INDIAN EDUCATION

VOLUME #3 #10

JUNE 1973

NEWSLETTER

Indian Education Resources Center
Room 106 - Brock Hall, U.B.C.
Vancouver 8, B. C.
Phone: 228-4662

ACHIEVEMENT

This final edition of the Indian Education Newsletter for school year 1972 - 73 will emphasize "Achievement" as its theme. Long accepted by readers as a newsletter promoting exchange of ideas, on-going reports on special educational projects, and a place to give opinions and ideas relating to the field of Indian Education, this edition will attempt to account and summarize various achievements, progress, etc. that may tend to reflect the forward thrust that took place this year. By no means is this an attempt to say that Indian Education problems are rapidly being solved, for there is a long rough road ahead before any headway can be tabulated, especially in teacher awareness and attitude or Indian involvement. Hopefully this positive wind-up measure will serve to encourage more effort for the coming year.

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ACHIEVEMENTS

GEORGE LAWSON - Grade 12 of Port Simpson will graduate from Brittania Secondary and has won a Brittania Secondary scholarship for his efforts as an honor student.

MATTHEW MOORE - Grade 12 of Greenville will graduate from Maple Ridge in Haney and go into University seeking an eventual Bachelor of Commerce leading to a Law degree.

PETER AUGUST - of North Vancouver won recognition at Carson Graham as the top student in General Mathematics, and also won a good citizenship award.

RAYMOND STEVENS - will go in September "back east" to a University to begin training leading to a profession in Dentistry. He is from Skidegate.

TRUDY WILLIAMS - of Mount Currie was accepted and starts training on July 3rd at Vancouver Vocational Institute as the first girl to take Welding there in twenty five years.

BILL WILSON - of Cape Mudge graduated from the University of British Columbia with a Law Degree. Bill has had a long and varied involvement in activities on the Indian scene.

BRADLEY HUNT - of Bella Bella and his wife Karen will graduate from the University of British Columbia this summer with Bachelor of Education degrees. They plan to go to Bella Bella to teach.

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... LEONA SPARROW - of Musqueam (Vancouver) will graduate this summer with a Bachelors degree in Arts majoring in Anthropology.

FLORA BAKER - of Alert Bay graduated from the University of Victoria with a Bachelor of Education (Secondary) Degree. Already a certified teacher and valued member of the B. C. Native Indian Teachers' Association -- she will return to the teaching field as a Vice-Principal of a Junior Secondary School.

DEANNA STERLING - of Merritt graduated from the University of Victoria with a Bachelors of Education (elementary) Degree. A certified teacher with four years experience, she will soon be re-entering the field of Education.

A number of Indian people distinguished themselves and their people by representing people and taking active participation as members of the board of school trustees. Such names include; Forrest Walkum - Spences Bridge, Heber Maitland - Kitimaat, Pearl Pearson - Skidegate, Horace Walkus - Bella Coola, Noll Derrickson - Westbank, Wayne Shuter and Mary Archachan - Merritt.

LINDA SANKEY - will soon complete Registered Nurses Training at St. Paul's Hospital.

CHIEF PHILIP PAUL - who stepped down from his post as Director of Indian Studies at Camosun College to become active spokesman for the Union of British Columbia Indian Chiefs', also was appointed as the first Indian to serve on the Senate of the University of Victoria.

MRS. HATTIE FERGUSON - a long time supporter of the Indian, recently was appointed to the Vancouver City College Council.

CHIEF CHARLIE DRANEY - of Deadman's Creek was appointed to sit on the Kamloops - Caribou College Council.

GEORGE WILSON - Bachelor of Education--former teacher, former principal, presently Chairman of Center Council - British Columbia Native Indian Teachers' Association, will be appointed in July as Director of Indian Education, Special Services Division Department of Education, Victoria.

MRS. ANGIE DENNIS - B. C. Native Indian Teacher Association member, former teacher, presently editor for an Indian newspaper - the National Association of Friendship Centers, was recently appointed to serve on a Special Advisory Board of the Department of Education.

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... LONNIE HINDLE - Secretary-Treasurer of the British Columbia Association of Non-Status Indians', a recent university graduate (major - linguistics) has recently completed a short Practical Dictionary on the Gitksan Language. Mr. Hindle also serves on several provincial government committees as an advisor.

FORTY THREE BURSARIES - have been awarded to Indian students in British Columbia by the B. C. Native Indian Teachers' Association, and the applications continue to come into the Indian Education Resources Center. There is no deadline date. The Bursary is to provide needed funds to Indians taking post-secondary training.

