

INDIAN EDUCATION



VOLUME 2, #3
#4

NOVEMBER &
DECEMBER, 1971



NEWSLETTER

Indian Education Resources Center
University of B.C., Vancouver 8, B. C.

VANCOUVER CITY COLLEGE
CANADA'S FIRST COMPREHENSIVE COMMUNITY COLLEGE

The College has four distinct divisions:-

1. THE APPLIED ART DIVISION - known as Vancouver City College, School of Art, located at 249 Dunsmuir Street, Vancouver 3, B.C.
The School of Art, the College's oldest division, established in 1927 and incorporated into the College in 1965, offers courses in the creation of visual forms and ideas, teaching art from many points of view. It is nationally recognized.
2. THE VOCATIONAL & TECHNICAL DIVISION - known as Vancouver City College, Vocational Institute, located at 250 West Pender Street, Vancouver 3.
The Vocational Institute, established in 1949 and incorporated into the College in 1965, offers training primarily in vocational skills.
3. THE ACADEMIC & TECHNICAL DIVISION - known as Vancouver City College - Langara, located at 100 West 49th Avenue, Vancouver 15, B. C.
Langara offers a variety of academic and technical programs, all of which are listed in the annual College Calendar published in the early spring of each year. Classes are held during the day, in the evenings and on Saturdays, to suit every possible combination of needs.
4. THE SPECIAL PROGRAMS DIVISION - known as Vancouver City College, Special Programs Division, located at 951 West 12th Avenue, Vancouver 9, B.C. (formerly King Edward Center). Telephone 731-4614.
The Special Programs Division, established in October 1970, consolidates a variety of programs previously scattered in different locations. Basic Education (B.T.S.D.), a basic preparation program for certain vocational and technical training programs; Grade 12 completion program for students wishing to obtain Grade 12 graduation for the purpose of entering Langara, V.V.I. or another post-secondary institution; Individual courses to enable students to complete secondary school or adult secondary school graduation requirements as well as courses required as pre-requisites for admission to other institutions.

The Department of Indian Affairs has contracted with the Vancouver School Board to hire two Vocational Counsellors to recruit and work with Indian students in the College divisions. They are: 1) Mrs. Dorothy Neville, who has responsibility for the Applied Art Division, the Vocational and Technical Division and the Upgrading part of the Special Programs Division. 2) Mr. Don Morrison, who has responsibility for the Academic and Technical Division and the College Foundations (Grade 12 academic) part of the Special Programs Division.

These two counsellors have an office at the Special Programs Division (King Edward Center), Room 311 - 951 West 12th Avenue,
Vancouver 9, B. C.
Phone: 731-4614.

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V A N C O U V E R C I T Y C O L L E G E

Don Morrison

Guidance Counsellor

My case load is fluid revolving around 60 students in training. A statistical breakdown on student progress is not yet available but a breakdown by programs and reserve for the fall semester is enclosed.

My responsibilities include counselling individuals and groups, assisting students to plan appropriate academic/vocational plans, referring students to specialized services available in the college and the community, maintaining active liaisons with instructional staff at the college and with the Department of Indian Affairs.

It is rumoured that the attrition rate among Indian students at Vancouver City College is substantially higher than that of the general student population. This is highly questionable hypothesis for this institution with its open door policy.

There are however some problems. Foremost is the lack of knowledge about what educational resources are available to the student - what courses, where, with what pre-requisites and what job prospects? Even once the resources are located, how does one utilize them?

What is the most effective way to provide this information and facilitate its use by the student?

These general problems have specific consequences at Vancouver City College where technical programs and science courses require a great deal of pre-entry planning.

In the present educational structure there is little room for exploration. At a time when many students just came into contact with tools to explore their identity, they are denied the opportunity or time to use them.

One must fulfill demands by the academic institution not designed in terms of exploring the self but solely in terms of some distant meaningless trivia of academic progress.

The degree of success depends on definition. Is it in terms of academic criteria or in terms of identity formation or is it in terms of exploring and coming to terms with the social environment?

The counsellors responsibility ought to be to facilitate the student to effectively change his environment; not help the environment change him?

With that in mind how best one integrate the contradictory demands placed on the Indian students and what criteria for success are acceptable?

