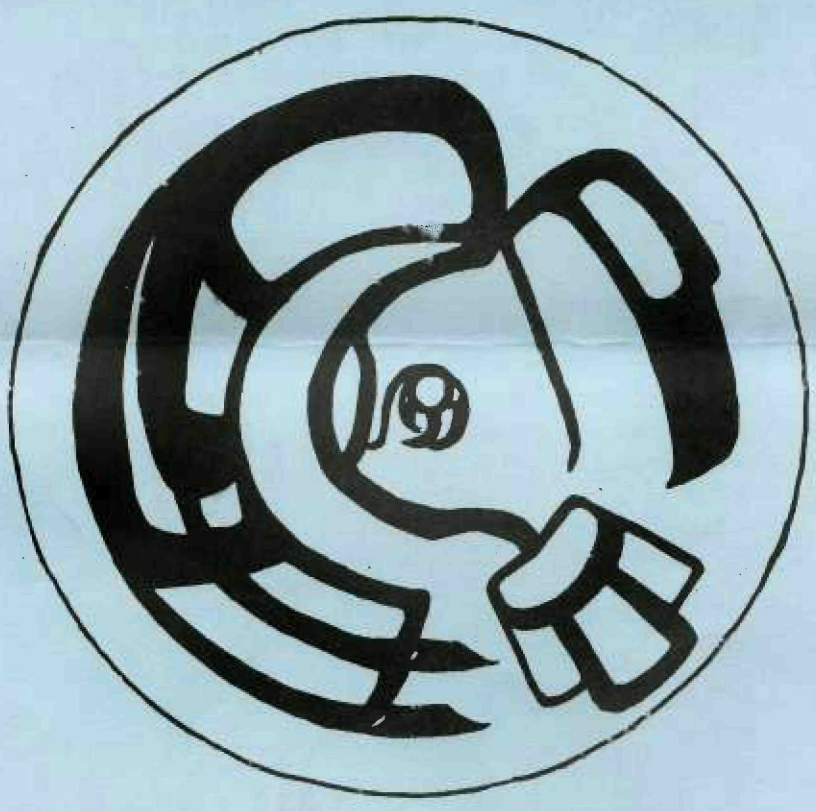
INDIAN EDUCATION

UNIVERSITY OF
SEP 26 1973
LIBRARY
BRITISH COLUMBIA



NEWSLETTER

VOLUME 2 #5

JANUARY '72

INDIAN EDUCATION RESOURCES CENTER
HUT 0-12, U.B.C.

AN EXPLORATORY LOOK AT INDIAN EDUCATION FOR B. C.

ALVIN A. MCKAY, DIRECTOR - IERC.

Our various contacts with teachers, schools, teacher workshops, counsellors, students and concerned Indian and non-Indian people have brought to our attention that there are many needs of Indian Education that are currently demanding and outstanding. These needs are related to such areas as:

1) school drop-outs.
2) secondary school programming and streaming.
3) curriculum enrichment, innovation, supplementation.
4) practical utilization of the various counselling services.
5) practical use of resource personnel.
6) more use of teacher workshop - inservice programs.
7) subject and age retardation.
8) tutoring services.
9) cultural barriers.
10) teacher background regarding Indians.

The Resources Center is faced with the problem of providing package deal or recipe-type answers to the above needs. This approach is impractical due to the diversified make-up of the Indian population as to culture, tribal barriers, socio-economic base etc. It is also beyond our present resources to attempt to reach all of the schools etc. to elaborate on the above needs.

I appeal to all those involved in some area of Indian Education to consider and plan some action with reference to these needs.

Suggested, possible ways to meet the above needs:

1) <u>School drop-outs</u> -

- does your school have up-to-date statistics on this?
- has there been an analytical - diagnostic treatment of these drop-out students (are drop-outs in vocational or other training; full time employment; or are they real drop-outs, and if so, are there preventative measures set down to avoid future drop-outs?)

