Indian and Northern Affairs Canada / Affaires indiennes et du Nord Canada

Referred to Destinataire	Purpose Objet	Date	Initial Initiales	P.A. date Date de rangement	B.F. date Date de rappel	Initial Initiales

CLOSED

N360-31

Vol. 35 1/25-1

1/25-1 Vol. 35

10-128 (5-99) 7530-21-023-9346

INDIAN AND NORTHERN AFFAIRS - AFFAIRES INDIENNES ET DU NORD

1/25-1 VOL.35 09/1969 TO 09/1971

INDIAN EDUCATION / GENERAL HEADQUARTERS

LOCATOR N360-31

Vol. 35 1/25-1

CROSS REFERENCE – RENVOI

FILE NO. – N° DE DOSSIER	SUBJECT – SUJET
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IMPORTANT

The RECORDS OFFICE is established to serve you, but satisfactory service is largely dependent upon your prompt return of files. This file is charged to you and you are responsible for its return; unless you notify the Records Office to transfer the charge to another person, the file will remain charged to you until it is returned. **If action cannot be taken within 5 working days, B.F. FILE. Do not remove documents from the file.**

Particulars Re Use of File Cover

Column 1 – Shows the office or name of the person to whom the file is routed.

2 – Shows the reason for the routing or the date and identification number of the letter on file requiring your attention.

3 – Shows the date on which the file is routed to the user.

4 – Provides for initials of the person routing or rerouting a file.

5 – Provides space for the user to enter the date of P.A. (put away) when action is completed – OR the letter "T" when the user transfers the file to another person.

6 – Provides space for the user to write the B.F. (bring forward) date, the date the user wishes the file to be brought back to him/her.

7 – Provides space for the user to initial the entry when a file is to be P.A.'d, B.F.'d or "T" transferred.

8 – Provides space for the Clerk to enter the date on which the file is returned to the Records Office and inspected before being put away.

L'objet du SERVICE DES ARCHIVES est de servir, mais la qualité du service est liée au prompt retour des dossiers. Il incombe à la personne au nom de laquelle le présent dossier est inscrit, de le renvoyer au service des archives; à moins qu'elle n'avertisse le service d'inscrire le dossier au nom d'une autre personne, le dossier restera inscrit à son nom, tant qu'il sera en circulation. **Si l'on ne peut s'occuper du dossier dans les 5 prochains jours de travail, indiquer la date de rappel. Ne pas enlever de documents du dossier.**

Détails concernant l'usage de la chemise

Colonne 1 – indiquer le bureau ou le nom de la personne vers qui le dossier est acheminé.

2 – indiquer les raisons de l'acheminement ou la date et le numéro d'identification de la lettre au dossier dont le destinataire doit s'occuper.

3 – indiquer la date d'acheminement du dossier vers l'usager.

4 – réservée aux initiales de la personne acheminant ou réacheminant le dossier.

5 – réservée à l'inscription de la date de rangement par l'usager, lorsqu'il a fini du dossier – OU à celle de la lettre "T" quand l'usager transmet le dossier à une autre personne.

6 – réservée à l'inscription de la date de rappel, à laquelle l'usager souhaite ravoir le dossier.

7 – réservée aux initiales de l'usager, lorsque le dossier fait l'objet d'un rangement, d'un rappel ou d'une transmission.

8 – réservée au service des archives pour y inscrire la date où le dossier lui est renvoyé et où il est examiné avant d'être rangé.

Government of Canada | Gouvernement du Canada

CLOSED VOLUME
VOLUME COMPLET

Dated From / À compter du	09/1969	To / Jusqu'au	09/1971

AFFIX TO TOP OF FILE – À METTRE SUR LE DOSSIER

DO NOT ADD ANY MORE PAPERS – NE PAS AJOUTER DE DOCUMENTS

FOR SUBSEQUENT CORRESPONDENCE SEE – POUR CORRESPONDANCE ULTÉRIEURE VOIR	
File No. – Dossier n° 1125-1	Volume 36

1/25-1

Department of Indian Affairs and Northern Development

Ministère des Affaires indiennes et du Nord canadien

CANADA

E46

Director,
Education Branch,
Indian & Eskimo Affairs,
OTTAWA.

1874 Scarth Street,
REGINA, September 28, 1971

our file/notre dossier 601/13-9 (E)
your file/votre dossier

Educational Television: "Sesame Street"

"Sesame Street" is used as a resource for many of our kindergarten and primary teachers and we are, therefore, certainly interested in seeing that it is continuously available.

We certainly do have schools in Saskatchewan where CBC television is not available, however, if we do not take into account the schools that are presently administered by the Northern School Board, the number is very small in that there are only two schools.

Mr. J.B. Freeman, who has a particular interest in curriculum and in audio-visual aids, will be the Regional Co-ordinator for the project.

E. Korchinski,
Regional Superintendent
of Education,
Saskatchewan Region.

Note EG 4-10-71

[illegible]

[illegible]

[illegible]

- ☐ Cabinet Confidence
- ☐ Solicitor/ Client Information
- ☐ Personal Information

Not pertaining to
Residential School

NE PAS ENLEVER CE SIGNET

DO NOT REMOVE THIS BOOKMARK

Contenant / Container : 2014-00827-2 Vol.24

Date : 01 / 2023
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Numéro de document:
File Name: C011777004

Filière / File : 1 / 25-1 Vol.35

OTTAWA, Ontario. K1A 0H4
September 30, 1971.

P.A. → 1/25-1 (E25)

J. H. Sinclair,
Departmental Safety Administrator,
Staff Relations Division.

LIABILITY OF CROWN EMPLOYEES

Please refer to your memorandum of September 28, 1971 requesting comments on a proposal to get Treasury Board authority covering emergency situations involving staff members where, under present regulations, these members of our staff might be legally vulnerable.

We would like to be included in any approach to Treasury Board along the lines you have indicated. Our employees, particularly teachers and Student Residence Staff, are likely to be called upon to render emergency assistance to children and others who have met with an accident. As you have pointed out, we wish to encourage our staff to help in such situations and it is only fair that they, in turn, should be protected from legal action. We feel strongly that all employees should be given this protection to prevent situations where (a) an employee is sued as a result of help he renders to an accident victim, or (b) an employee refuses to render aid for fear of legal action being taken against him.

We fully support your efforts and would appreciate the inclusion of our staff in any representations to Treasury Board.

G. D. Cromb,
Director,
Education Branch.

SHORT/fn

Department of
Indian Affairs and
Northern Development

CANADA

Ministère des
Affaires indiennes et
du Nord canadien

ALL PROGRAM DIRECTORS

OTTAWA, Ontario K1A 0H4,
September 28, 1971.

our file/notre dossier
your file/votre dossier

Legal Liability of Crown Employees
When Rendering Emergency Service

At the request of the National and Historic Parks Branch for guidance, the Legal Adviser provided a lengthy opinion which, in brief, stated that save for lifeguards, and to some extent, wardens:

A. Employees rendering emergency assistance to the public (even in matters of life and death), do so at their own risk;

B. If the employee is killed or injured in rendering such aid, the Crown cannot be held liable;

C. Whilst the employee can be held personally liable if he renders aid improperly, he cannot be held liable if he ignores the person in distress and does nothing at all.

All of this is highly unrealistic, but the danger is that Departmental employees do not hesitate to render emergency assistance without the knowledge of the personal responsibilities that they are assuming.

Under the Government Employees' Compensation Act, an employee or dependents can be compensated when the death or injury arises out of and in the course of his employment. In other words, he is under direction and it is an expected performance related to his job.

The decision to render emergency assistance is often a judgement call with the employee usually having no opportunity to ask for approval or guidance before acting. This matter has been discussed informally with Treasury Board whose opinion is that the Department should formally solicit approval from Treasury Board whereby:

...2

A. Employees are considered to be acting in the course of their employment when rendering emergency assistance, whether shown in their statement of duties or not.

B. Employees will receive the full support of the Crown for any suit resulting from an act or omission occuring during the course of rendering emergency assistance.

While we would like to assign a high priority on a unilateral basis, we are likely to experience delay should we solicit Treasury Board's decision based solely on the Conservation Program when the problem is also applicable to other Programs. May we have your comments in order that we may submit a co-ordinated request to Treasury Board.

As we wish to initiate discussion with Treasury Board within the next two weeks, we would appreciate receiving your comments as soon as possible.

J.E. Sinclair,
Departmental Safety Administrator,
Staff Relations Division.

OTTAWA, ONTARIO KIA OH4
September 30, 1971.

P.A. 1/25-1 (E.49)

Miss M. Robillard,
Parliamentary Relations Division.

Attached is the material you requested on the present situation at Cold Lake, for the Minister's House of Commons Book.

D. W. Simpson,
Assistant Director,
Education Branch.

Encl.
WRIGHT:mmc

c.c. - Mr. Kozar.

COLD LAKE - Pupil Strike

On September 13, 1971 the Cold Lake Band began a pupil strike. Demands were made for the construction of a 19-room school on their reserve which would provide for instruction from kindergarten to Grade 12, inclusive, and would include such facilities as a gymnasium, Chipewyan language centre, adult education centre, workshops, home economics and an Indian culture program. Fifteen teacherages will be required for staff. In addition, the Band also requested improved water supply systems, new roads, natural gas service and suitable housing.

At present Cold Lake children attend four schools; Grand Centre Separate School, Cold Lake Public School, LeGoff School (a federal school on the reserve) and the Blue Quills School. It is estimated that the total enrolment from the Cold Lake Reserve is approximately 230 pupils.

The Minister's representative, Mr. Russell Moses, and Mr. Wm. Thomas, the Regional Superintendent of Education will meet in Edmonton on September 29 and 30 with members of the Indian Association and the Cold Lake Band.

September 30, 1971.

MR. ZAKRESKI

Department of Indian Affairs and Northern Development

CANADA

Ministère des Affaires indiennes et du Nord canadien

OTTAWA, Ontario. K1A 0H4
September 20, 1971.

our file / notre dossier 1/25-1 (E27)
your file / votre dossier
30/9/71

ALL DIVISION CHIEFS

INDIAN ASSOCIATIONS

Would you please review the attached memorandum from J. W. Churchman, Director, Research and Liaison Branch and let me have your comments which will enable me to submit a consolidated reply for the Education Branch.

The above information is required by Monday, September 27.

F. L. Short,
Head,
Administrative Services.

E25

Department of Indian Affairs and Northern Development

Ministère des Affaires indiennes et du Nord canadien

Mr. J. G. McGilp
Mr. G. Cromb
Mr. F. J. Doucet

OTTAWA, Ontario K1A 0H4
September 16, 1971
our file/notre dossier 1/24-2-1
your file/votre dossier 1/44-6

The Inter-departmental Sub-Committee on Funding of Native Associations is developing a policy paper on program funding. Our plan is to have a proposal ready for consideration at our next meeting, which is tentatively scheduled for the last week of September.

I have already requested information from the other departments involved and I am now concerned with the gathering of relevant material within the Department. In this regard, Mr. Nigra is preparing a list to show what funds are being provided to Indian associations during the current year and what is planned for the 1972-73 year. The reports, when available, will be referred to each of you for review and comment.

Additionally; I would like to have your (1) assessment of the role native associations have been playing in administering programs, and what might be expected for the future. It is also important that I have your views on the (2) major factors that must be taken into account when considering the transfer of programs or activities to native associations for administration. You might (3) identify any additional programs you feel could be administered directly by a native association some time in the foreseeable future.

May I please have your reply by September 29, the target date set for receipt of information from the other departments.

J. W. Churchman,
Director,
Research and Liaison Branch.

1/25-1

Department of Indian Affairs and Northern Development

Ministère des Affaires indiennes et du Nord canadien

E55

Indian and Eskimo Affairs,
Room 115 - Federal Bldg.,
WHITEHORSE, Y.T., 27 September, 1971

our file/notre dossier 801/25-1
your file/votre dossier 1/25-1 (E55)

Director,
Education Branch,
Indian and Eskimo Affairs.

Educational Television: "Sesame Street"

Your letter of September 8th regarding the above noted educational program is acknowledged.

We contacted the Yukon Territorial Government, who, as you are aware, operate the Classroom Educational System in the Yukon. The Assistant Superintendent of Education advises that they have started the "Sesame Street" program in those areas of the Yukon that do not receive the frontier package program from C.B.C. and that by Christmas, they plan to have educational T.V. through V.T.R. in all schools in the Yukon, so that any attempt on our part to duplicate it would be rather a waste, as they have the trained staff to handle this program.

Leslie S. Wilson

I.F. Kirkby,
Regional Director,
Yukon Region.

Noted
nfa 30-9-71
E55

P.A → 1/25-1

Department of Indian Affairs and Northern Development

CANADA

Ministère des Affaires indiennes et du Nord canadien

CONFIRMATION - STATISTICAL INFORMATION
Confirmation - Centre d'Information sur la Statistique

Ottawa, Ontario KIA OH4
our file/notre dossier A-1460-9
your file/votre dossier

September 28, 1971.

Mr. Forrest E. LaViolette,
P.O. Box 312,
KILN,
Mississippi, U.S.A.
39556

REQUESTED BY:
Requête par :

- [ ] Telephone / Téléphone
- [ ] Interview / Entrevue
- [X] Memo / Mémoire 30/8/71
- [ ] Telegram/Telex / Télégramme/Télex

RE: INDIAN POPULATION OF CANADA - 1970

Your request for Indian Population Statistics has been referred to this office through Mr. K. Gooderham of the Education Branch.

I am enclosing Registered Indian Population by Age, Sex and Residence for Canada as of December 31, 1970.

I hope this material will be of assistance to you.

R. Tisher (Miss)
Statistical Information Centre,
Departmental Statistics Division.

c.c. Mr. G.D. Cromb,
Education Branch.

Department of Indian Affairs and Northern Development

CANADA

P.A.

Ministère des Affaires indiennes et du Nord canadien

Departmental Statistics

OTTAWA, Ontario KIA OH4
August 30, 1971.

ATTENTION: Miss P.J. Tighe
Statistical Information Centre

our file/notre dossier
your file/votre dossier 1/25-1 (E16)

Indian Population of Canada - 1970

Mr. Forrest E. LaViolette has requested a copy of the above-named statistics. Would you please send him a copy when they are available. His address is:

P.O. Box 312,
Kiln, Mississippi.
39556

G.D. Cromb,
Director,
Education Branch.

OTTAWA, Ontario K1A 0H4
September 28, 1971.

AA 1/25-1

Mr. D. T. Bruce,
District Passenger Representative,
CP Rail,
CP Station,
REGINA, Saskatchewan.

Dear Mr. Bruce:

Please issue a credit card to individual bearer, Mr. Harold N. Woodsworth of this office.

Yours sincerely,

ORIGINAL SIGNED BY
G. KENT GOODERHAM

G. K. Gooderham,
Acting Chief,
Educational Development Division,
Education Branch.

Encl.

WOODSWORTH:rb

OTTAWA, Ontario K1A 0H4
September 28, 1971.

1/25-1

P.A.

Mr. F. E. Reusch,
Guidance Counsellor,
Department of Indian Affairs and
Northern Development,
31 Livingstone Street,
YORKTON, Saskatchewan.

Dear Mr. Reusch:

The project our Department has assigned to me is to write a History of the Administration of Indian Affairs in Canada. You will appreciate this is a considerable task. Any study of Indian history in Canada is broad as is our country and diverse as the Indian people.

It is noted you are especially interested in kindergartens and school committees. Such organizations are relatively new and have not reached their full effectiveness. I suggest you review all current and closed files and records in your District Office. When I was superintendent at Broadview Indian Agency from 1961 to 1963 there were not any kindergartens, though agency staff and teachers supported such special classes. The teachers at that time provided leadership for school committees. Indian participation was limited because of lack of decision making by them.

I have not commenced gathering material for my study. I suggest that you obtain a copy of the book, The Education of Indian Children in Canada, written by Headquarters' staff. It also bears the title, The Canadian Superintendent, 1965.

Yours sincerely,

Original signed by
H. N. W.

WOODSWORTH:rb

Harold N. Woodsworth.

Ottawa Ontario K1A 0H4.
September 28, 1971.

P.A. 1/25-1 (E.33)

J.B. Bergevin,
Assistant Deputy Minister,
(Indian and Eskimo Affairs).

Memoranda to Cabinet

With reference to your memoranda of August 13th, we anticipate no policy matters which would require submission of Memoranda to Cabinet in the coming two-month period.

G.D. Cromb,
Director,
Education Branch.

W.T. ELLIOTT/dm

wb

District Superintendent of Education,
Saskatoon District,
Saskatchewan Region.

Attention: Miss L. Ferguson

OTTAWA, Ontario K1A 0H4
September 27, 1971.

P.A. → 1/25-1 (E46)

Cumulative Record Folder

I refer to your memorandum of September 9, 1971 concerning the Cumulative Record Folders.

There is no Indian Affairs Cumulative Record Folder. The provincial folders are to be used and they are available from the School Books Branch of the Department of Education in Regina.

C.S. Diaz,
Head, Counselling Services,
Guidance Services Division,
Education Branch.

J.MCVEIGH:jm

ROUND TRIP MEMORANDUM
GOVERNMENT OF CANADA

NOTE DE SERVICE ALLER-RETOUR
GOUVERNEMENT DU CANADA

E 5

FROM / DE
Dept. of Indian Affairs & Nortb. Dev.
Saskatoon District
226 - 20 St. E, Phoenix House
Saskatoon, Sask.

File No. (originator) – Dossier nº (source)
674/13-2

TO / À
Special Services Section
Guidance Services Division
Education Branch
Dept. of I.A. & N.D.
Ottawa, Ont.
K1A 0H4

File No. (addressee) – Dossier nº (destinataire)

Subject – Sujet

Re: Cumulative Record Folder

Could you advise if there is an "Indian Affairs Cumulative Record Folder" or do we use the provincial folders. Where can we obtain these? We require 200.

Dep. of Ed. Reports
School Boards Branch

L. Ferguson
Signature for/Saskatoon District
Date 9/9/71

Reply – Réponse

Signature
Date

Fold | Plier - 2
Fold | Plier - 1

7540-21-029-0717
CGSB STANDARD FORM 59P

1 ADDRESSEE / DESTINATAIRE

Please add reply — Keep this copy and return No. 2 to originator.
Ajouter la réponse — Garder cet exemplaire et renvoyer le nº 2 à la source.

000023

ROUND TRIP MEMORANDUM — NOTE DE SERVICE ALLER RETOUR

GOVERNMENT OF CANADA — GOUVERNEMENT DU CANADA

Return to / Renvoyez à: Dept. of Indian Affairs & North. Dev.
Saskatoon District
226 - 20 St. E, Phoenix House
Saskatoon, Sask.

From / De: Special Services Section
Guidance Services Division
Education Branch
Dept. of I.A. & N.D.
Ottawa, Ont.
K1A 0H4

File No. (originator) – Dossier nº (source): 674/13-2

File No. (addressee) – Dossier nº (destinataire):

Subject – Sujet

Re: Cumulative Record Folder

Could you advise if there is an "Indian Affairs Cumulative Record Folder" or do we use the provincial folders. Where can we obtain these? We require 200.

Special Serv. Branch

L. Ferguson
Signature for Saskatoon District — Date 9/9/71

Reply – Réponse

Signature — Date

2 REPLY / REPONSE — Please return this copy to originator. / *Veuillez retourner cet exemplaire à la source.*

Ottawa, Ontario K1A 0H4

September 24, 1971.

1/25-1

Mr. Short

P. A.

I refer to your memorandum of September 20, 1971, regarding Mr. Churchman's request for information on program funding.

1. Assessment of the Role Native Associations have been Playing in Administering Programs and What might be Expected for the Future.

a) Employment and Relocation

Generally speaking, Associations have not played a significant role in Employment and Relocation, and it is doubtful whether they will play a major role in the future. We believe that more and more of those responsibilities which we carry out on behalf of Indian people will be assumed by Manpower to the point where we can realistically anticipate Manpower Centres on some of the larger reserves or Manpower offices located near reserves for the specific purpose of serving Indian people within a geographic area.

This past summer we started a Summer Employment Program for High School Students. Although we geared the Program so that it would be administered at the Reserve level, two Associations, Saskatchewan and Alberta, took control of the Program on behalf of the bands in their respective Provinces. Indications are that these Associations performed well and it is expected that they will continue next year, assuming that the Program continues. Possibly, other Associations will request to operate the Program for their bands and we would probably agree provided that band support for the Association is total. However, because one general guideline for the Program is that the student work on his own reserve, it seems that the Program would best be administered at the reserve level.

b) Adult Education

Approval in principle by the Government for Indian Education/ Cultural Centres will undoubtedly see the transfer of responsibility for Adult Education to the Indian people. In some instances this will be through an Association (e.g. Alberta Indian Association); in other instances through

the Band Council (e.g. Old Sun on the Blood Reserve). It should be noted that presumably most bands will eventually establish Education Committees and that these committees will become the focal point at the Reserve level rather than the Council itself. Where Education Committees now exist, efforts are already being made to transfer responsibility for Adult Education Programs. Where transfers have been made, very effective programs are operating.

c) Vocational Education

Vocational Education provides Indian youth and adults with the opportunity to acquire the vocational skills or higher education that will enable them to compete for wage employment on an equal basis with other Canadians. Direct financial assistance is provided by Canada Manpower or by the Department of Indian Affairs and Northern Development for those unable to meet the Manpower criteria. In either case available training is purchased from the province or private institutions.

The arrangements for training lie within the administration of the field counsellors. The counsellor positions are being gradually filled by trained personnel of Indian status. By this manner there is a gradual transfer of the function to Indian people.

d) Research

Most research in Employment and Related Services is done under the direction of the Department. However, Associations are becoming involved more and more and we can expect to see this increase. However, we need be careful to determine the purpose of the research and to define clearly its objectives and the use to be made of it.

2. Major Factors that must be Taken into Account when Considering the Transfer of Programs to Associations.

1. Possible conflict between Associations and Bands regarding responsibility for programs.

2. Provincial interests and responsibility (e.g. Vocational Education).

3. Tendency to "bite off more than can be chewed."
Although we agree with the transfer of responsibility, the pace at which transfers should occur must be well thought out being cognizant of the capability of the new body to administer the program.

4. Assuming that transferred programs will be financed by public funds, there will have to be some type of mechanism built into all transferred program which will permit the Government to ensure that funds are being used effectively and efficiently.

...3

3. Identify any Additional Programs which Could be Transferred.

Insofar as this Division is concerned, we cannot foresee any other programs except as described above. However, it should be noted that if all the transfers which we anticipate do occur a very major portion of our responsibility is involved.

Original signed by
A. D. Simpson

for W.J. Kozar,
Acting Chief,
Employment and Related Services.

KOZAR/bl

Department of
Indian Affairs and
Northern Development

Ministère des
Affaires indiennes et
du Nord canadien

OTTAWA, Ontario K1A 0H4
September 23, 1971.

our file/notre dossier 1/25-1
your file/votre dossier

P.A.

REGIONAL DIRECTORS
DISTRICT SUPERVISORS

Mr. Harold Woodsworth, employed by the Department, is engaged in a special assignment to write a History of the Administration of Indian Affairs to be prepared as part of Operation of Indian Affairs. His work will necessitate various types of research. He may need some photocopy and typing services. He may also need minimal supplies and forms. He is to have access to archives and records.

Your co-operation and that of your staff will be appreciated to enable him to attain the objectives of this special project.

J. B. Bergevin,
Assistant Deputy Minister,
(Indian and Eskimo Affairs).

s.19(1)

OTTAWA, Ontario K1A 0H4
September 22, 1971

P.A. 1/25-1 (E.49)

Dear

I received with interest your letter of September 14, 1971 concerning the toys and clothes you wish to send to the Islington School in the Whitedog Reserve in Ontario. The Department greatly appreciates the time and effort you have put into this project.

I am sending a copy of your letter to our Regional Superintendent of Education for Ontario who will be able to give you more specific details. He will contact you in the near future.

Yours sincerely,

ORIGINAL SIGNED BY
G. D. CROMB

G.D. Cromb,
Director,
Education Branch.

WRIGHT/sm

Sept. 14/77

Dear Sir,

I was wondering if I could have some assistance from the Department of Indian Affairs in sending some toys for Christmas to the Islington School in the Whitedog Reserve in Ontario. Mr. Dumvill who is the principal at this school knows me as I have already made some children's clothes for the children of the reserve. I am making stuffed animals and since they take up some room, the cost would be so high as they wou

2/ have to be sent by mail. Therefore if I do not recieve any help from the gov't, I will be only able to send a few. Already I will be paying for the cost of the stuffing which is not cheap, and my own time spent in making these toys. Along with the toys, I would be sending more clothes. In no way do I charge them for any of the clothes or toys.

I do this because I feel it is about time that we start to help our own people in Canada such as the Indians & Eskimos, in-

stead of putting money into such solgans as "Is there any place you'd rather be?" or Ontario Place.

Recently I was up in the Rainy River District and saw some of places that the Indians live in. Most of them were shacks and had no decent facilities, and from the pictures I saw of Whitedog which is two-hundred odd miles north, the conditions were the same. When are people going to relize that they the Indians are people too and ~~s~~ not some third or fourth class person.

I am very against new buildings such as the M

4/ Centre which will cost millions of dollars which could be put to better use. We have beautiful old buildings in Toronto which have character but they will be torn down in order for new taller and cold gray coloured buildings.

If no assistance is sent from the gov't for this project, then the gov't is going against its purpose of "government for the people."

s.19(1)

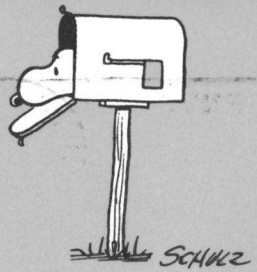
Thank you

[redacted]

P.S. If you are wondering why I can't afford the bill it's because [redacted].

s.19(1)

Department of Indian Affairs
and Northern Development
Ottawa, Canada



SEP 23 1971

OTTAWA, Ontario K1A 0H4

REGIONAL DIRECTORS
DISTRICT SUPERVISORS

1/25-1

P.A.

Mr. Harold Woodsworth, employed by the Department, is engaged in a special assignment to write a History of the Administration of Indian Affairs to be prepared as part of Operation of Indian Affairs. His work will necessitate various types of research. He may need some photocopy and typing services. He may also need minimal supplies and forms. He is to have access to archives and records.

Your co-operation and that of your staff will be appreciated to enable him to attain the objectives of this special project.

ORIGINAL SIGNED BY
J.B. BERGEVIN

J. B. Bergevin,
Assistant Deputy Minister,
(Indian and Eskimo Affairs).

WOODSWORTH/rb
September 22, 1971.

PA 1/25-1

OTTAWA, Ontario KIA OH4
September 2nd, 1971

Mr. J. W. Churchman
Director, Research & Liaison Branch
(Indian and Eskimo Program)

Re: Speaking Assignments
Elementary and Secondary Schools - Ottawa

Following receipt of your memorandum regarding the above topic and your telephone conversation with Mr. Cromb on the same subject, Mr. Gooderham and Mrs. Johnstone attended a meeting of the committee of Indian people who have been involved in speaking engagements at Ottawa schools during past months.

The members present explained their aims as well as their needs and the advantages of remaining intimately connected with the Indian-Eskimo Bureau. They further suggested that Mr. Gooderham become a permanent member of the committee. I agree with both these recommendations. I assume that Mr. Wasacase of Cultural Affairs Section, who expressed his interest and concern through Mrs. Johnstone, will also be represented on the committee.

Both Mrs. Johnstone and Mr. Gooderham expressed my interest in furthering this project which, as the members themselves mentioned, should be developed as a protoype which could then be used in other parts of the country.

In this regard, Mr. Gooderham has recommended that this committee be granted status as representing the Indian-Eskimo program with regard to school visitations and curriculum planning for Indian studies in the Ottawa city schools.

He has suggested that:

1. The members of the committee who are required to travel and to visit other schools in other communities receive a special travelling allowance from the Department,

2. The Education Branch provide money for any necessary texts and other supplies in addition to materials which the Indian-Eskimo Branch or Information Services supply,

. . 2

3. The committee be asked to review with the Ottawa School Board representatives material (both commercial and Departmental) which is currently being developed for and used by schools, and

4. They work with the National Film Board and interested members of the National Indian Brotherhood for the development of education material such as the Education multimedia presentation which, as you know, requires at least one new program. If the committee wishes, the present equipment could be used for a series of separate programs on different subjects or aspects of education,

5. The committee accept responsibility for co-ordinating their activities with similar programs which may be operated by other federal agencies such as the National Museum of Man.

The Committee members are anxious to begin their year's activities and I would recommend that they be provided with the necessary authority and funding to conduct a pilot project which will make them proud and will be an inspiration to groups of educators across Canada.

D W Simpson

George D. Cromb
Director, Education Branch

PLEASE DETACH BEFORE PRESENTING

ATTACHED CHECK IS IN SETTLEMENT OF ACCOUNT AS STATED BELOW.

AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS
1201 - 16TH STREET, N. W. — WASHINGTON, D. C. 20036

P.A. file 1/25-1

Refund due on NASE invoice 3366

a/c 242

2-33-151-2210-000-00-9951 - $205.00

000039

PA

AASA
NASE

AASA·National Academy for School Executives

File 1/25-1

August 31, 1971

Mr. D. K. F. Wattie, Chief
Guidance Service Division
Education Branch
Dept. of Indian Affairs and Northern Development
Centennial Towers
400 Laurier Avenue West
Ottawa, Ontario, CANADA

Dear Mr. Wattie:

This confirms cancellation of program #71-11 on Performance Contracting April 19-23, 1971 at Texarkana, Arkansas.

As requested in Mr. Cromb's letter of August 16, 1971, the AASA accountant has been authorized to refund $205.00 on invoice #3366 dated December 8, 1970 to the Education Branch, Department of Indian Affairs and Northern Development.

We regret that we were unable to hold this program, but hope you will choose to attend Academy programs in the future.

Sincerely,

John R. Ludington

John R. Ludington
Registrar

JRL/rs

Sent to PFMA 13/9/71

1201 Sixteenth Street, N.W., Washington, D.C. 20036 / Telephone: (202) 833-5521

NASE
American Association of School Administrators
1201 Sixteenth St. N.W., Washington, D.C. 20036

WASHINGTON D.C. AUG 31 '71
U.S. POSTAGE 16
PB METER 165515

VIA AIR MAIL

Mr. D. K. F. Wattie
Chief, Guidance Service Division
Education Branch
Dept. of Indian Affairs and Northern Development
Centennial Towers
400 Laurier Avenue West
Ottawa, Ontario, CANADA

PA 1/25 / (E27)

DEPARTMENT OF INDIAN AFFAIRS AND NORTHERN DEVELOPMENT

MINISTERE DES AFFAIRES INDIENNES ET DU NORD CANADIEN

CANADA

REQUISITION AND ISSUE VOUCHER "FILL OR KILL"

BORDEREAU DE COMMANDE ET DE SORTIE (NON REPORTABLE)

E

20-9-71

Consignee — *Consignataire*

District Superintendent in Charge,
South Island District, Dept. IA&ND,
214 - Federal Building, NANAIMO, B. C.

Attention: V. Janzen, Dist. Supt. of Education.

Requisition No. — *Numéro de la commande*		
Ordering Office *Bureau de com.*	Yr. *An.*	Serial Number *N° de serie*
A2974	1	0106

Financial Code — *Code Financier*
2-01-974-2210-000-00-1102

Stock No. — *Numéro de stock*	Description	U. of I. *U.deM.*	Quantity — *Quantité* Ordered *Com.*	Issued *Livrée*	Unit Price *Prix Unitaire*	Total Cost *Coût Global*
n/a	MANUAL of Instruction for use in Government-Owned Residences, (4-69)	EA	1	Mailed 1 copy of manual to Mr. Janzen - Sept. 20/71 L.M. (E27)		
	INDIAN RESIDENCIAL SCHOOL STUDY - by Canadian Welfare Council, as available from: 55 Parkdale Ave. Ottawa 3, Ont.	EA	1			
				This publication being mailed to Janzen by Canadian Welfare Council		

Remarks/Special Instructions — *Remarques/instructions spéciales*

Packed — Issued *Emballé — délivré*	Packages — *Colis*	Weight — *Poids*
B/L No. *Connaissement*	Date	

Approved — *Approuvé par*	Date	Received — *Reçu par*	Shipped Via *Voie d'expédition*	Posted Stock Record *Posté sur la fiche d'inventaire*
[signature]	23 - 8 - 71			

IAND 56-89 (8-69) 7530-21-029-0766

000043

2/63

BB
27 Sept 71
E.25

OTTAWA, Ontario. K1A 0H4
September 20, 1971.

P.A. → 1/25-1 (E27)

ALL DIVISION CHIEFS

INDIAN ASSOCIATIONS

Would you please review the attached memorandum from J. W. Churchman, Director, Research and Liaison Branch and let me have your comments which will enable me to submit a consolidated reply for the Education Branch.

The above information is required by Monday, September 27.

F. L. Short,
Head,
Administrative Services.

/NICHOLLS

E25

Department of
Indian Affairs and
Northern Development

Ministère des
Affaires indiennes et
du Nord canadien

Mr. J. G. McGilp
Mr. G. Cromb
Mr. F. J. Doucet

OTTAWA, Ontario K1A 0H4
September 16, 1971
our file/notre dossier 1/24-2-1
your file/votre dossier 1/44-6

The Inter-departmental Sub-Committee on Funding of Native Associations is developing a policy paper on program funding. Our plan is to have a proposal ready for consideration at our next meeting, which is tentatively scheduled for the last week of September.

I have already requested information from the other departments involved and I am now concerned with the gathering of relevant material within the Department. In this regard, Mr. Nigra is preparing a list to show what funds are being provided to Indian associations during the current year and what is planned for the 1972-73 year. The reports, when available, will be referred to each of you for review and comment.

Additionally; I would like to have your assessment of the role native associations have been playing in administering programs, and what might be expected for the future. It is also important that I have your views on the major factors that must be taken into account when considering the transfer of programs or activities to native associations for administration. You might identify any additional programs you feel could be administered directly by a native association some time in the foreseeable future.

May I please have your reply by September 29, the target date set for receipt of information from the other departments.

J. W. Churchman,
Director,
Research and Liaison Branch.

Department of
Indian Affairs and
Northern Development

CANADA

Ministère des
Affaires indiennes et
du Nord canadien

E55

Vancouver, September 15, 1971

Director, Education Branch
Ottawa

our file/notre dossier 3673-1 (E)
your file/votre dossier 1/25-1 (E.55)

Educational Television:"Sesame Street"

I am in receipt of your letter of September 8 dealing with "Sesame Street".

There is no doubt in my mind that Sesame Street is an excellent program. It is educationally sound, uses many of the best principles in education, and I would suppose that many children learn more from it than they do in school. In much of our area this program has now become available.

We also have an organization known as Raven which beams television into remote areas of the province. If the tapes for Sesame Street are made available, I would suggest that Raven would be glad to participate.

R. M. Hall
Regional Superintendent of Education

Noted EG.
20-9-71

s.19(1)

P.A.

Regional Director,
Indian and Eskimo Affairs
Program - Quebec.

OTTAWA, Ontario K1A 0H4
September 16, 1971
1/25-1 (EL4)

Attention: Mr. Lambert.

Student - [redacted]

As was indicated during our telephone conversation (Lambert-McGillivray) -- of September 13, 1971 we are enclosing a copy of a statement from Docteur Jacques Cartier fils indicating that [redacted] should be withdrawn from the school at Maniwaki for health reasons. The letter suggests also that she should attend school in Ottawa. Also enclosed are documents which Mr. G. Lefebvre had previously sent to [redacted]

During our conversation it was indicated that Mr. Lefebvre had been advised earlier on September 13, 1971 that he should take immediate action to make the necessary changes with regard to [redacted] school arrangements. We also indicated that we had gone directly to the district because of the time of the day we received the Docteur's letter and of the apparent urgent action required. By now we assume that appropriate arrangements have been made.

ORIGINAL SIGNED BY
PAUL McGILLIVRAY

G.D. Cromb,
Director,
Education Branch.

Encl.
McGILLIVRAY/bh

c.c.- Mr. Lefebvre

s.19(1)

Docteur Jacques Cartier fils
Médecine Générale - Maternité
Tél.: 449-1800 Maniwaki, Qué.

9/9/71

O Gui du Dent

Pour du revoir serment médicale

[redacted] devant ou plutôt dans abondance

[redacted] à Maniwaki et les fournir à Ottawa et

[redacted] plutôt fait bl-

J Cartier fils

Department of
Indian Affairs and
Northern Development

CANADA

Ministère des
Affaires indiennes et
du Nord canadien

[redacted]

Maniwaki, P. Quebec

10 Notre Dame St. E.,
2nd Floor
Montreal 127, P. Quebec

August 24, 1971

our file/notre dossier 373/25-8 (GL)
your file/votre dossier

The policy governing financial assistance does not authorize expenditure in excess of the amount it would cost for your education at Cité des Jeunes in Maniwaki.

If your parents accept to pay room and board for your upkeep in Ottawa, our Department will pay the equivalent of what it would cost for your education in Maniwaki This would cover tuition fees, books and supplies transportation and education allowance.

If your parents cannot assume responsibility for room and board, you would have to register with Mr. Corkery principal of the English Section at Cité des Jeunes where the courses offered are equivalent to those offered in the Hull - Ottawa area.

Respectfully yours,

G. Lefebvre
District Superintendent of Education
Montreal District

cc: Cecil King
J. Lambert
A. Gill

CITE ETUDIANTE DE LA GATINEAU
C.S.R. Henri-Bourassa

Madame, Monsieur,

La présente est pour vous informer que [redacted] devra se présenter à l'auditorium de l'école à la date et à l'heure indiquée pour y effectuer son inscription du début de l'année.

LES SERVICES AUX ETUDIANTS

[redacted]

- ☐ 8 septembre, 9:00 hres
- ☐ 9 septembre, 9:00 hres
- ☑ 10 septembre, 9:00 hres
- ☐ 10 septembre, 10:30 hres
- ☐ 10 septembre, 1:30 hres

CITE ETUDIANTE DE LA GATINEAU

C.S.R. Henri-Bourassa

Madame,
Monsieur,

Nous vous transmettons par la présente certains détails concernant l'entrée des élèves pour septembre 1971.

Si des questions supplémentaires se posaient, nous vous invitons à communiquer avec nous en composant 449-1880.

1. ENTREE DES CLASSES

Tel que publié dans les journaux locaux, l'entrée des classes a été fixée au 8, 9 et 10 septembre prochain.

Comme nous recevons les élèves par niveau nous vous prions de bien prendre note du JOUR et de l'HEURE à laquelle votre fils/fille devra se présenter à l'auditorium de l'école.

La date, de même que l'heure vous sont indiquées sur le feuillet de couleur qui accompagne le présent document.

2. FRAIS DU DEBUT DE L'ANNEE

De par résolution de la Commission Scolaire Régionale Henri-Bourassa, tous les élèves devront débourser la somme de $5.00 A L'ENTREE.(1)

Cette somme couvre les frais suivants:

$1.00 pour la carte d'identité
$1.00 pour le Conseil Général des Etudiants
$3.00 de dépôt REMBOURSABLE pour la location de 3 cadenas à casiers.

---

(1) A l'exception des élèves de l'Initiation au Travail qui ne devront déboursés que $4.00, ces derniers n'ayant que deux (2) cadenas à leur disposition.

Les chèques, s'il y a lieu devront être payables à l'ordre de la Commission Scolaire Régionale Henri-Bourassa.

Ces frais devront être acquittés avant la remise de l'horaire personnel de l'élève.

3. VOLUMES

Tous les volumes mis à la disposition des élèves sont prêtés gratuitement par la Commission Scolaire Régionale Henri-Bourassa.

Toutefois, l'élève est RESPONSABLE de TOUS SES VOLUMES. C'est donc dire qu'en cas de perte ou de détérioration anormale le prix du volume sera exigé et tous les résultats scolaires seront retenus jusqu'à l'acquittement complet de ces frais.

4. ACTIVITES

Pour 1971-72, un nombre accru d'activités scolaires et para-scolaires sera offert aux élèves.

La liste de ces activités de même que les détails de fonctionnement seront transmis aux élèves au cours du mois de septembre.

La participation à ces activités demeure évidemment libre mais nous encourageons tous les élèves à participer au moins à l'une ou l'autre de ces activités.

Sous toute réserve, voici certains titres d'activités susceptibles de s'inscrire au programme de 1971-72.

