

Native students sit-in at DIA offices

By Jeff Morrow
Windspeaker Staff Writer

EDMONTON

Native students are waging a nationwide campaign to protest cutbacks in post-secondary education funding.

In Edmonton Tuesday, a group of Native students began their continuous sit-in at the offices of the regional department of Indian and Northern Affairs. They were determined to tell government officials education is non-negotiable.

The protest will be conducted during working hours only, and isn't planned to conclude until reasonable education demands are met.

A small group of hunger strikers from Thunder Bay, Ontario may be growing weary, but their cause is getting stronger, said local protest organizer Albert Crier.

"We'll do what ever it takes. If they (hunger strikers) can do it, so can we," he remarked outside the Indian Affairs office.

Two of the eight protestors recently pulled from the hunger strike in Ottawa because of health complications. Crier said their efforts will not be in vain.

"Canada has to learn to respect other people's cultures. . . We've shared so

much and have gotten so little in return," he said.

Crier roamed the waiting room draped in a British flag, gathering signatures for a petition he later handed to the Regional Director General of Indian and Northern Affairs Elizabeth Turbayne. The petition was part of a letter addressed to Prime Minister Brian Mulroney asking him to intervene in the education issue.

Crier said the British flag was a symbol for the recognition of the era in which the first treaties were signed. It was a time, he said, that has changed considerably.

During a press conference, Turbayne told the media her department's policy calculations have been misunderstood by Native people. She attempted to assure them the policy change isn't meant to be a funding cutback, but rather a mechanism to help keep tabs on the spending.

The new \$103 million allocation—up from \$93.7 million— will be enough to handle an increase in students attending post-secondary school, she said.

Instead of allocating separate amounts for tuition, quarters and travel, a lump sum will be administered in the future budget.

Director of education Sheila Carr-Stewart said the changes will apply to both



Protesting education policy changes: Albert Crier hands petition to DIA's Elizabeth Turbayne

on-reserve and C-31 students.

University of Alberta political science major, 24-year-old Cheryl Savard, said it doesn't matter how much the government waters down its explanation, college-bound students are going to be hurting for funds.

"I want to become a lawyer. They said I would

be able to go four years. I'm only in my second year now. If I don't have the money I won't be able to go. Or I'll have to find another way," she explained.

The demonstration, sanctioned by the Assembly of First Nations, may be just the beginning of the confrontation. Crier, also a U of A student, said the government's incessant rhetoric is

not going to hinder Native determination.

Hunger striker RoseAnne Archibald said she and her remaining six companions in Ottawa aren't giving up either, at least until the Minister of Indian Affairs meets with them.

"We've been talking too long, but talk is cheap. This was our last resort. Now

(Pierre) Cadieux is trying to trivialize the situation. We've gotten his attention but he won't listen."

Although she and the others have been seen by doctors in recent days, they're not giving up their fight, she stressed.

"The situation is up and down but the spirit is with us."

Sole-sourcing jeopardizes unity

By Susan Enge
Windspeaker Staff Writer

FORT McMURRAY, Alta.

The prospect of more Native business and development corporations secretly negotiating for lucrative opportunities from large scale oil and gas development projects around Fort McMurray, worries a Syncrude Canada Ltd. employee.

The Syncrude employee, a highly-placed company official, says if closed bidding practices for energy contracts continues the unity between Indian bands and Metis community leaders could be jeopardized. This practice is known in the business as sole-sourcing.

"These guys have to start

working together. They don't realize how much power they would have if they stick together; the political clout (they would have)," said the industry official.

The Syncrude employee points to the recent deal Fort McKay's Chief James Boucher struck with OSLO officials in mid-February as

a blatant example of an individual Indian band sidestepping usual business practices.

When the Fort McKay band met with OSLO, (Other Six Lease Owners) a company affiliated with Syncrude, they negotiated a private contract behind closed doors, and did not employ a competitive open-bidding process.

Chief Boucher entered a joint business venture with a Fort McMurray non-Native business company, Carlan Enterprises. The contract is worth \$750,000.

"There's lot of other Native companies out there who wanted a chance to bid but were not aware OSLO was negotiating contracts.

Now, they are aware and it's too late," the source said.

If this practice continues, the Syncrude employee predicts Boucher's actions could spark a furor amongst the six Native communities in the region. It could possibly "tear apart" the Athabasca Native Development Corporation, an organization set up to ensure Native businesses and development corporations receive an optimum share of fair and equal employment and business opportunities from Syncrude Canada Ltd.'s project in Fort McMurray.

Chief Boucher is also president of ANDC.

ANDC's membership consists of Indian chiefs and Metis local presidents

from Fort McMurray, Janvier, Conklin, Fort Chipewyan, Fort McKay and Gregoire Lake.

But, George Calliou, the executive-director of ANDC, denies Fort McKay's Chief Boucher was party to any sole-sourcing practices with OSLO.

He said until he receives "substantiated documentation," he will not lend any credibility to the Syncrude official's statements. Calliou added he would not respond to "rumours."

Calliou says he does not intend to launch an investigation into all the allegations. Whether members of the ANDC are engaging in these acts or not.

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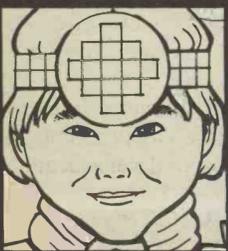
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NEXT WEEK

A HISTORY OF ETHNOCIDE SINCE 1920

QUOTE OF THE WEEK

"If you knock out education budgets, the Natives don't get trained and we just take it out of the welfare budget. So then you have to wonder about the wisdom of the government."

— Deborah Grey, Alberta Reform Party, MP. See story on page 6.

Inquiry to review mysterious deaths

By Jackie Red Crow
Windspeaker Correspondent

BLOOD RESERVE, Alta.

The long-awaited \$2-million public inquiry into how RCMP handled investigations into the deaths of several Blood Indians is set to begin May 10 at Stand Off in southern Alberta.

The inquiry was sparked by the Blood chief and council last spring following the grisly murder of Bernard Tallman Jr. Premier Don Getty bowed to the southern Alberta band request and ordered a public

inquiry eight months later. Assistant Provincial court Chief Judge Carol Rolf has been appointed to act as inquiry commissioner at the hearings scheduled for the Senator Gladstone Hall on the reserve.

Chief of Police Elizabeth Scout said the purpose of the inquiry is to review and determine if there is any "questionable circumstances" into some of the unsolved mysterious deaths involving Blood Indians. Some of the deaths to be examined go back 15 years.

Although it's difficult for the deceased family mem-

bers to recall the details of their loved ones' deaths, Scout said they are anxious to get answers on the events surrounding the deaths.

"Some feel they weren't properly informed about relatives' deaths when it first happened," said Scout. "Many don't understand the court system and have very little knowledge of the criminal code and their rights."

"We're not out to discredit the RCMP," said Scout. "We want to improve the delivery of police services based on the needs and wants of our peo-

ple." Last fall, Scout and an RCMP official conducted preliminary interviews with band members and other police officials on their recollections of some of the mysterious deaths. These statements are now being reviewed and prioritized before the hearings commence. More than 50 witnesses are expected to be on the stand during the hearings.

Scout said it is obvious that there needs to be a public education campaign so that more band members understand the legal system

and know their rights. In an effort to improve the band police program, and eventually to take-over policing from the RCMP, constables are enrolled in a comprehensive training program in Edmonton. The recruits will graduate on May 25 and will be placed at RCMP detachments in Southern Alberta for six months. The band is also planning a feast and powwow May 27.

A sod-turning ceremony is also tentatively scheduled for May to start construction of a \$750,000 police building, said Scout.

Thunder rejected

By Jeff Morrow
Windspeaker Staff Writer

NATIONAL

Spiritual runner Jim Thunder left New York City last week with the memory of his cross-country adventure, but not with the sacred bundle.

American Museum of Natural History officials denied Thunder's request to turn over Big Bear's medicine bag as prophesized in a dream.

After evaluating his claim museum anthropologists have decided not to hand over the artifact.

Dr. Stanley Freed, curator of the museum anthropology department, told

Thunder his request was not creditable enough.

"After listening carefully to your presentation and giving careful thought to your views as well as the museum's responsibilities, we have decided that we cannot comply with your request," he told Thunder.

Freed said the reviewing committee based their conclusions on the documented request of Big Bear's son Joe Pimi who turned over the bundle to a museum expedition in 1934. Pimi asked expedition leader David Mandelbaum to "keep (the bundle) well." And that's what the museum plans to do, said Freed.

Thunder, who claims to be Big Bear's adopted



No bundle, just memories: Jim Thunder

grandson left Edmonton Sept. 1, 1988, on foot, to retrieve the bundle. He said a vision came to him in a dream that he would be the

one responsible for returning the bag to the Plains Cree Indian.

Thunder could not be reached for comment.

SOLE-SOURCING

From Page 1

Meanwhile, Craig Barraclough, socio-economic manager for OSLO, confirmed Fort McKay and Carlan signed the deal with OSLO.

Barraclough said he met with the Fort McKay chief in early February and told him OSLO was willing to "provide them with an opportunity to prove (their) capability."

Although it wasn't standard procedure, Barraclough said he sat down and negotiated the initial contract.

Chief Boucher's actions have already sparked angry comments from at least one ANDC member.

"This kind of thing defeats the purpose of ANDC. It makes it really hard for us because we're so isolated. This should never happen. Everybody should be given a fair shot," said Fort Chipewyan Cree Chief Matthew Lepine.

When questioned about the practice Chief Boucher angrily denied he had any obligation to notify ANDC of his band's separate deal with OSLO.

"It's a matter for the Fort McKay General Contracting (and) I report to (their) board of directors. I inform them as to what activities are going to be carried out, what the possibilities for opportunities were and we managed to obtain those. As far as my responsibility to the Fort McKay General Contracting I did my duty there," said Boucher.

As president of ANDC, Boucher expressed the opinion that the organization is "not capable of entering into contracts with OSLO."

In an ANDC board development workshop held in Calgary April 7-9, Boucher received support to intervene in OSLO's environmental impact assessment hearings.

IAA joins environmental network

By Jeff Morrow
Windspeaker Staff Writer

EDMONTON

The Alberta Environment Network has added a high-profile Native organization to its chain of organizations concerned with conservation issues around the province.

The Indian Association of Alberta has established a special committee to sit in with ecology groups and provincial government in an effort to iron out common concerns about the environment.

IAA representative Walter Janvier attended the annual network meeting at the Environmental

Resources Centre in Edmonton last weekend. He says it was the beginning of a new era of understanding.

He adds it was good to find out there were others who were as committed to protecting Alberta's ecology as the IAA.

"We wanted to see and know all of the players. We wanted to see who was involved throughout the entire process."

He said the IAA's newly-formed Treaty Indian Environment Secretariat will soon take part in the ongoing communication process with the government.

Environment centre administrator Jean Yure says the non-partisan network of

group's can become more effective as more organizations play a role in the communication process.

She says there has always been a definite need for the Native community to share input with other groups.

The environment network does not take particular stands on issues, but it does allow concerned groups to work together to address them.

During the first day of the two day assembly, Yure says government officials attended the assembly to meet.

Alberta Environment spokesman John Shires says it was an opportunity to understand, first hand, how

organizations feel about conservation. "And our goal is to provide support and seek a spirit of co-operation."

He says "it was an extremely progressive step for the IAA" to establish a subcommittee to help tackle environment concerns. "Walter is placing the IAA in a very unique position," says Shires.

Other groups belonging to the Alberta Environment Network of Alberta include the Canadian Parks and Wilderness Association, Alberta Fish and Game Association, the Pembina Institute of Appropriate Advancement and the Alberta Medical Association.

EXPRESSIONS

NEWS BRIEFS

SUSAN ENGE, Windspeaker



Calahasen and Cardinal make history Native MLAs sworn in

By Susan Enge
Windspeaker Staff Writer

EDMONTON

For the first time in Alberta history, two Native Members of the Legislative Assembly were sworn in at the legislature Saturday afternoon April 8 in Edmonton.

"This government will have now the addition of two or three people that are very, very knowledgeable of Native issues in northern Alberta in particular," said Mike Cardinal.

Pearl Calahasen and Mike Cardinal both newly elected Progressive Conservative MLAs representing Lesser Slave Lake and Athabasca respectively, took their oaths of allegiance in an hour-long ceremony along with the 57 other Tory government members.

As Calahasen, a 37-year-old Metis from Grouard, and Cardinal, a 47-year-old Metis from Calling Lake, took their seats after making their pledge, they chatted excitedly throughout the rest of the ritual. In the house

they sit side-by-side.

The members were welcomed and warned of their four-year terms of office by Lt.-Gov. Helen Hunley in a brief speech.

"Mark my words, it is an honourable position of which you have attained...You will feel bewildered, frustrated, angered or bored, or all three," she stated.

The members gathered outside the house for photographs and were greeted by well-wishers.

Calahasen was surrounded by her family including her 77-year-old father, Adolphus. He was approached by the media on several occasions and would only comment he was "really proud" of his daughter's new job.

"I hope she will be able to do things for the people. That would be good," he said, smiling slightly and gazing at his daughter as she spoke to news reporters.

Now that she is officially sworn into office, Calahasen says she feels really "excited" and proud to represent her constituency after a dif-

ficult struggle in the campaign.

"I plan to go out and talk to the people and find out what they want. I think that's an important step. I believe that's what we have to do," she said, smiling at various family members who took turns congratulating her and offering hugs.

Meanwhile, Cardinal's family were busy offering him their support as they gathered for photos.

In a brief conversation, Cardinal said he sees a welcome change to the composition of the Alberta legislature.

"I feel a government that is set up this way should have a more effective delivery system in the Native area," referring to the representation all Native people will have in Alberta's parliamentary system by an Aboriginal person.

Despite the fact that both Cardinal and Calahasen are of Metis descent, they do not expect their comments or decisions to be received solely on that basis.

"I think that everyone is going to be equal...I believe

that when we bring our viewpoints forward that we'll be looked on an equal basis," stressed Calahasen.

Some of the issues Cardinal wants to bring forth in the legislature include plans for "economic diversification" and "job creation" within his Athabasca constituency.

However, Calahasen would only comment she has discussed some issues already with other members, but would not elaborate.

Neither Calahasen or Cardinal has been approached by Premier Don Getty who will be selecting various Tory members to fill a number of executive cabinet posts. Getty is expected to announce these appointments by April 15.

Both are hopeful they will be selected. Calahasen has a Master's Degree in Education and worked as supervisor of Native programs for the Northland School Division for a number of years.

Cardinal worked for the provincial government in various management positions for the last 19 years.

Herd's fate up in air

The fate of 4,500 diseased bison in Wood Buffalo National Park in northern Alberta will be the topic of discussion when a five man environmental assessment panel travels throughout Alberta and the Northwest Territories.

The panel will be in meeting with the public at the conference room of the Fort Chipewyan Lodge on April 18. Also scheduled is a workshop May 10 in Edmonton to define the boundaries of their study.

Other northern Alberta communities to be visited are High Level, Fort Vermilion, Fort McKay and Fox Lake. The preliminary hearings and meetings should be over later this year. After that, the panel will begin to refine the management options for the 4,800 hybrid bison. Up to a third of the herd may have brucellosis or tuberculosis.

Projects to be blocked?

An April 10 Federal Court decision quashing a dam licence for the Souris River in Saskatchewan has encouraged environmental groups in Alberta who oppose a number of different potentially detrimental projects being planned for the province.

The judge ruling in the case said Tom McMillan, former environment minister, failed to comply with statutory duty and exceeded his duty in granting a licence for construction of the dam. He also said that a new licence cannot be issued without a full federal environmental review process.

The executive director of the Environmental Resource Centre, Brian Staszewski, says his group has received "a great deal" of encouragement from the ruling.

He says some of the projects it will have an effect on are "the Old Man dam...no environmental impact assessment was done on that dam. On the pulp mills, there is lots of federal money involved in the process...OSLO (Other Six Lease Organizations) and future expansions of the Tar Sands developments."

Micmacs march to Ottawa

A group of Micmacs from Newfoundland set out April 5 from Sydney, Nova Scotia on a march to Ottawa to protest federal recognition for their reserve governing policies.

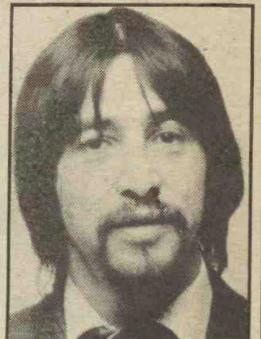
The Natives are members of the Conn River reserve in south-central Newfoundland and chose the Membertou band in Cape Breton as their starting point for their march.

The protestors are upset at Indian and Northern Affairs Canada for recognizing a new band administration that they say has usurped traditional Micmac governing practices.

Native leader commits suicide

Inuit leader Mark R. Gordon was found hanging in his hotel room in Montreal April 7. Police are treating the death as a suicide.

Gordon was heavily involved in Inuit politics. He was the former chief land claims negotiator for the Quebec Inuit and executive director of the Inuit Tapirisat of Canada. He was also a former president of the Makivik Corporation which administers the \$90 million the Inuit received for signing the James Bay and Northern Quebec Agreement in 1975.



Mark R. Gordon

Caravan off to Ottawa

About 600 Ojibway involved in an Aboriginal and Treaty Rights caravan left Fort Frances on the Ontario-Manitoba border April 12 for Ottawa to protest recent changes to post-secondary funding.

The group is slated to arrive in Ottawa on April 14 and will conduct a rally at Parliament Hill involving Assembly of First Nations Grand Chief Georges Erasmus, Liberal leader John Turner, New Democrat leader Ed Broadbent, and Max Yelden, commissioner of human rights.

Wind speaker

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YOUR WORDS

Youth takes offence to 'army solution'

Dear Editor,

In response to Mr. Gladstone's letter to the editor entitled Young men should join armed forces. I take exception to that sort of mindless dribble.

Granted many of our young do get into trouble but is the solution to force two years of service to a government that refuses to deal justly with Natives?

Is it Mr. Gladstone's standard or that of white Canada that our young men should measure up to?

I can only speak for myself as a young Native man. I do not suffer idiocy gladly nor will I endure humiliation or the stripping of my identity and be forced into participating with an inferior ideology

and culture.

All that is white is not right. Is it not enough that we as Natives have to endure brainwashing without the help of any white brethren? We can do little better than fill out welfare forms and live a life without spirit. I do not live on welfare nor am I idle.

My mind is strong as is my body. I believe in Indian ways and I am strong because of this. I have never served in the armed forces.

I am not angry with Mr. Gladstone only a little hurt. We need not rely upon the whiteman to make us strong again.

Dennis Maurice
Saskatoon, Sask.



Stat clarified

Dear Editor:

In response to your recent article on Child Sexual Abuse, March 17, 1989 issue of Windspeaker, it is imperative to correct a statistic attributed to me. The article states: "Brenda Daily estimates that 90 per cent of Native families are affected by both substance abuse and child abuse."

I have never said this for the simple reason that it is impossible for me to make this assumption. To my knowledge based on the research I have done, there has never been a conclusive study of Native families and child abuse. Even if such a study were done, it would be problematic due to the atmosphere of pain and denial which surrounds the question of abuse. It is my experience that people disclose abuse if and when feel safe.

What I have observed in Native families in ten year's experience in the field, is that: in approximately 90 percent of the cases were child abuse is occurring, substance abuse is also taking place! If we are going to move past the statistics into caring and healing, recognizing and understanding this combination is a vital link in

the process of problem solving, treatment and recovery.

In order to survive what is happening to them, children who are being abused learn coping mechanisms which include blocking and repressing emotions.

Substances such as alcohol, drugs and solvents, are all mood altering chemicals. However, substance abuse does not cause sexual abuse.

A major piece of the work involved in the treatment of sexual abuse involves reconnecting people to their emotions and assisting them to learn healthy ways of dealing with feelings.

If people are abusing substances, they will not be able to do this work because the chemicals will continue to hide and distort emotions. Therefore, the first step in recovery involves treating the substance abuse. Sobriety is the passport to recovery.

The challenge for our leaders, care givers and community members is to continue to explore and build resources for families with an approach to healing which addresses both concerns.