STUDENTS REGISTERED AT VANCOUVER CITY COLLEGE
(as of Sept. 21, 1971)

	College Prep.		University Tran.		Technical		Business Adm.		Totals	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Babine	2	1	3	1	-	-	-	-	5	2
Bella Coola	-	-	2	1	1	-	-	2	3	3
South Is.	1	1	2	-	-	-	-	-	3	1
Thomp. R.	2	-	1	-	2	-	-	1	5	1
North Is.	-	-	2	-	-	-	-	-	2	-
North Coast	1	-	5	1	2	-	1	-	9	1
Terrace	2	-	4	-	-	-	-	-	6	-
Fraser	2	-	10	1	4	1	1	1	17	3
Yukon	2	-	1	-	1	-	-	-	4	-
Out of Prov.	1	-	1	-	-	-	-	-	2	-
	13	2	31	4	10	1	2	4	56	10
	15		35		11		6		66	

	Full Time	Part Time	Total
College Prep.	13	2	15
Univ. Tran	31	4	35
Technical	10	1	11
Bus. Admin.	2	4	6

It is very easy to speak of skill deficiencies and cultural deprivation -- and these are real problems with real solutions --- but they are only resolvable in the context of a broader frame of reference.

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V A N C O U V E R C I T Y C O L L E G E

Dorothy Neville

Guidance Counsellor

My caseload varies throughout the year depending on class intake dates, but is usually around 45-50 students from all over the province of B. C., although the majority are from Fraser District. I am responsible for working with students enrolled in three divisions of Vancouver City College:

Vancouver Vocational Institute Institute (vocational programs)
Vancouver School of Art;
Special Programs Division (BTSD Levels 2, 3, & 4) &
Assessment Orientation.

This latter is a non-pressure preparatory program for students who have had educational or social difficulties or who do not know what is available to them for further education.

Numbers enrolled in these divisions in September 1971 were:

Vancouver Vocational Institute	25
Vancouver School of Art	5
Special Programs Division	14
Assessment Orientation	15
TOTAL	<u>59</u>

My work is primarily with these students in training, in being available to them for discussion, counselling, and program planning. As well, my responsibilities include being in contact with individuals or groups in high schools and on reserves; in giving information relating to educational programs, pre-requisites, financial support and community resources. One day a week is spent on "field work" attempting to be in touch with as many people as possible. My specific area is presently the Lower Fraser Valley from Vancouver to Agassiz.

Program development is a special interest area for me but at this time we do not seem to be making much progress in developing new programs, mainly it would appear, because of lack of funds.

The following are serious problem areas for students coming into program in Vancouver:

1. inadequate pre-information of procedure, educational programs and resources available to students.
2. loneliness: a lack of recreational facilities where a student can feel "at home".
3. little awareness of the demands of present school programs both in time required for study and the importance of regular attendance.

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INDIAN EDUCATION CENTER

525 West Pender Street, Vancouver, B. C.

Ray Collins, Manager

Our Indian Education Center provides a basic education (upgrading Grades 1-8) for Indian men and women. In addition to academic skill proficiency development in language arts and mathematics our program includes Indian history and heritage. Counselling, orientation, assessment, and certification are other facets of the duties and responsibilities here. Program adaptations, experimentations, and comparative studies are continuous here.

This is our fourth year of operation and during this time over 160 Indian men and women have been with us. Another 50 have come from High School and College for assistance with their science and mathematical problems. About two thirds have been men with most of our students in the 20-35 year age bracket. Three special students have been 16 and 17 years of age with two from the Yukon, and some from the Prairies and Eastern Canada who have moved out here.

Many of our graduates are now finishing their BTSD 10 and 12, college, and vocational training courses and others are skilled workers. The achievements of these energetic and ambitious Indian men and women are significant and remarkable. All who have come have made important contributions here.

Our two-room school here is an Indian Affairs Branch educational service and providing educational allowances, salary, materials, and accommodation expenses. We have a wide range of adult-based educational materials, a science laboratory, drafting equipment, typewriter, T.V., stereo with tape-recorder, a film projector with a wide range of National Film Board films of Indian films and also for science, history, and geography.