- Initiation à l'aviation privée (aéromodélisme)
- Camping & Plein air
- Chasse & Pêche
- Ciné-Club
- Cuir repoussé
- Folklore & Chorégraphie
- Horticulture Ornementale
- Peinture & Céramique
- Philatéliste & Numismate
- Photographie
- Théâtre

Department of
Indian Affairs and
Northern Development

20177

Ministère des
Affaires indiennes et
du Nord canadien

P.O. Drawer 160, Amherst, N.S.
September 13, 1971

Director, Education Branch,
Ottawa

our file/notre dossier 201/25-1-11(E3)
your file/votre dossier 1/25-1

PA
15-9-71 E28

Publications

Reference your letters of September 8, 1971 and July 9, 1971. Please be advised that this office has now received the following books (50 of each):

- Guests Never Leave Hungry
- Son of Raven Son of Deer
- Trapping Is My Life
- Potlatch.

R. D. Brown,
Regional Director - Maritimes
(Indian and Eskimo Affairs)

above noted 15-9-71
M.L. (E28)

Ottawa, Ontario K1A 0H4

September 13, 1971.

Mr. D.A. Davidson

1/25-1

P.A.

Responsibility for Eskimos in the South

We have reviewed the exchange of correspondence between our Deputy Minister and Deputy Commissioner Parker, regarding the above, and there are several comments we would like to make.

We agree with the general statement in the Deputy Minister's letter which states, "laws of general application in the province must inevitably apply to Eskimos who are permanent residents and their entitlements are the same as those of other residents." There are, however, a significant number of benefits which Indians and Eskimos resident in provinces are entitled to in addition to those which provinces normally provide for their residents. Our Treasury Board authority number 683751 which covers all post school assistance makes no distinction between Indians and Eskimos or their geographic location. It simply states, "a program of financial assistance with respect to the training, mobility and re-establishment of Indian and Eskimo residents of Canada." On the strength of this authority an Eskimo is entitled to all post school program benefits regardless where he lives. An anomaly has already arisen where an Eskimo or Indian in the Territories is assisted by the Territorial Government on the basis of his being a "northerner". The assistance provided is significantly less than he would receive under the authority of our post school division. Two specific examples will illustrate our point.

1. An Eskimo from the Territories attends University in Edmonton. As a northerner the assistance he receives from the Territorial Government is less than he would receive from us.

2. A territorial Indian man marries a non-Indian woman in Calgary.- under our regulations she acquires Indian status and is entitled to apply for assistance from the post school division. The Territorial Government cannot assist her since she does not apparently acquire "northerner" status by marriage.

...2

[redacted] working arrangement we have between regions, permits Alberta, for example, to process an application for assistance from an Ontario Indian who happens to be in Alberta on the same basis as if he were an Alberta Indian. On completion of training, Alberta recovers the total costs of training from Ontario. Although to our knowledge the problem has not come up as yet, we are not certain what the territorial reaction would be if one of our regions attempted to recover assistance extended to a territorial Eskimo or Indian - especially if it was at the higher rates we apply in the regions.

We are a bit concerned about the general statement in Deputy Commissioner Parker's letter which states, "your interpretation of their status, namely that they are the responsibility of the province in which they reside, is the interpretation which we expected."

If the Deputy Commissioner means Territorial Indians and Eskimos living in a province should be subject to the same laws and entitled to the same provincial benefits as other residents of the province, then we agree with him. If, however, by saying that, "they are the responsibility of the province" he means the Territorial Government will assume no additional responsibility for them then a discrepancy arises between benefits available to Indians living in the provinces and the Indians and Eskimos who live in the Territories.

It seems to us there are three areas here which require clarification -

1. We stipulate legal Indian or Eskimo status as the only requirement for applying for post school assistance. The Territorial Government do not recognize Indian or Eskimo as having any status different from the rest of their residents.

2. We do not apply any residence requirement to post school assistance; the Territorial Government do.

3. We have a cost recovery arrangement between regions for out of region students. This appears to be not so for territorial Indians and Eskimos.

It might be helpful for us to meet, together with appropriate officers from our two Branches, to discuss this area in more detail and decide what action should be taken to try and resolve some of the problems which have arisen.

R.D. Simpson

G.D. Cromb,
Director,
Education Branch.

ZAKRESKI/bl

Olly

Mr. Cromb, Room 673A

Department of
Indian Affairs and
Northern Development

Ministère des
Affaires indiennes et
du Nord canadien

Chief,
Northern Services Division

Ottawa, Ontario K1A 0H4
August 27, 1971

Responsibility for Eskimos in the South

You will recall that both the Commissioner and the Deputy Commissioner of the N.W.T. wrote to the Department concerning the responsibility for Eskimos in the south.

After considerable discussion a departmental position was established and I am now attaching a copy of Mr. Robinson's letter of August 3 to the Deputy Commissioner informing him that in general the Provincial authorities should be informed that they should accept responsibility for Eskimos who are permanent residents of the province in question. I am also attaching a copy of Mr. Parker's reply in which he acknowledges receipt of this ruling and asks that the Departmental view be brought to the attention of those officials who normally come up against such problems.

F.B. Fingland,
Acting Chief,
Territorial Division.

A.D. McKenzie:ab

Attach.

Original to Mr. Yates-Hunt
Copy for Mr. Gordon to see and
Mr. Robinson to see on return

10-016-000

OFFICE OF THE COMMISSIONER
NORTHWEST TERRITORIES
CANADA

TO: DM
FILE # 20-2-1

Yellowknife, N.W.T.,
9 August 1971.

Mr. H. B. Robinson,
Deputy Minister of
Indian Affairs and Northern
Development,
OTTAWA, Ontario, K1A OH4.

Dear Basil:

Thank you for your letter of August 3 which was written in reply to the Commissioner's and my queries regarding the status of Eskimo persons resident in one of the provinces. Your interpretation of their status, namely that they are the responsibility of the province in which they reside, is the interpretation which we expected. I appreciate that this interpretation must be used with discretion and further, that your officials and ours must approach the problem in the same fashion. I would appreciate it if you could make your stand known to those of your people who come up against the problem in the Ottawa area.

Yours sincerely,

John H. Parker

John H. Parker,
Deputy Commissioner.

(16-e) (581)

P.A.

40

Mr. John H. Parker,
Deputy Commissioner,
Government of the
Northwest Territories,
Yellowknife, N.W.T.

AUG 3 1970

Dear Mr. Parker:

Your letter of July 13 to Mr. D.A. Davidson drew attention to the fact that the problem of determining responsibility for Eskimos in the South has not yet been resolved. Your letter of January 7 and the Commissioner's letter of April 16 also dealt with this issue.

Since the question of Eskimo status has never been adequately defined, I think it would be advisable to steer clear of philosophical discussion which would inevitably revolve around the definition of an Eskimo, and to deal with the problem pragmatically. Since any Canadian may move into any province, and enjoy the same rights and have the same obligations as other residents of the province, it seems logical that this general rule should also apply to Eskimos as full Canadian citizens. Since the British North America Act nearly prevents the provinces from legislating exclusively for Indians and by extension for Eskimos, laws of general application in the provinces must inevitably apply to Eskimos who are permanent residents, and their entitlements are the same as those of other residents. I would therefore suggest that if any of the provincial authorities attempt to refer a case to you, you should inform them that you cannot accept responsibility for anyone, whatever his ethnic origin, who has migrated from the Territories and taken up residence in a province, and that any costs incurred in connection with such a person should be borne by the province into which the person has moved.

Obviously, however, the interests of the person involved have to be considered, and if the provincial authorities are adamant in their refusal to bear the costs, you may find yourselves obliged to accept responsibility as a last resort to protect the individual. I doubt whether there would be many cases in which you would find yourselves forced into this position. Possibly the key to an ongoing policy might be that the Territorial Government should only recognize demands brought to your attention by provincial governments. The province should first extend the usual provincial services and assistance to any Eskimo resident; if the province then wants to recover from the Territorial

... 2

Government, every effort should be made to persuade the province to accept the cost on the basis of recognized provincial responsibility.

If all else fails, of course, I can only suggest that you let me have the details of any case which arises in future, and it will be considered on its merits.

Yours sincerely,

H. B. ROBINSON

H.B. Robinson,
Deputy Minister.

A.D. McKenzie/dlj
July 23, 1971

c.c. Mr. Baker

TRANSMITTAL SLIP
FICHE DE TRANSMISSION

PASS TO:
DESTINATAIRE(S)

1. [redacted] D. Crombie

2. .....

3. .....

4. .....

DATE .....AUG 30 1971.....

SIGNATURE .....

IAND 10-153 (3-70)
(10-67) 7530-21-023-4277

000062

Mr. McGilp, Room 813

Department of
Indian Affairs and
Northern Development

CANADA

Ministère des
Affaires indiennes et
du Nord canadien

Chief,
Northern Services Division

Ottawa, Ontario K1A 0H4
August 27, 1971

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F.B. Fingland,
Acting Chief,
Territorial Division.

A.D. McKenzie:ab

Attach.

c.c. Mr. G. D. Cromb,
Director, EDUCATION.

Original to Mr. Yates-Hunt
Copy for Mr. Gordon to see and
Mr. Robinson to see on return

10-016-000

OFFICE OF THE COMMISSIONER
NORTHWEST TERRITORIES
CANADA

Yellowknife, N.W.T.,
9 August 1971.

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Deputy Minister of
Indian Affairs and Northern
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OTTAWA, Ontario, K1A 0H4.

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Yours sincerely,

John H. Parker

John H. Parker,
Deputy Commissioner.

(11-8) (581)

P.A.

L/0

Mr. John H. Parker,
Deputy Commissioner,
Government of the
Northwest Territories,
Yellowknife, N.W.T.

AUG 3 1970

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... 2

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Yours sincerely,

H. B. ROBINSON

H.B. Robinson,
Deputy Minister.

A.D. McKenzie/dlj
July 23, 1971

c.c. Mr. Baker

P.A

OTTAWA, Ontario K1A 0H4
September 14, 1971.
1/25-1 (E16)

Mrs. Irene L. Fowlie,
Heward, Saskatchewan.

Dear Mrs. Fowlie:

I have attached, as requested in your letter of September 8, a list of the books purchased by the Education Branch for promotion purposes.

Many publishing companies are reviewing manuscripts which contain Indian literature. These manuscripts have not been published yet and pertinent information will have to be obtained from the publishers concerned.

A list of publishers which have shown a specific interest in Indian literature is attached.

Yours sincerely,

for G. D. Cromb,
Director,
Education Branch.

Att.2

Books Purchased by the Education Branch

There Is My People Sleeping by Sarain Stump (Gray's Publishing)

Trapping Is My Life by John Tetso (Peter Martin Assoc.)

Potlatch by George Clutesi (Gray's Publishing)

Son of Raven Son of Deer by George Clutesi (Gray's Publishing)

Guests Never Leave Hungry edited by James P. Spradley (McGill-Queen's University)

Tales of Nokomis by Patronella Johnson (Mussons)

Forbidden Voice by Alma Greene (The Hamlyn Publishing Group)

Indian and Eskimo Art by Ryerson Press (McGraw-Hill)

Publishing Companies

J.M. Dent & Sons (Canada) Limited, Don Mills, Ontario

W.J. Gage Limited, Scarborough 733, Ontario

Musson Book Company, Don Mills, Ontario

McGraw-Hill Company of Canada Limited, Scarborough 707, Ontario

Peter Martin Associates Limited, Toronto 5, Ontario

Griffin House Press, Toronto 135, Ontario

Neehewin Publishing Company, Toronto, Ontario

Gray's Publishing Limited, Sidney, British Columbia

The Copp Clark Publishing Company, Toronto 2B, Ontario

E

Heward, Sask.
Sept. 8, 1971.

Mr. L. D. Crosby,
Ottawa, Ontario

Dear Mr. Crosby.

I thank you for your letter of August 30, also for the book and the list of names.

You mentioned in your letter that Copp Clark are publishing a reader containing authentic Indian literature and also other publishing companies are publishing books with Indian literature in them.

Could I trouble you to send me the name of the reader that Copp Clark are publishing and also the names of the companies and books being published containing Indian literature?

So far I have searched fifty-five authorized literature text books and in these fifty-five books have found only 110 selections by or about Indians. Out of this 110 selections twenty-four are repeats. Also there are only eleven selections by Indian authors and three of these are repeats.

The Saferis editions I, II, III by Coutts and Chalmers and published by Dent & Co. are the only

series which contain any trend to Indian literature.

The people in Newfoundland have two new texts for Grade III which contain legends and stories of Indian people.

Would it be possible to obtain a list of the books, written by Indian people, that you are promoting?

I would like to thank you sincerely Mr. Crosby for your time and assistance. It is greatly appreciated.

s.19(1)

Mr. G. D. Crombie
Director - Education Branch
Dept. of Indian Affairs & Northern Development
Ottawa, Ontario.

OTTAWA, Ontario. K1A 0H4
September 10, 1971.

P.A. 1/25-1 (E.49)

ALL DIVISION CHIEFS

Dockets

The purpose of this memorandum is to expedite the completion of dockets in order to meet set deadlines.

1. All dockets are distributed and co-ordinated by Mrs. Sheila Wright, Room 674.

2. Division Chiefs' secretaries should record all dockets assigned to their Division and notify Mrs. Wright if the docket will be answered by an officer other than the assigned officer.

3. Secretaries are responsible for ensuring that their Division meets all docket deadlines and notifying Mrs. Wright if a change in the deadline has been requested.

4. All completed dockets must be returned to Mrs. Wright. If it is necessary to forward a completed docket directly to Secretariat, Mrs. Wright must be notified.

If you have any questions concerning docket procedure, please contact Mrs. Wright at 2-8308.

G.D. Cromb,
Director,
Education Branch.

S WRIGHT/AJL SW

OTTAWA, Ontario
September 9, 1971.

P.A. 1/25 - 1 (E.49)

DEPARTMENTAL SECRETARIAT

Attention: Mr. Fox

Re: Notes on Education for the Minister's Trip to Thunder Bay .

Attached is the information prepared for the Minister's address to the Canadian Catholic School Trustees meeting in Thunder Bay on September 17th, as requested in Mr. J. T. Fournier's memorandum to the Deputy Minister, dated July 19th.

G. D. Cromb,
Director,
Education Branch.

Enc.

mmc SW

OTTAWA, Ontario K1A OH4
September 14, 1971.

P. A. → 1/25-1 (E.26)

Mr. R.W. Coughlin,
Personnel Adviser,
Department of National Health and Welfare,
Tunney's Pasture,
Ottawa, Ontario
K1A OL2

Dear Mr. Coughlin:

Contract Employee - Miss Monique Saint Hilaire

This will acknowledge receipt of your letter of August 16, 1971 requesting further information on Miss Monique Saint Hilaire's record of employment with this Department.

We are pleased to send you photostat copies of the contracts covering Miss Saint Hilaire's periods of employment with us together with a copy of the authority under which these contracts were signed. We trust this information will meet your requirements.

Yours sincerely,

for G.D. Cromb,
Director -
Education Branch.

ANDREWS/ss

DEPARTMENT OF INDIAN AFFAIRS AND NORTHERN DEVELOPMENT
MINISTÈRE DES AFFAIRES INDIENNES ET DU NORD CANADIEN

CANADA

TEMPORARY FILE SLIP
FICHE TEMPORAIRE DE DOSSIER

NOTE: This slip is to be used for passing correspondence when the main file is charged out or is not required, and must not be removed but will be attached to the main file as soon as possible.

REMARQUE: *La présente fiche sert à transmettre la correspondance lorsque le dossier principal est sorti ou n'est pas demandé; ne pas l'enlever, mais la fixer au dossier principal dès que possible.*

Branch — *Direction*

File No. — *Dossier N°* 1/25-1

Subject — *Sujet*

Main file is charged to — *Dossier principal inscrit au nom de* E 16 9-8-71

REFERENCE — *RENVOI*				ACTION TAKEN — *MESURES PRISES*			
REFERRED TO *DESTINATAIRE*	BY *PAR*	REMARKS *REMARQUES*	DATE	P.A. DATE — *DATE DE RANGEMENT*	B.F. DATE — *DATE DE RAPPEL*	BY *PAR*	FOR C.R. USE ONLY *AU SEUL USAGE DES ARCHIVES*
E25	21	811736	18/8				

NOTE: If action cannot be taken without the file, please make statement to that effect and return paper to Central Registry.
REMARQUE: *Si l'on ne peut procéder sans le dossier, prière de la déclarer et de renvoyer la correspondance aux archives.*

000077

IAND 10-87 (8-67) 7530-21-023-4487

E169-8

81173

DEPARTMENT OF
NATIONAL HEALTH AND WELFARE

MINISTÈRE DE LA
SANTÉ NATIONALE ET DU
BIEN-ÊTRE SOCIAL

CANADA

FOOD AND DRUG DIRECTORATE • DIRECTION DES ALIMENTS ET DROGUES

E25

OUR FILE No. / Nº DE DOSSIER 1/25-1 (E25)
orig: D. Bradley
(5-8449)

Tunney's Pasture,
Ottawa, Ontario,
K1A 0L2,
August 16, 1971.

Mr. G.D. Gromb,
Director,
Education Branch,
Department of Indian Affairs & Northern Development,
Centennial Towers,
400 Laurier Avenue West,
Ottawa, Ontario.

Dear Sir:

Re: Miss Monique Saint-Hilaire

We are in receipt of your letter of February 12, 1971 in which you advised that Miss Saint-Hilaire had been engaged on a contract basis with your department.

On forwarding the above information to the Public Service Superannuation Account, we were informed that further information would be required. In order to establish whether or not Miss Saint-Hilaire's election for service from 1966 to 1968 is valid, they require the following information:

A. A copy of the service contract under which Miss Saint-Hilaire was employed.

and

B. A copy of the authority under which the contract was signed.

Any assistance which you might be able to provide in this situation would be greatly appreciated.

Yours truly,

D. Bradley

for R.W. Coughlin,
Personnel Advisor.

Ottawa, Ontario K1A 0H4

September 14, 1971.

1/25-1

P.A.

Regional Superintendent of
Vocational Education
Saskatchewan Region

Thank you for your letter of August 25, with reference to your budget targets for 1972-73.

In reviewing the attached charts, it is significant that you forecast a major thrust in Adult Basic education and the Training on the Job program. I agree with this approach entirely and will exert whatever influence I can to ensure sufficient funds are available to you to expand these programs as planned.

O.M. Zakreski,
Chief,
Employment and Related Services.

ZAKRESKI/bl

OTTAWA, ONTARIO KIA OH4
September 10, 1971.
P.A. 1/25-1

MR. CHURCHMAN

Indian Act - 1970 Printing

We have examined the 1970 printing of the Indian Act and can report that there are no substantive changes from the previous printing in the clauses concerning Education. However, there is a change in the numbering of the Education clauses. In the previous edition they were numbered 113 - 122. In the 1970 printing they are numbered 114 to 123.

G D Cromb.
M.Mc

G. D. Cromb,
Director,
Education Branch.

Department of
Indian Affairs and
Northern Development

CANADA

Ministère des
Affaires indiennes et
du Nord canadien

Ottawa, Ontario K1A 0H4
September 10, 1971.
our file/notre dossier 1/25-1 (E52)
your file/votre dossier

Mr. G.D. Cromb,
Director,
Education Branch.

Indian Act - 1970 Printing

I have examined the 1970 printing of the Indian Act and can report that there are no substantive changes from the previous printing in the clauses concerning Education. However, there is a change in the numbering of the Education clauses. In the previous edition they were numbered 113 - 122. In the 1970 printing they are numbered 114 to 123.

D.K.F. Wattie,
Chief,
Research and Consultant
Services Division.

P. A.

Ottawa, Ontario K1A 0H4
September 10, 1971.
1/25-1 (E52)

Mr. G.D. Cromb,
Director,
Education Branch.

Indian Act - 1970 Printing

I have examined the 1970 printing of the Indian Act and can report that there are no substantive changes from the previous printing in the clauses concerning Education. However, there is a change in the numbering of the Education clauses. In the previous edition they were numbered 113 - 122. In the 1970 printing they are numbered 114 to 123.

D.K.F. Wattie

D.K.F. Wattie,
Chief,
Research and Consultant
Services Division.

WATTIE:ph

OFFICE OF
ASSISTANT DEPUTY MINISTER

ONTARIO
DEPARTMENT OF EDUCATION

MOWAT BLOCK, QUEEN'S PARK
TORONTO 182, ONTARIO

P.A.

E-1

September 9, 1971.

Dear Mr. Simpson:

Thank you for your letter and enclosures, dated August 31, 1971.

I found the material, submitted by you, to be most beneficial regarding my work on the Community School Task Force.

It was a pleasure meeting with you, in London, and I look forward to seeing you in future.

Yours sincerely,

Wally Coulthard

W. W. Coulthard,
Executive Assistant.

Mr. D. W. Simpson, Assistant Director,
Education Branch,
Department of Indian Affairs and
Northern Development,
Ottawa, Ontario.
K1A 0H4

C

M.A.

INDIAN EDUCATION RESOURCES CENTER

THE UNIVERSITY OF BRITISH COLUMBIA, VANCOUVER 8, B.C. 228-4662

1/25-1

TO: July 22, 1971
FILE #

Mr. Colin Wasacase
Head of Cultural Development Division
Dept. Indian Affairs & Northern Development
400 Laurier Avenue, West
Ottawa 4, Ontario

Dear Colin:

Reference to my letter of June 15, 1971, regarding the expenses for Mr. Bert McKay (your B.C. representative), who attended the Indian & Eskimo Association - Indian Education Conference in Yellowknife, N.W.T. on May 30 - June 4, 1971.

We would appreciate your department's cheque in the amount of $450.00, to cover the cost of this trip.

Sincerely,

Alvin A. McKay,
Director.

AAM/mfr.

paid by E&S 7 Sept 71
acct. sent for payment NFAR
august 1971.
7/9/71

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City — Ville REGINA Zone Province SASKATCHEWAN

Account Compte No. DA 10460 PRINTED MATTER — IMPRIMÉS Your Order Votre commande No. 027411

11-136-126 CGSS 7530-21-029-0147 H

Ottawa, Ontario K1A 0H4

September 3, 1971.

Regional Director,
Indian and Eskimo Affairs Program
British Columbia Region

1/25-1

P.A.

Attention: Superintendent of
Vocational Education

We received the attached letter from [redacted]. We do not have any background information on him and therefore cannot deal with it. The Circular letter referred to deals with assistance to students who wish to enroll in training outside of Canada. We have just revised this directive and you will be receiving the new guidelines shortly.

Can you please contact [redacted] and review his circumstances with him. Would you also advise your field staff to not counsel students to write to Headquarters directly unless they have provided us with full details including their own recommendation. This should, in all cases, be channelled through your office.

O.N. Zakreski,
Chief,
Employment and Related Services.

Encl.
ZAKRESKI/bl

August 30, 1971

Mr. O. M. Zakreski, Educational Director

Indian Affairs

Centennial Tower

400 Laurier Street W.

OTTAWA, ONTARIO

Dear Mr. Zakreski:

I am writting this letter to your office from advice from my local Educational Councillor Mrs. William Brewer of Vernon, B. C.

Mrs. Brewer informed me that the letter I wrote to Regional Office could not be approved to give me financial help and that for me to write to your office hoping that you would reconsider your decision regarding my financial aid for this school year.

I financed and completed one (1) year of College 70-71. However, a scarcity of Employment in our district makes it impossible for me to finance another year.

Here is a quoting I received from the Regional Office. "According to existing Departmental Policy (Circular letter X11 Ottawa) September 30, 1969 - 1/1-2 (E37). I regret to inform you that neither Regional or District Staff can authorize assistance for you.

Sincerely,

Ottawa, Ontario K1A 0H4

September 3, 1971.

1/25-1

P.A.

Dear

We have for acknowledgment your letter of August 30, requesting post school education assistance.

Since we have no background information here on your circumstances other than the letter you wrote, we cannot respond to your inquiry. We have asked our Regional office in Vancouver to review your case, and you can expect to hear from them shortly.

Yours sincerely,

Original signed
O.N. Zakreski

O.N. Zakreski,
Chief,
Employment and Related Services.

ZAKRESKI/bl

c.c. Regional Superintendent
of Vocational Education,
Vancouver, B.C.

Ottawa Ontario K1A 0H4.
September 3, 1971.

Mr. Harold Sprott,
Liaison and Research.

P. A. 1/25 - 1

In reply to our telephone conversation of this morning, Friday September 3, I am attaching the requested information on current financial committments by the Education Branch for projects requested by or in connection with Indian associations. The Education Branch has made financial committments for the projects noted on the attached list. I am also attaching a copy of the memorandum to the Cabinet on Native Cultural/Educational Centres for your information.

I hope this information is of assistance.

D.W. Simpson

S.L.

Name of Project	Purpose	Cost	Financial Committment for 1971-72
Study by Union of Ontario Indians	To provide an instructional kit on history and culture of Canada's native people	$5,000	$5,000
Study by Union of Nova Scotia Indians	Reasons for dropout of Indian students	$5,600	Nil
Federation of Saskatchewan Indians Task Force	Saskatchewan Indian education study	$89,400	Nil
Study by Union of Ontario Indians	Bibligraphy and list of theses on Indian education	$3,000	$3,000
Study by Union of New Brunswick Indians	Reasons for dropout of Indian students	$15,000	$15,000

* In addition to the above, the Department has committed funds out of the general program budget for Native Cultural Educational Centres to the amount of $1 million and for the Rivers training project in Manitoba.

Ottawa, Ontario K1A 0H4

September 2, 1971.

1/25-1

P.A.

Regional Director,
Indian and Eskimo Affairs Program
All Regions

Attention: Regional Superintendent
of Vocational Education

Post School Education -
T.B. Authority 683751

The above authority approved October 17, 1968, which covers all assistance under post school programs expires March 31, 1972.

We feel it requires quite an extensive revision to incorporate developments since it was approved. We also feel the format should be changed considerably to make it easier to read and understand. Basically, we are of the opinion the authority should be clearly divided into the three major sub-activities of Adult Education, Vocational Training and Employment - Relocation. I am asking the Head, Adult Education and the Head, Employment Relocation to take responsibility for their respective sections, and I will do the Vocational Training part. We will then meet to co-ordinate and produce a draft submission which will be sent to you for review and comments. In the meantime, I would appreciate it if you would review the present authority with your staff and bring to our attention any views or comments you might have about either the content or format of the present authority. We should have the discussion draft of the new authority finished by December 31, and the final draft started on its way to Treasury Board by February 1, 1972, to ensure we have the new authority approved prior to the expiry of the present authority.

Original Signed
O.N. Zakreski

O.N. Zakreski,
Chief,
Employment and Related Services.

ZAKRESKI/bl

c.c. Mr. G. Cromb.
Mr. A. Simpson.
Mr. R. Biddle.

Regional Director,
Indian and Eskimo Affairs Program,
All Regions

OTTAWA, Ontario K1A 0H4
September 8, 1971.
P.A. → 1/25-1 (E55)

ATTENTION: Regional Superintendents of Education

Educational Television: "Sesame Street"

One of the recommendations in the Fifth Report of the Standing Committee on Indian Affairs and Northern Development tabled in the House of Commons on June 30, 1971 reads as follows:

"TELEVISION"

16. That in collaboration with the CBC, educational programming be developed aimed specifically at the Indian, Eskimo and Metis of Canada, including educational programming aimed at the pre-school, elementary school, secondary school and adult education levels."

The recommendation is a timely one in that it provides impetus to a project that we have been working on during the past several months: that of making "Sesame Street" available to kindergarten and primary grade students in areas not presently served by CBC-TV.

"Sesame Street" as you know, is the widely acclaimed television program which has been proven to have dramatically increased the perceptual skills of young children. While the potential possessed by television for easing acculturation problems has long been recognized, there have been very few programs developed for this specific purpose. "Sesame Street" is a brilliant first in this field and we feel it should be available to all pre-school children.

We have been faced with two major problems in realizing this objective. First the necessity of negotiating with the producers of the program (Children's Theatre Workshop in New York), to obtain the rights to distribute "Sesame Street" in our schools and secondly, since the advent of satellite television broadcasting is still at least two years away from the remote areas of Canada, to determine the medium best suited for showing the program in the schools. At the present time the two alternatives appear to be either 16 mm sound film or video tapes.

. . . 2

The CBC has offered to assist us in our negotiations to obtain the "non-theatrical" rights to the program and we have been investigating the comparative costs of the purchasing and the servicing of projectors and video tape recorders etc.

Before proceeding any further, however, we need to know how you feel about the project and any problems that you see as being related to it in your Region. Specifically, are there schools in your Region that do not now have access to CBC-TV that might be interested in using "Sesame Street" to assist in developing reading readiness and math skills in the younger students? If yes, approximately how many schools would be involved?

Decisions will also have to be made regarding the distribution of the films or tapes and the general "housekeeping" related to their distribution. The tapes or films may also need to be edited to remove any irrelevancies. Can you recommend somebody from your Region who could serve as a Regional co-ordinator for the project? Such a person could be a member of your staff or possibly, a Provincial curriculum Specialist.

There may need to be liaison with your Provincial Department of Education, and possibly with a research group who may be interested in conducting an assessment and evaluation of the effect of this type of program on the educational development of Indian and Metis children from isolated or semi-isolated areas.

At the present time a small group of Indian people are developing skills in the use of VTR equipment and other media. The training is being given by the National Film Board in co-operation with the Education Branch. One of the exciting possibilities to consider, if the Sesame Street project is successful, may well be the preparation of comparable teaching aids by the native people themselves.

Headquarters will negotiate for the program rights to Sesame Street and arrange a meeting with Regional co-ordinators to discuss all aspects of the implementation of the project. We will also keep the National Indian Brotherhood fully informed of the project. The extent of involvement of each Region is left to the discretion of the Regional Superintendent of Education.

May I please have your comments on this project.

D W Simpson

G.D. Cromb,
Director,
Education Branch.

Ellis/lr
GG 3-9-71

Regional Director,
Indian and Eskimo Affairs
Program - Maritimes

OTTAWA, Ontario K1A 0H4
September 8, 1971.
P.A — 1/25-1

ATTENTION: Regional Superintendent of Education

Please advise if your office has received 50 copies of each of the following books:

Guests Never Leave Hungry

Son of Raven Son of Deer

Trapping Is My Life

for G.D. Cromb,
Director,
Education Branch.

PEPIN/lim

OTTAWA, Ontario KIA OH4
September 8, 1971.

P. A. 1/25-1 (E.49)

Mr. F.G. Foot,
Departmental Organizer,
United Appeal Campaign 1971-72,
Room 1439A,
Centennial Tower.

United Appeal Campaign 1971-72.

With reference to Mr. Bergevin's memorandum of August 20th, related to the 1971-72 United Appeal Campaign, the following have been appointed canvassers for the Education Branch:

Division Chiefs	D.K.F. Wattie
Section Heads	D. Monture
Other Officers	R. Ramsden
Clerical and Stenographic	Mrs. J. McVeigh.

ORIGINAL SIGNED BY
G. D. CROMB

G.D. Cromb,
Director,
Education Branch.

WRIGHT/mmc

CR/PA

September 3, 1971.
Ottawa, Ontario K1A 0H4.
1/44-6 and 1/25-1

Mr. C.D. Crumb,
Director,
Education Branch.

Re: National Indian Brotherhood
Workshops on Education

In reference to your memorandum of August 27 on the above subject, I would like to offer the following comments:

1. Executive members of the National Indian Brotherhood, and the provincial Indian associations receive salary and travel allowances as part of the Federal Government core funding as provided by the Department of the Secretary of State. Treasury Board and the Auditor General's Office have cautioned us about duplicate payments to Indian leaders, consequently I would not recommend payment of the requested per diem costs.

2. It will be in order to provide per diem allowances to the association Education Advisers or paid staff members, providing that they are not members of the association's executive; however, we are limited by Treasury Board authority to pay a maximum of $35 ($20 room and board; $15 honorarium) and not the $45 per diem they request.

3. We feel that it will be acceptable to provide air transportation costs to all 24 delegates, as well as to provide the actual costs of a suitable meeting room.

In summary, I would recommend that the Education Branch limit its contribution to the National Indian Brotherhood as follows:

REQUEST	CONTRIBUTION
12 delegates at $45 per diem for six days -	NIL
24 delegates at $45 per diem for four days -	NIL
DIAND to provide for 12 Education Advisers at $35 per diem for four days	$1,680.00
Travel for 24 delegates	2,443.00
Board Room rental	500.00
	4,623.00

...2

Administratively, the funds should be provided through the Education Directorate to the National Indian Brotherhood as an accountable advance. A financial statement should be requested to account for actual expenses incurred and reimbursements made accordingly.

Original Signed by
J. W. CHURCHMAN

J.W. Churchman,
Director,
Research & Liaison Branch.

FQ:lb

Department of Indian Affairs and Northern Development

CANADA

Ministère des Affaires indiennes et du Nord canadien

our file / notre dossier 1/44-6
your file / votre dossier 1/24-2-38

Mr. Churchman

Ottawa K1A 0H4, September 1, 1971.

Re: N.I.B. Workshops on Education

Attached is a memorandum from Education Branch asking for $10,503.00 to fund a proposal by the N.I.B. for some workshops on Education involving first the provincial Indian leaders and the President, N.I.B.; and then joint sessions with Departmental people.

Kent Gooderham phoned me about this some time ago; and asked me how we would view such a request for funds; and how he should go about asking us for support. I was non-committal; but the attached is the formal approach I suggested.

It seems to me that we could justify spending some of our funds on the project since it is related to a specific proposal and is consultation. This also seems to be in line (at the national level) with the kind of thing we suggest in our recent letter to Associations regarding funding of "special" research or development projects. Without detailed analysis, I would recommend that we help Education with the proposal, and the only note I have regarding the amount is that we can pay $35.00 per diem, and not $45.00 as requested.

We might also ask for Research and Liaison Branch attendance during the latter portion of the project if we fund it.

W.A. Gryba,
Chief,
Indian-Eskimo Bureau.

GRYBA:eh

c.c. T.F. Glynn for info.

I met with Mr D Simpson & Kent Gooderham Sept 3 to discuss Simpson said Education would say!

Department of Indian Affairs and Northern Development

Ministère des Affaires indiennes et du Nord canadien

OTTAWA, Ontario K1A 0H4
August 27, 1971.

our file/notre dossier 1/25-1 (E.12)
your file/votre dossier

MR. J. W. CHURCHMAN

Attention: Mr. W. Gryba

Re: National Indian Brotherhood
Workshops on Education

As Mr. Gooderham mentioned in his telephone conversation, the National Indian Brotherhood are considering a top level workshop on Indian education. It is their proposal to invite the president of each provincial Indian Association to meet together with Mr. Manuel for a six-day unstructured workshop. They hope to meet in a rural setting where they will not suffer the usual urban distractions and will be able to come to grips with some of the fundamental problems which both formal and informal systems of education present for Indian people. It is Mr. Manuel's hope that this first six days will make it possible for the leaders to examine their differences as well as their points of agreement and that at the end of the week they will be prepared to meet again, for four days. At this second meeting they will invite their respective education advisers and an (Indian) observer from this Department to attend and will hammer out some directions, recommendations and suggestions for the guidance of all those people concerned including this Department generally and the Education Branch specifically.

They are asking for a consultation grant to carry out this vital task based upon the following:

12 delegates at $45.00 per diem for 6 days	$ 3,240.00
24 delegates at $45.00 per diem for 4 days	4,320.00
Travel for 24 delegates	2,443.00
Board room rental (?)	500.00
	$ 10,503.00

The workshop is being planned tentatively for October 11 to 20 and is, as far as the Education Branch is concerned, both timely and essential.

It is my recommendation that the requested monies be made available to Mr. Manuel should he receive authority from his executive council to proceed with the proposed workshops.

G. D. Cromb,
Director, Education Branch.

Department of
Indian Affairs and
Northern Development

Ministère des
Affaires indiennes et
du Nord canadien

OTTAWA, Ontario K1A 0H4
August 27, 1971.

our file/notre dossier 1/25-1 (E.12)
your file/votre dossier

MR. J. W. CHURCHMAN

Attention: Mr. W. Gryba

Re: National Indian Brotherhood
Workshops on Education

As Mr. Goederham mentioned in his telephone conversation, the National Indian Brotherhood are considering a top level workshop on Indian education. It is their proposal to invite the president of each provincial Indian Association to meet together with Mr. Manuel for a six-day unstructured workshop. They hope to meet in a rural setting where they will not suffer the usual urban distractions and will be able to come to grips with some of the fundamental problems which both formal and informal systems of education present for Indian people. It is Mr. Manuel's hope that this first six days will make it possible for the leaders to examine their differences as well as their points of agreement and that at the end of the week they will be prepared to meet again, for four days. At this second meeting they will invite their respective education advisers and an (Indian) observer from this Department to attend and will hammer out some directions, recommendations and suggestions for the guidance of all those people concerned including this Department generally and the Education Branch specifically.

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D W Simpson

G. D. Cromb,
Director, Education Branch.

s.19(1)

PA 1/25-1

E-1146
PA

Mr. G. D. Cromb.

CONFIDENTIAL

STAFF MEETING

RESEARCH AND LIAISON BRANCH

9:30 a.m., Monday, August 9, 1971
Room 365, Centennial Tower, Ottawa, Ontario

Responsibility

1. PRESENT

Messrs. Churchman, Brown, Gryba, Poupore, Green and Bell.

2. BUSINESS FROM MINUTES OF PREVIOUS MEETING

a) Redrawing of Treaty Maps

Mr. Churchman stated that he had issued instructions that all of the revised treaty maps be withdrawn and any additional printing should be stopped. He said that he had asked that a review be made to ensure accuracy of treaty boundaries. He said that consideration will be given to putting the following three items as either footnotes or including them in the legend of subsequent printings: 1) an explanation as to why the Vancouver Island Treaties are not shown; 2) an explanation as to why the Maritime Peace and Friendship Treaties are not shown; and that 3) the map is not a legal instrument.

b) Correspondence for [redacted]

Mr. Bell said that he had been informed by Mr. Moses that all correspondence from [redacted] should be referred to Mr. Moses for action.

3. HOUSE OF COMMONS BOOK

Mr. Churchman referred to an article in the Globe and Mail on Saturday, 7 August, in which officials of the N.I.B. had been critical about CORE Fundings. The N.I.B. had complained about the inadequacy of the fundings and had made an inaccurate statement concerning consultation.

4. REVISED STATUTES OF CANADA

Mr. Brown explained that various Statutes are revised periodically by the Statutes Revisions Commission which operates under the Department of Justice. The Commission can change the wording and take out sections that are no longer effective as long as the intent of any Act is not changed. When the 1970 Revised Statutes of Canada

...2

Responsibility

were issued, a number of changes had been made in the previous printing of the Indian Act and sections had been renumbered from Section 66 forward. He said a short note explaining what had happened had been sent to the National Indian Brotherhood, the Indian Associations, the Regional Directors, and the Agency and District Superintendents.

Mr. Churchman asked Mr. Bell to have Mr. Ken White, the Public Relations Adviser, send 100 copies of the revised Act to each of the Regional Directors as undoubtedly they will be receiving requests in the near future. If more are required, they should be requisitioned in the usual way. Mr. Bell

Mr. Churchman asked Mr. Poupore to supervise a detailed checking of the changes which had occurred and to prepare a report for the use of both Headquarters and the field. Mr. Poupore

Mr. Bell mentioned that the cost of the Revised Act is $1.10 per copy with a 60% deduction to Federal Departments. There was some discussion regarding the general practice of furnishing copies free of charge to the public. While it was agreed that Indians should be provided with free copies, there was some question as to whether the more general type of enquirer should not be referred to the Queen's Printer.

5. FUNDING OF NATIVE ASSOCIATIONS

Mr. Churchman said that he had still not received the approved Treasury Board Submission on Funding. He stated that while it is known approximately what had been approved, there are still some hazy spots, such as grants to the Indian Women's and Indian Youth's Associations. He said that he was trying to arrange a meeting of the Sub-Committee on Funding on Tuesday to discuss a number of items including a request of the UBCIC, the Union of Ontario Indians and the Native Council of Canada for the Sub-Committee to meet with them. Mr. Gryba said that Mr. Gamble is preparing a presentation of the CORE Funds for use with the Regional Directors.

Mr. Green raised the question of funds for Communication Programs, particularly for the Yukon and Northwest Territories. Mr. Churchman explained the Communications were included in the Treasury Board Submission, but not as part of the CORE funds. It had been requested that one worker should be made available for each 6,000 people, with a minimum of two workers per province and a maximum of ten workers per province. It was further suggested that $17,000 be allocated for each worker.