Yours truly,
Brenda M. Daily

Music inspires inmate

Dear Editor:

My name is Leonard Danais. I am 24-years-old and live in Assumption. I am a Slavey Indian (treaty).

I have been in jail five times, I have trouble with the law even since I quit the band on 1983. I have been a musician and had a lot of experience.

My trouble with the law started in 1983 and I've been in jail every year since then. My first time was for four months and my second offence was for 24 months and my third one is 10 months. The fourth one was 18 months and now I'm serving 11 months in Prison.

My dream and plans are to have my own musical band and to start a business. I have a lot of

experience from the past and I am still good with music, but I need support to start a band. I need money for guitars, drums and things like that.

I used to play with the band called "Hay Lakers" but we all quit cause we had a lot of problems with our lead singers.

This is my dream and I want it to happen.

I'm still young and not too late to start a band.

I can play lead guitar, bass guitar, drums and I can sing too.

I need help that's why I wrote this letter to whom it may concern and help me to let my dreams come true.

Your truly,
Leonard Danais



EDITOR'S NOTEBOOK

By Kim McLain

Gov't can't stop desire to be an educated nation

An Alberta chief once told me to make formal education a top priority in my life, "So you don't have to be an ole hustler like me," he said.

The "ole hustler" admitted he knew the days of a semi-literate chief and council were numbered, if his people wanted to become the administrators of their own destinies.

The need for experts with a Native perspective on law, education, health, economy, increases as we wiggle our ways out from under the thumb of the Canadian government.

More and more we are shattering the myth that if we become educated, we will lose our "Indianness." In fact, it's been said that success in mainstream society actually enhances the cultural aspects of ourselves.

As the number of trained experts grows, our vision of self-government becomes clearer.

It seems ironic that as our vision for our future becomes more vivid, we recognize that vision as a return to our past. That attitude of confidence and pride in determining our own destinies was what our forefathers had. That same pride is what we lost through years of demoralizing incidents like residential schools, whiteman's diseases and government interference.

Another irony is that we need to exercise our education right to its fullest if we want to get back to being a self-sufficient and proud nation, but only through the assistance of the Canadian government.

Too bad the government isn't being more cooperative, the Canadian people would have a lot to gain if the government would help us restore our nation to self-sufficiency.

Our desire for self-sufficiency is strong now, and we'll edge our way to self-government, bit by bit, day by day. The barriers imposed by the Canadian government impede our progress, but does not stop it.

HIGHER EDUCATION

The desire to attend university is growing

By Jeff Morrow
Windspeaker Staff Writer

EDMONTON

Today's challenging world of academics has changed considerably among Alberta's Treaty Indians of a decade ago. The growing number of Native students at the post-secondary levels indicates willingness to accept the challenge.

University of Alberta political science major Alberta Crier feels the need for education within the Native society is stronger today than it ever was. Native people are committed to both themselves and their heritage.

A Statistics Canada report from 1981 shows that over 41 per cent of the 38,949 Alberta Treaty Indians had less than a grade nine education and only 6.1 per cent received a high school diploma. Of those that did go on through the educational system, only 20 per cent made it to a post-secondary school.

Although Statistics Canada has not yet released current data for Alberta, Crier says the interest in post-secondary school has increased significantly.

There was a jump of 60 Native students at the U of A in 1981, to over 150 in 1988.

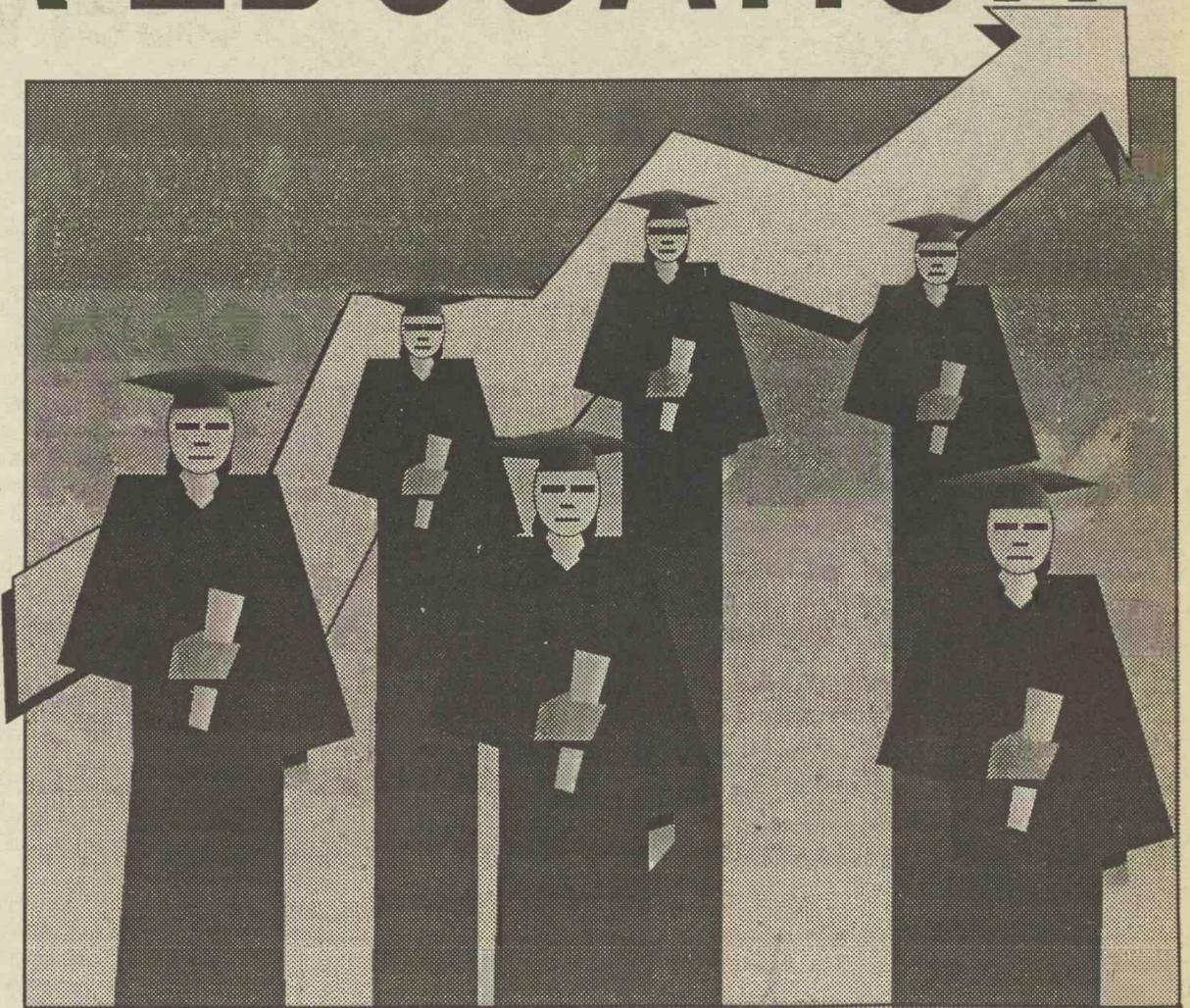
He admits the exciting, fast-paced life university has to offer is attracting more and more Natives. But there is a definite underlying feeling that academic success is essential for the betterment of Native society.

"They (students) were making choices for themselves 10 years ago. Those who went to university wouldn't return home. Now they are making a good career and sharing it with the community," he says.

Crier attributes the current attitude change among Native students to the feelings shared by people in their communities. Even when he decided to go to school Crier says he was caught between feeling of resentment by relatives and friends and his desire to advance his own character.

"They thought I was really going to be brainwashed by the white society. But there was the personal need on my part. . . I had to do it."

After the first year at the U of A, Crier feels he will be accepted by his people for knowledge he has attained. "Now I say, yes I



can make a contribution," he explains.

Dr. Jean-Guy Goulet, director of the Native Centre at the University of Calgary, says the Native students he sees also feel they are constructing productive futures.

But the Native students attending the U of C are less likely to acknowledge they are Indians. He says many

are attending school in hopes of returning to their reservations with their acquired skills, but others are seeking to remain in the city.

"There is a general feeling, though, that Natives are taking the step forward to get an education," the director says.

Further south, at the University of Lethbridge,

Native students are even taking one step further to gain insight.

Native student services officer Martin Heavy Head, says the Native American Studies department is responsible for an education trend.

In the 1981 semester, there were only 60 Natives enrolled at the U of L. By 1988-89 school year there

were 150. Heavy Head says Natives are realizing the importance of learning about their own culture and heritage.

What's even more important to note, he says, is the large number of non-Natives that are taking advantage of the programs.

He says 70 per cent of the classes are comprised of non-Native students.

Erasmus: Overspending no excuse for education funding cutbacks

By Jeff Morrow
Windspeaker Staff Writer

NATIONAL

Government belt tightening is being blamed for the cutbacks in education funding for Native students.

National chief of the Assembly of First Nations Georges Erasmus said overspending is an unacceptable excuse.

Last week Erasmus called for more support by local communities in protesting the E-12 policy changes which could affect Natives across the country. He says the federal government is taking a hard stance against the national Indian organization and its request for a moratorium.

The nationwide protests

last month were effective in letting the department of Indian and Northern Affairs know how Natives feel about the roll backs, but there's a long way to go in stopping them.

"We believe there's a need for some genuine expression of support from our people in a number of different ways. The national day of demonstration in mid-March was useful but it didn't get the job done by itself," he said.

Erasmus praised the fast-moving students in Thunder Bay, Ontario for their undaunted determination to take the issue a step further. He encouraged other students and their parents to write letters to government officials and get involved in protests at a grassroots level.

Erasmus said the federal government is attempting to violate the rights of Native people in an effort to reduce its budget. He also questioned the government's long-range intentions.

"There's no way our people agreed with the guidelines or capping. . . If we continue to have this cap at \$130 million, the effect down the road— year after year— is going to be worse and worse," he said.

Ethel Blondin, Member of Parliament for the Western Arctic and Northwest Territories, says Natives shouldn't have to pay for government mismanagement.

"Natives are given protection in the treaties." If the government wants to reduce its deficit by cutting Native

funding, it has to get their permission. "But there's been no consultation, just ultimatums," she said.

Alberta Reform Party MP Deborah Grey stands by the Tory's cash flow clamp down, but says it shouldn't be done at Native expense.

"I think everybody in Canada feels we should tighten our belts. We just need to make sure one group doesn't get cut more than another. On one hand I can appreciate what the government is trying to do. And yet on the other hand can see a problem. . . If you knock out education budgets, the Natives don't get trained and then we just take it out of the welfare budget. So then you have to wonder about the wisdom of the government."



Wants E-12 moratorium: AFN Grand Chief Georges Erasmus

WINDSPEAKER PHOTO FILE

ACROSS OUR LAND

WINDSPEAKER PHOTO FILE



'I know what they're going through': Lubicon Chief Ominayak

Local leaders rally in support of Innu

By Jeff Morrow
Windspeaker Staff Writer

CALGARY

Over 150 peace activists gathered in Reilly Park in downtown Calgary April 8 to take part in an international day of protest to oppose low-level jet flights over the Quebec-Labrador peninsula.

The Calgary Disarmament Coalition held the event to help draw attention to the inhumane treatment of the Innu people of Labrador and the increase militarization of the region, said rally organizer Kerren Shalanski.

The rally, one of many held around the world, hosted five guest speakers linked to Native rights groups that oppose the government's efforts to establish an air base for the North Atlantic Treaty Organization.

Shalanski said Canadian citizens weren't being properly informed of the government's intentions. "But we knew there were people who wanted to know more about the issue, and to show support."

She said there will be an impact on the whole world if the base is built.

Lubicon Chief Bernard Ominayak told the rally he can already relate to what's happening in Labrador. He said the Innu have never given up any of their land to the Canadian government, nor did they give permission for them to violate their culture.

"I know what they're going through. Innu leaders never signed a treaty with the federal government. There's a lot of similarities between the Innu and Lubicon," he explained.

Edmonton New Democrat, Member of Parliament Ross Harvey, told the Cal-

gary peace rally there is no legitimate reason for the unjust treatment of the Innu by the Canadian state.

He said the NATO base would be the training grounds for the Third World War.

"Most Canadians don't have a clue about what's going on there. It's crazy what they (defence department) are planning... especially when peace is breaking out all over the world." The Innu are being made to suffer from it, said Harvey.

"We're using big chunks of their land. We're trespassing," he concluded.

Other speakers were Lawrence Courtoreille, vice-chief from the Assembly of First Nations, and Alberta Federation of Labor president Dave Werlin.

Besides Canada and the U.S., rallies were held in West Germany and the Netherlands.

New book details reserve bylaws

By Jeff Morrow
Windspeaker Staff Writer

EDMONTON

The book on band bylaws isn't yet on the Native best sellers list, but the First Nations Resource Council hopes it soon will be. At least among Native communities, Robert Reiter, director of research.

Reiter, an Edmonton attorney, says he hopes the book will serve as a vital source of information for Indian bands wanting to direct their own future.

The manual, do on the market sometime this summer, is one of a three part series compiled to provide bands with a legal framework which they can use to develop their objectives, including the establishment of tribal court and law enforcement systems.

The text on band bylaws was put together to help band leaders understand their legal authority and responsibility. Reiter says a

chapter on Native justice systems was included to give bands an idea of what policies they should be attempting to implement on their reserves.

"The conventional legal system has failed the Native. It's not meeting their needs." Indian bands should be given the opportunity to develop their own way of handling legal problems—both criminal and civil, he says.

"They should resolve their own internal disputes."

Reiter notes similar systems implemented in the U.S. have been proven effective, and should be viewed as successful models by the Canadian justice system.

The Native justice guidelines calls for court power ranging from summary and indictable offences to civil tort and family matters. It also includes a mechanism to bring non-Natives to trial at the band courts.

Reiter says the develop-

ment won't be easy to establish or inexpensive to operate, but the end result could help lead to self-determination.

The court advocates, or legal representatives, won't need an expensive education, but will be required to have background training in law.

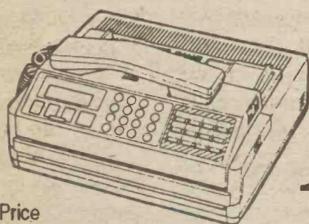
Reiter says a traveling court will need to be created, which would preside at cases on different reserves and treaty areas.

In order for any such system to be implemented, there would have to be a nationwide movement by all Indian bands to have the plan put through. The Native justice system requests would have to go through the office of the Canadian minister of justice.

The First Nations Resource Council is a non-profit, non-government agency. It is a national organization established to help bands with economic and social development.

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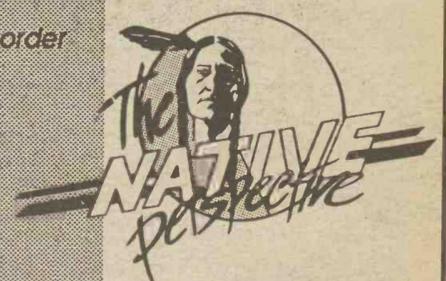
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GRASSROOTS

Hunter and Cardinal get emergency tech skills

By Bea Lawrence
Windspeaker Staff Writer

SADDLE LAKE, Alta.

Band members Donna Hunter and Terrance Cardinal recently completed a three month emergency technicians course which was offered on the reserve.

"The course was a joint effort between the Band and Southern Alberta Institute of Technology," said coordinator Jim Cardinal. "We set it up on a trial basis and our initial projection was that four or five people would pass."

Twelve treaty members including the Donna and Terrance from Saddle Lake, signed up for the course in January. The other members came from the surrounding communities of Frog Lake, Kehewin and Goodfish.

"The course was also

open to the Heart Lake, Beaver Lake and Cold Lake bands but they didn't send anyone," says Cardinal.

According to the coordinator, the department of Indian and Northern Affairs was instrumental in adding the necessary funds.

"We are hoping to start up the program again in September with incorporated Cree medical terminologies along with the other components," continued Cardinal.

The other components Cardinal talks about are the life skills, CPR and first aid features that were added to the course at the onset of the first term.

Donna and Terrance are slated to begin their field placements April 10. Cardinal says the two will be sent to a location where there is a lot of emergency ambulance activity.

"Hobbema or the

Edmonton Ambulance Authority are the most likely places the two will be sent to for their field place-

ments," he said.

A paramedic from the Calgary Ambulance Authority instructed the

course.

The coordinator stresses the importance of the support from the chief, council,

and surrounding communities, for effectively securing seven viable programs for the reserve to date.

Funds offered to Metis and non-Status

By Bea Lawrence
Windspeaker Staff Writer

EDMONTON

Metis and Non-Status Indian students who are completing educational studies related to departmental and Native child welfare needs must submit their professional training bursary program application forms by the April 30, 1989 deadline date.

The department of social services provides these bursaries to encourage and assist Native people to upgrade their education and skills in the field.

Applications are accepted from January 1 to April 30 each year. Registration at a university or college is

not a pre-condition for submitting a bursary application, but will be required prior to the final approval for a bursary.

Decisions regarding the funding are usually determined in June of each year. A selection committee reviews and recommends applications for approval. A personal interview may be necessary.

Bursary terms and conditions are: applicants must be either Metis or Non-Status Indian; residents of Alberta for a minimum of three years prior to applying; demonstrate a commitment to the Native community within Alberta; be enrolled in a recognized post-secondary educational institution (a letter of accep-

tance is required, full-time course load); pursuing studies in the social studies field; complete their studies within a maximum of two years (bursaries may be provided for a one or two-year program or the last two years of studies); recipients who are currently receiving a bursary must make application for their second year (transcripts required).

For each academic year of assistance a 12-month return service commitment is required. Applicants must be willing to complete a return service commitment in the department or any social services agency in Alberta which is approved by the minister. Each individual is responsible for obtaining employ-

ment within any approved agency.

Applicants who do not fulfill the return service commitment will be required to repay bursary funds. And, all applicants must be willing to sign a contract and a demand note.

Bursaries for persons without dependants amount to \$7,000 and persons with dependants receive \$9,000. These are distributed in two equal amounts with one cheque in September and one cheque in January.

Bursaries are classified as taxable income under the Income Tax Act, 1972, Canada. Recipients will receive a T4A form indicating funds paid and will be individually responsible for the tax on these funds.

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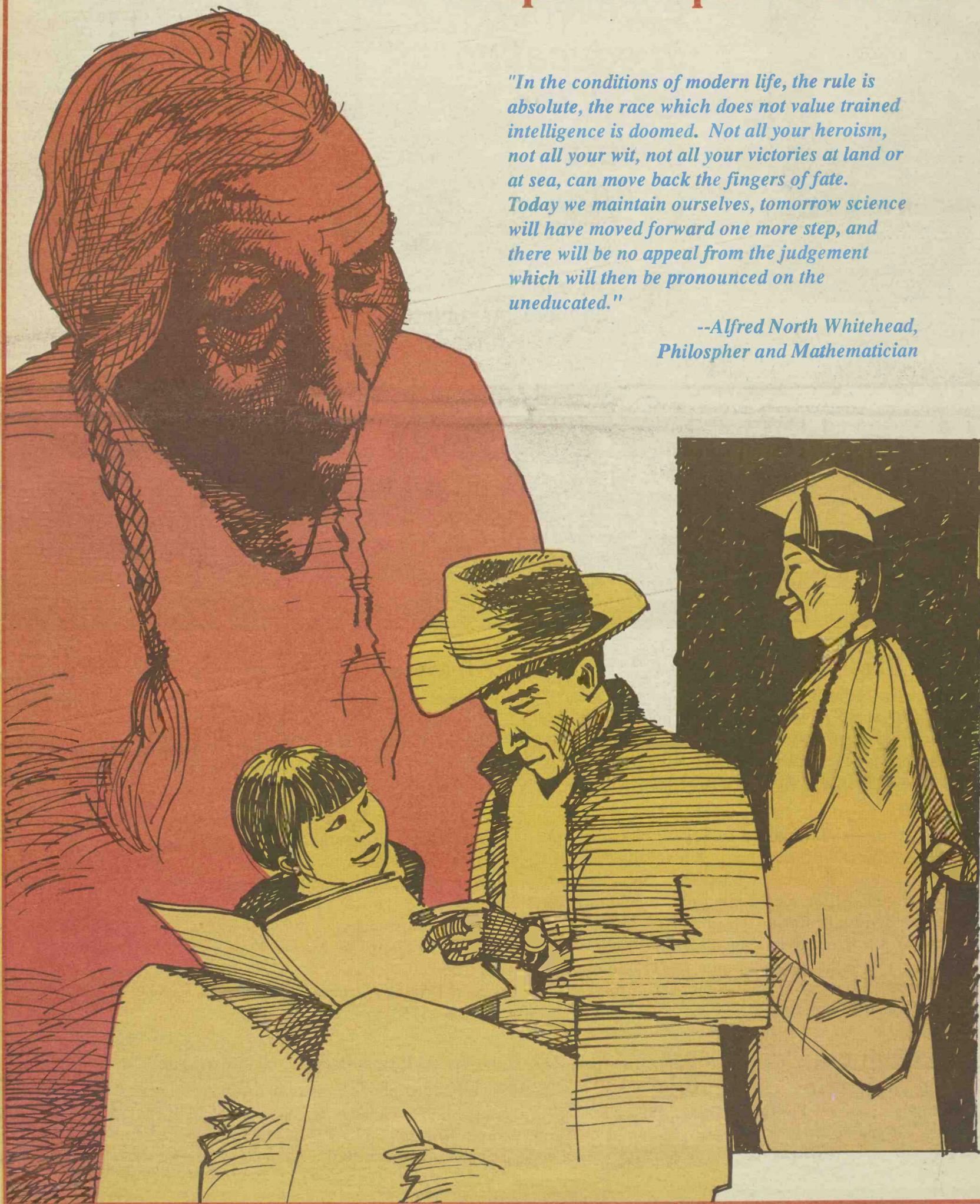
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EDUCATION FOR OUR FUTURE

A Windspeaker Special Section

"In the conditions of modern life, the rule is absolute, the race which does not value trained intelligence is doomed. Not all your heroism, not all your wit, not all your victories at land or at sea, can move back the fingers of fate. Today we maintain ourselves, tomorrow science will have moved forward one more step, and there will be no appeal from the judgement which will then be pronounced on the uneducated."