2) <u>Secondary School Programming and Streaming</u> -

- was there actual assessment of Indian students potential at beginning of school term (and not just placement based on the fallacy of Indian students retardation in years and subject areas etc.) Students who are placed on programs without actual assessment are

(cont.).... 2) easily bored, disheartened and disinterested, and this situation breeds trouble makers, delinquents and drop-outs.

- is there an orientation program regarding secondary school courses for Indian parents. Generally speaking, parents are a great source of encouragement to their children regarding school success. Indian parents are even more anxious for their children to succeed in their academic pursuits. However, encouragement efforts are limited due to the lack of understanding of what their children are facing in the secondary schools.

Village Councils, Indian Education Committees, Indian Affairs Guidance Counsellors, Home-School Co-ordinators, Secondary School Counsellors should co-ordinate their efforts to gather data about potential grade 8 students in early June.

3) Curriculum Enrichment, Innovation, Supplementation Work.

Since all Indian secondary students are in the provincial schools, a totally separate curriculum outline for Indian students is not feasible. However, major adaptations of this problem area are desirable for both Indian and non-Indian students.

The present B.C. Curriculum has plenty of leeway for enrichment, innovation and supplementation efforts. Many schools are currently involved in developments of this nature. Perhaps, these schools should contact our Center, so that a co-ordinated effort can be made in such pursuits. Our Center has several such supplemental units available (see our Indian Education Newsletter - January and February, 1972 issues).

4) Practical Utilization of Existing Counselling Services.

Ideally, at the critical transitional area (from grade 7 to grade 8), a concerted effort should be made to offer a counselling program (by grade 7 teachers, Home-School Co-ordinators, Indian Affairs Guidance Counsellors, Indian Village Councils, and Education Committees etc.), dealing with rural urban life; an elaboration of secondary school programs; operation of secondary schools; teenage life; home study habits etc.

Such an emphasis at this level would lessen the present complexity of counselling Indian secondary students, and hopefully a more meaningful type of counselling would develop.

5) Practical Use of Resource Personnel.

In enriching or developing your present school program, a very necessary ingredient, is the use of local hunters, trappers, fisherman, loggers, historians, artists, story tellers, dancers, carvers, village council members, mothers, teacher aides, subject area consultants, home-school co-ordinators, BCNITA members etc. Since there is very little written material regarding the foregoing, such an approach as suggested, is a readily available sourch of supplementing your curriculum upgrading efforts.

6) More Use of Teacher Workshop - Inservice Programming.

Since all Indian secondary students are attending provincial schools, it stands to reason that more and more secondary schools will have Indians in their classes. With this "inevitable" development, we suggest that District Teacher Conferences make an effort to include Indian Education as a topic for informational discussion. The B.C. Native Indian Teachers Association and the Indian Education Resources Center are there to provide resource materials and personnel - usually a month's notice is all we need. At such workshops, all of the needs included in this article can be pursued with a two-way exchange of ideas approach.

7) Subject and Age Grade Retardation.

Indian students are reputed to be a year or more behind in age-grade as well as in such subject areas as in reading.

Does your school approach actual situations with analytic - diagnostic - remedial programs?

Is there a preventative attempt to correct these weakness areas in the formative years (pre-school - kindergarten) and in the primary program?

Is the reading retardation problem analyzed as to what developmental skill is lagging or weak i.e. (left to right eye co-ordination; comprehension; phonetic problem; oral & silent reading; enrichment of vocabulary; word or component word omissions, substitutions, repetitious; sentence, paragraph, chapter summaries; physical or mental impediments etc., etc.)

8) Tutoring Services.

Assuming that you are faced with the problems in #7, and with poor homework habits (assignments not turned in, poor daily homework preparation,

(cont.).... 8) no oral participation in class etc.) in grade 8 and up, does you school offer extra tutoring (out of school) services to Indian students - on a one to one basis, on a team approach basis, or on an incidental basis?

