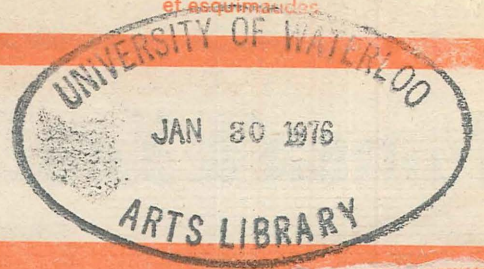


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Indian and Eskimo Affairs Program

Programme des affaires indiennes
et esquimaudes



INDIAN NEWS

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Key Appointments Announced

The Prime Minister has announced the appointment of A. Digby Hunt as Special Government Representative — Comprehensive Claims, in the Department of Indian and Northern Affairs.

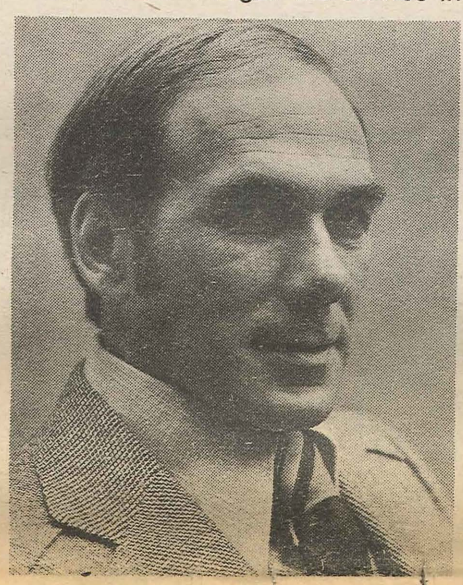
Mr. Hunt's mandate in this new position is to negotiate comprehensive claims in the Yukon and Northwest Territories and in other areas of Canada not covered by treaties. He will report directly to the Minister of Indian and Northern Affairs and consult with representatives of the Territorial Governments.

OTTAWA — The Assistant Commissioner of the Northwest Territories, Ewan M. R. Cotterill, has become Assistant Deputy Minister for northern affairs.

Mr. Cotterill, 37, succeeds A. Digby Hunt who has been appointed Special Government Representative for comprehensive claims.

During his 19 year association with the Canadian Arctic, Mr. Cotterill has lived in every region of the Northwest Territories. He has a good knowledge of the Inuit language.

Mr. Cotterill began his service in



In August, 1973, the Government announced its willingness to deal with comprehensive claims and to negotiate with the native people to reach settlements. The appointment of a highly qualified senior official with a special mandate demonstrates the Government's desire to achieve progress in this field.

The Government has provided native groups with substantial funding to assist them in the research and documentation of their claims in preparation for entering into the negotiation process. The point has now been reached where concrete steps can be taken toward the settlement of major outstanding claims. (see: Hunt, page 3)

the North with the Department of Transport in Frobisher Bay in 1957, following which he was officer in charge of the joint Canada-U.S. meteorological stations at Alert and Resolute. He joined the Department of Northern Affairs and Natural Resources as a Northern Service Officer in 1961 and served in that capacity in the communities of Baker Lake, Coppermine, and Cambridge Bay. In 1966, he was assigned to Ottawa to assist in the program design and implementation of the Northern Rental Housing Program. In 1967, he was appointed Regional Administrator for the Inuvik region.

In 1969, Mr. Cotterill transferred to the Government of the Northwest Territories as director for the Fort Smith region, with responsibility for the southern Mackenzie and central Arctic. In 1971, he established and was appointed director of what is now the Department of Planning and Program Evaluation of the Territorial Government.

He was appointed assistant commissioner of the Northwest Territories in February, 1973, with executive responsibilities for the Departments of Public Works, Local Government, Natural and Cultural Affairs and Public Services as well as for the Territorial Government's offices in the four administrative regions of the Northwest Territories.

Mr. Cotterill is a director of the N.W.T. Branch of the Canadian Mental Health Association, the N.W.T. Housing Corporation, and a trustee for the Canadian Institute for Research in Public Policy.

In his new position, Mr. Cotterill will be responsible for all departmental programs in the Yukon and



Heroism Recognized

WINNIPEG — The choice of Queen Elizabeth among nominees from Britain, Australia, Canada and New Zealand, Abraham Benjamin Starr, 34, from the Pic 50 Heron Bay Indian Reserve, Ontario, today received the Royal Humane Society's gold medal for "the bravest deed of life-saving of the year".

Judd Buchanan, Minister of Indian and Northern Affairs, presented the 1974 Stanhope Gold Medal on behalf of the society, incorporated by Royal Charter, 1774.

The parchment certificate also presented Starr reads "... for having saved two children and attempting to save a third from a burning house at Heron Bay, Marathon, Ontario".

According to the citation, on May 3, 1973, Starr entered the burning house three times under conditions of "an inferno of intense heat and smoke". On his hands and knees he searched for the bedrooms and rescued three-year-old Rachel Fisher and her brother Larry, aged one. A two-months-old baby girl died in the fire which destroyed the house.

Starr suffered burns to his body and his hair was singed.

During the presentation ceremony, the Indian Affairs Minister commended Starr for his "unusual courage, persistence and total disregard for his own life".

The Royal Canadian Humane Society also awarded Starr for his heroism. Earlier this year, in a ceremony at Thunder Bay, he received the association's bronze medal for bravery from Ontario Provincial Police Superintendent R. L. Bender. The Canadian association, founded in 1894, rarely awards gold medals, except where the deed of bravery has cost the hero's life.

A. B. Starr, an Ojibway, is a Parks Canada warden and is currently working at the Georgian Bay Islands National Park, Honey Harbour, Ont.

This is the second time in three years a Canadian has been awarded the Stanhope Gold Medal. The previous recipient was Malcolm Steslet, who defended a girl from an attacking grizzly bear.

the Northwest Territories which are concerned with the management of natural resources including oil, gas, mining, water, surface lands and forests, together with the protection of the northern environment and support of the Territorial Govern-

ments in providing social and other local services. He will also be a member of the Department's Claims Policy Committee.

Born in Toronto, Mr. Cotterill is married to the former Louise Jobin of Ottawa. They have four children.

New Year's Greetings from the Minister

To you
Our best regards
We in the Department wish you all
A bright New Year

Sincerely,
Judd Buchanan

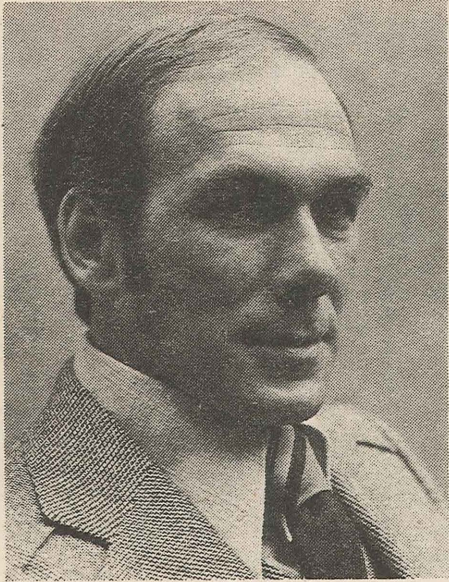
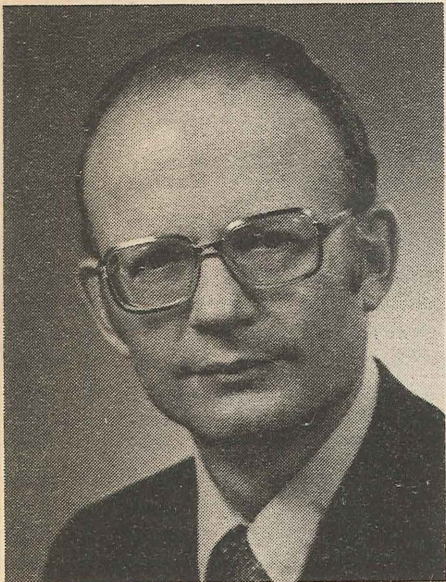
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NOUVELLES INDIENNES



Importantes nominations

Le Premier ministre a annoncé la nomination de M. A. Digby Hunt comme Représentant spécial du Gouvernement en charge des revendications globales des Indiens, au sein du ministère des Affaires indiennes et du Nord.

M. Hunt a pour mandat de négocier les revendications globales des Indiens au Yukon, dans les Territoires du Nord-Ouest et dans d'autres régions du Canada non comprises dans les traités. Il sera rattaché directement au ministère des Affaires indiennes et du Nord et prendra avis auprès des représentants des gouvernements territoriaux.

En août 1973, le Gouvernement avait annoncé qu'il voulait se pencher sur la question des revendications globales et en arriver à un accord avec les autochtones par voie de négociation. La nomination d'un haut fonctionnaire compétent, investi d'un mandat spécial, montre la volonté du Gouvernement de mener à bien cette affaire.

Le Gouvernement a subventionné dans une large mesure les groupes autochtones, pour les aider à faire les recherches nécessaires au sujet de leurs revendications et à se préparer aux négociations. Le moment est venu désormais de poser des gestes concrets, pour en arriver à un règlement des grandes revendications restées en suspens.

Le Gouvernement est prêt à étudier plusieurs modalités de règlement. Il reconnaît que la diversité culturelle des autochtones en cause et les particularités régionales exigeront un règlement différent pour chaque réclamation présentée. C'est pourquoi M. Hunt a reçu un mandat qui lui permettra d'examiner tous les éléments qui pourraient intervenir dans un règlement, notamment les mesures nécessaires pour assurer la participation des autochtones à tous les niveaux de gouvernement dans le Nord: communautaire, municipal et territorial.

M. Digby Hunt est né en Angleterre et y a fait ses études. Après avoir obtenu un diplôme en géologie de l'Université de Londres, il est allé travailler quatre ans en Amérique du Sud comme géologue pour une société pétrolière. Puis, il est venu s'établir au Canada, en 1952.

De 1952 à 1960, M. Hunt a occupé divers postes dans diverses firmes pétrolières de Calgary, no-
(voir: Hunt, page 3)

OTTAWA — Le ministre des Affaires indiennes et du Nord l'honorable Judd Buchanan, a annoncé la nomination de M. Ewan M. R. Cotterill, commissaire adjoint des Territoires du Nord-Ouest, au poste de sous-ministre adjoint responsable du Programme des Affaires du Nord.

M. Cotterill, âgé de 37 ans, prendra la relève de M. A. Digby Hunt, récemment nommé représentant spécial du gouvernement pour les revendications globales des autochtones.

Pendant les dix-neuf années qu'il a passées au service des populations de l'Arctique canadien, M. Cotterill a vécu dans toutes les régions des Territoires du Nord-Ouest. Il a une bonne connaissance de la langue esquimaude.

C'est d'abord pour le compte du ministère des Transports, à Frobisher Bay, en 1957, qu'il travailla dans le Nord. Il fut, par la suite, chargé de la direction des stations météorologiques canado-américaines d'Alert et de Resolute Bay. En 1961, il devint agent du Service septentrional du ministère des Affaires du Nord et des Ressources naturelles et travailla, à ce titre, à Baker Lake, à Coppermine et à Cambridge Bay. En 1966, il fut détaché à Ottawa pour participer à l'élaboration et à la mise en application du Programme de location de logements dans le Nord. En 1967, il fut nommé Administrateur de la région d'Inuvik.

M. Cotterill passa à l'Administration des Territoires du Nord-Ouest en 1969 et devint directeur de la région de Fort Smith. Il était, à ce titre, chargé de la gestion du sud du Mackenzie et de l'Arctique central. En 1971, il fut nommé directeur de ce qu'on appelle aujourd'hui le département de la Planification et de l'Évaluation des programmes de l'Administration territoriale.

En février 1973, il se vit confier le poste de commissaire adjoint des Territoires du Nord-Ouest et devint ainsi chargé d'administrer le département des Travaux publics, de l'Administration locale, des Affaires culturelles, des Richesses naturelles et des Services publics, ainsi que les bureaux des quatre régions administratives des Territoires.

M. Cotterill est, en outre, membre du conseil d'administration de l'Association canadienne de la santé mentale dans les T. du N.-O. et de la Société d'habitation de ces mêmes
(voir: Cotterill, page 3)

Premiers constables spéciaux au Québec

C'est le 18 août dernier qu'était inaugurée officiellement l'école de police de Pointe-Bleue située au Lac St-Jean, dans la réserve indienne des Montagnais de cet endroit. Le programme de formation policière pour les amérindiens offert par cette école a été mis sur pied par l'Institut de police du Québec en collaboration avec le ministère provincial de la Justice, le ministère des Affaires indiennes et du Nord, l'Association des Indiens du Québec et les conseils de bande des réserves; ce programme vise à doter toutes les réserves indiennes et les établissements esquimaux du Québec d'une force policière autochtone dans les limites de leurs territoires.

M. Magny, directeur de l'Institut de police du Québec, s'est dit très heureux de voir la concrétisation de la prise en charge de l'administration de la justice par les Indiens dans leurs territoires: «Il est certainement préférable qu'un policier œuvre dans une localité, dans un territoire où il est familier avec les us et coutumes de la population. Il sera certainement beaucoup plus sympathique et compréhensif, ce qui lui permettra d'exercer sa fonction avec plus d'efficacité. Il en va de même pour l'agent spécial indien qui œuvre dans sa réserve».

Jean-Baptiste Grégoire de la réserve de Schefferville; Dominic Meslokosko de la réserve de Natashquan; Joseph Mollen de la réserve de Mingan; François Ottawa de la réserve de Manouane; Maurasse Paul et Larry Philippe de la réserve de Pointe-Bleue; Réginald Rock et Patrick Thiernish de la réserve de Betsiamites et enfin, Alain Picard et Pierre Duchesneau de la réserve du Village Huron.

M. A. Jardine Neilson, directeur régional pour le Québec du ministère des Affaires indiennes et du Nord, représentait le ministre M. Judd Buchanan, lors de la remise des diplômes; au cours de son allocution, M. Neilson a tenu à féliciter au nom du ministre et en son nom personnel, chacun des nouveaux constables spéciaux pour la façon dont ils se sont comportés tout au long du cours, se pliant à une discipline et à une formation intenses. Selon les dires des moniteurs chargés de leur entraînement, les 12 candidats ont fait preuve, tout au long des 13 semaines, d'un profond désir de réussir et n'ont pas ménagé leurs efforts pour y parvenir.

Sous les ordres du commandant Larry Philippe, la première promotion amérindienne a fait montre de son savoir-faire en exécutant une série



À gauche, M. André Magny, directeur de l'Institut de police du Québec lors de la conférence de nouvelles marquant l'inauguration de l'école de police de Pointe-Bleue. On remarque à sa droite, M. Guy Pelletier, directeur régional adjoint aux affaires communautaires ainsi que M. Claude Philippe, surveillant régional — administration des bandes, tous deux du ministère des Affaires indiennes.

Quant aux candidats policiers, ils se sont dit très heureux de participer au mouvement d'autonomie qui s'est amorcé à l'intérieur des réserves et ils sont très conscients de leurs nouvelles responsabilités.

Après treize semaines de cours intensifs, les 12 candidats policiers de l'École de police de Pointe-Bleue recevaient du ministère provincial de la Justice, un certificat de nomination de constables spéciaux amérindiens. La collation des grades de ces premiers constables spéciaux se déroulait le 3 octobre dernier, à l'Institut de police du Québec, situé à Nicolet, sous la présidence du sous-ministre associé du ministère de la Justice du Québec, M. Paul-A. Benoît.

Ces 12 nouveaux constables amérindiens sont: Albert Clary et Joseph Weizineau de la réserve Obedjiwan;

d'exercices militaires, avant d'être passée en revue par le sous-ministre M. Benoît, le juge en chef de la cour provinciale M. Alamb Gold et les officiers de l'Institut de police du Québec.

De retour à leur réserve respective, les constables spéciaux ont pris immédiatement charge de leur poste. Soulignons qu'à l'intérieur de leur réserve, ils jouissent des mêmes pouvoirs que les policiers municipaux; de plus, ils ont toute autorité pour faire respecter les règlements internes de leur conseil, lesquels sont édictés en vertu de la Loi sur les Indiens.

À la suite du succès remporté par cette première expérience, d'autres sessions de formation sont prévues, les unes pour les autochtones d'expression anglaise, les autres pour ceux d'expression française.

Bonne Année de la part du Ministre

Nos meilleurs vœux à tous. Nous, du Ministère, vous souhaitons une année remplie de bonheur.

Judd Buchanan



Women's Year - Little Impact on Indian Women

by Theresa Nahanee

As International Women's Year came to a close it became increasingly clear that little or nothing had been accomplished to significantly change the lives and life-styles of Indian women. In August a special IWY seminar was held in Ottawa for Indian women from across the country to provide them with the opportunity to discuss "women's issues" and voice their concerns to members of government departments and agencies, but it was a far cry from the usual "women's liberation meeting".

Indian women are not in the forefront of the battle for equality in wages and opportunity with white males on the job market. Nor are they filling the ranks demanding control over their bodies and the right to abortion on demand. The issues affecting Indian women are far more basic.

Indian women are still struggling to gain equality under the law with Indian males on the status issue. The latest developments in this battle will find three women, all non-status, in the Federal Court of Appeals contesting the powers of the Caughnawaga Band Council to enact a by-law evicting them from their homes on that reserve. Such legal issues aside, Indian women are also left trying to make ends meet on low welfare payments or inadequate salaries while their unemployed, under-educated and unskilled husbands shuffle from one low-paying job to the next, perpetuating the poverty cycle in which Indian families have been trapped for generations.

In a country with one of the highest standards of living in the world, Indian women watch their children die at alarming rates; drop out of school at an early age; commit or attempt suicide during their teens; become incarcerated repeatedly and set off into society with little education and no useful skills in today's technological society.

These are the concerns of the Indian women which give a whole new twist to the meaning of International Women's Year. As Carole Lavallée, a Stanford Ph.D. student who attended the special IWY seminar in Ottawa says, "If anyone has to be liberated in the Indian world it has to be the men, before we can even consider getting in on liberation. Basically it is a white women's liberation because of the difference in terms of economics."

Indian women did have representation at the "real" IWY conference held in Mexico City this summer where it was easily recognizable that women's libbers of the West had little or nothing in common with women of the Third World, which includes Indian women. While western women are out to gain equality with their men on the job market and cry for an end to sexist beauty contests, advertisements, etc., Third World women join their men in demanding more equalization of the world's wealth. In the Ottawa seminar, the Indian women came forth with numerous proposals which were presented to various representatives of government departments including Health and Welfare; Secretary of State; Indian and Northern Affairs; Urban Affairs; Justice; Solicitor-General and Manpower.

Education

The Indian women demanded changes in the education system to make it more relevant to the needs of Indian children. The significance of their demands rests primarily on the fact that almost three-quarters of the Indian population is under the age of 16. Although education was once viewed by Canadian Indians as an acculturation or integrative process which would be detrimental to Indian culture, this seems to be changing. Not only is education a great equalizer, but it will also serve to equip Indian people to fight on equal grounds for rights inherent to Indians. Through education even children from the lowest classes and from the poorest of circumstances can, through initiative and hard work, rise to the higher levels of society as doctors, lawyers, engineers, accountants and businessmen.

Realizing the importance of education to the thousands of Indian children across the country and recognizing that these are the Indian leaders of tomorrow, the 100 Indian



Kitty Maracle from B.C. questions the government panel.

women delegates drew up strong recommendations to give natives an even chance in the system. Among the most basic recommendations is a call for an end to discriminatory, sexist and biased remarks about Indians and women in school textbooks. They also called for the introduction of relevant material for native people into the classroom (e.g. history texts) and for representation of native people on local school boards. They have asked all provinces and territories to make provision for adequate native representation on school boards, school committees and advisory committees. The women also called upon the media to recruit more native reporters and other staff to ensure a more positive viewpoint on native news stories.

Status of Native Women

The delegates came forth strongly in favour of continuing the struggle for equality and justice for native women. The women recommended that status and non-status native women be directly involved with government concerning revisions to

the *Indian Act*. They would also like the National Indian Brotherhood to consult them on proposed revisions and "recommend that a cabinet Order-in-Council be passed immediately to prohibit the removal or addition of any (upon marriage) from the Band and General Lists until such time as a new Indian Act has been accepted by the native people of Canada".

The Inuit are not governed or recognized as "Indians" under the *Indian Act* although generally they are accorded the same status in their relationship with the government. The women recommended "that Inuit women be recognized as having the same rights as Inuit men under the Game Ordinance Act".

Employment

The native women took the initiative in demanding that "native preference" be given to any position in federal, provincial and territorial governments dealing with and relating to native people. In the U.S.A. the Bureau of Indian Affairs has been giving preference in hiring to natives

the centres to be planned and operated by native women and envisage such centres providing counselling services to native women and their families; providing family life education, recreational programs and cultural activities. The women would like to establish day care centres for working mothers and training programs for native women. They see these being established in rural and remote areas to provide prevention programs in alcohol and drug abuse; pre-employment counselling and transitional counselling.

Health

The women called for more senior citizen's housing complexes to be built in Indian communities with a rider that old people be involved in the housing decisions. From the government, the women called for more understanding, moral and financial support for old people wishing to live in their own homes.

Recognizing alcoholism as a major problem, the women would like to see natives more involved in (a) authorizing alcohol to be brought into local native communities; (b) preventative programs and (c) treatment services. In particular, the women want to receive funding to set up detoxification centres for women with alcohol-related problems and would like to see local hospitals offer treatment to natives by "making available patient wards for this need". Profits from the sale of alcohol in various provinces and territories should be channelled towards use in providing prevention and treatment programs for natives they said.