*--Alfred North Whitehead,
Philosopher and Mathematician*



EDUCATION...For Our Future

Job Entry lends a hand

The unemployment rate for high school dropouts is almost 30 per cent. Altogether, including those who have not completed

secondary or post-secondary education, there are more than 400,000 young people who are attempting to break into the work-

force.

A similar challenge faces many of the 200,000 women who annually re-enter the workforce after

working at home.

To acquire skills and experience and to become active members of the labor force, these groups

require an integrated program of training and work experience. Job Entry, Employment and Immigration Canada, is such a program.

The Entry option helps young people and the Re-entry option helps women to make this sometimes difficult transition into the labor market. With a combination of up to 52 weeks of skills training and practical work experience, Job Entry provides for individual needs, while at the same time addressing local labor market requirements.

It also offers unique opportunities for the business and voluntary sectors to ensure that specific training projects relate to real labor market needs and that the skills provided are meaningful for women and youth.

The pivotal point in a Job Entry project is the coordinator who designs training plans, recruits and assesses participants, places them with training place hosts and arranges off-site training courses. Businesses, organizations, public health and educa-

tional institutions, municipal governments and Indian band councils can act as coordinators.

On-site training and work experiences for young people and women is provided. Participants benefit from a realistic allowance schedule that can include supplementary allowances for dependant care, commuting expenses or the cost of living away from home.

CJS also recognizes the need to ensure that young people still in the educational system are exposed to the labor market and to actual work experience.

Projects for the Severely Employment Disadvantaged are provided through Job Entry. A severely employment-disadvantaged person is one who has had difficulty getting and keeping jobs due to problematic work habits and attitudes, lack of motivation, a serious lack of education or training, prolonged period of institutionalization, functional illiteracy or a long history of drug or alcohol abuse.



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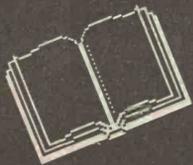


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Sunrise Project

Slave Lake's University Program

849-4577



Sunrise Project — What is it?

It is a coordinated university transfer program located in Slave Lake. The Project has been in operation since 1983, under the guidance of the Sunrise Higher Education Society. Its goal is to bring university credit courses to the residents of Northern Alberta.

Program

University courses are brought to Slave Lake from the University of Alberta and Athabasca University. Courses are offered in exactly the same way as they would be on a university campus. Students benefit from the small class size and the individual tutoring available.

Two years of study are available, after which a student may transfer to a university campus to complete their degree. Students may enroll at the Sunrise Project on a full-time or a part-time basis.

Entrance Requirements

1. 18 years old
2. A strong desire to succeed
3. An interview with the Project's counsellor.

The program is designed to help adult students succeed.

Student Services

A study skills tutor is on site to help students with course work and strengthen English and study skills. A counsellor is also available to help with program planning, financial concerns and personal problem solving.

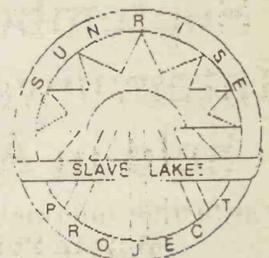
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Course Beginning May 1989 — *Philosophy 240* - 6 cr. (U of A) Introduction to Western Philosophy

Courses Beginning September 1989 — (Tentative schedule: phone Project to confirm) *English 210* - 6 cr.

(U of A) English Literary Forms; *Sociology 287* - 3 cr. (AU) Introduction to Sociology; *Psychology 290* - 3 cr (AU) General Psychology; *Geography 364* - 3 cr (U of A) Man and the Environment; *Religion 361* - 3 cr (U of A) RELigious Symbolism; *Philosophy 252* - 3 cr (AU) Critical Thinking; *Accounting 253* - 3 cr (AU) Introduction to Financial Management

EDUCATION...For Our Future

Innovation is hallmark here at Fairview

Innovation in programming has been the hallmark of Fairview College since its agriculturally-inspired beginning in 1951. Located in the historically-rich Peace River region of northwestern Alberta, the college recognizes the unique northern heritage as a blend of diverse cultural groups firmly united by geography and environment but each with its own educational requirements.

Fairview College prides itself on developing and delivering custom programs to meet the needs of the people.

One example is adult upgrading. There are a variety of courses offered. One is the reading and writing tutoring project, a community-based home-study program where tutors work directly with students in a one-to-one relationship using Laubach and other prepared literacy materials to achieve a functional level of reading and writing skills. Supplemented by audio-visual resources and computers where appropriate, 16-week sessions are offered both in fall and winter in many communities throughout the Peace River and MacKenzie North regions.

The Chinchaga reading and writing project is also

offered. This helps adults living in the Chinchaga area learn to read, write and do math. The students are men and women who do not read or write well enough to take part fully in community life.

Students can choose from either of two options. Pacemaking is a small informal group for adults with Grade 1 to 7 ability in reading, writing and math. Home tutoring is for someone with a busy schedule or who cannot attend regular classes. Students work at home with a tutor and at their own pace. Tutors are people in the community who enjoy reading and writing and being with people and who are sensitive to the problems someone without these skills can face.

Since January, 1984, the Chinchaga Reading and Writing project has helped more than 140 adults living in the High Level, Paddle Prairie, Rainbow Lake and Meander River regions improve their literacy skills. More than 40 men and women have volunteered their time and creativity to tutoring.

Other courses which are practical in nature are: commercial and camp cook, livestock operation, small engine repair, log building and welding.



Old is new again: Students at Fairview College use new technology on a trusted old building method.

Old style , new opportunities

The log building construction course, one of Fairview College's many offerings, gives students an opportunity to be a chip off the old block.

This is the first level of Canada's only intensive log building credit programming. The course is practical in nature and is adapted for distance delivery on-site. Log Building Construction Level I is a

face-paced program that starts and completes a log facility project on-site. Students are expected to develop high levels of technical expertise and efficiency.

Level I is intended as a basic program in log building. Level II (Intermediate) has been developed and there are plans to follow with Level III (Advanced) and Level IV

(Senior), plus a possible Master level designation.

Canada's log house construction industry is small but growing steadily. At present, there is a shortage of skilled log house builders. Opportunities exist across Canada for skilled craftsmen. One session consists of 16 weeks of training, distance delivered or on-site in Fairview. Applicants must be 17

years of age by the start of the program with good general health and a reasonable level of manual dexterity and should have a minimum of Grade 9 or a pass equivalent. Applicants not meeting these requirements may be admitted on the basis of relevant education and/or experience with the approval of the Director of Trades.

Accepting applications for all areas of teaching for September '89 Interviews to be held in April.

For further information contact:
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A degree for C. Cunningham

Chester Cunningham, executive director of the Native Counselling Services of Alberta (NCSA), will be awarded an honorary degree by the University of Alberta this spring.

Cunningham founded the NCSA in 1970, mortgaging his house and farm to ensure it was established. He was the driving force behind the agency's growth and success.

Native Counselling Services of Alberta (NCSA) now provides 22 programs and services free of charge to clients who include Natives from the criminal justice and social services system and the general public.

The agency is the largest employer of Aboriginal people in the province, with a staff of more than 140.

A leader in the criminal justice arena, Cunningham has been a pioneer in the development of the justice system's involvement in Native issues.

Among his accomplishments are the designing of a progressive system of integrating primary prevention, court assistance and counselling, parole, probation and prison liaison for Aboriginal people in Canada.

In addition to his legal work, Cunningham established the first Aboriginal Alcohol Education Pro-

gram in Canada.

Today, there are 380 programs serving the community.

His work with Aboriginal and legal communities is reflected in his involvement as a board member on numerous organizations including the Alberta Law Foundation, Aboriginal Multi-Media Society of

Alberta, National Parole Board and the Canadian Native Friendship Centre in Edmonton.

Cunningham's expertise in both Aboriginal and legal rights makes him a much sought-after consultant to both the federal and provincial governments.

He recently served as a consultant for Australia.



Receives degree: Chester Cunningham.

WINDSPEAKER PHOTO FILE

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Beauval Indian Education Centre

Beauval Indian Education Centre is located approximately 100 miles north of Meadow Lake, Saskatchewan, on the banks of the Beaver River, directly across from the Village of Beauval. The centre is operated by the Meadow Lake Tribal Council Board of Education.

The school offers a strong Division IV (Grades 10-12) program and has, through the years, graduated many Native students who are currently successful in many professions. In addition to the academic program, BIEC

offers Industrial Arts, Home Economics, Work Experience, and a varied Sports Program. Living accommodations include a residence, senior student housing, and in some cases, students are boarding out and attending school.

For more information please call:
Christine Derocher, Student Counsellor,
Beauval Indian Education Centre
(306) 288-2020.

You may also speak directly with the administrative staff at the same number.

EDUCATION...For Our Future

Courses are very practical

Courses and programs offered at Westerra, Stony Plain are practical. Many of their graduates are able to find suitable jobs.

"Four years ago, we developed a program for utility officers who work on Metis settlements," said Earl Alexander, director of continuing education at Westerra. "This included the operation of water treatment facilities, waste water disposal, water distribution systems, mechanical systems, furnace maintenance, electronics, utilities, roads, weed control, maintenance of recreational areas like parks and ball diamonds and bylaw enforcement. We're just finishing that program. The students are all people from the Metis settlements and this has proven to be quite successful. It's a very intensive program."

A program which has proven to be popular with Native students is the Native Entrepreneurial Development program, run in conjunction with Yellowhead Travel Council. The most recent, finished on March 10 at Camp He Ho Ha saw 16 students come up with fully developed business plans.

"One student had already gotten funding and was ready to set up her own business," said Alexander.

Another program, also offered in conjunction with the Yellowhead Travel Council, is designed to develop the management and administration skills for band members involved in band administration. The idea is to help

prepare for self-government. This is currently in the seventh month of an 18 month program. The program is unique in that three days of the month, students attend at Westerra, the rest of the time, the instructors travel to the reserves where the student is working in administration.

"This is very hands-on. We're interested in the practical application rather than just the theoretical."

There are 20 students in the program from Enoch, Alexis and Alexander.

Westerra has also offered specific programming for various bands. For example, the school offered academic upgrading and business courses in Enoch and is working on plans for the Canadian Job Strategy program with the Paul band.

For people who are interested in attending NAIT, science programs or engineering programs at Westerra or the University of Alberta, a pre-technology program, full time for one year, is offered. This is designed to provide people with the academic prerequisites, like academic upgrading, for the sciences.

One program which might offer excellent job opportunities for Native students water and waste water management. This one year program follows the calendar year and runs from January to December.

"This prepares people to operate water and water waste treatment plants and disposal systems. There are a considerable number

of reserves who have water and waste water facilities. There is a need for people who know how to maintain them," said Alexander.

The need for qualified people is so great that Westerra has been contracted to instruct a portion of this course on three reserves: Gregoire Lake, Goodfish Lake and Frog Lake.

"We're just finishing that up now. It's a skeleton program, nowhere near as intensive as the year long one. This might be a good program for someone who wanted to stay and work on the reserve."

Westerra offers a two year computer engineering technician program for anyone interested in a good, solid career with computers. The program focuses on hardware and the student learns how to fix computers and use them in an industrial setting.

Electronic publishing has also turned out to be a popular course. This is part of the Canadian Job Strategies program so students have to qualify to get in.

"The program is designed to produce people to use in the high tech publishing industry," said Alexander. "We use Page Maker, Ventura and Quark Express, so they learn desktop publishing and its application to the printing industry."

An office administration program is given for people who want to pursue office work: secretaries, executive secretaries and

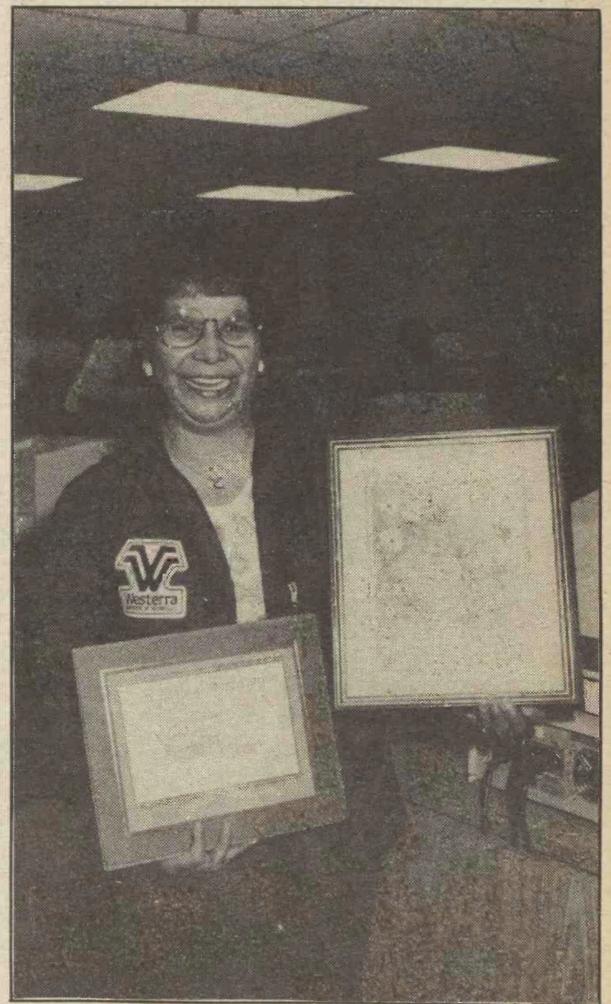
office administrators. Components in computer awareness, filing, word processing and business communication are just a portion of what the students learn.

One thing that Westerra really concentrates on is field placement.

"We always try to include a cooperative education component where the students go out and work," said Alexander.

This gives the potential employer the opportunity to find out what the student can do and it is helpful for the student to find out what life in the working world in that particular career is like. It also helps provide employment for some of the graduates. A portion of the students end up working at the place where they did their hands-on training.

For more information on these or any of the other courses and programs offered at Westerra, phone 963-1000.



Honored: Olive Saint honored for contribution by Westerra Institute of Technology.

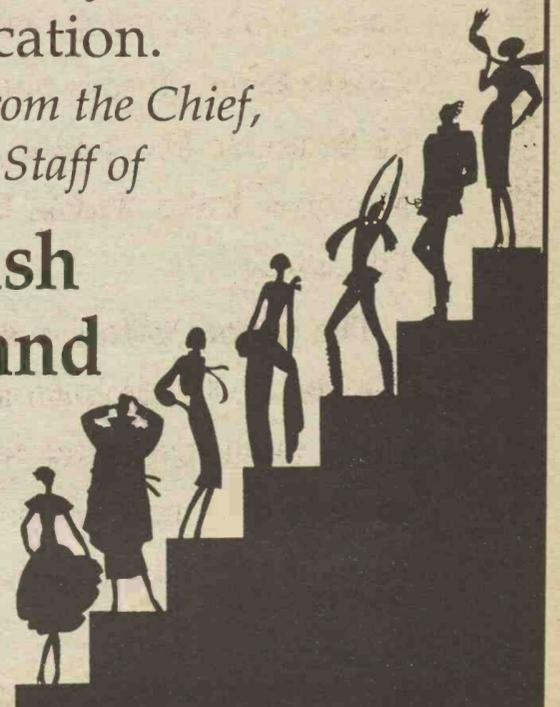
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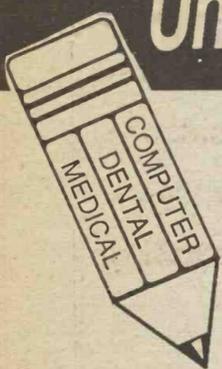
A message from the Chief, Council and Staff of

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EDUCATION...For Our Future

You do have what it takes

Have you ever dreamed of going to university? If so, you may have thought that you don't have what it takes to get a degree. The students at Slave Lake's Sunrise Project have found

a way to overcome doubts about their abilities as university students.

First they set educational goals. Then, with the help of other students and the professional support

staff at the project, they take that first small step toward their goals. What they have accomplished so far is impressive indeed.

The project began offering its university

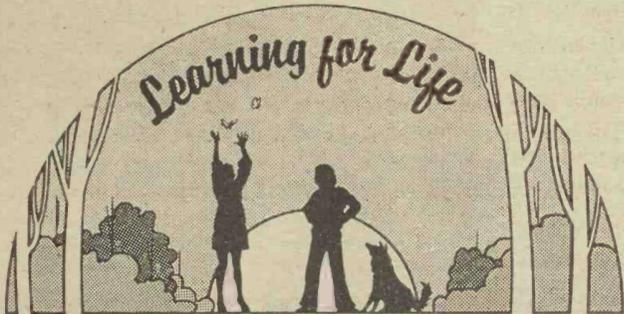
transfer program to the people, particularly Native people, of the Slave Lake region in January 1983. By July of 1989, 22 Sunrise students will have obtained degrees. One student has graduated cum laude. Two have gone on to pursue masters degrees and nine students have received course awards from Athabasca University.

Especially encouraging to the people in the Slave Lake region is that the majority of graduates have returned to find employment in their home communities.

Why is the Sunrise Project such a success? The answer probably lies in the fact that the students and staff have become a close-knit community of learners. Within this communi-

ty, students are free to develop their personal learning styles. They work alone or in groups. They discover what works for

them by sharing useful information on taking lecture notes, completing writing assignments, studying for exams, building a strong memory or surviving stressful times.



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continuing education **NAIT**

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T5H 0W5

EDUCATION...For Our Future

Bursary deadline coming soon

Metis and Non-Status Indian students who are completing educational studies related to departmental and Native child welfare needs must submit their professional training bursary program application forms by the April 30, 1989 deadline date.

The department of social services provides these bursaries to encourage and assist Native people to

upgrade their education and skills in the field.

Applications are accepted from January 1 to April 30 each year. Registration at a university or college is not a pre-condition for submitting a bursary application, but will be required prior to the final approval for a bursary.

Decisions regarding the funding are usually determined in June of each year. A selection committee

reviews and recommends applications for approval. A personal interview may be necessary.

Bursary terms and conditions are: applicants must be either Metis or Non-Status Indian; residents of Alberta for a minimum of three years prior to applying; demonstrate a commitment to the Native community within Alberta; be enrolled in a recognized post-secondary educational institution (a letter of acceptance is required, full-time

course load); pursuing studies in the social studies field; complete their studies within a maximum of two years (bursaries may be provided for a one or two-year program or the last two years of studies); recipients who are currently receiving a bursary must make application for their second year (transcripts required).