Home-School Co-ordinators, Indian Affairs Guidance Counsellors and counsellors should team up to help provide or arrange this necessary help.

9) Cultural Barriers.

Fallacies, misconceptions, misunderstandings are ingredients to prejudices or discrimination.

A co-operative effort by Indian and non-Indian people is needed to avoid this unhealthy relationship. PTA and Education Committees. Village Councils, School Board, or Integration Committee Meetings, should encourage a two-way exchange of ideas and feelings by Indian and non-Indian participants.

Strengths and weaknesses of all students should be considered in the day to day school operation. Most Indian students have a rich cultural background, his socio-economic base, his contemporary mode of life etc. See #2, #3, #4, #5, #6 & #10.

10) Teacher Background Information Regarding Indians.

See our Indian Education Resources Center lists of books, films, educational pamphlets, resource personnel, curriculum enriched materials etc. Updated lists will be appearing in the January and February 1972 issues of our Indian Education Newsletter.

A 3 unit credit course at UBC (winter and summer sessions) Education 479 - Indian Education is an excellent source, offering a beginning approach in this area. It deals with historical as well as contemporary aspects of the Indian, correlated to the education field.

University of Victoria offers a similar course in Anthropology and Education - (Education 425).

This initial exploratory look at Indian Education is hopefully the beginning of a series of articles on Indian Education to be undertaken by members of the B.C. Native Indian Teachers Association. By all means, it is not an exhaustive treatment of the topic, but rather was intended to germinate some seeds of thought you may have already had, or perhaps it maybe an encouragement to some program you and you school are involved in.

We welcome news about your school programming, teacher helps or hints, or your thoughts on my aspect of Indian Education. There is a real need for a co-ordination of efforts in curriculum enrichment or supplemental work. We encourage all schools currently involved in such developments to exchange ideas, facts or finished products with our Center.

****

TRAINING OPPORTUNITIES FOR ADULTS POST-SCHOOL EDUCATION SERVICES AVAILABLE TO INDIAN PEOPLE

B. C. REGION: Federal Department of Indian Affairs & Northern Development, Regional Office, #303 - 325 Granville St., Vancouver 2, B.C.

This is designed to be of assistance to you regarding the educational services available through the Department of Indian Affairs.

The purpose of the Department is to adminster the "Indian Act". The educational services available to Indian people are found within the "Indian Act", Section 113-122.

In 1966, the Vocational & Special Training Division of the Department came into being. Its prime responsibility is to provide a wide range of educational services such as Adult Education Programs, Vocational Training and Employment Assistance.

POST-SCHOOL OR VOCATIONAL TRAINING:

Post-School or Vocational Training is pre-employment training which the student could find helpful in securing qualifications required for employment. Nursing, Stenography, Teaching, Electrical Training are some examples of vocational training. Studying at the University or College for a degree is also vocational training in that it prepares for future employment.

WHAT IS PRE-APPRENTICESHIP TRAINING:

Pre-apprenticeship training is preparation for employment through apprenticeship. This program is sponsored by the Provincial Government and is designed to help people who wish to see employment in such trades as Bricklaying, Electronics, Sign Printing, Carpentry, etc.

The training teaches the individual basic skills and fundamental theory of the trade he has chosen. Upon graduation, the student is qualified to enter apprenticeship of his trade.

Apprenticeship training is learning on the job through an employer and studying in a Vocational School. The employer provices practical training in the skills of the trade. By working with skilled men, the trainee can acquire skills and knowledge which apply to his trade.

SPECIAL TRAINING:

Upgrading is a major part of special programs. There are two programs held in Vancouver which are part of special training.

One is the Adult Continuation Centre which offers upgrading for people with little or no schooling. This course is held at 525 West Pender Street, Vancouver, B. C. Telephone: 688-1725.