Mr. Green asked to see a copy of the letter from Mr. Chrétien to Mr. Stanbury as he felt it might be necessary to discuss Program funds in the Northwest Territories with the Secretary of State Department because of the involvement of the Territorial Government. Mr. Bell

...3

Responsibility

6. ROUND TABLE

a) Mr. Gryba said he had heard complaints from the Regions that too many staff are being tied up with visitors from Headquarters who arrive in unco-ordinated numbers. Mr. Churchman said that he would discuss this matter with several Regional Directors to determine if it is posing a problem.

b) Mr. Churchman said that his offices in Suite 365 would be moving from the present quarters to the North Wing on the 3rd floor on the 26th of August on a temporary basis pending the move to the East Wing on the 2nd floor on the 15th of October. Mr. Cochrane will be in touch with Mr. Bell.

c) Mr. Poupore mentioned that he is calling a meeting of the Committee dealing with municipal type of Federal Sales Tax for Tuesday morning.

d) Mr. Gryba said that Mr. Alfred Scow had been appointed as Director of Research for the N.I.B. Another lawyer with U.N. experience, has been hired as Special Adviser to Mr. Manuel.

e) Mr. Gryba reported that two researchers from the Maritime Region are presently researching files at Headquarters. He said that they were particularly eager to go through a number of Band files but this would only be allowed with the consent of the Band concerned. Mr. Churchman said that Mr. Bergevin is agreeable to making available everything that possibly can be released.

f) Mr. Bell reported that the Liaison Committee, or Working Committee, in Nova Scotia will meet in Halifax on Friday, 13 August, and will be followed by a meeting of the Tripartite Committee, also in Halifax, on 20 August. He said that Mr. Brown's paper on the tax position of Indians under the Indian Act will be one of the main items for discussion.

g) Mr. Bell reported that at the Education Staff Meeting on 26 July it had been reported that the Union of New Brunswick Indians had agreed upon a new education agreement. The previous agreement had expired last fall and the Union has been working since then on the revision. Apparently, the revision is an agreement between the Department, the Province and the Union, whereas the previous agreement was between the Department and the Province.

h) Mr. Brown said that the submission on the Tlingit/Haida claim had not been before the Board as yet, but Mr. Lachaine had said that he would attempt to move it ahead.

...4

Responsibility

i) Mr. Green said that a Committee for Indian and Eskimo Affairs in the Territories is being set up to look after Indian and Eskimo interests in that area. The Committee will be jointly chaired by Messrs. Bergevin and Hunt and Mr. Churchman and Mr. Green will represent the Branch. The Secretariat will be provided by Northern Development.

Mr. Green stated that Mr. Glynn is starting on a study of the Plus Program for Indians. The first step is to list all of the Plus Programs and then to determine what benefit there may be to the natives in the North. Mr. Brown said a considerable amount of work had been done on this previously and said he would make this available to Mr. Glynn. Mr. Brown

G. E. Bell,
Executive and Liaison Officer.

Copy for Indian and Eskimo Affairs,
Education Branch, Return to El,
Room 674

SEP - 9 1971

ORIGINAL SIGNED BY
P.G.A. CROMB

1/25 - 1 (E.49)

P.A.

Chief Clarence McHugh,
Blackfoot Reserve,
Gleichen, Alberta.

Dear Chief McHugh:

I would like to congratulate you and the members of your Band on the founding of the Old Sun campus of Mount Royal College. The skills and training that the students will acquire will benefit not only your Band, but also all Indian people.

I am particularly pleased at the cooperation shown between your Band, the officials of Mount Royal College and the Department of Indian Affairs and Northern Development. A project such as the Old Sun college can only be made possible when we all work together for a common purpose.

Once again, I congratulate you and wish you every success in the future.

Yours sincerely,

ORIGINAL SIGNED BY
HON. JEAN CHRÉTIEN

Jean Chrétien.

MEGGS:ph
July 15, 1971.

OTTAWA, Ontario. K1A 0H4
September 2, 1971.

P.A. ⟶ 1/25-1 (E27)

D.P. NIGRA,
PROGRAM FINANCIAL & MANAGEMENT ADVISER,
(INDIAN AND ESKIMO AFFAIRS).

DEPARTMENTAL DIRECTIVE D/D 89 -
DISTRIBUTION ACCOUNTING

We refer to your memorandum of August 27 requesting the names of the Inventory Custodians for the Education Branch.

Mr. I.E. Fitzpatrick will be the Custodian for all Audio Visual equipment and Mr. F.L. Short will be responsible for all other office equipment.

Original signed
by G. K. GOODERHAM

G. D. Cromb,
Director,
Education Branch.

/NICHOLLS

E-89-W2
Pls. arrange

Department of Indian Affairs and Northern Development

Ministère des Affaires indiennes et du Nord canadien

Ottawa Ontario K1A 0H4.
August 27, 1971.

our file/notre dossier
your file/votre dossier

Director, Community Affairs Branch.
Director, Education Branch.
Director, Indian-Eskimo Economic Development Branch.
Director, Liaison and Research.
Advisor, Personnel Advisory Services Division.

Departmental Directive D/D 89 -
Distribution Accounting

The above-noted directive pertains to the introduction and maintenance of a central distribution accounting system for controllable items of equipment from the time of initial receipt until final disposal.

To implement a suitable control system at Headquarters (Ottawa) an initial stock-taking will be carried out; and to maintain the system, the acquisition, transfer, periodic verification and disposal of all controllable materials acquired for use or retention by Headquarters personnel will be under a central control.

Director, Technical Services Branch is responsibile for the promulgation of detailed procedures, and the Departmental Headquarters Branches, Programs, etc are responsible for appointing Distribution Account Control Officers (Inventory Custodians) in accordance with the requirements of the Central system.

Chief, Materiel Management, Technical Services Branch will identify the equipment etc. considered controllable, to basically include such items as office machines and equipment; non-government standard items of office furniture and furnishings and items considered of attractive nature (e.g.) works of art, binoculars, cameras and accessories, measuring instruments etc.

E25
F Short?

I have been requested to co-ordinate this activity for the Indian and Eskimo Affairs Program, and I would appreciate if you would provide me with names of your Custodians. Although it has been suggested that Custodians should be appointed at no lower than Division level, it is appreciated that there may be situations where more than one Inventory Custodian is required for a large Division, or where one Custodian can handle two or more Divisions. Each appointed Custodian must have, however, a clearly defined area of jurisdiction. It is the prerogative of the Branch to appoint as many Custodians as necessary.

. . . /2

Frances
Reply. Feel in the
I'd rather be
Auditor, I find of opinion
and I will be responsible for all
other office appt.
F.
31/8

As we are anxious to have these names for Chief Materiel Management, Technical Services Branch as soon as possible it would be appreciated if you would forward your names with telephone number and area of jurisdiction to M. Track, Local 2-0633 by September 1.

ORIGINAL SIGNED BY
D. P. NIGRA

D.P. Nigra,
Program Financial and Management
Adviser,
(Indian and Eskimo Affairs).

s.19(1)

P.A.

Ottawa, Ontario K1A 0H4
September 1, 1971.
1/25-1 (E52)

[redacted]

Dear [redacted]:

Our Information Services Division has asked me to send you information on intercultural education, which you requested in your letter of August 12th. Specifically, you are looking for material to substantiate the inclusion of Indian literature in the school curriculum. In this connection, the research studies in the attached list provide relevant material for your investigation.

As regards the place of Indian literature in the curriculum, you may wish to know that books by Indian authors receive financial support and publicity from this Branch, which purchases an initial 1,000 copies of each book published. Also, there are provincial review committees which review books on a continuing basis and books by Indian authors are included on provincial book lists. This year we have started to compile a bibliography of books and audio-visual material written by and about Indians of North America. Other books, filmstrips, etc. are being reviewed by Indian university students and their comments will form part of the bibliography which should be available in the early part of next year.

I hope this information will be helpful to you in your work.

Yours sincerely,

G.D. Cromb,
Director,
Education Branch.

Encl. 1
WATTIE:ph

Research Studies on Intercultural Education

Lyon, Friesen, Unruh, and Hertzog
Intercultural Education: A Study of the Effects of Interperson-Perceptions upon Indian and Non-Indian Pupils in Southern Alberta. Parts I - V.
University of Calgary, 1970.

Kleinfeld, Judith
Cognitive Strengths of Eskimos and Implications for Education
University of Alaska, 1970.

Bryans, Garth
Education and Acculturation: The School in a Multicultural Setting
University of Alberta, 1971.

Kinsella, Noel A.
Ego-Identity and Indian Education - Some Theoretical Considerations
St. Thomas University, Fredericton, N.B., 1971.

Fischer, D.G.; N.E. Spence and Branman Associates Ltd.
Evaluation: E.D. Feehan Indian History and Culture Course
Branman Associates Ltd., Brandon, Manitoba.

Vanderburgh, Rosamund M.
The Canadian Indian in Ontario's School Texts. A Study of Social Studies Textbooks, Grades 1 through 8.
The University Women's Club of Port Credit, Ontario, 1968.

Colley, Ann; E. Diane Hancock
Evaluation of Homemaking Courses on Indian Reserves
Extension Division, University of Saskatchewan, 1969.

Ohannessian, Sirapi
The Study of the Problems of Teaching English to American Indians
Centre for Applied Linguistics, Washington, D.C., 1967.

Blue, Arthur W.
Problems of Teaching Math Concepts to Indian Children
Althouse College of Education, 1969.

Carr, Kevin James
Education in Early Blackfoot Indian Culture
M. Ed. Thesis, University of Alberta, 1968.

Dilling, H.J.
Educational Achievement and Social Acceptance of Indian Pupils Integrated in Non-Indian Schools in Southern Ontario
1965.

Schalm, Philip
School Administration Perceptions of Problems Arising from the Integration of Indian and Non-Indian Children in Publicly Supported Schools in Saskatchewan.
M. Ed. Thesis, University of Saskatchewan, 1968.

Havighurst, Robert J.
The National Study of American Indian Education. Summary Report and Recommendations.
University of Chicago, 1970.
Available from Training Center for Community Programs, Center for Urban and Regional Affairs, University of Minnesota.

s.19(1)

ACTION REQUEST — FICHE DE SERVICE

GOVERNMENT OF CANADA — GOUVERNEMENT DU CANADA

FILE NO.—DOSSIER No	DATE
	24.8.71.

TO—À

Mr. Wattie

FROM—DE A. Purvis (Room 304) Info. Ser.

	TEL. NO.—No TEL.	EXTENSION—POSTE
☐ PLEASE CALL / PRIÈRE D'APPELER		
☐ WANTS TO SEE YOU / DÉSIRE VOUS VOIR	DATE	TIME—HEURE
☐ WILL CALL AGAIN / DOIT RAPPELER		

- [X] ACTION / DONNER SUITE
- [ ] COMMENTS / COMMENTAIRES
- [ ] MAKE / FAIRE .....COPIES
- [ ] NOTE & RETURN / NOTER ET RETOURNER
- [ ] APPROVAL / APPROBATION
- [ ] DRAFT REPLY / PROJET DE RÉPONSE
- [ ] NOTE AND FILE / NOTER ET CLASSER
- [ ] NOTE & FORWARD / NOTER ET FAIRE SUIVRE

I am enclosing a copy of a letter from [redacted] and a copy of my reply. This correspondent desires a statement or some information on the "Intercultural aspect of Indian education. We spoke of this yesterday, briefly.

CALL RECEIVED BY / MESSAGE REÇU PAR

TIME / HEURE

000113

CGSB STANDARD FORM 12C 7540-21-029-0576

s.19(1)

Ottawa, Ontario. K1A 0H4
August 23, 1971

[redacted]
Saskatchewan.

Dear [redacted]

Your letter of recent date has been carefully read and I am enclosing all the publications requested by you with additions which I hope will assist you in your thesis. You will note that I have included certain brochures on Indian Education.

Education

I have also requested our Education Division to supply you with whatever information they possess on the intercultural aspects of Indian education.

May I in closing wish you every success on your success.

Yours sincerely,

Marcel Nolet,
Head, Distribution,
Information Services.

Encl.

A.PURVIS:lp

[redacted]

August 12, 1971.

The Chief
Information Services Division
Department of Indian Affairs
Ottawa, Ontario.

Dear Sir

Will you please send me a copy of the speech made by Jean Chretien "Why an Old Indian Pattern was Broken?" I believe it was published in the Globe and Mail on Sun. July 8, 1969.

Will you also send me a copy of "The Indian People and the Indian Act." This was an address by Hon. R. Laing at Vancouver B.C. to the Ryerson Men's Club.

I am working on a M.Ed thesis under the supervision of Dr. Merton Chorney, University of Calgary. The topic of the thesis deals with the place of Indian literature in the curricula

s.19(1)

of today.

I am searching for material dealing with the intercultural education policy. I need material to substantiate the statement that it is desirable and necessary that Indian literature be more thoroughly included in the school curricula.

If you have any other material which you think will help me to develop a sound rationale for the thesis I would appreciate it if you will send this to me. If there is any charge I will remit the same.

Thank you for your assistance. It is greatly appreciated.

2-0264

Sincerely

[redacted]

Will you please send this material to me at HEWARD, Sask., as I will be there until August 30. Thank you. [redacted]

Will you include in this the ~~all~~ pamphlet "List of Library Books" (3000 Books)? Thank you. J.L.J.

OTTAWA, Ontario K1A 0H4
Sept. 1, 1971

Mr. Donald K. Bendt,
Josten's,
Owatonna, Minnesota 55060.

P.A. 1/25 - 1

Dear Mr. Bendt:

-- Enclosed is a copy of the Education Branch Directory which includes a complete listing of federal and provincial schools, staff and number of pupils enrolled.

I hope that this information is satisfactory. Please do not hesitate to notify us if we may be of further assistance.

Your sincerely,

D.W. Simpson,
A/Director,
Education Branch.

Encl. SW

P.A.

OTTAWA, Ontario K1A 0H4
August 31, 1971.
1/25-1 (E16)

HEAD, EDUCATION SERVICES

Distribution List for Book Entitled
"There Is My People Sleeping" by S. Stump

Headquarters	50
Maritimes	50
Quebec	50
Ontario	85
Manitoba	60
Saskatchewan	60
Alberta	60
British Columbia	85
	500

ORIGINAL SIGNED BY
G. KENT GOODERHAM

G. D. Cromb,
Director,
Education Branch.

OTTAWA, Ontario K1A 0H4
August 31, 1971.
1/25-1 (E16)

Regional Director, Department
of Indian Affairs and Northern
Development,
Ontario.

Attention: Regional Superintendent of Education

There Is My People Sleeping
by Sarain Stump

85 copies of the above-named book have been ordered for your region and Headquarters will pay the cost.

Would you please advise us when you have received the books so that the invoice can be processed.

for G. D. Gromb,
Director,
Education Branch.

Ontario
Department of
Education

Mowat Block, Queen's Park
Toronto 182
Ontario

Walter W. Coulthard
Executive Assistant to the
Assistant Deputy Minister

Telephone 416/365-6867

000120

Send
Mott
Foundation
info

Ottawa, Ontario K1A 0H4
August 31, 1971.
P. A. 1/25-1 (E1)

Mr. Walter W. Coulthard,
Executive Assistant to the
Assistant Deputy Minister,
Ontario Department of Education,
Mowat Block, Queen's Park,
Toronto 182, Ontario.

Dear Mr. Coulthard:

It was a pleasure to meet with you in London last Friday, and I enjoyed our very short visit. Since I promised to send you material on the Mott Foundation for Community School Development, I am enclosing some leaflets which I picked up last June and which may be of some help to you. You will note that this foundation has set up several regional centres which are listed on some of the pamphlets. Mr. Thomas Mayhew, the Coordinator for the Southwest Regional Centre at Arizona State University, was one of the members who participated in our conference and who, in my opinion, made the greatest impact.

I hope this material will be helpful, and I trust we will meet from time to time in the future.

Yours sincerely,

D.W. Simpson

D.W. Simpson,
Assistant Director,
Education Branch.

SIMPSON:ph

Ottawa, Ontario K1A 0H4
August 31, 1971.
P.A. 1/25-1 (E1)

Mr. R.H. Wallace,
Executive Secretary,
Canadian Association of
School Administrators,
Suite 552,
86 Bloor St. West,
Toronto 5, Ontario.

Dear Bob:

I have your letter of August 27th requesting that I represent the federal group of C.A.S.A. members at the Board of Directors meeting in Montreal, September 20th and 22nd. I would be pleased to accept this assignment and understand that you will be forwarding the agenda and other material to me on receipt of this letter.

I have requested a booking at the Chateau Champlain for C.E.A. from the 21st to the 23rd, but if you are reserving rooms for the Directors, please let me know and I could fit in with your reservation schedule if this is being done. If not, I will adjust my reservations at the Chateau Champlain. Please advise.

I look forward to seeing you and the other members of the Executive in September.

Yours sincerely,

D.W. Simpson

D.W. Simpson,
Assistant Director,
Education Branch.

SIMPSON:ph

E. M. ERICKSON
PRESIDENT
ROOM 902, 620 - 7TH AVE. S.W.
CALGARY 2, ALTA.

J. PERRIE
PRESIDENT-ELECT
6000 FIELDING AVE.
MONTREAL 253, QUE.

G. W. MACKENZIE
PAST PRESIDENT
BOX 578, HALIFAX, N.S.

R. H. WALLACE
EXECUTIVE SECRETARY
SUITE 552, 86 BLOOR ST. WEST
TORONTO 5, ONTARIO

REGIONAL VICE-PRESIDENTS:

D. A. DOWNIE
589 ROCH ST.
WINNIPEG 15, MAN.

R. A. OUELLETTE
BOX 550
BATHURST, N.B.

R. A. MACLEOD
250 THOROLD ROAD WEST
WELLAND, ONT.

E-1

Canadian Association of School Administrators

L'Association canadienne des administrateurs scolaires

SUITE 552
86 BLOOR ST. WEST
TORONTO 5, ONTARIO

August 27, 1971

Mr. D.W. Simpson,
Assistant Director, Education Branch,
Department of Indian Affairs and
Northern Development,
400 Laurier Avenue West,
Ottawa 4, Ontario.

Dear Don:

The election by the direct members (present number 22) of two representatives on the Board of Directors, as provided by the amended Constitution of CASA, has thus far not been practicable. The reasons include the varying dates at which direct memberships have been received and some confusion in the remittance of fees direct by members who in fact did join a provincial association and were afterwards classified as members through affiliation. Procedure in the nomination and election, (presumably by mail) of representatives of the direct members has not yet been determined but will be discussed at the coming Annual Conference.

On the suggestion of Mr. Erickson, president of CASA, whom I have consulted, and in order to ensure representation of the direct members I am glad to ask you to represent the federally employed members at meetings of the Board of Directors to be held in Montreal on September 20 and 22. We shall be pleased and grateful if you are able to give this further service to CASA and share again, after your notable contributions to the Association in the past, in discussion of present questions or problems and further development. We hope that you are in a position to accept this invitation but, if not, we would appreciate your arranging for one of the federal group of CASA members to serve with the directors. On hearing from you, I shall send promptly formal notice of the meetings, agenda, and a copy of my annual report.

Mr. John Perrie, president-elect, is being asked to arrange for a member from Quebec to act as a second representative.

An explanatory memorandum now being sent to each direct member is enclosed.

With kind personal regards and the hope that within a few weeks we shall have the pleasure of meeting you at Montreal,

Yours sincerely,

R. H. Wallace

Executive Secretary

RHW:a

E. M. ERICKSON
PRESIDENT
ROOM 902, 620 - 7TH AVE. S.W.
CALGARY 2, ALTA.

J. PERRIE
PRESIDENT-ELECT
6000 FIELDING AVE.
MONTREAL 253, QUE.

G. W. MACKENZIE
PAST PRESIDENT
BOX 578, HALIFAX, N.S.

R. H. WALLACE
EXECUTIVE SECRETARY
SUITE 552, 86 BLOOR ST. WEST
TORONTO 5, ONTARIO

REGIONAL VICE-PRESIDENTS:

D. A. DOWNIE
589 ROCH ST.
WINNIPEG 15, MAN.

R. A. OUELLETTE
BOX 550
BATHURST, N.B.

R. A. MACLEOD
250 THOROLD ROAD WEST
WELLAND, ONT.

Canadian Association of

School Administrators

L'Association canadienne des administrateurs scolaires

SUITE 552
86 BLOOR ST. WEST
TORONTO 5, ONTARIO

MEMORANDUM TO DIRECT MEMBERS OF CASA:

RE: REPRESENTATION ON BOARD OF DIRECTORS

The Constitution of CASA provides (Article VI, Section 1) for the election annually by the direct members of two representatives on the Board of Directors.

Owing to special circumstances, including the varying dates at which direct memberships, 1971, have been taken, it has not been practicable to arrange for election of representatives at meetings of the Board of Directors to be held on September 20 and 22, 1971, at Montreal during the Annual Conference of CASA.

As an interim arrangement, two of the direct members are being asked to represent this group at the meetings of the Board of Directors on the above-noted dates. Procedure for the election of future representatives will be determined and it is hoped that the present temporary arrangement will in the circumstances be acceptable.

Toronto, September 1, 1971

R. H. Wallace
Executive Secretary

FEDERALLY EMPLOYED DIRECT MEMBERS OF CASA

Department of Indian Affairs and Northern Development (Northern Admin.):	Mr. D.W. Simpson Mr. D.F.K. Wattie Mr. George O'Neill
Indian Affairs Branch:	Mr. G.T. Ross Mr. C.B. Gorman Mr. J.D. MacDonald Mr. H.B. Rodine Mr. V. Janzen
Department of National Defence:	Mr. G.P. Hillmer Mr. D. Vinge

P.A.

OTTAWA, Ontario K1A 0H4
August 31, 1971.
1/25-1 (E12)

Mr. Orval J. McKeough,
Funding Officer,
The Ontario Institute for Studies
in Education,
252 Bloor Street West,
Toronto 5, Ontario.

Dear Mr. McKeough:

Thank you very much for sending me a copy of The Ontario Institute for Studies in Education's 1969-70 Annual Report.

Yours sincerely,

ORIGINAL SIGNED BY
G. KENT GOODERHAM

G. K. Gooderham,
Acting Chief,
Educational Development.

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

252 BLOOR STREET WEST, TORONTO 5, ONTARIO, CANADA TELEPHONE 923-6641

July 30, 1971

Mr. K. Gooderham,
Chief,
Educational Development Division, IAND,
Centennial Tower,
400 Laurier Avenue West,
Ottawa, Ontario

Dear Mr. Gooderham:

Our annual report for the fiscal year of 1969-70 has just been released for distribution. I am enclosing a copy for your personal files.

Yours sincerely,

Orval J. McKeough

Orval J. McKeough,
Funding Officer

Enc.

P.A.

OTTAWA, Ontario K1A 0H4
August 30, 1971.
1/25-1 (E12)

Dr. C. Brooklyn Derr,
Assistant Professor,
Administrative Career Program,
Harvard University,
Cambridge, Massachusetts.
02138

Dear Brook:

Many thanks for your letter of July 26 and for making arrangements for representatives from McBer and Co. to contact this Department. We have already been in touch with them.

Thank you also for the significant contribution you and your colleagues made to the Workshop at Mont Gabriel. We have received more positive evaluations from the participants than we had once thought we would. We expect to have a summary of the comments this coming week and will send you a copy.

Your efforts which made the Workshop a success are very much appreciated.

Yours sincerely,

ORIGINAL SIGNED BY
G. KENT GOODERHAM

G. K. Gooderham,
Acting Chief,
Educational Development.

OTTAWA, Ontario K1A 0H4
August 3, 1971.
1/25-1 (E16)

Dr. C. Brooklyn Derr,
Assistant Professor,
Administrative Career Program,
Graduate School of Education,
Harvard University,
Cambridge, Massachusetts.
02138

Dear Dr. Derr:

Mr. Gooderham is out-of-town until August 16 so I am sending you the list of people who participated in the Mont Gabriel Conference and Mr. Gooderham will reply to your letter when he returns.

Yours sincerely,

Att.

Miss Valerie Pepin.

HARVARD UNIVERSITY

GRADUATE SCHOOL OF EDUCATION

ADMINISTRATIVE CAREER PROGRAM

ROY E. LARSEN HALL, APPIAN WAY
CAMBRIDGE, MASSACHUSETTS 02138

E/2

July 26, 1971

TO: _____

FILE # _____

Mr. Kent Gooderham
Department of Indian Affairs and Northern Development
400 Laurier West (Centennial Towers)
Ottowa, Ontario
Canada

Dear Kent:

It was a thrill to be with you at Mt. Gabriel. I learned a great deal during the conference and hope you are satisfied with our contribution. I am also hoping that some good is being realized from that investment.

I have asked representatives from McBer and Co. (achievement motivation training) to call you. Perhaps you are in contact with them. ¶ If it is compiled, I would very much appreciate receiving a copy of the list of conference attendees.

I hope to keep in touch. It was a pleasure being with you and Don. My best to Don and George.

Sincerely,

C. Brooklyn Derr

C. Brooklyn Derr
Assistant Professor

CBD:rr

P.A.

Mrs. Ellen Baar,
Division of Social Science,
York University,
4700 Keele Street,
Downsview, Ontario.

OTTAWA, Ontario K1A 0H4
August 30, 1971.

1/25-1 (E16)

Dear Mrs. Baar:

This is to acknowledge your letter requesting a copy of Dr. Mary Waddington's report on preschool education. Unfortunately, our supply of this report has been depleted and a reprint is not being made.

I would suggest that you write to our Language Arts Specialists for information on preschool education. Copies of Dr. Waddington's report were sent to our Language Arts Specialists and you may be able to obtain a copy from one of them.

A list of addresses is enclosed for your convenience.

Yours sincerely,

G.D. Cromb,
Director,
Education Branch.

Encl.

Pepin/lr

DEPARTMENT OF INDIAN AFFAIRS AND NORTHERN DEVELOPMENT
MINISTÈRE DES AFFAIRES INDIENNES ET DU NORD CANADIEN

CANADA

TEMPORARY FILE SLIP
FICHE TEMPORAIRE DE DOSSIER

NOTE: This slip is to be used for passing correspondence when the main file is charged out or is not required, and must not be removed but will be attached to the main file as soon as possible.

REMARQUE: *La présente fiche sert à transmettre la correspondance lorsque le dossier principal est sorti ou n'est pas demandé; ne pas l'enlever, mais la fixer au dossier principal dès que possible.*

Branch — *Direction*

File No. — *Dossier N°* 1/25-1

Subject — *Sujet*

Main file is charged to — *Dossier principal inscrit au nom de* E16 9.8.71

REFERENCE — *RENVOI*				ACTION TAKEN — *MESURES PRISES*			
REFERRED TO *DESTINATAIRE*	BY *PAR*	REMARKS *REMARQUES*	DATE	P.A. DATE — *DATE DE RANGEMENT*	B.F. DATE — *DATE DE RAPPEL*	BY *PAR*	FOR C.R. USE ONLY *AU SEUL USAGE DES ARCHIVES*
E 462		811727	18/8				

NOTE: If action cannot be taken without the file, please make statement to that effect and return paper to Central Registry.
REMARQUE: *Si l'on ne peut procéder sans le dossier, prière de la déclarer et de renvoyer la correspondance aux archives.*

000133

IAND 10-87 (8-67) 7530-21-023-4487

811727

E46

E 16
9-8

Division of Social Science
York University
4700 Keele St
Downsview, Ontario

Director
Education Branch
Department of Indian Affairs and Northern
Development
Centennial Tower Building
400 Laurier Ave W
Ottawa, Ontario
Canada

Dear Sirs:

I understand that Dr. Mary Waddington conducted an evaluation of the effectiveness of preschool education among indian children for your department. Would it be possible for me to receive a copy of her report. Any other reports on this subject matter would also be appreciated.

I am interested in receiving these reports because I hope to evaluate the effectiveness of the pre-kindergarten program run by the Musqueam reserve. In addition, I wish to use any available materials in the Canadian Mosaic course which I will be teaching at York.

Thank you for your assistance.

Sincerely yours,

Ellen Baar

Mrs Ellen Baar

s.19(1)

P.A.

[redacted]
Saskatchewan.

OTTAWA, Ontario KIA OH4
August 30, 1971.

1/25-1 (E16)

Dear [redacted]

This is to acknowledge your letter of August 18, requesting information on the use of Indian literature in the school curricula.

Mr. Kent Gooderham of this Department has written a book entitled " I am an Indian" and we anticipate the use of this book as a reader in schools. -- A copy of this book is enclosed.

Copp Clark Publishing Company are publishing a reader which contains authentic Indian literature. Other publishers are doing the same.

The Blackfoot Kit, compiled by The Ontario Institute for Studies in Education in Toronto, is being introduced into secondary schools and Miss Young of our Toronto Regional Office has published a series of booklets written by Indian children attending federal schools. A copy of these booklets have been sent to you.

One thousand copies of various books written by Indian people about Indian people have been purchased by this Department and sent to our regional offices for promotion.

I suggest that you contact our Language Arts Specialists in each region -- for additional information. A list of their addresses are enclosed.

Yours sincerely,

G.D. Cromb,
Director,
Education Branch.

Encl.

Pepin/lr

E-11
E35

[redacted]

August 18, 1971.

Education Division,
Indian Affairs Branch.
Toronto, Ontario.

Dear Sir.

I am working on a M.Ed. thesis under the supervision of Dr. Merrom Chorney, University of Calgary. The topic of the thesis deals with the place of Indian literature in the curricula of today.

I propose to determine what is presently being done concerning the inclusion of Indian literature, to suggest what might be done, and why, and to include some selections of Indian literature.

Any information you can give me relating to the above areas will be appreciated.

I would also like to have copies of the following publications which I understand may be obtained from your department:

1. Indians of Eastern Canada by the Students of Summer Course of

Teacher, Assistants,
Centennial College.
Toronto

Sent booklets on Aug 26/71

2. Who Am I?
Poetry of Indian Children.

3. Wunnumin
The Children of the Wunnumin
Indian Day School.

If there is any expense incurred with the above I will remit the same.

I will be at HEWARD, Sask. until the end of August and would appreciate having these sent to this address. Thank you for your cooperation in this matter.

Sincerely,

REGINA
5 30 PM
20 VIII
1971
SASK.

Education Division
Indian Affairs Branch
Indian Affairs & Northern Development
Toronto, Ontario

ONTARIO

DEPARTMENT OF MINES AND NORTHERN AFFAIRS
Whitney Block, Queen's Park, Toronto 182, Ontario

TORONTO 24 VIII '71 ONT.
METER COMPTEUR 155959
CANADA POSTES POSTAGE 07 08

Dept. Indian Affairs &
Northern Development
Ottawa

P.A

Departmental Statistics

OTTAWA, Ontario K1A 0H4
August 30, 1971.

ATTENTION: Miss P.J. Tighe
Statistical Information Centre

1/25-1 (E16)

Indian Population of Canada - 1970

Mr. Forrest E. LaViolette has requested a copy of the above-named statistics. Would you please send him a copy when they are available. His address is:

P.O. Box 312,
Kiln, Mississippi.
39556

ORIGINAL SIGNED BY
G. KIRBY GOODERHAM

G.D. Cromb,
Director,
Education Branch.

Pepin/lr

OTTAWA, Ontario K1A 0H4
August 20, 1971.
1/25-1 (E16)

Mr. Forrest E. LaViolette,
P. O. Box 312,
Kiln, Mississippi.
39556

Dear Mr. LaViolette:

As requested in your letter of August 17, I have enclosed a copy of the 1969 statistics on the Indian population of Canada.

The 1970 statistics are now being compiled but they won't be ready for at least another month. When they are ready I'll send a copy to you and maybe you can fit them into Struggle for Survival.

Yours sincerely,

Valerie Pepin

Miss Valerie Pepin.

August 17, 1971

Miss Valerie Pepin
Indian Affairs Branch
Ottawa, Ontario

Dear Miss Pepin: File 1/25-1 (E16)

In the mail along with your letter of August 10 was a letter from the University of Toronto Press, and it is now clear that we are planning to publish a paperback edition of my Struggle for Survival. Not living or working in Ottawa makes for a greater dependence upon correspondence. Again let me thank you for the package of materials which you sent some days ago.

It has been my intention to write to D.B.S. for some statistical data, but after reading the latest addition of their Statistical Observer, it is certain that 1971 data will not be available soon enough for our project. Hence, I am enclosing a sheet which sets the kind of data which we have decided to use. I have indicated the year 1971 for the age-sex groups, but we shall have to be grateful for any year that I.A.B. may have on hand. Would you please refer this request to the appropriate person in the Branch? We shall have to dependend upon your administrative statistics. My understanding is that since the Family Allowance Plan was put into operation, Indian statistics are now much more accurate.

In appreciation of your assistance, I am

Yours sincerely,

LaV.

Forrest E. LaViolette

Kiln, Miss. PO Box 312
39556

1970 will be out in approx 1 month.

Canadian Indian Population, 1971 *

by age, sex groups

Age	Sex		Total
~~Xxxx~~	Male	Female	
0-4			
5-9			
10-14			
15-19			
20-24			
25-29			
30-34			
35-39			
40-44			
45-49			
50-54			
55-59			
60-64			
65-70			
70 & over			
Total			

*Please show the latest year available.

OTTAWA, Ontario K1A 0H4
August 10, 1971.
1/25-1 (E16)

Mr. Forrest E. LaViolette,
P. O. Box 312,
Kiln, Mississippi.
39556

Dear Mr. LaViolette:

Thank you for your letter of August 4. I'm glad that the material I sent may be of some use to you.

The three sample pages that you sent are from the 1967-68 Annual Report.

Yours sincerely,

Miss Valerie Pepin.

August 4, 1971

Miss Valerie Pepin
Education Section
Dept. of Indian Affairs & Northern Development
Ottawa

Dear Miss Pepin:

Re File 1/25-1 (E16)
Letter July 23 to Mr. Goodherham

Your letter of July 30 and the package of materials arrived in excellent condition. I am deeply appreciative of your sending them prior to the return of Mr. Gooderham as he will undoubtedly be extremely busy when he returns, and I need to press on with the plans for the manuscript so that it can be decided with the Toronto Press as to whether or not we are going ahead with the project.

Would it be possible to check several annual reports so as to determine in which one those sample pages I sent were excerpted from? I want to send a sample of them to Toronto so they can determine how we are to handle the increases in population, budgets, and welfare. It may be necessary to just draw new graphs. But if we do decide to use the graphs from your publication, we need to know which report they are taken from.

Your samples of Towow and other materials were indeed generous; in fact, your package contained so much useful materials that I feel as if I could now get along with the business of writing manuscript.

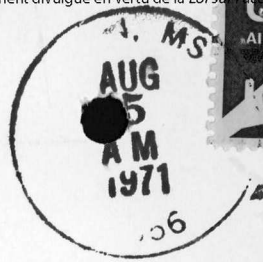
Sincerely yours,

Forrest E. LaViolette

Kihn, Miss. 39556
PO Box 312

LaViolette
Kiln, Miss. 39556

AIR MAIL



Miss Valerie Pepin
Education Branch, Indian Affairs
Ottawa, Ontario
Canada K1A 0H4

AUG 9 11 38 AM '71
CODE

000147

OTTAWA, Ontario K1A 0H4
July 30, 1971.
1/25-1 (E16)

P.O. Box 312,
Mr. Forrest E. LaViolette,
Kiln, Mississippi.
39556

Dear Mr. LaViolette:

Mr. Gooderham is out-of-town until August 16 so I am sending you some of the items requested in your letter of July 23 and Mr. Gooderham will reply to your letter when he returns.

I have been advised that you will not need permission to use the graphs or excerpts from any material published by this Department as this is public information. A reference in your bibliography is all that is necessary.

Yours sincerely,

Miss Valerie Pepin.

487-613

E12

04926

July 23, 1971

Mr. Kent Gooderham
Department of Education
Indian Affairs Branch
Ottawa, Ontario

Dear Kent:

At the time that you visited the University of Guelph last year, I did not know that you are a published editor. And I found it out in the best possible way, namely, finding a copy of I am an Indian on the shelf at Coles, purchasing a copy, and reading it! Accept belatedly my congratulations. I have personally enjoyed each piece in it, and I shall find some of it useful for a piece of writing I am doing for the University of Toronto Press, and of course, it is involved in a plan for publication.

My Visiting Professorship was completed at Guelph, and hence we are living in our Gulf Coast home. While I was at Guelph and during the summer of 1969 at Toronto, I read three newspapers daily and clipped a number of articles regarding Indian affairs. Also, I gave several guest lectures, found myself with three students -including David Simpson- who were keenly interested in policy, the Red Power Movement, and so on. One chap had spent two years with the Eskimo. It was a good period for me, and on several occasions I wondered if I should work more systematically and prepare a paper for submission to a professional journal. Then it happened. I received a letter from Toronto asking if I would consider preparing The Struggle for Survival for a paperback edition. So, along with discovering your book and a few others, I saw the editor and have a verbal agreement to prepare some manuscript in time for the new issue to be listed in their Spring Catalog. A year later they would like to do my Canadian Japanese and World War II in a paperback edition. As interested as we are, I doubt if it can be done without being in Canada, and under the present circumstances, it is most unlikely that we would be there except for a short vacation. However, now that I have explained what I am up to, I am asking for a little assistance from you.

1. In a number of publications, I note references to the Indians of Canada, 1964. As far as I can determine, this has been issued by I.A.B. Is it still in supply? If so can I purchase a copy, either from the Branch or from the Queen's Printer? If so, can your secretary let me know how much it costs?

2. For a seminar at Guelph, I had copied from one of your Annual Report pages 62, 65, and 77. We failed to give the year, and hence I would like to have your secretary check the reports and let me know from which one these pages are copied.

Although I have not completed an outline of what materials will be added for the paperback edition (there will be no rewriting or changes in the present edition), it has occurred to me that if we published these three graphs as they are, with proper titles and credit to IAB, they would present excellent materials. From whom

do I need to secure permission to make use of the graphs? If you have any suggestions for better data than these, I would be pleased to learn about them.

With respect to budget data, the only data I have are the figures given in the estimates for April 1, 1971-March 31, 1972 as found in "The Blue Book" of February, 1971, published by Treasury. It reports the departmental budget which on p.20 states that it includes "measures for resource and economic development in the Yukon and Northwest Territories." On p. 21 it reports a planned $256,400,000 for "Indian and Eskimo Affairs" and $32,800,000 for Indian Health Services. There will not be space to discuss any particular aspects of Branch budgets. From the Hawthorn-Trembly Survey and the Blue Book, we may have enough data for our purposes. If, however, the Branch has other materials available and some specifics are given, it would be most useful. As example, I have in mind the budgets for education.

3. In various sources, I note that the Branch has been publishing Indian News. Would your secretary mail to me several past issues just so that I can see what kinds of subjects are selected for distribution to the Indians.

4. I have both volumes of the Hawthorn-Tremblay Report, and obviously I shall need to make rather full use of it. If there are any cautions which you think that I should know, I would be pleased to know about them. I understand that the anthropologists in Canada were scheduled to discuss it last June at their annual meeting. I suspect that some are concerned with what they feel to be a lack of implementation of the recommendations by Ottawa. If that is the case, then it is the first time I have noted it by any social science group in Canada.

Fortunately I have access to the Tulane Library, and there I have found a number of useful publications. However, if you have any departmental materials which would appear to be useful, I am gratefully receiving anything which anybody can send to me!

We have owned Chez LaViolettex for 20 years. While at Guelph we tried to sell it as my wife was to settle finally and end her days in Ontario. We had a wonderful two years there, and of course now regret that Toronto did not tell me last February * that the press would be willing to undertake a paperback edition. As the new section will be merely added to the present pages, how can we breathe something new, some better insights into it? It seems to me that chaps like you and Chief Dan George will make a contribution by my again searching I am an Indian for poetically expressed feelings about being a Canadian Indian.

With best wishes for now, I am

Cordially,

Forrest E. LaViolette

Enc.
Kiln, Miss. 39556

*When they decided to undertake the project; I learned of it May 4.

Membership

The Indian population totalled 230,997 as of December 31, 1967 representing a net increase of 6,761 or 3.02% during the calendar year.

There were 616 persons enfranchised between April 1, 1967 and March 31, 1968. Of these, 90 applied for enfranchisement and 526 resulted from marriages of Indian women to non-Indians. A total of $164,046.59 was paid out in enfranchisement funds during the fiscal year.

There were 152 adoptions registered during the same period. Of these, 54 children were adopted by Indians and 98 by non-Indians.

The addition of 22 persons to membership in Indian bands was protested during the fiscal year ending March 31, 1968. Decision were reached on 7 of these protests; 6 people were declared entitled and 1 not entitled to be registered as Indians. The remainder are under investigation.