For each academic year of assistance a 12-month return service commitment is required. Applicants must be willing to complete

a return service commitment in the department or any social services agency in Alberta which is approved by the minister. Each individual is responsible for obtaining employment within any approved agency.

Applicants who do not fulfill the return service commitment will be required to repay bursary funds. And, all applicants must be willing to sign a contract and a demand note.

Bursaries for persons without dependants amount to \$7,000 and persons with dependants receive \$9,000. These are distributed in two equal amounts with one cheque in September and one cheque in January.

Bursaries are classified as taxable income under the Income Tax Act, 1972, Canada. Recipients will receive a T4A form indicating funds paid and will be individually responsible for the tax on these funds.

NAIT's

courses

hands-on

Now that registration time is practically here, it might be a good time to look at some of the practical courses offered at Northern Alberta Institute of Technology (NAIT).

Many of the courses and programs are hands-on and give the student experience and information that can readily be used. For example, the commercial signwriting course, according to Dan Maloney of continuing education, has proven to be popular. There is a class size of 15 people and the course is offered in three levels: introductory, intermediate and advanced. This runs from September to April if one takes all three levels, which most of the students opt to do.

Another popular NAIT offering is small engine repair.

"This also has limited enrolment," said Maloney. "There are 10 students per class because of the need for individual instruction. You learn about engines like snowblowers, skidoos, even motorcycles. That's 16 weeks at one night per week."

For those of a more businesslike demeanor, there are business administration courses where you can work towards a certificate of diploma.

There are also a number of different trades related courses: electrical, plumbing, carpentry and welding, for example.

"These are very practical courses," said Maloney.

"We offer microcomputer courses on weekends and evenings. These reflect the offerings during the day."

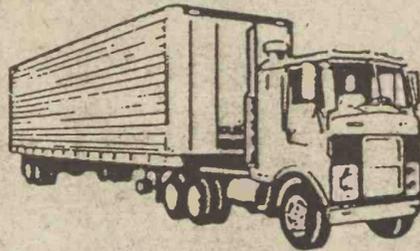
Registration for the fall courses will start on June 1.



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As an integral part of its Native Affairs Program, Esso Resources Canada Limited will be presenting four Educational Awards in 1989 to Indian (status and non-status), Inuit, and Metis applicants who meet the necessary qualifications.

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Annual awards of \$3,500 for up to two academic years of college or technical training.

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To be eligible a Native must:

- * Be enrolled in a full course load of studies relevant to the

petroleum industry, leading to a diploma or degree (such as engineering, geology, accounting, secretarial, geophysics, petroleum technologies and computer sciences).

* Have been a resident in Saskatchewan, Alberta, British Columbia, Yukon or the Northwest Territories for at least one year immediately prior to applying for the award.

Applications, accompanied by high school or post-secondary transcripts must be received by June 15, 1989.

If you or someone you know is interested in the Native Educational Awards Program, simply contact your nearest representative educational institution for more information and an application form. Or fill in the coupon below.



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Native Educational Awards Program
Human Resources Department
Esso Resources Canada Limited
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Calgary, Alberta T2P 0H6
Phone: (403) 237-4008

EDUCATION...For Our Future



People program: Students and staff at University of Alberta work together.

Doing review for preview

Doing review as a preview for university is the idea behind the Aboriginal Transitional Year Program (ATYP) at the University of Alberta.

This special entry program for Native Students has been in existence since 1984. ATYP runs from September to April, however students can continue to take university courses throughout the spring and summer sessions.

ATYP is a highly structured university program. Though not an academic upgrading program, it will give students who have been away from school a chance to review their basic English and mathematics skills. Three first-year Arts courses are offered: Anthropology 201, English 210 and Psychology 260. These courses provide a solid foundation for further study in a variety of fields and are transferable to other faculties and post-secondary institutions. In addition, a non-credit Writing for University course is offered to help students develop their writing skills and prepare for the Writing

Competence Test. Math 100 will also prepare students who wish to apply to faculties such as Science at the end of the transitional year.

Classes are much smaller and more informal than most first year university courses on campus. This helps to create a more friendly atmosphere, enabling students more frequent contact with their professor. Tutorials are also offered in the courses to provide attention to individual problems that students encounter in their studies. A learning strategies course will be an integral and mandatory component of the program. This will give students a chance to upgrade their study skills and cover such issues as Time Management, Handling Stress, Dealing with Exam Anxiety, Exam Preparation and Studying While Parenting.

What is most unique about ATYP is the peer support — Natives helping each other. The Aboriginal Student Council is presently working on a buddy system, so that Native students in senior level studies can provide peer coun-

selling to new entrants. The council, in cooperation with Native Student Services, addresses all kinds of Native social and educational issues (through a Native Speaker series and brown bag lunch discussions), holds a campus Native Awareness Days and sponsors social events.

Many additional educational issues and social events are co-sponsored by Native Student Services and the School of Native Studies, located in another building on campus.

ATYP is aimed at students who have at least a Grade Eleven education and have been out of school for at least three years. The program would also benefit students who have finished Grade 12 but who lack the matriculation subjects required for admission into university or less than a 70 per cent matriculation average. You must complete Grade 12 English (English 30) or its equivalent or in lieu of this, have passed the Alberta Universities Writing Competence Test. The program is limited to a maximum of 35 places.

We Support National Education Week.

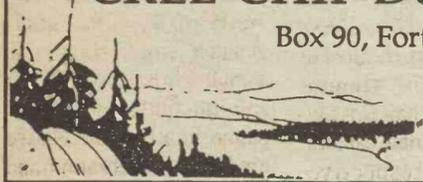
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Driftpile Community School will be hosting the 1989 Awareness Education Workshop

April 27, 1989

Commencing at 9 a.m.

The theme of the workshop is "Education Learning for Life," and its main purpose is to show our Native junior high students the importance of education and having a goal towards a CAREER.

Our NATIVE GUEST SPEAKERS have all accomplished their educational goals, careers and have their master degrees.

We are hoping these people will help motivate our students to achieve in EDUCATION.

OUR GUEST SPEAKERS ON APRIL 27 ARE:

Pearl Calahasen	MLA & Education
Wanda F. Giroux	C.H.R.
Fred Jobin	Indian & Northern Affairs
Willy Littlechild	MLA & Lawyer
Darlene Nadeau	Social Services
Peter Paul Willier	RCMP
Wilfred Willier	Probation Officer
Nora Yellowknee	Teacher
Catherine Twinn	Lawyer & NADAP Worker

This workshop is being organized by Jimmy Giroux, Liaison Office Worker for Driftpile School and community.

Driftpile Community School Driftpile Band #450

General Delivery, Driftpile, Alberta T0G 0V0
Telephone: (403) 355-3868

Paul Band Education Department

Academic Recovery Program

History: Prior to 1987, all students who were of the Junior High School age left the Wabamun (Paul) Band Reserve and entered education in the schools of Stony Plain, Alberta. These were operated by the County of Parkland. In almost all cases the students, due to the fact that they were behind, were placed in the Academic Occupation Program as operated by the County.

In September of 1987, the Chief and Band Council requested that all students in the Academic Occupation Program be bought back to the reserve and a special program be set up to educate these students. It was felt this was needed to best educate these students and meet their needs.

The Department of Indian and Northern Affairs was in agreement with the establishment of the program. The program was actually running by the first of November 1987. It commenced with 22 students. The age of these students were from 14 to 18. There were two teachers employed; one to concentrate on math and science area and one to focus on the language and social area. All students were tested using the CATS test and found to be operating at least two years behind where they should have been at and in most cases they were three to six years behind. It was found that these students were not "slow learners," but had average intelligence and could achieve if given the proper circumstances. There were also social problems that were dealt with through the use of band support services.

This department would like to state that the program has been a success despite some very trying circumstances. The program finished in June of 1988 with 16 students. Of this total three entered the regular Junior High program and three were special permission to enter a regular Junior High program and three were given special permission to enter a regular Grade 10 program of studies in Stony Plain. In all cases the students were several grades from where they were in September/November 1987 period of time to June of 1988. This was demonstrated by retesting of the students again using the CATS.

The program is now well into the second year. The overall academic level has improved and there are 18 students. It would appear that perhaps six to eight of these students will be admitted to Grade 10 programs. It would also seem reasonable to believe that some would re-enter a Junior High School program.

It is perceived that the program must continue in order to effect change in the education of these students and other students that can be identified.

There is a need to ensure the continued success of the program.

EDUCATION...For Our Future

U of A theme getting to know you

Getting to know you appears to be the theme behind the Native Adult Summer University program offered by the University of Alberta.

The project proposal indicated that based on research information, statistics and recommendations provided by the 1978 Task Force Report, the population of Native students attending the U of A does not correspond in ratio to that of the whole student body. Recommendations made by the 1978 Task Force has initiated the University's commitment to attract a greater number of academically-motivated Native students.

The majority of prospective Native student candidates, according to the proposal, are not eligible or motivated to enter directly into university programs. The historic under-representation of Native students registered in university/academic programs is often attributed to a poor educational history, lack of awareness regarding admission requirements and inadequate academic or career counselling. The overall effect of these factors is a lack of motivation among Native students.

The Office of Native Student Services works to promote post-secondary academic education for Native people. University orientations specifically

designed for prospective Native students are delivered by the Community Liaison personnel on and off campus. The orientation presentations range between one to three hours.

In August of 1988, Native Student Services piloted the first Native Adult Summer University Program. The program was designed to attract a greater number of mature Native students requiring more intense exposure to the University campus, academia and the City of Edmonton. The program ran for three consecutive days.

Native Student Services will be offering the Native Adult Summer University Program in response to the need to motivate, orient and assist prospective Native students in the pursuit of an academic education. The comprehensive six day program will take place on campus and involve university courses similar to those offered by the Faculty of Extension during the Summer Youth University Program. Native youth are accommodated in the SYU program.

The average age for Native students on campus is 28. The majority of the Native students enter as non-matriculated unclassified students. Native Adult Summer University is designed to attract and

motivate non-matriculated prospective Native students 21 years of age or older. The program will admit a minimum of 20 students and a maximum of 50.

The proposed program is scheduled to occur over a period of six days. A welcoming banquet will officially commence Native Adult Summer University on the evening of Aug. 13. The daily itinerary is devised accommodation orientation sessions administered by Native Student Services, relevant guest speakers, six academic courses and optional evening activities. Tentative course selections include Native Art, Sociology, Computing Science, Petroleum Engineering and Mining, English and Archaeology.

The program will officially conclude with a social event planned for the evening of Aug. 18. Participants will receive completion certificates on behalf of Native Student Services and/or funding agencies.

Daily lunches and dinners will be organized by Native Student Services in

conjunction with various Native organizations and services in the city. Special residential arrangements will be made on campus at St. Joseph's College for participants requiring lodging. These arrange-

ments may also include daily breakfasts.

For more information,

contact Shawna Cunningham at 492-5677 or write Native Student Services,

124 Athabasca Hall, University of Alberta, Edmonton, Alta., T6J 2E8.

Alumni first planned

The University of Alberta might be the first in the country to establish a Native Alumni Constituency.

An operative constituency under the University of Alberta Alumni Association, according to a proposal, will play a major role in establishing a positive communication network between Native undergraduates, the business community and respective Alumni.

The Constituency may also act as an informal advisory board to Deans, Directors and administrators of various departments and faculties on any matters concerning or affecting Native issues, programs or students. This function primarily concerns the School of Native Studies who would occasionally be requesting advice and input from the Native Alumni regarding various academic programs.

A Native Alumni Con-

stituency will be able to establish an effective communication system whereby professional opportunities and contacts may be passed on to respective Alumni and Native students seeking employment.

The establishment of scholarships funded by the Native Alumni Constituency will be able to encourage and assist prospective Native students who wish to attend the University of Alberta.

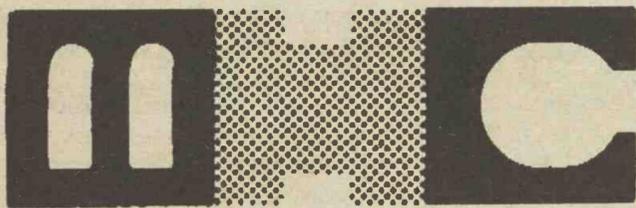
The Constituent can also promote, participate or financially assist any cultural or social event hosted by or pertaining to alumni members or Native students on campus.

An Alumni Constituency generally provides a means whereby Alumni may join together for the enrichment of their careers and respective faculties/departments.

The office of Native Students Services would be the administrative

office which will take the necessary steps in establishing the constituency. The office will also provide support services and initial program or funding proposals.

The goals stated in the proposal include producing a bi-annual news publication of professional quality to be distributed to the respective Alumni. The publication will address material relevant to Native professionals and Native students. Native content, university updates and employment issues should maintain the primary focus. The Native Alumni Constituency could establish a scholarship fund for Native students attending the U of A. Other goals include: participation in an annual Christmas social or cultural function; participation in an annual Native graduation celebration and professional workshops administered by Alumni on specified career-oriented subjects.



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299 College Drive, S.E.
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Husky Oil



EDUCATIONAL AWARDS PROGRAM

NATIVE AFFAIRS

Husky Oil is a large oil and gas company involved in virtually every aspect of petroleum activity from exploration and production to refining and marketing.

Husky's Native Affairs function has within its mandate Native Business Development and the employment of Native people. In support of these objectives, the company's Educational Awards Program assists Native people to achieve greater success in professional career opportunities.

These awards are for people of Native ancestry in B.C., Alberta and Saskatchewan who possess suitable academic qualifications, are in need of financial assistance, and who demonstrate an interest in preparing themselves for a career in the oil and gas industry. Individuals pursuing academic studies at the post-secondary level at a university, community college or technical institute are eligible to apply.

Applications for the 1989/90 academic year must be completed and returned by June 1, 1989. If you are interested in getting more information or wish to apply for an Educational Award, please contact us at the address below:

Coordinator
Staffing & Native Affairs
Husky Oil
P.O. Box 6525, Station D
Calgary, Alberta
T2P 3G7

EDUCATION...For Our Future

School programs designed to help students

For Eva Bereti, being a Native Education Counsellor and Cultural Co-ordinator for Edmonton Catholic Schools is a very rewarding job.

"It's very satisfying to me to trying to change teachers' and principals' attitude toward Native students," said Bereti, who has been with the separate school board for 14 years.

Every week or two, she visits one of the 23 different Catholic schools she is responsible for in Edmonton.

In the classroom, students are taught everything from Native religion and spirituality to crafts like beadwork, fish scale and leather work.

"We go back into what it must have been like for Indians living long ago and talk about the contemporary Indian of today, treaties and the Indian Act," she said.

As cultural co-ordinator, Bereti brings elders and other speakers in to talk to the students. She brings authentic Indian artifacts, crafts and books about Native people into the classroom as teaching tools.

However, Bereti said many elders are now requesting up to \$250 to come speak at the schools instead of the traditional gifts of material and tobacco.

In addition to her lessons, Bereti provides a positive Native role-model for students.

She has served on the University of Alberta Senate and the Catholic Social Services Board for six years. She is also a volunteer for mastectomy patients and other cancer victims at the Cross Cancer Institute.

As Native education counsellor, she provides crisis intervention for students facing drug and alcohol addiction, teen pregnancy, incest and suicide problems.

"There has not been a lot of time to book speakers this year," Bereti observes. "There has been so many crisis cases. We are seeing an increase in suicide and incest."

Bereti hopes that the enormous caseload handled by herself and two other counsellors is someday cut in half.

During the school year, Bereti often arranges home visits with families based on a parent or teacher's request. She doesn't hesitate to give out her home number to students in

need. "It has never been abused," she said.

Since the opening of Ben Calf Robe Catholic Junior High School in 1973, fewer Native students are becoming high-school dropouts.

"The idea behind Ben Calf Robe was to help Native students stay in school. In regular school, for many their self-esteem becomes so low that they couldn't cope," Bereti said.

The school was a pioneer in Edmonton in providing Native religious instruction and traditional craft lessons. It tries to instill Native pride in its students with regular sweatlodges, ceremonies and visits by elders.

Currently, about 100 Native students are enrolled in the school. After graduating from Ben Calf Robe, students attend Archbishop O'Leary Catholic High School or St. Joseph Catholic High School.

Students who need help with drug and alcohol abuse addictions are sent to Poundmaker's Lodge in St. Albert.

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 Edmonton, Alberta T5J 1M8
 (403) 426-2048



EDUCATION...For Our Future

Maskwachees proves popular

Maskwachees Cultural College has proven to be popular. So popular, in fact, that there is a waiting list of people who want to attend.

The college started in 1974 as a member of the Native Cultural Centres Program of Indian and Northern Affairs. Its official purpose was to research and assist with the development and recording of Cree culture.

There were some academic programs offered at that time and a number of the students took university courses, then went elsewhere to complete their degrees.

Three years ago, the college began a massive expansion to offer a broad range of academic high school upgrading, university entrance plus the first two years of a university liberal arts program. At this time, the college began training people to be Cree language instructors. Also offered was a special skills program for 12 to 16 year olds who need special assistance. The college also undertook to provide courses of interest or at the request of the community.

In July, 1988 the Alberta Legislative Assembly passed the Maskwachees Cultural College Act, establishing it as a private post-secondary institution.

"This gives the college the authority to grant post-secondary certificates and diplomas," said Carnew.

The college is wholly owned and directed by the community of Hobbema. It has its own constitution and is overseen by a board of governors.

"It serves the needs of the people in Hobbema."

A very important component of the college is the Cultural Studies department. The focus is on research and development of Plains Cree studies.

"We have a living history program as part of that," said Carnew. "We have over 200 hours of audio-visual provided by the elders and other experts. This was given to the college in trust by the elders who have allowed us to make it available to people who want to learn. They have to come to the college to watch these. One of the conditions we were given was that this material cannot be published."

Community input is invaluable to the college. There is a resident elder program where both a male and female elder work at the college and are available to advise the students and staff about the culture. A Senate of Elders from the Four Nations is on hand to advise on all cultural matters as well.

"We're developing a Cree language curriculum for schools, working on Grades 4 to 6. We've already completed Kindergarten through Grade 3 and Grade 10," said Carnew. "We've also been working on a Cree dictionary for Grades 4 to 6. The work on this started over a year ago and we're nearly finished."

Another development on stream is the Creeway Cultural Awareness program which is aimed at schools off the reserve as well as those in the community. It is aimed at both

College started in 1974 and continues growth

Cree and non-Cree children and gives a greater awareness of the history of the Cree and of Hobbema, plus the contemporary community. There is some help for understanding the language, the traditional arts and crafts plus help with some of the traditional ceremonies.

"We have developed courses in Cree for adults from the introductory level right through to the second year university level."

A five course diploma can be granted to teachers who attend over three summers. About 80 teachers will be attending this summer. Also, the first class will graduate this summer from this program. Teachers from all over central and northern Alberta attend.

Maskwachees also hosts a lot of cultural awareness programs within the surrounding communities.

In cultural studies, the college has also started developing college level courses in Plains Cree. The first pertains to identity, questions of 'Who am I?, Where do I come from?' and the second is on the Plains Cree contemporary society on 'What is culture?' and 'What is society?'

"These two courses and a Cree language course are compulsory in cultural studies," said Carnew.

For academic studies, there are four levels of adult upgrading, ranging from elementary (basic literacy) through college

level transfer courses. These are available in English and mathematics.

There are two streams a student can choose from. The first is where they want to concentrate on their academic skills; the second involves upgrading and a work skills program where they can work in the community, in an office, farming or ranching, for example.

For those who wish to attend university or college, there is a certification program for mature adults. It's a transition program which lasts for one year and approximately 30 students attend per year. They can then enroll in college or university.

General studies program is one where the students complete the first two years of most degree programs, enabling them to enter the third year. They are required to complete 20 half courses from university transfer, plus the two Plains Cree studies courses. They are required to take a full course in Cree plus two half or one full course in English, the two official languages of the community.

If there is a particular need, short courses can be offered: reading, writing or communications, for example.