The other course, the Assessment Orientation & Upgrading Program is designed for people 18 years and over who have dropped out of school but have a desire to return. This course assists the student in dealing with City life. Orientation is done by visiting and touring public facilities, inviting Indian guest speakers, etc. The student assesses his social and academic programs and decides when he is ready for a regular class or employment. The Class is held at King Edward Centre, 951 West 12th Avenue, Vancouver 9, B. C.

Also part of Special Programs are courses such as fire prevention, held on the reserve, cooking and sewing classes, crafts, and other cultural activities which are held in the evening on reserves.

Camosun College in Victoria offers a program of Indian Studies such as Upgrading, an Introductory Fine Art course and a Special Adult Secondary Program for Native Indians, Grades XI and XII as well as other courses leading to employment.

In addition Basic Training for Skill Development classes are held in co-operation with Canada Manpower on reserves in B.C.

MANPOWER TRAINING:

Manpower has training programs for persons who are either unemployed or employed but want to improve their skills and get a better wage.

In short, to qualify for Manpower training it is required that:

1. You be at least 16 years old, a member of the labour force for one year. This only qualifies you for tuition costs. Indian Affairs may provide for your living allowance if needed.

2. You have been a member of the labour force for three years or have dependents. This qualifies you for tuition costs and living allowances. The allowance will vary from $47 to $88 per week.

FINANCIAL ASSISTANCE FROM INDIAN AFFAIRS

Financial assistance is available for Indian people who wish to continue their education in a vocational course at any of the Provincial Vocational Schools in the Province. Assistance includes the payment of tuition fees, the cost of books and supplies and a living allowance for room and board, and spending money. Allowances will vary from $47 to $88 per week, depending on the number of dependents. These payments are made twice a month and applications are made through Vocational Counsellors. A visit must be made to Canada manpower first before Indian Affairs assistance is granted. You will be asked to pay for some of your training costs if you can afford it.

ACCOMMODATION ASSISTANCE:

The Boarding Home Program is designed to accommodate Indian students who attend school away from their community. If a student wishes to board in a private home he/she may do so by contacting a Vocational Counsellor, who will then make necessary arrangements.

VOCATIONAL COUNSELLORS:

The role of the Vocational Counsellor is:

1. To discuss with the student his/her goals and opportunities available to achieve them.

2. To assist the student who may not have a specific course in mind, but wished to improve his or her employment qualifications.

3. To serve as a contact person. Information regarding training services available, locations of Vocational Schools and matters of a personal nature can be discussed. If the Counsellor is unable to assist the student in certain matters, he should be able to direct the student to someone who can. He can make arrangements for aptitude and ability testing for anyone who wishes to find out where his/her interests and abilities lie.

GENERAL INFORMATION:

There are many questions which may arise that are not discussed in this pamphlet. It is designed only to provide basic information. The Vocational Counsellors should be available to answer any questions which may arise and have not been mentioned in this booklet.

For further information contact your District Vocational Counsellor:

TERRACE AREA
Bergman: Ernie K.
Terrace Agency
215 - 4618 Lazelle Avenue
Terrace, B. C. 635-7127

KAMLOOPS AREA
Demosky: Peter J.
Thompson River District
224 - 317 Seymour Street
Kamloops, B.C. 372-8871

VICTORIA AREA
Paul: Philip C.
Dick: Harry
Vance: Cathie (Mrs.)
Camosun College
P. O. Box 490
Victoria, B. C. 592-2478

PRINCE GEORGE AREA
Fraser: Dave
Special Services
Prince George School District
860 Edmonton Street
Prince George, B. C.
563-1252

BELLA BELLA AREA
Pegg, Robert A.
Campbell Island
P. O. Box 40
Bella Bella, B. C. 9002X

KELOWNA AREA
Sterling: Deanna (Miss)
School District #23, 599 Harvey Avenue
Kelowna, B. C.
762-2837

NANAIMO AREA
Toporowski: Maurice P.
South Island District
214 Federal Building
Nanaimo, B. C. 753-4181

VANCOUVER AREA
Kent: Elsie M. (Mrs.) 666-1129
Paul: Benjamin 666-1326
Morritt: Robert A. 666-1128
Fraser District
#502 - 325 Granville Street
Vancouver 2, B. C.