TABLE NO. 1

INDIAN AFFAIRS BRANCH – INDIAN POPULATION

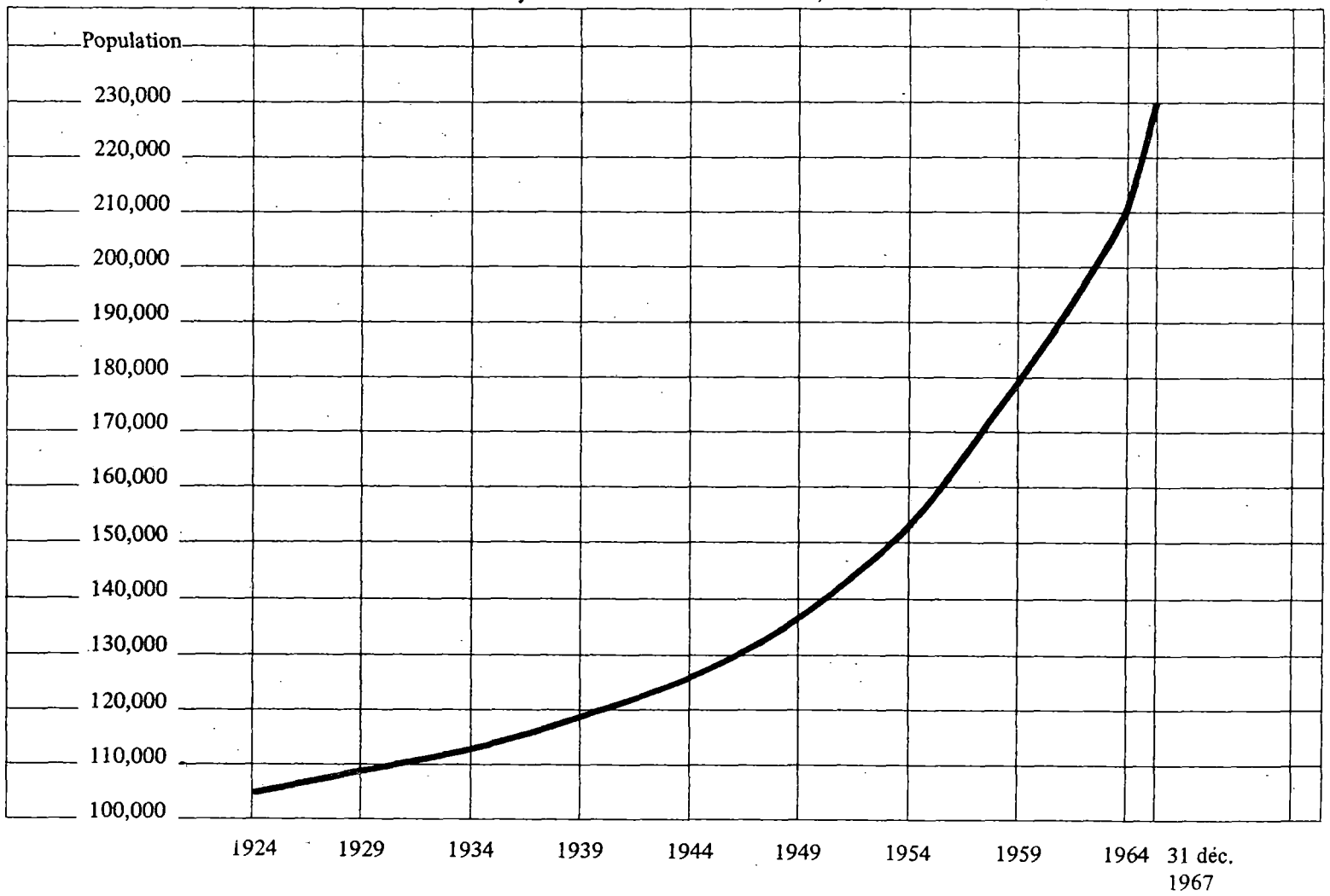
Province	1954	1959	1964	1965	1966*	1967*	1967* Increase over 1966	1967 % Increase over 1966
Prince Edward Island	272	341	376	393	401	412	11	2.7
Nova Scotia	3,002	3,561	3,994	4,099	4,189	4,281	92	2.2
New Brunswick	2,629	3,183	3,717	3,824	3,905	4,035	130	3.3
Quebec	17,574	20,453	23,709	24,446	25,083	25,665	582	2.3
Ontario	37,255	42,668	48,465	49,556	50,608	51,801	1,193	2.4
Manitoba	19,684	23,658	28,833	29,996	31,009	32,221	1,212	3.9
Saskatchewan	18,750	23,280	28,914	30,086	31,297	32,448	1,151	3.7
Alberta	15,715	19,287	23,642	24,587	25,396	26,608	1,212	4.8
British Columbia	31,086	36,229	42.141	43,250	44,260	45,217	957	2.2
Yukon	1,568	1,868	2,215	2,292	2,350	2,434	84	3.6
Northwest Territories	4,023	4,598	5,383	5,569	5,738	5,875	137	2.4
TOTAL	151,558	179,126	211,389	218,098	224,236	230,997	6,761	3.0

*Subject to revision.

INDIAN POPULATION IN CANADA

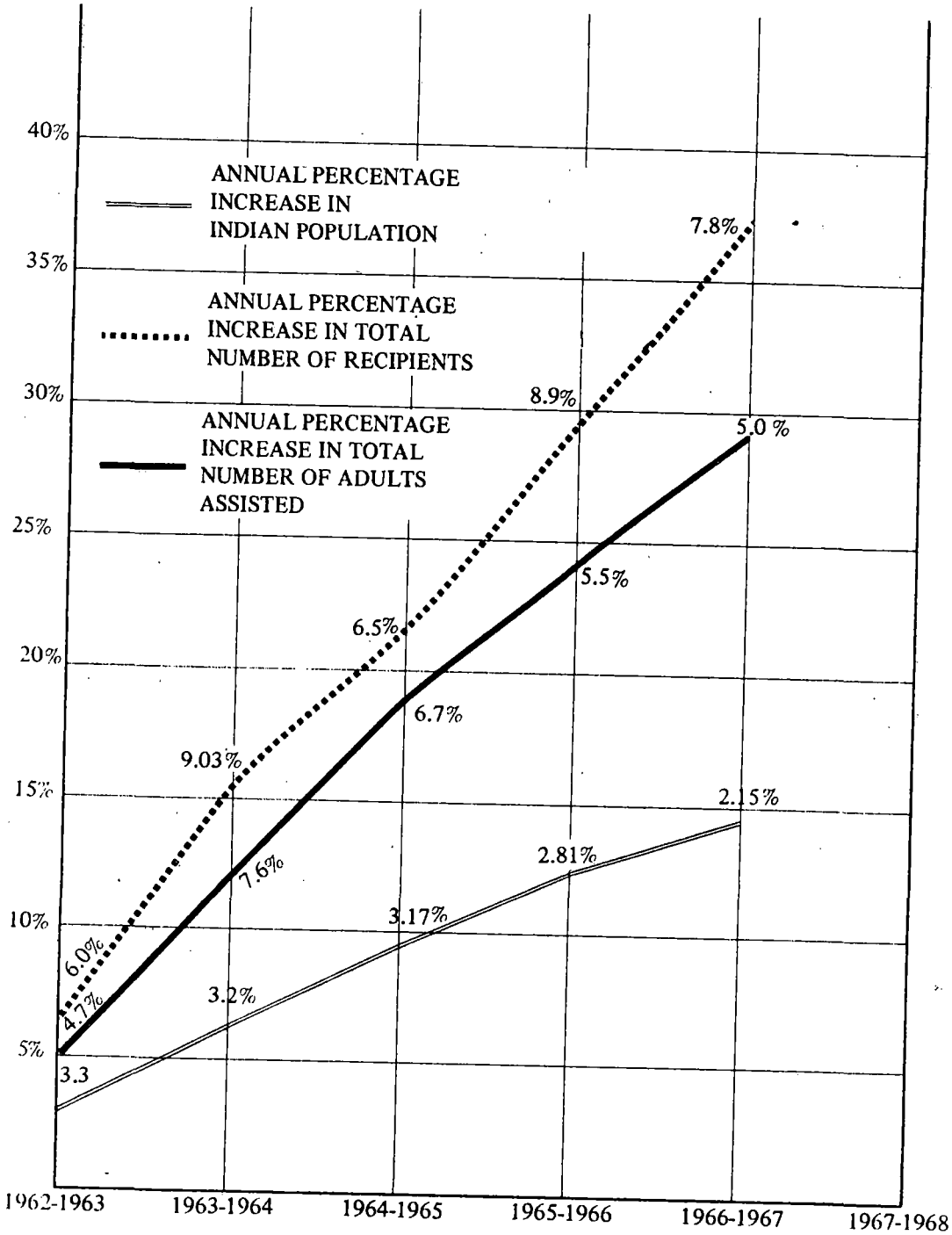
Graph No. 1

At five year intervals – 1924 to Dec. 31, 1967



INDIAN AFFAIRS BRANCH

SOCIAL ASSISTANCE PROGRAM
1962-1963 – 1967-1968



P.A.

CANADA

Department of Indian Affairs and Northern Development
MESSAGE FORM

Ministère des Affaires indiennes et du Nord canadien
FORMULE DE MESSAGE

TO: À
Mr. E. Korchinski,
Regional Superintendent of Education, IAND
5th Floor, MacCallum Hill Bldg.
1874 Scarth St. Regina, Sask.

FROM: DE
G.D. Cromb,
Branch / Direction / Division
Director,
Education Branch

Not to be included in Message: A ne pas comprendre dans le message:

File No. / Dossier n° 1/25-1 (E15)

Telex Phone No. (if available) / Numéro de téléphone telex (si on le sait)

PRIORITY (Check whichever is applicable) / Délai (pointer le délai voulu)

For Delivery / De Livraison — Within 1 hr. / D'ici 1 h ☐ — Within 3 hrs / D'ici 3h ☐ — By 8:30 A.M. Tomorrow / Au plus tard à 8h30 demain matin ☐

PLEASE PRINT PLAINLY OR TYPE MESSAGE BELOW
PRIÈRE D'ÉCRIRE EN MOULÉ OU DE DACTYLOGRAPHIER LE MESSAGE DANS L'ESPACE CI-APRÈS

CODE NO-CODE N°	
Originator's-Envoyeur	Addressee's-Destinataire

MAY ENROL CHILD OF J. KLOUANSKY AT MARIEVAL PROVIDING THERE IS NO CONVENIENT BUSSING TO BROADVIEW OR OTHER NEARBY SCHOOL.

DOCUMENT UNDER SECTION 11.10 OF THE FIELD MANUAL.

If further space is required please use a second page — Si cet espace est insuffisant, prière d'utiliser une deuxième feuille.

The following information must be supplied but will not be sent with the above message.
Prière de fournir les renseignements suivants qui, toutefois, ne feront pas partie du message ci-dessus.

Message Prepared by— Rédigé par—	Telephone No.: Numéro de téléphone:	Date	Signature of Person Authorizing Message: Signature de la personne autorisant l'envoi du message:
BEAN	6-5893	30-8-71	Original Signed By: R.E. Bean

IAND 10-84 (9-67) 7530-21-023-4490

IAND OTT

IAND REG

DIRECTOR
ED BRANCH
IND AND ESK AFFRS
OTTAWA

REQUEST AUTHORITY TO ENROLL GRADE ONE CHILD OF MR J KLOUANSKY PFRA PASTURE MGR WHO IS A NON-INDIAN BUT RESIDENT ON THE SAKIMAY RESERVE. THE CHILD WOULD ATTEND MARIEVAL DAY SCHOOL WHERE SPACE IS AVAILABLE.

E KORCHINSKI
REG SUPT OF ED
SASK REG

24 AUG/71
FILE NO 673/25-1

IAND OTT

IAND REG

CANADA

Department of Indian Affairs and Northern Development
MESSAGE FORM

E15

Ministère des Affaires indiennes et du Nord canadien
FORMULE DE MESSAGE

P.A

TO: À	FROM: DE	Not to be included in Message: A ne pas comprendre dans le message:
Mr. E. Korchinski, Regional Superintendent of Education, IAND 5th Floor, MacCallum Hill Bldg. 1874 Scarth St. Regina, Sask.	G.D. Cromb, Branch Direction Director, Division Education Branch	File No. Dossier n° 1/25-1 (E15)

Telex Phone No. (if available) Numéro de téléphone telex (si on le sait)	PRIORITY (Check whichever is applicable) For Delivery De Livraison	Within 1 hr. D'ici 1 h ☐	Within 3 hrs D'ici 3h ☐	Délai (pointer le délai voulu) By 8:30 A.M. Tomorrow Au plus tard à 8h30 demain matin ☐

PLEASE PRINT PLAINLY OR TYPE MESSAGE BELOW
PRIÈRE D'ÉCRIRE EN MOULÉ OU DE DACTYLOGRAPHIER LE MESSAGE DANS L'ESPACE CI-APRÈS

CODE NO-CODE N°	
Originator's-Envoyeur	Addressee's-Destinataire

MAY ENROL CHILD OF J. KLOUANSKY AT MARIEVAL PROVIDING THERE IS NO CONVENIENT BUSSING TO BROADVIEW OR OTHER NEARBY SCHOOL.

DOCUMENT UNDER SECTION 11.10 OF THE FIELD MANUAL.

SENT
AUG 30 1971

If further space is required please use a second page — Si cet espace est insuffisant, prière d'utiliser une deuxième feuille.

The following information must be supplied but will not be sent with the above message.
Prière de fournir les renseignements suivants qui, toutefois, ne feront pas partie du message ci-dessus.

Message Prepared by— Rédigé par—	Telephone No.: Numéro de téléphone:	Date	Signature of Person Authorizing Message: Signature de la personne autorisant l'envoi du message:
BEAN	6-5893	30-8-71	R. Bean

IAND 10-84 (9-67) 7530-21-023-4490

PM 1/25-1

Div. Research & Liaison Branch. Indian & Eq. Program

DRAFT

August 27, 1971.

Please File

MR. J. W. CHURCHMAN

Re: Speaking Assignments
Elementary and Secondary Schools -- Ottawa

Following receipt of your memorandum regarding the above topic and your telephone conversation with Mr. Cromb on the same subject, Mr. Gooderham and Mrs. Johnstone attended a meeting of the committee of Indian people who have been involved in speaking engagements at Ottawa schools during past months.

The members present explained their aims as well as their needs and the advantages of remaining intimately connected with the Indian-Eskimo Bureau. They further suggested that Mr. Gooderham become a permanent member of the committee. I agree with both these recommendations. I assume that Mr. Wasacase of Cultural Affairs Section, who expressed his interest and concern through Mrs. Johnstone, will also be represented on the committee.

Both Mrs. Johnstone and Mr. Gooderham expressed my interest in furthering this project which, as the members themselves mentioned, should be developed as a prototype which could then be used in other parts of the country.

In this regard, Mr. Gooderham has recommended that this committee be granted status as representing the Indian-Eskimo program with regard to

. . . 2

school visitations and curriculum planning for Indian studies in the Ottawa city schools.

He has suggested that: 1. The members of the committee who are required to travel and to visit other schools in other communities receive a special travelling allowance from the Department,

2. The Education Branch provide money for any necessary texts and other supplies in addition to materials which the Indian-Eskimo Branch or Information Services supply,

3. The committee be asked to review with the Ottawa School Board representatives material (both commercial and Departmental) which is currently being developed for and used by schools, and

4. They work with the National Film Board and interested members of the National Indian Brotherhood for the development of education material such as the Education multimedia presentation which, as you know, requires at least one new program. If the committee wishes, the present equipment could be used for a series of separate programs on different subjects or aspects of education.

5. The Committee accept responsibility for co-ordinating their activities with similar programs which may be organized by other federal agencies such as the Nat. Museum of Man.

The Committee members are anxious to begin their year's activities and I would recommend that they be provided with the necessary authority and funding to conduct a pilot project which will make them proud and will be an inspiration to groups of educators across Canada.

P.A.

Department of Indian Affairs and Northern Development

CANADA

Ministère des Affaires indiennes et du Nord canadien

Deputy Minister

OTTAWA, Ontario K1A 0H4
July 13, 1971
our file/notre dossier
your file/votre dossier

Speaking Assignments -
Elementary and Secondary Schools

For the past two years, the Department has responded to requests in the Ottawa and surrounding area for Indian personnel to speak on the subject of Indians and Eskimos. In addition to the speakers provided by the Indian-Eskimo Bureau, Indian staff in other Branches and Sections have also responded to requests from schools.

Without gathering supporting statistics, we are aware of the following considerations which point out a need for us to look at speaking assignments as a specialized activity:

(a) There has not been a consistent approach taken by either the speakers or the school teachers.

(b) Departmental speakers have had no direction or instruction on the presentation of material or subject matter.

(c) Both the school officials and Indian speakers have questioned the value of the speaking assignments as they are now carried out - that is, on an unstructured basis which has no objectives or uniform format.

(d) For reasons which are self-evident, the activity is one of the more effective forms of providing information on the Indian and Eskimo people.

(e) Considerable co-operation of efforts by both the Department and school officials will be required to make the speaking activity more effective and useful.

(f) Indications are that the schools will become increasingly involved in studies of the native peoples.

... 2

A general concern over the above points recently led to two meetings between school officials and interested Indian people in the Department. Attached are letters from the Ottawa Board of Education and the Ottawa Separate School System which sum up the points of view of the school officials who attended recent meetings. The letters touch upon the various suggestions on how the speaking activity can be made more effective and as far as we are concerned, these and other improvements can be worked out as progress is made.

A new and fresh approach to the speaking activity, which, I should say, will also apply to church groups, service organizations, universities, seminars, etc., will place a greater demand on the time of departmental staff, particularly the Indian members. It is for this reason that I request your approval to proceed with the co-ordinating of the speaking activity under the following broad terms of reference:

1. A standing committee, composed of at least seven Indian people to represent the different Branches and Agencies within the Department, be appointed to assume the responsibility under the leadership of the Chief, Indian-Eskimo Bureau, to co-ordinate the development of an Indian speaker's capability within the Department.

2. The Standing Committee be authorized to appoint three of its members to a committee composed of representatives from the Department, the Ottawa Board of Education and the Ottawa Separate School System to develop an effective program of Indian speakers for schools in the Ottawa and surrounding area.

3. The Standing Committee be authorized to establish a speakers' roster from Indian personnel employed in the Department and to prescribe whatever training, orientation or instruction of the speakers is considered necessary.

4. The responsibility for Departmental Administrative support and co-ordination be placed with the Indian-Eskimo Bureau.

J. W. Churchman,
Director,
Research and Liaison Branch.

Encl.

Écoles Séparées d'Ottawa
Ottawa Separate Schools

140 CUMBERLAND, OTTAWA 2, ONT.
TELEPHONE: 237-5660

Special Services
Services Spécialisés

25 Chapel Street,
Ottawa, Ontario.
K1N - 7X9

June 25, 1971.

Mr. W. Gryba,
Chief Information Services,
Department of Indian Affairs,
(Northern Development),
Kent Street,
Ottawa, Ontario.

Dear Mr. Gryba:

I attended a meeting this morning with Messrs. Smith, Moncur, Duncan, Miss Whetung plus Mrs. Cann and Mr. Roy from the Ottawa Board of Education.

At the present time, there is a need for greater participation and awareness concerning the study of Canadian Native Peoples in our schools. This point was brought out at the meeting today as well as our first meeting in May.

I feel that the personnel at Department of Indian Affairs could be better used if there was closer contact between the school board and the department. Programming according to a desired sequence is necessary, so I consider that if your agency could avail us with topics connected with Indian Studies, then we could work at integrating your resources, either human or material with programmes that will be developed from this department for our teachers.

I would like to suggest that this department could use your materials and refine them for educational use according to the needs of particular grade levels. The presented material,

. . . . 2

suitable to both our departments, could then be exposed to groups of teachers in a workshop situation. The actual implementation of the programme would be left to the individual teacher, where he, hopefully, would conduct an open-ended, enquiry, discovery-based programme.

I am enclosing a resource-type booklet which has been developed for use in our schools concerning "The Canadian Arctic". This type of material, drafted with the co-operation of our two respective bodies, could facilitate the use of the human as well as the material resources of your department. Visits by your personnel to the school, co-ordinated from this end, could then be a very meaningful part of a programme connected with the topic "Canadian Native Peoples". At this time positive attitudes, awareness, understanding and knowledge about our Canadian Peoples should be developed in the minds of both teachers and students.

I feel that further meetings between your agency and ourselves, setting up workshops, developing curricula will be of benefit to ourselves as well as the children and teachers who are in our system.

I look forward to hearing from you.

Yours sincerely,

B.M. Tomlinson

B.M. Tomlinson
Consultant

BMT/kp

INTEGRATED STUDIES DEPARTMENT

P.S. - Items: 1. Visits to our schools - co-ordination, use.
2. Study kits for use in the classroom.
3. Development of Resource booklets.
4. Continuation of committee work.
5. Workshops for teachers.

The Ottawa Board of Education
Le Conseil scolaire d'Ottawa
330 Gilmour Street
Ottawa 4, Ontario, Canada

RL-19

June 29, 1971

Mr. W. G. Gryba
Chief of Indian - Eskimo Bureau
Department of Indian Affairs and Northern Development
Laurier Avenue
Ottawa, Ontario

Dear Mr. Gryba:

We very much appreciate the help that your people have given us in the organization of our curriculum. Present trends indicate the demand for expansion in the use of your resources.

At two recent meetings with Indians from Indian Affairs and education people from the Ottawa area in attendance, the following items were discussed;

1) a two-day workshop, September 23, 24 (tentative dates),

2) a two-day workshop in the fourth week of June for Indian and white teachers from Eastern Ontario,

3) simple guidelines for the use of resource people from Indian Affairs in Ottawa area schools,

4) a new resource kit for use in the schools to be supplied by Indian Affairs.

The September 23, 24 workshop will study the materials and learning strategies of the Indian study file produced by OISE. If possible, we would welcome five Indians from Indian Affairs as participants. We will be in contact early in September to confirm arrangements.

We would like to hold the two-day workshop for Eastern Ontario teachers in the fourth week of June. The planning committee for this workshop might be established in the winter of 1972. This committee should include Indian Affairs people and educators from the Ottawa area Boards of Education.

.....2

Mrs. Edna Cann, Mr. John Patton of the Ottawa Board of Education; Mr. Basil Tomlinson of the Ottawa Separate School Board; and an appointee from the Carleton Board of Education have agreed to serve. Could you appoint three persons from Indian Affairs to serve on this committee?

After our meetings with Indian Affairs people, it was decided that we would suggest guidelines for teachers to follow in the use of resource people from Indian Affairs.

A suggestion was also made that a new resource kit be provided by Indian Affairs, for use by the schools.

Again, we want to stress how much we appreciate the help you have given us, and we realize that continued co-operation with your people is the only route to a mutual understanding.

Yours sincerely,

Edna R. Cann

Edna R. Cann (Mrs.)

Ivan Roy

Ivan Roy

Consultants,
THE OTTAWA BOARD OF EDUCATION

EC;IR/sm

C.C. D.M.'S DIARY FILE

Department of Indian Affairs and Northern Development

Ministère des Affaires indiennes et du Nord canadien

Deputy Minister

OTTAWA, Ontario K1A 0H4
July 13, 1971
our file/notre dossier
your file/votre dossier

Speaking Assignments -
Elementary and Secondary Schools

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4. The responsibility for Departmental Administrative support and co-ordination be placed with the Indian-Eskimo Bureau.

J. W. Churchman,
Director,
Research and Liaison Branch.

Encl.

ACTION REQUEST – FICHE DE SERVICE

GOVERNMENT OF CANADA — GOUVERNEMENT DU CANADA

FILE NO.—*DOSSIER No*	DATE

TO—*À*

FROM—*DE*

	TEL. NO.—*No TEL.*	EXTENSION—*POSTE*
☐ PLEASE CALL *PRIÈRE D'APPELER*		
☐ WANTS TO SEE YOU *DÉSIRE VOUS VOIR*	DATE	TIME—*HEURE*
☐ WILL CALL AGAIN *DOIT RAPPELER*		

- ☐ ACTION *DONNER SUITE*
- ☐ COMMENTS *COMMENTAIRES*
- ☐ MAKE *FAIRE .....COPIES*
- ☐ NOTE & RETURN *NOTER ET RETOURNER*
- ☐ APPROVAL *APPROBATION*
- ☐ DRAFT REPLY *PROJET DE RÉPONSE*
- ☐ NOTE AND FILE *NOTER ET CLASSER*
- ☐ NOTE & FORWARD *NOTER ET FAIRE SUIVRE*

This is from
C. Wassermann

CALL RECEIVED BY
MESSAGE REÇU PAR

TIME
HEURE

000168

CGSB STANDARD FORM 12C 7540-21-029-0576

Aug 31/71

Bill:

Would you take this to Kent Goodrham in Education.

Tell him we agree & this note of Andrew's could be checked out by Mr Goodrham.

Cabs

D R A F T

August 27, 1971.

MR. J. W. CHURCHMAN

Re: Speaking Assignments
Elementary and Secondary Schools — Ottawa

Following receipt of your memorandum regarding the above topic and your telephone conversation with Mr. Cromb on the same subject, Mr. Gooderham and Mrs. Johnstone attended a meeting of the committee of Indian people who have been involved in speaking engagements at Ottawa schools during past months.

The members present explained their aims as well as their needs and the advantages of remaining intimately connected with the Indian-Eskimo Bureau. They further suggested that Mr. Gooderham become a permanent member of the committee. I agree with both these recommendations. I assume that Mr. Wasacase of Cultural Affairs Section, who expressed his interest and concern through Mrs. Johnstone, will also be represented on the committee.

Both Mrs. Johnstone and Mr. Gooderham expressed my interest in furthering this project which, as the members themselves mentioned, should be developed as a prototype which could then be used in other parts of the country.

In this regard, Mr. Gooderham has recommended that this committee be granted status as representing the Indian-Eskimo program with regard to

. . . 2

P.A.

OTTAWA, Ontario K1A 0H4
August 27, 1971.

MR. J. W. CHURCHMAN

1/25-1 (E.12)

Attention: Mr. W. Gryba

Re: National Indian Brotherhood
Workshops on Education

As Mr. Gooderham mentioned in his telephone conversation, the National Indian Brotherhood are considering a top level workshop on Indian education. It is their proposal to invite the president of each provincial Indian Association to meet together with Mr. Manuel for a six-day unstructured workshop. They hope to meet in a rural setting where they will not suffer the usual urban distractions and will be able to come to grips with some of the fundamental problems which both formal and informal systems of education present for Indian people. It is Mr. Manuel's hope that this first six days will make it possible for the leaders to examine their differences as well as their points of agreement and that at the end of the week they will be prepared to meet again, for four days. At this second meeting they will invite their respective education advisers and an (Indian) observer from this Department to attend and will hammer out some directions, recommendations and suggestions for the guidance of all those people concerned including this Department generally and the Education Branch specifically.

They are asking for a consultation grant to carry out this vital task based upon the following:

12 delegates at $45.00 per diem for 6 days	$ 3,240.00
24 delegates at $45.00 per diem for 4 days	4,320.00
Travel for 24 delegates	2,443.00
Board room rental (?)	500.00
	$ 10,503.00

The workshop is being planned tentatively for October 11 to 20 and is, as far as the Education Branch is concerned, both timely and essential.

It is my recommendation that the requested monies be made available to Mr. Manuel should he receive authority from his executive council to proceed with the proposed workshops.

G. D. Cromb,
Director, Education Branch.

GOODERHAM:rb

school visitations and curriculum planning for Indian studies in the Ottawa city schools.

He has suggested that: 1. The members of the committee who are required to travel and to visit other schools in other communities receive a special travelling allowance from the Department,

2. The Education Branch provide money for any necessary texts and other supplies in addition to materials which the Indian-Eskimo Branch or Information Services supply,

3. The committee be asked to review with the Ottawa School Board representatives material (both commercial and Departmental) which is currently being developed for and used by schools, and

4. They work with the National Film Board and interested members of the National Indian Brotherhood for the development of education material such as the Education multimedia presentation which, as you know, requires at least one new program. If the committee wishes, the present equipment could be used for a series of separate programs on different subjects or aspects of education.

The Committee members are anxious to begin their year's activities and I would recommend that they be provided with the necessary authority and funding to conduct a pilot project which will make them proud and will be an inspiration to groups of educators across Canada.

What about checking with the Natl. Museum of Man which also has a program for the Schools? (Mr. Ivan of the Ottawa School Board is already familiar with this program - Maybe committee should discuss programs with him to avoid conflicts & repeti

OTTAWA, Ontario KIA OH4
August 26, 1971.

Mr. J.B. Bergevin,
Assistant Deputy Minister,
Indian and Eskimo Affairs.

1/25-1

Memoranda to Cabinet

With reference to your memorandum of August 13th, we do not foresee any policy matters during the coming two-month period which would require the submission of Memoranda to Cabinet.

ORIGINAL SIGNED BY
G. KENT GOODERHAM

G.D. Cromb,
Director,
Education Branch.

Elliott/lr

Department of Indian Affairs and Northern Development

Ministère des Affaires indiennes et du Nord canadien

MR. CHURCHMAN
MR. CROMB
MR. DOUCET
MR. MCGILP

Ottawa, Ontario KIA OH4
August 13, 1971.

our file/notre dossier
your file/votre dossier

I am attaching a copy of a memorandum from Mr. Robinson to myself dated August 5, 1971. I believe the memorandum is self-explanatory. Although I believe I could make the report myself, it would be most useful I think if you could provide me with a short note at the beginning of each month regarding policy matters which will probably require a submission to Cabinet.

Please note the date on which Mr. Robinson would like to have the first report. I would appreciate it if you could submit your reports to me a few days in advance of Mr. Robinson's deadline so that I could review them and discuss them with you if necessary.

J.B. Bergevin,
Assistant Deputy Minister,
(Indian and Eskimo Affairs).

DEPUTY MINISTER
OF
INDIAN AFFAIRS AND
NORTHERN DEVELOPMENT

CANADA

SOUS-MINISTRE
DES
AFFAIRES INDIENNES
ET DU NORD CANADIEN

MR. GORDON
MR. BATTLE
MR. BERGEVIN
MR. YATES

Ottawa, Ontario, K1A 0H4,
August 5, 1971.

I think it would be useful if we could bring in a system for forecasting and scheduling departmental Memoranda for Cabinet. We have a good system going whereby we take stock every six months or so of our plans for legislation. Also, a weekly status report on Cabinet Memoranda is issued by the Parliamentary Relations Division. I think we need to supplement the foregoing by a periodic forecast of the Memoranda which the Department expects to be submitting to Cabinet over a given period.

As an experiment, I suggest that on the first of each Month each Assistant Deputy Minister submits a list of the policy matters which he expects will require submission to Cabinet in the following two month period. Each such list should contain under each item a brief statement of the policy objective which the program hopes to achieve by the submission of the proposed Memorandum. In each case also there should be an indication of the date by which the Memorandum should be submitted to the Privy Council Office for placing on a Cabinet Committee agenda. In fixing the date for submission to the Privy Council Office, allowance should be made for a period of at least two weeks to cover any revisions found necessary either in my office or the Minister's office before signature by the Minister. It is important, of course, that Memoranda reaching me should bear the stamp of the Director, Legal Services indicating approval as to form. It should also be borne in mind that except in unusual circumstances Memoranda submitted to the Privy Council Office do not normally emerge from the full process of Cabinet Committee and full Cabinet consideration in under four weeks.

I hope that as we go along these lists will permit me to discuss our policy development intentions with the Minister well in advance of the actual submission of individual Memoranda. I shall be able to do this on a more orderly

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basis by seeing the intentions of the various programs in relation to each other and by working out in advance, the timing and, in consultation with the Assistant Deputy Ministers, other departments, Privy Council Office, etc., the tactics best calculated to ensure the effective consideration and approval of our policy recommendations.

Subject to any comments the Assistant Deputy Ministers may have, I suggest that we begin this experiment on September 1.

H. B. Robinson

815352

Josten's
OWATONNA MINNESOTA 55060
Creators of fine class rings, awards, announcements, yearbooks, and diplomas

August 25, 1971

P. A. 25-1

Mr. D. Simpson
Chief, Education Division
Northern Administration Branch
Department of Indian Affairs and
Northern Development (Northwest Territories)
Ottawa, Ontario
Canada

Dear Sir:

In order that we may continue to serve the schools of the nations with quality, motivational scholastic products we must stay abreast of the changing times. Please send to my attention a copy of your State Educational Directory for public and private schools. If the information is broken down by school, by class size in a separate study, please include this study with the State Educational Directory.

If there is a charge for this information, please send the bill to my personal attention to assure prompt remittance. Thank you in advance for your prompt attention.

Cordially,

Donald K. Bendt

Donald K. Bendt

DKB/dk

Information sent Sept 1/71 S.L.

Josten's

8 1 5 3 2

OWATONNA MINNESOTA 55060

Creators of fine class rings, awards, announcements, yearbooks, and diplomas

August 25, 1971

1-25-1

P. A.

Mr. R. F. Davey
Director, Education Division
Indian Affairs Branch
Department of Indian Affairs
and Northern Development
Indian Education
Ottawa, Ontario, Canada

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Cordially,

Donald K. Bendt

Donald K. Bendt

DKB/dk

Information sent Sept 1/71. S.L.

DEPARTMENT OF INDIAN AFFAIRS AND NORTHERN DEVELOPMENT
MINISTÈRE DES AFFAIRES INDIENNES ET DU NORD CANADIEN

CANADA

TEMPORARY FILE SLIP
FICHE TEMPORAIRE DE DOSSIER

NOTE: This slip is to [illegible] is charged out or is not required, and [illegible] [illegible]nce when the main file [illegible] removed but will be attached to the main file as soon as possible.

REMARQUE: *La présente fiche sert à transmettre la correspondance lorsque le dossier principal est sorti ou n'est pas demandé; ne pas l'enlever, mais la fixer au dossier principal dès que possible.*

Branch — *Direction*

File No. — *Dossier N°* 1/25-1

Subject — *Sujet*

Main file is charged to — *Dossier principal inscrit au nom de* E16 3/8

REFERENCE — *RENVOI*				ACTION TAKEN — *MESURES PRISES*			
REFERRED TO *DESTINATAIRE*	BY *PAR*	REMARKS *REMARQUES*	DATE	P.A. DATE — *DATE DE RANGEMENT*	B.F. DATE — *DATE DE RAPPEL*	BY *PAR*	FOR C.R. USE ONLY *AU SEUL USAGE DES ARCHIVES*
E16	16	807948	6/8	25/8		E28	

NOTE: If action cannot be taken without the file, please make statement to that effect and return paper to Central Registry.
REMARQUE: *Si l'on ne peut procéder sans le dossier, prière de la déclarer et de renvoyer la correspondance aux archives.*

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IAND 10-87 (8-67) 7530-21-023-4487

Department of
Indian Affairs and
Northern Development

7948

Ministère des
Affaires indiennes et
du Nord canadien

CANADA

DEPT. I. A. & N. D.
CENTRAL MAIL ROOM

E16

AUG 6 8 49 AM '71

Indian & Eskimo Affairs,
Ottawa.

Att'n: Education Branch.

QUEBEC 4, AUGUST 3, 1971.

TO: _____

FILE # ~~our file/notre dossier~~ 301/25-1 (HG)
your file/votre dossier 1/25-1 (E16)

Potlatch - Son of Raven Son of Deer.

This is to let you know that fifty (50) copies of the above noted books have been received by our regional office.

We will inform you as requested, when the other books referred to in your letters of July 9 and 13, 1971 are received.

For/A. Gill,
Regional Superintendent
of Education.

HG:dgl

Aug 24/71
noted (E28)

3/8

OTTAWA, Ontario K1A 0H4

August 25, 1971.

PA ⇒ 1/25-1 (E.48)

Mrs. Dorothy Herring,
Population Estimates and
Projection Section,
Census Division, Room 2106,
Statistics Canada,
Tunney's Pasture,
Ottawa, Ontario
K1A 0T7

Dear Mrs. Herring:

As requested during our telephone conversation of today's date, I am enclosing the following material:

(a) A list of our Federal Indian Schools across Canada.

(b) A list of Provincial Schools to which we contribute capital for the number of Indian children attending the schools.

If you require further assistance, please do not hesitate to contact this office.

Yours sincerely,

S. G. Sauriol

for G.D. Cromb,
Director -
Education Branch.

/SAURIOL

Encls. (2)

Department of
Indian Affairs and
Northern Development

Ministère des
Affaires indiennes et
du Nord canadien

m. Rush

E35

Edmonton 15, August 24, 1971.

our file/notre dossier 701/12-4
your file/votre dossier

1/25-1

R.A. 27-8/71

Director - Education Branch,
Indian & Eskimo Affairs,
Ottawa.

"Trapping Is My Life"
by John Tetso

In response to your request of July 13, 1971 -- we wish to acknowledge receipt of sixty (60) copies of the above book.

W.C. Thomas,
Regional Superintendent,
Education - Alberta.

Aug 26/71
noted above
(E28)

PA 1/25-1

Department of
Indian Affairs and
Northern Development

CANADA

Ministère des
Affaires indiennes et
du Nord canadien

Mr. Kent Gooderham,
Educational Development,
Education Branch,
Room 664.

Ottawa, Ontario K1A 0H4
August 20, 1971.
our file/notre dossier
your file/votre dossier

Pamphlet: Indian Education

Dear Kent:

I have looked at the initial manuscripts submitted by Ray Bean for the Education Branch pamphlet. At first glance, the copy appears to be comprehensive and well-conceived. It may have to be re-written with space limitations in mind.

In order to get ideas on the best presentation of the text, I have asked our senior editor Peter Lonigan to read the copy. His suggestions and a guideline are essential before we should attempt any revision of the material.

I hope to be able to report back to you within two weeks.

Yours sincerely,

D.J. Konrad,
Information Officer,
Indian Affairs Group,
Information Services.

OTTAWA, Ontario,
August 13, 1971.

Ian Harlock,
Personnel Adviser
and Departmental Security Officer.

1/25-1

Distribution and Receipt of Unclassified Information to and from the U.S.S.R. and its Satellite Countries.

With reference to your memorandum of August 4th, we have not exchanged any unclassified information with the U.S.S.R. or its Satellites during the period January 1 to June 30, 1971.

G. D. Cromb,
Director,
Education Branch.

ELLIOT/vc

Department of
Indian Affairs and
Northern Development

Ministère des
Affaires indiennes et
du Nord canadien

13/8/71

OTTAWA, August 4, 1971.

ALL DIRECTORS

our file/notre dossier
your file/votre dossier

Distribution and Receipt of
Unclassified Information to
and from the U.S.S.R. and
its Satellite Countries

It would be appreciated if you would let me know if any unclassified information has been sent to or received from the USSR and its Satellites for the period January 1 to June 30, 1971. Could I have this as soon as possible please. A nil reply where applicable would be appreciated.

Ian Harlock

Ian Harlock,
Personnel Adviser and
Departmental Security Officer.

PA, 1/25-1 (C25) aug 25/71

Department of
Indian Affairs and
Northern Development
Ind[redacted] & Eskimo Affairs
301-267 Edmonton Street

CANADA

10514

Ministère des
Affaires indiennes et
du Nord canadien

DEPT. I. A. & N. D.
CENTRAL MAIL ROOM
Winnipeg 1, Manitoba

AUG 16 8 30 AM '71

E

G. D. Cromb
Director
Education Branch
Ottawa

August 12, 1971.

our file/notre dossier

TO: _____ your file/votre dossier 501/12-4

FILE # _____

Guests Never Leave Hungry

Sixty copies of the above book have been received in this office and the invoice may now be processed for payment.

(Mrs) D. M. Sutherland
for C. B. Gorman
Regional Superintendent
of Education.

/ds

C

DEPARTMENT OF INDIAN AFFAIRS AND NORTHERN DEVELOPMENT
MINISTÈRE DES AFFAIRES INDIENNES ET DU NORD CANADIEN

CANADA

TEMPORARY FILE SLIP
FICHE TEMPORAIRE DE DOSSIER

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Branch — *Direction*

File No. — *Dossier N°* 1/25-1

Subject — *Sujet*

Main file is charged to — *Dossier principal inscrit au nom de* F16 9-8-71

REFERENCE — *RENVOI*				ACTION TAKEN — *MESURES PRISES*			
REFERRED TO *DESTINATAIRE*	BY *PAR*	REMARKS *REMARQUES*	DATE	P.A. DATE — *DATE DE RANGEMENT*	B.F. DATE — *DATE DE RAPPEL*	BY *PAR*	FOR C.R. USE ONLY *AU SEUL USAGE DES ARCHIVES*
F16	21	809267	11/8	11/8		E16	
F28	16	"	11/8	25/8		G28	

NOTE: If action cannot be taken without the file, please make statement to that effect and return paper to Central Registry.
REMARQUE: *Si l'on ne peut procéder sans le dossier, prière de la déclarer et de renvoyer la correspondance aux archives.*

000191

IAND 10-87 (8-67) 7530-21-023-4487

1/25-1

Department of
Indian Affairs and
Northern Development

80 9 2 6 7

CANADA

Ministère des
Affaires indiennes et
du Nord canadien

E16

E16 9-8

Toronto 101, August 9, 1971.
our file/notre dossier 401/25-1 (04)
your file/votre dossier 1/25-1 (E16)

Department of ~~Indian Affairs~~
and Northern ~~Development~~ - ~~Ottawa~~.