Under the Occupational and Professional Training Skills department, a student can get a band manager certificate or, with cooperation from Grant MacEwan Community

College in Edmonton, they can participate in a program in microcomputer accounting. This is a good course for people who need a combination of accounting skills and need to use a computer for office work.

"We do a lot of on the job training for a number of people in the community to develop specific employment skills. These are supervised by the college. This year, we are concentrating developing this," said Carnew.



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We Support National Education Week

Newman Theological College

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WITH US**

The Dogrib Divisional Board of Education

**Detah, Lac La Martre, Rae-Edzo,
Rae Lakes, Snare Lakes**

We are looking for committed, competent teachers to work for the education of our children. Openings are anticipated in grades K through 9 in a variety of communities and sizes of schools. Applications from teachers with skills in ESL, Special Education, Outdoor Education and Computer Literacy are especially welcomed. If you have the ability to teach in a crosscultural setting and the desire to live in a Dene community please send your resume or request for more information by April 21, 1989 to:

Jim Martin, Director
Dogrib Divisional Board of Education
Bag 1, Rae-Edzo
NWT X0E 0Y0
Fax 403-371-3053 INET RAE.SUP

**Affirmative Action Employer
Smoke Free Work Environment**

Rigging a good future

Helping people get jobs and improving their safety record on drilling and service rigs is the purpose behind a program offered by Medicine Hat College. And a number of Native men have taken advantage of the opportunity.

The 24-week program features 18 weeks of class theory and six weeks of on-site practicum.

"As much as possible, they like to break the practicum into three weeks on a drilling and three weeks on a service rig but sometimes it doesn't work out perfectly into this time span," said Gary Seymour, director of community education for the college.

"We took 30 students into the program: nine were Native men, seven from the Blackfoot Reserve."

This is the second time the course has been offered. It is currently winding down because road bans are coming into effect and some of the rigs are shutting down. This shift started on Oct. 31, 1988, the previous on Jan. 25, 1988. The demand has been fairly high, so there are plans to run the next session in the fall.

"One reason the course is a real benefit is because it should improve the safety record on the rigs. They have been hiring people off the street, greenhands, and they learn on the job. We teach procedures and emphasize safety, giving the students an idea of what to look out for and why," said Seymour.

The procedure to get into the course is a firm one. It is part of a Local Canada Employment program, meaning the students have to come from the ranks of the unemployed, not having worked for 24 of the last 30 weeks. They apply at the employment centre and are interviewed later by the college. Students are selected based on their interest in the course and ability to learn.

Employers benefit by getting employees who are knowledgeable and students have a chance to obtain employment. There are also some long-term benefits for the student.

"They can get a number of certificates: H2S, an oil field boiler certificate and St. John's First Aid. This should make them ulti-

mately more employable. There is some attrition, which is to be expected but the program has generally been very successful."

"The companies seem to be supportive of this program. Some of the men have been hired away prior

to completion of the course. They make a training allowance while they are enrolled but it is hard to compete with the salary

offered by an oil company.

It appears to be working. There are jobs out there."

Curriculum takes growth seriously

The curriculum at Fairview College keeps on growing and showing people how to do the same.

At the request of the Horse Lake Band, the college provides training for the Crop Production Program. The required training is a 16 week program in crop production courses to be delivered on-site at Hyeth, Alta. The band currently operates a 4,000 acre farm operation. It is proposed that 15 people receive training and have employment as farm workers. The trainees are expected to work 40 hour weeks at eight hours per day.

The program offers courses in crop production, equipment maintenance,

seeding and tillage equipment, grain harvesting equipment, introduction to computers, welding and field crops. The proposed training will take place between April 17 and Aug. 4.

The federal government, Horse Lake Band and Fairview College will have the joint responsibility of evaluating the success of this project. The end result, it is hoped, will be that the Horse Lake Band will have a number of competent farm workers for their cattle operation, plus the federal government will have a reduction of unemployed people and will have contributed to the training and long-term employment prospects of several band members.



COMMUNITY EDUCATION

Offering full-time programs on the Blood and Peigan reserves in the following areas:

1. Academic Upgrading (Grade 8-12)
2. Lifeskills
3. First Year Early Childhood
4. Small Business Management

For registration information in these programs please contact outreach workers on the Blood and Peigan reserves.

For additional course and program information please contact:

**Lethbridge Community College
Community Education
3000 College Dr. South
Lethbridge, Alberta
T1K 1L6
(403) 320-3335**

Blue Quills Native Education Centre Supports "Learning for Life"

Learning within and about your
own Native culture will be your
GREATEST ASSET IN LIFE!!!

This message from
Blue Quills High School
Teaching Staff
Julianna Janzen - Principle



Blue Quills First Nations College

P.O. Box 279
ST. PAUL, Alberta T0A 3A0
(403) 645-4455

EDUCATION...For Our Future

Move into 21st century with McKay

McKay Career Training can help move the student right into the 21st Century.

Courses like computer operating and programming, desktop publishing and business computer program give the student a chance to start a career in a fast-growing field.

According to information sent by the college on their computer operating and programming courses, there could be 100,000 new jobs for software writers alone in Canada by the year 2000. Course content includes: history, flowcharting, TURBO-DOS operating system, numbering system, BASIC programming language, accounting terminology, user friendliness, COBOL programming language, program documentations, multi-programming, word processing, advanced COBOL and C programming language.

Entrance requirements are Grade XII or equivalent, 20 wpm typing. Adults (19 years or older) without Grade Twelve may be given special consideration as mature students.

Classes start four times

a year and the school day runs Monday to Friday, 8:30 a.m. to 4:30 p.m. for 12 weeks. The class size of 10 allows a great deal of individual attention.

Desktop publishing

LSAT has changed Section gone

Through telephone conversations with Law School Admission Services (LSAS), Sexton Educational Centre in Calgary has been informed that the Law Schools Admission Test (LSAT) has been changed.

Under the Rules and Questions section (Question Type III in the 1988 to 1989 LSAT Information Book, page 151) will be deleted from future LSAT exams. This section, however, may still appear in current study guidebooks since most of these books were researched over one year ago.

Sexton recommends that students start preparing for all sections except for Rules and Questions section and wait until the 1989-90 Information

refers to the use of personal computers, page printers and various software applications to produce entire publications, including type and graphics. As a trained desktop publisher,

Books are released from the LSAS. This Information Book should be available in mid- to the end of April. If this particular question type is not mentioned in the 1989-90 LSAT Information Book, it will not be necessary to study for it.

The Sexton preparation course (June 2, 3 and 4) will assist students in preparing for the LSAT as it is described in the 1989-90 book and will closely examine the changes in content and format.

If you are uncertain of the question types announced in the LSAT Information Book, call Sexton Education Centres. Their head office is at the University of Calgary, 282-2222. In Edmonton, call 459-7261.

the graduate can offer corporations and the public the opportunity to generate high quality publications for a fraction of the cost required by traditional methods.

Some aspect of the course content are: aesthetics, balance, line art color, logos, typography, grid design, micro-computers, graphic arts, symbols, paste up and page

layout. Hardware includes the Apple Macintosh Plus, 40 megabyte hard disk drive, AppleShare Network and Apple Laser-Writer Plus.



Have you considered a career in **JOURNALISM?**

The Program in Journalism for Native People at The University of Western Ontario is now accepting applications for the next academic year beginning:

SEPTEMBER 5, 1989.

PJNP is an intensive one-year, three-semester program for candidates of Native ancestry (Status, Non-Status, Metis and Inuit) leading to a:

CERTIFICATE IN JOURNALISM FOR NATIVE PEOPLE

The deadline for complete applications, including transcripts and other required documentation is **MAY 1, 1989.**

Direct inquiries to: Director
Program in Journalism for Native People
The University of Western Ontario
Middlesex College
London, Canada N6A 5B7
(519) 661-3380



Maskwachees Cultural College



MASKWACHEES CULTURAL COLLEGE

Hobbema, Alberta

Cree Language Instructor Diploma Training Program

Dates: July 5-26, 1989

Place: Maskwachees Cultural College

Courses:

- C.L.I.T. 201: Curriculum & Instructional Methods
- C.L.I.T. 203: Cree Language Development
- C.L.I.T. 205: Cree Language & Social Studies Integration
- C.L.I.T. 207: Cree Language & Fine Arts Integration
- C.L.I.T. 209: Cree Language Development

NOTE: This is a post-secondary training program for instructors of Cree Language. Graduates are eligible for a diploma in Cree Language Instruction upon completion of all five courses.

Students may take two (2) courses each summer.
For more information: Please call (403) 585-3925

MASKWACHEES CULTURAL COLLEGE

Hobbema, Alberta

University Transfer Course

Spring Session 1989

- NTVE (Cree) 206: Elementary Cree - Full course
- NTVE (Cree) 306: Intermediate Cree - Full course
- EDTS 231: Introduction to Teaching 1: Theory - Half Course
- EDTS 233: Introduction to Teaching 2: Application Policy & Environment 395: Legal Environment of Business - Half Course
- Canadian Studies 311: Aboriginal Canada - Half Course

NOTE: All courses are credited by the University of Calgary

Dates: May 15 - June 30, 1989

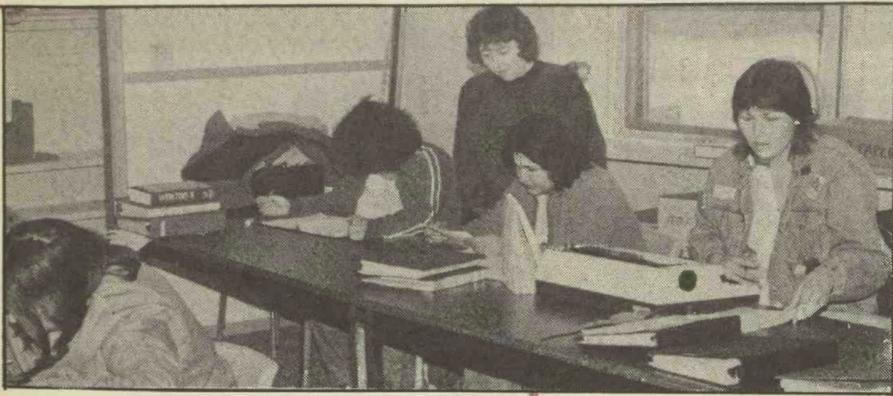
Registration Deadline: April 28, 1989

For more information: Please call (403) 585-3925

Maskwachees Cultural College

Box 360, HOBHEMA, Alberta T0C 1N0

(403) 585-2935



Adult upgrading students: Fairview College, Garden River.

Change school, not students

When it came to a choice of whether the students should be changed or whether the school should be changed, the founders of Plains Indian Cultural Survival School (PICSS) decided on the latter.

PICSS has been operating very successfully for

the past 10 years; they celebrated their 10th anniversary on Feb. 1.

"The logic behind the program was that Indian people did poorly at school," said Jerry Arshinoff, school principal. "The drop out rate is 84 to 96 per cent, depending on whose statistics you use."

It came down to a number of options: change the people or change the school.

"Changing the people is not possible," he said. "Changing the school makes more sense."

This was done by offering courses pertaining specifically to the Indian culture and by using the high school curriculum set forth by the Department of Education in a new way.

Courses in Cree and Sarcee languages are offered, there are courses on traditions, crafts, powwow drumming and singing, life skills, wilderness survival and art.

"We also teach shop but it's a combination of the old and new. We make tra-

ditional items like snowshoes and canoes but we use modern tools."

The core subjects, English and social studies for example, are taught with a difference. In English, works by various Native authors will be used in preference to works by Shakespeare. Students learn about the history of treaties, Native history and the Constitution in social studies.

"The Indianness is stressed wherever possible in all subjects except math," said Arshinoff.

The approach has worked. Two thirds of the students enrolled graduate and a number of them go on and seek post-secondary education after.

Funding comes from various sources: Department of Education, the local school board, plus various grants and donations from individuals and private companies. PICSS is located at New Westbrook Shopping Centre in Calgary. To attend, all one has to do is show up on registration day, be 14 years of age or older and be in one of the high school grades. There are currently 240 students registered.

"It's a great school," said Arshinoff.



The Education Department of the Onion Lake Band

We extend our support of National
Education Week April 23-29 and wish
all of our post-secondary students
success in their endeavors.



Accredited Post-Secondary Institute by Act of Alberta Legislature

*"Through mutual respect, sharing and perseverance
the college carefully and thoughtfully aims at
understanding and applying the wisdom of the ages
to enhance the whole person and his environment,
as did Chief Old Sun himself."*

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- Old Sun College offers small classes, lots of individual attention and friendly people.

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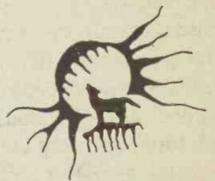
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Or write to:

OLD SUN COMMUNITY COLLEGE
Box 339, GLEICHEN, Alberta T0J 1N0



University of Alberta



Office of Native Student Services

Take the First Step, Be a Part of ... NASU 1989

Native Adult Summer University

— A One Week University Orientation Program for Native Adults —

Dates: August 13-18

Registration: \$150 Basic or \$227 Accommodation Included

PROGRAM INCLUDES:

- U of A Orientation Sessions
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- Selected Guest Speakers from Native Communities
- Evening Activities

A Native community service offered jointly by Native Student Services and the Faculty of Extension of the U of A.

For Further Information Contact:

Shawna Cunningham, Native Student Services, 124
Athabasca Hall, U of A, Edmonton, Alberta T6G 2E8 or
Phone 492-5677

Transitional Year Program (Y.T.P)

- Full-time University Program for Non-Matriculated Adult Students with at least Grade 11 or completion of U.C.E.P.
- Additional Dictorial Support and Study Skills
- Math and English Upgrading
- Three University Courses
- Application Deadline Extended until April 24, 1989

For Further Information Contact:

Natalie Sharp (T.Y.P. Co-ordinator) at 492-1990

EDUCATION...For Our Future

NVIT prepares for future

Located in Merritt, B.C., the Nicola Valley Institute of Technology (NVIT) was developed to provide post-secondary education opportunities for Native students seeking better careers and to prepare those aspiring to management responsibilities in their home communities.

Since opening in 1983, with an enrolment of 12, NVIT now serves 300 students, both Native and non-Native and two campus locations.

The success of NVIT is attributed in a large part to the rural setting, which is combined with modern

equipment, technology and the highest calibre instruction. The growth and potential of NVIT coincides with the aspirations of the Indian people of B.C.

Strong emphasis is placed on initiative, team work and skills in all areas of study.

Programs offered at NVIT are fully accredited through and transferable to provincial colleges, institutes and universities.

NVIT continues to grow by introducing a number of exciting new programs.

Social work, which can lead to a two year diploma, is for people who are cur-

rently working or plan to work, in the field of community and social development. Part time and full time studies are offered. Direct university transfer

to Social Work degree programs will be available for graduates. This program addresses the need for trained social workers to respond to the complex issues facing individuals, families and communities. This diploma program will prepare graduates with practical skills to assume positions such as social workers, community development workers, alcohol and drug counselors, family support workers, child care counsellors,

youth workers, correction workers and other related jobs. It applies a culturally relevant approach to the development of competent support workers.

New in the Applied Arts Program, the graphic and visual arts option responds to the growing opportunities for skilled designers and technicians in the print and product development markets. Students develop their general art skills and techniques and are exposed to a variety of traditional media together with the application of contemporary computer technology. This option maintains the standards of excellence that

has established the Fashion Design Option as a source of quality training for a career in art and design.

Wildland recreation, a new option in Natural Resource Technologies, addresses the demand for responsible use and care of natural resources. This specializes in the management of the vast fish, wildlife and wildland recreation resources of the province and provides graduates with the employable skills to work with government ministries and businesses using the wildland recreation potential of the province.

Training for workers, program will help out

Sexual abuse is a serious problem and Nicola Valley Institute of Technology (NVIT) is attempting to do something about it. Twenty four students from all over British Columbia are currently attending a Sexual Abuse Worker Training Program.

The course, 10 weeks in duration, attempts to counter a problem that has a profound impact on individuals, families and communities. Sexual abuse interferes with healthy emotional, spiritual, mental and physical development of individuals and it destroys family and community relationships, isolating people from those they would otherwise trust and rely on, according to a course proposal.

Under such circumstances, many turn to destructive activities such as alcohol and drug abuse which further impairs their own health and their ability to contribute in a meaningful way to the larger community. The result for Indian communities in BC, where sexual abuse is emerging as a major problem, is that social, human resource and economic development initiatives often fail. While this should not be surprising given a lack of healthy people to participate in such initiatives, it does point to the need for heal-

ing to take place at all levels around sexual abuse issues, plus the need for facilitators trained in individual, family and community healing processes related to sexual abuse.

The Sexual Abuse Work Training program has been designed specifically to respond to these kinds of needs. In particular, Human Service Workers already working in Native communities will develop enhanced knowledge and skills required to access, establish and deliver appropriate programming and services for the prevention and treatment of sexual abuse. Over the 10 weeks, participants will focus on the meaning of healthy development, how sexual abuse interferes with that development and how to establish helping relationships in which healing can take place. This is all placed within a framework for planned change which requires an ongoing process of assessment, goal setting, intervention and evaluation. Throughout the program, trainers, resource people and participants work together to ensure culturally relevant skill and knowledge development.

For helping to be effective, it is assumed that individual, family and community healing must go together.

NVIT fashionable

Nicola Valley Institute of Technology (NVIT), located in Merritt, B.C., is a fashionable place to be.

"A number of students in the fashion option took entrepreneurial initiatives and have come up with a proposal to start Coquihalla Fashions," said Patti Dempster, head of the Applied Arts department. "They are timetabled to be in operation by June."

And it looks like these entrepreneurs have already lined up a number of customers lined up. They

have been approached by people in Barkerville about the feasibility of producing pioneer aprons and bonnets.

Their line also features rodeo style shirts, silkscreening and ribbon shirts.

"This is really growing as a business," said Dempster.

"It's really been a special treat for us — we've participated in the training and also in the development."

TEXACO CANADA RESOURCES - PROUD TO BE A SUPPORTER OF NATIVE EDUCATION IN ALBERTA

Texaco Canada Resources has recognized the self-motivation and personal initiative of Alberta's native peoples by maintaining the **Texaco Canada Native Scholarship Program** for the past 11 years.

Upon the recommendation of the Maskwachees Cultural College Board, Texaco scholarships are awarded annually to qualifying students from bands making up the Hobbema Four Band Council.



Texaco Canada Resources
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P.O. Box 3333 Station M
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Supporting our
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891-3640



Soup's on: Alice Bernard makes sure students are fed.

Culture and curriculum keys

Linking culture and curriculum in a pioneer project has proven to be a great success. Ben Calf Robe School, located in St. Pius X School in Edmonton's northeast end, is one of the first urban programs to recognize the unique needs of Native students.

"This junior high is the alternate school for all of Edmonton," said Bob Steele, principal. "We've done things to help accommodate this. We've looked at a different starting time, from 9:30 a.m. to 3:10 p.m. next year with a short lunch time. We've found that not all of the students want to participate in noon-hour sports."

Ben Calf Robe follows the Alberta Education guidelines.

"The students attend St. Joe's or Vic. We have to make sure they have the skills."

However, the cultural component is very important. The curriculum is designed for Native students who desire to know more about the Native culture. It was developed by both Native and non-Native people to meet the educational and cultural needs of the students.

Different aspects of the program are Native crafts, dance, history, compulsory Cree and spirituality. Stu-

dents devote 150 minutes per week to this pursuit. A pipe ceremony is held once a month and sweetgrass ceremonies have also been held.

One of the most popular classes involves the students own choice.

"We have mini options on Thursdays," explained Steele. "These are six week options, a lot of them cultural or crafty. These are things the teachers want to do or we bring in people from Nechi or Poundmaker to provide them. These are the best attended since they are short and the student is choosing to take them."

In future, Steele would like to see this "short" approach in both the areas of Language Arts and Math. By breaking these into little pieces, they could be taught at different times per year. If a student doesn't do well in one of the modules, this could just be repeated, rather than doing the full course again. It would also give the student a chance to find out what areas of that particular subject they are weak or strong in.

"These would be 10 week modules, offered four times per year. In Language Arts, there would be themes like ghosts and sports. There would be two levels of each

theme offered, one for students who are good in that subject and one for people who are struggling."