Although some are with us for a year while others complete the program in a month, the usual length of time is three months before proceeding to further upgrading or vocational training. We have a six hour day and 5 day week with the normal school holidays including July and August. Class size is 12-14 with a total enrollment of 50 for last year. Applications are received in our office here with referrals from friends and relatives of our class members, Indian Affairs Counsellors and Placement Officers, Rehabilitation Centers, Indian Friendship Centers, and Indian Organizations.

We have had visits from Indian leaders, Chiefs, Counsellors, Managers, and Band Members, Union of B.C. Chiefs, Homemakers, Brotherhoods, and Federations, Social Workers, Court and Legal Aides, Doctors, Vocational Counsellors, Placement Officers, Manpower Advisors, and Resource Personnel from Indian Affairs, Universities - and of special importance and value from Indian Organizations - have come to meet and talk with us. We have had visits and communications with Indian Education Committees and Research Officers as well as with many university education students.

This information may be of use to you; if you wish additional, please let us know. Mr. John Williams, formerly Skidegate Band-Manager and now at U.B.C. studying Theology, who worked with us last spring between college - university terms, would be please to provide further and direct information.

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INDIAN AFFAIRS

Mrs. R.C. Scott - Guidance Counsellor

This is a busy time of year - Report Time - with copies sent to parents and interviews with students and staff.

September student total	64	Boys = 40	Girls = 24
October student total	61	Boys = 38	Girls = 23
November student total	61	Boys = 38	Girls = 23

Transfers - 2 grade 12 lads to a school within bus distance of their village. They will be at home for the weekends.

Drop-out - 1 grade 11 girl - age 18 - who failed grade 11 last term but was given an opportunity to try a semester this September. Her brother wanted her to finish school; she does not want to continue with grade 11. She can be programmed for Vocational Training with a completed grade 10 and a year and more of grade 11.

Areas in which Boarding Homes are located - Richmond, Ladner, Aldergrove, Abbotsford (including new Yale Junior), Chilliwack (including Sardis).

Academic = 29 Non-academic = 34 Occupational = 1.

The Occupational lad came into the program last year for the first time. He completed his grade 8 at age 17 years and was in the same home as his brother completing grade 9 academic at age 15 years. There is an excellent Occupational Program at Abbotsford where over a period of 11 years 8 students have been on the program for a time and then progressed to the regular program. One of these eventually graduated from grade 12.

Areas from which these students come: Lytton - 1, North Island - 3, West Coast - 1, Queen Charlottes - 3, Bella Coola Agency - 11, Terrace - 14, Fraser - 1, Babine - 12, North Coast - 18.

Grades - Occupational - 1, Grade 8 - 17, Grade 9 - 9, Grade 10 - 10, Grade 11 - 14, Grade 12 - 13. (This is the first time in my 12 years as Guidance Counsellor I have had no Grade 13 students as June/71 was the last year of that program).

Ages - from 12 years of age to 20. This is the third time I have had a student enter grade at age 12. Both girls, sisters, are from Greenville. There are 3 from the same family with me and I have had 6 from the same family since 1960. The youngest I had was an 11 year old boy from Bella Bella. (His father started off to school with me; also his mother.) A lad from the Babine Agency is also 12.

Ages in September - 12 years = 2, 13 years = 4, 14 years = 10, 15 years = 7, 16 years = 9, 17 years = 12, 18 years = 14, 19 years = 4, 20 years = 2. Students 19 years or over from September to June /72 = 14.

Families - Over the years I have had the 6th, 5th and many families with the 4th child under my care. In some cases one child came to me in 1960 and the 2nd child came down this September. In a number of instances my husband, Dr. R. C. Scott, had their parents in school at Coqualeetza and Alberni or I had their parents in school at Skidegate or Bella Bella or their older brothers and sisters so I know the family background and know whether the students are realizing their potential.

Families - Family of 2 sisters - 1 family.
- Family of 2 brothers - 4 families.
- Family of brother and sister - 4 families.
- Family of 3 members - 2 families.
- Family of 4 members - 1 family.

The village parents have asked that these 2nd, 3rd, 4th etc. members come down to my areas.

Boarding Homes - 35 (less 1 in which the mother went to hospital for an operation.) Her students will return when she returns home.

1970 - 71 Homes of boarding parents of Indian descent = 10 (had students from another time).

New Boarding parents this year 1971-72 = 5. (her mother has students, ..one of my former pupils,..sone of Indian clergyman.)