Poor dental health facilities for children aged 1-12 were criticized when the women called for the Canadian government to institute programs and provide funding in this area of health care.

Housing

Native women want to be involved in policies, design and construction of housing on Indian reserves as designers, inspectors and builders the seminar learned. Education and training to fill these responsibilities is required in the following areas: (a) maintenance and home repairs; (b) management, architecture, design construction or building; (c) information about housing policies and funding from all three levels of government and (d) fire and safety prevention programs.

To solve the problem of overcrowding prevalent on most reserves, the women asked that "more land be made available to native people to establish new communities".

The women would also like to see more use made of local natural resources "where available e.g., establish sawmills to produce the necessary lumber instead of importing costly lumber". They were also the first national group of Indians to call for construction of apartment houses in rural areas "to prevent vandalism while families are out on the trap-lines".

Justice

Native women drove home the point that funds should be made available (see: *Women's Year*, page 3)

for a number of years. Such a move would be welcomed in this country particularly in reference to jobs at Indian Affairs offices across the country. For years now native leaders have been trying to bring home the point that natives have special problems which only they can resolve.

Canada Manpower Centres came under fire for "not providing adequate service to native people". The women called for that department to "remedy this deplorable situation immediately". To allow Manpower the opportunity to give natives better service the women called for equal consideration of both academic qualifications and living-working experience. They would also like special emphasis to be given "to training and employment of native women in all trades, vocations and professions".

Native Women's Centres

Delegates called upon the government to establish a policy to provide native women's centres across the country. The women would like



Mme Milliea est félicitée par M. Wm. E. Brooks, directeur régional des Affaires indiennes aux Maritimes à Amherst, pour avoir été nommée Femme autochtone de l'année 1975.

Femme autochtone de l'année

BIG COVE, NOUVEAU-BRUNSWICK — Un honneur spécial a été décerné à Mme Mildred Milliea de la réserve indienne de Big Cove. Cette dernière en effet a été choisie Femme autochtone de l'année 1975 parmi huit candidates venues de tout le Canada. Le choix a eu lieu au cours de la deuxième conférence annuelle nationale de l'Association des femmes autochtones du Canada qui s'est déroulée à Ottawa à la fin du mois d'août. Mme Lillian LaBillois du village de Naswaak et Mme Veronica Atwin de Kingsclear, respectivement présidente et vice-présidente de l'Association des femmes autochtones du Nouveau-Brunswick, ont été à l'origine de son choix.

Mme Milliea est âgée de 45 ans et a vécu toute sa vie dans la réserve indienne de Big Cove située dans le comté de Kent près de Rexton. Elle est mariée depuis vingt-sept ans et a douze enfants, six garçons et six filles, dont huit demeurent toujours à la maison.

Elle a dû quitter l'école après la huitième année étant donné que les écoles fédérales ne comportaient que huit années de scolarité. Elle a travaillé comme femme de ménage pendant deux ans avant de se marier. Lorsque des cours pour adultes ont été donnés dans la réserve, elle a réalisé son désir de parfaire son

instruction en suivant des cours de culture générale pour adultes, un cours en sciences domestiques et un cours de premiers soins entrepris afin d'être plus en mesure d'élever ses nombreux enfants.

Au cours des quinze dernières années elle a pris une part active aux travaux du conseil scolaire de sa réserve, non seulement à titre de secrétaire, mais aussi à titre de personne qui prend des décisions. Ce comité tient des réunions mensuelles et envoie à l'Agence indienne à Fredericton des rapports sur les besoins de la réserve de Big Cove, en ce qui concerne l'éducation.

Non seulement elle lit, mais elle écrit aussi en langue micmac. Elle a commencé à enseigner les termes indiens et leur dérivation aux enfants à la maternelle, au jardin d'enfants et dans les classes de première jusqu'à la sixième. Ce programme de langue autochtone a commencé pour elle en 1969 et s'est poursuivi jusqu'en 1972. Au cours de cette période elle a consacré de nombreuses heures à faire des recherches de documentation pour améliorer les cours de chaque classe. Elle dit: « En même temps que j'enseignais aux enfants, j'étais orientée vers la culture indienne et j'ai appris ce qu'était et est encore le caractère unique et important de la langue. Cette expérience m'a changée en tant que personne, car j'ai appris à apprécier divers points de vue auxquels je n'apportais aucune attention auparavant. »

Le programme culturel autochtone a maintenant un calendrier micmac qui a été conçu à la suite d'une suggestion d'un directeur d'école. Mildred a passé beaucoup de temps avec les personnes âgées de la réserve afin d'obtenir leur aide dans sa tâche de conversion des mois au système micmac. Elle affirme que c'est la recherche des noms des animaux qui lui a pris le plus de temps.

Par la suite, elle a été embauchée par l'Union des Indiens du Nouveau-Brunswick pour participer au programme du centre héritage à titre de conseillère pour le programme de langue. Tout ce qu'elle avait étudié, trouvé lors de ses recherches et appris devait maintenant être écrit sur une machine de langue.

Après avoir terminé son travail auprès de l'Union, elle a établi son propre programme d'études à partir

Taxe d'accise sur l'essence

La modification à la Loi sur la taxe d'accise ne prévoit aucune disposition spéciale pour les autochtones. Ils doivent payer la taxe sur l'essence servant à leur usage personnel.

Cette taxe d'accise de 10 cents le gallon, qui est entrée en vigueur le 24 juin dernier, est imposée au niveau de l'essence utilisée dans les moteurs à combustion interne. Elle n'est pas perçue sur le combustible pour moteurs Diesel, sur le carburant d'aviation, ni sur les combustibles de chauffage.

Des demandes de remboursement peuvent cependant être présentées pour l'essence utilisée à des fins commerciales ou d'affaires, par ex., pour la chasse, la pêche, la chasse aux pièges, ainsi que pour les coopératives commerciales.

Les demandes de remboursement pour l'essence utilisée par une bande seront autorisées lorsqu'elles seront présentées par des bandes qui sont dirigées comme des municipalités et qui sont ainsi décrites dans leur charte. Si une bande paie des indemnités milliaires à une personne qui s'occupe des affaires de la bande, la bande peut demander un remboursement, tout comme les municipalités ou les entreprises privées le font.

Le genre de véhicule ou de matériel dans lequel l'essence est utilisée n'est pas un facteur déterminant pour juger s'il peut y avoir une demande de remboursement. Il peut s'agir d'un bateau, d'une moto-neige, d'une tondeuse à gazon, de matériel de construction, de matériel d'hôpital, d'un camion, d'un tracteur, d'un autobus ou de matériel de fabrication. L'utilisation qui est faite de l'essence, soit commerciale ou personnelle, détermine s'il y aura remboursement.

En règle générale, une personne

du matériel didactique de la machine de langue qu'elle avait préparé; elle était désormais en mesure d'enseigner des cours aux adultes, car elle estime que les jeunes couples mariés en ont le plus de besoin pour pouvoir ensuite enseigner à leurs enfants. Les deux premiers cours ont remporté un énorme succès.

Elle prend une part active aux activités du comité des services de santé et a aidé les comités de nettoyage à embellir sa réserve. Malgré toutes ces activités, elle trouve encore le temps de faire partie du comité paroissial et a réussi à recueillir des fonds pour la reconstruction de leur église qui avait été détruite par un incendie.

Ses sentiments au sujet de l'importance de sa culture sont si profonds qu'elle ne peut pas trouver de mots pour les exprimer; le fait qu'elle soit toujours disposée à offrir son temps et ses connaissances sans se faire prier est sans doute la preuve de son intérêt. Elle est très occupée, mais elle reste avant tout une mère de famille et c'est là la raison pourquoi elle a décidé d'enseigner seulement à temps partiel pour le moment.

Les autres candidates au titre de Femme autochtone de l'année qui se sont classées finalistes étaient Edith Josie du Yukon, Mary Fisher de la Saskatchewan, Vi Rivers de la Colombie-Britannique et Ethel Moses de l'Ontario.

ou un organisme qui peut déduire les dépenses d'un véhicule automobile aux fins de l'impôt a droit à des remboursements de la taxe sur l'essence dans la même proportion selon laquelle les frais d'essence sont autorisés comme dépenses lors du calcul de l'impôt sur le revenu.

Les entreprises, les municipalités, les organismes et les coopératives qui paient des indemnités milliaires à leurs employés en voyages d'affaires peuvent demander un remboursement de la taxe sur l'essence utilisée. Dans les cas de ce genre, l'employé n'a pas droit à une remise. Pour simplifier les procédures, une formule (XE8) a été mise au point pour permettre aux employeurs de demander 5/8 de cent par mille voyagé plutôt que de conserver des documents supplémentaires visant le nombre réel de gallons d'essence utilisés.

Les employés qui ne réclament pas d'indemnités milliaires à leurs employeurs comme dépenses peuvent demander eux-mêmes un remboursement de la taxe. Remarque, cependant, que les déplacements pour se rendre au lieu de travail et pour en revenir ne peuvent pas faire l'objet d'une demande en tant que dépenses d'affaires, sauf dans le cas de personnes handicapées qui ne peuvent pas utiliser les services de transport en commun. Toutefois, si un employé voyage entre son domicile et un lieu de travail autre que son bureau habituel, ses déplacements sont considérés comme étant du millage d'affaires.

Les remboursements seront faits lors de la présentation d'une formule de demande. On peut se procurer les formules, les feuilles d'instructions sur la façon de les remplir et des enveloppes-réponses aux bureaux d'impôt, aux bureaux de l'accise, aux bureaux des douanes et aux bureaux de poste.

Les demandes de remboursement de \$200 et plus sont reçues mensuellement depuis le début de septembre. On ne devra pas présenter plus d'une demande par mois. Les demandes de remboursement inférieures à \$200 peuvent être présentées à intervalles de six mois à compter du 31 décembre 1975, et chaque 30 juin et 31 décembre par la suite. Les demandes de remboursement devront être faites dans un délai de deux ans à compter de la date d'achat de l'essence.

Les demandeurs devraient conserver des preuves suffisantes du paiement de la taxe (par ex., des copies des factures donnant le

« Nouvelles indiennes », dans un effort pour accroître la quantité d'articles de langue française, lance une invitation à tous les écrivains et journalistes en herbe indiens intéressés à y participer d'une façon active et positive. Faites-nous parvenir vos articles, qu'ils soient d'intérêt local ou autre, et nous nous ferons un plaisir de publier les plus valables dans « Nouvelles indiennes ». Ces articles devront bien entendu être conformes à la philosophie du journal, qui est de renseigner les Indiens, et autres personnes intéressées à leurs activités, sur les événements touchant les Indiens et leurs communautés.

NOUVELLES INDIENNES

Publié avec l'aide du ministère des Affaires indiennes et du Nord, « Nouvelles indiennes » est un mensuel distribué gratuitement aux Indiens et aux personnes intéressées aux activités des Indiens. Cette publication est préparée par des Indiens et se consacre aux nouvelles fournies par eux, aux articles qui leur sont destinés ou encore qui concernent les Indiens et les communautés autochtones. Les textes qui paraissent dans ce journal peuvent être reproduits en en mentionnant la source. Les opinions émises ne sont pas nécessairement celles du ministère des Affaires indiennes et du Nord. Les lecteurs sont invités à faire valoir leurs points de vue dans nos pages sous forme de lettres à l'éditeur.

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Native Woman of the Year

BIG COVE, NEW BRUNSWICK — Special honour has been bestowed on Mrs. Mildred Milliea of the Big Cove Indian Reserve, selected Native Woman of the Year 1975 out of a field of eight candidates from across Canada. The selection took place during the second annual national conference of the Native Women's Association of Canada held at Ottawa during the latter part of August. Responsible for her nomination were Mrs. Lillian LaBillois of Nashwaak Village and Mrs. Veronica Atwin of Kingsclear who serve as President and Vice President, respectively, of the Association of Native Women in New Brunswick.

Mrs. Milliea is 45 years old and has lived all her life on the Big Cove Indian Reserve situated in Kent County near Rexton. She has been married for 27 years and has 12 children, six boys and six girls, eight of whom are still living at home.

She left school in the 8th grade, since the federal schools only went to grade 8 and worked as a housekeeper for two years prior to her marriage. When adult courses became available on her reserve, her desire for further education was accomplished by taking the adult academic course, a course in home economics, and one in Red Cross to benefit her in the raising of her many children.

She has actively participated with the School Committee on her reserve for the past 15 years, not only as a secretary but as a decision maker. This committee holds monthly meetings and sends reports to the Indian Agency in Fredericton as to the educational needs on her reserve.

She not only reads but writes the Micmac language. In 1969, she started teaching children in nursery school, kindergarten, and grades 1 through 6, Indian words and how they are derived. This Native Language Program continued through 1972, during which time she spent many hours doing research for materials to prepare a better curriculum for each grade. While teaching the children she says that she was orientated into Indianness, and learned how unique and important the language was and is. "This time changed me as a person for I learned to appreciate a lot of views that I did not appreciate before."

The Cultural Native Program now has a Micmac calendar, that came about after a school principal had suggested one. Mildred spent much time with the old people on her reserve getting them to help her revise the months to Micmac; she says that the research on the names of the animals took the longest.

Later she was hired by the Union of New Brunswick Indians to participate in the Heritage Centre Program as an advisor working on the language program. Everything that she had studied, researched and learned now had to be written on a language machine.

After leaving the Union she made up her own curriculum from the language master that she had prepared. She was now ready to teach adult courses for she believes that young married couples need it most so they can teach their children. The

first two courses have been a tremendous success.

She is active on the Health Committee, helping to organize clean-up committees to beautify her reserve. Along with all of these activities she still finds time to serve on the Church Committee, successfully raising funds to rebuild their church after its destruction by fire.

Her feelings concerning the importance of her culture are so deep that she says she cannot find words to express them. Perhaps proof of her concern is her ever willingness to volunteer her time and knowledge. There are great demands on her time, but being a mother always comes first and so she has decided to teach only part time for now.

Other nominees for Native Woman of the Year, who wound up finalists, were Edith Josie of the Yukon, Mary Fisher of Saskatchewan, Vi Rivers of British Columbia and Ethel Moses of Ontario.

Biological Assimilation a Threat

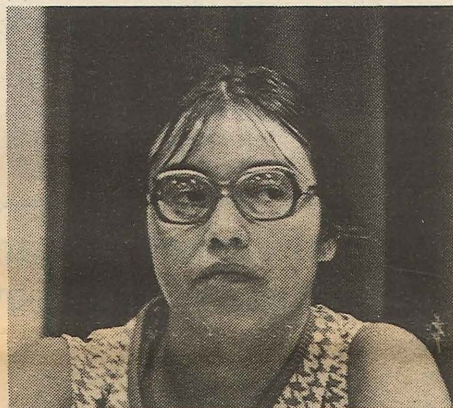


Photo Credit: Ottawa Citizen

Among those attending the Native Women's Conference held in Ottawa in August was a young student who will be one of the first Canadian Indian women to earn a PhD.

Carole Lavallée, from Saskatchewan's Cowessess Reserve, headed back to Stanford University, California in the fall for three more years of studies in anthropology.

Miss Lavallée feels strongly that indigenous peoples everywhere must seek professional representation in fields such as anthropology and education, particularly since these fields have been "handmaidens of cultural imperialism in the past".

"Education has been universally used to replace indigenous cultures by transmitting white middle class cultural traditions", she maintains.

Miss Lavallée also has firm views on intermarriage which she fears will lead to the biological assimilation of Indian people. "While it is recognized that we as individuals cannot order 'cupid' around, we must become more conscientious about maintaining our distinctiveness as Indian people", she says.

"Indian women have a very special role, which I feel is a duty. As a woman has been called the cradle of human civilization, so then is the Indian woman the cradle of Indian civilization."

Concerned that Indian leaders are not paying more attention to the growing rate of intermarriage, Miss Lavallée predicts that Indians could disappear as a distinct race over the

Hunt (continued from page 1)

The Government is prepared to examine a broad range of approaches to claim settlement. It recognizes that because of the particular cultures and traditions of the native peoples involved and because of the unique aspects of each region, each comprehensive claim is likely to require a unique settlement. As a result, Mr. Hunt has been given a mandate to examine all elements that might be involved in settlement, including measures to promote native involvement in the community, municipal and territorial levels of government in the North.

Wide-Ranging Career

Between 1952 and 1960, Mr. Hunt held a number of positions with various petroleum companies in Calgary, including that of chief geologist, exploration manager and petroleum consultant. In 1960 he joined the Department of Indian Affairs and Northern Development as Administrator of Oil and Gas.

Since that time he has held appointments as Chief of the Resource Management Division and Director of the Northern Economic Development Branch. He was made Assistant Deputy Minister (Northern Affairs) in 1969.

Mr. Hunt has been closely associated with the claims policy process. He was a member of the Yukon negotiating team when it was first established, and was the Department of Indian Affairs and Northern Development representative in a series of preliminary discussions and meetings with native leaders over the last two years, under the chairmanship of Dr. Lloyd Barber. During his term as Assistant Deputy Minister, Mr. Hunt has been involved in the funding of native organizations, the formulation of legislation and regulations for the protection of the northern environment, the evolution of territorial government, and the establishment of the Berger Inquiry.

Mr. Hunt is married and has two children.

Women's Year

(continued from page 2)

from various levels of government to train native women as court workers, liaison workers, para-legals, juvenile court judges, lay assessors (to sit with judges), parole officers and to serve on parole boards.

In particular they requested the Department of Justice to come through with their promised program of legal education which has been in the works for over two years. They foresee such a program as an "introduction of laws to children in primary and grade schools, dictionary of legal terms, adult and juvenile seminars with use of media". They also requested funding to carry out a prevention program for young people.

The delegates endorsed the proposal that "native women be appointed to serve on the Federal Human Rights Commission and the Commission on the new Young Offenders Act".

Female native offenders across Canada proportionately far outnumber female white offenders according to the Schmeiser Report. Delegates to the seminar requested that these offenders be allowed to serve time in their home province or territory "if they wish to do so". They also recommended that "native women in prisons be allowed conjugal visiting privileges". On their release from prison, the delegates recommended that female offenders be assisted in rehabilitation in release centres or half-way homes.

R.C.M.P. officers serving in predominantly native communities or in areas where there is a large native population should undergo an orientation course was another recommendation.

To all law enforcement agencies the women strongly recommended that they arrest and prosecute "without further delay" all bootleggers and drug sellers in native communities and reserves. The women accused the law enforcement agencies of knowing who the bootleggers were and failing to arrest them.

Lastly they recommended that "federal legislation provide for adoption of native children by native people and their birthright be protected".

next two to three generations, if the present trend continues. "It is time we Indians started to become pragmatic about our identity", she warns.

Miss Lavallée has no fears that she herself will become assimilated into white society. While she definitely intends to return to Canada after her graduation, she expects that the pursuit of her career will lead to a life in an urban setting rather than a return to her reserve. She does not feel it is necessary to live on a reserve to maintain her cultural heritage and recognizes that clinging to the reserve system can actually be an impediment to liberation for Indians. She also worries that the use of alcohol sometimes becomes a status symbol in a reserve environment.

A graduate in education from the University of Saskatchewan, Miss Lavallée retains a vital interest in Indian education. She believes that integrated schools can succeed — but need improving. However, she is concerned that special career programs designed for Indians will lead to a lowering of professional standards.

Her emphasis on the value of traditional, formal education for Indians is based on the firm belief that Indians can succeed in the same courses of study as whites and should not settle for a second class education. While acknowledging the importance of life experience and cultural education, she feels that professional training is critical to the progress of Indian people.

Although she ran in the 1968 federal election as an independent candidate for Meadow Lake riding, Saskatchewan, Miss Lavallée plans to concentrate on a career as a consultant when she completes her studies, but will remain involved in native issues. While conceding that she is an "Indian nationalist", she is sceptical that militancy will achieve anything constructive for her people. What she does know is that Indian people are struggling for survival and she is determined to make whatever contribution she can.

Modèles uniques de canots de fret



OTTAWA — La firme Abénakis Plastique, une manufacture de canots, propriété des Indiens de la réserve indienne de Bécancour, près de Trois-Rivières (Québec), a mis sur le marché deux modèles uniques de canots de fret capables de transporter de lourdes pièces d'équipement de construction.

En effet, Abénakis Plastique, qui fabrique déjà différents modèles de canots de sport en fibre de verre, a mis au point deux types de canots de fret d'une capacité de chargement de 5,000 et 7,000 livres respectivement. À cause de leur degré de flottabilité élevé et indépendant du chargement, ces deux nouveaux modèles ont reçu les noms de Niska (en langue crise) et Negluk (en langue inuit), mots autochtones qui désignent la bernache du Canada.

Après avoir subi d'innombrables essais dans la baie d'Ungava, sous toutes les conditions possibles de température et de glace, ces embarcations ont été exhibées sur la rivière Outaouais, en arrière des édifices du Parlement fédéral en octobre dernier.

Ces embarcations, qui mesurent 22 et 25 pieds (le Niska est la plus petite des deux) sont des versions modifiées des canots de Réveillon et Frère et Rupert House qui sillonnent les eaux de la baie James et de la baie d'Hudson depuis le début du siècle. Elles ont été conçues pour les grands cours d'eau et les grandes rivières peu profondes en vue du transport de marchandises lourdes telles que le matériel et l'équipement de construction, ou encore pour l'exploitation minière, la pêche commerciale, ou pour servir d'embarcations d'excursion, pour ne nommer que quelques-unes de leurs utilisations.