On the basis that hungry students can't concentrate on their studies, a hot lunch program is offered.

The school also offers an adult upgrading program.

The atmosphere is different from that of a traditional school as well.

"We are trying to keep the kids in school, give them an opportunity to have pride in their culture," said Steele. "We try to have an environment which is like a family environment — forgiving. We try to be flexible and have a flexible staff."

This has made a difference in the attitudes of the students.

"We've seen fantastic changes in the kids," said Steele, citing the story of one girl who was extremely withdrawn. After a while, she became proud of who she was.

There are plans for Ben Calf Robe to move into its own school building this coming September. Several schools which have been closed are currently being considered, but no official choice has been made yet.

Native Communications

Start a career in communications

Native Communications is a one-year college program that will introduce you to journalism, radio, television and other forms of media.

The Native Communications program is practical in nature and many courses are project oriented, giving lots of hands-on experience. The program is intended to provide native students

with an introduction to media and allow for wise career choices.

Upon completion, opportunities exist within the college for more specialized training in communications fields.

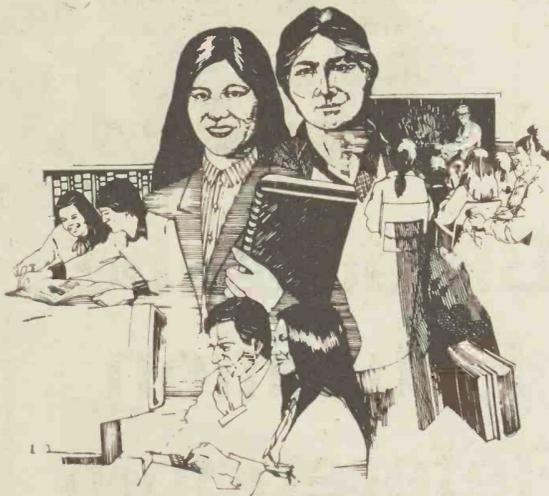
For further details, contact Native Communications in Edmonton at (403) 483-2348 or 483-2329.



**Grant MacEwan
Community College**

**Native Communications
Box 1796
Edmonton, Alberta
T5J 2P2**

EDUCATIONAL AWARDS PROGRAM For Natives



NOVA Corporation of Alberta will be presenting four Educational Awards in 1989 to qualifying Alberta Natives - Indians, Métis and non-status Indians.

Each Award will consist of:

- annual BURSARIES of \$3,500 for up to two academic years, and
- an offer of SUMMER EMPLOYMENT with NOVA during the recess between first and second academic years.

To be eligible for an Award, a Native must be:

- interested in preparing for a CAREER in INDUSTRY, and
- enrolled in one of the Corporation-approved two-year TECHNICAL, ACCOUNTING or SECRETARIAL programs offered by Alberta colleges and technical institutes.

Applications, accompanied by high school or college transcripts, must be submitted by JUNE 15, 1989.

Further information and application forms may be obtained by contacting:

Native Affairs Department
NOVA Corporation of Alberta
18th Floor
P.O. Box 2535, Postal Station M
Calgary, Alberta T2P 2N6

Telephone
290-7885



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Jo Ann Louis
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Members

*"Proud supporters of
National Education Week."*



**Montana
Tribal
Administration**

Box 70
Hobbema, Alberta
T0C 1N0

Telephone:
(403) 585-3744
(403) 585-3998

Washer well invested

Judy Daniels' grandmother sold her washing machine to pay for her daughter's education at a Calgary college in the mid-1950's.

Ever since then, the family has always passed on encouragement and support to those who wanted to enter the world of higher learning.

Without that, Judy Daniels says she may not have "stuck out" her term at the University of Alberta where she is completing her fourth and final year of studies for a Bachelor of Social Welfare degree.

The first year was especially hard, says Daniels in her downtown office of Edmonton's Social Planning Office.

"I was scared because I didn't know how to use the

buses. It was excruciatingly hard to adjust to the city and the noise was amazing," she said.

Once she adjusted to the change in lifestyle, Daniels said, her marks began to improve.

"I did really well. I got A's and B's. It was really a shocker and an incredible confidence builder," she says.

That year, she won awards for her academic achievement and got a scholarship.

A non-drinker and non-smoker Daniels says she likes to "keep a healthy environment." She said it's too easy to get dragged down by drugs and alcohol. So, it's crucial to stay away from people who will have a negative effect on you.

PHOTO BY SUSAN ENGE



Loves kids: Judy Daniels.

"I chose to hang around with people who were positive. And I began to change my environment."

"It really makes a big, big difference. You have to believe in yourself. And you must try to have supportive people around you," she said.

Daniels said if you can do this the likelihood of realizing your potential and accessing your dreams is just a matter of time.

Once the decision to go back to school is made, it's important to admit you need help, she said.

"Some of the Native students are very intimidated by other students. They're far younger than them and they feel they don't fit in. Or, they fear they will fail. That's the biggest stumbling block - fear of failure. But the only time you fail is when you give up," Daniels says.

Not only is it important to persevere, it's extremely critical to seek help when the contents of various courses are not easily learned, she said.

"A lot of people are afraid of saying they're not doing so well. They don't want other people to know they're failing. They have to ask for help," said Daniels.

Daniels has done well. She asked for help when she needed it. She kept only supportive friends around her. She maintained a healthy attitude.

Now, she's thinking of going into International Law, or completing her Masters Degree in Social Welfare.

"Either way, I still see myself progressing."

OUTREACH



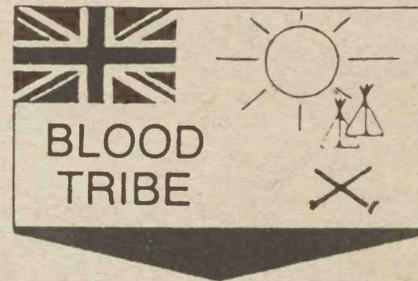
CAREER FAIR

April 20, 1989

Legion Hall
High Prairie, Alberta

9 a.m. - 3 p.m.

For Further
Information Call:
Bruce or Vivian
523-4477



Blood Tribe Education Referendum

Thursday, May 4, 1989

Standoff School Gym'
Standoff, Alberta
9 a.m. - 6 p.m.

FOR FURTHER INFORMATION CONTACT:

Joe Fox

737-3963

Leo Fox

737-3808

or the Blood Tribe Education Department

737-3966

Box 240, STANDOFF, Alberta
T0L 1Y0

We salute the National Education Week and encourage excellence in all academic endeavors. We salute all those students who continue to perform well. Keep up the good work and we wish you well in your academic pursuits.

Alexander (Kipohtakaw) Education Centre

P.O. Box 1400

MORINVILLE, Alberta T0G 1P0

Education Administration (403) 939-3551

Board of Education (403) 939-4346



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EDUCATION...For Our Future

Community taken seriously

Alberta Vocational Centre is one school which takes the community concept very seriously.

Covering more than 84,000 square kilometres which are divided into three separate geographic areas, the centre serves more than 20 communities. This enables adults to obtain the proper training right at home and includes academic upgrading, skills training and vocational preparation.

The three areas are Eastern, Central and Western. The communities of Slave Lake (Eastern Regional Director is at this location), Swan Hills, Faust/Driftpile, Wabasca/Desmarais, Smith, Calling Lake, Flatbush and Kinuso are located in the Eastern Region.

The Central Regional Director is located in Grouard. The also has the communities of Peavine, Gift Lake Atikameg, East Prairie, Loon Lake, Peerless Lake and Trout Lake and the Western Region, with the director in McLennan, includes Valleyview, Cadotte Lake/Little Buffalo and Peace River.

Students can take high school credit and adult basic education in all the community education centres. If interest is expressed in a specific program and it is feasible, some training programs can be delivered right into the community.

Academic programs cover a broad range from basic level through high school and university credit. There are a number of career-oriented programs including pre-employment trades, survey, forestry, business, industry-related programs, secretarial arts, emergency medical technician, social services worker, nursing assistant and a Native cultural arts program.

The Sunrise Project enables the students to take first and second year university courses in Slave Lake before transferring to the University of Alberta or Athabasca University.

"Alberta Vocational Centre — Lesser Slave Lake is committed to delivering the range of programs necessary for adults in northern Alberta to readily continue their education in order to

Over 84,000 square kilometres served

advance their careers,"

Dan Vandermeulen, president, wrote in a message from the president in the centre's 1989-90 calendar.

"In acting on this commitment, the Centre is cognizant of emerging training needs and employment opportunities in the region ... The Centre is committed to the development and delivery of new programs throughout the year to meet individual and community needs. The Vocational Centre opens new career avenues by accessing special federal and provincial funding programs, by exploring educational brokerage, tele-delivery and other program delivery options and by working closely with the community."

The vocational centre has been serving people since July, 1988 when the Alberta Vocational Centre — Grouard and the Community Vocational Centres in Slave Lake merged to form a single educational

entity.

Slave Lake students will be housed in a new

campus facility, scheduled in 1991. This will boast an aquatic centre, gymnasi-

um, daycare centre and cafeteria in addition to the classrooms.

We Support
National Education Week
April 23-29
Native Education Program
"Initiatives in Native Education Program"

BEN CALF ROBE SCHOOL



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(403) 451-6066

Executive Director

BLUE QUILLS FIRST NATIONS COLLEGE, a totally Indian-administrated high school and post-secondary learning institution situated 110 miles east of Edmonton at St. Paul, is now accepting applications for the position of Executive Director.

Under the direction of the Board of Governors appointed by the seven local First Nations, the Executive Director will be responsible for the overall administration of Blue Quills;

- 1) Coordination of the academic and trades programs including the development of an Indian-oriented curriculum;
- 2) Supervision of the various departments including high school, post-secondary, residential, trades, infrastructure and maintenance;
- 3) Maintain financial control and contact with funding agencies, and liaison with the communities served by Blue Quills.

THE CANDIDATE will have extensive education management and/or other senior managerial experience. Knowledge of Indian culture and fluency in the Cree or Chipewyan language will be an asset, as well as a University degree(s) in education and/or Native studies with additional training in business administration.

We offer an attractive salary and benefits package and a uniquely challenging position conducive to professional and personal growth.

All resumes mailed to the following address will be held in the strictest of confidence. Deadline for receipt of applications is April 28, 1989.

Allen Jacob, Vice-Chairman
Blue Quills First Nations College
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T0A 0V0



Native Lawyers

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Faculty of Law
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FAX: (604) 224-8108
☎ (604) 228-6165



The University of British Columbia

EDUCATION...For Our Future

Old Sun is a community lifeline

Old Sun Community College has been the lifeline of the community for over 100 years.

Located on the Blackfoot Reserve, Gleichen, the college has had a rich, full history.

"We have been in existence for 105 years, since

1883," said Jake Bholat, acting president. "Rev. Tim was given permission by Chief Old Sun to operate a school."

In 1929, a building was erected, making it a residential school. It was operated under a religious mission. In 1971, it became a

community college under the Mount Royal.

"In 1974, we took over from Mount Royal and the band has operated as a separate entity."

The college, reliant on funding from Indian Affairs, alters its curriculum according to the needs

of university transfer courses.

"Because of the cut-backs in funding, we now offer upgrading, high school, very limited business courses and some university transfer program," said Bholat. "But last year, we were able to offer more than that - continuing education and computer courses."

There are approximately 50 to 60 students, including both part time and full time. The college started off with 128. There is a residence for single of the community it serves and the money available. Previously, they have offered courses in welding, carpentry, nursing, upgrading, high school and some

students, with trailer housing being available for family students.

Old Sun has a more flexible approach than most traditional colleges or universities. Students are accepted at any time in the year rather than just in September.

The college and its courses are very well received.

"The community looks upon the college as a source of happiness and income," said Bholat. "It's a place where the people can hope to achieve their goals by getting a formal education. Old Sun has been looked on as the lifeline of the community."

Bholat pointed out that Alberta legislation gives

the college the power to design its own programs.

"We're looking forward to using that in the future, making it as a university degree granting institution."

Another change is that soon Old Sun will be associating with the Alberta College of Art for adult art training.

"That is something that has been lacking. Of course, this is dependent on adequate funding."

Approximately \$350,000 has been cut by Indian Affairs for the year after next, he said.

In the meantime, Old Sun concentrates on giving its students the best education possible in their community.



Education is a vital component to succeed in today's challenging world.

We encourage all young people to pursue their education and the many opportunities available to them. Continuing your education is a rewarding experience for yourself and for your future.

Sarcee Education Department

3700 Anderson Rd. S.W.
CALGARY, Alberta
T2W 3C4
238-2677



Course 'under the gun'

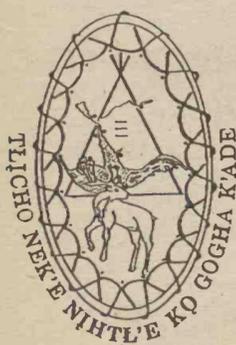
In the past 25 years, over 180,000 students have graduated from the Alberta Forestry, Lands and Wildlife Conservation and Hunter Education program. These students have been trained and certified

by a network of volunteer instructors who present programs in their community as part of their contribution to Wildlife Conservation.

The Alberta Conservation and Hunter Education

program started in 1964 as a program to deal with firearm related hunting accidents. Since that time, the program has been expanded to include information on ethics and survival.

In Celebration of National Education Week April 23-29, the Dogrib Divisional Board of Education wishes to express their respect and appreciation to the students, teachers and staff who work in our schools for the future of our communities. *Masi Cho*

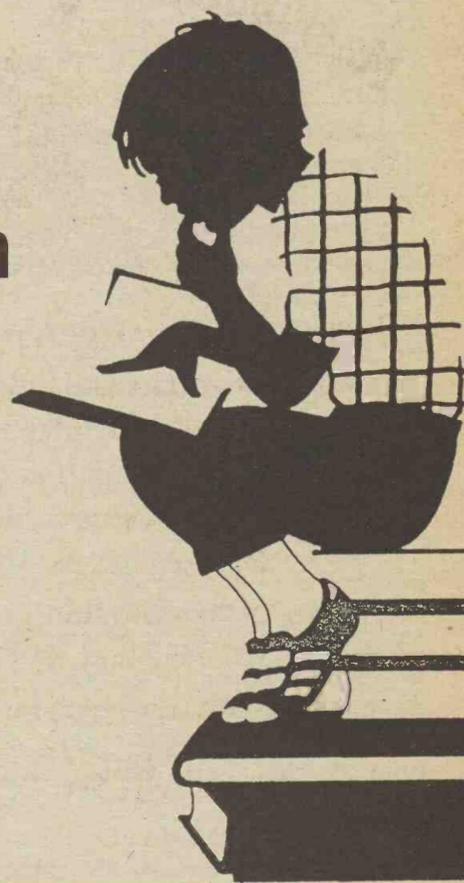


Dogrib Divisional Board of Education

Rae-Edzo, N.W.T.
XOE OYO
Phone: (403) 371-3026
Fax: (403) 371-3053

We support National Education Week.

Take advantage of the many special Native programs available in schools throughout Alberta.



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KEYANO college

EDUCATION...For Our Future

Nova develops an awards program for Natives

NOVA recognizes that, in the past, persons of Native ancestry may not have had the same access as others to training and employment opportunities in the oil and gas industry. The company has, therefore, developed an Educational Awards Program for Natives.

NOVA is a major, independent Canadian-owned company, headquartered in Calgary, Alta. The company was established in the 1950s and was formerly called the Alberta Gas Trunk Line Co. Ltd.

Today, NOVA is actively involved in many sectors of the energy industry: natural gas transmission, resource development, petrochemicals and manufacturing. Together, the companies in the NOVA group employ more than 10,000 people in Canada, with approximately 8,000 of them located in Alberta. These employees range from engineers to welders; roughnecks to receptionists; mechanics to waitresses; computer programmers to truck drivers.

NOVA is participating in, and will continue to be directly involved in, projects which will help fuel the economies of Alberta

and Canada for the next century.

NOVA will be presenting its educational awards each year to four qualifying Natives (Indians, Metis and non-status Indians).

Each award will include annual bursaries of \$3,500. It is expected that this amount will cover a large part of a student's tuition, textbook and supplies costs and living expenses. First-year students selected to receive the awards will be given the bursaries at the beginning of each of their first and second academic years. Second-year students sponsored under the program will receive the bursary at the start of their second academic year.

In addition to receiving bursaries, students participating in the program will be employed with NOVA during the recess between their first and second academic years. Wages will be paid at the rates of the regular NOVA summer student employment program.

Although NOVA does not guarantee permanent employment for all sponsored students upon graduation, the company will make every effort to hire those who exhibit superior

ability and attitude throughout their two academic years and their period of summer employment. Each individual, however, will be free to seek the employment of his or her choice.

The purpose of NOVA's Educational Awards Program is to encourage Native people to obtain post-secondary training so that they may take advantage of employment opportunities in the oil and gas industry and assist the company in identifying and recruiting technically qualified candidates for employment.

NOVA's Educational Awards will be presented to Native students who have lived in Alberta for at least one year, possess promising academic qualifications, are in financial need and demonstrate sincere interest in preparing themselves for a career in the oil and gas industry by enrolling in one of the company-approved programs.

Company-approved programs are two-year courses in the technical, accounting and secretarial fields. Some examples of

company-approved programs are: chemical technology; computer science; drafting technology; earth resources technology; electronics technology; accounting; business administration with a major in data processing; secretarial arts and secretarial science. There are also others. Students who are enrolled in two-year, post-secondary programs

not included in the following list are encouraged to contact NOVA regarding the possibility of applying for an Educational Award. Applications will be accepted from such students if it is determined that their programs of study adequately prepare them for careers in the oil and gas industry.

Educational Awards bursaries will be paid to sponsored students in monthly installments throughout the academic year. The amounts of these installments will be based on tuition costs and the length of the academic year.

As noted previously, students employed with the company during the recess between their first and second academic years

will be paid wages at the rates of the regular NOVA summer student employment program.

NOVA's sponsorship of awards recipients will be continued only if satisfactory academic progress is maintained. Students are also expected to proceed with the second year of their educational programs immediately following the

recess after their first academic year.

The company reserves the right to make whatever changes circumstances may require, including cancellation of an award. If a student withdraws from his or her program of studies, refunds of tuition or other fees paid under the Educational Awards Program must be returned to the company.

We support National Education Week and encourage the youth of today to pursue their education for the benefit of tomorrow. From everyone at

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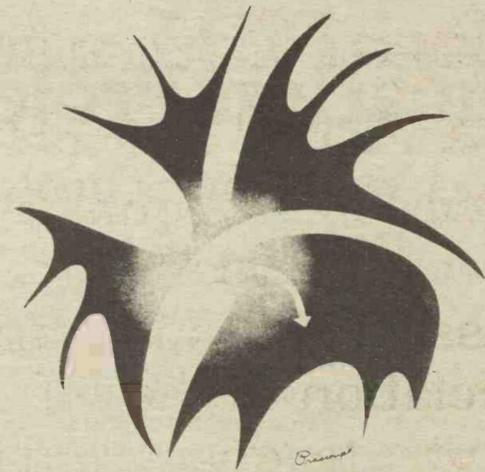
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Open letter expresses thanks

The program at Life Skills Training Centres have helped people literally turn their lives around.

One of their grateful students sent their thanks out in an open letter to her life skills coach.

"I once live in a "cage" — a world made up of four walls of my own misery, where optimism and opportunity didn't exist. I was afraid of everything — trust, rejection, failure, hope love and mostly myself. I never had any trouble saying how I felt because I remember always saying, 'I'm afraid.' 'I'm, too embarrassed.' 'I'm ashamed.' 'I detest myself.' 'I have nothing to feel good about.'

"But I never really had to feel the emotions I spoke about because I always had an escape hatch. For 13 years I took all kinds of prescribed tranquilizers which allowed me to stay alive and not feel much of anything. I never had to deal with my feelings, for whenever I felt angry, afraid or hurt, the magic pills would make it all go away."

She described how the

tranquilizers made the misery tolerable "but they also made the good times equally tolerable. I didn't know how to enjoy the good times in my life and ruined them by feeling guilty about being happy. As a result, I missed a lot of living and merely existed."

She had sought counselling and had seen psychiatrists many times previously but to discover the reasons why she behaved as she did meant digging in the past to look for answers. She found this depressing.