FILE

Attn: Director, Education Branch.

Publication: Guests Never Leave Hungry.

This is in reply to your memorandum on the above publication and to advise you that 85 copies of the above noted publication have been received at this office.

H.B. Rodine,
Regional Superintendent
of Education.

aug 24/71
noted (E28)

DEPARTMENT OF INDIAN AFFAIRS AND NORTHERN DEVELOPMENT
MINISTÈRE DES AFFAIRES INDIENNES ET DU NORD CANADIEN

CANADA

TEMPORARY FILE SLIP
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Branch — *Direction*

File No. — *Dossier N°* 1/25-1

Subject — *Sujet*

Main file is charged to — *Dossier principal inscrit au nom de* E16 9/8

REFERENCE — *RENVOI*				ACTION TAKEN — *MESURES PRISES*			
REFERRED TO *DESTINATAIRE*	BY *PAR*	REMARKS *REMARQUES*	DATE	P.A. DATE — *DATE DE RANGEMENT*	B.F. DATE — *DATE DE RAPPEL*	BY *PAR*	FOR C.R. USE ONLY *AU SEUL USAGE DES ARCHIVES*
E16	16	810860	16/8	17-8-71		E16	
E28	16	"	17/8/71	25/8		E28	

NOTE: If action cannot be taken without the file, please make statement to that effect and return paper to Central Registry.
REMARQUE: *Si l'on ne peut procéder sans le dossier, prière de la déclarer et de renvoyer la correspondance aux archives.*

000193

IAND 10-87 (8-67) 7530-21-023-4487

1/25-1

Department of
Indian Affairs and
Northern Development

E 16

CANADA

0860

DEPT. I. A. & N. D.
CENTRAL MAIL ROOM

AUG 16 9 17 AM '71

Ministère des
Affaires indiennes et
du Nord canadien

Indian & Eskimo Affairs,
Ottawa.

Edmonton, August 12, 1971.

Att'n: Education Branch.

our file/notre dossier 301/25-1 (HG)
your file/votre dossier 1/25-1 (E 16)

Guests Never Leave Hungry.

With reference to your letter of July 9, 1971 this is to inform you that fifty (50) copies of the above noted books have been received in this regional office.

For/A. Gill,
Regional Superintendent
of Education.

HG:dgl

Encl.

No enclosures
ACR
16-8-71

aug 24/71
noted (E 28)

9/8

DEPARTMENT OF INDIAN AFFAIRS AND NORTHERN DEVELOPMENT
MINISTÈRE DES AFFAIRES INDIENNES ET DU NORD CANADIEN

CANADA

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Branch — *Direction*

File No. — *Dossier N°* 1/25-1

Subject — *Sujet*

Main file is charged to — *Dossier principal inscrit au nom de* E 16 9-8-71

REFERENCE — *RENVOI*				ACTION TAKEN — *MESURES PRISES*			
REFERRED TO *DESTINATAIRE*	BY *PAR*	REMARKS *REMARQUES*	DATE	P.A. DATE — *DATE DE RANGEMENT*	B.F. DATE — *DATE DE RAPPEL*	BY *PAR*	FOR C.R. USE ONLY *AU SEUL USAGE DES ARCHIVES*
E.16	21	811663	18/8	25/8		E28	

NOTE: If action cannot be taken without the file, please make statement to that effect and return paper to Central Registry.
REMARQUE: *Si l'on ne peut procéder sans le dossier, prière de la déclarer et de renvoyer la correspondance aux archives.*

000195

IAND 10-87 (8-67) 7530-21-023-4487

Department of
Indian Affairs and
Northern Development

8 1 1 6 6 3

Ministère des
Affaires indiennes et
du Nord canadien

E/ E16
9.8

Director,
Education Branch,
Indian & Eskimo Affairs,
OTTAWA.

1874 Scarth Street,
REGINA, August 13, 1971
our file/notre dossier 601/25-1 (E)
your file/votre dossier 1/25-1 (E16)

ATTENTION: Mr. G.D. Cromb

Guests Never Leave Hungry

I wish to advise that 60 copies of the above noted book have now been received in this office.

E. Korchinski,
Regional Superintendent
of Education,
Saskatchewan Region.

Aug 24/71
noted (E28)

DEPARTMENT OF INDIAN AFFAIRS AND NORTHERN DEVELOPMENT
MINISTÈRE DES AFFAIRES INDIENNES ET DU NORD CANADIEN

CANADA

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Branch — *Direction*

File No. — *Dossier N°*

Subject — *Sujet*

1/95-1

Main file is charged to — *Dossier principal inscrit au nom de* E 16 9-8-71

REFERENCE — *RENVOI*				ACTION TAKEN — *MESURES PRISES*			
REFERRED TO *DESTINATAIRE*	BY *PAR*	REMARKS *REMARQUES*	DATE	P.A. DATE — *DATE DE RANGEMENT*	B.F. DATE — *DATE DE RAPPEL*	BY *PAR*	FOR C.R. USE ONLY *AU SEUL USAGE DES ARCHIVES*
E16	19	811336	17/8/71	25/8		G28	

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REMARQUE: *Si l'on ne peut procéder sans le dossier, prière de la déclarer et de renvoyer la correspondance aux archives.*

000197

IAND 10-87 (8-67) 7530-21-023-4487

1/25-1

Department of
Indian Affairs and
Northern Development

1336

Ministère des
Affaires indiennes et
du Nord canadien

E-16

Indian & Eskimo Affairs,
Ottawa.

Att'n: Education Branch.

QUEBEC 4, August 13, 1971.

our file/notre dossier 301/25-1 (HG)
your file/votre dossier

Trapping is my Life.

As requested in your letter of July 13, 1971 this is to inform you that fifty (50) copies of the above noted books have been received in this regional office.

For/A. Gill,
Regional Superintendent
of Education.

HG:dgl

Aug 25/71
noted (E28)

E 16
9-9-71

Indian & Eskimo Affairs,
Ottawa.

QUEBEC 4, August 13, 1971.

Att'n: Education Branch.

301/25-1 (HG)

Trapping is my Life.

As requested in your letter of July 13, 1971 this is to inform you that fifty (50) copies of the above noted books have been received in this regional office.

ORIGINAL SIGNED BY
H. GRENIER

For/A. Gill,
Regional Superintendent
of Education.

HG:dgl

Department of Indian Affairs and Northern Development

Ministère des Affaires indiennes et du Nord canadien

H1 G1

OTTAWA, Ontario K1A 0H4
July 13, 1971.

our file/notre dossier 1/25-1 (E16)
your file/votre dossier 301/25-1

Regional Director, Department of Indian Affairs and Northern Development, Quebec.

Attention: Regional Superintendent of Education

Trapping is My Life
by John Tetso

50 copies of the above-named book have been ordered for your region and headquarters will pay the cost

Would you please advise us when you have received the books so that the invoice can be processed.

for G. D. Gromb,
Director, Education Branch.

12961 JUL 22 71

DEPARTMENT OF INDIAN AFFAIRS AND NORTHERN DEVELOPMENT
MINISTÈRE DES AFFAIRES INDIENNES ET DU NORD CANADIEN

CANADA

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Branch — *Direction*

File No. — *Dossier N°* ~~901/25-1~~ 1/25-1

Subject — *Sujet*

Main file is charged to — *Dossier principal inscrit au nom de* E 5327.7.71

REFERENCE — *RENVOI*				ACTION TAKEN — *MESURES PRISES*			
REFERRED TO *DESTINATAIRE*	BY *PAR*	REMARKS *REMARQUES*	DATE	P.A. DATE — *DATE DE RANGEMENT*	B.F. DATE — *DATE DE RAPPEL*	BY *PAR*	FOR C.R. USE ONLY *AU SEUL USAGE DES ARCHIVES*
E16	22	812281	20.8.71	20/8/71		~~E16~~	
E28			20.8.71	25/8/71		E28	

NOTE: If action cannot be taken without the file, please make statement to that effect and return paper to Central Registry.
REMARQUE: *Si l'on ne peut procéder sans le dossier, prière de la déclarer et de renvoyer la correspondance aux archives.*

000202

IAND 10-87 (8-67) 7530-21-023-4487

901/25-1

Department of
Indian Affairs and
North[redacted] Development

Ministère des
Affaires indiennes et
du Nord canadien

E53
27.7

E16

Vancouver, August 17, 1971

our file/notre dossier 901/25-1 (E1)
your file/votre dossier 1/25-1 (E16)

Director, Education Branch
Ottawa

"Trapping is My Life"

Further to your memorandum of July 13, we are today in receipt of 85 copies of "Trapping is My Life" by John Tetso.

A. H. Friesen
Asst. Regional Superintendent
of Education

Aug 25/71
noted (E28)

DEPARTMENT OF INDIAN AFFAIRS AND NORTHERN DEVELOPMENT
MINISTÈRE DES AFFAIRES INDIENNES ET DU NORD CANADIEN

CANADA

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Branch — *Direction*

File No. — *Dossier N°* 1/25-1

Subject — *Sujet*

Main file is charged to — *Dossier principal inscrit au nom de* E16 9/8

REFERENCE — *RENVOI*				ACTION TAKEN — *MESURES PRISES*			
REFERRED TO *DESTINATAIRE*	BY *PAR*	REMARKS *REMARQUES*	DATE	P.A. DATE — *DATE DE RANGEMENT*	B.F. DATE — *DATE DE RAPPEL*	BY *PAR*	FOR C.R. USE ONLY *AU SEUL USAGE DES ARCHIVES*
E16	16	810372	16/8	—	—	E16	
E28	16	"	25/8	25/8		E28	

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000205

IAND 10-87 (8-67) 7530-21-023-4487

1/25-1

Department of
Indian Affairs and
Northern Development

8 1 0 3 Ministère des
Affaires indiennes et
du Nord canadien

DEPT. I. A. & N. D.
CENTRAL MAIL ROOM

AUG 13 10 24 AM '71

E 16

TO: TORONTO 101, August 11, 1971

FILE # our file/~~notre dossier~~ 401/25-1 (04)
your file/votre dossier 1/25-1 (E16)

Department of Indian Affairs and
Northern Development, Ottawa

Attn: Director, Education Branch

Publication -
Trapping is my Life by John Tetso

This is in reply to your memorandum of July 13, 1971, and to advise you that 85 copies of the above book have been received at this office.

H. B. Rodine,
Regional Superintendent
of Education - Ontario

Aug 25/71
noted (E28)

F.G. Foote,
Departmental Organizer,
United Appeal Campaign 1971-72
Room 1439A.

OTTAWA, Ontario KIA OH4
August 24, 1971.

P.A. 1/25-1

United Appeal Campaign

Our United Appeal Organizer for the 1971-72 campaign will be Mrs. S. Wright, Room 673.

Mrs. Wright may be reached on 2-8308 after August 27th.

G.D. Cromb,
Director,
Education Branch.

Elliott/lr

cc. Mrs. S. Wright
Room 673.

Ottawa, Ontario K1A 0H4

Mr. W.T. Elliott

August 23, 1971.

1/25-1

P.A.

Student Summer Employment - 1972

Operationally post school programs are completely decentralized to regions, and we therefore do not have a requirement for any additional staff during the summer months. This applies to any new projects which might be initiated. A good example of this is the High School Student Employment Program which was initiated this summer without any additional headquarters staff by delegating full responsibility to the regions.

O.N. Zakreski,
Chief,
Employment and Related Services.

ZAKRESKI/bl

Department of
Indian Affairs and
Northern Development

Ministère des
Affaires indiennes et
du Nord canadien

Mr. Gooderham
Mr. Jacobson
Mr. Gasacase
Mr. Gattie
Mr. Zakreski

OTTAWA, Ontario K1A 0H4
August 20, 1971.

our file/notre dossier 1/25-1
your file/votre dossier

Student Summer Employment - 1972

We have been asked to provide by August 31, 1971, information on the number of summer students who would be employed at headquarters if additional funds were provided by Treasury Board. These students would be employed on new projects which could be undertaken only if additional funds were available from Treasury Board.

Would you please provide the following information (or a "Nil" return) to Mr. Elliott by Monday, August 30th.

(a) a brief description of the project

(b) the number and type of students, and the number of man-months for which they would be employed.

G.D. Crosb,
Director,
Education Branch.

Elliott/lr

Mrs. Marie Marule,
Executive Director,
National Indian Brotherhood,
71 Bank Street, 7th Floor,
Ottawa, Ontario,
K1P 5N2.

OTTAWA, Ontario K1A 0H4
August 18, 1971.

P.A. ⟹ 1/25-1 (E55)

Dear Mrs. Marule:

Re: "Sesame Street"

Further to our telephone conversation of Tuesday, August 17, 1971, this is the present situation regarding our efforts to obtain the "Sesame Street" television program in order to assist in developing reading readiness and mathematics skill in pre-school, kindergarten and primary pupils.

The CBC owns the television rights to the program and, in all areas serviced by CBC T-V, the program is already being shown every morning at 11 A.M. However, since the advent of satellite television broadcasts is still approximately two to four years away from the remote areas of Canada, we have been investigating alternate means of making this brilliantly successful educational program available to children in those areas not presently serviced by television.

The alternatives we have examined are: 16mm films of the program (which could be shown in schools or community centres on a regular 16mm movie projector) or videotape recordings of the program. We have discovered that in order to obtain either the film or the videotape, it will be necessary to negotiate directly with the producers of the program (Children's Theatre Workshop in New York) to obtain "non-theatrical rights" to the program.

We have been in touch with the Director of Film for the CBC who has offered the co-operation of the CBC in providing the negotiating expertise which will be required in dealing with the Children's Theatre Workshop (CTW). We were grateful for this offer, for the CBC has had previous experience in negotiating with CTW, they know the CTW personnel and they are aware of the various points to be emphasized during negotiations in order to come up with a mutually satisfying contract.

If we are successful in obtaining the non-theatrical rights to the program, then decisions will have to be made regarding its distribution to the schools or communities; the "housekeeping" related to the distribution; the

...2

desirability of editing the program to remove irrelevancies and, of course, making an assessment and evaluation of its usefulness to the children.

I will keep you informed of our progress and in the meantime, I would appreciate any comments or suggestions you might care to make.

Yours sincerely,

ORIGINAL SIGNED BY
G. KENT GOODERHAM

Kent Gooderham,
Chief, Educational Development,
Education Branch.

EA.ELLIS:jm
EE 18-8-71

DEPARTMENT OF INDIAN AFFAIRS AND NORTHERN DEVELOPMENT
MINISTÈRE DES AFFAIRES INDIENNES ET DU NORD CANADIEN

CANADA

TEMPORARY FILE SLIP
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Branch — *Direction*

File No — *Dossier N°* 1/25-1

Subject — *Sujet*

Main file is charged to — *Dossier principal inscrit au nom de* E16 9/8

REFERENCE — *RENVOI*				ACTION TAKEN — *MESURES PRISES*			
REFERRED TO *DESTINATAIRE*	BY *PAR*	REMARKS *REMARQUES*	DATE	P.A. DATE — *DATE DE RANGEMENT*	B.F. DATE — *DATE DE RAPPEL*	BY *PAR*	FOR C.R. USE ONLY *AU SEUL USAGE DES ARCHIVES*
E	16	810 415	16/8	18/8		E.58	

NOTE: If action cannot be taken without the file, please make statement to that effect and return paper to Central Registry.
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000213

IAND 10-87 (8-67) 7530-21-023-4487

810415

THE ARCTIC INSTITUTE OF NORTH AMERICA

OFFICES: 3458 REDPATH STREET, MONTREAL 109, P.Q.
1619 NEW HAMPSHIRE AVE. N.W., WASHINGTON, D.C., 20009

Montreal

August 12, 1971

Mr. G.D. Cromb
Director
Education Branch
Dept. of Indian Affairs
and Northern Development
Ottawa, Ontario
K1A 0H4

Dear Mr. Cromb:

Thank you very much for your reply to our request for information on northern and intercultural education. Your cooperation is appreciated.

Sincerely,

Louise Legault for D.B.

Doug Brown
Assistant Director
MIN Project

DB/11

PA

Mr. Grant Venn,
Director,
A.A.S.A. National Academy for
School Executives,
1201 - 16th Street N.W.,
Washington, D.C.,
U.S.A. - 20036.

Ottawa Ontario K1A 0H4.
August 16, 1971.

1/25-1 (E.47)

Dear Mr. Venn:

On January 4 we sent you a cheque for $890.00 together with applications for enrolment of four officers of this Department in programs of the A.A.S.A. National Academy of School Executives.

Mr. D. Wattie applied for application in the seminar on Planning and the Future at Dallas from March 1 - 5. On February 8 Mr. Wattie requested you to transfer his registration fee from the Dallas program to the Texarkana program on Performance Contracting to be held from April 19th to 23rd.

We are applying now for refund of the registration fee as Mr. Wattie did not attend the later conference because it was cancelled.

Yours sincerely,

for G.D. Cramb,
Director,
Education Branch.

M.C. MORIN/dm

Department of
Indian Affairs and
Northern Development

CANADA

Ministère des
Affaires indiennes et
du Nord canadien

OTTAWA, Ontario. K1A 0H4
August 12, 1971.

our file/notre dossier 1/25-1 (E27)
your file/votre dossier

RECORDS OFFICE,
INDIAN AND ESKIMO AFFAIRS

Attention: Mr. G. Monfils

NEW DESIGNATIONS

Would you please add the following two new designations to your mailing list for the Education Branch.

POSITION	NAME	MAIL CODE	ROOM NO.	PHONE NO.
Administrative Trainee	Miss S. Meggs	E49	673	2-8308
Literature Specialist	-	E61	809	6-2767

The E61 position (Literature Specialist) is being occupied by a temporary occupant pending the results of a competition for a permanent occupant.

G. D. Cromb,
Director,
Education Branch.

OTTAWA, Ontario. K1A 0H4
August 12, 1971.

P.A. → 1/25-1 (E27)

RECORDS OFFICE,
INDIAN AND ESKIMO AFFAIRS

Attention: Mr. G. Monfils

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G. D. Cromb,
Director,
Education Branch.

/NICHOLLS

Department of
Indian Affairs and
Northern Development

CANADA

Ministère des
Affaires indiennes et
du Nord canadien

Ottawa, Ontario. K1A 0H4
August 12, 1971.

our file/notre dossier
your file/votre dossier

Mr. F. Short.

Designation for Literature Specialist.

May we please have a designation number for the Literature Specialist in Cultural Development Division. Apparently, E 61 is free and it is in the same area as the other officers in Cultural Division.

809 ~~[illegible]~~ 6-2767

Meanwhile, Dave Monture is presently in that position.

Colin Wasacase,
Chief,
Cultural Development Division.

Frances

P.A

OTTAWA, Ontario K1A 0H4
August 10, 1971.
1/25-1 (E16)

Mrs. Rose Charlie,
President,
The B.C. Indian Homemakers' Association,
#201 - 423 West Broadway,
Vancouver 10, British Columbia.

Dear Mrs. Charlie:

Your letter of June 22, addressed to the Department of Mines and Technical Services, has been referred to this office for a reply.

The map that you requested was at one time distributed by this Department but the supply has been depleted and a reprint was not made because the map is now out-of-date.

Yours sincerely,

ORIGINAL SIGNED BY
PAUL McGILLIVRAY

G. D. Cromb,
Director,
Education Branch.

THE B.C. Indian Homemakers' Association

INDIAN HOMEMAKERS' ASSOCIATION
#201 - 423 WEST BROADWAY
VANCOUVER 10, B.C.

June 22, 1971.

Map Distribution Office
Department of Mines & Technical
Services
615 Booth Street
Ottawa, Canada.
KIA 0E9

Dear Sir:

We are returning the map you sent to our office because it is not the right one. As stated in our letter to your department, May 18, 1971., the number on our map is MCR 3 SECOND EDITION. Also the map shows where each B.C. & Yukon Region Day and Residential Schools are located. The year on the map is 1966. In the right upper hand corner of the map it shows the School Districts for B.C.

Enclosed, please find copy of the lower left hand corner of the described map.

Would you please send two of these maps and the bill to our office.

1 MCR 3
returned 2/7/71

Yours truly

Rose Charlie
(President)

RC/br
Encl.

Note name [illegible]

2

DEPARTMENT OF ENERGY, MINES AND RESOURCES

SURVEYS AND MAPPING BRANCH

Thank you for your Order dated: 18/5/71

Map Distribution Office
615 Booth Street
Ottawa, Canada
K1A 0E9

Date 9/6/71
Tel: 994-9663
Area Code: 613

THE LETTERS CIRCLED BELOW INDICATE HOW YOUR ORDER WAS HANDLED

(A.) Amount Received $.....

(B.) Cost of Enclosed Maps $.... ~~0.75~~ (~~1 MOR 3 @ 0.75~~)

C. Balance of order will be sent on receipt of $.....

Please remit by cheque or money order made payable to the Receiver General of Canada. Please include this form with your payment. 0.75

(D.) Amount Due $.... ~~0.75~~

Cash Folio .....

Date .....

REMARKS:

IMPORTANT: DO NOT DESTROY

This form must be returned together with attachment if payments are made or adjustments are required. Address all correspondence to:

Map Distribution Office,
615 Booth Street,
Ottawa, Canada, K1A 0E9.

B.C. Indian Homemakers Association,
Evelyn Paul,
3605 Renfrew St.,
Vancouver 12, B.C.

SENT 10 JUN

Voir au verso

MINISTERE DE L'ENERGIE, DES MINES ET DES RESSOURCES

DIRECTION DES LEVES ET DE LA CARTOGRAPHIE

AVIS DE RECEPTION
DE VOTRE COMMANDE
DU:
.....

Bureau de distribution des cartes
615, rue Booth
Ottawa, Canada
K1A 0E9

DATE.....
TEL: 994-9663
INDICATIF
REGIONAL: 613

LES LETTRES ENCERCLEES CI-DESSOUS INDIQUENT LA FACON DONT ON A DONNE SUITE A VOTRE COMMANDE

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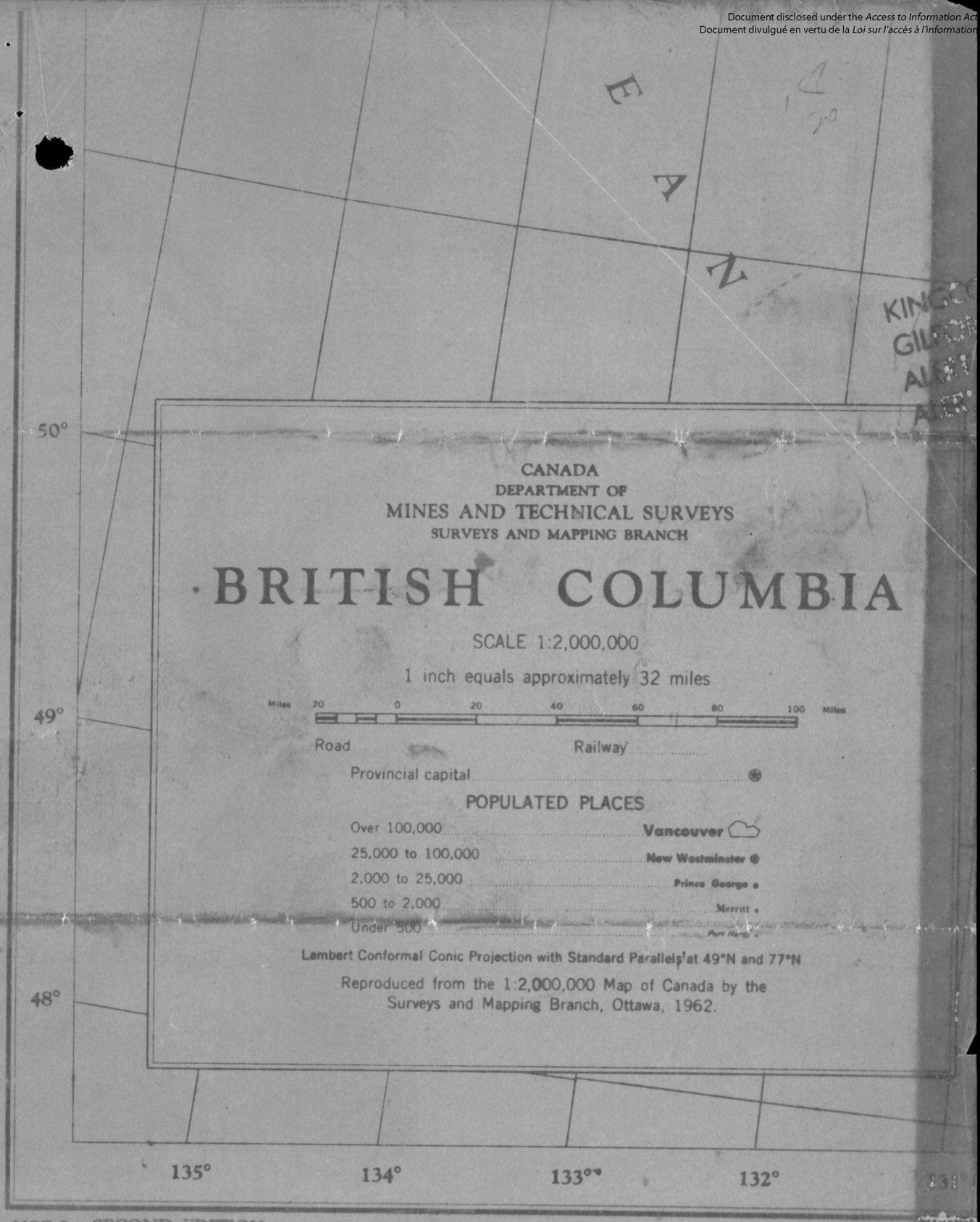

MCR 3 SECOND EDITION

DEPARTMENT OF
ENERGY, MINES AND RESOURCES

MINISTÈRE DE L'ÉNERGIE,
DES MINES ET DES RESSOURCES

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Ottawa, Ont.

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JUL 7 8 56 AM 71

CODE

P.A → 1/25-1

Ottawa, Ontario. K1A 0H4
August 10, 1971.

501/43-1(E.60)

Mrs. Mary Searer,
Peguis Publishers,
214 Kennedy Street,
WINNIPEG 1, Manitoba.

Dear Mrs. Searer:

Thank you for your copy of An Indian Remembers by Mr. Tom Boulanger of Berens River, Manitoba.

The book looks interesting and I look forward to reading it and I will pass it on to the Education Branch here in Ottawa to give it their assessment.

The book will be evaluated by them to recommend for its suitability in their schools for classroom or library use. They will be in contact with your office of their decision in the near future.

Thank you again for the copy.

Yours sincerely,

Original Signed by
C. Wasacase

Colin Wasacase,
Chief,
Cultural Development Division.

WASACASE/lg

c.c. Kent Gooderham - Education.

MAIL TO →

Peguis Publishers
214 Kennedy Street • Winnipeg 1, Canada

E60

July 28, 1971

Dr. Colin Wasacase,
Director, Cultural Development,
Department of Indian Affairs,
OTTAWA, Ont. K1A 0H4

Dear Dr. Wasacase,

Under separate cover, I have taken the liberty of sending you a copy of AN INDIAN REMEMBERS by Mr. Tom Boulanger of Berens River, Man.

We thought you might be interested in reading it, and, if possible, provide some assistance in its promotion.

The book is being released today, at $4.95. Mr. Boulanger's only return will be the usual ten percent royalty on copies sold.

Respectfully submitted,

Yours very truly,

Peguis Publishers

Mary Pearce

Deputy Minister of Indian Affairs and Northern Development

Sous-ministre des Affaires indiennes et du Nord canadien

TO:
A: Mr Bergman

Date Aug. 9.

- [ ] Approval / Approbation
- [ ] Signature
- [ ] Comment / Commentaire
- [ ] Action / Donner suite
- [ ] Direct Reply / Répondre directement
- [ ] Copy for this office / Copie pour ce bureau
- [ ] Preparation of reply by / Réponse d'ici le

- [ ] May we discuss / Discussion avec nous
- [ ] As requested / Selon indications
- [ ] Note / Noter
- [ ] Note and return / Noter et retourner
- [ ] Note and forward to / Noter et faire suivre à
- [ ] Information

This item will be on agenda for meeting next Friday

V.T.

noted
J.B.B.

000229

P.A.

Department of
Indian Affairs and
Northern Development

Ministère des
Affaires indiennes et
du Nord canadien

Ottawa, Ontario K1A 0H4
August 9, 1971.
our file/notre dossier 1/25-1
your file/votre dossier

Mr. J.B. Bergevin,
Assistant Deputy Minister,
(Indian and Eskimo Affairs).

Departmental Responsibility for Monitoring
Northwest Territories Education Program

As directed by the notes which you attached to my memorandum of July 28, 1971 on the above subject, I have forwarded copies of this memorandum to Mr. Churchman and Mr. Yates and have discussed with Mr. D. Davidson and Mr. R. Green how the question ought to be raised with Commissioner Hodgson.

Mr. Davidson thinks that this matter should be raised at the first meeting of the newly formed Co-Ordinating Committee for the Indian-Eskimo and the Northern Development Programs. He thinks it will be necessary to have the Minister request the Commissioner to accept a monitoring team. Mr. Davidson also stated that he favoured the approach suggested in this memorandum and would support it. Mr. Green's position was similar to Mr. Davidson's in as much as he thought that the request for a monitoring team would have to be made at a high level.

G.D. Cromb,
Director,
Education Branch.

Ottawa, Ontario K1A 0H4
August 9, 1971.
1/25-1

Mr. J.B. Bergevin,
Assistant Deputy Minister,
(Indian and Eskimo Affairs).

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Signed
G.D. Cromb,
Director,
Education Branch.

D.W. SIMPSON:ph

Department of
Indian Affairs and
Northern Development

Ministère des
Affaires indiennes et
du Nord canadien

6244

Ottawa, Ontario K1A 0H4
July 28, 1971.
our file/notre dossier
your file/votre dossier

MR. BERGEVIN

Departmental Responsibility for Monitoring
Northwest Territories Education Program

When the administration of education programs was transferred to the Government of the Northwest Territories on April 1, 1970, it was agreed that this department would continue to be responsible for the provision of advice to the Minister on the legislative and developmental aspects of the education system, policies and programs for the whole population of the Northwest Territories, the Yukon Territory and for Eskimos of Arctic Quebec and Labrador. A number of specific areas of responsibility, such as advice on curricula, standards and types of facilities for schools and pupil residences, and for special programs of adult and vocational education were listed. The Department would also develop guidelines, standards of service and goals for Territorial education programs in relation to the needs of the indigenous peoples and assist in formulating and monitoring agreements to achieve these objectives.

Of particular importance was the commitment to observe and evaluate the programs for effectiveness and report to the Minister on these findings.

At the same time, the responsibility for communicating with the Commissioners of the Territories was vested in the Territorial Relations Branch. In line with this procedure, the Education Branch has dealt with the Territorial Relations Branch on any matters brought to its attention by the latter Branch. Education Branch advice has been sought on various matters, such as school plans, establishment of a university in the North, and some education programs. The Branch has also reviewed the minutes of the Northwest Territories Council and has had a number of discussions and meetings, both formal and informal, on matters concerning the Territories. However, the Branch is not in a position at the present time to advise the Minister accurately on education in the Northwest Territories or the Yukon. The Branch has not had an opportunity to examine Territorial programs or Territorial budgets and we are aware that important changes have taken place since the transfer. Just recently we note advertisements for several senior education positions which indicates a new administrative structure has been devised.

. . . 2

Since just over a year has passed since the final transfer was effected, I think it is time for a progress report on the Northwest Territories which would bring the Minister up to date. Such a report should consist of a statement from the Territorial Department of Education, supplemented by observations made by a visiting team from this department. In as much as the Commissioner has not as yet invited Department personnel to visit the Northwest Territories for such purposes, although opportunities have been provided, it is suggested that the Department indicate to the Commissioner this need and make the necessary arrangements for such a visit in the fall of this year.

I concur.

G.D. Cromb,
Director,
Education Branch.

F.A. →

Ottawa, Ontario K1A 0H4
August 9, 1971.
1/25-1

Mr. J.B. Bergevin,
Assistant Deputy Minister,
(Indian and Eskimo Affairs).

Departmental Responsibility for Monitoring
Northwest Territories Education Program

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ORIGINAL SIGNED BY
G. D. CROMB

G.D. Cromb,
Director,
Education Branch.

D.W. SIMPSON:ph

Mr. Hlavedson

1. Should be put on agenda of first North. Dev. Fed. Eco. Coordinating Committee meeting.

2. Thinks Minister will have to ~~request~~ ~~direct~~ the Commissioner to do this.

Favours proposals

E

Deputy Minister of Indian Affairs and Northern Development

Sous-ministre des Affaires indiennes et du Nord canadien

TO: A: Mr [redacted]

Date 30/7/71

- [ ] Approval / Approbation
- [ ] Signature
- [ ] Comment / Commentaire
- [ ] Action / Donner suite
- [ ] Direct Reply / Répondre directement
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- [ ] Note / Noter
- [ ] Note and return / Noter et retourner
- [ ] Note and forward to / Noter et faire suivre à
- [ ] Information

I concur with the essence of this memo.

(1) please send copy to Mr Churchman and Mr. Yates.

(2) discuss with Mr. D. Davidson & Mr R. Green how this question ought to be raised with Commissioner Hodgson as a meeting with him on other matters is being arranged.

JRB

000236

IAND 22-14 (9-67) 7530-21-023-4472

Ottawa, Ontario K1A 0H4
July 28, 1971.

MR. BERGEVIN

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ORIGINAL SIGNED BY
G. D. CROMB

G.D. Cromb,
Director,
Education Branch.

SIMPSON:ph

aug 25/71 - E28
E11

IAND OTT

IAB AMRS

AUG 6

ATTN G D CROMB DIRECTOR EDUCATION BRANCH

REURTELEX OF AUG 6 0)3-'5+
IAND OTT

IAB AMRS

AUG 6

ATTN G D CROMB DIRECTOR EDUCATION BRANCH

REURTELEX AUG 6 PLEASE BE ADVISED WE HAVE RECEIVED
COPIES OF THE BOOK FORBIDDEN VOICE

notre aug 24/71
E28

E H COLLINS
REGIONAL SUPT OF EDUCATION - MARITIMES
IAB AMRS

P.A.

Ottawa Ontario K1A 0H4.
August 6, 1971.

1/25-1

Mr. J.B. Bergevin,
Assistant Deputy Minister,
(Indian and Eskimo Affairs).

Attention: Judy Thompson

In reply to your request for briefing material for Mr. Bergevin's prospective visit to the Yukon, I am attaching the following information:

1. Review of 1970-71 Operations, Yukon Region - Education.

2. Current Issues.

Yours sincerely,

Sheila Meggs.

Encl.
ELLIOTT/
S. MEGGS/dm

Review of 1970-71 Operations

Yukon Region

Education

Indian students in the Yukon attend Yukon public or parochial schools as the Department does not operate any federal schools in the Territory. In 1970-71, a total of 1,031 Indian students were enrolled in Yukon education programs. Two student residences at Whitehorse continue to be operated by the Department, accommodating a total of 180 students. In the British Columbia portion of the Yukon Region, the Department is responsible for the operation of a student residence at Lower Post and the federal school at Iskut Lake (Klappan). Vocational education is carried out under the joint auspices of the Territorial Government and Canada Manpower. A number of post-secondary students attended vocational schools in Edmonton, Vancouver and Victoria, as well as in Fairbanks, Alaska, in order to take courses which are not available in the Territory.

Current Issues

1. At present the Yukon Region requires a placement officer; however, the Regional office has taken action to fill the position.

AUG 12 1971

Department of
Indian Affairs and
Northern Development

Ministère des
Affaires indiennes et
du Nord canadien

OTTAWA, Ontario,
August 6, 1971.

our file/notre dossier
your file/votre dossier 1/251

The Secretary - Treasurer,
Bruce County Board of Education,
Chesley, Ontario.

Dear Sir,

We have received your cheque No. 27673 dated July 15 for $9.00 payable to the Department of Indian Affairs and Northern Development.

The stub attached thereto indicates that the cheque is in payment of account 36 550 106 dated July, 71 in connection with Walkerton, D.S.S.

We have no record of invoicing you in the amount from Ottawa. It is quite possible that an invoice was sent to you from our Regional office in Toronto or from a district office. It would be appreciated, therefore, if you could send us a copy of the invoice or provide us with more particulars to help us identify your remittance.

Yours sincerely,

for G. D. Cromb,
Director,
Education Branch.

MORIN/vc

Form returned with letter.
Cheque & form sent to
Information Canada

CANADA

Department of Indian Affairs and Northern Development

MESSAGE FORM

Ministère des Affaires indiennes et du Nord canadien

FORMULE DE MESSAGE

P.A

TO: À Regional Supt. of Education, Dept. of Indian Affairs & Northern Development, P.O. Drawer 160, AMHERST, Nova Scotia.	FROM: DE G. D. Cromb, Director, Education Branch. Branch Direction Division Indian & Eskimo Affairs	Not to be included in Message: A ne pas comprendre dans le message: File No. Dossier n° 1/25-1 (E16)

Telex Phone No. (if available) Numéro de téléphone telex (si on le sait)

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For Delivery / De Livraison: Within 1 hr. / D'ici 1 h [ ] Within 3 hrs / D'ici 3h [XX] By 8:30 A.M. Tomorrow / Au plus tard à 8h30 demain matin [ ]

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Originator's - Envoyeur	Addressee's - Destinataire

PLEASE ADVISE IF COPIES OF THE BOOK FORBIDDEN VOICE BY ALMA GREENE HAVE BEEN RECEIVED BY YOUR OFFICE.

If further space is required please use a second page — Si cet espace est insuffisant, prière d'utiliser une deuxième feuille.

The following information must be supplied but will not be sent with the above message.
Prière de fournir les renseignements suivants qui, toutefois, ne feront pas partie du message ci-dessus.

Message Prepared by— Rédigé par—	Telephone No.: Numéro de téléphone:	Date	Signature of Person Authorizing Message: Signature de la personne autorisant l'envoi du message:
V.Pepin	6-5893	6-8-71	V. Pepin

IAND 10-84 (9-67) 7530-21-023-4490

Ottawa, Ontario. K1A 0H4
August 5, 1971.

P.A. → 1/25-1 (E27)

ALL DIVISION CHIEFS

MANUALS

Would you please submit a list of the Manuals used in your Section (for example - Treasury Board Manual, Material Management Manual, Personnel Manual, Departmental Directives etc.) in order that we may ensure that you receive all amendments as they are published. This includes Current Annual Estimates and Current Program Forecast.

Would you please submit this information by Wednesday, August 11.

G. D. Cromb,
Director,
Education Branch.

/NICHOLLS

Department of
Indian Affairs and
Northern Development

Ministère des
Affaires indiennes et
du Nord canadien

P.A. 1/25-1

All Division Chiefs,
Northern Development Program

All Division Chiefs,
Indian and Eskimo Affairs Program

Ottawa, 4 August 1971

our file/notre dossier
your file/votre dossier

Program Coordinating Committee

In view of the many overlapping interests of the Indian and Eskimo Affairs Program and the Northern Development Program, in both Territories, it has been decided to set up a Coordinating Committee in which these various problems could be discussed and the work of the two Programs in the North, kept in harmony. The need for this type of coordination is increasing quite rapidly because of the growing activity of the ethnic organizations in the Territories and the various pressures stemming from oil development and pipeline proposals in the Western Arctic.

Composition of the Committee will be:

Chairman: Assistant Deputy Ministers
(Northern Development Program & Indian-Eskimo Affairs Program)
will co-chair the Committee

Members: Director, Northern Economic Development
Director, Territorial Affairs
Director, Research & Liaison
Mr. R.J. Green, Senior Liaison Officer

Secretary: Mrs. D.J. Wilson

Meeting Schedule:

There will be meetings as required and if experience indicates that a regular meeting schedule should be established, this will be drawn up and promulgated.

The usefulness of this Committee will depend largely on the input of the Branch Division Chiefs who are expected to use the Committee to clear this type of problem as it arises. No fixed form of presentation of material to the Committee has been decided on and presumably copies of relative correspondence, etc., would be an acceptable basis for discussion by the Committee. You will be advised of the first meeting date and given an appropriate agenda.

...2

Your comments on the operation of the Committee will be appreciated and items for discussion by the Committee should be forwarded to the Secretary.

A.B. Yates,
A/Assistant Deputy Minister,
(Northern Development)

J. B. Bergevin,
Assistant Deputy Minister,
(Indian and Eskimo Affairs)

PA 1/25-1

Deputy Minister

OTTAWA, Ontario K1A 0H4
July 13, 1971

Speaking Assignments -
Elementary and Secondary Schools

For the past two years, the Department has responded to requests in the Ottawa and surrounding area for Indian personnel to speak on the subject of Indians and Eskimos. In addition to the speakers provided by the Indian-Eskimo Bureau, Indian staff in other Branches and Sections have also responded to requests from schools.