TWO INDIAN STUDENT RESIDENCES - will be distinguised by the appointments of Indians' as Administrators. The Kamloops Indian Student Residence will see Nathan Matthews, 24, a Chu Chua Indian from Barriere, B. C. , to take position as Administrator in September (see pp. "Kamloops Indian Student Residence".).

JOE ALECK - of the Cheam Band has actually taken over as Administrator of St. Mary's Indian Student Residence at Mission. (See Indian Education Newsletter Volume III, #1 & 2 , pp. 16 - 17). He has taken intensive practical and administrative training and was scheduled to assume administration responsibilities in September but because of his fine potential was allowed to take over much sooner. Congratulations to Nathan Matthews and Joe Aleck.

A new summer course will be offered at Simon Fraser University called "Indian Education" 441 - 04. Co-ordinated by Chief Donald Moses of the Lower Nicola Band. The four week course will deal with 'increasing knowledge of contemporary Indian cultures through presenting topics related to history, anthropology, and sociology'. Half of the course will take place on an Indian Village (Lytton).

The third summer Home-School Co-ordinator course will start at U.B.C. on July 9/73 and end July 20, 1973. Classes will last daily from 1:30 p.m. to 5:30 p.m. Co-ordinated by Robert Sterling -- this non-credit course is basically orientation for Home-School Co-ordinators who wish to absorb intensive practical information from professional resource speakers, and also to exchange ideas with other Home-School Co-ordinators. For information contact the Indian Education Resources Center.

RUTH COOK - Alert Bay, Louise Nisyok - Terrace, Marilyn Glasco Lytton, Victor Mack - Alexis Creek, Liz Brown - Bella Bella, Malcolm Calliou - Chetwynd, Gerard Peters - Mount Currie, all became New Home-School Co-ordinators in the 1972 - 1973 school year. We encourage all areas who plan to appoint Home-School Co-ordinators to contact the Indian Education Resources Center.

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Teacher aides became much recognized and controversial figures in the B. C. Educational scene over the course of the last school year. For Indians, the teacher aide is rapidly assuming a very important role in the classroom. Going beyond the stereo-typed image of glorified "baby-sitter and errand runner," the Indian teacher aide is taking the important role of tutor, interpreter, identification figure, guide, and friend to an Indian in a class who ordinarily does not have these services. Lacking professional certification, these teacher aides are, as budding potential figures, at the mercy of many. Unrecognized and considered a threat to the concept of professionalism, the teacher aide is viewed as a threat to the security of the professional teacher. Funding is vague and a hesitant problem complicating matters highly. The teacher-aide training program set-up so successfully in Lillooet almost stumbled and fell because the LIP funds whom used to pay salaries were so small and lasted only until May 31. One of the best programs to come to light in many a day has made a tremendous impact on the schools who have used them, the teacher aide programs must seek relevant training programs, recognition on a professional level, and funding. For all these stumbling blocks the program had taken a giant step ahead.

Indian Studies has caught fire in several areas in the province of B.C. Long recognized by Indians and non-Indians alike as a great contributor to the negative image of Indian people, the lack of information pertinent to the life style past and present, motivations, languages, and social aspects of Indian life has itself presented a serious barrier to communications. It is the belief, by many, that a well organized systematic Indian Studies course instituted within the local school curriculum would be immense benefit in breaking down walls of prejudice and mis-understanding with informative content. Because 49,000 status Indian people on 188 reserves speak 32 Indian dialects under 10 language groups, no provincial Indian Studies program could ever be relevant to the whole province. This problem logically demands local involvement on a strictly local approach. Indian Studies programs of an active nature are taking place in Masset, Lytton, Williams Lake, Terrace and Prince Rupert. We highly encourage this type of program, but we caution local people in that Indian history, culture, language, legends are merely entertaining, and educational benefit would not rise as much as if they were compared with other cultures in such areas as philosophy, life-styles, foods, languages, medicines, dress, etc. We realize that Indian languages are gradually being lost and that local Indian people are becoming increasingly sensitive to this, but, each locality must decide for itself about Indian studies. Should it be in the schools or out? Should non-Indians take the course? Should it be in Elementary or Secondary? Should non-Indians take the course?

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... Will there be accreditation? These and other questions bring up the possibility that perhaps two programs -

1) one in the schools to bring about the necessary awareness of the positive and progressive side to Indian life as compared to other cultures.