"I would beat myself down with the parading of all my failures until I would just give up on myself and make an attempt at suicide."

She enrolled in a Life Skills course, hoping for a miracle, but it didn't happen. She attempted suicide.

"The day after I returned home from the hospital, I went back to the group. My coach ... reacted strongly over my suicide attempt, which really surprised me. I asked myself, 'What does she care? She doesn't even

know me. Why is she making such a big deal over my life?'

"She was alarmed when I told her the only feeling I had over the incident was regret that I'd failed. When I said I would keep trying suicide until I succeeded, she cried. She told me, 'You are not a useless pile of junk. You are a worthwhile person with a full life ahead of you. You have some harmful behaviors which get in your way and all you have to do is learn how to change them.'

"So when I say I fought for my life, I'm not exaggerating. I was not given another prescription for tranquilizers so I had no buffers for the pain I had to face. I had to face my feelings "cold" and it was very hard. I fell many times but my group gave me support and my coach kept encouraging me. Nobody wrote me off or told me I was worthless; but they also wouldn't let me give up.

"I started out like the little engine in the story saying, 'I think I can.' I began the long route uphill until I realized I was chug-

ging along on my own steam, tooting, 'I knew I could' and feeling mighty proud of my accomplishments."

She added that it was not an easy road. She went through feelings of panic that she hadn't learned enough and lacked the confidence to be on her own.

Six months after she graduated, she had plans to take upgrading at Alberta Vocational College then go to Grant MacEwan.

"Oh, how I enjoy life now! I love meeting and talking to people — learning from them. It amazes me how much I really care where people "are at" and how much I enjoy listening and sharing experiences. Best of all, I feel equal now. Nobody's superior (making me feel like a crud) and nobody's inferior (making me feel a little less inferior). Each person I meet has something valuable to teach me and I want to "touch" the lives of as many people as I can forevermore ...

"I have a lot of goals and am just beginning to move."

Native Education Project

Fort Vermilion School
Division #52

There are five schools within the Fort Vermilion School Division that are the recipient of special projects as a result of the special grant made available to school jurisdictions last year to assist with Native education. The five schools are Fort Vermilion Public School, grades k-12; Rocky Lane School, grades K-12; Upper Hay River Day School, grades k-10; High Level Public School, grades 4-12 and Florence MacDougall Community School, grades K-3.

Two home and school liaison workers are employed to assist teachers and parents in improving the educational experiences of the Native children. Some of the activities of the liaison workers include communicating with parents, one on one time with students and career-related guidance. Rocky Lane school employs three staff members to operate their very successful hot lunch program.

This Native education committee has an advisory committee of 14 members who meet once a month. The committee discusses the many activities that are occurring throughout our school division. Currently, the committee is planning a workshop for April 28, 1989. We are very excited about the proposed schedule which includes two guest speakers, Bill Sewepagaham and Jane Ash-Poitras. The theme of the workshop is Making the Best of Me. Chief Harry Chonkolay and Chief Narcisse Moberly have been invited to conduct the opening and closing prayers. Displays from local artists will be on exhibit at the Fort Vermilion Cultural and Community Complex where the workshop will take place Friday, April 28, 1989, 10 a.m. - 4 p.m.

The Fort Vermilion School Division Native education advisory committee sent three people in September, 1989 to the Native Education conference sponsored by Grant MacEwan College, and are sending four people to the Second Provincial Native Parents' conference in Edmonton. We have purchased class sets of the various books featuring various Native groups that are available from the Learning Resource Centre; these books are compatible with current social studies curriculum.



We
support
National Education Week.
Take advantage of the
many special Native
programs available in
schools throughout Alberta.

Tall Cree School Division

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EDUCATION...For Our Future

Impact of Life Skills very positive

Programs set up by Life Skills Training Centre have had a positive impact on the lives of many people.

"We were approached by the director of education, Robert Wolf and the director of counselling, Marie Bird, from the Paul Band. They had encountered a rash of suicide attempts and were looking for something," said Barry Dunkley, marketing director. "They approached us with the idea of setting up a life skills program.

"Each group was working in isolation. There were so many programs without a central purpose and there was nothing really in terms of support. We came up with the idea that we should be working closer together, improving our expertise and should be looking at a common philosophy, a common set of goals with a more common base. Another problem was funding.

"What we started to do, first of all, was go in and started providing staff training and leadership. The word got out that

these sessions were valuable, so people started filtering in.

"Group is basically a group therapy program," said Dunkley. "People are referred by any of the agencies in the community."

For example, if someone undergoes the 28 week treatment in Poundmaker, they would get into the group program after as a source of support. This approach can refer to problems with education, child welfare or anything similar.

During the 16 weeks of the program, the client applies a growing array of skills to a variety of life situations. The person learns such skills as effective listening, relating to others, assumption finding, goal setting, questioning, using feedback, deferring judgement and fighting fairly. These skills are used in such situations as improving personal relationships, enhancing self worth and self awareness, setting personal goals, handling family problems, helping other people, using

leisure time appropriately, handling alcohol and applying for a job.

This is a course in human relations and problem solving used in the management of personal affairs. The personal affairs come in five areas of life: self, family, community, leisure and job.

The community treatment program features another staff person who looks after the needs in the community.

"This staff does visitations to the homes and helps them in crisis. They do individual counselling sessions and coordinate with staff. They are on call."

Some of the success stories are very apparent. A number of young people went through the academic upgrading program offered by the centre. They became leaders in the school. By the second group, the director of education came in and wanted to pull them out and use them as role models. The centre is now in its third session of group therapy.

The staff training aspect

of such courses is also very important.

The centre will also provide specialized courses upon request: suicide prevention, family violence projects, for example.

An approach the centre is taken on a special project on family violence with the Paul band, for example, a questionnaire has been circulated to 80 of the 109 families. The purpose of the questionnaire is twofold: to gather information and to act as an educational tool.

The centre takes an experiential approach to life skills. For example, people are videotaped so that they can see what they look like when they are having a conversation with someone. They can look at the way they are expressing themselves and what kind of eye contact they are making, that way they know what kinds of modifications are needed.

The centre has run programs in all parts of Canada, with positive results.

"If you go to a graduation, it's a very emotional

experience. People come up to you and say that

their lives have been turned around."

Prince Charles Elementary School Salutes Education Week

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☎ 455-5533



The Metis/Indian Town Alcohol Association (MITAA Centre) appreciate and support the community and area of High Prairie.

MITAA Detox Centre

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EDUCATION...For Our Future

WINDSPEAKER PHOTO FILE



Culture and fun: Students at Prince Charles Elementary School in Edmonton

Five w's focus

The who, what, where, when and why of journalism is the focus behind a program offered by the University of Western Ontario.

The Program in Journalism for Native People (PNJP) is an intensive one-year immersion program in mass media communications for students of Native ancestry.

The program, operated by the Graduate School of Journalism at UWO, pro-

vides an academic and practical learning atmosphere. Native students will acquire an understanding of modern communications and apply learned skills in print and broadcast media.

Students are offered a balanced curriculum in the theory and practice of: newspaper writing and production; radio reporting, writing and production; magazine publishing

and design; photography and photojournalism; computer training in media applications and Native studies.

Elective Internships supplement instruction in the classroom, PJNP facilities include: two radio studios, one television studio, a darkroom and computers.

Established in May, 1980, PJNP is designed to increase the number of trained Native journalists working in mainstream and Native media.

The program was established in response to a need within the Native community for professional journalists to express Native concerns to both the Native and non-Native communities in Canada. The program has attracted Native students from every Canadian region; from British Columbia to Prince Edward Island, from the Northwest Territories to Southwestern Ontario. This provides a stimulating environment and offers a broad perspective for study.

Undergraduate courses

taken by the students are taught by a faculty of the Graduate School of Journalism. A number of Adjunct Faculty are drawn from the professional ranks within the mass communications field.

The program is open to all students of Native ancestry. Students must meet Western University entrance requirements. Applicants who have completed secondary school and/or other educational institutions should include all transcripts with their applications. Students without a secondary school diploma may qualify as mature students under University guidelines. Admission of these students will be based on experience and motivation. Students are expected to be competent in English and may be required to furnish proof of this proficiency. Basic typing skills would be an asset.

Upon successful completion, Native students will graduate with a certificate in journalism from the University of Western Ontario Graduate School of Journalism.

We salute National Education Week— April 23 - 29

and extend best wishes to our S.R.C. students for all their wonderful work on behalf of the school and community from Daryl Kingfisher, Education Coordinator; Leonard Ermine, Education counsellor and staff.

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EDUCATION

Education Week — April 23-29

Alberta Provincial Education Week Committee

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Social Services Worker Program

Begins September 5, 1989
Deadline for Applications: May 5, 1989
Slave Lake Campus

The Alberta Vocational Centre - Lesser Slave Lake will be offering a SOCIAL SERVICES WORKER PROGRAM beginning September 5, 1989 at the Slave Lake Campus. This 2-year diploma program brokered from Red Deer college, prepares students for employment in various social service areas in government, private and non-profit agencies.

Social Service Workers are trained to "help people help themselves". The program emphasizes practical knowledge, skills and attitudes that are required for employment in social service positions. The training focus is on the interactions between people and their environment and helping individuals meet the demands of daily life.

Deadline for application: May 15, 1989
Information Session: All applicants must attend May 24, 1989
9:30 A.M. - 3:30 P.M.
First year of study: September 5, 1989 to May 31, 1990.

For more information, contact:

Donna Morrison - 849-7179
Sylvia Pratt - 849-7176
or Student Services - 849-7140

Alberta Vocational Centre
Lesser Slave Lake



Slave Lake Campus
Box 1280
Slave Lake, AB T0G 2A0.
Tel. (403) 849 7160

EDUCATION...For Our Future

Students people first at Alexander

The Alexander (Kipohakaw) Education Centre is schooling with a difference. The person is treated as a valuable individual first, and a student second.

And, in addition to treating the student as an individual, the school is recognized as part of a larger picture: the community, the province, the country, the world.

The school was established to overcome some pressing problems. When an evaluation was done in the early 1980s, it was confirmed that not one student had graduated from high school in the past 10 years and that the school attendance rate was less than 50 per cent. The traditional school set up by the government just wasn't working.

This had a ripple effect on the community, according to a profile, *Determining Our Own Destiny*.

"Alexander children were about three grade levels behind children in other parts of the province. Spiritual, emotional and economic depression were

becoming the norm. Our Elders (the spiritual and cultural leaders of the community) saw our people losing their pride, values and way of life. The joyless and non-productive behavior of our youth was a liability to the community."

The profile continues: "The Elders and people in the community felt the time had come for the people of Alexander to shoulder the responsibility for the education of its children and youth. It was time to find or create an education program and process that would release the potential of both the children and the community."

"From 1978 to 1982, our band worked on developing its own education philosophy and programs. This process began with the Education Committee, that later became the Alexander School Board, and spread to other parts of our community. It quickly became apparent that education could and

would become the entry point for large-scale community development."

During 1982, the school started, with kindergarten to Grade 4. There were approximately 100 students. Each year, another grade was added and this year, the process will be complete; 1989 will see a

complete K-12 school in place.

According to the profile, there are a number of major benefits that have been derived.

"The clearest indicator of the change in the attitudes of our youth is reflected in our school's attendance rate which ...

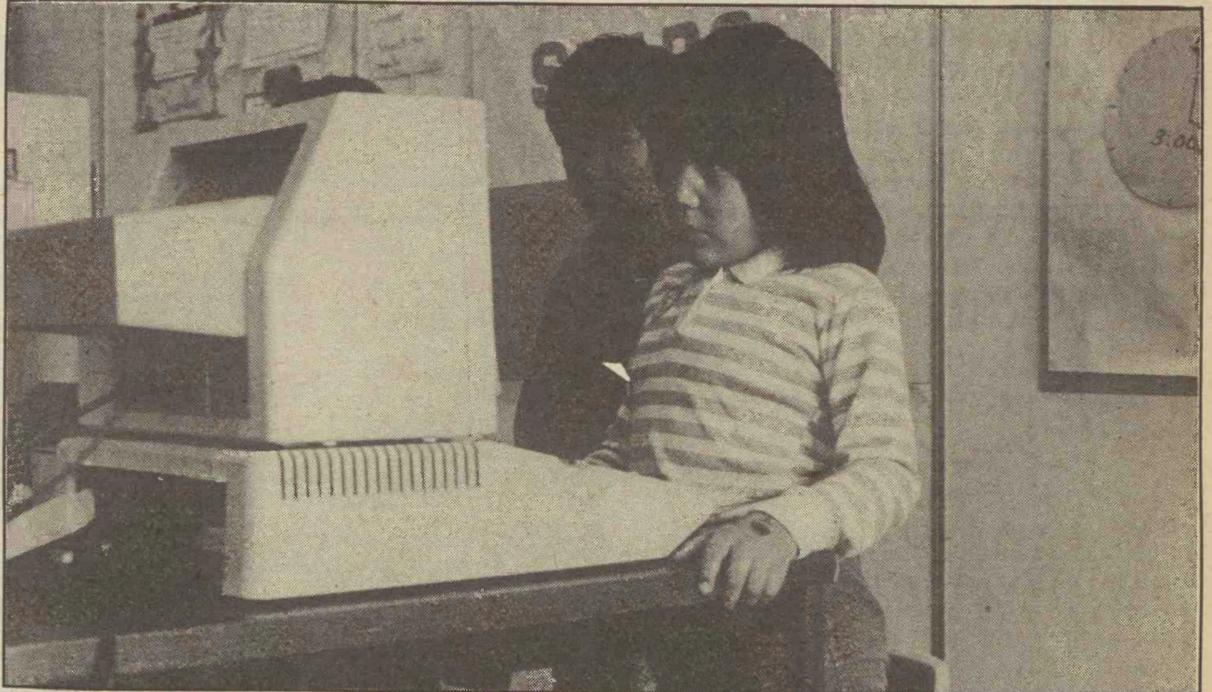
increased to 95 per cent in 1983 and continued in the emphasis on health programs 90 per cent area since.

"Due to the school's programs, the entire community is developing an increasing health awareness. Parents are reporting that their children often request nutritious snacks

and are sharing nutritional information with their families.

"The school has become the community's cultural centre. Indian crafts, dances and music are being taught. Local artists have donated their works to the school in a spirit of sharing."

PHOTO BY DIANNE WORLEY



It computes: Students at Alexander Education Centre learn high technology plus the traditional.



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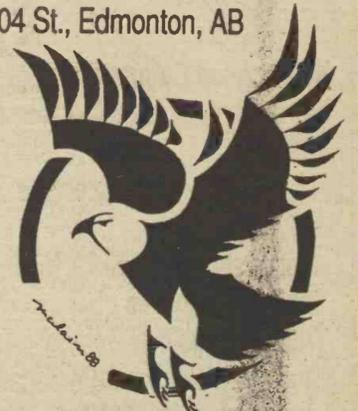
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Dance: 9 p.m.
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EDUCATION...For Our Future

Telling it like it is and was...

Shuswap define own history

Secwepemc Cultural Education Society has decided against letting others tell their history. They have taken matters into their own hands.

Last October at the former Kamloops Indian Residential School, the society launched the book "We Are the Shuswap," written by Heather Smith Siska and illustrated by Brenda Lynch. It is second in a series of approximately 20 books. On completion of the series, the entire spectrum of school grades, up to the post-secondary level, will be covered.

These two works have proven to be popular. According to Judy Manuel, the first reprinting will be in June and all of the local school districts have purchased the books for the next school year. They are available to other school districts. Marketing will be taking place in Vancouver.

The purpose behind the series is simple: working in unity to preserve, perpetuate and enhance the Shuswap history and culture. And this is done in an attractive and entertaining manner. "We Are the Shuswap" is written for social studies at a Grade 4 level. This follows "Donna Meets Coyote" by Don Sawyer, illustrated by Jeff Burgess, for Grade 2.

Amplly illustrated with drawings, maps and photographs, the books are a means for students to learn the geography, history and legends of the Shuswap band.

This area, according to the society, had been sadly neglected in the past. History books abounded with information for the mainstream cultures and even the coastal bands like the Haida have had books written about their culture. There were no elementary school level texts about the Shuswap band. This series is designed to fill that need.

In addition to helping the Native students feel a sense

of pride in their heritage, the books will also serve as a way of communicating this culture to all students attending school in British Columbia.

The Shuswap Band Declaration in 1982 stated that they would work in unity on preserving the language, history and culture. One Article included curriculum development as being of major importance.

The Shuswap band are the first in North America to self-publish and this project has attracted widespread

interest. Native organizations through Canada and the United States have contacted the group to consult on their own projects.

The books are published by Skelep Publishing, located in the former Kamloops Residential School. This publishing company has applied to the federal government for initial capital and a three year operational grant. The books sell in the \$20 range.

PHOTO BY BERT CROWFOOT



A little piece of history: Judy Manuel of Secwepemc Cultural Education Society shows the results.

SECWPEPMC CULTURAL EDUCATION SOCIETY

● CULTURAL DEVELOPMENT

- Secwepemc Museum/Giftshop
- Shuswap Library Archives

● PUBLICATIONS

- Skelep Publishing
- Secwepemc News

● EDUCATION

- Language Development
- Education Programming

● ADMINISTRATION

- Support Services
- Public Relations

Education Programs 1989/90

Native Adult Education Program

- an eight month program beginning September 1989
- initial intake of 20 students to upgrade to Grade 12 equivalency
- Native studies, life skills, math, English, science and social studies
- students who meet referral criteria are eligible for training allowance from Canada employment & Immigration Commission

First year university transfer program

- a two semester program co-sponsored by Simon Fraser University
 - first and second year university courses will begin September 1989
 - tentative scheduling includes English, math, psychology, anthropology, linguistics, sociology, archeology and history
 - an on-site Native counsellor will provide counselling in life skills and personal and career counselling
- Additional programs include Band

Administration Training and Shuswap Language Teachers Training.

Interior Native University Transfer Program

- an eight month program beginning September 1989
- limit 20 students interested in upgrading skills for college or university entrance
- courses include life skills, career prep., English 12, Biology 11/12, Algebra 11/12 and Social Science
- students eligible for funding from DIA

* Additional Programs in Progress: Band Administration and Shuswap Language Teacher Training

Working in Unity to Preserve, Perpetuate and Enhance the Shuswap Language, History & Culture

For further information contact:

The Secwepemc Cultural Education Society: 345 Yellowhead Hwy., Kamloops, B.C. V2H 1H1 (604) 374-0616

EDUCATION...For Our Future

Small is better, says Blue Quills

Making the transition easier for students has contributed to the success rate at Blue Quills First Nations College, St. Paul.

The college has been in existence since 1975 and boasts a graduation rate of approximately 80 per cent. There are currently 200 students enrolled.

"We contract our program with provincial institutions," said Larry Kaida, director of the adult post-secondary program.

For example, students can take two years of their Bachelor of Education at Blue Quills, then transfer to the University of Alberta for their third and fourth year. Or they can take their entire Bachelor of Arts, from Athabasca University, right at Blue Quills.

Also offered were a number of diploma programs through Grant MacEwan Community College.

"There was a two year social work diploma, a management studies which is two years, or people can take pre-nursing and nursing courses. They take one

year here, then two years at Grant MacEwan. Lastly, there is adult upgrading with Lakeland College," said Kaida.

The college was started to change the high drop-out rate experienced by Native people.

"Blue Quill started by trying to meet the need for Native teachers. Historically, traditional schools haven't met the needs of Native people," said Kaida.

He cited the size, distance from where Native people live and the learning environment as three factors.

The success rate when the students stay at Blue Quill for the entire program is up to 80 per cent on average. And the students who transfer to university or college after spending some time at the college tend to fare better than those who enter the programs directly. This year, there are 50 people graduating from university and college programs.

Kaida emphasized that the education received at

Blue Quills is first rate.

"There are a lot of people who are critical of Native institutions because they think the Native institutions are not doing the

'real thing,' whatever that means. Our programs are credible. We are accredited the same as the University of Alberta or Grant MacEwan. When people go

here, they can get the same credentials without any major change in their lifestyle. I'd like to correct that Blue Quills is below standard academically.

"If students want a good program, they stand a better chance of finishing at a smaller college. We want to stay a smaller college."