CRANBROOK AREA

School District #1
703 - A Cranbrook Street
Cranbrook, B. C. 426-4201

VANCOUVER AREA
Neville: Dorothy (Mrs.)
Morrison: Don
Vancouver City College
Special Programs Division
951 West 12th Avenue
Vancouver 9, B. C. 731-4614

VANCOUVER AREA
Collins: Ray
Instructor
Adult Basic Education
1 - 525 West Pender Street
Vancouver 2, B. C. 688-1725

*
* * * * * * *
* * * * *
* * *
*

EMPLOYMENT & RELOCATION SERVICES AVAILABLE TO INDIAN PEOPLE

B. C. REGION: Federal Department of Indian Affairs & Northern Development, Regional Office, #303 - 325 Granville St., Vancouver 2, B.C.

Employment and Relocation Services are available through Indian Affairs. Eight counsellors are employed to find employment opportunities for the Indian labour force, either through Canada Manpower referrals or direct placement with an employer. On-the-job Training, In-Service Training and Relocation Programs are also part of Employment and Relocation Services, and are available to the extent of the budget allocated.

ROLE OF THE COUNSELLORS

Generally the duties of the Employment and Relocation Counsellor are:

1. To assist in locating employment opportunities for Indians either living on or off the reserve.

2. To counsel applicants for On-the-Job Training, In-Service Training, or relocation programs.

3. To promote economic development on reserves so that it will provide employment for Indian people.

4. Find job placement for disabled people where possible.

PROGRAMS

PLACEMENT

This service is designed to be of assistance to anyone who is starting employment. The funds help pay for his transportation to work area, his first month's rent, basic tools, clothing and other necessities as required.

RELOCATION

Funds are available for Indian people who wish to move off the reserve for permanent employment elsewhere. Because this move is of a permanent nature and granted only once, it is a very serious step. Assistance of this kind is of a limited nature dependent on local budgets.

ON-THE-JOB TRAINING

Training on-the-job is supervised employment. During this training the individual may have to go to classes related to his trade. This program is helpful for a person who does not meet the academic requirements for entering a trade school program, but shows great interest and ability on the job. Before a contract is entered into, there must be a moral committment for a job.

Some of the jobs one can learn on-the-job are:

1. Carpentry
2. Short Order Cook
3. Waitress
4. Teller
5. Dry Cleaning
6. Machine Operator
7. Printing Trades
8. Tire Repair, etc.

CANADA MANPOWER

Many of the programs available through Canada Manpower are similar to those offered by the Employment and Relocation Program. Manpower offers training programs, job placement and mobility grants for people who need assistance in moving to a centre of employment. Indian Affairs offers assistance in training when Canada Manpower criteria are not met by Indian applicants for training.

Canada Manpower's training program sponsors people who want to learn a trade. Tuition costs and living allowances are available if you qualify. To be eligible for tuition costs you must be at least 16 years old and have been out of school for one year. Full assistance, tuition and living expenses are given if you have been a member of the labour force for at least three years. This can mean that you were either employed or unemployed. Additional assistance is given if you have dependents.

GENERAL INFORMATION

In choosing a trade, a person must consider certain facts;- his physical ability, his ability to master skills and technical knowledge and most important a sincere interest in the trade of his choice.