2) one on the reserves where co-ordinated efforts could be made to gather and circulate existing information, research and compilation of materials. This type of effort is needed to record Indian life before it disappears. Cultural Education Centers such as those being planned in Fish Lake and at Coqualeetza in the Fraser Valley could accomplish these ends and be a good base of operations for a Native Indian Studies program for the schools.

RICHARD BENSON - of Kincolith won an honors award for his efforts in woodwork at Princess Margaret Secondary in Surrey.

WILLIS MERCER - at the Princess Margaret won a general honors award for his efforts in General Shop-Work.

DEBRA LEIGHTON - Metlakatla, B. C. attending New Westminster Secondary received the highest standing Home Economics in Grade XII at her school.

CAMERON WALLACE - Mount Currie, graduates from Grade XII at Eric Hamber Secondary with a Visual and Performing Arts Specialty and will be enrolling in Douglas College in September. He won a certificate for exceptional achievement in Fine Arts.

Other Grade XII Grads. - in the Vancouver area are Cecil Barton, Kincolith, George Barton, Kincolith, Vincent Danes, Hazelton, Darlene Fowler, Kitwanga, Ollie Peters, Douglas Band, Jeff Saul, Lillooet, Donna Vickers, Bella Bella.

Some Grads. from Cariboo College in Kamloops, Randy Porter of Bonaparte, Business Administration; Barbara Wilson of Hazelton, Welfare Aide; Irene Alex of Osoyoos, Welfare Aide; Deborah Sam of Lytton, Secretarial Science; Isobel Holmes of Douglas Lake, Cooking; Arnold Narcisse of Fountain (Lillooet) University transfer; Allan William of Bonaparte, Recreation Leadership; Gerry Deneault of Deadman's Creek, Auto Mechanics; Gerald Ettienne of Bonaparte, Commercial; Tina Gomez of Kamloops, Commercial; Terry Jules of Kamloops, Commercial; Russel Jumbo of Lytton, Small Engine Repair.

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GRADE XII GRADS. - from Thompson River District. Verna Charters, Upper Nicola; Gerald Michel of Bridge River, David Walkem of Cooks Ferry, Johnny Jules of Deadman's Creek, Joe Oleman of Seton Lake, Nancy Oleman of Seton Lake, Judy Terry of Seton Lake, Angeline Oleman of Seton Lake, Warren Ledoux of Seton Lake, Brenda Prince of Lecoslie, Robert Simon of Deadman's Creek, Lewis Sam of Lytton, Arnold Abbott of Lytton, Leona George of Aitchelitz, Larry Munro of Sisca, Jerry Sampson of Lytton, Laura Aljam of Coldwater, Bill John of Lower Nicola, Nellie Anderson of Cooks Ferry, Brian Michel of Upper Nicola, Harvey McLeod of Upper Nicola, Robert Moody of Lytton and Vey Aljam of Coldwater.

ROBERT SIMON - Deadman's Creek, Grade XII was recommended and awarded the Savona Community Bursary for his fine effort at Kamloops Secondary.

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I WOULD LIKE TO BECOME A TEACHER

JEAN LISYCK - GRADE 10

I would like to become a teacher of Indian Education, because for one reason I would like to go back to my hometown, a reserve along the Nass Valley called Aiyansh. I would be very proud to go back to my hometown as a teacher because I feel that I can accomplish a lot more in teaching Indian children. Since I was raised on a reserve I feel that I would be able to understand and help the Indian children. One of the reasons why Indian children find it hard to learn and understand some of the things a white teacher is trying to teach them is the Indian children are very shy and quiet in a classroom, with a teacher whom they have never seen in their lives. Another thing is they don't even know where this teacher is from, and they know absolutely nothing about the teacher, the same goes for the white teacher he also knows nothing about the Indian children. So what have we got? A white teacher with a class of Indian children who don't know anything about each other, except the teacher's name. I also think it would be kind of hard for the white teacher to move away from his home in the big city on to a reserve, that probably isn't even half the size of a city. So here again is another one of many problems a teacher from a city has to put up with. Another one is the white teacher probably doesn't even know anyone from the reserve, although he may know one or two, but he also has to adjust to almost a totally different way of living. The Indian children wouldn't be of much help to the white teacher, because if the teacher were trying to explain to them something that they have never heard of before, so they wouldn't understand right, so therefore they would have to ask questions, but don't forget the Indian children are very shy and quiet so they wouldn't ask any questions so what have they learned? Nothing at all, just because they're to shy. So really it isn't easy for the white teacher or the Indian children to understand each other, because the white man's culture is all together different from that of the Indian's culture.