New boarding parents last year 1970-71 = 8.

Boarding parents of 3 to 11 years = 21.

Boarding parents - A number of my boarding parents have over the years gone regularly to the canneries or to the villages to visit families and students they have boarded over the years.

From September to November of this year more former students, (with wives or husbands and a child) as well as parents, have visited the boarding homes. Some stay overnight, for the weekend or for a week. Former students are "family" and enjoy visiting homes in the community where their friends and they were in communication.

Boarding parents attend weddings of former students, students attend weddings of children of former boarding parents.

One former student and his wife hope to drive to Kingston next summer to visit his boarding parent who now is on the staff

Children of boarding parents are now boarding students. Students formerly on the program are now "boarding parents." (second generation)

Over the years, besides graduating from vocational programs, some of my students:

1. have become airplane pilots (one was in the Centennial Race)
2. have joined the Navy - a girl.
3. have become a member of the RCMP - 7th year in Alberta.
4. have become Home-School Co-ordinators.
5. are employed by Indian Affairs.
6. one has an R.N. diploma.
7. are employed in their villages on Councils, in P.O. work, in recreation etc.
8. have attended the Vancouver School of Art.
9. have entered the university of BCIT.

Students brought back for one semester to complete a grade - 6.

- 1 student returned home.
- 1 student is doing well on his Occupational program.
- 3 students would like to go to work but his parents would like him to complete his repeated subjects this semester.

Students returning to my area after being elsewhere for one year = 5.

Students who have written asking to return = 2. They were down for 4 years and had completed the grade and attained the age for vocational training - were all documented for such a program but when their friends were returning for September they wondered whether they could return for "another year".

It is interesting to note that I now have a 4th member of one family attending Steveston Secondary in Grade 11 - the school from which 3 of his sisters graduated over the years. Another graduated from Ladner.

A "breakdown" on academic and non-academic grades -

<u>Grade</u>	<u>Occupational</u>	<u>Vocational</u>	<u>Academic</u>	<u>Total</u>
--	1	--	--	1
8		--	17	17
9	--	4	5	9
10	--	7	3	10
11	--	11-1 = 10	3	.. 13
12	--	12-2 = 10	1	.. 11
TOTAL...	<u>1</u>	<u>31</u>	<u>29</u>	<u>61</u>

September, 1971: Returning students = 34
 New students = 19
 Transfer to my area = 1

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I N D I A N A F F A I R S

WHAT NATIVE STUDENTS, IN ONE COMMUNITY, THINK ABOUT THINGS RELATING TO SCHOOL AND LIFE ON THE BOARDING PROGRAM

Jack MacLeod, Guidance Counsellor

This school term (1971-1972) is the fifth in which I have been working as counsellor with students who are on the Boarding Program in the Lower Mainland. During this time I have worked in the same geographical areas: part of the city of Vancouver, Burnaby, New Westminster, Fort Langley and Mission City. Each year I have worked with approximately seventy students. Most have come from communities in the North Coast Education District, although each year some have come from Interior communities, from Vancouver Island, and a few from other provinces. This term I work with one girl and one boy whose homes are in Northern Alberta, and with one boy whose home is in Southern Manitoba.

Some schools make a real effort to understand the special needs of their Native students, to make them feel at home and to give special consideration to them. One of these schools in my area is, I am told, the largest Secondary School in the province. Last January, 1971 some of the teachers and counsellors in this school began to meet periodically to discuss ways in which their school might be able to serve their Native students better. Before one of these meetings I met with each of the 14 students (with whom I worked) who were registered in that school. During these visits we discussed things about the school, the community and the Boarding Program in general. This was done so that the feelings, ideas and suggestions of our students might be

presented to the teachers who attended that meeting. Some of these are listed below because I think that they represent the thinking of a good number of the students with whom I work. (The 14 students were interviewed individually in their boarding homes. The figure in brackets shows the number of students who commented in the way indicated.)

Are there things you like about your school?

Like semester system. (4)

Teachers make most classes interesting. (1)

Students easy to get to know. (1)

Don't like anything about it. (1) - (This student is in a much smaller school this term - 1971 - 1972 - liking it much better & getting good results.)

