INDIAN EDUCATION

VOLUME 4 #8 & 9

APRIL MAY 1974

NEWSLETTER

Indian Education Resources Center
Room 106 - Brock Hall, U.B.C.
Vancouver 9, B. C.
Phone; 228-4662

HOME SCHOOL COORDINATOR TRAINING

Requests from many individuals and organizations across the province have prompted the efforts of Colleges and Universities to supply training for Home School Coordinators. When the HSC programme began there was no actual recognized course of studies in existence that suited the needs of Home School Coordinators.

In 1971, 1972, and 1973 the B.C. Native Indian Teachers Association through the Indian Education Resource Center offered a concentrated summer course at U.B.C. which was designed to introduce new or prospective HSC to basic rudiments of the job and to the various avenues and policies that could influence the effectiveness of the HSC in doing his job. There were no credits involved and the certificate issued by B.C.N.I.T.A. did not raise the status of the HSC above the paraprofessional level.

It is most likely that B.C.N.I.T.A. will not offer the course again B.C.N.I.T.A. members however have been largely instrumental in encouraging the establishment of HSC courses in the following three Colleges - Malaspina College, Langara College, and New Caledonia College (A summary of each colleges HSC training course will follow).

Before we talk about HSC training we must describe the area of conflict that had to be recognized before a HSC course was started.

The HSC programme is unique because its HSC's are expected to be very specialized people who are reasonably expert in many fields. The fact that their roles of liaison, catalyst, counsellor and resource persons demand a range of skills, and the fact that there are very few Indian people who have the academic education that would give them these skills, means that selection of HSC has been based primarily on personal suitability alone. At some point in their employment HSC's usually realize that they need additional skills to perform their jobs.

Universities will not offer HSC course because their policies do not allow them to issue certificates or diplomas to anyone unless he has already obtained a degree.

Colleges are very interested in offering HSC courses but we must consider several points. When HSC's take training they will usually expect:

(a) to take the kind of training that will provide them with definite skills to improve their performance on the job.

(b) credits that will enable them to go on to University and complete a degree.

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It appears that the HSC cannot have both, at present. In seeking skills the HSC is seeking to improve himself in counselling techniques, public speaking, office procedure, drug and alcohol use and abuse, educational policies, political policies, social influences, etc. To become expert in any of these requires many years of study at Universities or in society. The type of skill training that a College would offer would not involve credits. They would involve the service of a skilled Resource person who would introduce important and useful approaches and techniques in a given subject.

In seeking credits the HSC must realize that the college does offer courses such as introductory psychology, sociology, political science, etc. that are recognized and accepted by Universities. These courses are fine, introductory courses and much useful information is made available to HSC's but they do not give him the expertise he needs. He would need to take several years of each subject area to become reasonably expert in it.

When we examine HSC training courses we must recognize them for the area they seek to serve - skill training without credits or introduction with credits. From this we can examine the types of HSC training offered by the three colleges.

Malaspina College - Nanaimo - Skilled training courses, 4 - 6 weeks duration. To start in July, 1974. Applicants can be Indian or Non-Indian. Entrance requirements very flexible although personal suitability will be considered. Malaspina expects to suit training to meet the needs of Vancouver Island but applications from all points will be welcomed.

*** NOTE: The College of Malaspina is also accepting applications for the position of Coordinator for the HSC Training Programme. Former or Acting HSC's are welcome to apply, or any individual familiar with HSC work and has experience in this field. Further details from Malaspina College.

The Malaspina HSC Course will offer concentrations in Public speaking, office and administrative procedures, reports, letters, and minutes, counselling techniques, child growth and development, life skills, community action, Home-School workshop.

College of New Caledonia - Prince George - One skill training course and a one or 2 year diploma programme (in the planning)

(a) Skill Training: started April 22, 1974 and will end in May 30, 1974. Training will concentrate on various skills and knowledge necessary to help one function as a HSC.

(b) Credit Training: is being planned and may start in September, 1974. This course will focus on introducing courses that involve transfer credits to Universities.

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Langara College - Vancouver - Credits available. An 8 month, 2 semester course with flexible entrance requirements. A fairly heavy workload of 5 academic University transfer courses and 1 course in Home School skills. With this heavy workload, applicants may opt to take fewer courses and continue at a later date and possibly at a choice of other colleges.

XXX Applications are also being accepted for the position of Coordinator for this programme. Details available from Langara College.

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LITTLE BEAVER SOCIETY

1290 GLADSTONE AVENUE

VICTORIA

POSITION OPEN - DAY CARE SUPERVISOR

QUALIFICATIONS: Must have valid B.C. Day Care Certificate
Must have transportation
Experience in working with Native Indian People preferred.

Duties: To plan new Day Care Cultural Program through the Little Beaver Society Board of Directors and Supervise Staff.

Salaries: To be negotiated.