I think if I were to go on to a reserve, that I have lived on for thirteen years I would certainly accomplish a lot more in teaching the Indian children because I have grown-up the same way that they are growing up, so I feel that I can help and understand them more than a white teacher can.

If I were to teach Indian children I would make sure that they understood their own culture, and the whiteman's culture. I would show them how their own culture is similar to the whiteman's. In such ways as "In what ways are they the same?" "In what ways are they are different?" -- and "What would it be like if we as Indians were to live by the whiteman's culture and way of life?" "What would it be like if the whiteman were to live by the Indian's culture and way of life?" I would also teach the Indian children about Indian Arts, as well as their own language. Above all other things I think the most important thing as Indian child must know is the great importance of their culture and language.

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INDIAN EDUCATION - EDUCATION 479

KITIMAAT/TERRACE 1973/74

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 nine Saturdays 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 Co-ordinators, parents and students? Would you like to know more about Indian organizations 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?

COURSE **DESCRIPTION**: Education 479 is a relatively new course, designed to aid teachers' in developing the ability to adapt education to the needs of Indian students. A basic assumption in the course is that, while there are many similarities and differences between all children, our present educational programs often do not take into account differences, mostly cultural and economic, which many Indian children share.

The content is divided into two parts. Part I deals with the historical and contemporary background of Indian Education. This is done through interaction with Indian people by means of panels, small group discussions, field trips; by presentations from Indian organizations, Department of Indian Affairs personnel, teachers and administrators.

Part II deals with adapting teaching to the needs of Indian children including curriculum development, language arts topics (English as a Second Language, Language Experience), resources, counselling communication, interpersonal relationships, and a variety of case studies.

HAZELTON, PRINCE RUPERT TEACHERS, and others from outlying areas note that meetings are concentrated in the fall and late spring when driving conditions are better. See tentative schedule on back.

RESOURCE PEOPLE (to June 1/73)

Bert McKay, Nishga, President, B.C. Native Indian Teachers' Association.

George Wilson, Kwakiutl, Director for Indian Education, B. C. Department of Education.

Alvin McKay, Nishga, Director, Indian Education Resources Center.

Indian leaders, parents, and students from the Kitimaat, Tsimishian, Nishga, and Giteksan areas.

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... RESOURCE PEOPLE (to June 1/73) ....(cont.)....

Teachers, and other educational specialists from provincial and federal schools in the area.

Professor Mary Ashworth, Faculty of Education, U.B.C. (Teaching English As A Second Language).

Dr. Buff Oldridge, Faculty of Education, U.B.C.

INSTRUCTOR: Dr. Art More, Faculty of Education, U.B.C.

TENATIVE SCHEDULE :

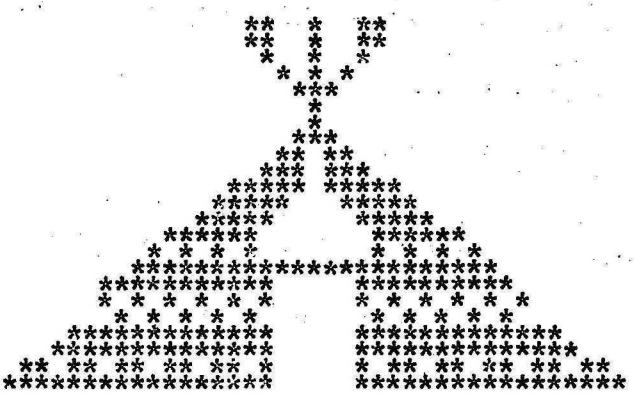
SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MARCH	APRIL
15*	6	3	1*	5	2	2	6*
22	13*	10	8	12	9	9	13
29*	20	17*	15	19	16*	16*	
	27*	24	22	26	23	23	
			29			30	

* DENOTES SATURDAY SESSION 9:00 A.M. TO 5:00 P.M.

- Dates will be finalized at September 15 meeting which will be held at Caledonia Senior High in Terrace. Locations of meetings in Kitimaat, Terrace, and surrounding areas will also be finalized at this meeting.

- One session in the fall will be Friday afternoon and Saturday (Billets will be arranged).

FOR FURTHER INFORMATION CONTACT DR. ART MORE, FACULTY OF EDUCATION, OR CENTER FOR CONTINUING EDUCATION, U.B.C.