L'Arctique constitue un nouveau marché intérieur important pour de grandes embarcations commerciales de ce type. Les fabricants croient également qu'il existe des possibilités d'exportation, les modèles en question convenant parfaitement aux grandes rivières qu'on trouve un peu partout dans le monde, particulièrement en Afrique et en Amérique du Sud.

Construits en fibre de verre solide de 5/16 po., les canots d'Abénakis Plastique sont renforcés de nervures en fibre de verre de six pouces de largeur et espacées aussi de six pouces. Les compartiments de flottaison se trouvent dans les nervures et les parois pour des raisons de sécurité et pour éviter les pertes d'espace de chargement qu'occasionne habituellement l'installation des compartiments de flottaison sous les sièges avant et arrière. La ligne de flottaison de ces embarcations sera uniforme, comme c'est le cas pour la baleinière Boston. Elles peuvent être mues par un moteur hors-bord ou un moteur en-bord/hors-bord, ou encore par un moteur à réaction de 10 à 150 HP, et peuvent aussi être équipées d'une cabine amovible.

M. Raymond Bernard est le propriétaire de la firme Abénakis Plastique. Il en est aussi l'âme dirigeante. Né dans la réserve, il travaille dans la fabrication des canots de fibre de verre depuis onze ans. Il construit sur commande, entre 40 et 75 canots par année.

La firme Abénakis Plastique, qui emploie 14 personnes, y compris M. Bernard, existe depuis août 1974. Dès la première année d'exploitation, elle a fabriqué 2,000 canots et sloops. Elle projette, pour 1975-1976, de porter sa production à 4,000 unités afin de satisfaire à la demande sans cesse croissante.

Caractéristiques du Niska et du Negluk:

	Negluk	Niska
Longueur	25'	22'
Largeur	72"	66"
Hauteur à l'avant	46"	36"
Hauteur au centre	36"	30"
Capacité de chargement	7,000	5,000 livres

Cotterill (suite de la page 1)

territoires, ainsi que l'un des administrateurs de l'Institut canadien de recherches sur les questions d'intérêt public.

Dans son rôle de sous-ministre adjoint, M. Cotterill sera chargé, au

Neilson — Directeur régional du Québec

QUÉBEC — M. Judd Buchanan, ministre des Affaires indiennes et du Nord, a annoncé la nomination par la Commission de la Fonction publique, de M. A. Jardine Neilson, au poste de Directeur régional du Québec pour le Programme des Affaires indiennes et esquimaudes. M. Neilson est entré en fonction le 2 juillet.

En qualité de directeur régional, M. Neilson sera chargé de diriger et de coordonner les activités d'un personnel de plus de 800 employés répartis dans tout le Québec. Le mandat général des Affaires indiennes et esquimaudes est de fournir aux 38 bandes indiennes et aux 12 corporations inuit du Québec, des services consultatifs en matière d'éducation, de développement économique et de développement communautaire.

M. Neilson a remplacé M. R. L. Boulanger qui occupait le poste de Directeur régional depuis 1955. M. Boulanger agit maintenant comme Directeur régional associé. Ses fonctions et responsabilités ont trait notamment aux négociations pour le transfert de programmes à des gouvernements locaux et régionaux.

Originaire de Montréal, M. Neilson obtenait, en 1962, un baccalauréat ès-arts de l'université Sir George Williams, et une maîtrise en service social de l'université McGill en 1964. Il est membre de l'Institut d'administration publique du Canada ainsi que de l'Institut fédéral de formation et de perfectionnement.

De 1964 à sa récente nomination, M. Neilson occupa plusieurs postes dont ceux de Directeur de programme à la Saskatchewan Boy's School, de Directeur du traitement de l'alcoolisme pour la région du sud de la Saskatchewan, de Chef du service de perfectionnement des conseillers en main-d'œuvre, ministère de la Main-d'œuvre et de l'Immigration, de Conseiller en perfectionnement de la main-d'œuvre au Bureau de perfectionnement et de la formation de la Commission de la Fonction publique, de Directeur du perfectionnement des cadres supérieurs et du perfectionnement en gestion ainsi que celui de Directeur des études, enfin celui de Directeur de l'administration du personnel à la Commission d'assurance-chômage, à Ottawa.

Yukon et dans les Territoires du Nord-Ouest, des programmes du Ministère qui sont liés à la gestion des ressources naturelles telles que le pétrole, le gaz, les richesses minières, l'eau, les forêts et les terres non immergées. Il lui incombera également de protéger le milieu septentrional et d'accorder son appui aux Administrations territoriales en leur procurant des services sociaux et d'autres services de caractère local. De plus, M. Cotterill sera membre du Comité ministériel des orientations relatives aux revendications.

M. Cotterill est né à Toronto. Il a épousé, il y a quelques années, Mlle Louise Jobin d'Ottawa. M. et Mme Cotterill sont les parents de quatre enfants.

Taxe (suite de la page 2)

nombre de gallons d'essence), la date d'achat, les détails concernant le véhicule ou le matériel dans lequel l'essence a été utilisée ainsi qu'une preuve d'utilisation dans le cours des affaires. Dans le cas d'entreprises qui paient des indemnités milliaires à leurs employés, les preuves seront constituées des comptes de dépenses indiquant le millage et de la preuve que l'employé a été payé. Bien qu'il ne soit pas nécessaire d'envoyer cette documentation avec la formule de demande de remboursement, ces renseignements doivent être conservés et présentés sur demande.

Même si l'impôt sur le revenu et la taxe d'accise sur l'essence sont deux choses distinctes, la remise de la taxe sur l'essence affectera le calcul de l'impôt sur le revenu. Si le coût de l'essence est déduit en tant que dépense lors du calcul de l'impôt, le coût net seulement pourra être réclamé. En d'autres mots, si une personne réclame comme dépense le prix complet payé pour l'essence, y compris le 10 cents par gallon, elle devra ajouter à son revenu déclaré tout remboursement de la taxe sur l'essence qui lui a été fait. Si elle ne déduit que ses dépenses nettes pour l'essence, sans comprendre la remise de la taxe, aucun rajustement du revenu déclaré ne sera nécessaire.

On peut obtenir de plus amples renseignements à ce sujet en s'adressant aux bureaux locaux de l'Accise, dont les numéros de téléphone figurent sur la formule de remboursement, ou en écrivant directement à la Division de la taxe d'accise sur l'essence, B.P. 345, Ottawa (Ontario) K1N 8V3.

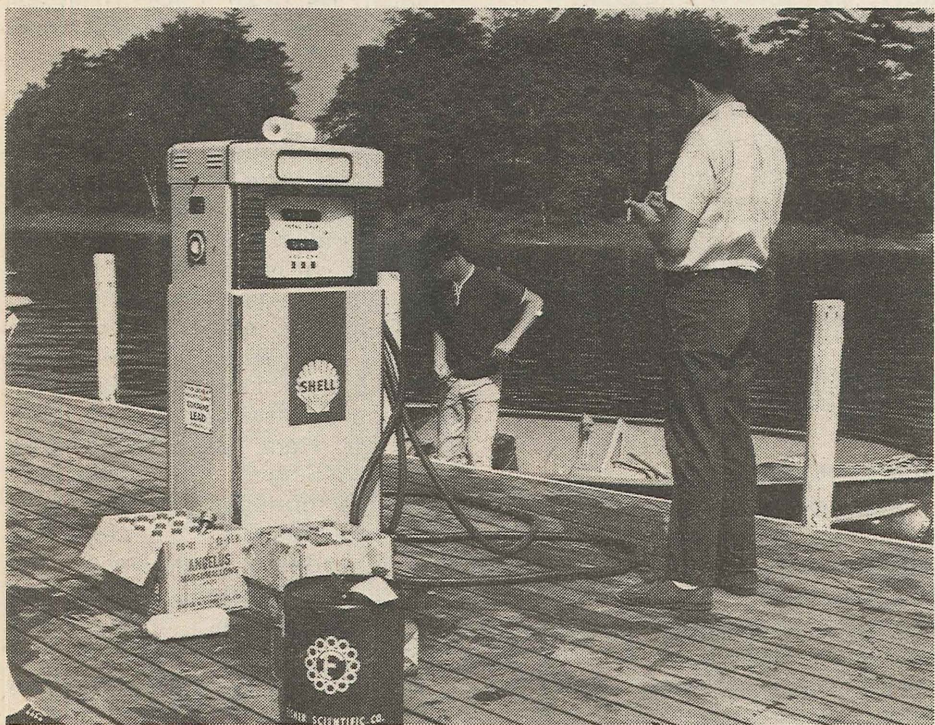
Hunt (suite de la page 1)

tamment ceux de géologue en chef, de directeur de la prospection et de conseiller en matière de pétrole. En 1960 il est entré au ministère des Affaires indiennes et du Nord comme administrateur pour les questions de pétrole et de gaz. Il a exercé ensuite les fonctions de chef de la Division de la gestion des ressources et de directeur de l'expansion économique du Nord, puis il a été nommé sous-ministre adjoint (Affaires du Nord) en 1969.

M. Hunt a été étroitement associé à l'élaboration des lignes de conduite à propos des revendications. Il a été membre de l'équipe de négociation du Yukon dès sa mise sur pied, et a représenté le ministère des Affaires indiennes au cours des deux dernières années, dans une série de discussions et de réunions préliminaires avec les dirigeants autochtones, réunions présidées par M. Lloyd Barber. En qualité de sous-ministre adjoint, M. Hunt a participé à l'élaboration d'un programme de financement des organisations autochtones, à la formulation des lois et des règlements sur la protection de l'environnement nordique, au développement de l'administration territoriale et à l'établissement de l'enquête Berger.

M. Hunt est marié et père de deux enfants.

ECONOMIC DEVELOPMENT



Tax Refunds for Commercial Gasoline Use

A recent amendment to the Excise Tax Act makes no special provisions for native peoples. The excise tax of 10 cents a gallon effective on June 24 is imposed at the manufacturing level on gasoline used in internal combustion engines. It is not levied on diesel fuel, aviation fuel or heating fuels.

Native peoples must pay the tax on personal uses of gasoline. Refund claims may be submitted, however, on gasoline used for commercial or business purposes i.e. hunting, fishing, trapping, as well as for cooperatives formed for business purposes.

Refunds for gasoline used by a band will also be allowed when submitted by bands which are operated as municipalities and so described in their charter. If a band pays a mileage allowance to an individual conducting business for the band, the band may claim a refund, just as municipalities and private businesses do.

The type of vehicle or equipment the gasoline is used in is not the determining factor in judging whether a refund is claimable. It could be a boat, snowmobile, lawnmower, construction equipment, hospital equipment, truck, tractor, bus or manufacturing equipment. The use, whether commercial or personal, to which gasoline is put determines the refund status.

Generally, a person or organization that can deduct vehicle expenses for income tax purposes is entitled to refunds of the tax on gasoline in the same proportion as his gasoline costs are allowed as an expense in calculating income tax.

Businesses, municipalities, agencies and cooperatives that pay employees mileage for business travel may claim a refund of the tax on the gasoline used. In such cases the employee is not entitled to a rebate. To simplify procedures a formula has been devised allowing employers to claim $\frac{5}{8}$ ¢ per mile travelled rather than maintain additional documentation covering the actual gallons of gasoline used.

Employees who do not claim mileage as an expense from their employers may apply for tax refunds themselves. Note, however, that travel to and from place of business is not claimable as a business expense except by the handicapped

who are unable to use public transportation. If an employee is going to and from his home and a work location other than his regular office, he is, however considered to be travelling on business.

How To Get A Refund

Refunds are paid on the submission of claim form XE8. Taxation Offices, Excise Offices, Customs Offices and Post Offices have supplies of forms, instruction sheets for their completion and pre-addressed envelopes.

Claims of \$200. or over are accepted monthly. No more than one claim may be submitted per month. Claims of less than \$200. may be submitted at six-month intervals beginning December 31, 1975, and every June 30, and December 31, thereafter. Applications for refund must be made within two years of the date the gasoline was purchased.

Claimants should retain sufficient records to show the tax was paid (such as copies of invoices showing number of gallons of gasoline), date of purchase, details of the vehicle or equipment in which the gas was used, and proof of use in the course of business. In the case of businesses paying mileage to employees, expense accounts showing mileage and proof of payment to the employee would be supporting evidence. While it is not necessary to send this documentation with the refund claim form, it must be retained and produced on request.

Although the income tax and the gasoline excise tax are quite separate the gas tax rebate will affect the calculation of income tax. If gasoline costs are deducted as an expense in calculating income tax, only the net cost may be claimed. In other words, if a person charges as an expense the full price paid for gasoline, including the 10¢ per gallon, he must add any gasoline tax refunded to him to his declared income. If he charges only his net expense for gas, excluding the tax rebate, no adjustment to declared income is necessary.

Further information may be obtained from any local Excise Office, whose telephone numbers are all listed on the refund form, or by writing directly to the Excise Gasoline Tax Division, P.O. Box 345, Ottawa, Ontario K1N 8V3.

Kehewin Economic Development Program

Chief Joe F. Dion and the Cree Tribal Council of the Kehewin Reserve, with the support of Mr. Robin Dodson, the Assistant Regional Director of Economic Development of the Department of Indian and Northern Affairs have recently initiated an economic development program for the Kehewin Reserve.

The first phase involves the development of the methodology of the economic planning process and Halgard/venture Analysis Ltd. of Edmonton has been retained to execute this phase.

As part of the planning process, the Tribal Administration will define the goals and objectives of the Kehewin Band, establish the priority of the items in the program and select the most efficient methods of implementation.

The economic planning and development process will entail the identification and measurement of all resources available to the band, the design and construction of a functional economic model of the reserve economy, formulation of short and long term plans for goal achievement using the economic model, and finally the execution of the plans necessary to reach the established objectives.

It is anticipated that the initial economic development plans will be formulated by the end of 1975, thereby allowing implementation to commence in early 1976.

The initiative of the Kehewin Tribal Administration has resulted in the selection of this innovative and organized approach to economic planning and development for the purpose of improving the quality of life on the reserve and achieving the highest possible level of economic independence.

In 1972, as a result of federal work opportunity funding, 98 per cent of the reserve's employable adults were working in construction projects, a sawmill, a manufacturing plant and a broadly-based handicraft industry. However, Chief Dion is now convinced that make-work projects simply raise the hopes of his people and that "only profitable businesses will create permanence".

Future development will probably centre in a steel manufacturing operation which fell through originally because the end product was too bulky to transport economically. The new program will also capitalize on Kehewin Cree-ations, the weaving business which is expected to be self-sufficient in a year.

Study of Saskatchewan Urban Indian Needs Funded by Indian Affairs

The Saskatchewan regional office of the Department of Indian Affairs has announced a \$5,000 grant for a project to determine the needs of urban Indians in the province.

Co-ordinator of the project is Peter Dubois of Fort Qu'Appelle, formerly a first vice-president of the Federation of Saskatchewan Indians and director of the Saskatchewan Association of Human Rights.

Mr. Dubois will meet with urban Indian groups in Regina and Saskatoon to arrange conferences in both cities. Although the Department estimates that there are 6,000 Indians living in Regina and about 5,000 in

Saskatoon, one of the project's tasks will be to produce exact population figures.

The main purpose of the project, however, is to pinpoint those services required by urban Indians which are not covered by the Department's present programs or by other agencies, such as friendship centres, currently funded by both federal and provincial governments.

At this point, the Department intends only to identify needs of Indians moving to Saskatchewan cities and is not offering funding for programs suggested or operated by urban Indians.

Winter Fire Hazards

Although Fire Prevention Week for 1975 has passed it is still important that fire prevention activity is carried out every week of the year. Children have been training and doing fire drills in their schools to ensure the evacuation of everyone with a minimum of panic and confusion. Have you a plan for safe evacuation from your home? It's time you sat down with your family and developed a fire escape plan for everyone in the house.

Field reports of fire losses occurring on Indian reserves in 1974 indicated 54 deaths, including 25 children under six years of age. It is disturbing that the rate of deaths by fire of Indians on reserves is nine times the yearly national rate for Canada. In 1974, there were about 150 dwellings involved in fires. Most were destroyed requiring the construction of new homes. Each year, unfortunately, this pattern repeats itself.

All too frequently fires appear to result from a lack of awareness

of potentially hazardous conditions, particularly those associated with equipment and materials. With the coming of winter weather there is a need to ensure that heating and cooking equipment and electrical appliances function properly and that there are adequate clearances for flues, chimneys and stoves from ceilings, walls and floors. Clothing and other materials should never be placed so near to heaters as to smoulder and catch fire.

Malfunction, improper installation and clearances for heating and electrical equipment can be detected by fire prevention inspections. An awareness of potential hazards can be acquired through fire prevention education. Some Indian communities have fire protection, a fire prevention program conducted by a member of the community who has had special training. If your community does not, press your leaders for increased fire prevention activity. Don't delay, it may be your own life you save.



Abenakis freighter canoes, Negluk and Niska, are designed for use on large bodies of water. Made of fibre glass, these craft can carry maximum loads and require minimum maintenance.

Abenakis Plastics Indian-Built Freighter Canoes Demonstrated

OTTAWA — Abenakis Plastics, an Indian-owned canoe manufacturing company on the Becancour Indian Reserve (near Trois-Rivières, Quebec) has come up with two unique freighter canoes, capable of carrying heavy construction equipment.

The company, which produces a variety of fibre glass sporting canoes, has now developed two freighter canoes with capacities of 5,000 and 7,000 pounds. The new designs have been named Niska (Cree) and Negluk (Inuit), native words meaning Canada goose, because of their high, even floatation characteristics whether loaded or unloaded.

Having passed extensive "sea trials" in Ungava Bay, where they operated in all kinds of weather and ice conditions, these large canoes were demonstrated in the Ottawa River behind the Parliament Buildings in October.

The canoes, measuring 22 and 25 feet (the Niska is the smaller), are modified versions of the Reveillon et Frère and Rupert House canoes which have been in service on James Bay and Hudson Bay since the turn of the century. They are designed for use both on large bodies of water and on large, shallow rivers to freight heavy cargo such as construction material and equipment, or for mining exploration, commercial fishing, or as excursion boats to name just a few of their potential uses.

The Arctic is seen as a big, new domestic market for large commercial freighter canoes of this sort. The developers also believe they have export potential, being ideal for use on some of the world's larger rivers, particularly in Africa and South America.

Built of 5/16 inch solid fibre glass, the Abenakis canoes are reinforced with fibre glass ribs, six inches wide, spaced every six inches. Floatation is built into ribs and walls as a safety feature and also to avoid loss of cargo space usually occupied by floatation blocks under seats and at bow and stern. Submerged to the water line these craft will float evenly, similar to a Boston Whaler. They can be pow-

ered by outboard motors, inboard/marine drive, or jet drive in power ratings from 10 to 150 h.p. and can be equipped with removable cabins.

The Niska and Negluk have the following specifications:

	Negluk	Niska
Length	25'	22'
Width	72"	66"
Front Depth	46"	36"
Centre Depth	36"	30"
Carrying Capacity	7,000	5,000 lbs.

Raymond Bernard is the owner — and the driving force — of Abenakis Plastics. Born on the Abenakis Reserve, he has been in the fibre glass canoe business for the past 11 years, principally on a custom order basis, manufacturing about 40 to 75 canoes a year.

Abenakis Plastics, with 14 employees including Mr. Bernard, has been in operation since August, 1974. In its first year of operation, it produced 2,000 canoes and sloops. Plans for 1975-76 are to step-up production to 4,000 units to meet increasing demands.

Open for Business

Some of the major stores at The Pas Indian Band's new Otineka shopping centre finally opened for business in December and an official opening of the entire complex will be held this spring.

Indians at The Pas have been caught in the middle of a labour dispute that cost them thousands of dollars weekly by delaying the opening of their \$6-million shopping complex.

Construction work on the 190,000 square foot complex, located on the reserve near the town of The Pas, was delayed by a sheet metal workers' strike that began last spring. The workers were responsible for all air conditioning and heating pipe installation at the complex.

Open now are the 40,000 square foot Canadian Metropolitan Stores Ltd. department store and 20,000 square foot IGA food supermarket franchise operated by The Pas Indian

First Quebec Special Constables

NICOLET, P.Q. — After 13 weeks of intensive training, the first 12 native graduates of Pointe-Bleue's police academy have received from the provincial Minister of Justice certificates naming them Indian special constables. The graduation ceremony was held on October 3 at the Quebec Police Institute in Nicolet. The Assistant Deputy Minister of Justice of Quebec, Paul-A. Benoit, presided.

During the week before the ceremony, representatives of band councils attended an information session at the Police Institute to inform them of the nature of the new constables' work.

The police training course for Indians was launched by the Quebec Police Institute in collaboration with the provincial Ministry of Justice, the Department of Indian and Northern Affairs, the Indians of Quebec Association and the band councils from the reserves. The aim of the program is to train a native police force to operate within the territory of every Indian reserve and Inuit settlement in Quebec.