Without gathering supporting statistics, we are aware of the following considerations which point out a need for us to look at speaking assignments as a specialized activity:

(a) There has not been a consistent approach taken by either the speakers or the school teachers.

(b) Departmental speakers have had no direction or instruction on the presentation of material or subject matter.

(c) Both the school officials and Indian speakers have questioned the value of the speaking assignments as they are now carried out - that is, on an unstructured basis which has no objectives or uniform format.

(d) For reasons which are self-evident, the activity is one of the more effective forms of providing information on the Indian and Eskimo people.

(e) Considerable co-operation of efforts by both the Department and school officials will be required to make the speaking activity more effective and useful.

(f) Indications are that the schools will become increasingly involved in studies of the native peoples.

... 2

A general concern over the above points recently led to two meetings between school officials and interested Indian people in the Department. Attached are letters from the Ottawa Board of Education and the Ottawa Separate School System which sum up the points of view of the school officials who attended recent meetings. The letters touch upon the various suggestions on how the speaking activity can be made more effective and as far as we are concerned, these and other improvements can be worked out as progress is made.

A new and fresh approach to the speaking activity, which, I should say, will also apply to church groups, service organizations, universities, seminars, etc., will place a greater demand on the time of departmental staff, particularly the Indian members. It is for this reason that I request your approval to proceed with the co-ordinating of the speaking activity under the following broad terms of reference:

1. A standing committee, composed of at least seven Indian people to represent the different Branches and Agencies within the Department, be appointed to assume the responsibility under the leadership of the Chief, Indian-Eskimo Bureau, to co-ordinate the development of an Indian speaker's capability within the Department.

2. The Standing Committee be authorized to appoint three of its members to a committee composed of representatives from the Department, the Ottawa Board of Education and the Ottawa Separate School System to develop an effective program of Indian speakers for schools in the Ottawa and surrounding area.

3. The Standing Committee be authorized to establish a speakers' roster from Indian personnel employed in the Department and to prescribe whatever training, orientation or instruction of the speakers is considered necessary.

4. The responsibility for Departmental Administrative support and co-ordination be placed with the Indian-Eskimo Bureau.

J. W. Churchman,
Director,
Research and Liaison Branch.

SMITH/ml

c.c. Mr, W.A. Gryba,
Chief, Indian-Eskimo Bureau.

Encl.

P.A. 1/25-1

THE ARCTIC INSTITUTE OF NORTH AMERICA

OFFICES: 3458 REDPATH STREET, MONTREAL 109, P.Q.
1619 NEW HAMPSHIRE AVE., N.W., WASHINGTON, D.C., 20009

JUN 23 9 32 AM '71
TO:
FILE #

Montreal

June 18, 1971

Mr. D.W. Simpson
Chief, Education
Northern Administration Branch
Dept. of Indian Affairs and Northern Development
Ottawa 4, Ontario

Dear Mr. Simpson:

Please find enclosed some information on the Man in the North Project, and its research/information activities in the field of northern community development. As part of the work of the MIN Task Force on northern and cross-cultural education, we are trying to assemble a complete and detailed reference reserve on intercultural programmes and research presently underway or planned throughout North America, and especially those concerned with the northern regions. We would be most grateful if you could procure, or tell us where to procure, any and all detailed documentation that you are aware of concerning the methods, content, and results of intercultural education programmes. Our main fields of interest are:

a. the training of native teachers

b. the participation of native North American communities in the school system and their degree of control over the educational process

c. the selection and orientation of white teachers for cross-cultural teaching situations

d. cross-cultural curriculum development methods and materials.

Any other reference information relevant to northern or cross-cultural education would be most appreciated, as would the names and addresses of persons or organizations susceptible of providing such information.

Thanking you in advance for your cooperation, I remain.

Sincerely yours,

Doug B.

Doug Brown, Assistant Director
MIN Project

DB/11
Enclosure

MAN in the NORTH PROJECT

Project Director — Eric Gourdeau
Liaison Officer — Elizabeth Bell
Assistant Director — Doug Brown
Consultant — Henry Strub

If you are able to assist us in finding the information we require for our research work, please list your data under the appropriate headings below.

1. Name and address of contributor:

2. Research or other work of contributor relevant to cross-cultural education or community development:

3. Conferences pertinent to intercultural education, attended by or known to the contributor, plus addresses where conference reports may be obtained:

4. Research reports, books, studies, etc., relevant to cross-cultural education, plus addresses where such may be obtained:

5. Names and addresses of persons known to have been involved in cross-cultural education or other intercultural programs:

. . . 2

6. Names and address of organizations involved in projects, or possessing information concerning cross-cultural education:

7. Information, reports, etc., on existing intercultural programs in North America, plus addresses where more data may be obtained:

8. Names, addresses and brief description of any special projects or experiments, past, present, or future, relevant to cross-cultural teaching, community directed education, Amerindian curriculum development, etc.:

9. Intercultural programs in other countries (especially circumpolar countries) having relevance to MIN's research, plus addresses where further information may be obtained:

10. Documentation included with reply, or to be sent to MIN under separate cover:

THE ARCTIC INSTITUTE OF NORTH AMERICA

OFFICES: 3458 REDPATH STREET, MONTREAL 109, P.Q.
1619 NEW HAMPSHIRE AVE., N.W., WASHINGTON, D.C., 20009

Montreal

MAN IN THE NORTH (MIN) INFORMATION BROCHURE

The Arctic Institute of North America (AINA), to complement its traditional involvement in the physical and earth sciences, has initiated a number of social and economic programs for northern situations.

One such program, called Man in the North (MIN), has been launched recently in order to provide scientific back-up to a three-year study of community planning and development. The objectives of MIN are to identify various elements of northern community development, to point out priorities, and to set up implementation guidelines for the 1970-1980 decade.

Methodology

Step one: An area was selected in the Canadian North (the Mackenzie Delta). Local residents of the Delta--mainly Eskimos and Indians--held meetings during September, October, and November 1970 to sort out among themselves the various issues to be debated at a MIN-sponsored conference to be held at Inuvik, NWT, in November 1970. Thirty-five delegates of the dozen communities involved met at Inuvik, 18-22 November 1970, with twelve specialists (which included the MIN staff) from Canada and the USA. This gathering permitted the participants to identify the main factors in community development in the North, to weigh their respective importance in the light of the northern residents' aspirations, and to determine the feasibility of attaining these aspirations.

Step two: Working on the basis of the Inuvik Conference findings, MIN has launched four Task Forces and has plans for several others. Research has been completed on the Task Force concerning the design of a community centre for an Eskimo settlement. The Communications Task Force has begun work that will lead to a document on communications needs in the North and will make recommendations concerning these needs. A Task Force on Northern Education will be concerned mainly with curriculum development and training of Northerners as teachers. The fourth Task Force is involved in writing a History of the North for northern schools.

. . . 2

Step three: Before publication, most of the findings of the Task Forces will be presented and discussed at two more conferences, planned for 1971 and 1972. These conferences will bring together users, specialists, and planners from industry and government.

Organization

The headquarters of the MIN project are in AINA's Montreal Office. Here, a small permanent staff is under the direction of Eric Gourdeau--an economist and engineer who has been deeply involved in Arctic problems, both in Canada and in the other circumpolar countries, during the last ten years. As the work progresses, a sizeable number of specialists will participate in the Task Forces for various periods of time. The northern autochthonous people of America will be involved continuously in the research work.

/11
25 January 1971

THE ARCTIC INSTITUTE OF NORTH AMERICA

OFFICES: 3458 REDPATH STREET, MONTREAL 109, P.Q.
1619 NEW HAMPSHIRE AVE., N.W., WASHINGTON, D.C., 20009

July 5, 1971

Mr. G.D. Cromb
Director, Education Branch
Dept. of Indian Affairs and Northern Development
Centennial Towers
Ottawa, Ontario

Dear Mr. Cromb:

Please find enclosed some information on the Man in the North Project, and its research/information activities in the field of northern community development. As part of the work of the MIN Task Force on northern and cross-cultural education, we are trying to assemble a complete and detailed reference reserve on intercultural programmes and research presently underway or planned throughout North America, and especially those concerned with the northern regions. We would be most grateful if you could procure, or tell us where to procure, any and all detailed documentation that you are aware of concerning the methods, content, and results of intercultural education programmes. Our main fields of interest are:

a. the training of native teachers

b. the participation of native North American communities in the school system and their degree of control over the educational process

c. the selection and orientation of white teachers for cross-cultural teaching situations

d. cross-cultural curriculum development methods and materials.

Any other reference information relevant to northern or cross-cultural education would be most appreciated, as would the names and addresses of persons or organizations susceptible of providing such information.

Thanking you in advance for your cooperation, I remain.

Sincerely yours,

Doug Brown, Assistant Director
MIN Project

DB/11
Enclosure

If you are able to assist us in finding the information we require for our research work, please list your data under the appropriate headings below.

1. Name and address of contributor:

2. Research or other work of contributor relevant to cross-cultural education or community development:

3. Conferences pertinent to intercultural education, attended by or known to the contributor, plus addresses where conference reports may be obtained:

4. Research reports, books, studies, etc., relevant to cross-cultural education, plus addresses where such may be obtained:

5. Names and addresses of persons known to have been involved in cross-cultural education or other intercultural programs:

. . . 2

6. Names and address of organizations involved in projects, or possessing information concerning cross-cultural education:

7. Information, reports, etc., on existing intercultural programs in North America, plus addresses where more data may be obtained:

8. Names, addresses and brief description of any special projects or experiments, past, present, or future, relevant to cross-cultural teaching, community directed education, Amerindian curriculum development, etc.:

9. Intercultural programs in other countries (especially circumpolar countries) having relevance to MIN's research, plus addresses where further information may be obtained:

10. Documentation included with reply, or to be sent to MIN under separate cover:

THE ARCTIC INSTITUTE OF NORTH AMERICA

OFFICES: 3458 REDPATH STREET, MONTREAL 109, P.Q.
1619 NEW HAMPSHIRE AVE., N.W., WASHINGTON, D.C., 20009

Montreal

MAN IN THE NORTH (MIN) INFORMATION BROCHURE

The Arctic Institute of North America (AINA), to complement its traditional involvement in the physical and earth sciences, has initiated a number of social and economic programs for northern situations.

One such program, called Man in the North (MIN), has been launched recently in order to provide scientific back-up to a three-year study of community planning and development. The objectives of MIN are to identify various elements of northern community development, to point out priorities, and to set up implementation guidelines for the 1970-1980 decade.

Methodology

Step one: An area was selected in the Canadian North (the Mackenzie Delta). Local residents of the Delta--mainly Eskimos and Indians--held meetings during September, October, and November 1970 to sort out among themselves the various issues to be debated at a MIN-sponsored conference to be held at Inuvik, NWT, in November 1970. Thirty-five delegates of the dozen communities involved met at Inuvik, 18-22 November 1970, with twelve specialists (which included the MIN staff) from Canada and the USA. This gathering permitted the participants to identify the main factors in community development in the North, to weigh their respective importance in the light of the northern residents' aspirations, and to determine the feasibility of attaining these aspirations.

Step two: Working on the basis of the Inuvik Conference findings, MIN has launched four Task Forces and has plans for several others. Research has been completed on the Task Force concerning the design of a community centre for an Eskimo settlement. The Communications Task Force has begun work that will lead to a document on communications needs in the North and will make recommendations concerning these needs. A Task Force on Northern Education will be concerned mainly with curriculum development and training of Northerners as teachers. The fourth Task Force is involved in writing a History of the North for northern schools.

. . . 2

Step three: Before publication, most of the findings of the Task Forces will be presented and discussed at two more conferences, planned for 1971 and 1972. These conferences will bring together users, specialists, and planners from industry and government.

Organization

The headquarters of the MIN project are in AINA's Montreal Office. Here, a small permanent staff is under the direction of Eric Gourdeau--an economist and engineer who has been deeply involved in Arctic problems, both in Canada and in the other circumpolar countries, during the last ten years. As the work progresses, a sizeable number of specialists will participate in the Task Forces for various periods of time. The northern autochthonous people of America will be involved continuously in the research work.

/11
25 January 1971

Ottawa Ontario K1A 0H4
August 3, 1971

Mr. Doug Brown,
Assistant Director,
Man in the North Project,
The Arctic Institute of North America,
3458 Redpath Street,
Montreal 109, P.Q.

Dear Mr. Brown:

Thank you for your letter of July 5th requesting information on cross-cultural education for your current research project. The attached material represents the most current information available on the involvement of the Education Branch in intercultural education.

I hope this will be of assistance and I wish you every success in your program.

Yours sincerely,

G.D. Cromb,
Director,
Education Branch.

Encl.

S. Meggs/dm

A. The Training of Native Teachers

The Department of Indian Affairs and Northern Development encourages Indian students to train as teachers. Secondary school graduates are given financial assistance to complete post-school training in education, and numerous training courses for teacher aides are provided as well. Attached is a copy of the Indian Education Newsletter, Vol. 1, 1970 with the curriculum of the teacher training courses at various universities in Canada.

B. The Participation of Native Northern American Communities in the School System and Their Degree of Control over the Education Process

Indian parents are encouraged to participate fully in the school system. In many communities school committees have been appointed by Band Councils. For more detailed information on this area you may wish to consult the Regional Superintendents of Education. Attached is a list of their names and addresses.

C. The Selection and Orientation of White Teachers for Cross-Cultural Teaching Situations

Teachers employed by the Department are carefully screened and interviewed before appointment. Hiring is the responsibility of the Regional offices concerned. Attached is a teacher interview questionnaire which each applicant must complete when applying for a position.

Teachers of Indian children are encouraged to enrol in courses on inter-cultural education to maintain their awareness of the problems encountered. Each summer pre-service training programs are conducted for teachers, counsellor aides, teacher aides and child care workers. Attached are the reports from the Regions on their professional development activities.

D. Cross-Cultural Curriculum Development Methods and Materials

The material which is attached under Section (A) should also be helpful in this area. In addition, attached is a list of names and addresses of various individuals involved in cross-cultural education whom you could contact for more information.

Miss M.J. Young,
Language Arts Supervisor,
Dept. of Indian Affairs and
Northern Development,
22 College Street,
Toronto 101, Ontario.

Miss Vera Kirkness,
Special Curriculum Consultant,
Department of Youth and Education,
Winnipeg, Manitoba.

Father A. Renaud,
Institute of Northern Studies,
University of Saskatchewan,
Saskatoon, Sask.

Indian Education Resources Centre,
University of British Columbia,
Vancouver, B.C.

In addition to the above information, we also suggest that you consult the following people:

Mr. Ray Beillie,
Chomedey Polyvalent High School,
3200 Souvent Rd. E.,
Ville de Laval, P.Q.

Mr. J.M. Weterings, Head,
Department of History,
Manitoulin Secondary School,
Excelsior P.O.,
West Bay, Ontario.

Department of
Indian Affairs and
Northern Development

CANADA

Ministère des
Affaires indiennes et
du Nord canadien

E

[redacted]

MR. BERGEVIN

Ottawa, Ontario KIA OH4
July 16, 1971.

our file/notre dossier 1/25-1 Rob Reply
your file/votre dossier

F.A. DWS

You will recall that at the Regional Directors' meeting, there was considerable discussion about committees such as Education and Economic Development, and whether they should be a wing of the Band Council or a separate entity.

No clear-cut decision was made and I would like to suggest that you consider the possibility of a definitive policy on the subject. At the present time, Education committees operate as autonomous groups.

I have just learned from Mr. Nigra that the regulations with respect to Economic Development committees require the committee to be a wing of the Band Council.

W.J. Kozar,
Executive Assistant.

c.c. Mr. Nigra
c.c. Mr. Cromb
c.c. Mr. Doucet
c.c. Mr. McGilp

Where did Mr Kozar get this idea?

E

* We have been turning over small amounts of money for operating expenses [redacted] to school committees without going thro' band councils. What is our position? EDC.

Advice from all regions except Sask (where there is a controversy) indicates that the Indian people agree with us – School Committees should act as an arm of the Bd. Council – A policy statement will be made when reports are complete in each region.

E 11

OTTAWA, Ontario K1A 0H4
June 28, 1971

Regional Director, Indian
and Eskimo Affairs Program
All Regions

P.A. 1/25-1

Post School Expenditures -
Out of Province Students

At the recent conference at Montebello a concern was expressed that increasing numbers of students enroll in training in provinces other than their own and our current policy of not journal vouchering home regions for these students was creating budgetary problems.

In order that we can assess the extent of this problem could you please provide us with (by July 15th) the following information on all out of province students you assisted for the period April 1, 1970 to March 31, 1971:

1. Name of Student
2. Home Region
3. Course Approved
4. Total Amount of Assistance.

ORIGINAL SIGNED BY
G. D. CROMB

G.D. Cromb,
Director,
Education Branch.

ZAKRESKI/lr

Department of
Indian Affairs and
Northern Development

Ministère des
Affaires indiennes et
du Nord canadien

Mr. Grybowski
Info

L. G. Smith
Head - Consultations

our file/notre dossier
your file/votre dossier
1/25-1

Re: Glebe High School Meeting

Attending were Mr. Powless, Mr. Guy Smith, Miss Crowe and Mrs Larocque from the Research and Liaison Branch. The meeting was held at the Glebe High School in Ottawa on Friday afternoon, June 18, 1971.

The topic of the meeting was "An Approach to Indian Studies." The chairman was Mr. Ivan Roy of the Ottawa Board of Education. The guest speaker was Mr. R. Bowles of the Ontario College of Education in Toronto, Ontario.

The purpose of this meeting was to introduce the Institute's "Kit for Indian Studies" to the history teachers in attendance. It is a multi-media kit and its three main emphasis are:

- cross-cultural understanding
- content and method cannot be separated (this helps facilitate approach)
- the use of multi-media (what particular media will bring out the main idea of the lesson)

Those in attendance had a chance to ask questions during the meeting. Since most of the audience was made up of teachers, the questions concerned mainly the teaching methods and costs of equipment and the like.

At the end of the meeting, we were permitted to browse through the written materials and were united afterwards to watch the film prepared by the Institute. All of the information seemed to be well prepared and organized. It centred around the Blackfoot Indians and the Plains Indians. This was not important as the kit is the first in the experimental stages. If it proves successful, it will also be used to study other tribes.

The "kit" looks like a sincere effort to introduce Indian studies in our High Schools.

CROWE/LAROCQUE

Wendy Crowe
Wendy Crowe

Dyann Larocque
Dyann Larocque

CIRCULATE

TEACHING AND RESEARCH IN BICULTURAL EDUCATION

T.R.I.B.E., Inc.
R.F.D. # 1
Bar Harbor, Maine 04609
U.S.A.

Dear Friend; June 1971

We hope that you will give the following material the widest distribution possible. The positions for which T.R.I.B.E. is presently recruiting are critical to its continued success, and we are very anxious that as many people in the United States and Canada as possible have a chance to apply.

We would welcome your suggestions about other people or agencies who should receive this material if you cannot forward it yourself. Please feel free to reproduce the announcements and pass them on to others as you see fit. Thank you very much for your assistance.

Sincerely,

Staff Recruitment Committee

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

A N N O U N C E M E N T

EXECUTIVE DIRECTOR and PROGRAM DEVELOPER

T.R.I.B.E., Inc., the North American Indian international learning center located in Acadia National Park, Mt. Desert Island, Maine, is recruiting for two key leadership positions: Executive Director and Program Developer. Applications from throughout the United States and Canada are desired before JULY 31, 1971, with selection to be made shortly after that date and employment to begin immediately following selection.

EXECUTIVE DIRECTOR

Responsibilities The initial responsibilities of the Executive Director will be - in cooperation with the Program Developer - to develop the framework of an educational program, or programs, both on-site and in the field, suitable to meet T.R.I.B.E.'s primary concerns for out-of-school U. S. and Canadian Indian high school age young people. Programs which appear suitable and feasible would be presented to T.R.I.B.E.'s all-Indian board of directors for approval before being implemented, but the Executive Director will have considerable responsibility in setting the direction of T.R.I.B.E.'s educational efforts as well as in specifying operational details and design.

Once a possible program has been approved by the board, and funds have been obtained for it, the Executive Director will have major responsibility for its execution and administration, including but not necessarily limited to: hiring of staff; providing educational leadership; staff supervision and in-service training;

(continued)

evaluation; reporting;supervision of site maintenance and housekeeping; conference planning; and overall guidance and counseling of staff, students, parents and other concerned individuals. Such functions as public relations and information, and necessary promotional activities relating to T.R.I.B.E. in general or to a specific project, will be shared with the Program Developer.

In general, total operatinnal responsibility for T.R.I.B.E.'s program or programs will lie with the Executive Director, following an initial period during which such programs are developed with respect to objectives, methods and resources.

Qualifications In staffing this key position, the board of directors will look primarily for demonstrated successful experience in educational program development and administration. Successful experience in personnel (staff) selection, supervision and in-service training and counseling will be given equal emphasis. A scholastic background in education, or the social sciences, will be appropriate although other undergraduate subject areas may be acceptable. It is felt that a minimum of a Bachelor's degree will be a desireable qualification, and attention will be directed to any graduate-level educational qualifications as well, although significant experience may be considered in lieu of graduate studies. Good verbal ability (oral and written) will be essential. North American Indian ancestry (U.S. or Canadian) will be a significant asset as will successful work experience with North American Indians. High standards of personal behavior and physical, social and emotional stamina and maturity are essential to this position.

PROGRAM DEVELOPER

Responsibilities In conjunction with the Executive Director, the Program Developer will be responsible for developing the framework and mechanism for an educational program, or programs, suitable to meet T.R.I.B.E.'s primary concerns for out-of-school U. S. and Canadian Indian high school age young people. Such responsibility will focus primarily on funding and the Program Developer will be expected to initiate, develop and follow-up contacts with private foundations, individuals, and state (provincial) and federal agencies which might be able to help finance T.R.I.B.E.'s programs. He will receive assistance from the Executive Director in making presentations of T.R.I.B.E.'s purposes and programs to funding agencies, but the Program Developer will have the primary responsibility for drafting proposals, preparing applications and budgets, outlining staffing needs and assisting in recruiting efforts, coordinating various grants, and doing such other things as are necessary to make possible the operation and administration of board-approved programs.

These responsibilities - once a program is funded, approved and in operation - will include assistance in technical administration (development of necessary personnel policies; establishment and monitoring of appropriate fiscal management procedures; submission of periodic operational reports to the all-Indian board of directors, funding agencies, and other concerned individuals; publicity and public relations activities; etc.) in cooperation with the Executive Director.

In general, the Program Developer will be responsible for

(continued)

fund-raising and for assistance in the technical aspects of program operations once a program is funded.

Qualifications In staffing this key position, the board of directors will look primarily for demonstrated successful experience in proposal writing and program administration. Successful general fund-raising activities as well as specific previous contacts with educational agencies and foundations will be given equal emphasis. A scholastic background in education or business administration will be appropriate although other undergraduate subject areas may be acceptable. It is felt that a minimum of a Bachelor's degree will be a desireable qualification and attention will be paid to any graduate educational qualifications as well, although significant experience may be considered in lieu of graduate studies. Exceptional verbal ability (oral and written) will be essential. North American Indian ancestry (U. S. or Canadian) will be a significant asset as will successful work experience with North American Indians or other minority groups. High standards of personal behavior and physical, social and emotional stamina and maturity are essential to this position.

CONDITIONS OF EMPLOYMENT

Both the Executive Director and the Program Developer will be hired under contract by the board of directors of T.R.I.B.E., Inc. Initial salaries will be between $1,000 and $1,500 per month for each position, depending on qualifications and experience. Present committments will permit the Director and the Developer to be hired for a period of from four to six months; employment after that date will depend on the success of their efforts and the satisfaction of the board with these efforts. As contractual employees, no fringe benefits will be provided by T.R.I.B.E. but conversion to a payroll status - with appropriate employee benefits - will be possible at the beginning of an approved and funded project or projects. Office space and equipment will be provided by T.R.I.B.E. at its learning center headquarters in Acadia National Park, near Bar Harbor, Maine, on Mt. Desert Island (which is connected to the mainland by a causeway). It is not known at this time if on-site housing will be available; if so, it will consist of 3-bedroom trailers with appropriate rental and utility charges paid by the employees. It is anticipated that both the Executive Director and the Project Developer will "work out of" the site, though considerable traveling in the U. S. and Canada will be required, particularly in initial development efforts. Travel funds will be reimbursed on an expense account basis, not to exceed 10¢ per mile (or air fare) and $25 per day subsistence. The ability to drive a car and the possession of a car will be important considerations.

INFORMATION ON T.R.I.B.E., INC.

T.R.I.B.E., Inc. is a non-profit, tax-exempt, educational (and literary, scientific, and charitable) organization of North American Indians chartered under the laws of the State of Maine

(continued)

in December, 1969. The initials stand for Teaching and Research In Bicultural Education. (A Canadian charter is pending.) The 17-member all-Indian board of directors represents the Maliseet, Micmac, Passamaquoddy and Penobscot Indians of Maine, New Brunswick, Nova Scotia, Prince Edward Island and eastern Quebec. Since July, 1970, T.R.I.B.E. has conducted a 3-week summer educational workshop for Indian high school students and an 8-month educational planning project for Indian high school dropouts. A summer '71 family-oriented adult education project is currently scheduled. The organization's primary concern is to develop and demonstrate methods of reducing the up-to-90% Indian high school drop-out rate which is common throughout the U. S. and Canada.

The organization is presently using a former Job Corps Center facility in Acadia National Park, under a use permit from the National Park Service, although off-site (on-Reservation) programs are also possible and desired. Current funding has been obtained from a variety of federal agencies in the U. S. and Canada and from a number of private U. S. foundations and individuals. Some committments of support for the 1971-72 school year have already been received; others are pending. Specific question will be answered on request.

APPLICATION PROCEDURES

Applicants for either position should submit any and all materials which they feel will be useful to the board of directors in the preliminary review and screening process. (The final selection process will involve personal interviews - probably at the learning center; possibly in a central location by a representative of the board.) Such materials could include, although need not be limited to: biographical information; specific summaries of educational and experiential backgrounds; names and addresses of personal and professional references; submission of confidential placement records; self-photographs; samples of personal written statements on Indian education, minority group problems, principles of community development or alternative education, administration of Indian affairs, significant related personal experiences, etc.; and any other information which applicants feel will help reveal their qualifications for the positions.

Letters of transmittal should clearly indicate which position (Executive Director, Program Developer) is being applied for, or if consideration for both positions is desired.

Applications and related materials should be received by JULY 31, 1971 to ensure full consideration. All applications or inquiries should be addressed to:

Recruitment Project
T.R.I.B.E., Inc.
R. F. D. # 1
Bar Harbor, Maine 04609
U. S. A.

* * * * * *

Department of
Indian Affairs and
Northern Development

CANADA

Ministère des
Affaires indiennes et
du Nord canadien

Ottawa, Ontario K1A 0H4
May 18, 1971.
our file/notre dossier 1/25-1 (E52)
your file/votre dossier

Mr. G.D. Cromb,
Director,
Education Branch.

Visits to Western Universities

The purpose of this memorandum is to make you aware of my plans for July and August.

During the first week of July I shall be in the office. In the second and third weeks of July I would like to visit the Universities of Manitoba, Brandon, Saskatchewan (Saskatoon campus), Alberta (Edmonton and Calgary campuses), Lethbridge and British Columbia. The purpose of these visits is to meet with university staff engaged in and interested in Indian education. At that time of year there will be summer programs in inter-cultural education, with maximum opportunities for various meetings with teachers and others, both individually and in groups. My role during these visits will be that of a Branch consultant, keeping abreast of progress across the country and getting some idea of the scope and range of future developments in Indian education, with their implications for Branch policy and funding. I will also be contacting each Regional Superintendent of Education and, if they wish, I can arrange to meet with them to discuss research and project planning in the Regions.

In the last week of July and the first in August I would like to take annual leave.

With your approval, I would like to proceed to make necessary initial appointments with different people. Also, I expect to make university contacts at the C.C.R.E. Conference next month and it would be useful to have a tentative schedule for the summer at that time.

D.K.F. Wattie,
Chief,
Research and Consultant
Services Division.

25 May 71
Approved

PA

Ottawa 4, February 8, 1971.
1/25-1 (E52)

Dr. Grant Venn, Director,
AASA National Academy for School
Executives,
1201 - 16th Street, N.W.,
Washington, D.C. 20036
U.S.A.

Dear Dr. Venn:

I am registered for Academy seminar 71-4, Planning and the Future, but it will not be possible for me to attend. I wish, however, to attend seminar 71-11, Performance Contracting, to be held in Texarkana, April 19th to 23rd.

Will you please transfer my registration fee from the Dallas program to the Texarkana program. I will require a single room at Texarkana.

Yours sincerely,

D.K.F. Wattie

D.K.F. Wattie,
Chief,
Guidance Services Division,
Education Branch.

WATTIE:ph

Mauveen McA

For your records.

T. 9/2/71

AASA cancellation

PA 1/25-1

ORGANIZATIONAL DEVELOPMENT AND P P B FOR EDUCATION

182+01

by
C. Brooklyn Derr
Research Associate

Eugene Oregon:
Univ of Oregon 686-3111
home 343-3765

The Center for the Advanced Study of Educational Administration
University of Oregon

paper prepared for

The American Educational Research Association Convention
New York City, New York

February 4, 1971

Organizational Development and P P B for Education

Planning, programming, budgeting systems (PPBS) is a term used to represent a relatively new method for allocating resources in organizations. PPBS helps the planner to determine how resources are being used and how they can best be used in the future.[1]

The four major components of PPB, according to Haggart, are: the structural aspect which involves setting objectives and developing a program structure; the analytical aspect, including cost-effectiveness analysis; the control aspect which has to do with keeping apprised of how effectively the program is being implemented; and the data and information aspect or getting feedback over time to make meaningful modifications.[2]

It is obvious that the human problems within an organization are very important, even critical. Humans constitute the work force responsible for exercising efficiency and meeting organizational goals. It is impossible, therefore, to separate them from such issues as accountability or effective planning. Indeed, in the PPB context it has been recognized that human and other organizational problems are both important. Haggart says,

> It should be obvious that solving the people-related problems as a first order of business would have a direct effect on the magnitude of the data-related problems.[3]

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[1] see S. A. Haggart, S. M. Barro, M. B. Carpenter, J. A. Dei Rossi and M. L. Rapp, Program Budgeting for School District Planning: Concepts and Applications, Rand Corporation Memorandum, RM-6116-RC, 1969; and Terry L. Eidell and John M. Nagle, "Conceptualization of PPBS and Data-Based Educational Planning," Center for the Advanced Study of Educational Administration, University of Oregon, Technical Report No. 6, 1970.

[2] Haggart et. al., op. cit., p. 7.

[3] Ibid., p. 192.

This paper addresses some of the people-related problems in organizations and criticizes current PPB practice in education for not effectively using human potential. The paper also presents a new method, called organizational development (OD), which could be used in conjunction with PPB to effectively cope with the human problems and thereby improve both efficiency and effectiveness. Finally, the paper makes a specific proposal for combining the two approaches. PPB and OD, when used concurrently, allow for total systemic planning, and the dual approach addresses itself to both the data-related and people-related problems in the organization.

PPBS In Education v. Some Principles of Effective Human Behavior In Educational Organizations

In three of the PPB phases mentioned above, principles of effective human behavior in educational organizations are frequently violated. Only the analytical stage is relatively free of the so-called "people" problems. It is possible that pointing out some of these violations will help educational planners using the PPBS method to effect a stronger program. Indeed, it is a thesis in this paper that the successful utilization of PPB as a total system-wide planning tool will not be realized unless the organization concentrates concurrently (at the same time as the PPB program is being implemented) on changing its human organization. Some current practices in planning, programming, budgeting systems which violate principles of effective organizational behavior will now be considered.

The first principle of effective human behavior in educational organizations is that people are not really committed to decisions and goals they have no part in making. This is one reason why there is so

much subversion of the formal organizational goals and objectives by informal peer groups at lower hierarchial levels in the organization. It is important in the goal-setting process that persons at all levels of the organization be involved in setting objectives appropriate to their own spheres of work. Involving people in this way enhances their commitment to the whole program and facilitates the future implementation of the plan.

Many planners using the PPBS method in school systems do not allow for a two-way goal-setting process. In the objective-setting stage of the PPB program, those persons in the organization who participate are often required to set objectives within the goal parameters already established by those in the upper echelons of the hierarchy. In fact, strong emphasis is placed on statements such as the following:

> objectives should be constructed in such a way that they relate upward to one or more general expressions of public intent.[4]

In other words, the emphasis is on relating one's objectives to the organization's goals, rather than one also considering the goals of those in the system and allowing them to influence the purposes of the organization. This rather limited form of goal-setting with its one-way thrust (downward) could tend to prevent subordinates from really "owning" the objectives they set. A goal-setting process should be designed which allows for the school's goals to be influenced by those who are actually responsible for implementing them at various levels in the organization. Subordinates should set objectives which are bound by rather broad organizational

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[4] see Price Waterhouse and Co., "Recommendations to Improve Management Effectiveness," a document prepared for the Oakland Unified School System, September 23, 1970, p. 10. A similar document was prepared for the Portland schools in 1969.

(public) parameters but which are also personally meaningful within those limits.

Related to two-way goal setting, another principle of effective human behavior in organizations is what might be called shared organizational control. That is, most human systems operate under conditions of change wherein it is impossible to completely legislate subordinate behavior. It is necessary to define roles and responsibilities somewhat broadly and hope that a subordinate will act responsibly within such a context. This fact necessitates that relationships of trust exist between superiors and subordinates. Also, the idea of effective hierarchical control is especially inappropriate to school systems. Teachers and administrators identify with the professional world and naturally resist strict hierarchial controls. In school studies in both Chicago and Boston, researchers have found a very high amount of subordinate independence existing at the principal and department director levels.[5]

Finally, the type of control system used tends to govern the nature of relationships between persons in the organization.[6] In most organizations, communication and influence networks tend to be informal in nature. A method such as PPBS tends to formalize those relationships such that resources can be systematically allocated rather than bargained for. It can be expected that many powerful persons in the organization--those who

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[5] see Morris Janowitz, Institution Building in Urban Education (1969), and C. Brooklyn Derr, "An Organizational Analysis of the Boston School Department," Ed.D Thesis, Harvard Graduate School of Education (1971).

[6] see Joan Woodward, Industrial Organization: Theory and Practice (1965), p. 181.

have already established their networks--will oppose any program which changes their influence. Others may see the new method as an opportunity to gain influence quickly under new cnnditions. Also, under more rational PPB control system, there may be little to gain from fostering influence relationships. Power in the organization could be redefined to mean entering into relationships which conform to the goal expectations of those who distribute the pay or those who plan long-range objectives. If the control system becomes too rational, one objective may well be to set very safe objectives so as to not be penalized and to seek a condition of autonomy within the parameters of the control system.

Crozier discovered, in studying two public bureaus in France, that subordinates ought to define the rules and then proceeded to do what was required within those rules. Of course, the rules could not possibly govern their total behavior, so they were able to achieve great personal freedom within the rules.[7] This is a condition of lack of creativity at the expense of organizational accountability or control.

Organizational controls originating from superior and conveyed downward to subordinates (e.g., rules, processes) should be accompanied in effective organizations with meaningful upward (from subordinates to superiors) forms of influence and communication. When control is one-way, there tends to be token compliance to the "letter of the law," overemphasis on the items to be measured and used as criteria, overemphasis on the short rather than the long-run, covering up infractions of the rules and exercising other forms of dishonest behavior, and a reduction in subordinate

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[7]Michel Crozier, The Bureaucratic Phenomenon (1965), pp. 162-165.

creativity which comes from allowing discretion within which creative potential can be unleashed.[8]

Most planning, programming, budgeting schemes currently being employed in American education rely heavily on hierarchial controls in order to work effectively. Superintendents demand written objectives by a certain date. These objectives must conform to the rules for writing them. Subordinates are expected to comply with rather stringent system constraints and manage their own objectives within those parameters. The threat of less pay or of losing a particular position looms as a punishment. All of this assumes a high degree of confidence in the ability of the upper echelons of the hierarchy to be able, through modern techniques of analysis, to effectively control the organization, to make it accountable.

However, there is now emerging some experience with the PPB method in education which suggests that while the objectives can be well-written, measured and even analyzed so that a person is held accountable, it is quite impossible to force such a person to risk setting objectives outside of the control parameters imposed by the superstructure. That is, objective-setting tends to be a low-risk process whereby subordinates emphasize the mechanics and concentrate on doing little more than is required of them. This is indicative of a one-way control system, and it points out the limits of control even when the techniques of PPB are used effectively.

Those who have commented on PPBS have alluded to the lack of hierarchial control as a problem for operationalizing the method. E. S.

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[8] see Leonard R. Sayles and George Strauss, Human Behavior in Organizations, (1966), pp. 381-385.

Quade, in discussing systems analysis for non-military planning, openly admits that PPBS may come more slowly to non-military organizations because the latter are "less controlled by the top."[9] Aaron Wildavsky also states,

> The kinds of problems for which program budgeting was most useful (at DOD) also turned out to be problems that could be dealt with largely at the top of the organization . . . the program budget group that McNamara established had to fight with generals in Washington but not with master sergeants in supply.[10]

Complete hierarchial controls are not possible in educational organizations nor are they advisable because they tend to stint creative risk-taking and promote a system of rewards based on reaching low-risk objectives.

The third principle of effective human behavior in educational organizations is the social psychological ideal that employees must, in order to be effective, exist in a motivational climate which allows them to grow and develop. Money is only one motivator of performance and it is not the primary motivator among professional groups.[11] In order to be effective, a climate should exist in which the individual can be given personal responsibility for finding solutions to problems, where he can set goals and be allowed to take moderate risks, and where he gets concrete feedback on his job performance.[12]

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[9] E. S. Quade, "Systems Analysis Techniques for Planning-Programming-Budgeting," a working paper for the Rand Corporation, 1966, p. 26.

[10] Aaron Wildavsky, "Rescuing Policy Analysis From PPBS," Congressional Record, 27- 877, 1969. Vol. 3, p. 839.

[11] see Frederick Herzberg, The Motivation to Work (1959) and Warren G. Bennis, Organization Development: Its Nature, Origins and Prospects (1969); and George H. Litwin and Robert A. Stringer, Motivation and Organizational Climate (1968).

[12] Litwin and Stringer, op. cit., pp. 14-17.

The assumptions superiors make about subordinates is also an important motivational quality in the organization.[13] Some tend to see their subordinates as lazy, irresponsible, materialistic, dependent and needing to be tightly controlled. When such assumptions are made, the subordinates tend to conform to expectations. This is the pygmallion effect. However, when adults are treated as intelligent, responsible, ambitious, creative, growing, goal-achieving and understanding persons, they may at first wonder "what does he really want" because such treatment is not normal, but they will usually respond to the higher expectations.

Finally, when a superior and his subordinate interact to set meaningful objectives, it is important that such a relationship be open and evaluative, that it be built on mutual respect and trust, and that it encourage the surfacing and resolving of disagreements or conflicts between the two persons. Such a relationship allows for feedback, encourages the subordinate to openly discuss his concerns rather than tell the boss what he thinks the latter wants to hear, and it creates a better motivational climate.

Many current PPB practices in education do not encourage an effective motivational climate in the organization. Decentralization of administrative responsibility and merit pay scales, which often are part of a PPB program, do reward individual performance and should make administrators feel more trusted and more responsible. However, money (pay based on performance) is still the primary motivator. Because the stakes are so high, subordinates are often encouraged to set low-risk objectives.

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[13] see Douglas McGregor, The Human Side of Enterprise (1961).

Also, they are usually not given systematic feedback on their behavior. The emphasis is on writing measurable objectives and being evaluated on those objectives. In other words, a climate does not exist in which superior and subordinate can openly discuss their feelings about the system-wide goal constraints, can talk about their behaviors one with another and try to improve based on some evaluation, and can legitimately disagree and then systematically try to resolve those conflicts.

While the position of the administrator in the school system may have improved as a result of PPB, the total organizational climate of the system may be much less conducive to fostering effective human behavior as a result of PPB. Teachers and students have often been ignored in PPB. When they have been involved, they have had little opportunity to influence the system's goals or to set meaningful objectives. Some proponents of PPB have quite distrustful attitudes about lower-level subordinates. Schick argues, for example, that in PPBS the budgeting and analysis-planning phases should be separate because subordinates in the "bowels of the organization," while they do have budgeting information, lack the insight and competence to be involved in analysis.[14]

It is the author's impression that the motivational climate could be improved in educational organizations in conjunction with using PPB, and that the good motivational features of PPB (e.g., decentralizing responsibility, setting objectives, feedback) could, with modification, be used to highly motivate both teachers and students in the school system to be more effective.

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[14] Allen Schick, "Systems for Analysis: PPB and Its Alternatives," The Congressional Record, 27-877, 1969, vol. 3, pp. 820-21.