This pamphlet is designed to provide you with some basic information about employment and relocation services. Any question which may arise and you may want to discuss should be directed to an Employment and Relocation Counsellor in your District or to the Regional Relocation Counsellor:

Mr. J. D. Addison
#502 - 325 Granville Street
Vancouver 2, B. C. 666-1250

LIST OF DISTRICT EMPLOYMENT & RELOCATION COUNSELLORS

Atchison, G. H.
Curry, M. E.
Fraser District
2 - 326 Howe Street
Vancouver 1, B. C. 666-3778

Bowen, D.
Kootenay-Okanagan District
3101 - 32nd Avenue
Vernon, B. C.
545-0538

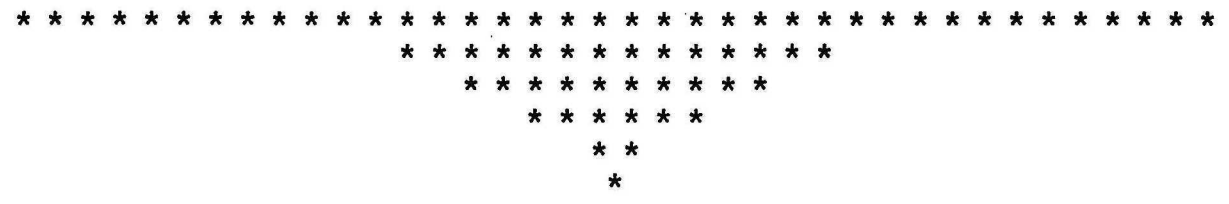
Buckley, C. E.
Thompson River District
224 - 317 Seymour Street
Kamloops, B. C. 372-8871

Cole, J. H.
South Island District
214 Federal Building
Nanaimo, B. C. 753-4181

North Coast District
208 Federal Building
Prince Rupert, B. C.
624-6777

Harvey, J. H.
Lakes District
208 - 550 Victoria Street
Prince George, B. C. 563-0231

Sero, K.
Terrace Agency
215 - 4618 Lazelle Avenue
Terrace, B. C.
635-7127



FILMS (16 MM OR 35 MM) RELEVANT TO INDIAN EDUCATION

A. THE FILMS MAYBE BORROWED FROM THE NATIONAL FILM BOARD OFFICES LISTED BELOW:

B. C. Regional Office
1155 West Georgia Street
Vancouver, B. C.

Kelowna Office
P. O. Building
Bernard & Ellis Street

Prince George Office
545 Quebec Street

Victoria Office
811 Wharf Street

Be sure to indicate whether you want 35 mm or 16 mm and please quote the number which follows.

Bookings should be made a month in advance, and if you are in an isolated area, add a week or two.

* * * * * * * *

B. FILMS

1. Age of The Beaver - 16 minuted 47 seconds - black & white - NFB. 35mm (105B0152027) 16mm (106B0152027). Fur trade, its effects on exploration and settlement. Engravings and paintings portrays romance, adventure, hardship of traders and Indians.

2. Age of the Buffalo - 14 minutes - colour - NFB. 35mm (105C0164047) 16mm (106C0164047). Mid-1800's paintings of North American Indians and buffalo hunts.

3. Mission of Fear - 79 minutes - black & white - NFB. 35mm (105B0165037) 16mm (106B0165037). Jesuit martyrs. A reconstruction of early Indian life.

4. Ballad of Crowfoot - 10 minutes, 18 seconds - black & white - NFB. 35mm (105B0168147) 16mm (106B0168147). An Indian Crew helped to make this film. It recalls some tragic incidents suffered by Indians from the coming of the whiteman.

5. Caribou Hunters - 17 minutes, 30 seconds - colour - NFB. 16mm (106C015011). Nomadic Indian hunters, herds, camp life.

6. Charlie Squash Goes to Town - 4 minutes, 26 seconds - colour - NFB. 16mm (106C0169049). A satirical animated film - resists the idea that it is the manifest destiny of Indian boys and girls to follow advice of well-meaning Indians and whites (to work hard at school and in society to be like everybody else.)

7. Circle of The Sun - 20 minutes, 13 seconds - colour - NFB. 35mm (105C0161035) 16mm (106C0161035). Alberta Indians and Sun Dance. Also reflection on the predicament of young generation (relinquishment of tribal and reservation ties, but have not yet found a firm place in new life).