The newly-appointed Indian constables are Albert Clary and Joseph Weizeneau from the Obedjiwan reserve; Jean-Baptiste Grégoire from the reserve of Schefferville; Dominic Meslokosko from Natashquan; Joseph Mollen from Mangan; François Ottawa from the Manouan reserve;

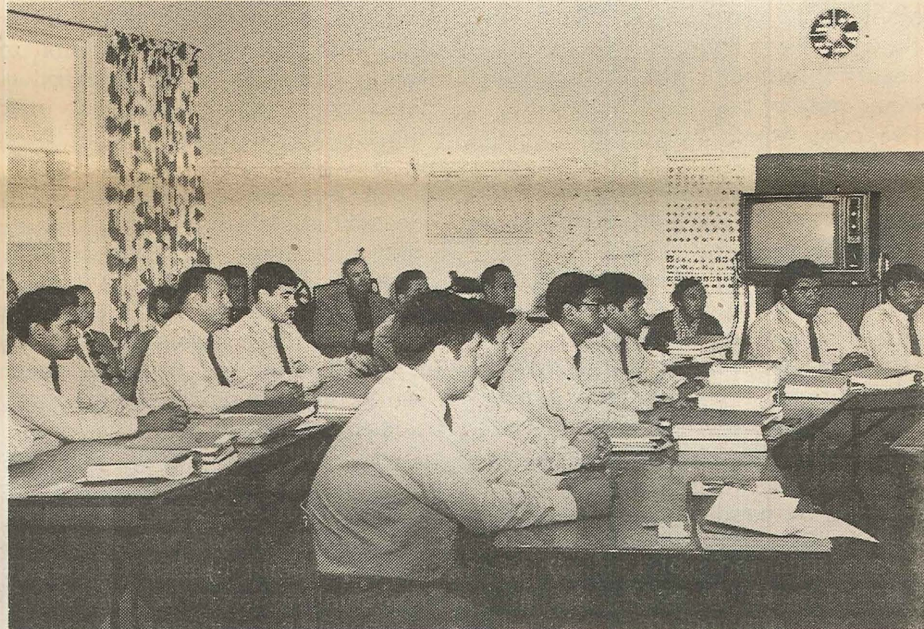
Maurase Paul and Larry Philippe from Pointe-Bleue; Reginald Rock and Patrick Thiernish from Betsiamites and Alain Picard and Pierre Duchesneau from Huron Village.

A. Jardine Neilson, regional director in Quebec for the Department of Indian and Northern Affairs, represented Minister Judd Buchanan at the graduation ceremony. Mr. Neilson congratulated the candidates on their perseverance through the 13 weeks of discipline and intensive training. Instructors reported unsparing efforts and a strong will to succeed on the part of each of their students.

Under the orders of Commander Larry Philippe, the first Indian lawmen demonstrated their parade-ground expertise before they were inspected by Deputy Minister Benoit, the chief judge of the provincial court, Alamb Gold, and the officers of the Quebec Police Institute.

Back on their reserves, the special constables reported for duty immediately. They have the same powers as the municipal police within the boundaries of the reserves; in addition, they are empowered to enforce the internal edicts of the band councils.

Following the success of this first effort, further training sessions are planned for English as well as French-speaking Indian candidates.



Quebec's first Indian special constables in the classroom at Pointe-Bleue.

Band. A Bank of Nova Scotia branch, and sporting goods, carpeting, handcraft, dry cleaning and laundromat establishments are to follow soon.

A food kiosk, drug store and a self-serve gas station will also be in operation.

"It's hurting us right now because we're paying a high interest rate on the money we borrowed, while at the same time we're not collecting rents from tenants that could have moved in by now", says Garth Crockett, president of Otineka Development Corporation which owns and manages the project.

Mr. Crockett explained that the corporation was in a "hopeless position" in the dispute. It couldn't offend strikers and risk further construction delays, yet it couldn't ignore pressure from prospective tenants eager to move into the centre and prepare stock for the Christmas season.

In the meantime, Charles G. Constant has been elected new Chief

of The Pas Band, succeeding Gordon Lathlin who retired because of poor health after eight productive years of service.

When Chief Lathlin took office in 1968, the band budget was \$13,000 a year and almost all the administration was in the hands of federal Indian Affairs department officials. Now, the budget is more than \$700,000 and the band council is responsible for housing, welfare, local government and a number of enterprises which it has initiated, including the shopping centre, a gravel supply business, a senior citizens' home and a trailer court.

The new Chief, a federal civil servant and former band welfare administrator, thinks consideration should be given to having schools on the reserve. At present, students must travel to school in town. Greater participation of the band residents in provincial programs, such as child-welfare and police services, will also be explored, he said.

Dear Editor



Source of Inspiration

Dear Editor:

I am a young man of 25, born in British Columbia, Canada, and at present living in 100 Mile House, B.C.

While I was growing up I had the opportunity of living in many of the smaller towns of this province. This being the case, I met many different people whom I later realized had a great influence on my life. Some of them were Indian, and it is in appreciation of what they offer that I am writing this letter. Their expression of gentle nobility and integrity in living was a source of inspiration to me in my early years. It became clear to me that such qualities of true character rightly should have the highest value in the world.

Could it be because man (male and female) has ignored these qualities that he finds himself with the problems he has today? All of which seems to be a reflection of his own inner state of conflict. Nature on the other hand, provides an interesting contrast. Here there is evidence of a beautiful harmony, a reflection of an inner state of peace and oneness.

I've considered these things in my heart and I feel that it is up to each of us to provide the necessary ingredients that would cause the same reflection of harmony and beauty in our own world. These ingredients relate to such qualities of character as patience, honesty, kindness, humility, courage, wisdom, and integrity. When these are expressed consistently in our individual lives, here is a real basis for change on a world-wide scale!

I would be happy to hear from any of your readers on this question.

Yours sincerely,
Marvin Schmunk
Box 9
100 Mile House
B.C.
V0K 2E0

Native Pen Pals Wanted

Iuan J. Johnny
Matsqui Institution
Box 2500
Abbotsford, B.C.
(Chileatin Indian)

Silvia Kalisch
1806 Wusterwitz
Wusterwitz Strasse Nr. 24
Kreis Brandenburg
Germany
(would like Indian age 14 to 17)

Angela Shepherd
Box 602
Carlyle, Saskatchewan
S0C 0R0
(interested in swimming, bicycling, hiking, sewing, would like Cree age 14-16)

Guddi Azmat
2A Tufail Road
Cantt
Lahore
Pakistan

Debbie Gourley
20 Palacky Street
Scarborough, Ontario
M1G 1E6

B.C. Native Legal Line Call Collect: 688-1421

Advice and referral available — civil, family and criminal problems (e.g. consumer, landlord, tenant, juvenile offences, divorce, support, auto accidents, debts, arrests, other problems.)

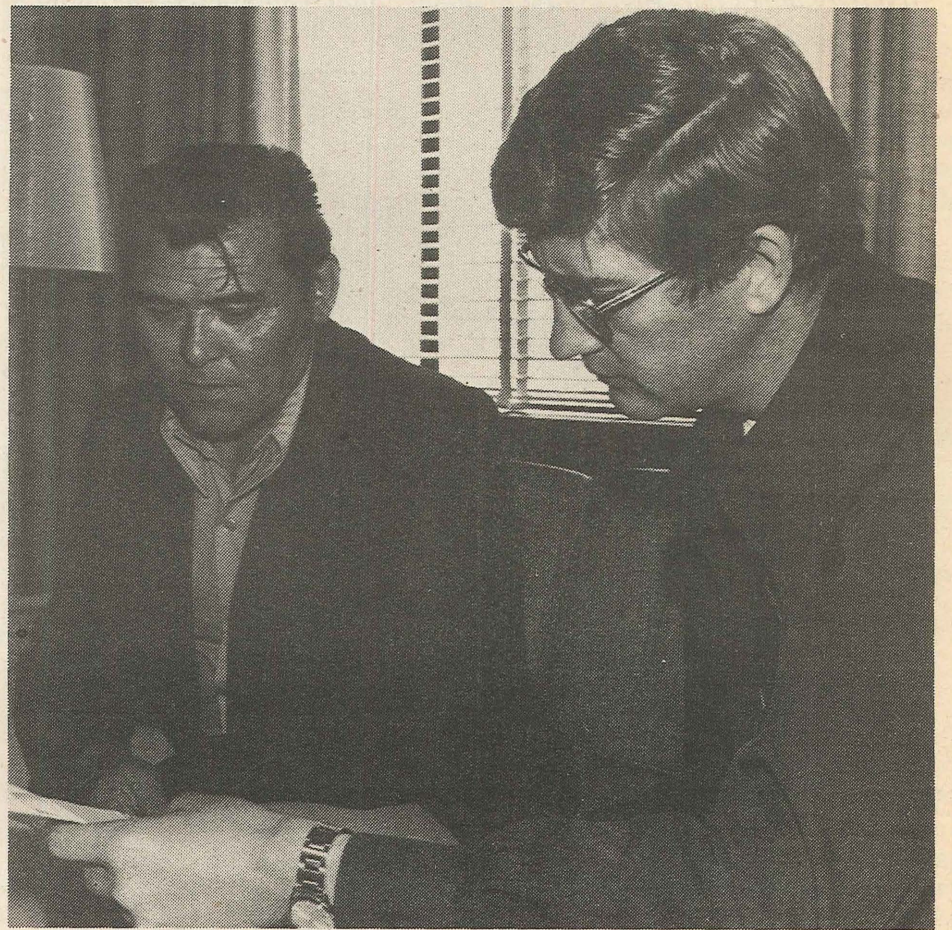
Make It Safely through Winter

Winter is a time when every driver must make some adjustments to driving habits in order to survive. The biggest single adjustment is probably to decrease speed — to not only anticipate stops, but to be able to stop when the need arises. Another adjustment we must all make, is to allow time each morning (if the car is parked outside) to clean frost and snow from ALL windows to ensure good visibility. A six by four inch patch on a rear window, cleared of snow or ice is worse than useless.

Equip your car for Old Man Winter

Brakes — must be faultless and equalized so there is no pulling to one side with resulting skidding.

Exhaust System — the muffler and tail pipe system should be checked for leaks to prevent deadly carbon monoxide gas poisoning in especially dangerous cold-weather driving when the windows are closed.



Labrador Inuit Researching Land Claims

OTTAWA — An agreement signed September 15 gives the Inuit of Labrador a go-ahead to begin work on a research project which will form the basis for a proposed settlement of land claims.

William Edmunds, president of the Labrador Inuit Association, and Indian and Northern Affairs Minister

Judd Buchanan, signed the agreement under which the Inuit organization receives a contribution of \$100,000 to finance the research and legal work.

Under the terms of the agreement which runs until the end of next June, the L.I.A. will employ experts and Inuit staff to provide "factual information leading to the preparation of a statement of claim sufficient to determine whether there is a basis for negotiation".

An estimated 1,800 Inuit in Labrador will be involved in any settlement of land claims.

Under the agreement, the Newfoundland and federal governments will participate in negotiations from the outset, through the establishment of a special liaison committee.

The Inuit of Labrador are anxious to start work on a settlement before there are any large-scale oil or natural gas developments off the coast of Labrador, currently the scene of considerable exploration activity. With financial aid from the federal Secretary of State's department and the Newfoundland government, Mr. Edmunds led a 12-member delegation on a visit to the Shetland Islands, to learn about the impact of oil development in the North Sea.

Tires — snow tires increase traction in soft snow.

Windshield Wipers — should be checked for proper tension and anti-freeze added to the washers.

Heaters and Defrosters — should be checked to see they are operational.

Battery — battery power declines in cold weather. Have your battery checked and replaced if necessary.

Extra Equipment — motorists should be equipped with a brush to wipe off snow, a windshield scraper to remove ice, tire chains for when the going gets heavy, a battery booster cable, rocksalt, sand or ashes, a couple of pieces of carpeting, some kind of shovel and a flashlight.

Indian Publications

Curriculum Development: Native Languages, Native Studies: This booklet gives descriptions of the wide range of curriculum enrichment projects being implemented in schools attended by Indian and Inuit children across Canada. Also included is a list of resource materials for teachers involved in native studies programs. Available in English or French.

Post School Highlights: Regional Continuing Education Programs: This booklet provides a summary of the major innovative programs for adult Indian education in which the Department was involved between 1972 and 1974. Booklet is bilingual.

About Indians: Bibliography of over 1500 titles of books by or about the native peoples of North America. Bilingual. (See article in this issue for further details.)

Joint Ventures: This annual review describes the various Indian economic endeavours which have benefited from the Indian Economic Development Fund in 1974-75. The booklet also discusses policies being developed to keep the Fund responsive to changing Indian needs. Bilingual.

Dialogue, Vol. 2, No. 4: National Native Alcohol Abuse Program: This issue of the Department's monthly publication describes details of how native groups can apply for funding for preventive and rehabilitative projects. Bilingual.

Films for Bands

The Indian-Eskimo Economic Development Branch has prepared several new films outlining various business enterprises. These films are available through the Regional Offices of the Department.

Molson Lake: A short film about a popular tourist fishing camp in northern Manitoba.

Kamloops: The successful Kanata Hay and Cattle Company in British Columbia.

Abenaki Motor Inn: A 15 minute film on the recently opened motel built and owned by members of the Millbrook Reserve in Nova Scotia.

Nehiyow: A 26 minute film about Saskatchewan arts and crafts history and activities.

INDIAN NEWS

The Indian News is published with the assistance of the Department of Indian and Northern Affairs for free distribution to Indians and others interested in Indian activities. This monthly publication, edited by Indians, is devoted to news of, for and about Indians and Indian communities. Articles may be reproduced but credit would be appreciated. Opinions contained in these pages are not necessarily those of the Department. Free expression of viewpoint is invited.

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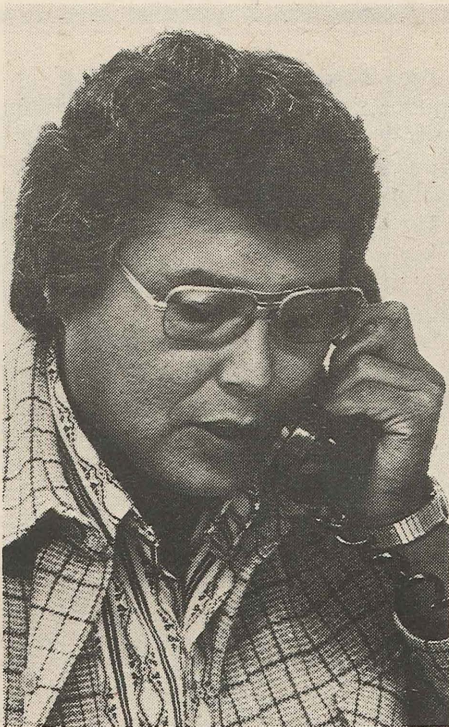
Manpower Consultant for Maritimes Natives

HALIFAX, N.S. — A 37-year old Wolfville resident and member of the Annapolis Valley Band, James R. Smith has been appointed a Special Programs Consultant (Native People) for the Department of Manpower and Immigration in the Atlantic Provinces.

The announcement was made by William C. Stewart, Director General, Manpower and Immigration, Atlantic Region.

In his new position, Mr. Smith will be participating in the formulation, development, and evaluation of special programs to encourage the integration of native people into the work force. At the same time, he will be providing information to native groups on the existence, and usage of Manpower and Immigration programs and services. Mr. Smith will be working in conjunction with all native organizations in the Atlantic region including Newfoundland and Labrador. The Native Women's Association, The MicMac Friendship Center, The Canadian Association in Support of the Native Peoples, and the native Outreach worker.

Mr. Smith was born in Cambridge, and raised in Hantsport. He attended St. Joseph's University in New Brunswick, and St. Francis Xavier University in Antigonish, where he received a diploma as a social and employment counsellor. Mr. Smith also attended Industrial Technical School in Boston, Massachusetts.



For the last two years, he has worked as a social counsellor at the Bear River, Wildcat and Annapolis Valley Reserves. From 1966 to 1973, Mr. Smith was employed as a designer of jet engines for General Electric Company of Lynn, Massachusetts.

Mr. Smith is married to the former Nikki Poindexter of Orlando, Florida.

Both Mr. Smith and his wife are on the Board of Directors of the MicMac Friendship Center in Halifax.

Construction and Maintenance Specialist Hired for Maritimes Regional Office

AMHERST, N.S. — Glen H. Niles has joined the staff of the Indian and Eskimo Affairs Maritimes Regional Office in Amherst as the new Head of Construction and Maintenance.

Bringing with him a wealth of experience in the construction industry, Mr. Niles will be responsible for planning, organizing and controlling activities of the Regional Construction and Maintenance Section which manages a \$4 million annual construction program. The Section also manages a major program of preventive and operating maintenance and helps develop and implement fire and construction safety techniques on all reserves in the region.

Mr. Niles will also act as a specialist advisor and consultant on construction, maintenance and fire prevention to associates in the Planning and Design Section, to program managers in Community Affairs, Economic Development and Indian Education, to Indian Band Councils and to Construction Supervisors and Maintenance Craftsmen attached to the Department's district offices in Halifax and Fredericton.

A native of Saint John, New Brunswick, where he received his early schooling, Mr. Niles earned a Bachelor of Science Degree in Civil Engineering from the University of New Brunswick in 1950.

A veteran of the Second World War with service in Northwestern Europe, his considerable experience includes service with the Geodetic Levelling Division of the Department of Mines and Resources in Newfoundland; the federal Forest Products Laboratory in Ottawa and the

Northwest Territories; as Park Engineer at Fundy National Park in New Brunswick; in airport construction with the Department of Transport at Moncton, New Brunswick and Gander, Newfoundland; as Engineer-in-charge of the Satellite Communications Station at Mill Village, Nova Scotia; as Area Engineer for D.O.T. Air Services Branch at Gander, responsible for airport construction throughout Newfoundland; and as District Engineer for the Department of Transport's Marine Services Branch at St. John's, Newfoundland. Mr. Niles' last major position was as Area Engineer for Parks Canada at St. John's, Newfoundland, and at Halifax.

Mr. Niles is married to the former Doris Mowat of Chipman, New Brunswick, and they have three children — all residents of St. John's, Newfoundland.

New Oromocto Council Installed

OROMOCTO, N.B. — Ben Paul was recently re-elected to his second consecutive two year term as Band Chief of the 130 member Oromocto Reserve and John Sacobie to his second term as Councillor along with Jim Sark who was elected to his first term as Councillor. Mr. Sacobie had served as Band Chief for seven consecutive terms, ending in August, 1971.

A member of the Woodstock Band, Mr. Paul also provides services as Local Government Adviser to the Kingsclear and Saint Mary's Indian Band Councils.

Counsellor Hired for Native University Students

FREDERICTON, N.B. — A stroke of good fortune has befallen the 65 plus Indian students enrolled this year in the Universities of New Brunswick and Saint Thomas at Fredericton with the hiring of a young and talented counsellor, 31-year-old Tom Battiste.

Recruited under an arrangement funded by a contractual agreement between the University of New Brunswick and the Department of Indian and Northern Affairs, Mr. Battiste will provide special counselling to those native students who encounter difficulties in adjusting to the complexities of the university regimen and the hustle and bustle of city life.

This service has evolved out of deliberations of a committee made up of Indian students, Indian Affairs officials, the Union of New Brunswick Indians and others who have been getting together since the latter part of 1974 to try to find solutions to the problems of native students. The committee concentrated on ways and means of providing meaningful counselling to native students so that they will get the most out of their experience in university and thereby reduce and hopefully eliminate the very high drop-out rate.

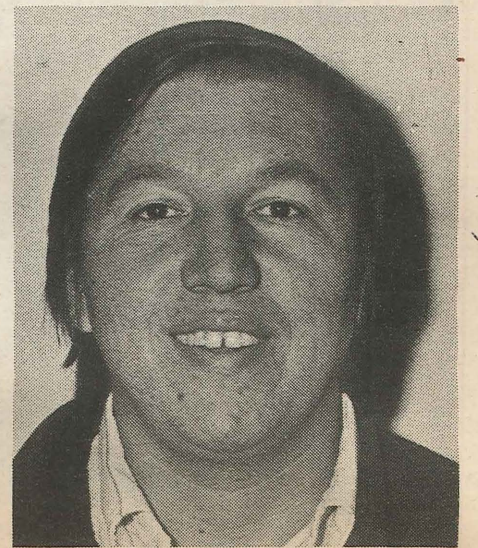
A Micmac Indian who hails originally from Antigonish, Nova Scotia, Tom Battiste moved with his parents to the United States at an early age. Following his graduation in 1970 from Ricker College in Houlton, Maine with a bachelor of arts de-

gree, he worked for four years in community development with the Indian population of Aroostook County as an employee of the Maine Department of Indian Affairs.

Returning to school to further his education, he graduated earlier this year with a master's degree in educational administration from Harvard University at Cambridge, Massachusetts.

Tom is married and his wife Susan, from Burlington, Massachusetts, is a social worker who specializes in the foster care of children.

After an absence of some 28 years in the United States, John and Annie Battiste, Tom's parents, also moved back to Canada in 1974 to take up residence on the Chapel Island Indian Reserve near the village of St. Peter's in Cape Breton, Nova Scotia.



Alcoholism Consultant for Atlantic Region

HALIFAX, N.S. — Lawrence F. Paul, 50, from the Membertou Indian Reserve at Sydney, Nova Scotia, has been appointed to work in an advisory capacity on the extent and effects of native alcoholism. Employed as a regional alcoholism consultant by Health and Welfare Canada, Medical Services Branch, Mr. Paul will work out of the Department's Atlantic Regional Headquarters in Halifax and his area of consultation will include the Indian people of New Brunswick, Nova Scotia, Prince Edward Island, Newfoundland and Labrador.