Please submit with application with Certificate and TWO letters of reference to the above address and address to President: Mr. Ray Peter--Mark Re: Employment.

Telephone Enquiries: Victoria - 384 - 3211
or
384 - 4642

B. C. N. I. T. A. 5TH ANNUAL SPRING CONFERENCE

The B.C. Native Indian Teachers Association is staging their 5th Annual Spring Conference, at Totem Park, U.B.C. - May 30, 31, and June 1, 1974. B.C.N.I.T.A. is comprised of Indian School Teachers, Indian Home School Coordinators, and Indian Teacher-Aides from all over B.C.

The theme is "Local Control of Education". The keynote speaker is Mr. George Manuel, President, National Indian Brotherhood, Ottawa, Representatives from the Union of B.C. Indian Chiefs; the B.C. Association of Non-Status Indians; the Department of Indian Affairs; the B.C. Provincial Department of Education, are to provide Resource Speakers, dealing with relevant information involved in various facets of local control of education. The overall aim of the conference is to provide B.C.N.I.T.A. members with information involved in actual activities of educational matters, rather than just administrative matters. This conference is not a closed one, and all observers etc. are invited.

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NATIVE INDIAN TEACHERS EDUCATION PROGRAMME

A Native Indian Teacher Education Programme has been accepted at U.B.C., and the Provincial Department of Education. It is intended to serve both status and non-status Indian Indians. The overall aim is to increase the number of native Indian teachers certified to teach in B.C. Schools. It relies heavily on the educational life background (academic and cultural heritage) of the trainees, and is geared to meet more positively the needs and desires of people of Indian ancestry in this province. It is being coordinated by Dr. Art More - Associate Professor, Faculty of Education - U.B.C.

The overall programme aims at providing:

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(1) Teaching Competencies (classroom management, voice projection, lesson planning, use of media, selection of teaching strategies, interpersonal skills).

(2) Educational Background (programmes, materials and approaches to teaching various subjects, topics from educational foundations courses, alternate forms of education, education - related services curriculum development).

(3) General Background (general information background that a teacher should have, selected from the Arts, the physical and social sciences. An indepth study of Indian history, contemporary issues in Indian matters, social changes and Indian languages will be major topics).

Summary of Programme Content

STEP ONE	(%)	T.C. (60)	E.B. (30)	G.B. (10)	- FIELD CENTERED
STEP TWO	(%)	T.C. (40)	E.B. (40)	G.B. (20)	- FIELD CENTERED
STEP THREE	(%)	T.C. (10)	E.B. (60)	G.B. (30)	- U.B.C. Community College Cultural/ Education Center
		---Standard Teaching Certificate---			
STEP FOUR	(%)	E.B. (40)	G.B. (60)		
		B. Ed. (Elementary) Professional Teaching Certificate			

Three teams of students (one team in North Coast Area; one team in B.C. Interior; one team in lower Mainland/Vancouver area) are envisaged. Each team is to consist of 15 trainees, and one team leader. This team leader will be an experienced skilful teacher; with experience in working with local Indian people; with the ability to guide and counsel student teachers.

The N.I.T.E.P. Advisory Committee will be the main screening agency for:

(a) Selection of team leaders.

(b) Assisting team leaders to select and recruit student teachers.

For further information phone or write to the Indian Education Resources Center Director - U.B.C. - 228 - 6325

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NEW MATERIALS IN THE CENTER

RATING SCALE: ***** Excellent
**** Good
*** Okay
** So - So
* Poor

Dr. David Wyatt

** The Ungraded Reader. By Edward F. Rooney. 39 pages. Stratford Teaching Aids. $2.00

A book of short readings on Northern Indian life ("Goose Hunting" "Dog Teams," "Mounties," etc.) For Grades 1 - 4. While the vocabulary in the readings is at Primary level, the style may confuse young readers, and the grammar and spelling are often poor. The selection on "Northern Language" contains a number of misleading ideas.

***** Those Born at Koona. By John and Carolyn Smyly. 119 pages. General Publishing. $12.95.

A description and history of the Haida Village at Skedans, its houses and its totem poles. Black and white drawings and photographs.

***** Artifacts of the Northwest Coast Indians. By Hilary Stewart. 172 pages. General Publishing. $12.95.

Black and white drawings of all the different kinds of tools used by Northwest Coast Indians, (Adzes, Harpoon points, arrow heads, etc.) with description of how they were made and used.

**** Canadian Native Art. By Nancy-Lou Patterson. 180 pages. Collier-MacMillan. $14.10.

An area-by-area desciption of Canadian Indian and Eskimo art--the materials and techniques used, comparisons of styles, and the historical background of the art.