Teachers don't push. (1)

More freedom than in my last school. (1)

Teachers are really nice. (2)

No answer. (3)

Are there things which, in your opinion, make your present school more suitable for Native students than other schools which you may have attended?

Haven't attended another high school but wouldn't want to move. (3)

There are so many non-Indians here that we have to mix. I think this good. (1)
(This girl lived in a student residence from Grade 1 to 10).

A freer school than any other I've been in. I like it for this reason. (1)

Suits me well. (1)

No answer. (8)

Have teachers at your school told you that special help or extra help is available if you ask for it?

Can't remember. (1)

No. (4)

Yes. (9)

Do you feel that you have, by times, needed tutoring?

Yes. (8)

No. (6)

Have you ever accepted extra help (tutoring) from teachers at your school?

Yes. (6) (Math., English, Chemistry, Bookkeeping)

Yes. (1) (My sister, with whom I live, is a R.N.; she helps me sometimes.)

No. (7)

Have you experienced what you think of as discrimination at school on the part of teachers?

No. (14) (All were definite about this.)

Have you experienced what you think of as discrimination at school on the part of students?

No (4 girls) One said that she had not experienced this in school but that she had in the community in which she is living.

No (2 boys)

Yes (6 girls) (Two said that at the first of the term some boys called from names and were mean to them. One believes that this was done because they were Indian. The other thinks that it may not have been because they are Indian. After this was brought to the attention of the counsellor at the school, the boys were brought to the principal's office; from then on it ceased to be a problem.)

Yes (2 boys) ("When we were in Grade 8 but not since." Both are now in Grade 11).

Do you have suggestions about things which might be done - but which are not now being done - to make your school a better school for you? (to make you feel more at home, happier, more a part of the school and the community)

Maybe a School Club for Indian students. (1)

It would be good if some of the teachers at our school were natives. (1)

A good idea would be if the Indian students (coming to our school for the first time) were brought together during the first week of school and told how things are done at this school...Things are done differently here. (1)

I would like to see a course given about Indian people and culture so the other students would know more about Indians. (1)

A course about Indians might be a good thing but it might not, - depending on who gave it. (1)

I like the school as it is. (2)

There should be books in the school library about Indian culture. I've looked but haven't found any. (1)

Teachers are willing to give help if we ask for it. They usually know when we need help. I'd like them to ask me to stay for help instead of me being supposed to ask them. (1)

No, or no answer. (5)

Do you think that Native students should be treated by the school in a special way, - or like all other students in the school?

Don't know. (1)

Same as all the others. (10)

Like the others, but to do this we have to be treated a little differently; - for example, we want to get to our own homes on closing day at Christmas and Easter. (2)

When we first come to a new school, the teachers should not expect as much from us as from those who have been there before, - until we know how things are done at the new school. (1)

In the 1969-1970 (mostly in January) skipping classes became very common at your school, - mostly among our students in Grade 8. Do you think that there should be more frequent reporting by the school to our office regarding classes skipped and absences?

Don't know. (5)

Should be closer check. (3)

Best the way it is. (1)

Kids who skip often either make poor marks or fail. This is their problem. If this is what they want to do, I don't think the school or you can do much to change it. (1)

No answer. (4)

Do you think that the same regulations with regard to withdrawal from school (because of absenteeism, classes missed, etc.) should apply to students on the Boarding Home Program in exactly the same way as to other students?

Don't know. (1)

Same for us, but regulations should be less strict for all. (1)

The final decision about withdrawal because of poor attendance should take into consideration what kind of work the student is doing or if he's trying. (1)
Should be warned several times before being told to withdraw...I guess this is done. (1)

No answer. (10)

Have you found it fairly easy or quite difficult to make friends with students at school who are not on the Boarding Program?

Fairly easy. (2)

Easy. (3)

Easier than at last school. (1)

Difficult. (1)

Very difficult. (1)

Difficult for first two months. (1)

More difficult than at previous schools. (3)

No answer. (2)

Do you have close friends at school who are not on the Boarding Program?

Several. (11)

Only a few. (3)

Not any. (0)

All students on the Boarding Program in your community were given memberships in the YMCA and YWCA. To what extent have you used your Y Memberships?

Have not used my Y Membership. (5)

Take part in the activities at the Y, but not often. (5)

Go regularly to the Y, - at least once a week, usually more often. (4)

Does your leisure time include sports and social activities sponsored by your school?