In addition to maintaining a constant dialogue with the Regional Advisory Board on Native Alcohol Abuse which includes representation

from Health and Welfare Canada and the Department of Indian and Northern Affairs, Mr. Paul will be available for advising Indian Band Councils and the organizations they support, such as the Union of New Brunswick Indians and the Union of Nova Scotia Indians.

Mr. Paul first became involved with alcohol and drug education in 1963 in the Sydney area. From May, 1971 until this July he was Director of an Alcohol and Drug Education Program under the auspices of the Union of Nova Scotia Indians.

His extensive knowledge in the field is backed up by a number of courses taken at the Addiction Research Foundation in Toronto, Lakehead University at Thunder Bay, Ontario, Ottawa's Carleton University, the School of Alcoholism at Rutgers University in New Jersey, the University of Utah, Salt Lake City and the John Hopkins Mental Health Centre at Baltimore, Maryland.

Lawrence and his wife Ethel maintain their home on the Membertou Reserve. Of their eight children, three are still at home. Anna, 15, and Adrian Michael, 14, are grade 9 students in Sydney and Eileen who is 12 is in grade 7.

Those interested in alcohol-related problems experienced by native people are welcomed to get in touch with Mr. Paul, and he extends a special invitation to native people themselves. His office is situated in the Ralston Building at 1557 Hollis Street in Halifax and the telephone number is (902) 426-3684.



EDUCATION

Tobique Mah-Sos School Opened

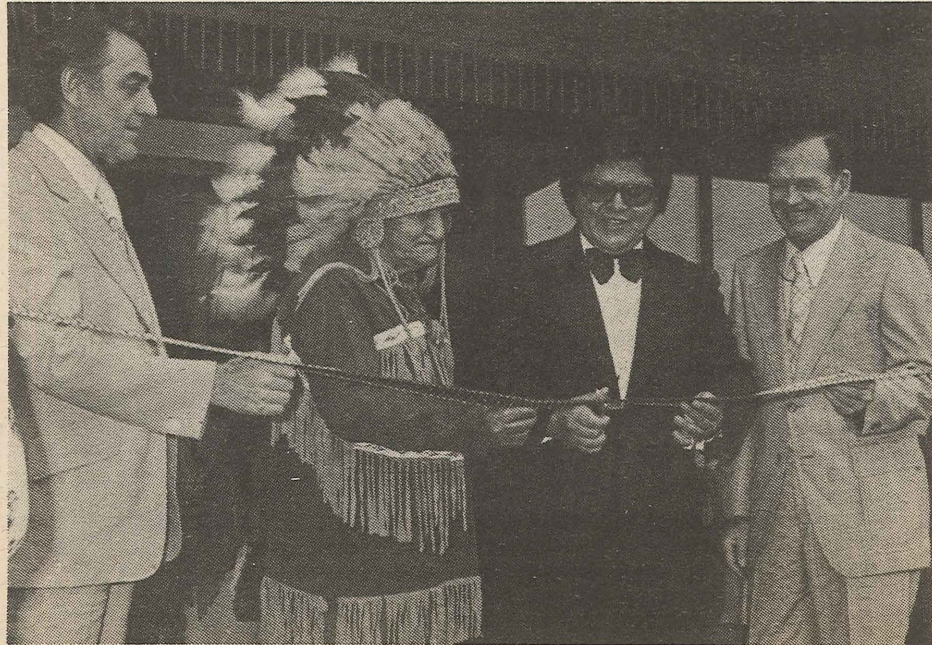
TOBIQUE, N.B. — The official opening of the sparkling new Mah-Sos School, built at a cost of some \$1.3 million on the Tobique Reserve near Perth-Andover, New Brunswick, took place before a host of Indian and other dignitaries on November 8.

During the opening ceremonies, Chief Dennis Nicholas said the school was a "dream come true for many people who had worked hard over years to have a community school built emphasizing the Indian culture".

Several classrooms, a kindergarten and a library/resources centre have been arranged around the circular portion with an auditorium/gymnasium contained in the 'stem' portion.

The school is expected to be used for adult education programs as well as for children and to become a centre for recreation and community activities.

Chief Nicholas was joined in the ribbon-cutting ceremony by Fredericton architect William J. Lake who developed the school's unique de-



Left to right — Indian Affairs District Manager David Gourley, Fredericton; Gabriel Francis, First World War veteran from the Reserve; Tobique Band Chief Dennis Nicholas; and Fredericton architect William Lake.

Representing the Minister of Indian and Northern Affairs, who was unable to be present due to other commitments, was William E. Brooks, Maritimes Regional Director of Indian and Eskimo Affairs, Amherst. Treasury Board Chairman J. Stewart Brooks attended the ceremony representing the provincial government.

The name of the new school, 'Mah-Sos', is the Malicite word for fiddlehead, a native edible plant highly prized by the Indian people who hold a festival in its honour each year. The school building has been designed in the shape of a fiddlehead with a circular, bulbous-shaped top on a short, squat stem.

Language Breakthrough at Big Trout Lake

by D. Edwards

Twenty-four representatives from Indian settlements north of the CNR line in Ontario flew in to Big Trout Lake recently to take part in what can only be described as a major educational step. As a result of the event, a Workshop on Syllabics, Indian children in northern Ontario will soon be able to read educational material in their own language or dialect.

The workshop was planned in response to requests from native people in northern Ontario for Native Language Programs in their schools. Although children are being taught to speak, read and write in their own language and dialect, the language programs are hamstrung by the lack of printed educational material which is a cornerstone of most traditional systems of education.

sign, Indian Affairs District Manager David Gourley, and Gabriel Francis, a First World War veteran from the Reserve.

At the banquet following the opening, the fiddlehead was featured on the menu along with generous quantities of delicious Indian-style corn soup, moose, deer and salmon.

Other Indian Affairs officials in attendance were Charles Gorman, Assistant Regional Director (Education), Amherst, Ronald Penner, District Superintendent of Indian Education, Fredericton, and the Associate Director of the Department's Education Branch in Ottawa, Donald W. Simpson.

Mary Mitchell, Native Language Co-Ordinator with the Ontario Region, Department of Indian and Northern Affairs, explains how the workshop was conceived and conducted.

"In the planning stages of the workshop, goals were determined by the workshop staff people who talked to the various bands in search of guidelines," she explains.

"The staff core consisted of John Nichols, a Linguist with the University of Wisconsin; Marguerite MacKenzie, a Linguist with the University of Quebec; Charles Fiero, a Bible Translator from Cass Lake, Minnesota; Henry Hostetler, Red Lake; Pat Ningewance, Sandy Lake and Department of Indian and Northern Affairs representatives consisting of myself and Ifka Filipovich of Sioux Lookout," says Ms. Mitchell.

The objectives set for the work-

shop were to define the native languages and major dialects in northern Ontario; to analyze the peculiarities of the language and dialect of each of the representatives to help find a common denominator for each language area and finally but perhaps most important of all, to produce a number of children's books for each language area.

"We sent out invitations to each Indian settlement north of the CNR line in Ontario with a federal school asking them to send a representative to the seminar. The response was overwhelming and enthusiastic," recalls Ms. Mitchell.

The people of Big Trout Lake gave the representatives a warm welcome and billeted them in their homes.

The representatives were also asked to bring ideas for children's books, as well as their thoughts on the other objectives of the workshop.

The administrative details of running the show were handled by the Big Trout Lake Band. Staff members acted as consultants at the event, giving assistance when required. They also gathered information on languages for each representative and assisted in grading ideas for books aimed at native children of all ages.

Four Language Zones Defined

"The most important result of the workshop is that we succeeded in defining four zones of language and dialect. This allows us to now prepare printed material which will be fully understood by each band within that language zone. The representatives from each zone are also in the process of preparing material for the line of children's books," she reports.

One language zone consists of North Spirit Lake, represented by Allan Rae; Deer Lake, represented by McGill Meekis; Sandy Lake, with representative Jakan Linklater attending the workshop.

The second zone consists of Fort Albany, represented by Xavier Bird; Attawapiskat, represented by Elizabeth Wesley; Winisk, represented by Peter Bird; Kashechewan, represented by Mary Solomon and Fort Severn, represented by Rhoda Albany.

The third language zone consists of Lac Seul, with Pat Ningewance the representative; Cat Lake, with Archie Ompash the representative; Pikamgikum, with Sarah Quill the representative; Fort Hope, with John Yesno attending for the band; Webequie, with Bella Mekanak the representative; and Landsdowne House, with Jennie Wabasse attending for the band.

The last language zone consists of Big Trout Lake, with Mary Mc-Koop and Elizabeth McKay the representatives; Kingfisher, with Rev. William Winter the representative; Bearskin with Georgina Fox attending for the band; Round Lake, with Amos Keeash the representative; Muskrat Dam, with Jeremiah Duncan attending for the band; Angling Lake, with Tommy Anderson the representative; Wunnumin, with John George Martin attending for the band; Kasabonika, with John George Anderson the representative; and Sachigo, with Abel Tait attending for the band.

An Education First in Alberta

Administrative responsibility for the education of 1,600 Lesser Slave Lake District natives is now in the hands of an Indian Regional Council, headed by Sawridge Chief, Walter Twinn. Under an agreement implemented in September, the Department of Indian and Northern Affairs has transferred all educational functions to the council except for the transportation of students and payment of tuition.

To replace the Indian Affairs educational staff who have left Slave Lake, the council has hired Social Education Counsellors to take charge of kindergarten, adult, vocational and professional education for the 53,000 square mile district. Fred Willier will be located in Slave Lake, Leonard Young will be posted to the Wabasca-Desmarais area and Michael Moses will be responsible for Sturgeon Lake. Their duties will include setting admission, attendance and performance standards for native students. They will also advise Indians about Canada Manpower training programs.

In his address to the people assembled for the official opening, Mr. Fred Walchli, Indian Affairs Regional Director for Alberta, stated that "in Alberta this is the first time that the Department of Indian Affairs has turned over a major function such as the education program, to a Regional Council".

He also said that "at last we are moving in the direction I think Indian people have been wanting to go for some time, and that is, to have more say in directing their own affairs".

First Parks Canada Scholarships Awarded

Eight Indian university students went back to school this fall a little richer than when school ended last spring. They were the first recipients of \$1,000 scholarships awarded by Parks Canada to students taking specialized university and college credits towards degrees and diplomas in Forestry, Recreation, Historical Archaeology and other related fields.

The recipients were: Dwight Bear, Malecite from Tobique Reserve, N.B.; Judy Jonathon, Tuscarora of the Six Nations Reserve at Brantford; Stella Chabot, on Algonkian from Maniwaki, Quebec; Daniel Christmas, Micmac of the Sidney Reserve in Nova Scotia; Michael Benedict, Mohawk of St. Regis; Gene Bannon, an Ojibway from the Fort William Band; Jennifer Williams and Karen Thorne, both Cowichan Indians from Duncan, British Columbia.

It is anticipated that more and more Indian undergraduates will apply for scholarships after investigating the wide and varied career scope offered by Parks Canada throughout the National Parks system.

Each spring, posters are distributed to university and college campuses describing how to apply for the scholarships. Postgraduate scholarships of \$4,000 are also available from Parks Canada for Indian students in applicable disciplines.

EDUCATION

University Students Read, Review and Dispel Myths

Nine Indian university students spent the past summer scattered in nooks and crannies throughout the Education Branch of the Department of Indian Affairs in Ottawa. The occasion? It was the fifth summer of a continuing project to review books by or about native people. And so, what these nine were doing was reading, reading and yet more reading.

The students are selected for the project by Indian and Eskimo Recruitment Program officers with the assistance of students who have worked on the bibliography in previous summers. The Department feels that native students are best qualified to prepare the book reviews because of their sensitivity to cultural and racial bias against their own people. The main criterion is an ability to articulate ideas in writing or a desire to learn how.

Two of this year's students, Daniel Moses, oldest of the group and Carol Peters, a Native Studies student at Trent University had honed their reading and writing abilities working on the project the previous summer.

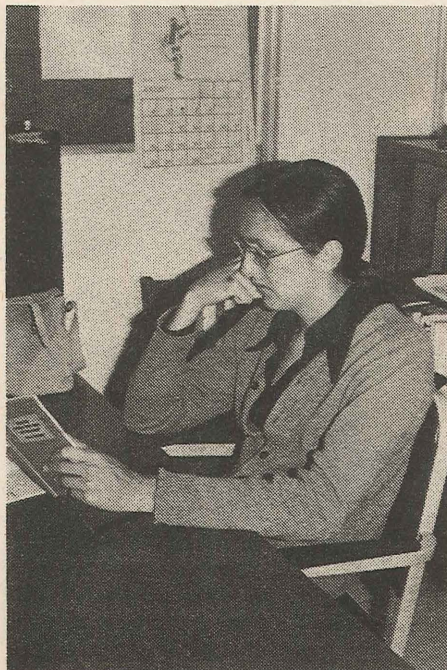
The novice reviewers were Cathy Marsden, Keith Jamieson, Sharon Maracle, Melissa Lazore, Karen Isaacs, Lynne Chabot and Thomas Paul.

The students generally find their work as "publications analysts" a worthwhile experience. After all, it's not every student who gets to do supplementary reading and thinking, dispel myths and discredit lies, and get paid for it!

The benefits of these summer assignments show up in their future studies — improved concentration and reading ability, wide knowledge of the history and values of Indian people, ability to communicate effectively. The reviewers also learn a lot about books in general, how they are published and marketed, how they reflect the attitudes of society in general. Sometimes this can be depressing but it can also be inspirational to read of the efforts of other native people to be themselves despite society at large.

Perhaps most important of all, the students are able to begin to tell what it feels like to be a native person in terms non-natives can understand. Just the fact of living in a city and working in an office with both natives and non-natives is an interesting experience for the reviewers. They meet new people, encounter new attitudes and different life-styles. Gradually, they come to understand the non-native person a little better and are able to cope with bias and attitudinal racism in their everyday lives as well as on the job. On top of this, there is the necessity of living on a schedule, whether to catch a bus or meet a writing deadline!

The students seem to agree that all in all the project provides an excellent opportunity for personal growth and forming new ideas about being a native person. But the main purpose of the bibliography project is to direct the Canadian public as a whole and students, teachers and librarians in particular, to the wide range of material published about the North American Indian.



Daniel Moses is a two year veteran of the bibliography project.

An Obvious Need

The project was launched five years ago. As every librarian could see, there were hundreds of books on the shelves about the native peoples of the Americas. Most of these books were about North American Indians and Inuit peoples. However, the Department was constantly being asked for information about Indians. The public, and even teachers and students, seemed unable to locate available books. Letters received indicated most people thought published material was very limited.

Complicating the problem was the fact that many of the books available helped maintain unconscious stereotypes and racist attitudes.

It seemed obvious that if the public wanted to learn about Indians, they should be provided with access to accurate information and not be encouraged to go on thinking every Indian rode a horse, wore a bright headdress and lived in a teepee. When this type of stereotype is perpetuated, individual native people find themselves expected to be something they aren't. Or worse still, find themselves disliked for being something they aren't.

The very books the public was seeking seemed to offer one way of fighting such prejudice. The key was to provide some direction to worthwhile resource material.

With this objective in mind, the reviewers examine a book's content first, watching for racist attitudes, over-romanticization and inaccuracies through intent or omission. Then they look at form — how a book is put together, whether the text and illustrations complement each other, to arrive at an overall assessment of the book's quality. Books reviewed run the gamut from anthropology texts to children's books, art books, novels, biographies. After the students head back to the classroom in the fall, the project co-ordinator, Mrs. Marcia Shannon compiles their reviews for publication in the next edition of the bibliography.

The ever-increasing numbers of requests from educators and persons interested in native peoples underline the importance of the project in filling a need for quality curriculum resource materials.

Revised Bibliography on Native Peoples Available from Indian Affairs

A new bilingual edition of a bibliography listing over 1,500 titles of books by and about native peoples has been published by the Department of Indian and Northern Affairs.

The bibliography, "About Indians", is intended as a tool for the growing number of teachers, students, librarians and the general public who are interested in learning more about the role of native people in North American society both past and present.

As an aid to purchasing, books listed have been classified according to interest level: kindergarten to grade 3; grade 3 to grade 6 and grade 6 to adult.

Books by Canadian authors or of specific Canadian interest are indicated with an asterisk. General buying information is given for each book: price, publisher's name, date of publication, whether the book is illustrated and availability in paperback. Prices given are the most recent available but are subject to change without notice. Some books listed are out of print and are available only from libraries or second hand dealers. Books which are in print must be ordered through stores

or dealers; they are not available from the Department.

This third edition of the bibliography contains reviews written by Indian university students for over 600 of the listed titles. It should be pointed out that no attempt has been made to be selective with entries, however, reviews can be used as a guide to books which are particularly well-written and informative. Opinions expressed in the reviews are those of the Indian students and not necessarily those of the Department.

This is the first time the bibliography has been issued in a completely bilingual format. Also included is a section of French titles with reviews prepared by French-speaking Indian university students.

The 300 page bibliography is attractively illustrated with photos depicting various activities of contemporary Canadian Indians.

Copies of "About Indians" are available free of charge from Information Services, Department of Indian and Northern Affairs, 400 Laurier Avenue West, Ottawa, Ontario K1A 0H4.

Indian and Inuit Graduates 1975

In ever-increasing numbers, young Indian and Inuit men and women are seeking the self-fulfilment that comes from acquiring a higher education.

Their achievements in our universities and colleges must surely be a source of pride and inspiration for all Indians and Inuit in Canada.

Without knowledge, there can be no understanding; and without understanding, there can be no progress.

The 1975 list of Indian and Inuit graduates shows clearly and conclusively that there will be understanding; there will be progress.

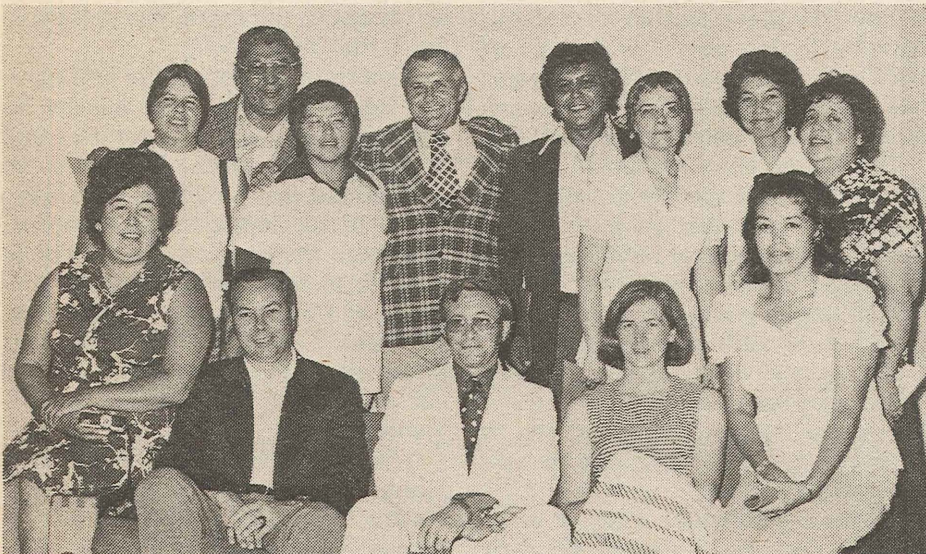
To the graduates, I extend my warmest congratulations and I sincerely wish them every success and contentment in the career of their choice.

Judd Buchanan
Minister of Indian and Northern Affairs

Note: Every effort has been made to make this list accurate and complete. We would appreciate being notified of any errors or omissions.