Three principles of effective human behavior in organizations have been discussed. The current practices of PPB in education have been criticized as they relate to those three principles. A new approach to making PPB a more effective organizational planning tool will now be considered.

Organizational Development

Organizational development is a method of intervening in the processes or organizations for the purpose of planning relevant organizational changes. Organization development typically involves the following kinds of activities: getting together an OD team composed of the right combination of expertise; entering the organization and negotiating the organizational change contract in such a way that there is maximum opportunity to use the OD methods; collecting data; diagnosing the organizational problems; feeding back the data to the client for joint action-planning; deciding with the client on the most appropriate change intervention; and sustaining the intervention until such a time that the client has developed his own capacity for organizational change and is ready to sever his relationship with the OD specialists.

To understand what OD does and how it can prove to be useful for educational planners using PPB, a clear understanding of its purpose is essential. The over-all goal of OD is to change the culture of a living system so that the organization becomes "self-renewing." Self-renewing organizations are adaptive in the long run; hence, they are not set in any single organizational structure or procedure. While there is typically some formal hierarchy, organizational form follows function. People are

organized into groups to solve specific problems; both the structure of the organization and the methods used in the groups change to suit the nature of the current problems. In a self-renewing educational organization, for example, the system would choose a process of goal setting and a method for setting objectives which would facilitate the specific problems of the system (e.g., involving certain community groups).

In self-renewing organizations, decisions are made by persons who have the information. Instead of being preoccupied with identifying the decision makers according to who has legitimate authority, emphasis is placed on the best possible decision. Decision making requires adequate information; all too often, those in authority simply lack the information or have it in distorted form. The organization takes all steps necessary to open up channels of communication.

In self-renewing organizations, there are sensing processes and feedback mechanisms to tell when changes are needed. This is already a feature of many PPB programs. Self-renewing organizations are also managed according to specified goals accepted by all the members. The organization learns systematic methods (e.g., problem-solving techniques) for dealing with obstacles to reaching these goals. The goals, naturally, are subject to change as the environment of the school district changes, but planners in a self-renewing organization should be able to count on possessing a set of objectives arrived at by two-way consensus which would be "owned" by the whole organization. This would enhance the potential for implementing the PPB program because the organizational members would already be committed to the goals and objectives chosen by decision-makers and planners as the objects of the planning process.

Finally, in self-renewing organizations there is a culture or climate which permits the features mentioned above to take place. There is open, direct, and clear communication. Conflict is viewed as inevitable and natural and is brought out and managed so that it can be used creatively instead of impeding the work to be accomplished. Creativity, even wild dreaming, is encouraged. New ideas and new persons and groups are seen as additional resources rather than as trouble makers and threats. A climate of trust is developed wherein people more willingly exchange information.

Those are the goals of organization development. However, such an ideal state might seem very difficult to attain. What are some of the OD methods used to help organizations become self-renewing?

Program 30 at the Center for the Advanced Study of Educational Administration, CASEA, at the University of Oregon, has systematically developed a technology called "laboratory training for organizational development" which attempts to develop self-renewing organizations. There are other OD technologies available, but the CASEA methods exemplify the use of the OD methodology. Typically, organizational training as practiced at CASEA uses three major stages to bring into operation a more self-renewing school organization:

Stage 1: Improving Communication Skills. Functions within schools, as in all other organizations, are "carried" through interpersonal interactions. Typically, human beings in organizations lack skill in communicating clearly and succinctly. In the first phase of organizational training, members of a school or district improve their discussions about interpersonal or interrole problems by simultaneously practicing new ways of communicating. The first step, then, is to build increased openness

and ease of interpersonal communication among the participants by training them in the skills of paraphrasing, describing behavior, describing own feelings, and checking their perceptions of others' feelings. The intervention aims to develop skillful, constructive openness; by doing so, it helps the staff develop increased confidence that communication can have worthwhile outcomes.

Stage 2: Changing Norms. After increasing communication skills, the next step is to build new norms that support interpersonal openness and helpfulness among the members of the group being trained. As a lever with which to change group norms, we can use the desires of the participants to ameliorate some of their actual problems. For example, we often invite the faculty of a school to state some frustrations they are encountering in the school and to practice a sequence of problem-solving steps to reduce these frustrations. An activity like this can lead to reduced frustrations and to the satisfaction of knowing that others value the contribution one has made to organizational problem solving. Changes in organizational norms of openness and candor can occur because staff members find themselves behaving in new ways in their actual work-groups.

Stage 3: Structural Change. The culminating phase of organizational training builds into the organizational structure new functions, roles, procedures, and policies. The new structures should become part of the fabric of the school organization. They should be formal and institutionalized with budgetary support.

Of course, each of these training stages follows a very careful entry into the organization, a thorough and systematic diagnosis of the organizational problems which need to be addressed during the training

(e.g., communication problems, authority and power problems, decision-making problems and conflict resolution), and joint planning with members of the organization itself so that an internal understanding of an capacity for carrying out the interventions is left behind.

This is a very brief description of the organizational development method. A proposal for effectively combining it with the PPB approach will now be considered.

Organizational Development and PPB

There are several assumptions underlying an attempt to join the OD and PPB methods for educational planning. First, it is assumed that the employees are considered to be valuable resources. Just as other scarce resources are managed using the PPB method, there will be an attempt to use the costly human resources of the organization in the most effective way.

A second assumption underlying this proposal is that while the PPB System will continue to use some prescribed methods, there will be an attempt to use more effective means for involving people in the organization. The analysis, program structure and data collection phases of PPBS will remain essentially the same, but the goal-setting and objective-setting aspects will be changed significantly and there will be some modification in the control phase. In other words, there is nothing sacred about the PPB method. It can be changed.

A third assumption underlying the marriage of PPB and OD is that this approach to educational planning and change will be systemic (system-wide) and pervasive (massive in scope) over time. It would take at least three years to implement such a program. PPB in and of itself is pervasive

in that it demands a very substantial organizational commitment, even calling for reorganization in some cases. Both organizational development and PPB would be more effective if they could involve an effect all aspects of the system. Thus, a commitment to this program demands financial support and commitment by the organization, especially by the top level of the administrative hierarchy and the school board.

Phase I: During the first phase of the program (sometime in mid-year), four persons comprising the Department of Organizational Development will be selected. The Director should be very experienced in OD methods as they apply to school systems. He should have an advanced degree in a related field of study. He and his staff should also receive special instruction in PPB procedures, and those on the staff who are not already skilled in the use of the OD technology should receive special training so that they are at a certain level of proficiency before the following summer. Such intensive "quicky" courses in OD are offered by such places as the Institute For Applied Behavioral Science (NTL), the Sloan School of Management at MIT, the Human Relations Center at Boston University and by other private consulting organizations. The OD Department should also be placed in a position of influence close to those in the upper echelons of the hierarchy so as to be seen by the rest of the organization as legitimate. Outside consultants who are expert in organizational development should also be employed to help diagnose the school organization and to plan, jointly with the OD Department, the summer training events.

At the same time, a Department of Educational Planning and PPB should be established in which those who have the skills and knowledge necessary to effect the PPB method in the school organization would be placed. Those working in the area of PPB should also be exposed to organizational development and should be encouraged to gain knowledge about OD.

The two departments, OD and PPB, should spend about 20% of their time meeting together, trying to better understand one another's work and orientation. Sometimes an outside (third party) consultant should sit in these planning meetings to help the two units surface their disagreements, resolve their conflicts and better understand one another.

Phase II: The second phase of the program would be more OD oriented and would take place during a two week summer workshop for all teachers and administrators in the school system.

The first four days would be devoted to instruction

in personal goal setting and achievement motivation training. An organization such as McBer and Associates in Cambridge, Massachusetts, specializes in this training. The training would stimulate thought about why setting objectives is important for one's own life, would help participants to be more achievement oriented (therefore more effective) through goal setting, and would help the participants to formulate one personal development goal related to their jobs and one job improvement goal for making their work more effective.

The next two days would be devoted to instructions from the PPB department on how to write measurable behavioral objectives. The principles and form for writing these statements would be discussed and rehearsed.

Five days would then be spent on building a general organizational climate between working groups in the organization which would permit them to work more effectively together. New norms would be introduced (e.g., openness and trust). Communication training would take place. Conflict resolution training would also be on the agenda, as would decision-making and problem-solving modes.

A significant part of the above training would be to get participants to understand a new structure in the organization called the "linking pin" structure. In every school there will be department or unit (e.g., grade) heads elected to leadership positions by their peers. They will also receive extra salary. These persons have the responsibility for reporting the school system constraints (e.g., money, goals, time) to their teachers and for carrying teacher group decision and requests to the principal. The department or unit head also has some released time to set objectives with teachers. Personal development, job improvement and system objectives are to be set.

The department or unit heads then set objectives with the Principal. They set their own objectives with him in one conference and hold a second conference to communicate to him the desires of their group members.

The principals set objectives with their superiors and the department directors with theirs. They also have two kinds of conferences, one for personal objectives and the other for school or departmental objectives. Those at the top of the organization have two similar meetings with the Superintendent. The Superintendent also meets with the school board in a like manner.

Thus, there is a linking between teachers (represented upwards by the department head as linking pin), department heads (represented upwards by the principal), members of curriculum and special departments (represented upwards by the

department director), and the assistant and associate superintendents (represented upwards by the Superintendent). And, there is a similar linking downwards so that communication and influence flow in both directions.

Members of the OD Department might be present throughout the year to help the linking pins and their subordinates negotiate objectives and evaluate performance.

The final two days of training in Phase II would be devoted to working in effective superior to subordinate and linking-pin to group relationships. The role of a third party as an intervening consultant would be established. How to negotiate, communicate, build trust and give and accept feedback could be topics for consideration.

Phase III: A third week immediately following Phase II will be devoted to deciding the system's goals for the forthcoming year. Administrators and teachers will again be involved, as well as community representatives, parents and students. Each school faculty will set its goals in its building and will include students, parents and community in the process. The school board, Superintendnnt and top staff will also agree on system-wide goals. The department directors with their staffs will also set appropriate goals. All of this activity will take place in the first three days of the training.

Each school will then select three persons plus the principal to represent it at the system-wide goal-setting meeting. The department directors will all attend the meeting, as will the top staff and members of the school board. This mass meeting will be for the purpose of sharing the different goals and agreeing on some mutually acceptable goals for the entire school system (some goals may fall outside the system-wide parameters and could be continued at the individual unit level).

These goals will later be rewritten with the help of the PPB department and it is expected that the various units ~~will set objectives within this system-wide framework.~~

Phase IV: This is a period, say during the first two months, in which the teachers and administrators are to write their objectives (one personal development, one job improvement and requested system-wide objectives) and report them to their linking pin. Members of the OD department will try to sit in on as many of these initial conferences as possible.

A program structure will then be built by the PPB department based on these objectives.

Interim conferences between linking pins and subordinates

are then to be held at least every two months to try to communicate downwards and upwards, to ascertain to what extent the various objectives are being reached, and to give feedback to superior and subordinate alike on his performance over the past few months.

Forms will be used and completed during these conferences which will permit the parties to evaluate and communicate needed information to the PPB department for the control and data gathering phases. However, to make this a two-way evaluation both the linking pin and his subordinate must sign the evaluation-information form. If they cannot agree, they will meet with a representative of the OD department and try to resolve their differences.

Phase V: Phase V, which may not begin for one or more years after Phase I, will involve teachers training their students in the techniques of objective-setting. Both teachers and students will then set meaningful objectives using the same techniques. Students may set one or more personal development goals. They may set more traditional (i.e., core subject) learning goals. They may set educational experience learning goals. The teacher may also have some system goals to which he must conform, or he may have experiemental learning programs in progress. Thus, the student may be required to set some goals within the parameters of those teacher imposed constraints. However, it will be important to protect the students so that they really can set some meaningful objectives for themselves.

Again, it is possible to train teachers to teach personal goal setting and to arouse achievement motives so that objectives will be meaningful to students. Such a technology for teaching teachers such techniques is presently being developed at Harvard, at the Center for Humanistic Education attached to the State University of New York in Albany, and especially at McBer and Associates in Cambridge.

Summary

Current practices in PPB in educational organizations have been criticized. They impose one-way objective and goal-setting. They put too much emphasis on hierarchial control. They foster unproductive motivational climates in the organization.

A new method for making human behavior in organizations more effective has been presented. This method is known as organizational

development and, when used in conjunction with PPB, could prove to be an effective way for planning system-wide changes and programs in educational organizations.

One possible way to combine the two approaches has been suggested in the paper. This proposal should give the reader some idea of the kind of training events that would take place--and some of the expected outcomes--if PPB and OD could be married to form a more complete approach to educational planning.

complete reference with these informations

Department of Indian Affairs and Northern Development

Ministère des Affaires indiennes et du Nord canadien

Big table to be placed in REF book

6258

125-1

Ottawa 4, September 15, 1969.

our file/notre dossier
your file/votre dossier

MR. BERGEVIN

Some time ago you asked for a brief summary of the education program with statistics which would indicate the changes. For convenience I have divided this memo into two sections; the first part is a description of some of the more important programs and the second is a table giving some statistics. I have also forwarded with this memorandum my set of Education Letters which provide considerable background information on a variety of subjects.

DEPT should define its position as regards the use of this word.

INTEGRATION

In 1949 the Department made its first contribution toward the cost of a Provincial school. Since then the integration program has become much more sophisticated and complex. Initially it was thought that most of the problems would disappear when the Indian children were educated alongside other children in schools operated under Provincial jurisdiction. There is no doubt that this forward step has brought about major advances in a program which previously had not changed for 100 years, but it has also brought with it a new set of problems and a new set of objectives. One of these has been an Indian voice in the administration of educational programs which serve them. In 1956 the Department brought into being a School Committee concept which provided for embryonic School Boards. As the integration program advanced, steps were taken by the Department to secure recognition from the provinces of the need for Indians to have some voice in the operation of schools which serve their children. Following our initiative several school trustee associations and individual Indian leaders have taken up the cause and now three provinces have made changes in their legislation to make this possible, and others have indicated their intent to do so.

provincial corporation

Several provinces have recently amended their legislation so that Indian communities can now be included in organized provincial school districts. Others have changed their legislation so that it is possible for Indian communities to establish school districts which would look after the administration of the education program within the community. The Key Band in Saskatchewan made application for inclusion in a school district and has been accepted, with the Indian community represented on the school division organization. In British Columbia five or six bands have made application for inclusion in provincial school districts and negotiations with respect to this are presently under way.

. . . 2

During the last five or six years an increasing number of complaints have been raised about the Provincial school curricula. These have been focussed on school texts in respect to either the disparaging comment about the Indians, the lack of adequate recognition of the contribution that the Indian has made in the development of this country, the disparity between the material and illustrations in the texts and the Indian environment, and the absence from the school curricula generally of an Indian cultural component. Education Letter No. 61 may be of interest to you in this regard. Several things have been done to overcome these deficiencies. First, the Education Branch examined many of the books and made its findings available to the provinces. Our former Minister wrote to all of the Ministers of Education about the need for a careful evaluation of the content of the text books in provincial use and this has met with a sympathetic response. Secondly, various projects are under way with a view to developing appropriate material for inclusion in the curricula for use in provincial schools as well as our own. These, for the most part, have been undertaken by the universities, such as the University of Alberta, University of Calgary, University of Saskatchewan and the Ontario Institute for Studies in Education, with financial support from this Department. Thirdly, this Department has entered into contracts with several universities and the Ontario Institute for research into problems which have become apparent with the advance of our integration program. For further information about the integration program you may wish to read Education Letters Nos. 14, 24 and 54. Our objective is to complete the transfer of the classroom program to the provinces by 1974.

re: reference to Indians in text book

how are we making out here?

bring this to attention of Exec. Committee

FEDERAL IN-SCHOOL PROGRAM

KINDERGARTENS

The Education Branch has had, for some time, a rudimentary kindergarten program which was not given priority because our primary tasks were first, to get all of the children of school age into school, secondly to up-grade the work in our elementary schools and thirdly, to get ahead with the extension of provincial education services to Indian communities. About three years ago I felt we were in a position to give increasing attention to a kindergarten program and we set as our target the raising of the enrolment of 4-year and 5-year old children in kindergartens to 6,000. You will note that last year we reached that objective and I would hope that within the next five years we would have about 10,000 receiving this kind of service. Like the elementary school program, our objective is to have as many as possible of these children receive this kind of instruction under provincial auspices, but unfortunately not all provincial Departments of Education are prepared to support kindergartens for the general population. Consequently the extension of provincial services in this area is likely to be slower than for the regular school age population.

objectives

You are familiar, I believe, with the growing practice of employing Indian women, after brief training, to serve as teacher aides. More detailed information about this adjunct to the kindergarten program is to be found in our Education Letter No. 48, which you will find in the Field Handbook which I am forwarding with this memorandum.

we will have to see how this program fits in our priorities

. . . 3

6260

SCHOOLS

In 1959 the Branch operated 470 schools, of which 220 were one-classroom and 117, two-classroom schools. In the past school year the Branch operated 305 schools, of which 117 were one- and two-classroom schools, and most of the one-room schools are now for kindergarten only. During this ten-year period by school consolidation, school transportation and integration, most of the small, inadequate, ungraded schools have disappeared.

TEACHER RECRUITMENT

The continued teacher shortage creates difficulties in teacher recruitment for federal schools. As the Canadian population becomes more urban fewer teachers are willing to accept the isolation of the Indian reserve under the present regional salary scales which are, in some areas, below those in similar provincial areas. As a result there are about the same number of unqualified teachers, some 140, in federal schools now, as ten years ago. The number of teachers of Indian status employed in federal schools remains steady at about 120 because they too can get good jobs in provincial schools.

LET'S ANALYSE THIS PROGRAM !

INTERCULTURAL TEACHER TRAINING COURSE,
UNIVERSITY OF ALBERTA.

THAT IS THE PROGRAM MUCH-TOUCH CRITICIZED

About five years ago the University of Alberta set up a teacher training course designed specifically for students who wished to prepare themselves to teach Indian, Eskimo and Metis children, or any other special ethnic groups, in or out of Canada. The Branch obtained Treasury Board approval to pay the fees and travel of students wishing to take this course and to eventually find employment with the Branch. These students are also given summer employment by carrying out a study or practicum on a reserve. Figures on the number of graduates from this course are not available, but we know that the course has stimulated a tremendous interest in Indian education and in research on Indian education.

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LET US ASSESS OUR PARTICIPATION HERE

SECOND-LANGUAGE INSTRUCTION

Following a survey of language achievement in federal schools carried out in 1958, the Branch appointed Miss R.C. Colliou in 1959 to conduct an active research program in the teaching of English as a second language in the federal schools in the Maritimes. This research program involved children, parents, teachers and administrators for a period of three years, during which period methods and classroom techniques were developed and published in the form of a guide and course of studies in language arts for Indian children. As a result of this work in the Maritimes the achievement of Indian pupils was raised to the level of the average non-Indian pupil. After further experimentation in Manitoba and Alberta, the program was put into general use in federal schools and language arts specialists were appointed in every region to supervise the language instruction. A number of provincial schools in which Indian children are now enrolled are using this language program. Much of the progress in Indian education during the past decade stems from these improved methods of language instruction.

I WILL HAVE TO SEE MORE TO REALLY ASSESS THE VALUE OF THIS PROGRAM

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SCHOOL LUNCHES

For many years the Branch has provided vitaminized biscuits and milk powder to federal day schools to supplement the pupils' diet. This was very unattractive fare, even for a hungry child. During the past ten years Indian parents on some reserves have prepared more attractive lunches at the schools, student residences have provided hot lunches for day pupils and lunches have been supplied to needy children attending provincial schools. Next year the Branch will spend about one-half million dollars on school lunches and many Indian children will find school more attractive and the school program more meaningful.

TO be re-examined

$500 000

SCHOOL TRANSPORTATION

Relatively unknown twenty years ago, school transportation has contributed significantly to improved school attendance, the development of roads on reserves, links with outside communities and the consolidation of schools. Today no child walks more than a mile to school and some high school students travel up to 25 or 30 miles daily to attend urban schools. Next year the Branch will spend over $5,000,000 on daily school transportation and hundreds of Indians will be gainfully employed in driving and servicing school buses. Roughly half of our contracts for this service are with persons of Indian status. Our objective is to increase this percentage to 100 by 1975.

LET'S WATCH THE PROGRESS WE ARE MAKING here

IS IT really PAST ENOUGH?

GUIDANCE SERVICES

Because many of the Indian students are receiving their education away from home, particularly in residences and private homes, it became necessary to develop a unit which would make possible or facilitate the placement of these young people in suitable accommodation. A link between the home and the school was required, and, in the absence of the parents, provision for guidance that under other circumstances would be supplied by the parents. The administrative detail, which was inevitable in the purchase of suitable accommodation, imposes a substantial work-load. There has been a fairly rapid extension of this service and an indication of our concern about the program will be found in Education Letter No. 31.

WILL NEED MORE TO ASSESS THIS PROGRAM

where do counsellors get special training?

IS THIS CONNECTED WITH §1. p.6

STAFF TRAINING

Realizing the importance of having a competent and well-trained staff the Education Branch seized upon the education leave program initiated, I believe, by this Department with Treasury Board support, to raise the calibre of our staff and to prepare many of them for the changing emphasis in our program due to the extension of Provincial services. A detailed outline of this program as it affects the Education Branch is contained in Education Letter No. 21. I believe that the Education Branch has been one of the principal users of this program but in view of the Minister's statement of June 25th, which hopefully will result in acceleration of this Department's withdrawal from operating educational programs, some thought should be given to where or where not we should reduce our staff training program. I do not wish to give the indication that the use of education leave is the only staff training undertaken but it is the most extensive and most expensive component.

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LIBRARY PROGRAM

ACCEPTANCE VARIES FROM REGION TO REGION.

Let's re-discuss

Two or three years ago, because of the inadequacy of our school libraries, the Education Branch employed a trained librarian with experience in educational work to improve the library situation in our schools. In addition to this she established a community library program. She set out as one of the prerequisites for the establishment of a community library its link with the provincial library service. In this connection you may wish to refer to Education Letters Nos. 52 and 59, which give a general description of the program to date.

GRANTS TO BANDS

URGENT

One of the deficiencies in the School Committee program was the inability of the Department to put in the hands of the Committee funds for educational purposes. This has been partly solved through the Grants to Bands program so that the Band through its School Committee is now able to take over certain administrative functions, including the handling of funds in connection with it and has given a new impetus to the Education Branch program. One of the problems in connection with this program is the fact that these funds are dispersed through the Community Affairs and field staff, which are not directly related to the education program. The Education Branch is unable, at the present time, to identify the funds which are granted to Bands for educational purposes and I believe that this requires a careful examination. Unless we have some idea of how these funds are being dispersed there is serious danger that some programs will get completely out of hand.

LET'S GET A JOINT COMMITTEE ON THIS.

STUDENT RESIDENCES

These are the institutions which were formerly referred to as Residential Schools and the problems related to their operation have been many and varied. As you are no doubt aware, these were originally established by one or other of the various religious denominations with the prime purpose of christianizing the Indian population and with the secondary objective of providing a rudimentary education. For 100 years or more they offered a static program, financed in part from federal funds under an iniquitous per capita grant system. Neither the church nor the Department gave any leadership in the matter of adapting the program to changing circumstances until 1958, when a new system of financing was introduced which was related to the maintenance of certain standards, particularly in respect to food, clothing and staff.

In 1951 the Branch introduced a full-time school program, replacing the half-day instruction and the industrial school organization which provided for a half-day of domestic and farm work. From this time on, the residential school farms were gradually eliminated and the old concept of the industrial school disappeared. Also at this time, day schools began to grow up as part of the residential school and more and more children lived at home and attended school as day pupils.

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In the early 1960's the Education Branch engaged the services of the Canadian Welfare Council to undertake the study of these institutions. Two of the recommendations related to the development of a new criteria for admissions and a more adequate training, particularly of the child care workers who were employed in these units. As a result, a trained social worker who had experience both in provincial welfare services and with the Indian Affairs Branch was employed to ensure the implementation of the acceptable recommendations of the Canadian Welfare Council. The results of this study and the employment of Mr. D. Kogawa have been dramatic. For the first time in many years the admissions to these residences have been assessed with some degree of objectivity and steps have been taken to ensure at least a modicum of training for the child care workers who are, in effect, substitute parents. The enrolment in these institutions has at last started to decline so that the number receiving this kind of service has decreased in three years from over 9,000 to less than 8,000 and a number of the residences have been closed. The budget for the operation of these units during the current fiscal year is $15,000,000 at an average cost of nearly $200,000 per unit. I am convinced that over a period of the next five years it should be possible to close an additional 25 of these. There is no question but that the admission of a child to such an institution, when he does not need to be there, is harmful to both the child and the family from which he is withdrawn. The benefits of these exclusions and the reduction of the number of these institutions by 25 are immeasurable, but in terms of dollars and cents the savings would amount to at least $5,000,000 per year in terms of 1969 dollars.

VERY IMPORTANT!

OBJECTIVES!!

BOARDING HOMES

Because many of the Indian people live in areas remote from secondary schools or schools of higher education it is necessary to make some provision for the high school students among these remote groups who receive their education while living away from home. The residences referred to above are making some contribution in this regard but in our opinion a much better arrangement is for these students to board in carefully selected private homes and at the present time we have approximately 4,000 students in this category. One of the problems which has become apparent in connection with this program is the traumatic experience which some of these rural children encounter when they move into an urban setting. We are therefore doing some experimentation with the use of group homes which would look after 8 to 12 students who, because they are able to relate to others with similar backgrounds, can draw support from their association with their peers in this kind of home. Not all require this kind of support but in our opinion a significant number do. This, of course, is a costly program regardless of whether they are placed individually in homes or are placed in small groups. The cost now runs close to $4,000,000.

VERY IMPORTANT

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ENROLMENTS

The attached table shows the comparative enrolments in federal and provincial schools for the years 1959 and 1969. Points of note:

1. The total school population has increased by 21,000 in this period.

2. The federal school enrolment has remained constant, in spite of the kindergarten program, whereas the enrolment in provincial schools has quadrupled.

3. The number of pupils in the junior high school grades (VI-IX) has almost tripled and the number in the senior high school grades (X-XIII) has more than tripled.

4. Whereas in 1959, 82.72% were enrolled in the elementary grades, (I-VI) in 1969 this percentage had dropped to 72.77%, with a consequent rise in the high school enrolment. 82.7 / 72.7 ?

VOCATIONAL EDUCATION DIVISION

A. BACKGROUND

A Vocational Training and Special Services Division was established in 1966. The three main responsibilities of this Division are programs of Adult Education, Vocational Training and Employment Relocation.

There were several reasons for setting up a separate unit to deal specifically with these programs. The primary reason was based on the fact that increasing numbers of Indian people were relocating or had expressed a desire to relocate to urban or high employment areas. On the other hand, the Department wished to encourage more Indian people to relocate due to limited resources and potential on reserves. Generally speaking, adult Indian people were poorly prepared for the transition due to a limited academic background and a lack of training and experience in work skills.

B. POLICY

The basic policy of the Department in relation to post-school education has been to facilitate the maximum utilization by the Indian people of programs available from existing agencies to the rest of the population. Only as a last resort, and where required programs are non-existent, do we provide the service ourselves. A very close relationship has been established and maintained with the Department of Manpower and provincial agencies. We see our role as one of enabling rather than a direct service. In many respects, therefore, our role has been more of liaison than direct service and the trend will be to move more and more in this direction.

ACCENT: PREPARE OTHER DEPARTMENTS TO TAKE OVER.

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C. ADULT EDUCATION

Adult education activities have been focussed on academic upgrading with second priority given to other kinds of adult training, including such programs as the teaching of home economic skills, leadership training and in some cases specific vocational training. One of our basic problems has been the position taken by provincial and some other federal departments in the past that Indian people are a special and exclusive responsibility of the Federal Government in general, and this Department in particular. Although some notable progress has been made to dispel this to the point that in several regions provincial authorities and the Department of Manpower offer training programs on reserves, there still is some residue of feeling that Indian people are exclusively our responsibility. Academic upgrading is basic to involvement in most of the other programs, and we will continue to place increasing emphasis on this activity. The program has not had, in the past, the leadership it needed nor has it been given a high priority. A survey of these programs is attached.

To be looked into carefully

D. VOCATIONAL TRAINING

In Vocational Education the first priority has been to ensure those students who complete or are unsuitable for academic programs are channelled into some form of skill training prior to going out in the labour market. Of equal importance is to ensure that adults who enter the training sequence at the academic upgrading level are followed up and assisted to enroll in vocational training programs so that there is no break in the continuity of training. By definition we class all people who are enrolled in educational programs outside of the kindergarten to grade 13 group as post-school students. This includes all the university and semi-professional students who are not normally identified with vocational education. Our policy with respect to financial assistance is to ensure a student has adequate assistance available to him so that no Indian person will be denied an educational opportunity because of a lack of financial resources. All existing sources of assistance are explored fully prior to us using our own funds. When we do extend assistance ourselves, we now do so applying the same scale of rates as used by the Department of Manpower and Immigration under the Occupational Training for Adults Program. Allowances are paid in cash directly to the student for all students in post-school programs. Regular surveys are carried out to assess the success of these programs. The drop-out rate, although decreasing, is still too high. Our focus here is more on improving the quality of programs and improving follow-up services and counselling, rather than concentrating on increasing the numbers of students enrolled. Copies of assessments of this program are attached.

E. EMPLOYMENT-RELOCATION

In Employment-Relocation, we follow the same basic policy as in the other two activities. All existing programs, particularly those of the Department of Manpower and Immigration are explored fully prior to us becoming involved. Where required we do provide assistance to help Indian placement candidates become established. Relocation and mobility grants in the same amounts as

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provided by Manpower are available to people who do not qualify for Manpower assistance. Two other programs are significant and worthy of mention. The In-Service Training Program is designed primarily for graduates of business and commercial schools who have completed training but cannot get employment because of lack of day to day office experience and confidence. We provide this type of experience to the student largely in our own offices. An allowance of $40.00 per week is paid to the students in this program. Our experience has been that most students can go into full-time employment on their own within three months from this program, although we have authority to keep them for a maximum period of 52 weeks. The Training On-The-Job Program allows us to assist an employer by paying up to half a trainee's salary for a maximum of 52 weeks where the trainee is learning an employable skill while on the job. This same program can be applied to other federal departments; however, in this case we will pay the total salary for the duration of the one year or under training period.

Although over the past few years we have assisted significant numbers of people into employment, the majority of these have been in unskilled labour of a short term nature. In many cases our activities each year are a repetition of the previous year. We need to concentrate more on selective placement of people into permanent employment with such supportive services as are required to bring this about. In our reorganization, we are recommending two additional professional staff at Headquarters to give this program the leadership and focus it requires. An evaluation of On-The-Job Training attached.

F. STAFF

Each region is staffed with a Regional Superintendent of Vocational Education and a Regional Supervisor of Employment Relocation. Field staff are employed as Counsellors, and are assigned to the various District and Agency offices.

At the present time, our total staff complement in post-school education consists of 64 Vocational Counsellors, 48 Employment Relocation Counsellors and 12 Adult Educators. In addition we have 34 supervisory, administrative and specialist staff in the regions and at Headquarters for a total Departmental complement of 158 professional staff.

G. BUDGET

The following table summarizes our budget for the post-school division. The figures for 1967-68 and 1968-69 represent the actual expenditure. The figures for 1969-70 represent this year's allotment.

	1967-68	1968-69	1969-70
Adult Education	$ 564,000	$1,243,000	$1,637,000
Vocational Training	2,172,000	3,068,000	3,744,000
Employment-Relocation	957,000	1,246,000	1,904,000
Total	$3,693,000	$5,557,000	$7,285,000

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H. PROGRAMS

The following table summarizes the numbers of people assisted through the activities of the post-school division since its inception.

	1967-68	1968-69
A. Adult Education		
(a) Basic Literacy	2,224	3,415
(b) Other Adult Programs	6,833	9,652
Total	9,057	13,067
B. Vocational Training		
(a) Pre Vocational	598	1,443
(b) Vocational Skills	1,029	1,393
(c) Technology	274	364
(d) University	180	235
(e) Teacher Training	27	38
(f) Nursing	18	20
(g) Other	180	340
Total	2,306	3,833
C. Employment-Relocation		
(a) Short Term	8,135	8,676
(b) Regular	3,206	3,460
(c) In-Service Training	144	330
(d) On-The-Job Training	95	257
(e) Family Relocations	287	509

Deputy Minister of Indian Affairs and Northern Development

Sous-ministre des Affaires indiennes et du Nord canadien

TO: A: M. Bergevin

Date 3/3/70

- [ ] Approval / Approbation
- [ ] Signature
- [ ] Comment / Commentaire
- [ ] Action / Donner suite
- [ ] Direct Reply / Répondre directement
- [ ] Copy for this office / Copie pour ce bureau
- [ ] Preparation of reply by / Réponse d'ici le
- [ ] May we discuss / Discussion avec nous
- [ ] As requested / Selon indications
- [ ] Note / Noter
- [ ] Note and return / Noter et retourner
- [ ] Note and forward to / Noter et faire suivre à
- [ ] Information

This is an excellent document which should be drawn to the attention of T.B (& possibly Cabinet) as soon as possible. Regarding T.B. you could use:

a) PROGRAM FORECAST; or

b) Letter to T.B. outlining magnitude of "getting out of business"

I would recommend latter approach ~~since~~, thereby reserving P.F. for our "normal" ...ons

IAND 22-14 (9-67) 7530-21-023-4472

Deputy Minister of Indian Affairs and Northern Development

Sous-ministre des Affaires indiennes et du Nord canadien

TO:
A:

Date

- [ ] Approval / Approbation
- [ ] Signature
- [ ] Comment / Commentaire
- [ ] Action / Donner suite
- [ ] Direct Reply / Répondre directement
- [ ] Copy for this office / Copie pour ce bureau
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- [ ] Note / Noter
- [ ] Note and return / Noter et retourner
- [ ] Note and forward to / Noter et faire suivre à .....
- [ ] Information
- [ ] .....

Moreover, P.F. material has a tendency to become public knowledge more quickly than a letter and this could be most important in view of the Indian acceptance of the proposed policy.

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IAND 22-14 (9-67) 7530-21-023-4472

VII

- 6246

L. W.

CONFIDENTIAL

EDUCATIONAL SERVICES FOR INDIANS

1. THE CURRENT PROGRAM

The educational services provided by the Department for Indians fall under two headings:

(a) The school program for Indian children from age four years to high school graduation in either federal or provincial schools, supported by administration and supervision services, guidance and counselling, training, research, boarding home services and the operation of student residences for children requiring institutional care.

(b) The post school program which includes adult education in both federal and provincial programs, vocational training, largely in provincial schools, arranged either by the Department or by Manpower, and employment and relocation services under Departmental and Canada Manpower programs.

2. IMPLICATIONS OF THE POLICY TO TRANSFER THE OPERATION OF THE SERVICES TO THE PROVINCES

Since 1948 when the Joint Parliamentary Committee on Indian Affairs recommended integrated education for Indian children, the Department has pursued this policy of transferring Indian children to provincial schools, and federal schools to provincial administrative school units. Furthermore, the remaining federal schools have been drawn

1970

closer to the provincial systems through the use of provincial curricula, provincial supervision and provincial teacher training. Latterly, provincial teachers' salary schedules have been set up for teachers in federal schools. At present, 60% of the Indian school population is enrolled in provincial schools.

Provincial services are used extensively for adult education, vocational training, employment and relocation.

3. APPROACH TO POLICY IMPLEMENTATION

All provinces are aware of the desire of the Department to relinquish the responsibility of actively providing educational services to Indians. The subject was debated at length with provincial representatives at the 1965 Federal-Provincial Conference on Indian Affairs and the provinces expressed willingness to accept the responsibility, providing there was adequate federal, fiscal support. Since 1965, the Department has been negotiating with all provincial governments for general agreements outlining the terms under which Indian children may be accepted in provincial schools. Such agreements have already been concluded with British Columbia, Manitoba and New Brunswick, and they are under active consideration by the provincial governments in Alberta, Saskatchewan, Ontario and Nova Scotia. All provincial governments have been requested to consider the broadening of the terms of

school legislation to give Indian communities representation on public school boards, which have admitted Indian children to their schools. Such legislation has been enacted in British Columbia, Saskatchewan, Ontario and New Brunswick, and is under active consideration by the provincial governments of Alberta, Manitoba and Nova Scotia. This new legislation not only permits Indian adults to be elected or appointed to public school boards but, in some provinces, it makes provision for the establishment of provincial school units on Indian reserves. One such unit has already been established in Saskatchewan. Currently, all field officials in the Education Branch are engaged in an active program to transfer educational services to the provincial jurisdiction with the cooperation of Indian parents.

A prototype of the transfer of responsibility for providing educational services for the Indians to a different level of government is to be found in the federal transactions with the Yukon Government and, to some extent, with the Government of the Northwest Territories. These two territorial governments have, or are about to, assume full responsibility for providing education for the Indian people within their boundaries under a financial agreement with the federal government.

4. PROBLEMS

Opposition to the transfer of the remaining 316 federal schools, comprising 1,192 classrooms and involving 29,500 Indian pupils in the

elementary grades may come from the Roman Catholic church in those provinces that do not provide for separate schools, from some Indian Associations who dislike working with provincial governments, and from individuals, both Indian and non-Indian, who, for personal reasons, wish to keep the federal schools open.

At present, provincial adult education services are not adequate in scope or quantity to meet the special needs of many Indian communities. Considerable amplification and reorganization of provincial services would be necessary to meet the complex needs of the Indian population.

Since provincial institutions are largely providing vocational training for Indians, little difficulty would be experienced in the total transfer, as far as the courses of instruction are concerned, but such factors as family counselling, social adjustment, cultural adaptation, housing accommodation, and community and public relations, would require special consideration.

The transfer of the student residences, currently operated on a religious, denominational basis, could present a problem, although it is a diminishing one, in that the need for these institutions, of which there are now 60 in operation, is diminishing annually. Coupled

with this situation is the boarding home program which has no parallel in the provincial setup.

5. TIME FACTOR

The remainder of the federal school operation could be transferred to the provincial systems by September, 1970. The provinces could readily absorb the federal schools into existing school administrative units. It would require the same firm stand taken by the provinces in the reorganization of school administration recently experienced in New Brunswick, Quebec and Ontario. Some federal schools would disappear but many others would remain in operation under provincial, rather than federal administration.

To maintain the present rate of progress for Indian pupils and to reassure the provincial governments that federal funds would continue to be available to subsidize an effective program for these children, a conditional grant should be granted to the province under a twenty year, federal-provincial agreement. The formula for such an agreement could be derived from average per capita costs, cost of special services and number of pupils, with provision for annual cost inflation and increased enrolment. The approximate cost of such a grant for each province could readily be projected for five years.

The transfer of the operation of the student residences should be geared to the phasing out program and a possible integration program. The provinces could take over these institutions over a period of five years as they can be fitted into the provincial organization.

The post school program would demand a period of two years to permit the provinces to build up and take over the special services now provided by the Department which have no counterpart in the provincial services.

6. AREAS REQUIRING IMMEDIATE STUDY

The revision of Sections 113 to 122 inclusive of the Indian Act should precede the provincial takeover of education. The sections concerning compulsory school attendance should be removed to permit Indian children to attend school under provincial school legislation.

Agreements with the provinces on the fiscal responsibilities of the federal government with respect to the education of Indians should be negotiated.

The Indian Associations should be advised of the measures to be taken and Indian-provincial channels of communication set up.

The field establishment of the Department should be reorganized to permit the orderly implementation of the new policy.

L.W. APPENDIX "C"

March 24, 1969.

I. Services available to the Indian but not normally to the non-Indian pupil:

1. School stationery and all school supplies,
2. Clothing allowance based on need,
3. School lunches and biscuits and milk,
4. Kindergarten for four and five year olds,
5. Teacher aide (mother aide) assistance in kindergarten classes,
6. Indian culture content in curriculum,
7. School library books with Indian culture content.

II. Services available in greater proportion to the Indian than the non-Indian pupil:

1. Guidance and Counselling,
2. Kindergarten for four and five year olds,
3. Special language arts programs,
4. Liberal school library per capita allowance.

III. Special services provided for Indian education for which Department pays:

1. Education research,
2. Special teacher and teacher aide training.

VIII

Department of
Indian Affairs and
Northern Development

Ministère des
Affaires indiennes et
du Nord canadien

6253

OTTAWA 4, November 4, 1968.

our file/notre dossier 501/1-1 (E.10)
your file/votre dossier

Assistant Deputy Minister
(Social Affairs)

Re: Position Paper on the Organization of the Education Branch

It is quite apparent that the education program will lose much of the impetus that has been generated over the past ten years and the reputation of the Department will suffer accordingly if we do not take advantage of the current reorganization plans to regroup our field staff to deal with the changing situation and the new responsibilities that are emerging as the Indians and provinces take over the organization of school services. The education program has advanced to its present position because there has been sufficient flexibility in the structure of the administration of education to permit us to introduce new programs and curtail others. We have maneuvered our staff to meet the demands of a program that has grown in complexity, if not in size, as the needs of the Indian people emerge.