Yes. (regularly) (3)

Yes. (but not often) (4)

No. (7)

Do your leisure time activities take place in the community in which you live?

Yes, but not things put on by the school. (4)

No, - not often. (10) (Of these, eight said they go to the Indian Center in Vancouver regularly. Two said that they are on a basketball team in Vancouver.)

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THE ROLE OF THE INDIAN AFFAIRS COUNSELLOR

J. T. Smith, Guidance Counsellor

As stated by the Department of Indian Affairs, counselling is the service that is most directly related to effecting behavioural change. Basically, it is a helpful relationship in which the counsellor is able to sit down with students, one at a time, and in small groups if they have common problems, and assist them in resolving their own problems. In a counselling relationship, the counsellor - a) Assists students to analyze their personal abilities, weaknesses and opportunities b) Assists students to make intelligent educational and vocational plans and c) Assists each student, particularly those who have to live away from home, to make the necessary community adjustment. As for placement, the counsellor - assists the student and parents with boarding home arrangements and works with boarding home parents and teachers to make the student's school experience more meaningful. In the latter there is a follow-up to determine whether the student's educational placement and boarding arrangements have turned out to be appropriate and workable. In addition to this, counsellors must maintain a close liaison with provincial school counsellor, juvenile and adult authorities, health and welfare offices, youth serving clubs and facilitate communication between natural parents and boarding home parents. In other words the duties of a counsellor are broad and diverse, however, the primary function of any counsellor is to be of service to students. Helping students solve their educational problems is one of the most important and frequent services the guidance department of any district is called upon to render. The reason for this is obvious - more freedoms bring in their wake pressures such as human beings have not formerly experienced. Counselling students today is very complex - it is not merely sitting down for a chat, it requires knowledge, skill, sensitivity and a high quality of responsibility. Because in guiding students today, one must take into account the background and future of the student and his emotional functioning. Guidance is not a magical word that will open the door of a treasure cave but it can show a path which the student may follow something of greater value. In short guidance is a process of helping individuals to help themselves through their own efforts to discover and to develop their potential resources for personal fulfillment and social usefulness.

Where does the counsellor fit into this picture? Counselling is the process by which an experienced and qualified person assists another person to understand himself and his opportunities to make appropriate adjustments and decisions in the light of this insight to accept personal responsibility for his choices and to follow courses of action in harmony with his choices. This non-directive approach does not attempt to improve any set of values or beliefs on the students. It truly respects the integrity of the individuals right to decide for himself. Counselling is not authoritarian - its purpose is to help a young person to assess his talents, aptitudes and interests, to provide him with information about the world outside school, and to relate the two so that he may plan to put his qualities to the best possible use. But the counsellor must also keep in mind no system of tests or of occupational classification no machinery of collecting or tabulating or charting or filing can take the place of the personal integrity, the individual capacity and the basic common sense of the counsellor.

As for vocational counselling much of the tragedy of human existence in this age is caused by people drifting into jobs. They make a choice based upon glamour, or social prestige or to please a parent. To avoid this tragedy what is needed to help those young people is information. Information about the aptitudes and capacity of the students, about the occupational fields and about the opportunities for training within those fields. All this information must be in the hands of the counsellor to advise the students. As everyone knows - maturity is not fixed and measurable - it simply means that there shall be no major area in which a person feels frustrated, intellectually, physically, socially or emotionally. When a counsellor has brought these things to the mind of a young person, he has discharged an important responsibility and he has shown how the young person may fulfill himself.

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I DREAMT OF AMCHITKA

Teddy Earl Antoine

This is the second original poem this young Indian has offered for our Newsletter.
(See Volume 1, #5).