Name	Band	Post Secondary Institution	Degree, Diploma or Certificate
Nom	Bande	Collège postsecondaire	Degré, diplôme ou certificat
Maritimes			
Bernard, Theresa	Eskasoni	Fanshawe College	Early Childhood Education Diploma
Francis, Kenneth	Big Cove	St. Thomas University	B. Ed. Teacher Elementary
Francis, Sarah	Pictou Landing	St. Francis Xavier University	Social Counsellor Diploma
Ginnish, Sandra	Sydney	Dalhousie University	B. Sc. Psychology (Honours)
Herney, Rose	Eskasoni	Mt. Royal College	Early Childhood Education Diploma
Julian, Mary Rose	Eskasoni	St. Francis Xavier University	Social Counsellor Diploma
Julian, Philomena	Eskasoni	St. Francis Xavier University	Social Counsellor Diploma
Lewis, Ethel	Afton	St. Francis Xavier University	Social Counsellor Diploma
Lewis, John	Shubenacadie	St. Francis Xavier University	Social Counsellor Diploma
Maloney, Doris	Shubenacadie	St. Francis Xavier University	Social Counsellor Diploma
Moore, Joanne	Sydney	Victoria General Hospital	R.N.
Paul, Vernon E.	Pictou Landing	Dalhousie University	B.A.
Peters, Mary Jane	Big Cove	St. Francis Xavier University	Social Counsellor Diploma

EDUCATION

Name Nom	Band Bande	Post Secondary Institution Collège postsecondaire	Degree, Diploma or Certificate Degré, diplôme ou certificat	Name Nom	Band Bande	Post Secondary Institution Collège postsecondaire	Degree, Diploma or Certificate Degré, diplôme ou certificat
				<p><i>New Maritimes Social Counsellors: front row—seated—Philomena Julian, Eskasoni, N.S.; Frank Potts, Field Resource Adviser; John Sears, Dean of Arts and Science; Theresa MacNeil, Head of the Adult Education Dept.; and Mary Rose Julian, Eskasoni, N.S. Back row — Doris Maloney, Shubenacadie, N.S.; John Lewis, Micmac Native Friendship Centre, Halifax; Mary Jane Peters, Big Cove, N.B.; Course Director Luke Batdorf; James Smith, Annapolis Valley Band, N.S.; Marion Burke, Truro, N.S.; Sarah (Sadie) Francis, Pictou Landing, N.S.; and Ethel Lewis, Afton, N.S.</i></p>			
Saulis, Conrad	Tobique	St. Thomas University	B.A.	Brant, Joanne J.	Mohawks — Bay of Quinte	Queen's University	B.A. (Biology)
Smith, James	Annapolis Valley	St. Francis Xavier University	Social Counsellor Diploma	Chisel, Mary J.	Lac Seul	Confederation College	R.N.
Québec				Chrisjohn, Teresa	Oneida	University of Western Ontario	B.A. (Arts)
Bastien, Renaude	Lorette	Université Laval	Bac. Lettres	Commanda, Muriel	Nipissing	Hamilton Teachers' College	Teacher Certificate
Delisle, Louis	Caughnawaga	McGill University	B. Ped.	Coppaway, Edward	Curve Lake	Sir Sandford Fleming	Mechanical Technician Diploma
Fort Chimo, Sydney	Great Whale River	University of Western Ontario	B. Theology	Corbiere, Melvin	West Bay	Hamilton Teachers' College	Teacher Certificate
Gaspé, Denis	Oka	McGill University	B. Eng.	Couchie, Marianna	Nipissing	Hamilton Teachers' College	Teacher Certificate
Hubloo, Normand	Fort Chimo	Brandon University	B. Ped.	Cromarty, Alexander	Trout Lake	Hamilton Teachers' College	Teacher Certificate
Kitchen, Jean	Waswanipi	Algonquin College	Social Services Diploma	Davey, David	Six Nations	Hamilton Teachers' College	Teacher Certificate
Montour, Jennifer	Caughnawaga	John Abbot College	Social Sciences Diploma	Davey, Dennis	Six Nations	Hamilton Teachers' College	Teacher Certificate
Napartuk, Winnie	Great Whale River	Brandon University	1st Class Interim Teachers' Certificate	Davis, A. Darlene	Upper Cayuga	Hamilton Civic School of Nursing	R.N.
Nepton, Réjean	Montagnais	Université de Sherbrooke	Bac. Sc. Appliquées	Elijah, Holly	Oneida	Hamilton Teachers' College	Teacher Certificate
Picard, Denis M.	Lorette	Université Laval	Bac. Enseignement	Elijah, Mary	Oneida	Fanshawe College	Early Childhood Education Diploma
Picard, Francine	Lorette	Université Laval	Bac. Enseignement	Fiddler, Dennis	Deer Lake	Hamilton Teachers' College	Teacher Certificate
Picard, Raphael	Bersimis	Université Laval	Bac. Ed. (Histoire)	Fisher, Wilfred	Wikwemikong	Ryerson Institute of Technology	Electrical Engineering Diploma
Rice, Michael	Caughnawaga	Bishop's University	B. Admin.	Fox, Alexander	Wikwemikong	Hamilton Teachers' College	Teacher Certificate
Rock, Daniel	Bersimis	Université de Québec	Bac. Ens. Spéc.	Fox, Vivian	Wikwemikong	Hamilton Teachers' College	Teacher Certificate
Sioui, Roland	Lorette	Université Laval	Certificat en animation (loisirs)	Francis, Carmen	St. Regis	Hamilton Teachers' College	Teacher Certificate
Tomatuk, Robert	Old Factory	Algonquin College	Museum Technology Diploma	Franks, Philip	Gibson	Georgian College	Communication Arts Diploma
Vincent, Micheline	Lorette	Université Laval	Bac. Sc. Santé	French, Eldon	Chippewas of the Thames	Fanshawe College	Construction Technician Diploma
Vincent, Pierre	Lorette	Université Laval	M.A. (Administration)	French, Lloyd	Chippewas of the Thames	Fanshawe College	Environmental Studies
Ontario				French, Mark	Chippewas of the Thames	George Brown College	Surveying
Ashbone, Wilson	Cape Croker	Hamilton Teachers' College	Teacher Certificate	Frogg, Simon	Trout Lake	Hamilton Teachers' College	Teacher Certificate
Bannon, Gene A.	Ft. William	Confederation College	Recreation Leadership Certificate	General, David	Six Nations	Hamilton Teachers' College	Teacher Certificate
Baxter, Elmer	Martin Falls	Lakehead University	B.Sc.	George, Michelle	Kettle Point	Hamilton Teachers' College	Teacher Certificate
Beardy, Steve	Trout Lake	Sault College	Geology Diploma	Green, Elizabeth	Mohawks — Bay of Quinte	Trent University	B.A. (English & Native Studies)
Beardy Luke	Trout Lake	Hamilton Teachers' College	Teacher Certificate	Greenbird, Carole	Walpole Island	Hamilton Teachers' College	Teacher Certificate
Bomberry, Audrey	Six Nations	Hamilton Teachers' College	Teacher Certificate	Hendrick, Leona	Chippewas of the Thames	Hamilton Teachers' College	Teacher Certificate
Bomberry, Ivan	Lower Cayuga	Mohawk College	Electronic Technician Diploma	Henhawk, David	Six Nations	University of Western Ontario	B.A. (Business)
Bomberry, Stephen	Lower Cayuga	University of Western Ontario	B.A. (Business)	Henry, Valerie	Islington	Hamilton Teachers' College	Teacher Certificate
Brant, Deanna	Mohawks — Bay of Quinte	Hamilton Teachers' College	Teacher Certificate	Hill, Julia	Six Nations	Hamilton Teachers' College	Teacher Certificate
Brant, Daniel	Mohawks — Bay of Quinte	University of Waterloo	M.Sc. (Civil Engineering)	Hill, Deborah	Bay of Quinte	Waterloo University	B.A. (Psychology)
Brant, Janice	Mohawks — Bay of Quinte	Queen's University	B.A. (Biology)	Hill, Luan	Upper Mohawk	Mohawk College	Early Childhood Education Diploma
				Huff, Brenda	Moraviantown	Hamilton Teachers' College	Teacher Certificate
				Iantail, Mary Lou	Attawapiskat	Hamilton Teachers' College	Teacher Certificate
				Jacobs, Bonnie	Six Nations	Hamilton Teachers' College	Teacher Certificate
				Jacobs, Laverne	Walpole Island	University of Western Ontario	B.A. Theology
				Jamieson, Rebecca	Six Nations	Hamilton Teachers' College	Teacher Certificate
				Jamieson, Sandra	Six Nations	Hamilton Teachers' College	Teacher Certificate
				Jamieson, Sandra	Upper Mohawks	McMaster University	B.A. (Anthropology)
				Jock, Christina	St. Regis	Hamilton Teachers' College	Teacher Certificate
				Johnston, Beverly	Cape Croker	Victoria Hospital	R.N.
				Joseph, Eleanor	Six Nations	Hamilton Teachers' College	Teacher Certificate
				Jourdain, Melvin	Couchiching	Hamilton Teachers' College	Teacher Certificate
				Keye, Amos	Six Nations	Mohawk College	Communication Arts Diploma
				King, Anne	St. Regis	Hamilton Teachers' College	Teacher Certificate

EDUCATION

Name	Band	Post Secondary Institution	Degree, Diploma or Certificate
Nom	Bande	Collège postsecondaire	Degré, diplôme ou certificat

Name	Band	Post Secondary Institution	Degree, Diploma or Certificate
Nom	Bande	Collège postsecondaire	Degré, diplôme ou certificat



Claudia Sunday (left) and Christina Jock (right) from St. Regis, Quebec, have a reason to look happy. Sisters from the St. Regis Band, they have just completed the second of a two-year summer teacher's program designed to prepare native people to teach in Ontario elementary schools.

King, Beatrice	Wikwemikong	Hamilton Teachers' College	Teacher Certificate
King, Orval	Wikwemikong	Hamilton Teachers' College	Teacher Certificate
Lewis, Blake	Serpent River	University of Windsor	B.A. (Administration & Communication)
Lewis, Lynda	Wikwemikong	Nipissing University	B.A.
Lickers, Francis	Seneca	University of Waikato	M.A. Biology
Linklater, Joseph	Deer Lake	Hamilton Teachers' College	Teacher Certificate
Loft, Thomas	Seneca	Mohawk College	Social Science Diploma
Loukes, Sandra	Hiawatha	University of Western Ontario	Social Counsellor Diploma
Louttit, Mary	Albany	Sault College	Mental Retardation Diploma
MacLeod, Deborah		Hamilton Teachers' College	Teacher Certificate
Macakessic, Salio	Deer Lake	Hamilton Teachers' College	Teacher Certificate
Maracle, Clifford	Mohawks-Bay of Quinte	Ontario College of Art	Art Diploma
Maracle, David	Mohawks-Bay of Quinte	Hamilton Teachers' College	Teacher Certificate
Maracle, Ralph	Mohawks-Bay of Quinte	Control Data Institute	Computer technician Diploma
Marsden, Faith	Beausoleil	University of Western Ontario	Social Counsellor Diploma
Martin, Ida	Six Nations	Hamilton Teachers' College	Teacher Certificate
Mason, Gayle	Saugeen	Hamilton Teachers' College	Teacher Certificate
McCue, Michael	Georgina Island	Brock University	B.Ed.
McGregor, Celina	Whitefish River	Hamilton Teachers' College	Teacher Certificate
McGregor, Marion	Whitefish River	Hamilton Teachers' College	Teacher Certificate
McLeod, Lawrence	Nipissing	Hamilton Teachers' College	Teacher Certificate
Metatawabin, Alex	Albany	Hamilton Teachers' College	Teacher Certificate
Migwano, Linda	Wikwemikong	Hamilton Teachers' College	Teacher Certificate
Milliken, Garnett	Kettle Point	Hamilton Teachers' College	Teacher Certificate
Miskomon, Dan	Walpole Island	Eastern Michigan University	B.Engineering
Miskomon, Judith	Chippewas of the Thames	Hamilton Teachers' College	Teacher Certificate
Montour, Vera	Six Nations	Hamilton Teachers' College	Teacher Certificate
Moore, Jacqueline	Constance Lake	Hamilton Teachers' College	Teacher Certificate
Morris, Roy	Big Trout Lake	Hamilton Teachers' College	Teacher Certificate
Moses, Daniel	Six Nations	York University	B.A. (Fine Arts)
Nabigon, Herbert	Heron Bay	Hamilton Teachers' College	Teacher Certificate
Nahmabin, Ralph	Walpole Island	University of Western Ontario	Social Counsellor Diploma
Netemegestic, Marcel	Rocky Bay	Lakehead University	B.A.
Nevin, Bernadette	Acadia, N.S.	Hamilton Teachers' College	Teacher Certificate

Ningewance, Raymond	Lac Seul	Hamilton Teachers' College	Teacher Certificate
Hoah, Barbara	Moravian	Hamilton Teachers' College	Teacher Certificate
Ominibaigo, Julienne	Wikwemikong	Hamilton Teachers' College	Teacher Certificate
Papineau, Irvin	St. Regis	Potsdam State University	B.A.
Paudash, Gail	Hiawatha	Sir Sandford Fleming	Social Services Diploma
Paul, Elizabeth	West Bay	Hamilton Teachers' College	Teacher Certificate
Peltier, Stanley	Wikwemikong	Lakehead University	B.A.
Peters, Alane	Moravian	Ohio State University	B.A. (General Arts)
Peters, Cynthia	Moravian	Thames Campus	Mental Retardation Diploma
Peters, Gorden	Moravian	Ohio State University	B.Recreation
Petiquan, Barney	Wabuskang	George Brown College	Business Administration Diploma
Pitawanakwat, Elaine	Wikwemikong	Sault College	R.N.
Pitawanakwat, Rosemary	Wikwemikong	Hamilton Teachers' College	Teacher Certificate
Pitawanakwat, Violet	Wikwemikong	Hamilton Teachers' College	Teacher Certificate
Plain, Allison	Sarnia	University of Western Ontario	B.A. (English)
Porter, Kathryn	Oneida	McMaster University	B.A. (Hons.) Sociology & Anthropology
Powless, Gregory	Upper Mohawk	McMaster University	B.A. (Social Science)
Powless, Linda	Upper Mohawk	Mohawk College	Communication Arts Diploma
Quequish, Janosa	North Caribou Lake	Hamilton Teachers' College	Teacher Certificate
Restoule, Martha	Nipissing	Hamilton Teachers' College	Teacher Certificate
Sandy, Paul	Beausoleil	University of Western Ontario	Social Counsellor Diploma
Seymour, Leonard	St. Regis	Algonquin College	Electronics Technician Diploma
Shackleton, Christine	Mohawks-Bay of Quinte	University of Western Ontario	Anthropology (Hons.)
Shawana, Jean	Fort Hope	Hamilton Teachers' College	Teacher Certificate
Simon, Wilma	Sarnia	University of Montana	B.A. (Fine Arts)
Smith, Mae		Hamilton Teachers' College	Teacher Certificate
Smith, Robert	North West Bay	Hamilton Teachers' College	Teacher Certificate
Soney, Sue	Walpole Island	Fanshawe College	Radiology Technician Diploma
Staats, Linda	Six Nations	Hamilton Teachers' College	Teacher Certificate
Styres, Kimberly	Six Nations	Mohawk College	Architectural Technician
Sunday, Angeline	St. Regis	Hamilton Teachers' College	Teacher Certificate
Sunday, Claudia	St. Regis	Hamilton Teachers' College	Teacher Certificate
Syrette, Elaine	Batchewana	Candore College	General Arts & Science Diploma
Taylor, Kathleen	Curve Lake	Sir Sandford Fleming	Social Service Worker Diploma
Thomas, Lois	St. Regis	Hamilton Teachers' College	Teacher Certificate
Thompson, Kelvin	St. Regis	St. Lawrence College	Electronics Technician Diploma
Toulouse, Leona	Spanish River	Hamilton Teachers' College	Teacher Certificate
Trudeau, Dolores	Spanish River	Hamilton Teachers' College	Teacher Certificate
Trudeau, Marjorie	Wikwemikong	Hamilton Teachers' College	Teacher Certificate
Webkamegad, Howard	Wikwemikong	Nipissing University	B.A. (Native Studies)
Webkamegad, Betty	Wikwemikong	Nipissing University	B.A. (Native Studies)
Wesley, Norman	Moose Factory	Hamilton Teachers' College	Teacher Certificate
White, Lorna	Six Nations	Hamilton Teachers' College	Teacher Certificate
White, Rebecca	St. Regis	Hamilton Teachers' College	Teacher Certificate
Williams, Paul	Walpole Island	St. Claire College	Architectural Technician Diploma
Young, Donna	Chippewas of the Thames	Fanshawe College	Behavioural Sciences Diploma

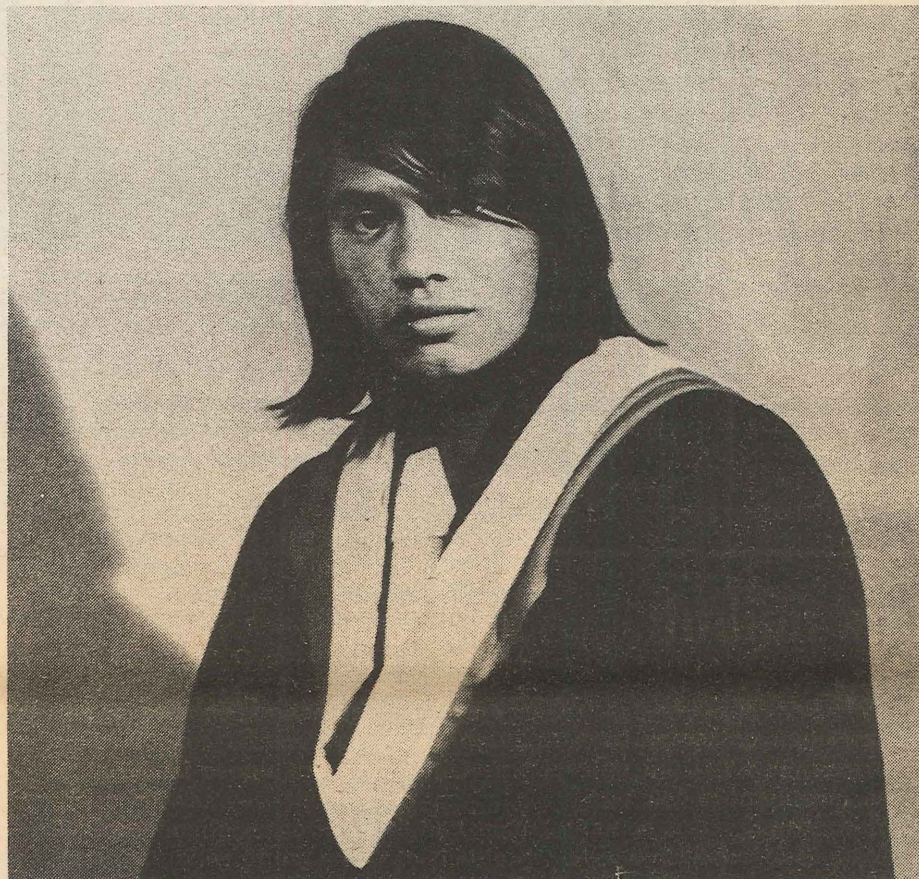
EDUCATION

Name Nom	Band Bande	Post Secondary Institution Collège postsecondaire	Degree, Diploma or Certificate Degré, diplôme ou certificat
Manitoba			
Andrews, Virginia	Gods Lake	Red River Community College	R.N.
Baptiste, Lucy C.	Ebb & Flow	Brandon University	Teacher Certificate
Beardy, Mary Jane	Deer Lake	Health Sciences Centre	Nursing Diploma
Beardy, Shiela	Island Lake	Brandon University	B.T. (Bachelor of Teaching)
Bittern, Susan	Berens River	Brandon University	B.T. (Bachelor of Teaching)
Blackbird, Yvette M.	Keeseekowenin	Brandon University	Teacher Certificate
Courchene, Isobel	Ft. Alexander	Brandon University	Teacher Certificate
Courchene, John	Ft. Alexander	Brandon University	Teacher Certificate
Cromarty, Nellianne	Big Trout Lake	Brandon University	Teacher Certificate
Eastman, Angela A.	Sandy Bay	Brandon University	Teacher Certificate
Fiddler, Eliza H.	Garden Hill	Brandon University	Teacher Certificate
Flett, Sara B.	Keeseekowenin	Red River Community College	R.N.
Fontaine, Dolores	Ft. Alexander	Brandon University	B.T. (Bachelor of Teaching)
Fontaine, Perry	Ft. Alexander	Brandon University	B.T. (Bachelor of Teaching)
Henry, Elizabeth	Roseau River	Red River Community College	R.N.
Highway, Thomas	Barren Lands	Western University	B.A. Music (Honours)
Houle, Robert	Sandy Bay	McGill University	B.Ed. (Fine Arts)
Linklater, Jennifer	Nelson House	University of Manitoba	Education Certificate
Little, Kathleen A.	Garden Hill	University of Manitoba	B.A.
Mason, Lorraine	Fisher River	Misericordia Hospital	R.N.
McKay, David	Rolling River	Brandon University	Teacher Certificate
McPherson, Margaret R.	Peguis	Grant McEwan College	Certificate Canadian Studies
Merrick, Gwen	Sioux Valley	Brandon University	B.T. (Bachelor of Teaching)
Monias, Emma	Cross Lake	Brandon University	Teacher Certificate
Paul, Rita G.	Lake Manitoba	Brandon University	Teacher Certificate
Paupanekis, Joseph	Norway House	Brandon University	B.T. (Bachelor of Teaching)
Pratt, Doris	Sioux Valley	Brandon University	B.T. (Bachelor of Teaching)
Redhead, Henry P.	Shamattawa	Brandon University	Teacher Certificate
Redhead, Marion J.	Shamattawa	Brandon University	Teacher Certificate
Richard, Mildred J.	Sandy Bay	Brandon University	Teacher Certificate
Ross, Alice M.	Cross Lake	Brandon University	Teacher Certificate
Roulette, Mary E.	Sandy Bay	Brandon University	Teacher Certificate
Spence, Dolly M.	Nelson House	Brandon University	Teacher Certificate
Wood, Alma A.	Nelson House	Brandon University	Teacher Certificate
Wood, Stanley	Garden Hill	University of Winnipeg	B.A.

Saskatchewan			
Charles, Thomas H.	Lac La Ronge	Haileybury School of Mining	Mining Technician Diploma
Kaye, John	Sakimay	Mt. Royal College	Social Services Diploma
Moosehunter, Mrs. Freda	Sturgeon Lake	University of Saskatchewan	B.A. Anthropology
Paul, Leo	Onion Lake	University of Regina	B.A.

Alberta			
Ayoungman, Vivian	Blackfoot	Arizona State University	M.A. (Education)
BearRobe, Dorothy	Blackfoot	University of Calgary	B.S.W.
Cardinal, Marcel	Saddle Lake	N.A.I.T.	Radio & T.V. Arts Diploma

Name Nom	Band Bande	Post Secondary Institution Collège postsecondaire	Degree, Diploma or Certificate Degré, diplôme ou certificat
Goodstriker, Joyce	Blood	University of Lethbridge	B.Ed.
Jackson, Ernest	Goodfish Lake	University of Alberta	B.Sc.
Littlebear, Leroy	Blood	University of Utah	LLB
Royer, Robert	General List	University of Calgary	B.S.W.
Running Rabbit, Floyd	Blackfoot	Mt. Royal College	Social Services Diploma
Running Rabbit, Mavis	Blackfoot	Mt. Royal College	Social Services Diploma



Roger Anderson was born on the Six Nations Reserve. He attended public school on the Reserve and graduated from Caledonia High School in 1970. He then attended Brock University and in 1973 graduated with a B.A. Degree in Psychology. In the fall of that same year he was hired by Parks Canada in Ottawa to take a position in personnel for their Native Opportunity and Development program. In the spring of 1975 Roger secured a transfer to the Parks Canada Office in Calgary and is presently a staffing Officer.