8. Encounter With Saul Alinsky - Part II: Rama Indian Reserve - 32 minutes, 6 seconds - black & white - NFB. Young articulate Indians test inherent, tolerant philosopy against prognostic ideas of Mr. Alinsky. (Revision of 100 year old Indian Act).

9. Haida Carver - 12 minutes, 3 seconds - colour - NFB. 35mm (105C0164079) 16mm (106C0164079). Young Haida Indian artist at work on totem argillite carving etc.

10. High Steel - 13 minutes, 59 seconds - colour - NFB. 35mm (105C0165111) 16mm (106C0165111). Mohawk Indians of Caughnawaga (near Montreal) famed for their skill in erecting steel frames of skyscrapers. Also glimpses of reserve life are included.

11. Indian Dialogue - 27 minutes, 43 seconds - black & white - NFB. 16mm (106B0167074). Canadian Indians discuss such problems as, threat to their own culture by predominant white society, economic poverty, spiritual deprivation etc.

12. Indian Memento - 18 minutes, 12 seconds - colour - NFB. 16mm (106C0367058). Expo '67 - Indian-Canada pavilion, Montreal. Young Indian hostess draws attention to Indian artifacts, printed placards telling story of North American Indian and contact with European settlers (regarding freedom of movement, loss of land, loss of health of body and spirit etc.)

13. Indian Relocation: Elliot Lake--A Report - 29 minutes, 55 seconds - black & white - NFB. 16mm (106B0167075). Northern Ontario Indian reserve experiment to prepare Indians for city life through program of vocational and academic education - a programmed integration.

14. The Indian Speaks - 40 minutes, 20 seconds - colour - NFB. 35mm (105C0167025) 16mm (106C0167025). Various Canadian Indians discuss Indian traditions slipping away with nothing equally satisfying or significant to take its place.

15. The Longhouse People - 23 minutes, 2 seconds - colour - NFB. 16mm (106C0151012). Life and religion of longhouse people (Iroquois). A link with the proud past (rain dance, healing ceremony, a celebration for newly chosen chiefs).

16. North - 14 minutes, 8 seconds - colour - NFB. 35mm (105C0168077) 16mm (106C0168077). Sights and sounds of NWT - Indian and Eskimo communities.

17. The People of Dipper - 18 minutes, 22 seconds - colour - NFB. 16mm (106C0166084). Chippewayan Indian reserve life (new ways do not conflict with traditional activities.

18. People Might Laugh At Us - 9 minutes, 7 seconds - colour - NFB. 35mm (105C0164132) 16mm (106C0164132). Micmac Indian children (Quebec) - who are reluctant to let visitors see their activities.

19. Pikangikum - 9 minutes, 22 seconds - black & white - NFB. 35mm (105B0167077) 16mm(106B0167077). Sketches of life on an Indian reserve in northern Ontario.

20. Pow Wow at Ducklake - 14 minutes, 30 seconds - black & white - NFB. 16mm (106B0167076). Saskatchewan Indians discuss such problems as schooling available and limitations of education that restrict their opportunities to develop in their own ways for their best interests.

21. These Are My People - 13 minutes, 18 seconds - black & white - NFB. Indian film crew attempt to portray historican and other aspects of longhouse religion, culture and government and to show impact of whiteman's arrival on Indians way of life and on future.

22. This Land - 57 minutes - black & white - NFB. 16mm (106B0168041). Nisgha Indians of B.C. Claim that white people have no right to sing, "This Land is Our Land". How and why that right is being challenged is well documented.

23. Totems - 10 minutes, 35 seconds - colour - NFB. 16mm (106C0144006). Amidst massive scenery of farwest, the totem poles carved by B.C. Indians portray family history, achievement and religion myths.