The day before we had a large protest
Against the American Nuclear Test
Though we have tried everything
The States were going through with Cannikin
As I lay in my bed that night
I thought of the people filled with fright
I thought of the children that would weep
Then I drifted into a soundless sleep.....
The wilderness was quiet, the sky was clear
Suddenly in the distance you could hear
The rumbling sound of a sonic boom
The time of day was early noon
A light flashed across the sky
The oceans and rivers began to rise
The ground began to rumble and shake
Buildings began to crumple and break
People panicked, started to cry
Innocent people, we all will die
Flames shot upward from the ground
The moon seemed like it was falling down
The sun seemed like it drifted further away
Then darkness took over the light of day
The gentle breeze was now a typhoon
Everything in its way would be ruined
People ran from left to right

Their faces were pale, because of fright
Animals scrambled in every direction
Trying to avoid the deadly radiation
Suddenly a wall of water came rushing to me
I turned around and started to flee
With a lot of luck on my side
I managed to avoid the rushing tide
Then deep inside I felt the nearing death
As I gasped and gasped trying to catch my breath
Then darkness blinded my eyes, I could not see
I guess it was my conscience that warned me
Then I woke up in my bed
And I thought a minute to clear my head
Then the visions came back in my mind
That it was nearing the end of mankind
Subconsciously I still could hear people scream
And I tell you, this is a warning dream
So let us all be sister and brother
For there's no country greater or better
Our GOD is the only superior and best
So set a law against Nuclear Tests.

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HOME SCHOOL CO-ORDINATORS

The last two weeks it looked like winter had arrived - all the snow, icy roads and the hustle to get the snow tires installed. Oh, the joys of winter arriving! I suppose all the coast people are enjoying the grey, foggy monsoon season! So much for the weather forecast - on with my news report!

I'm a bit disappointed since I haven't seen the first issue of the Bulletin. But, because of my isolation here in the mountains and the mail delivery every fort night, that probably explains the delay.

I am wondering how many of the other co-ordinators get involved with family allowance correspondence, medical dental services, and to what extent. Services or information on these services seems difficult to unearth. Simplicity seems to breed confusion!

I would appreciate hearing from anyone who has an active Education Committee. Any suggestions on how to mobilize and involve the E.C. to a greater extent would certainly be helpful.

Patty Wright

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HOME SCHOOL CO-ORDINATORS

Many teachers in our district have made some complimentary moves concerning my liaison position as Home School Co-ordinators. I have tried to follow through some problems that have been referred to me, and, I expect there should normally be many more. I think, however, that I would be bragging to say that I have initiated a fair number of successes in these cases, as we will still need to see final effects and results by the end of the term. One thing I can say with freedom though, is that most students with problems have responded more to me than they have to their principals, counsellors, and, teachers. This is no insignificant amount of help to the schools.

At this point, I am trying to communicate with the students at Alberni Students' Residence. Our group of parents can be hopeful of visitation privileges there. I am sure that this move will contribute in some measure to making residence a bit more of home away from home.

We are now in the process of trying to develop more home work help for the students who are finding work hard at school. I regret to say that some students have dropped out at this early stage - some because they don't really have much interest at all, and some because they "brought it on themselves." It's surprising how fast some students "get turned off" in this "education" bit. But still we do have our share of those who "have come back," after being out for sometime. We also have the young chap who ran away home, and is now writing in every direction possible to get back in.

One project worth mentioning here at the residence is the weekly supper invitations to the teachers in the schools where the students are attending. The students in residence entertain their respective teachers with supper and a tour of the place. This should prove to be an enlightening experience for those teachers who are responding to the invitations.

We will be looking forward eagerly to your "Camosun" edition as we are at present in the process of arranging a date for the students in "West Coast Studies" at Alberni District Secondary involving students from grade 11 & 12 to sit in on one of their sessions in Victoria one day soon. This is an Indian studies class primarily doing a studies research on the Indians of B.C. They are doing research also on other parts of North America. The class comprises about twenty students, and three of these are Native students.

So much for the news around town,

Roy Haiyupis

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We are sorry but, the feature article on Indian Studies Program being carried on at Camosun College, Victoria will not appear until January, 1972.

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HOME SCHOOL CO-ORDINATORS

So far my work has been primarily "getting organized with the foundation work with the public schools that I am working with". I have finally met and talked with the various principals, teachers, students and counsellors of each school. I met with the students in the schools that they are attending and explained my position of Home School Co-ordinator. I met with the parents and they welcomed me with good response. Co-operation on the whole has been really going well. I have established a regular basis of one day per week in all the schools with the principals and students, plus the ON THE CALL BASIS. The main problem, if so called a problem, that is brought up to my attention is, as we all already know is ATTENDENCE in school. Most of the students I noticed were on General Program, very few on academic. Some were in Special classes or/and on very modified programs as well. I have a total of approximately 250 schools ranging from pre-school to high school level. One school is entirely Indian students...a day school called Tsartlip....One entire Indian NURSERY AND KINDERGARTEN BY TSARTLIP SCHOOL CALLED Little Raven Nursery & kindergarten. The latter is staffed with Indian teachers and teacher aides....(42) in attendance for the nursery and kindergarten.