British Columbia - Colombie Britannique

Baker, Cheryl	Squamish	Simon Fraser University	E.A. Teaching Certificate
Hall, Mary Anne	Moricetown	College of New Caledonia	Dental Assistant Diploma
Helin, Sharon	Port Smith	University of B.C.	Dental Hygiene Diploma
Louie, Delores	Chemainus	University of Victoria	Linguistics Diploma
Peter, Ruby	Cowichan	University of Victoria	Linguistics Diploma
Smith, Michael	Whitehorse, Yukon	University of B.C.	LLB — Law
White, Ellen	Nanaimo	University of Victoria	Linguistics Diploma
William, Gerry	Spallumcheen	University of Victoria	B.A. Arts & Science
Wilson, Betty	Sliammon	University of B.C.	Teacher Training Elementary Education

Northwest Territories - Territoires du Nord-Ouest

Horesay, Christine	Ft. Wrigley	University of Saskatchewan	Teacher Certificate
MacCauley, Cecile	Ft. Norman	University of Saskatchewan	Teacher Certificate
Maksagak, Harry	Inuit	University of Saskatchewan	Teacher Certificate
Meyok, Rosemarie	Inuit	University of Saskatchewan	Teacher Certificate
Nayally, Sarah	Ft. Wrigley	University of Saskatchewan	Teacher Certificate
Nitsiza, Mary Adele	Dogrib Rae	University of Alberta	Teacher Certificate
Ross, Sarah	Ft. McPherson	University of Saskatchewan	Teacher Certificate
Tsetta, Therese	Yellowknife "B"	University of Alberta	Teacher Certificate

EDUCATION



Left to right — front row — Caroline Phillips, Whycomomagh, N.S.; Mary Ann Googoo, Wagmatcook, N.S.; Alice Syliboy, Shubenacadie, N.S.; Jacqueline Sock, Big Cove, N.B.; Martha Denny, Pictou Landing, N.S.; Elizabeth Sacobie, Kingsclear, N.B.; Esther Ward, Burnt Church, N.B.; Gretchen Ritcey, College Instructor; Sheila Morris, Eskasoni, N.S.; Cecelia Johnson, Chapel Island, N.S.; middle row — Dorothy Marshall, Eskasoni, N.S.; Doris Googoo, Wagmatcook, N.S.; Pauline Bernard, Sydney, N.S.; Marjorie Gould, Classroom Consultant, N.B.; Freda Levi, Big Cove, N.B.; Sarah Michael, Shubenacadie, N.S.; Phyllis Googoo, Whycomomagh, N.S.; Magdalene Michael, Shubenacadie, N.S.; June Bernard, Whycomomagh, N.S.; Grace Toney, Whycomomagh, N.S.; Bea Park, College Instructor.
Back row — Glen Pierce, College Instructor; Veronica Sewell, Red Bank, N.S.; Annie Catherine Denny, Eskasoni, N.S.; Leona Larry, Eel Ground, N.B.; Virginia Bernard, Pictou Landing, N.S.; Nancy Somerville, Burnt Church, N.B.; Linda Moore, Sydney, N.S.; Sheila Carr-Stewart, Classroom Consultant, N.S.; Barbara Paul, Eskasoni, N.S.; Geraldine Googoo, Wagmatcook, N.S.; Catherine Jean Syliboy, Eskasoni, N.S.; Georgina Julian, Eskasoni, N.S.; and Woodie Hewitt, Course Director.

Indian Women Become Teacher-Assistants

TRURO, N.S. — During four hot weeks in July, some 28 dedicated Indian women from reserves throughout New Brunswick and Nova Scotia undertook special training as teacher-assistants at the Nova Scotia Teachers College in Truro.

Sponsored by the Department of Indian and Northern Affairs for the second consecutive year, the teacher-assistant program is designed to provide a support service in classrooms where cultural differences between teachers and Indian children at the primary level may require adjustment. In cases where the children do not speak English, teacher-assistants play a unique role in helping to bridge the gap with their command of both the native language and English.

According to Woodrow R. Hewitt, director of the course, the studies were carried on in workshop fashion with emphasis on the development of skills for working in a one-to-one or small-group relationship with children.

The teacher-assistants will act as liaison between the community and the school as well as providing the school with a first-hand interpretation of the wide and varied culture of the Indian people.

In addition to the regular staff instructors of the Teachers College, Marjorie Gould and Sheila Carr-Stewart, classroom consultants with the Indian Affairs Department in New Brunswick and Nova Scotia, respectively, were involved on a full-time basis for the duration of the course. Both classroom consultants will also

be working with the teacher-assistants in an advisory capacity in their own school environments throughout the year.

Of special note was the extensive use of native resource personnel for the course. Drawn in from the Micmac Institute of Cultural Studies of the Union of Nova Scotia Indians were Peter Christmas from Sydney and Noel Knockwood from Truro. Also called in were Mrs. Mildred Milliea from the Big Cove Reserve in New Brunswick who is an expert on the Micmac language and Ida Wasacase, Native Language Co-ordinator for the Education Program of the Indian Affairs Department at Ottawa. Ms. Wasacase is a Cree Indian originally from Saskatchewan.

The course started on July 2 and ended on July 30 when certificates were presented to the students following a luncheon at the Teachers College.

Expressing regrets on behalf of Dr. A. G. MacIntosh, Principal of the College, who was unable to be present due to another commitment, Mr. Hewitt emphasized that if the teacher-assistants go into their classrooms as children helpers rather than thinking of themselves as teacher helpers, and if they can encourage the children to recognize the positive aspects of their cultural heritage, then they will be well on their way to success.

Representing the Department was Mr. O. A. Gallant, Regional Superintendent of Education Services, Amherst, who expressed his appreciation of the self-confidence demonstrated by the teacher-assistants and the ease of communication between the students and the teaching

staff of the college. Mr. Gallant ended his brief remarks by congratulating them on their accomplishments and noting that they had given up a goodly portion of their summer to study in spite of unusually hot weather.

Welfare Workers Map Out Program

ANTIGONISH, N.S. — Sixteen Band Welfare Officers from Indian Reserves throughout New Brunswick, Nova Scotia and Prince Edward Island got together at Saint Francis Xavier University, Antigonish, Nova Scotia, in September to establish a learning program which would be relevant and realistic to their needs as welfare workers.

Under the guidance of Luke Bat-

Indian Social Counsellors Graduate

ANTIGONISH, N.S. — Eight Indians and one non-Indian have graduated from a course specially designed for Indian social counsellors by Saint Francis Xavier University and sponsored by the Department of Indian and Northern Affairs.

Recruitment began in 1973 throughout the Maritimes for candidates to train and work as para-professional counsellors, to try to reach those Indian students having difficulties who were not responding adequately to regular professional education counselling. It was with these special needs foremost in mind that a contractual arrangement was made between Saint Francis Xavier University and the Department to design and administer a special training course for the newly recruited Indian social counsellors. The result was that 21 candidates started out in January, 1974 on an 18-month course which was administered in Antigonish in 10-day sessions sandwiched between six-week periods of work in their respective communities.

As evidence that the course curriculum and regimen were not "a piece of cake", it has to be noted that 12 of the original candidates did not complete the course.

Director of the course was Luke Batdorf of the University's Adult Education Department while Frank Potts served as field resource adviser to the counsellors while they worked in their communities. Mr. Potts was on leave from his regular duties as education counsellor with the Indian Affairs office in Fredericton.

Batdorf of the St. F. X. adult education department, the group mapped out a three week program of studies towards the development of skills in counselling, planning, ethics, welfare policy interpretation and communication, and working with Band Councils and the community.

The course is funded by the Department of Indian and Northern Affairs under a contractual arrangement with the University, and co-ordination is being provided by Ken Farmer, training specialist from the Department's Maritimes Indian and Eskimo Regional Headquarters at Amherst.



Front row — left to right — Joan Matthews, Membertou, Sydney, N.S.; Elizabeth (Bunny) Michael, Shubenacadie, N.S.; Martha Knockwood, Lennox Island, P.E.I.; Clara Gloade, Millbrook, Truro, N.S.; Susan Stevens, Eskasoni, N.S.; Mary Anne Marshall, Eskasoni; Luke Batdorf, St. Francis Xavier University.
Back row: Richard Polchies, St. Mary's, Fredericton, N.B.; Stephen Simon, Big Cove, N.B.; Everett Martin, Eel River, N.B.; Stephen Sacobie, Fredericton; Clarence Patles, Eel Ground, N.B.; Hazen Perley, Tobique, N.B.; Nicky Paul, Tobique, N.B.; Patrick Johnson, Eskasoni, N.B.; John Prosper, Afton, N.S.; and Ken Farmer, Indian Affairs Regional Training Officer. Absent when picture taken was Stephen Augustine, Big Cove Reserve, N.B.

More Native Teachers for Ontario

TORONTO — A total of 82 Indian students have completed the first two-year summer teachers' program designed to prepare native people to teach in Ontario elementary schools.

Those graduates who had grade 13 standing when they entered the course were granted an interim teaching certificate which becomes permanent after two years of successful teaching. Mature students who were admitted with grade 12 standing were given a deferred certificate and allowed five years to upgrade their academic qualifications.

Course director Rudy Slesar of Ottawa says that all the graduates received offers of jobs as teachers or in related educational work.

The new graduates commenced the first stage of the course the summer of 1974, and after seven weeks' training, were required to undergo a minimum of eight weeks of intensive practice teaching in the schools to which they were assigned.

This past summer they returned to Hamilton Teachers' College to undertake their final seven weeks of training. The retention rate for the course was the highest of any special summer teacher education course ever conducted by the Ontario Ministry of Education. Normally, only about 50 per cent of first year students return for a second term — in this case 82 of 96 returned. Of the 14 who failed to return, six had obtained better-paying jobs, four had family responsibilities and four had their personal reasons.

Many of the teachers-in-training of the course, a shared project of the Ontario Ministry of Education and the Department of Indian and Northern Affairs, taught in schools during the 1974-75 school year with an interim temporary certificate.

Included in this year's graduating class were an Indian chief, Raymond Ningewance of Lac Seul, two band councillors, the administrator of a reserve, a school trustee, and a mother and daughter. They came from all parts of the province.

The program received the solid support of native organizations, and all applicants had to be recommended by local chiefs and councils and native organizations.

Stress was placed on technical skill as well as Indian culture through the use of native materials. Instruction in basic curriculum development, foundations and methods followed the same pattern as in other teachers' colleges in the province. Special instruction was given in teaching the Cree, Mohawk and Ojibway languages. Field trips were arranged to places of interest in the area. Social and recreational activities were co-ordinated by a students' committee and included native dances and games.

The program was primarily designed to provide opportunities for native people to take up teaching careers. However, officials of the Indian Affairs regional office in Toronto say the new graduates will also help to meet an anticipated shortage of teachers in remote communities.

The Indian Affairs Department operates 79 schools in the province and employs 335 teachers. Currently, about 90 are of Indian descent.

Big Cove Council Plans for New Term

BIG COVE, N.B. — The modern and bright Council offices of the more than 1200-member Big Cove Indian Band, the most populous of the 14 Bands in New Brunswick, provided the setting for the recent inaugural meeting of the newly elected Chief and 12 Councillors. The main items of business were preliminary examination and review of development and community improvement plans for projects being continued and some important new ones to be undertaken during the Council's two-year term of office.

Band Chief Albert Levi, 43, who is commencing his fifth two-year term said that he and his Council will be working hard to bring about construction of an indoor skating and hockey arena, featuring artificial ice-making equipment. Also high in their priorities are the development of a trout farm, a commercially-

operated camp site with marina and needed facilities for the busy tourist traffic in the area, as well as increased employment and revenue for the Reserve, and the construction of a senior citizens' home.

Under mandate from the previous Band Council, a special task force has been at work over the past 12 months looking into ways of increasing employment on the Reserve, improving recreational facilities for young people and establishing the home for senior citizens already mentioned.

The task force initially operated under the chairmanship of Erik Hulsman, Regional Community Planner from the Maritimes Indian and Eskimo Affairs Headquarters at Amherst, Nova Scotia. Local task force coordinator was Arthur Simon who has since left to devote his full attention to his newly established

boat building enterprise. The task force is being carried on under the new Council by Levi Sock as coordinator with the assistance of Harry and Howard Sock, all members of the Band. Harry's full-time job is as Local Government Adviser with the Indian Affairs Department and Howard is a Community Development Worker with the Union of New Brunswick Indians. Both men report to their program directors in Fredericton.

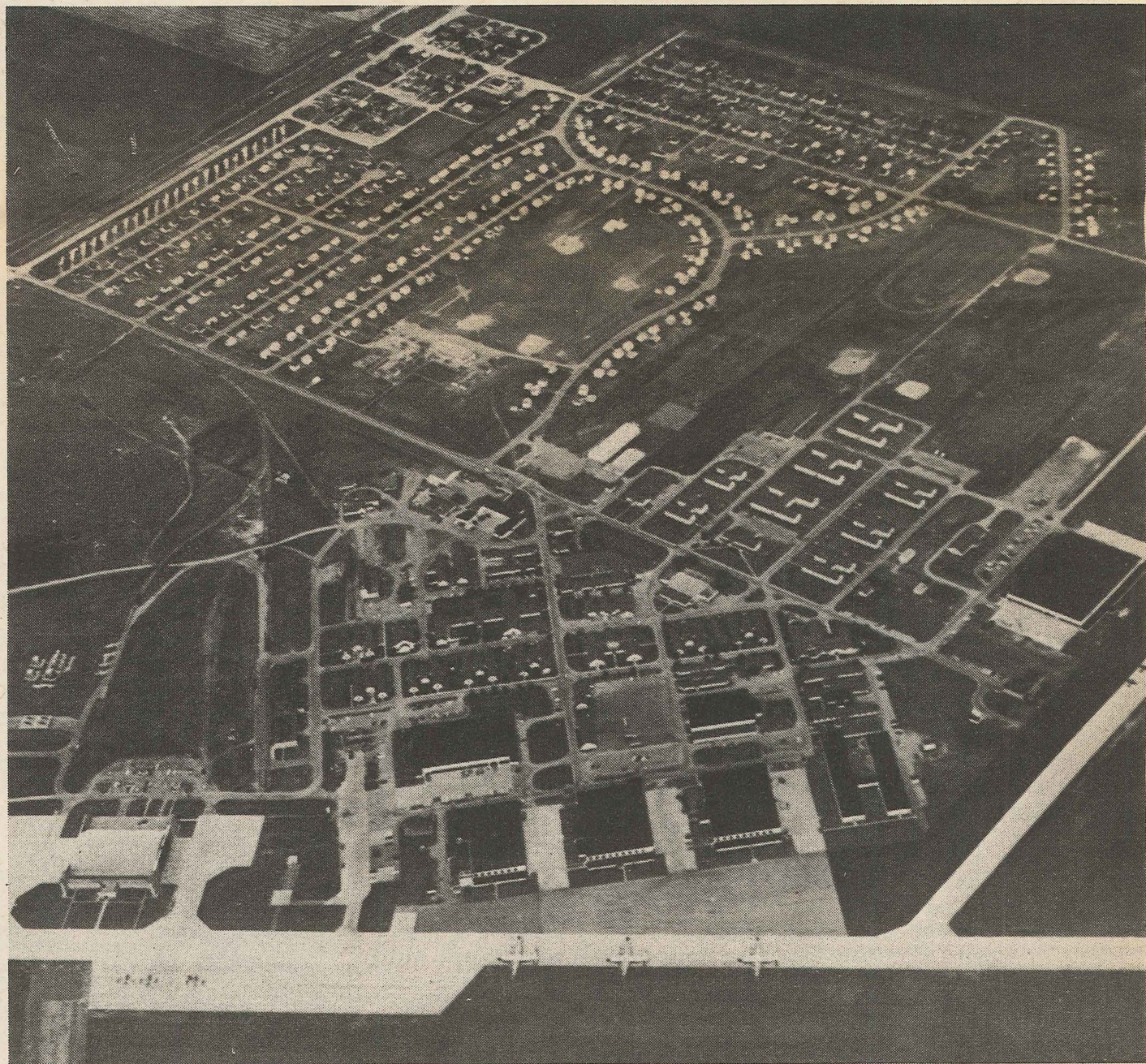
Two additional objectives assigned to the task force by the Council are the development of more gardening areas on the Reserve to assist needy families and others to grow their own fresh vegetables and the construction of a new handicraft centre for teaching and producing crafts, particularly the fine baskets for which the Micmac people are famous.

Oo-za-we-Kwun — A Dream Come True

by Judi Sauer

*"Some men see things as they are and say 'Why'?
I dream things that never were and say 'Why not?'"*

Robert Kennedy



An aerial view of Oo-za-we-kwun Centre.

A few years ago, Oo-za-we-kwun Centre was nothing but a dream — a unique dream, something "that never was". To-day it's a bustling, thriving community on the prairies of south-western Manitoba.

Four years ago, the Department of National Defence turned over the keys of what formerly had been the Rivers air force base to the Depart-

ment of Indian Affairs, and Oo-za-we-kwun Centre Incorporated was born.

Oo-za-we-kwun was established as a result of recommendations submitted by the consulting firm of Frank E. Price and Associates Ltd. to the Department of Indian Affairs. Surveys they had conducted brought out the fact that most training pro-

grams had failed in the past because participants lacked the necessary life skills to adapt to an ultra-modern, technological society and its ultimate demands. Aware the Canadian forces base in Rivers was in the process of disbanding, the consultants recommended the site be converted to a training centre geared to assist (continued on next page)



Senator Eli Taylor of the Manitoba Indian Brotherhood serves as President of the Corporation.

life skills' sessions, families put into practice what they have learned when the breadwinner heads out to work in one of the industries operating at the Centre.

Both Sekine Canada Limited, a joint Canadian-Japanese venture operating a bicycle assembly plant, and Edson Industries Limited, a Canadian-owned corporation manufacturing recreation vehicles, began production at the Centre in September, 1973. Last year, Arnold Manufacturing Limited, a new company producing fibreglass products, became the newest member of the industrial team.

Time for Recreation

Life at the Centre is far from being all work and no play — as is evident by a drive through the community on a typical summer's day. Women were out walking their babies, sitting chatting on front lawns or pattering around the house. In Candy Cane City, youngsters were taking time out from their playground activities to cool off in the wading pool while under a brightly-painted awning the more creative-minded children constructed ambitious masterpieces in art — all under the guidance of teenage recreation counsellors.

Down the street and around the corner both children and adults splashed and laughed their way through their swim sessions at the main pool and, in the open school yard, a rousing game of "scrub" baseball was well underway.

An eye-catching sign at the main entrance of the Centre invited everyone to join in an evening of dancing and fun at the Community Centre — the same building where Bingo is played every Tuesday evening.

In addition to the pools and Candy Cane City, the Centre boasts a massive, fully-equipped gymnasium, curling rinks, bowling alleys, arena, pool room, shuffleboard tables, a large outdoor park, a snack bar — even a golf course. To ensure that all these facilities are utilized fully, the Centre employs a full-time Recreation Director to work along with the people.

The "Family Fun Fling" staged in June proved an enthusiastic example of community participation, from the opening decorated-bicycle parade to the closing arts and crafts display. Entire families joined in the running and novelty races, while it was "standing-room only" for the Saturday evening talent show and dance.

Indian families in developing skills required to cope with today's fast-changing society.

Now operated by the corporation, in co-operation with the Manitoba Indian Brotherhood, the Department of Indian and Northern Affairs and private industries, the centre is home to more than 130 families of various cultural and religious backgrounds, living, working and playing together.

Translated from Saulteaux (Plains Ojibway), Oo-za-we-kwun means Yellowquill and was selected as the name of the centre in honour of Chief Yellowquill, one of the original negotiators of Treaty No. One back in 1871.

The Centre, as it is affectionately referred to throughout the community, has much to offer Manitoba's Indian population. At the same time, it is emphasized in all the Centre's publicity releases that families choosing to live there must be prepared to help themselves and make the most of the training facilities available.

The initial, and most important aspect of life in the community, is "Family Life Skills" training — a review of the skills required to solve day-to-day problems at home, at work, or in the community.