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SOME AVAILABLE FUNDING SOURCES

A. DEPARTMENT OF INDIAN AFFAIRS:

1. Cultural Grants Committee -

Mr. Jim McCallum, Chairman, Superintendent of Adult Education Indian Affairs and Northern Development, P. O. Box 10061, Pacific Center Ltd., 700 West Georgia Street, Vancouver 1, B. C.

Application forms are available in the District offices.

2. Economic Development for Arts & Crafts -

Mr. Wayne Ready - Arts & Crafts offices, Regional office - D.I.A., P. O. Box 10061, Pacific Center Ltd., Vancouver 1, B. C.

This fund is subdivided into two areas:

a) Production and Wholesale Distribution.
b) Indian Economic Development Fund.

3. Adult Education -

Mr. Jim McCallum, D.I.A.

These last two funds are not specifically for Cultural Projects, but might be adapted to some situations like the selling of handicrafts or perhaps evening language classes, for example.

4. Grants to Fairs -

This is a small fund in Ottawa, designed for fairs and exhibitions which may or may not still be in operation.
- Cultural Division, D.I.A. - Ottawa.

B. FIRST CITIZEN'S FUND:

Mr. Rod McInnis, Indian Advisory Act
Provincial Secretary's Department, Victoria, B. C.

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C. SPECIAL ARDA PROGRAM:

Mr. Tom Turner, Department of Regional Economic Expansion, Room 516, Bank of Commerce Bldgs. 1175 Douglas Street, Victoria, B. C.

This program is designed for such things as Community Centers, which might be of cultural significance.

D. MUNGO MARTIN MEMORIAL AWARD:

B. C. Indian Arts & Welfare Society, Mrs. H. Esselmont, Chairman, 3190 Rutledge Street, Victoria, B. C.

This is a very small fund for bursaries and awards.

E. SECRETARY OF STATE: - OTTAWA

- Primarily for non-status Indian organizations.

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BRITISH COLUMBIA NATIVE INDIAN TEACHERS' ASSOCIATION

SCHOLARSHIPS AND BURSARIES

BILL & ELSIE MORE BURSARY: -

ONE bursary of approximately $350.00 will be awarded annually to an Indian student (status or non-status) continuing beyond high school on an academic or vocational course. The award is made possible by a fund established by the family and friends of Reverend Bill More and his wife Elsie, as a tribute to their memory. Preference will be given to those intending to use their training to serve the Indian people of B. C. Financial administration is handled by the Vancouver Foundation. Selection will be made by the B. C. Native Indian Teachers' Association.

The Award will be made on the basis of educational potential, active involvement in promoting the cause of Indian people, leadership potential, and financial need.

Applications in writing must be mailed to the Indian Education Resources Center, Room 106 - Brock Hall, University of British Columbia by September 30.

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BRITISH COLUMBIA NATIVE INDIAN TEACHERS' ASSOCIATION - FIRST CITIZEN'S AWARD - INCENTIVE BURSARY: -

An incentive bursary program arranged by B.C.N.I.T.A. - in conjunction with the First Citizen's Fund, this fund is available to Indian students of B. C. -- (status or non-status) who are continuing beyond secondary school on academic or vocational programs. The award will be made on the basis of educational potential, community involvement, leadership and academic potential and financial need. Screening and selection is made by the B. C. Native Indian Teachers' Association. Applications will be accepted at any time at the Indian Education Resources Center, Room 106 - Brock Hall, University of British Columbia, Vancouver, B.C.

It is not the purpose of this bursary to duplicate the efforts of other funding agencies such as Indian Affairs, Canada Manpower, etc., and the fund is awarded strictly on the basis that the money is to be used directly for education (such as tuition, books, etc.). In accord with the policies of the First Citizens' Fund no money is allowed for: -

- living expenses
- educational costs outside of B. C.

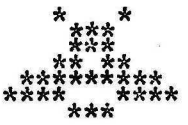
Only fully completed bursary applications will be considered. Please note that no application will be considered unless it is accompanied by a statement from the post-secondary school of your choice stating: -

a) official notification of your acceptance into the school
b) enrollment date
c) courses to be taken
d) costs of courses

Other information is also needed but is clearly stated in the application form. Sums of up to $500.00 can be awarded to status Indians, and up to $700.00 for non-status Indians.

Individual students may re-apply for additional funds in the following semesters pending a review of his achievements during prior school semester or period.

Application forms are available at the above address.



RETURN ADDRESS:

Indian Education Resources Center
Rm. 106 - Brock Hall, U.B.C.
Vancouver 8, B.C.