One problem that I feel that Home School Co-ordinators face in speaking with principals, teachers and others, is the fact that we have a lot of educating and teaching them about our people. I really do not think that most of these principals and teachers fully realize and understand our problems in the field of education. Why? Because they either know nothing or very little about our reserves, our way of life, or our way of thinking. It is hard for them to understand that we have a special problem in education. We seem so insignificant and unimportant to these people. We educators are not looking for special or extra attention in the public schools yet we are seeking interested teachers and counsellors and co-operation to help our people. To us, it is **important** that our people become educated enough to get a job, to have basic understandings about voting, municipal operation, general business about budgets in band business, administrative tasks, the general KNOW HOW of everyday living....insurance, mortgages, medicare, by laws and law order....etc....

It is true that our Indian students are attending school and that many of our students are returning back for a second round but how many do graduate or finish in the end?

If all the Home School Co-ordinators could encourage students to stay with it until he or she has at least a good basic training...he has done wonders! I think that encouragement is needed by parents as well as by counsellors. The education system and school work can be frustrating and depressing to alot of Indian students at times. If we could catch them then to give a little encouragement and understanding...we could say that we did try with earnest...and interest...

I hope that my wondering thoughts did not confuse you! I hope that I do not convey negativism...far from it!

Mrs. Molly Pelkey

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HOME SCHOOL CO-ORDINATORS

My office is located in Lillooet which has two Elementary Schools and one Secondary. The secondary school in Lillooet is the only one in the district.

Next to the Village of Lillooet is the Indian Village of Lillooet. No doubt, you heard about the fire disaster that struck the reserve. The new homes are being built as fast as is possible and are expected to be complete before winter cold sets in.

The next reserve I serve is the Cayoosh Creek. The reserve is comprised of two separate tracts of land. The nearest is located two miles from the town and the second is about three miles further along on the Texas Creek road.

Bridge River reserve begins about three miles from town and extends about thirteen miles on either side of the Bridge River. All of the children from the reserve attend school from Kamloops Indian Student Residence or are boarding out in Kamloops. This requires me to act as liaison between the parents and students.

The Fountain reserve has the largest number of Indian students of the whole area. It is located about ten miles from Lillooet on the Lillooet-Cache Creek highway.

Further along, 23 miles from Lillooet, is the Pavilion band. Pavilion is a relatively isolated community served by a two room school which we affectionately call Pavilion school.

Seton Portage and Shalalth are the most distant areas that I serve. They are located about 45 miles from Lillooet by road. Via P.G.E. they are about 20 miles from Lillooet. These communities are served by Bridge River Elementary and Seton Lake School.

PROJECTS UNDERWAY OR OPERATING

- NURSERY SCHOOLS:
- a) Lillooet - located in basement of Anglican Church. This school was begun last year. It is administered by the Lillooet District Indian Bands Council. It serves the reserves of Fountain, Lillooet, Cayoosh and Bridge River. Only those with their own transportation from Bridge River are able to take advantage of the service.
 - b) Shalalth Nursery - located in basement of Seton Lake School. This was in operation before I had arrived on the job. It is operated through Indian Affairs by Mrs. Clara Shiels.
 - c) Teacher aides - Indian teacher aides are also being discussed. There are teacher aides in the schools but no Indian person is yet involved as such.

- d) Adult Education - on reserve - Fountain is starting a course in the preparing of buckskin right from its raw state. Since this was already under way this office could not take any credit for it.

I had suggested the introduction of cedar basket weaving. This program is to be opened to any one that is interested in taking the course. It will deal with the actual weaving from the raw materials (cedar roots, saplings, etc.) with the course ending with two or three fields trips to show the people where and how the materials could be obtained.

- e) Communication: i) set up a program of communication to inform band councils of educational opportunities that are available to band members.
- ii) attempt to get the education committees into more inter-reserve involvement.

Saul Terry

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