*** The Struggle for Survival. By F.E. LaViolette. 201 pages. University of Toronto Press. $3.50

A history of the adjustment of the B.C. Coastal Indians to white society. Focusses on 1) the Potlatch Law, 2) the land question, 3) the developemnt of Indian organizations and Indian leadership. Fairly detailed and technical.

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**** Supplementary Materials to Native Rights in Canada. 542 pages. U.B.C. Bookstore. $14.35

A collection of articles and court decisions on the Nishga Land Claims case, the James Bay Project, and Northwest Territories Land Claims. Basic documents for investigating Native Rights.

**** 'Ksan. A film by the B.C. Department of Travel Industry. 27 minutes.

This film shows the reconstructed Indian village of 'Ksan, at Hazelton, and the activities that go on there. Includes a Gitksan legend. The film is well done (it contains very little overdone travel propaganda) and would be good for school groups. It is available on loan from the Indian Education Resources Center or the Department of Travel Industry.

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AT LONG LAST THE TAPES MADE AT THE B.C.N.I.T.A. FALL 1973 CONFERENCE (TALKS BY MARJORIE MITCHELL, DIXON TAYLOR, DON SIMPSON, RAY HALL) ARE BEING DUPLICATED. PLEASE EXCUSE THE LONG DELAY. THERE WERE TECHNICAL AND OTHER DIFFICULTIES (INCLUDING THE THEFT OF 3 OF OUR TAPE RECORDERS). THEY WILL BE SENT OUT SOON.

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A number of Indian people will graduate or be in a position to graduate from Universities this year. These will include:

University of B.C.	- Bert McKay, Nishga	Education
University of B.C.	- Bertha Joseph, Hagwilget	Arts
University of B.C.	- Ronald Ignace, Shuswap	Arts
Simon Fraser University	- Louise Hill.	Arts
Simon Fraser University	- Kathleen Louis	Arts
Simon Fraser University	- Donald Moses, Thompson	Commerce
University of Victoria	- Perry McKay, Nishga	Sociology
University of Victoria	- Fred Carpenter, Bella Bella	Marine Biology
University of Victoria	- Edward John, Tachie	Arts and Sciences
University of Victoria	- Roderick Naknakin, Cape Mudge	Arts and Sciences

This list may not be complete and we apologize for any mininformation.

INDIAN EDUCATION
ED. 479 - SUMMER SESSION
U. B. C.

Are you concerned with what your Indian students are getting out of school? Do you feel you don't know enough about the background of the Indian people in your area? Would you like to spend six weeks with others who have similar interests and problems to yours? Would you like to know the viewpoints of Indian people towards you as a teacher and your school? Would you like to plan new programs with help from Indian teachers, Home-School Coordinators, parents and students? Would you like to know more about Indian organization and their policies towards education? Would you like to brush up on teaching techniques that will help you give a better educational opportunity to your Indian students?

Would you like to spend part of your summer exchanging ideas with Indian people who are deeply involved in education and with fellow teachers from B.C. and surrounding areas?

If you answer "Yes" to some of these questions, then the Indian Education course (Ed. 479) at U.B.C. this summer may provide the opportunities you want.

Instructor Dr. Art More, Faculty of Education, U.B.C.
For further information contact Dr. More - 228-5240

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DIPLOMA PROGRAMME IN
NATIVE INDIAN LANGUAGES

To obtain admission to this programme as described on page 271 of the current Calendar the following steps are to be taken by applicants.

1. Letter of application from the candidate, giving reasons for wishing to enter the programme, knowledge of a local language, sex, date of birth, return address.

2. Two letters of recommendation from people who know the candidate saying that the applicant is interested in preserving and helping to teach Indian languages.

3. The above three letters to be sent to Dr. T.E. Hukari, Department of Linguistics, University of Victoria, Victoria, B.C.

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Dr. Hukari's committee will then make recommendations in the first instance to the Director of Admissions (Mr. Ghobrial) who will notify applicants of the time and place of registration. Any further forms that need to be completed will be completed by students with the aid of members of the Department of Linguistics.

M. H. Scargill
Department of Linguistics

WE ENCOURAGE YOU TO CONTRIBUTE TO OUR NEWSLETTER. IF YOU WRITE AN ARTICLE OR LETTER THAT WOULD BE USEFUL TO OTHER PEOPLE IN BRITISH COLUMBIA, WE WILL BE GLAD TO PRINT IT.

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NOTICE: IT WOULD BE VERY MUCH APPRECIATED IF PEOPLE MOVING WOULD INFORM US OF THEIR NEW CHANGE OF ADDRESS AS SOON AS POSSIBLE. IF NOT RECEIVED, UPON ONE RETURN OF THE INDIAN EDUCATION NEWSLETTER - YOUR NAME WILL BE DELETED.

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RETURN ADDRESS:

INDIAN EDUCATION RESOURCES CENTER
ROOM 106 - BROCK HALL
U.B.C. - VANCOUVER 8, B.C.