resources on federal lands did arrive but is not completely compatible with the system here. To convert EXIR into a compatible form requires extensive knowledge of this computer facility, which is something I do not have. Because of the staff turnover no help could be found for EXIR or the Biomass program.



Other

Support work for Dr. Pollard included: weekly measurements of shoot growth of Western hemlock; helping the other technician measure seedling height of approximately 1700 Western hemlock trees; maintenance of various trees belonging to two other technicians while they were on vacation or work related trips; translating UTM grid coordinates into RRAMS computer coordinates before noting these locations on a computer map of the Yukon; compiling data from OECD seedlots so it will be ready to go into the EXIR data bank program; and last, starting to measure 180 Logepole pine seedlings for bud extension.

Assessment of the Resource Management Training Program

As I have been treated fairly under Dr. Pollard, as benefits my intelligence, by being given research work, I would deem this portion of the training program to be very effective. I have not simply been given petri dishes to wash or seeds to count but a project which covers every scope of a regular job entailing literature searches, practical field work and seeing that my work is applicable to commercial enterprises. When I receive my degree and move into the job market or if I decide to continue and attempt to attain a masters or a doctorate degree the literature research and the practical field work shall be very applicable

In all I have enjoyed working at PFRC and look forward to the possibility of returning

*Darlene E. H. Taylor*  
Darlene E.H. Taylor

August 29, 1980.

cc: Dr. D.F.W. Pollard.