Although we have your own statement that education will not be arbitrarily fitted into a rigid administrative structure at the regional and district levels, you may need support for your stand. The purpose of this paper is to outline for you the organization necessary to carry out effectively a program of education based on government policy.

Lines of Communication

Direct lines of communication on all matters concerning the approved education program will exist between the Director of Education, the Regional Superintendents of Education and their field staffs.

.... 2

Organization

The field organization of education staff will be the responsibility of the Director of Education.

The Regional Superintendent of Education will represent the Director of Education and will coordinate all educational programs at the regional level. The Regional Superintendent of Vocational Education and other regional education staff will be directly responsible to the Regional Superintendent of Education.

The school district organization set up twelve years ago can no longer deal adequately with the current program. Since 1956 many federal schools have been closed or turned over to the provinces. The remaining 1,200 federal classrooms will be steadily reduced over the next few years. The school district established originally to administer and supervise a group of about 50 federal classrooms cannot administer effectively the 1968 program.

Some reorganization has been effected over the past two years reducing the number of school districts to 27, but further deduction is necessary in order to establish districts large enough to warrant a staff capable of dealing with the various facets of the program. At present there is some confusion, frustration and incompatibility by reason of the multifarious duties thrust on the District School Superintendent. To rectify this situation, we require a few strong administrators to administer and coordinate the education program, supported by specialists who will devote their time to classroom supervision, vocational education, adult education and guidance. In some cases, provincial school education might be added to this list of specialists. An increase in field staff to fill these positions is not envisaged, simply a realignment of duties or combination of duties.

Manitoba Experiment

This year approval was given to the consolidation of the six school districts in Manitoba into two large school districts, one for western Manitoba with headquarters at Dauphin, the other for eastern Manitoba with headquarters at Winnipeg. Dauphin was chosen as the headquarters for the western district because it is central and because it is the headquarters of the Frontier School Division which is now responsible for providing educational services to a large number of northern Indian pupils.

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The advantages are:

(a) Efficiency through specialization.

There is an administrator, the District School Superintendent, close enough to the situation to direct the school services program for about 6,000 in each district. He can give his undivided attention to the office work and perform field duties as time permits.

Classroom supervision is carried out by a Language Arts Specialist and by one or two Assistant District School Superintendents who can devote their full time to this work. Other specialists deal with adult education, guidance and vocational training.

The support staff of clerks and stenographers can specialize and deal with a larger volume of work if centralized. There is economy in the employment of support staff.

(b) Efficiency through better communication.

The Regional School Superintendent has two field contacts, lessening the number of telephone calls and letters, and resulting in fewer delays in getting information.

(c) Efficient preparation of Estimates and Control of Budgets.

Budgets will be administered from two centres resulting in better control, fewer errors and less journal vouchering. Consultations can be quickly and economically arranged in a few hours, whereas previously it took weeks. Computer runs are reduced to two.

(d) Efficient and sustained classroom supervision.

Unhampered by office work the classroom supervisors, in collaboration with provincial officials and band councils, can devote their energies to the improvement of the education program. As the band councils and provincial officials assume more responsibility these positions will be phased out, largely by the transfer of Branch staff to the province.

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Future Development

Before the current reorganization crystallizes, we envisage the following changes:

(a) British Columbia

The six districts will be reduced to three.

(b) Alberta

The five districts will be reduced to two.

(c) Saskatchewan

The three districts will be reduced to two.

(d) Manitoba

No change.

(e) Ontario

The eight districts will be reduced to three.

(f) Quebec

The six districts will be reduced to two.

(g) Maritimes

The two districts will become one.

To summarize, the present 32 districts would be reduced to 15. This structure will make for the efficient administration of the present program and an easier transition to a future program in which the provinces and the Indian band councils are more heavily involved.

R. F. Davey,
Director, Education Branch.

Appendix

School District Organization

1. The Manitoba Region can be taken as a guide in the reorganization of education districts.

2. One capable, well-trained and experienced administrator in charge of the district with adequate professional and support staff to do the job.

3. Education district headquarters to be located with an administrative district headquarters.

4. Education district should, as far as possible, be self-contained so that it can provide all of the necessary services to the pupils within the district.

5. Education district should include 1,200 - 3,500 pupils in federal schools. Regrouping of districts will take place as the number of pupils drops below 1,200.

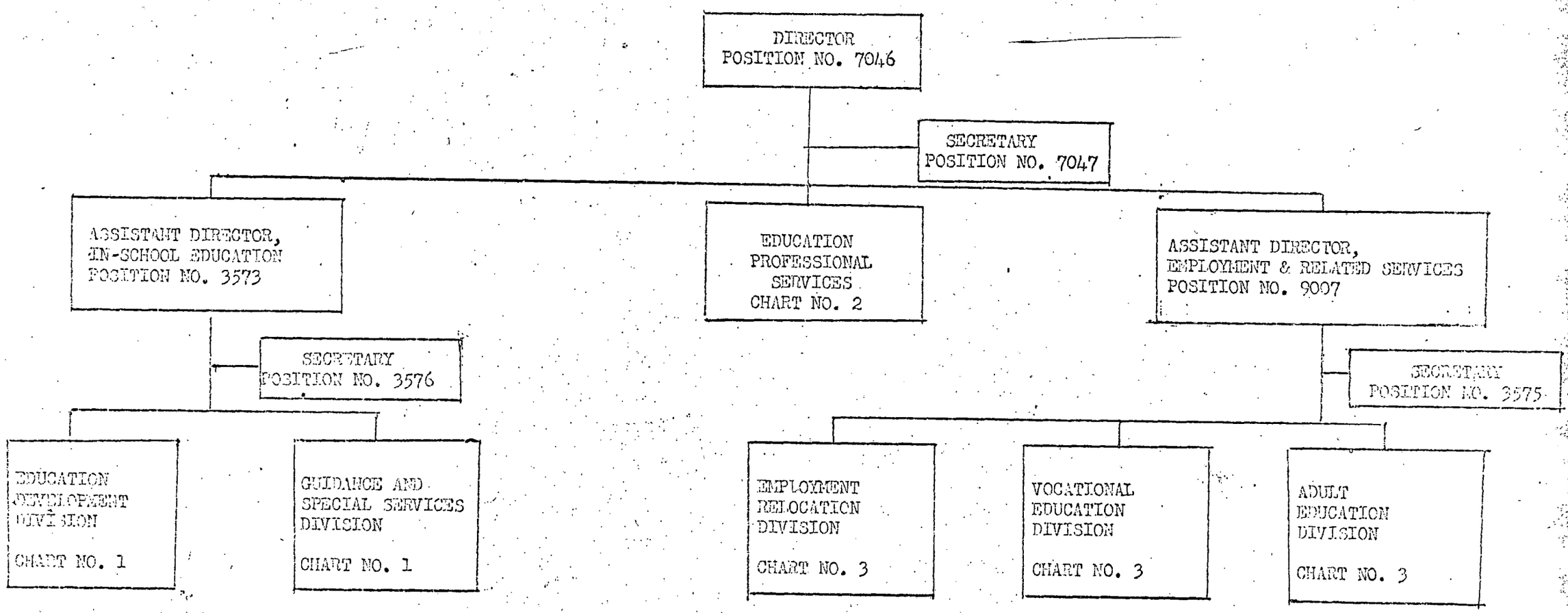
6. Local school boards will assume full responsibility for the Indian pupils attending their schools. As far as possible, problems will be resolved between the school and the community without reference to Branch officials.

EDUCATION BRANCH

PROPOSED ORGANIZATION - APRIL, 1970

Position Utilization:

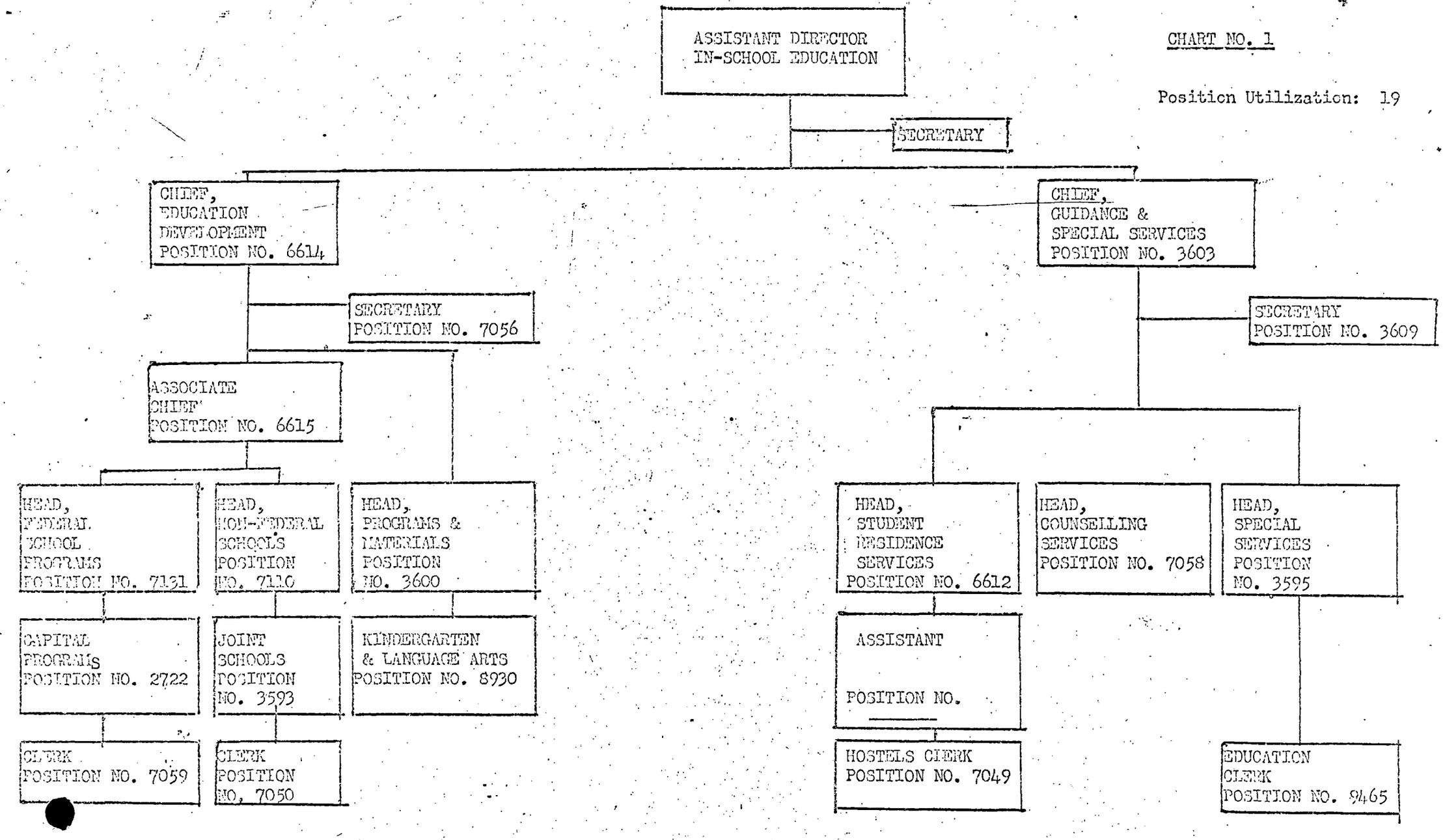
Directorate	6
Total Branch	63



September 5, 1969

CHART NO. 1

Position Utilization: 19



September 5, 1969.

1970-71 Estimates
Education Branch - O. & M.

	Total	H.Q.	Maritimes	P.Q.	Ont.	Man.	Sask.	Alta.	B.C. Yukon	Arctic Quebec
General Administration	3152	1070	118	256	382	345	345	309	327	
Education in Federal Schools	16448	93	531	1771	4149	3532	1850	2106	2416	
Education in Non-Federal Schools										
Instruction			921	3299	5563	2706	3298	4338	6413	
Guidance			61	238	338	334	262	277	401	
	28449		982	3537	5901	3040	3560	4615	6814	
Transportation & Maintenance of Pupils	11492		410	1050	2500	1782	1700	2000	2050	
Adult Education	1832	157	95	225	300	300	261	300	194	
Vocational and Special Training	5193	105	312	519	1350	519	571	623		
Employment & Relocation	2407	100	192	192	456	312	357	389	409	
Student Residences	14450	763		1875	2099	1454	2624	1710	3925	
Arctic Quebec	1298									1298
Total Education O. & M.	84721	2288	2640	9425	17137	11284	11268	12052	17329	1298

I

EDUCATION IN NON-FEDERAL SCHOOLS

Objectives: To provide for the non-segregated education of Indian children from kindergarten to Gr. XIII inclusive by entering into agreements with provincial, municipal, territorial and parochial school systems and to provide guidance services under Branch regulations to all Indian students registered in an elementary or secondary school program.

Goals:

1. To increase the non-federal school enrolment by a minimum of 12% in 1969-70. By 1974-75 an enrolment target of 52,242 has been established (current enrolment is 33,351).*

2. To accelerate transfer of Indian pupils to provincial schools by the purchase of additional accommodation in provincial schools, the leasing of federal schools to local school boards, and the formation of school units on reserves, under provincial school legislation.

3. To ensure that guidance services are made available to all academic students with a view towards increasing academic achievement and lowering the drop-out rate.

4. To complete the phase-out of senior secondary school pupils in federal schools within the next two years. Currently less than 1% of all senior secondary pupils are enrolled in federal schools.

Alternatives:

1. To maintain a Branch-operated educational system for the education of registered Indians. NO

Assumptions:

1. That agreements can be reached with the provinces and individual school boards for the continuous transfer of Indian children out of federal schools.

2. That the annual growth rate of the Indian school-age population will be approximately 4% per annum.

3. That by 1974-75 at least 64% of all Indian children will be enrolled in non-federal schools. A recent agreement concluded with the Province of British Columbia and the amalgamation of small school boards into county boards in Ontario, is expected to raise the above figure by a substantial amount.

*Exclusive of Indian children enrolled in schools in the Northwest Territories.

II

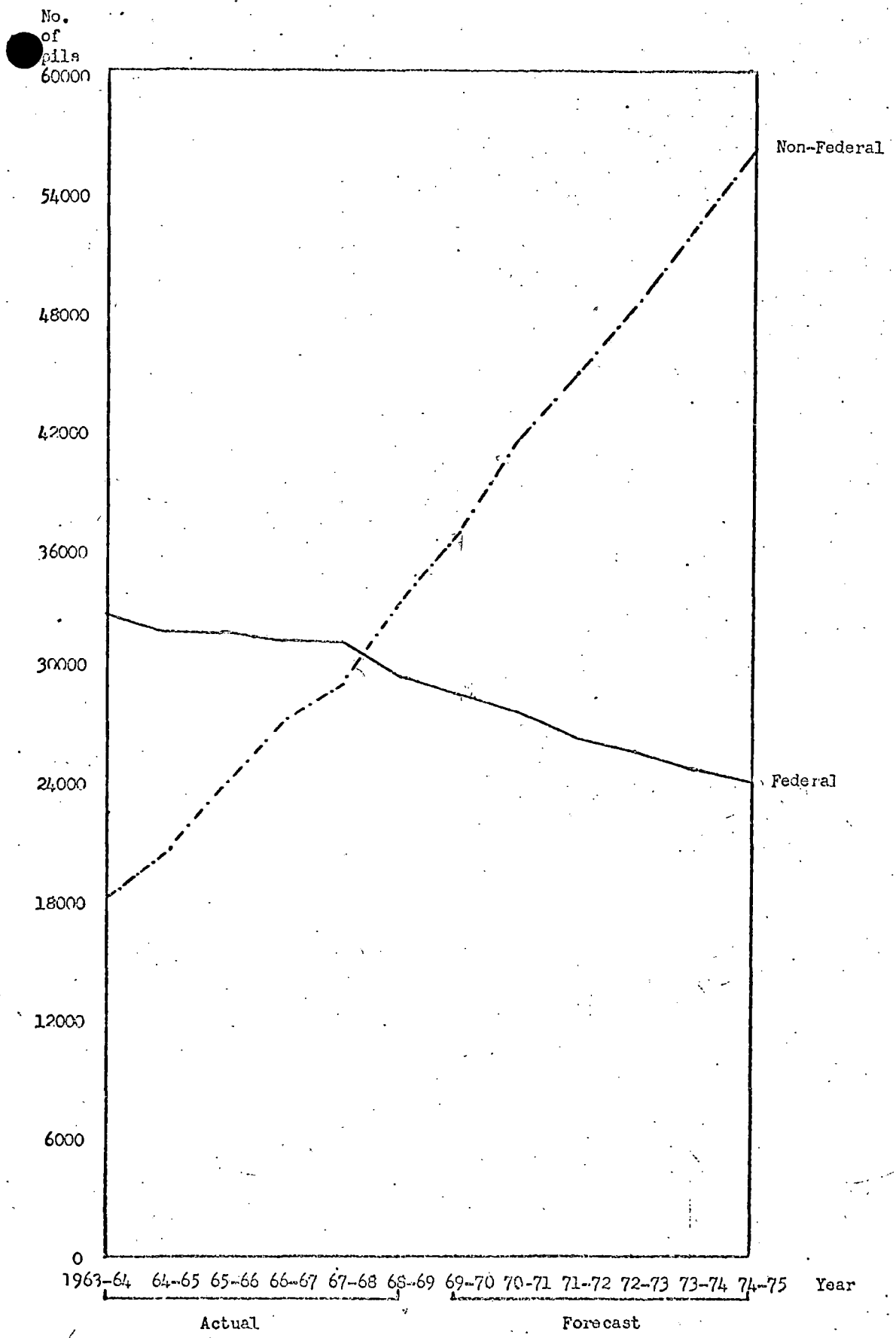
INDIAN EDUCATION PROGRAM

	1958-59	1968-69	% Increase or Decrease
Total Enrolment	38,836	64,984	+ 67%
Federal Enrolment	30,650	28,453	- n 7%
Non-Federal Enrolment	8,186	36,531	+ 346%
Enrolment, Pre-School	2,516	5,993	+ 138%
Enrolment, Grades IX - XIII	2,144	6,834	+ 218%
Enrolment, University	26	189	+ 626%
Enrolment, Vocational Courses	443	2,014	+ 354%
Enrolment, Basic Literary & Adult Education Courses	857	13,067	+1,424%
Federal Classrooms	1,120	1,188	+ 6%
Joint-School Agreements	19	422	+2,121%

(2)

ENROLMENT IN FEDERAL AND NON-FEDERAL SCHOOLS

1963-64 - 1974-75



* 1963-64 - 1967-68 figures adjusted to exclude pupils whose parents do not reside on Reserves or Crown land.

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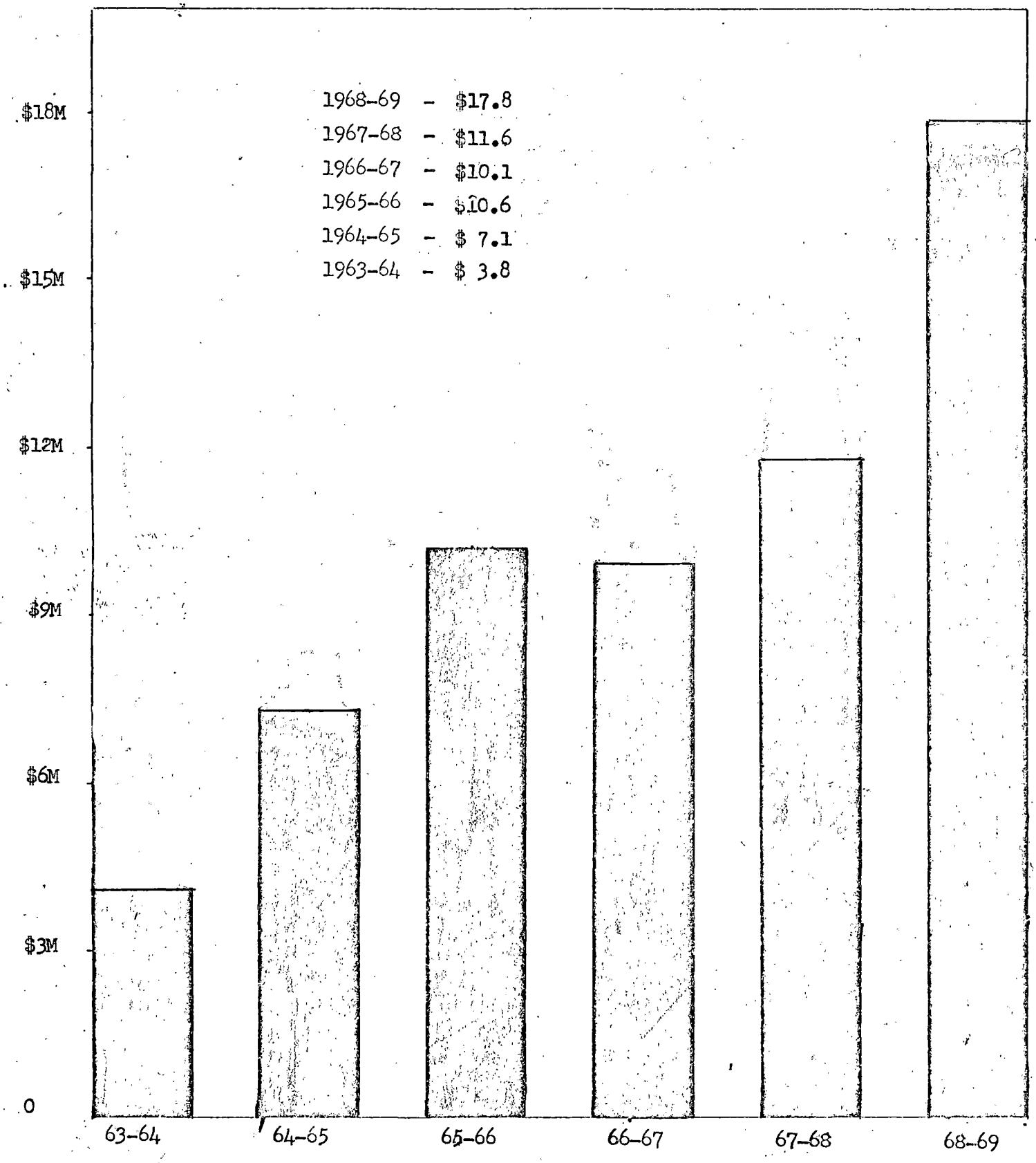
Education Branch

Non-federal School Program

Operation and Maintenance Expenditures

(in Millions of Dollars)

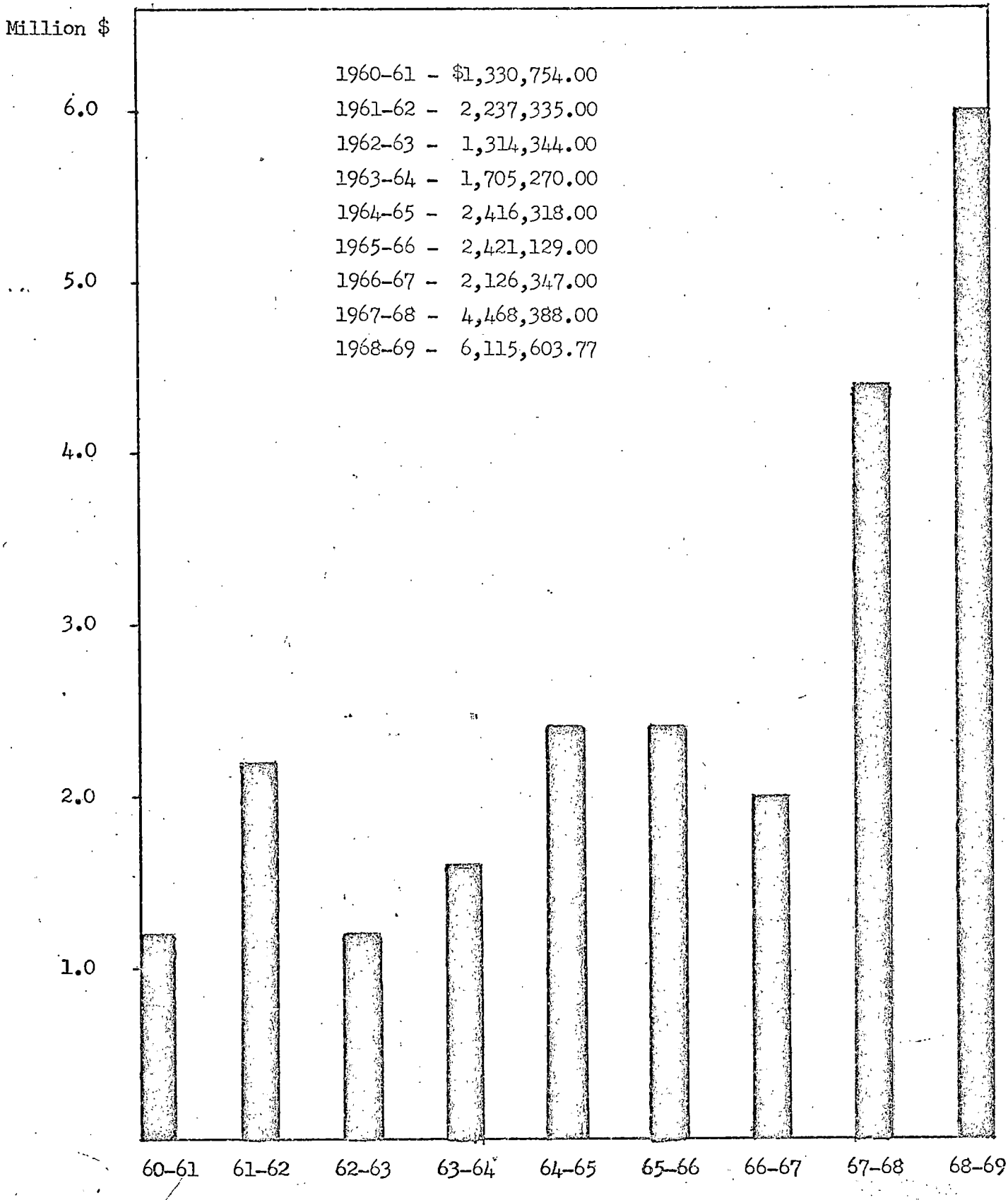


8

Education Branch

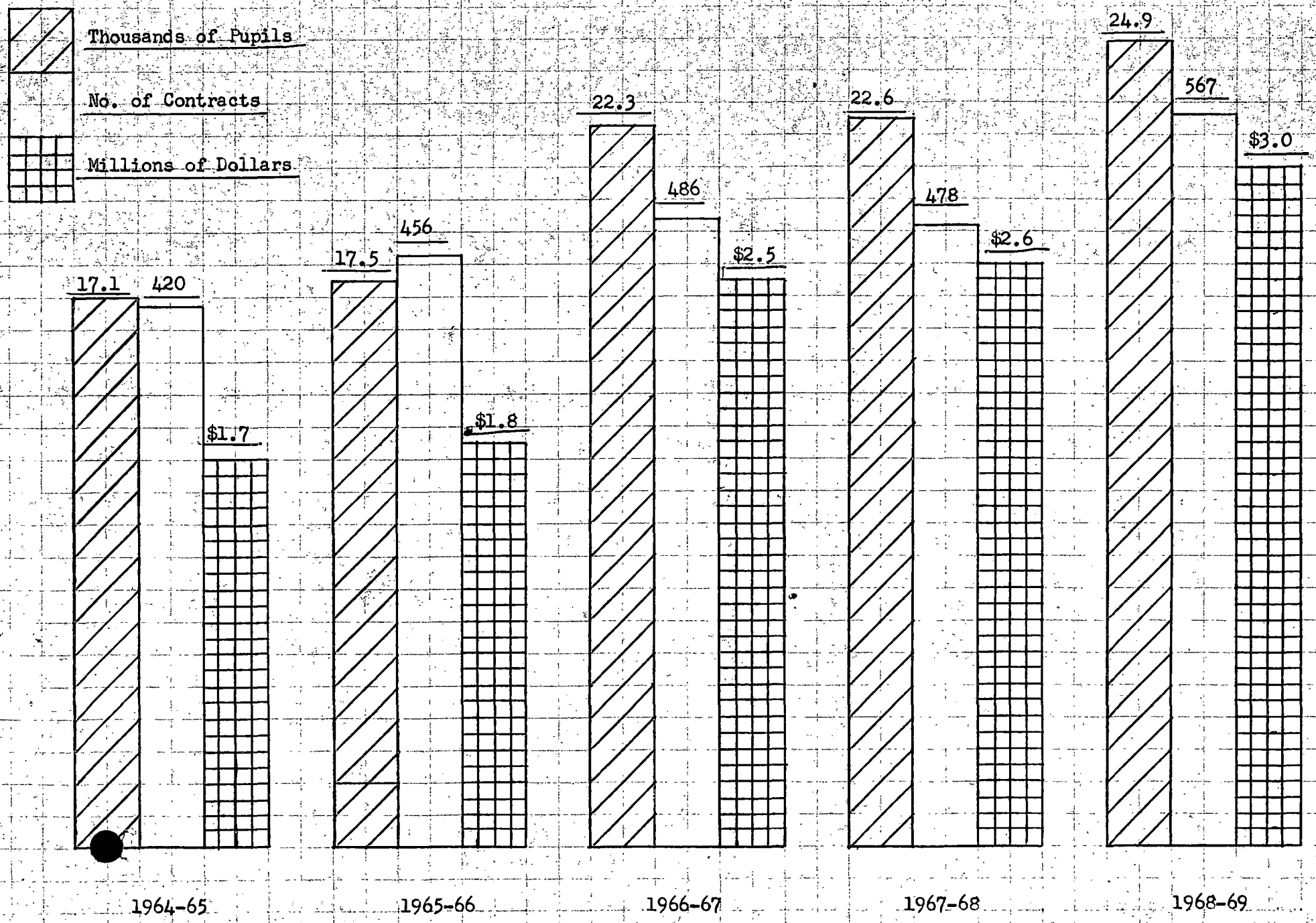
Non-federal School Program

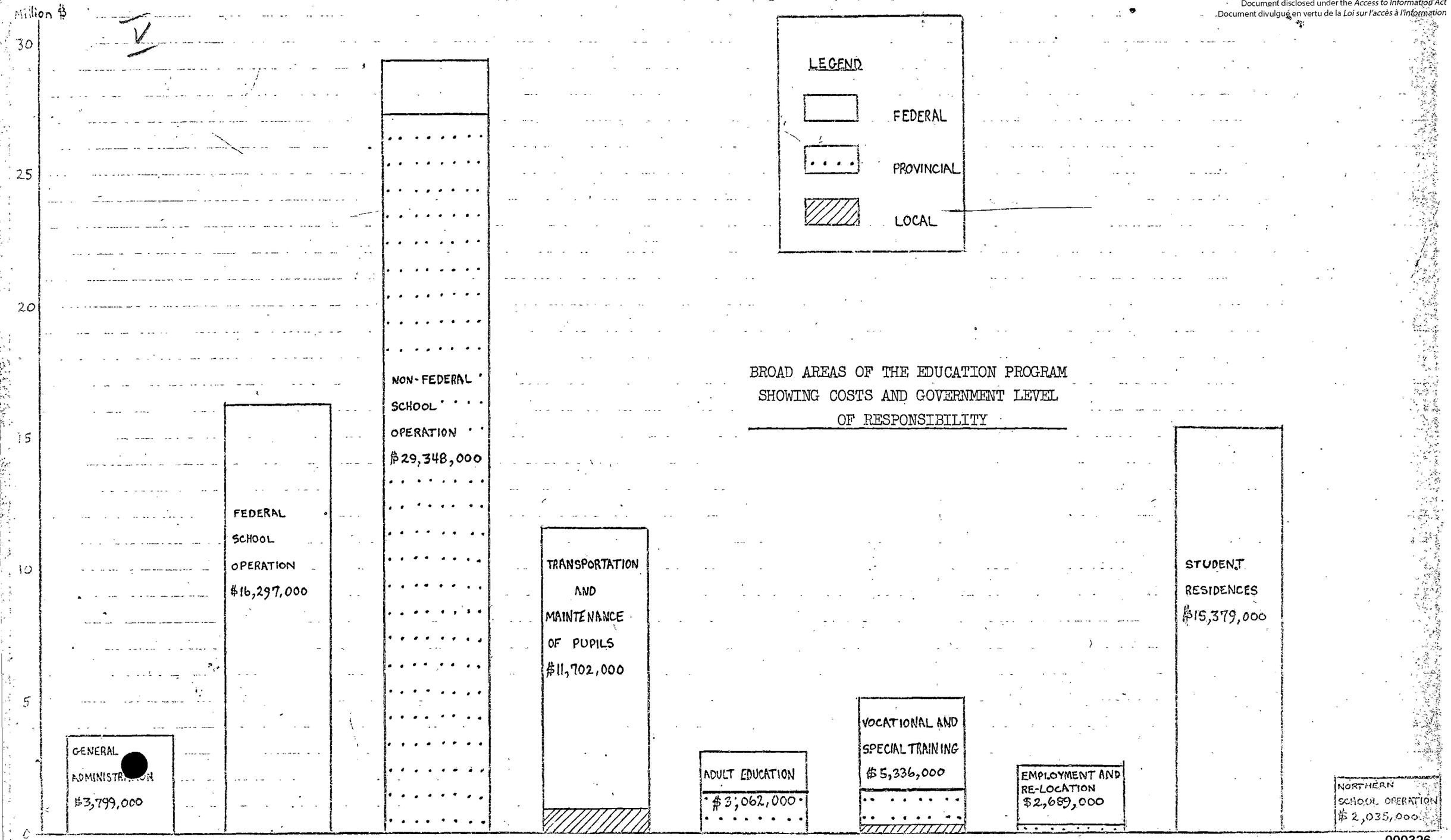
Capital Assistance Costs 1960-61 to 1968-69



III

PUPIL TRANSPORTATION COSTS





BROAD AREAS OF THE EDUCATION PROGRAM
SHOWING COSTS AND GOVERNMENT LEVEL
OF RESPONSIBILITY

VI

TRANSFER OF SCHOOL ADMINISTRATION

ACTIVITY	OTHER FEDERAL DEPARTMENT	PROVINCIAL AUTHORITIES	BAND COUNCIL
ADMINISTRATION AND SUPERVISION		X	
TRANSPORTATION STAFF	X	X	X
STAFF TRAINING	X	X	X
SCHOLARSHIPS		X	
STUDIES AND RESEARCH	X	X	
OPERATION OF FEDERAL SCHOOLS		X	
PROVINCIAL SUPERVISION OF SCHOOLS		X	
SCHOOL MAINTENANCE		X	
SCHOOL CONSTRUCTION		X	
SCHOOL COMMITTEES			X
INSTRUCTION PROVINCIAL SCHOOLS		X	
GUIDANCE		X	
STUDENT RESIDENCES		X	
PRIVATE HOME PROGRAM		X	X
SCHOOL LUNCHES		X	X
STUDENT ALLOWANCES			X

ACTIVITY	OTHER FEDERAL DEPARTMENT	PROVINCIAL AUTHORITIES	BAND COUNCIL
SEASONAL TRANSPORTATION		X	X
DAILY SCHOOL TRANSPORTATION		X	X
ADULT EDUCATION		X	
PUBLIC LIBRARY SERVICES		X	X
VOCATIONAL TRAINING	X	X	
MAINTENANCE OF STUDENTS IN POST-SCHOOL PROGRAMS		X	X
EMPLOYMENT AND RELOCATION	X		
PLACEMENT	X		
STUDENT IN-TRAINING PROGRAM	X	X	
ON-THE-JOB TRAINING	X	X	
T O T A L	8	22	10

VOL. NO. – VOL. NO	FILE NUMBER – DOSSIER NO
35	1/25-1
TO – Sept 71 FROM – DE Sept 69	SUBJECT – SUJET INDIAN EDUCATION GENERAL HEADQUARTERS

DEPARTMENT OF INDIAN AFFAIRS AND NORTHERN DEVELOPMENT
MINISTÈRE DES AFFAIRES INDIENNES ET DU NORD CANADIEN

TRANSFERRED To P.A.R.C.

REFERRED TO – DESTINATAIRE	PURPOSE – OBJET	DATE	INITIAL – INITIALES	P.A. DATE – DATE DE RANGEMENT	B.F. DATE – DATE DE RAPPEL	INITIAL – INITIALES	REGISTRY INSPECTION – EXAMEN DU SERVICE DES ARCHIVES
E16	Req	7/9/71	15	9-9-71		AP	
E1	819042	13-9-71	22	13-9-71		WHS	
E53	821134	20/9/71	20	20-9-71		SE	
E25	BF 27-9-71	24-9-71	22	27/9/71		E25	
E55	825314	30/9	21	1/10/71		E46	
E46	825883	1/10	21	4/10/71		E55	
A55	Req 71	4-10-71		5-10-71		855	
ACR13	N/Ord						
E53	Req	8/10/71	24	7-10-71		E53	
ACR13	N/Vol.	8/10/71	18	8/10/71			
E47	Req	18-1-71	25	22/11		E47	25
E14	Req	15/11/8		15-2-74		E14	
E15	Req.	1/4/75	M	7/4/75		TL	

N-360-31

RETENTION USAL PER UR

RETENTION GÉNÉRAL BY UR 79

COMPLETED VOLUME
See Vol. 36

TRANSFERRED To P.A.R.C.

1/25-1 VOL. 35

TRANSFERRED To P.A.R.C.

Indian and Northern Affairs Canada | Affaires indiennes et du Nord Canada

Referred to Destinataire	Purpose Objet	Date	Initial Initiales	P.A. date Date de rangement	B.F. date Date de rappel	Initial Initiales	Records Inspection Examen du service des archives

Vol: 35

File No. 1/25-1

To: Sept. 1971

Subject: Indian Education

From: Sept. 1969

General Headquartes

CROSS REFERENCE – RENVOI

FILE NO. – N° DE DOSSIER	SUBJECT – SUJET
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

IMPORTANT

The RECORDS OFFICE is established to serve you, but satisfactory service is largely dependent upon your prompt return of files. This file is charged to you and you are responsible for its return; unless you notify the Records Office to transfer the charge to another person, the file will remain charged to you until it is returned. **If action cannot be taken within 5 working days, B.F. FILE. Do not remove documents from the file.**

Particulars Re Use of File Cover

Column 1 – Shows the office or name of the person to whom the file is routed.

2 – Shows the reason for the routing or the date and identification number of the letter on file requiring your attention.

3 – Shows the date on which the file is routed to the user.

4 – Provides for initials of the person routing or rerouting a file.

5 – Provides space for the user to enter the date of P.A. (put away) when action is completed – OR the letter "T" when the user transfers the file to another person.

6 – Provides space for the user to write the B.F. (bring forward) date, the date the user wishes the file to be brought back to him/her.

7 – Provides space for the user to initial the entry when a file is to be P.A.'d, B.F.'d or "T" transferred.

8 – Provides space for the Clerk to enter the date on which the file is returned to the Records Office and inspected before being put away.

L'objet du SERVICE DES ARCHIVES est de servir, mais la qualité du service est liée au prompt retour des dossiers. Il incombe à la personne au nom de laquelle le présent dossier est inscrit, de le renvoyer au service des archives; à moins qu'elle n'avertisse le service d'inscrire le dossier au nom d'une autre personne, le dossier restera inscrit à son nom, tant qu'il sera en circulation. **Si l'on ne peut s'occuper du dossier dans les 5 prochains jours de travail, indiquer la date de rappel. Ne pas enlever de documents du dossier.**

Détails concernant l'usage de la chemise

Colonne 1 – indiquer le bureau ou le nom de la personne vers qui le dossier est acheminé.

2 – indiquer les raisons de l'acheminement ou la date et le numéro d'identification de la lettre au dossier dont le destinataire doit s'occuper.

3 – indiquer la date d'acheminement du dossier vers l'usager.

4 – réservée aux initiales de la personne acheminant ou réacheminant le dossier.

5 – réservée à l'inscription de la date de rangement par l'usager, lorsqu'il a fini du dossier – OU à celle de la lettre "T" quand l'usager transmet le dossier à une autre personne.

6 – réservée à l'inscription de la date de rappel, à laquelle l'usager souhaite ravoir le dossier.

7 – réservée aux initiales de l'usager, lorsque le dossier fait l'objet d'un rangement, d'un rappel ou d'une transmission.

8 – réservée au service des archives pour y inscrire la date où le dossier lui est renvoyé et où il est examiné avant d'être rangé.