24. Trail Ride - 20 minutes, 11 seconds - colour - NFB. 16mm (106C0164175). Indian boys and city boys mix in a holiday involving horses, riding herd, branding calves, teepee living etc.

25. The Transition - 17 minutes, 28 seconds - black & white - NFB. 16mm (106B0164012). Film to prepare young Canadian Indians with kind of life to be faced in a city. What helps to adjustments?

26. Travelling College - 9 minutes, 30 seconds - black & white - NFB. 16mm (106B0168164). Indian film crew demonstrates concept of self-help contained in Indian Travelling College.

27. You Are On Indian Land - 36 minutes, 48 seconds - black & white - NFB. 16mm (106B0169017). Film report of a protest demonstration by Mohawk Indian - International bridge, Canada & USA near Cornwall Ontario. Confrontation hinges on a right established by the Jay Treaty of 1794.

28. Indian Days - 12 minutes, 43 seconds - colour - B.C. Films. 16mm (106C0163086). Indians of B.C. Interior congregate annually at Kamloops, B.C. - main street parade, action packed rodeo and carousing night festivities.

29. Legend - 15 minutes, 11 seconds - colour - NFB. 35mm (105C0170012) 16mm (106C0170012). Story based on West Coast Indian legend.

30. Klee Wyck - 15 minutes, 2 seconds - colour - NFB. 16mm (106C0147005) Story of Emily Carr and her paintings of B. C. - giant trees In ian villages, totems and carvings.

31. The Loon's Necklace - 11 minutes - colour - Crowley Films Ltd., for Imperial Oil Ltd. 16mm (106C0150008). Indian legend explaining white band around the black neck of loon.

32. One Little Indian - 14 minutes, 40 seconds - colour - NFB. 16mm (106C0154011). Magic Bow and magic gifts is bewildered by whirl of traffic.

33. Survival In The Bush - 30 minutes - black & white - NFB. 16mm (106B054032). NFB producer and an Indian guide are marooned in the bush.

34. Village In The Dust - 18 minutes, 55 seconds - colour - Imperial Oil Ltd. Archaeological excavation of an Indian village.

35. Northern Campus - 14 minutes, 26 seconds - black & white - NFB. 16mm (106B061088). Canada's plan for educating the Eskimo, Indian and white children of Canadian North.

36. Lacrosse - 14 minutes, 12 seconds - colour - NFB. 16mm (106C0164182). How Indians began the game and the Lacrosse stick factory at Cornwall. (Mohawks).

37. Hello! Hello! Alo! - 9 minutes, 25 seconds - NFB. 16mm (106C0167096). Cartoon, illustrating history of communication from tom-toms to satillites.

*NFB - National Film Board.

* * * * * * *
* * * * *
* * *
*

AN UPDATED RESOURCES BOOK LIST AVAILABLE FROM THE CENTER WILL BE INCLUDED IN THE FEBRUARY, 1972 ISSUE - VOLUME 2 #6.

* * * * * * *
* * * * *
* * *
*

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

ELSIE KENT

VOCATIONAL COUNSELLOR

My case load is comprised of College and University students in the Vancouver area.

University, B. C.	-	17
Simon Fraser	-	7
Capilano College	-	3
Douglas College	-	3
Other classes (R.N. etc)	-	7

Students attending come from all parts of B.C., the Yukon, and in some cases from other provinces. In addition I am correlating Counsellor for Vancouver City College.

On a Regional basis, my duties involve correlation of programs through out the province. Other counsellors, personnel and often students request information as to when certain courses are offered in B.C., or other areas, pre-requisites for the courses, length of time involved, assistance and names of people to contact in these areas, etc.

```
* * * * * * * * * * *
  * * * * * * *
    * * * * *
      * * *
        *
```

RETURN ADDRESS FOR INDIAN EDUCATION NEWSLETTER:
HUT O-12
UNIVERSITY OF B.C., VANCOUVER 8, B. C.