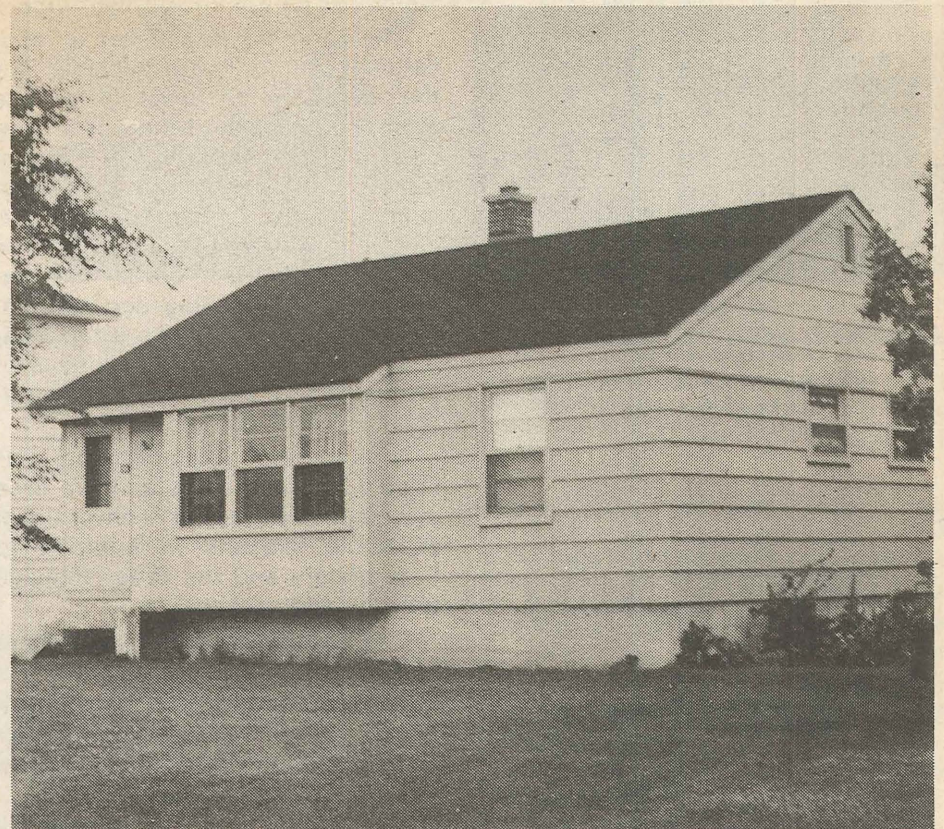
Time in the classroom is short-lived however. After a few weeks of



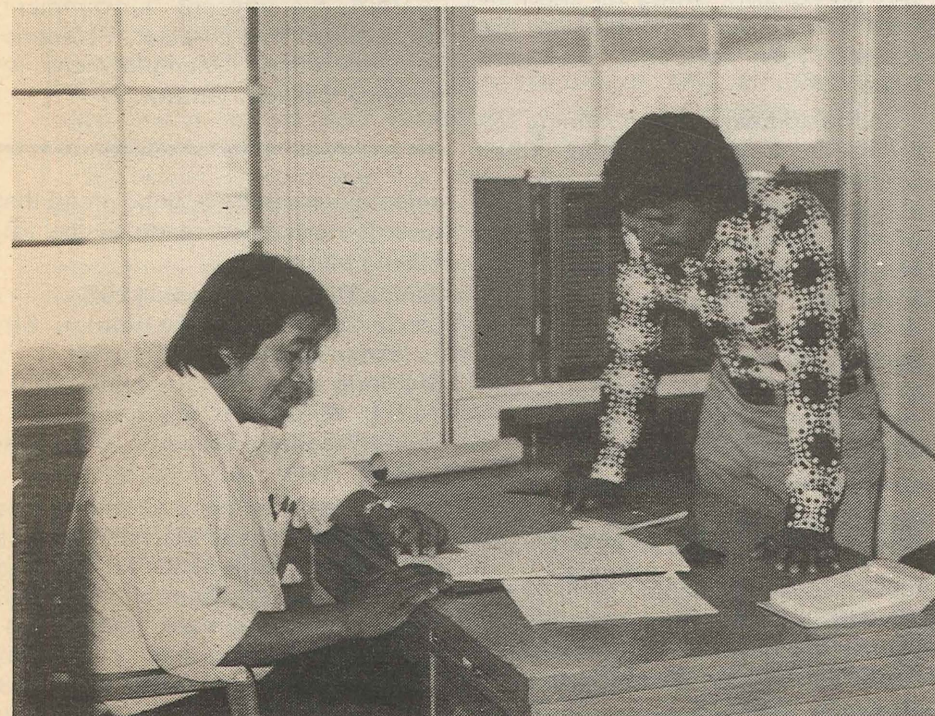
Children of many cultures attend Brooke School.



Fireman Doug Scott stands prepared for any emergency.



Housing is plentiful at the Centre.



Interviewer Nelson Comtois and Facilitator Bill Scott update notes on new families slated for arrival.

Together, the residents of Oo-za-we-kwun Centre are planning bigger and better things for the future. More industry is anticipated, offering more jobs for more families. Additional training courses are planned as well as more sporting and arts and crafts programs.

More information on how you can become a part of this community can be obtained by writing to Oo-za-we-kwun Centre, P.O. Box 130, Rivers, Manitoba, R0K 1X0. Slide and film presentations can also be arranged upon request.

Unique Indian School Opened

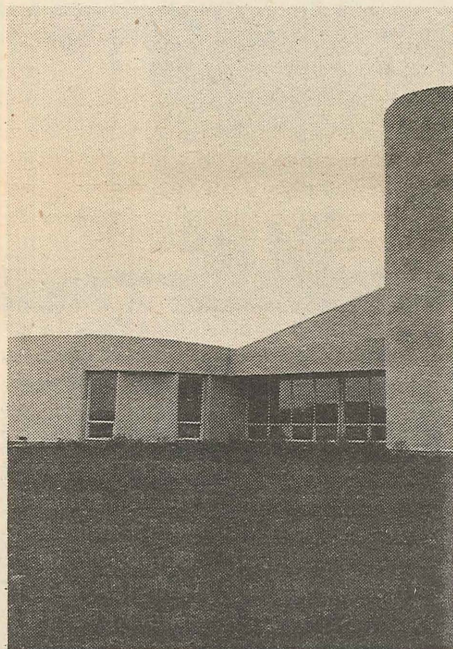
The Kehewin Community Education Centre was officially opened in September by the Honorable Judd Buchanan, Minister of Indian and Northern Affairs.

In his congratulatory address at the opening ceremony, Mr. Buchanan noted the developments in Indian education systems across Canada as they "moved toward a goal of Indian control of Indian education".

Kehewin, under the leadership of Chief Joe Dion, is the first Alberta tribe to adopt its own educational program planned and implemented by tribe members to suit the specific needs of their children and their community.

Mr. Buchanan commended the Kehewin Community Education Centre as a prime example of the growing effort to achieve harmony among student, parent, teacher and community.

Mr. Buchanan explained, "Schools which do not take the student's family and community setting into account, fail in their task. Those of us responsible for education systems, parents as well as educators must seek out the factors which impair the effectiveness of the system, and must set these defects right." He praised the "new relevancy" of programs offered in the school's curriculum.



The Kehewin Community Education Centre, designed by Indian architect Doug Cardinal, provides classrooms and teaching areas for the 106 elementary students attending this year, as well as a kindergarten, health unit, learning resources centre, and administrative offices.

Former Chief Theresa Gadwa, chairman of the school committee for 15 years, assists Judd Buchanan in cutting the ribbon to officially open the Kehewin Community Education Centre.



Former Chief and school committee chairman for 15 years, Theresa Gadwa, assisted in the ribbon cutting ceremony and summed up the years of planning as "a great struggle, but well worth it". She recounted events leading up to the new program and school.

Formerly, students were bussed to the white school in Bonnyville. But, in 1971, the parents became disenchanted with the white-oriented education system and its teachers. They removed their children from the schools for two months and launched their campaign for an education centre owned and controlled by band members on the reserve.

"Things didn't fall into our hands," stated Mrs. Gadwa. Even after initial approval of the school, problems descended when a government architect arrived with plans for a square, flatroofed facility.

"I said no. We wanted something to look like and represent our culture," she added.

The tribe was then allowed to acquire its own architect, Doug Cardinal of Edmonton, who designed the airy, circular building. Funding assistance for the building of Mr. Cardinal's design came from the tribe itself, the province and the federal Department of Indian and Northern Affairs. The actual construction was done by local native labour, under supervision of a contractor hired by the Band.

Primary Focus on Young Students

Although the \$700,000 facility will house a health unit, adult education and day care programs, its primary focus will be on 106 Indian students from kindergarten to grade 6. The school features three closed classrooms, an open area with folding walls and an administrative office.

The Band has established an educational authority responsible for the allocation of funds to various program areas, the hiring of a principal and teachers, and curriculum for both elementary and adult education. Funds granted by the Department of Indian Affairs to the school committee cover the expenses of counselling services, instruction, lunch supplements, supplies, janitorial and maintenance services, and daily bus transportation for the students.

Nine teachers, including four certified white instructors and five Cree teachers, will teach conventional academic subjects in addition to Cree history and the Cree language (written and spoken).

The learning programs will adhere to these basic principles:

- 1) Indian children must be allowed to learn in the context of their own culture and in the medium of their own language.
- 2) Teachers must be trained to understand and appreciate the Indian culture, and speak both Cree and English.
- 3) Whenever possible, an ungraded, individualized, student-centered approach to learning will be employed, allowing students free access to all learning resources.
- 4) Wherever possible, learning should take place in a natural setting reflecting the Indian's traditional closeness with nature.

5) Continuous, intensive two-way communication between community and school will ensure the educational programs meet the needs of all band members.

Greg Berry, the school principal, describes the new program as one designed to "equip kids to compete in the white world if they choose, or to make it on the reserve".

Formerly principal of the government school of the Sunchild-O'Chiese Reserve near Rocky Mountain House, Mr. Berry states, "We have a superior teaching staff. They have no union, no pensions and no job security. But they are all highly

competent, have lived on reserves and have worked with natives for at least one year."

The children were tested before beginning classes in September, and were grouped according to the results. Grades have been eliminated, although constant internal evaluation will take place.

Mr. Berry elaborated, "if a kid is halfway through grade 4 at the end of June, the provincial system can either pass or flunk him. Here, the kid can come back and pick up where he left off. We're geared to the kid's needs, not the bureaucracy of the school system."

The Kehewin Reserve is located 150 miles northeast of Edmonton.

Chief Eaglechild



Kehewin Chief Joe Dion places the specially-made headdress on Judd Buchanan proclaiming him "Chief Eaglechild", an honor bestowed on him by the Kehewin Tribal Council. This occasion marked the first time an honor of this kind had been bestowed on Mr. Buchanan.

The Honorable Judd Buchanan, Minister of Indian and Northern Affairs, was made an Honorary Chief of the Kehewin Cree Tribe in September.

During special ceremonies held in conjunction with the official opening of the Kehewin Community Education Centre, Mr. Buchanan received a chief's headdress from Tribal Chief Joe Dion, and accepted the honorary title of Chief Eaglechild. The name was chosen by the Kehewin Cree Tribal Council in keeping with their traditional tribal symbol — the eagle.

The first chief of the tribe was named Keeheewin which is Cree for Eagle, explained Chief Dion, adding that the Tribal Council felt this name was particularly fitting for the minister "who has responded to this reserve very favorably on many issues".

In the address prior to naming Mr. Buchanan Chief Eaglechild, Chief Dion emphasized the tribe's concern about the sacredness of the original treaties. He stated the Kehewin Tribe has taken over its education program and is now working on an economic development plan for the total community. He emphasized that, "these moves toward development of a self-supporting community should not affect traditional treaty rights".

Mungo Martin Awards

Five Indian students have been granted awards from the Mungo Martin Memorial Awards Fund to assist them with their artistic and academic studies.

Mrs. L. Rossiter, chairman of the

Neilson-Quebec Regional Director

QUEBEC — Mr. A. Jardine Neilson has taken up the duties of Regional Director of the Quebec Indian and Eskimo Affairs Program.

A native of Montreal, Mr. Neilson graduated from Sir George Williams University with a Bachelor of Arts degree in 1962 and obtained a Master degree in Social Work from McGill University in 1964. He is a member of the Institute of Public Administration of Canada and also of the federal Institute of Training and Development.

Upon graduation from McGill University in 1964, Mr. Neilson was employed by the Saskatchewan Government, initially as Program Director of the Saskatchewan Boy's School, a treatment centre for emotionally disturbed and delinquent children, and latterly as Supervisor of Alcoholism Treatment for Southern Saskatchewan. During his mandate as Supervisor, Mr. Neilson acted as Secretary to the Minister's special Committee on Alcoholism, which resulted in the creation of the Saskatchewan Alcoholism Commission.

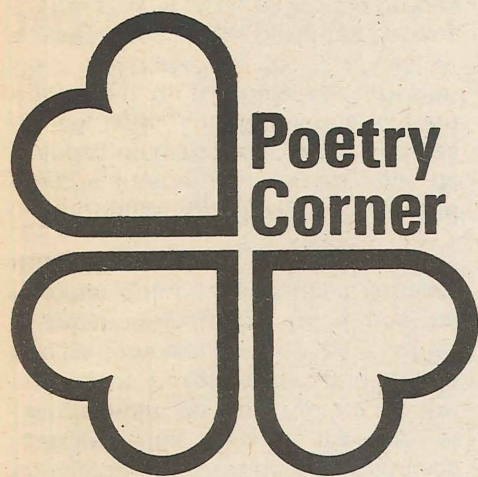
In July 1967, he joined the Federal Government's Department of Manpower and Immigration as Chief Counsellor Development, Atlantic Region. In 1969, he joined the Bureau of Staff Development and Training, Public Service Commission, and was successively Staff Development Consultant, Director of Executive Education and Management Development Programs, and Director of Studies.

Until his present appointment, Mr. Neilson was Director, Personnel Administration, Unemployment Insurance Canada, Ottawa.

selection committee, announced that awards have been made to the following students:

Janice Dick, Kamloops, \$250
Linda C. Gonu, Prince Rupert, Gitlakdamix band, \$200
Charlotte Kiss, Fort St. John, \$200
Ted. E. Wilson, Hartley Bay, \$150
Laura Wealick, Tzeacton 66, Kwakiutl, \$100

Sponsored by the B.C. Indian Arts Society, the Mungo Martin Fund was set up in memory of the late Mungo Martin, Kwakiutl Chief of Alert Bay. Awards are made each year in February and August, and a total of \$10,790 has been given since the first awards were made in March 1967.



Where the Sun Now Stands

My memory thinks of the Indian past
For the whiteman's doings shall
never last.
When the redman did wrong,
he faced the white law
When the white, did wrong, they did
nothing at all.
They stole our land, where our
ancestors lie
To clear a place, for them to go by.
When the reds and whites had
their wars
The whites brought more to uneven
the score
When the redman died, he did it
with pride
When the whiteman died, that's
where he lied.
They poisoned our water, polluted
our air
To look for something, that was
never there.
They put us in bands, on such little
lands.
But we call it the place, "where the
sun now stands".

Walter Curtis Rogers
Sarnia Reserve
Ontario

Indians

Most Indians ride,
All even with pride,
White people need,
To learn how to read,
The Indian women know,
They will gladly show,
God gave us a hand,
But we still lost our land,
They do have nice hair,
Because they care,
I am proud to be a
Anish-na-ba-qua.

Naomi Ruth Wilson
Grade 6
Mount Brydges, Ontario

Respect Ye the Dead

We knew him many years
as the bum of the town
We laughed at his tears
not one friend could be found
But, now, he has gone
to that far distant shore
We will bring him our flowers
And, repeat o'er and o'er
Respect ye the dead
respect ye the dead
Ever since I can recall
Drive the hearse smooth and slow
He's a dead man you know
Who has answered the reaper's call
He tried to make friends
as he wandered through town
His smiles went unheeded
his pleas all turned down
Not one cup of cold water
not one morsel of bread
Now, we bring him our flowers
Respecting the dead.

Diana Taft
Blind River
Ontario

Indian Summer

Each year late in September and part
of October,
Once again it's Indian Summer.
Time for both old and young Indians
To enjoy the warm days and
evenings together.
There's beadwork, games, hunting
and Pow-Wow.
Indian singers beating on the drum.
Oh, there's a lot of fun.
A wonderful time for everyone,
Under the hot Indian Summer sun.

Every Indian Summer,
The grass and the leaves change
their colours.
Faded blue, brown, orange and
yellow.
A message from God to let us know,
That these warm days and nights
are ours.
The Indian women would sit around
the camp fires
To cook wild meat and make Indian
tea,
For all their children, fathers
and mothers,
Friends, grandfathers and
grandmothers.
For their relatives, for you and
for me,
On this beautiful Indian Summer.

Clarence Tanner
Waywayseecappo Indian Reserve
Rossburn, Manitoba

Little of Everything

Listen friend . . .
Our castle in the sky crumbles
Like a passing dream.
We woke up empty handed
And all we had is hope
When all is said is words
To build us a hopeless dream
Just a little wind to come
And away it blows into a
nothing dream.
Listen friend . . .
Our wisdom betrayed us
en cause of fire water.
We washed it down.
Far down the drain it went.
If we to get it back
We must first strain our
soul to cleanness
So now my good friend
What have we accomplished
When too long we linger
Tipping bottle to our lips.
Too long we paused
before we think.
How many moons have passed
friend.
There are many in numbers.
Too many suns went by
unseen. When we in spirit
looks never seen the misty
light. My friend . . .
Now we see the misty sullen
sky. Now we see our almost
faded future.
We reached out our shaky hand.
Yet we stood speechless
When merely a few noticed
our hand. Listen friend
And let me do my say.
Gone are the pioneers.
Their souls fade like a passing
dream. Let us not fade
When here our wisdom speak.
Then only we will stand
So let's not die on our feet.
Let us be wise and not lose
our path. Let there be stars
for we not reach. There's only
a little light. So let's watch
where the hell we're going.

Ben Able
Westbank Band
Westbank, B.C.

The Importance of Making a Will — Now

Making a will while mentally and physically healthy is the only way a person can ensure that his possessions will be distributed according to his wishes after his death. Everyone should make a complete will regardless of the quantity or value of what he owns. And the time to make a will is now — waiting until late in life or until serious illness strikes may raise questions concerning mental capacity and could result in delays in administering the estate or even disallowal of the will.

Contrary to popular belief it is usually not necessary to have a lawyer draw up a will — most people can do their own. To make the task as easy as possible, the Department has prepared simple will forms which are available from local Indian Affairs or band offices. Department or band officials can also provide assistance with general wording and correct legal descriptions for any parcels of land being mentioned.

Persons in any of the following classes, however, should seek legal advice when making a will because of the possible effect of other laws: persons about to be married, persons who are separated, persons under the age of majority (18 or 19, depending on the province), aged persons or those with mental problems, persons with a common law wife and children by her and persons with large or complicated estates e.g. a business or off-reserve property.

If a person is unable to obtain a will form, even a handwritten document may be recognized as a valid will, under the present *Indian Act*.

Regardless of how an individual goes about drawing up a will, he must sign the document at the bottom in the presence of two adult witnesses who must also sign the will at the same time. Witnesses should not be beneficiaries of the will, nor the husband or wife of a beneficiary. In law, if someone who is going to benefit from a will signs as a witness, he cannot receive whatever is willed to him. Any will must also name an executor — someone to carry out the wishes of the person as stated in his will. Anyone can be named, but the person should be trustworthy and preferably younger than the individual making the will.

Almost as critical as making a will is ensuring that it is kept in a safe but accessible place. The best choice is to have it registered and stored with the Department. There is no charge for this service and the will can be readily retrieved by the maker of the will or the estate executor.

Access to a will is important because the document should be reviewed periodically as circumstances change, e.g., the death of a beneficiary, remarriage, or the acquisition of new property. In such cases, it is usually advisable to draw up an entirely new will rather than attempting to make changes on the existing document.

When There Is No Will

Anyone who dies without having made a will leaves behind a myriad of problems for whoever has to ad-

minister his estate. It is often difficult to divide possessions so that all the heirs get their share, e.g. a car, or a house may have to be sold for less than its value to give equal shares to each child. Or if an Indian owns a farm and his only heirs are a son who wants to keep the land and a daughter living elsewhere, the property would have to be sold so she could receive her share in cash. Thus, while the law is fair and tries to protect the survivors, it cannot take into account any special wishes of the deceased or particular needs of the heirs, in the absence of a will.

When an Indian resident on a reserve dies without leaving a will, three options are open to the next of kin in settling the estate and they will be consulted concerning their wishes. More and more, particularly since the Canard case decision, the Department is encouraging family members or an outside party of their choice to administer the estate themselves according to the Indian Act. It seems only reasonable that Indian people would prefer to assume control over their personal affairs in such a significant area as settling the estates of relatives or friends.

Nevertheless, family members are still free to request the appointment of a Departmental officer as administrator if they so wish. In the past, this role was usually assumed by the administrator of estates in Ottawa. Now, in line with the Department's attempts to respond better and faster to Indian needs through decentralized services, a regional or district officer will normally be assigned to assist the family.

Finally, heirs have the option of requesting that an estate be administered under the jurisdiction of provincial courts at their own expense.

Note: A booklet containing further details on the why's and how's of making a will will be available from District Offices of the Department or band offices within the next few months.

Chiefs Petition Leger

Fifteen chiefs representing about 7,000 Northern Ontario Indians have presented a petition to Governor-General Leger asking that their 125 year old treaty be renegotiated. Known as the Robinson-Huron treaty, it covers all the territory from Parry Sound to Sault Ste. Marie.

"Our treaties have been broken every way possible," said Chief Camille Chiblow of the Mississauga tribe, spokesman for the group.

"We were promised full and free hunting and fishing rights over all the territory that was surrendered. Instead, through legislation and intimidation, these rights have been taken," he said.

According to the group's brief, their lands have been taken illegally and without their consent. "They have been expropriated, stolen, sold for less than their value or taken for sale and left unsold for many years. Our land has been reduced to small, fragmented, undesirable strips."