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of Native Studies and
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Petro-Canada Proudly Supports National Education Week

Petro-Canada recognizes the importance of a quality education and encourage the people of our Native communities to actively pursue their education. Petro-Canada encourages you to continue or upgrade your education and wish you success in your future academic achievements.



School of Management The Business Enterprises and Self- Governing Systems of Indian, Inuit and Metis Peoples

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(Applicants with high school matriculation or students who lack matriculation but have relevant work experience and are at least 19 years of age will be considered for direct admission to the Certificate Program. Those with appropriate credits from another university or college may be excused up to four courses.)

MANAGEMENT DEGREE (B.Mgt.)

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- 1st and 2nd years in the Faculty of Arts and Science
- 3rd and 4th years in the School of Management
(Applicants who already have a first degree or sufficient credits from another university or college will be considered for direct admission to the 3rd or 4th years in the School of Management.)

Objective: The training of professional Executives, Managers and Administrators for:

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- The Institutions of Aboriginal Self-Government
- Community Programs and Services in: Education, Justice, Health, Socio-Economic Development, Communications, etc. with qualifications and flexibility to work with the non-Native public and private sectors.

The curriculum is a balance of courses applicable to all management situations, and courses designed by the university for the special and sometimes unique management needs of Native peoples.

The program continues to be developed in close consultation with Native communities, organizations and businesses in Canada and the U.S.A.

Requests for brochures and enquiries regarding admission for the Fall (September) or Spring (January) Semesters should be addressed to:

Dr. Ken Nicol, Co-ordinator
BESS Program, School of Management
The University of Lethbridge
4401 University Drive
Lethbridge, Alberta T1K 3M4
(403) 329-2148



Native Youth Conference & Competition Powwow

April 21-22, 1989

Saddle Lake, Alberta

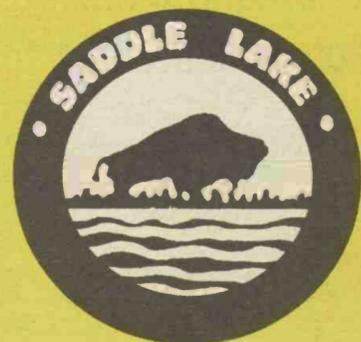


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GRASSROOTS

Test your citizenship knowledge

Tansi? Gla ne ttou?

Hello everyone, April 16-22, 1989 is National Citizenship Week.

Citizenship means taking an interest and participating in the affairs of the country with respect to the diversity and differences of our fellow Canadians says Statistics Canada.

As citizens of Canada, we share many duties and responsibilities towards the continued growth and development of our country as a free and prosperous nation.

As citizens, we have the responsibility of developing our knowledge and appreciation of Canada's history and all the symbols that serve to make us all truly Canadian.

Test your knowledge:

1. After English and French, what national ancestry do the greatest number of Canadians claim?
2. How many phone calls does the average Canadian place in a year?
3. In which year did Canadians acquire their own status as Canadian citizens?

Answers later ...

Enoch: In hopes of raising funds for their powwow in July, the Enoch rec. centre is hosting an old-time fiddle dance from 9 p.m to 1 a.m. April 22. Music will be provided by Richard Callihoo and Gilbert Anderson. Admission tickets are \$6 per person. Contact Violet Peacock at 470-5666 for further information.

Boyle Street: Edmonton's Boyle-McCauley Health Centre is accepting nominations for its board. Individuals should possess a keen interest in the centre, health issues, and the community. No experience is



DROPPIN' IN By Bea Lawrence

Telephone (403)455-2700 to have your community happenings considered here free of charge....no news is too small.

necessary. For further details contact Daria Dann at 479-6126.

Peace River: The trustees of the Northland School Division No. 61 met in March and passed a motion to implement the second phase of their decentralization of services.

Effective September 1, 1989, the four area superintendents will be relocated to towns closer to the schools they serve.

Area superintendent for Zone One will be located in Peace River, serving Nose Creek, Keg River, Paddle Prairie, Cadotte Lake, Little Buffalo, Loon Lake (Red Earth), and Pine Ridge.

Area superintendent for Zone Two will be located in the Grouard (High Prairie) area, serving Grouard, Bishop Routhier, Gift Lake, Atikameg, Peerless Lake and Trout Lake.

Area superintendent for Zone Three will be located in Athabasca, serving the communities of Wabasca-Desmarais, Pelican Mountain, Calling Lake, and Chipewyan Lake.

Area superintendent for Zone Four will be located in Fort McMurray, serving the communities of Fort Chipewyan, Fort McKay, Anzac, Janvier, Conklin, and Fishing Lake.

Each area superintendent will also have an extra counsellor assigned to the zone, to lend support to the teachers.

Both the chairman of the board, Jeff Chalifoux, and the superintendent of schools and human resources, Brian Callaghan, are confident the move will foster greater

autonomy for the local school board committees and the schools throughout the zones.

They feel this decentralization will also put the area superintendents in more direct daily contact with school principals, teachers and community members to provide administrative and technical support.

Access Network: Watch the Native Awareness program at 6 p.m. April 19, 1989 on channel 9 (QCTV) or channel 10 (Shaw Cable) for the Ben Calf Robe School student's involvement in this production.

In an effort to break down some of the stereotypical barriers that have been developed over time concerning Natives, this production is designed to be used in elementary school curriculums, according to production assistant Rosemary Karges.

More notes: Chief Yellowfly, a representative of the unaffiliated Indians of Alberta in 1947 said, 'The first question is why is there an Indian Act? The white man did not acquire the Indian and his lands through conquest, the white man acquired (them) by mutual agreement as is manifested in the Indian treaties.'

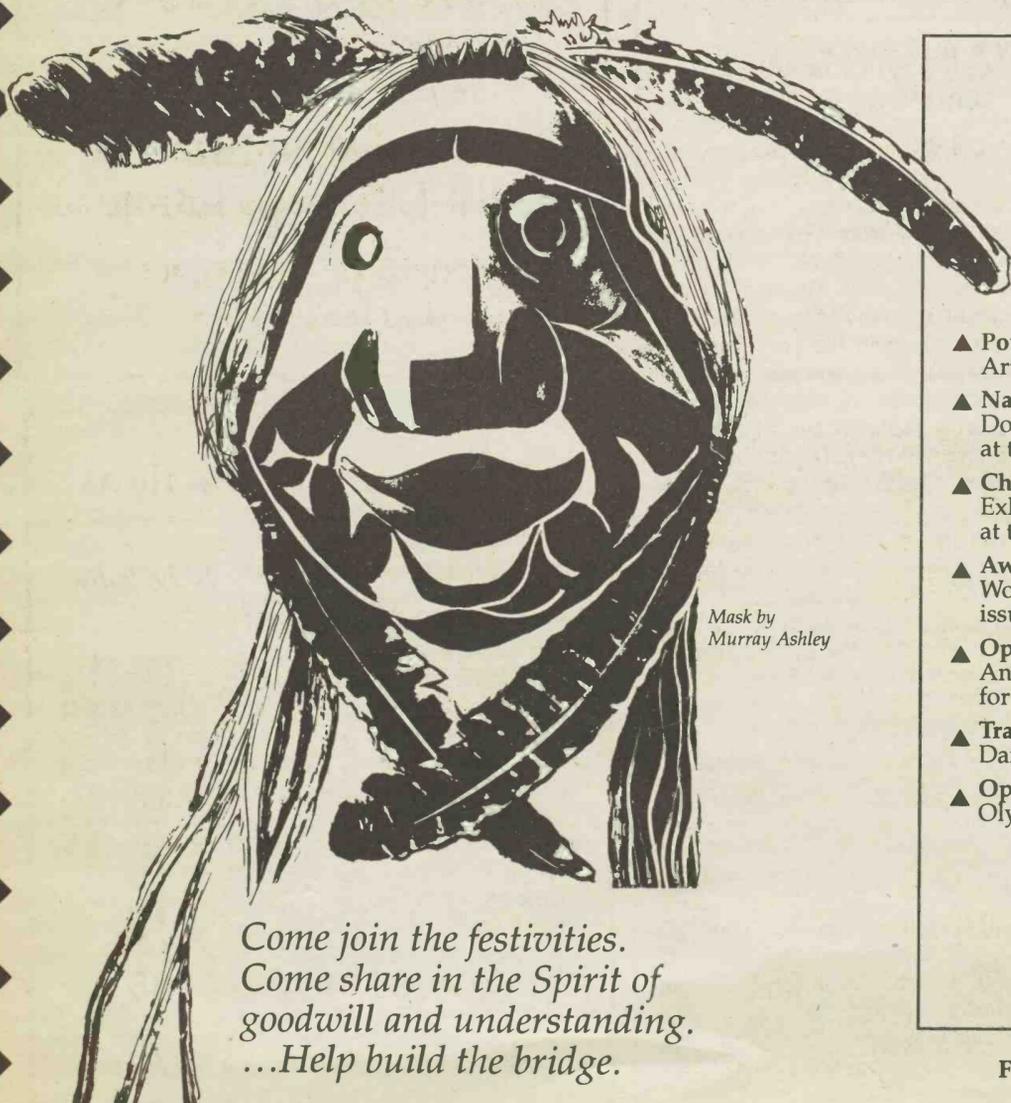
(Excerpt from the Apocalyptic Preview of Free Trade entitled, For As Long As the Rivers Flow, by Lenore Keeshig-Tobias and David McLaren.)

Answers:

1. The Scots come in third. Close to a million and a half Canadians claim to be part Scottish.
2. With 70 telephones for every 100 people, Canadians made a total of 36.7 billion calls in 1986, which is an average of 1,423 calls per person.
3. In 1947 Canada became the first country in the Commonwealth to adopt a distinct national citizenship.

Have a safe week folks! Be good, ... I'll be talking to you again real soon. Smile! And, remember to call me with your community events news today.

BRIDGING THE GAP



Mask by Murray Ashley

Come join the festivities.
Come share in the Spirit of goodwill and understanding.
...Help build the bridge.

CALGARY NATIVE AWARENESS WEEK IS FOR EVERYONE! MAY 8 - 14

- ▲ **Pow Wow** — May 13 & 14, noon to midnight
Arts and crafts, dancing competitions, spiritual ceremonies.
- ▲ **Native Film Festival** — May 8, 9, 11, 12 & 13
Documentary and fiction films by Native film makers at the Glenbow Museum.
- ▲ **Chief David Crowchild Day** — May 10, 9 a.m.
Exhibits by Native businesses, artists and cultural groups at the Municipal Building atrium.
- ▲ **Awareness Workshops**
Workshops and discussions open to the public on Native social issues, youth employment, business, education, and more.
- ▲ **Open Houses**
An invitation to visit the Calgary Native Friendship Centre for bannock and soup, as well as other Native organizations.
- ▲ **Traditional dancing**
Dancing demonstrations at various downtown locations.
- ▲ **Opening Ceremonies** — May 8, noon
Olympic Plaza



For more information call Maggie Mowry: 292-3900

HEALER

Willier wants to open Native healing centre

By Elaine O'Farrell
Windspeaker Staff Writer

SUCKER CREEK, Alta.

Several years ago, Woods Cree medicine man Russell Willier had a vision.

He saw himself in front of a crowd of Native people who could not speak because they had no tongues.

Since he was the only one with a tongue, Willier believes he has been selected to speak on his people's behalf as the leader of a Native revitalization movement.

Inspired by one of his main spirit helpers, the eagle, representing transcendence and farsightedness, Willier foresees a return to traditional Native ways which will make his people more competitive in the modern world.

"Just as the cry of the eagle connotes both majesty and danger, Russell's vision of the future inspires both awe and fear. It is earning Russell both friends and enemies," according to a book about Willier's life to be published later this year.

As a focus for the revitalization movement, the Northern Alberta shaman wants to open the province's first traditional healing centre in Sucker Creek.

From Willier's perspective, the centre will help bridge the gap between Native and Western medicine and regain Native pride in traditional healing methods.

The healing centre will be just part of a nationwide revitalization movement in Native spirituality that is making Native culture, religion and medicine popular once again, said Dr. David Young, the University of Alberta anthropologist who co-ordinated a 1985 study of Willier's healing methods.

According to Young: "To revitalize the Native Way, Russell thought it was important to document the power of Native medicine in some way. He thought young people would then take pride in our traditions, because it is now dying out in some parts of the country."

In Hopi prophecy, the elders foretold of the deterioration of Native pride but promised that a new age would dawn for our people when the eagle lands on the moon. Many Natives recalled that prophecy on July 21, 1969, when Apollo XI landed and the astronauts spoke their first words from the moon: "The Eagle has Landed."

That year marked the opening of the first alcohol treatment centre in North America for Native people. Since then, Native-run treatment centres have expanded throughout the continent, all based on teachings of the Medicine Way.

For his part, Willier wants to encourage young Native people who want to get their medical degrees to go on to study Native medicine.

For many years, Native medicine has operated under a veil of secrecy, persecuted by organized religion. Often medicine men have to sneak into hospitals to treat their patients, Willier pointed out.

"Many Native people think it is wrong what Russell is doing," says his wife Yvonne. "They say we should not talk about Native medicine, it should be kept quiet."

"But we believe you have to grow with the times. The only way our culture is going to survive is if we learn to adapt," she added.

Although it is rare for a medicine man to provide such sacred, secret information to outsiders, Dr. Young earned Willier's trust and friendship when the professor sought his expertise in animal skin tanning for a study of endangered Native crafts in northern Alberta.

Willier, 38, defies the stereotyped image of a medicine man as an elder with long gray hair, a wrinkled face and a spiritual detachment from the everyday world. He also is a skilled hunter, trapper and professional guide.

His medicine name is Mehkwasskan or Red Cloud, meaning that when a hunter sees red clouds at sunset, it is a sign he will kill the animal he is hunting.

Willier is careful never to divulge the combinations of



Under doctors scrutiny: Russell Willier

herbs he uses for treatments, sometimes travelling 200 miles to get a needed plant. Some of the preparations are served as herbal teas, ointments or their smoke is inhaled.

Without publicity about his work, Willier argues, many Natives and non-Native alike would continue to suffer if they do not respond to Western medical treatment.

"As long as Native medicine is kept underground and regarded as quackery or witch doctoring, it cannot fulfill its proper role in helping Indian people stay on the sweetgrass trail," he believes.

Willier is concerned that Indian medicine is in danger of being lost as elders pass away and young people lose interest in their heritage.

For this reason, Willier has agreed to have his healing rituals videotaped and photographed, to take part in scholarly studies and to be the subject of a book.

Under his model, Native and Western medicine are viewed as co-operative. If a patient does not respond to treatment by a medicine man, he may be referred to a Western doctor or vice versa.

Willier sees many similarities between Native and Chinese medicine.

"In China, they are very interested in our traditional healers. They use many of the same methods like asking the Great Spirit for help and the use of herbs. We are like where the Chinese were 100 years ago, struggling to be recognized by Western doctors. Only now are their herbal treatments and acupuncture fully accepted in the West," he noted.

The clinic will provide mobile homes where patients can stay overnight and cook their own meals while they undergo treatment. It will be open to Natives and non-Natives alike.

Currently, patients must stay at a motel in High Prairie, about 13 kilometres east of Sucker Creek, or at Willier's home while seeking treatment. He is still trying to secure enough funding to open the clinic.

Operating under the Traditional Native Healing Society, a non-profit organization, medicine men at the clinic will take part in research projects to investigate the effectiveness of Native healing practices. Willier hopes to "open up some doors" for Native healers across Canada so they can

practice medicine without fear of harassment from authorities.

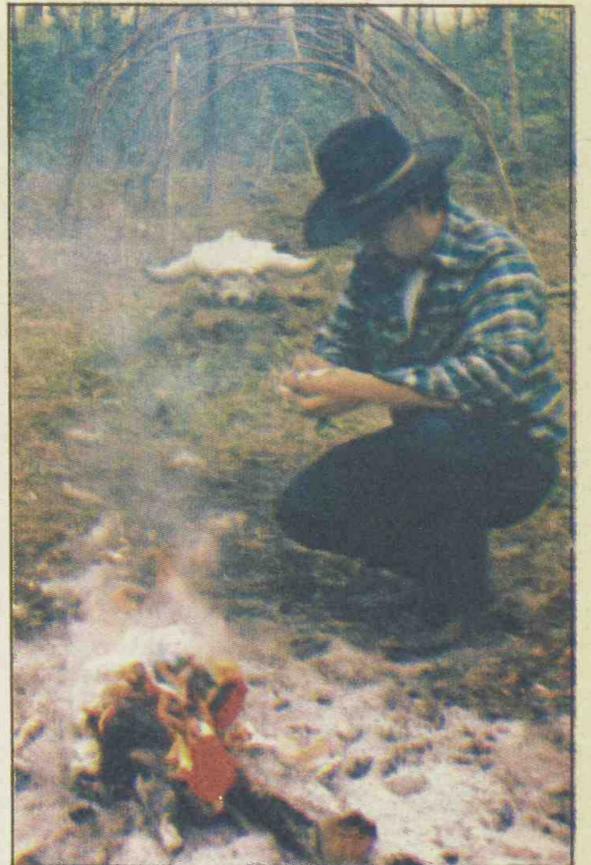
It will provide scholarships and bursaries to Native students interested in pursuing research and careers based on Native health conditions, treatments and prevention. The society also plans to conduct wilderness retreats, youth camps and traditional Indian ceremonies to create the proper cultural setting for Native medicine.

Willier is concerned that a section of Swan Hills traditionally used by Natives for vision quests is set aside as a religious retreat for Native people. The land is endangered by nearby logging activities.

Meanwhile, his life and medical practice will be the subject of a book to be published by University of Toronto Press this July.

"Encounters with a Woods Cree Medicine Man," written by Dr. Young and two graduate anthropology students, Grant Ingram and Lise Swartz, examines the religious and spiritual beliefs behind the shaman's medicine.

The book is an attempt to present a Cree healer's view of the world, the author said. It explores his relation to the spirits, the difference between good and bad medicine and his



Some secret revealed: But details concealed

concerns about the environment.

The book provides two in-depth case studies of Willier's patients and information about Russell's understanding of the environment as a "natural medicine cabinet".

Willier, who is the great grandson of Moostoos, a noted healer and Indian leader who signed Treaty 8 many years ago, hopes the book may inspire young people to carry on the great Native healing traditions of the past.

Ingram, who spent the summer of 1986 living at Willier's home, recently completed his MA thesis on Woods Cree cursing beliefs from the medicine man's point of view.

Four years ago, Willier broke a vow of secrecy and agreed to take part in a research study testing traditional Native medicine. He has been notably successful in curing skin diseases, migraine headaches and backaches.

At Edmonton's Boyle McCauley Health Centre, Willier treated 10 non-Native patients suffering from psoriasis, a painful and unsightly chronic skin disease for which it was believed there was no known cure.

Over a five-month period, he administered herbal tea and applied herbal ointments to the scaly red lesions covering his patients' bodies.

It ended with traditional prayer and a sweatlodge held on an acreage near his home on the Sucker Creek reserve, about 380 km northwest of Edmonton. His only payment for the treatment was the traditional tobacco and cloth usually offered to Native healers.

Out of 10 patients, six improved considerably after treatment, experiencing fewer lesions and outbreaks of psoriasis. In fact, one patient, a 10-year-old non-Native girl from Toronto, has remained free of lesions three years after receiving treatment from Willier, according to Dr. Young.

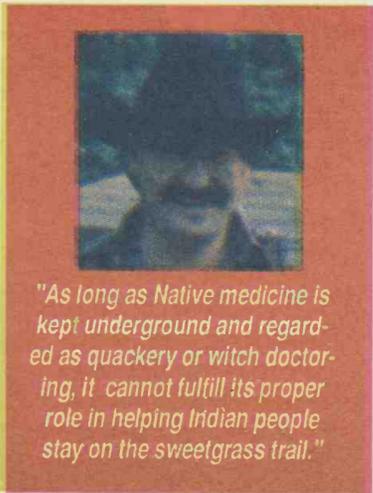
"She was completely covered with psoriasis," Young said. "But she has been without a lesion, no recurrences for almost three years as a result of Russell's treatment." Another teenage boy from Edmonton was completely rid of the disease within two months of treatment.

Willier is continuing the experiment at his home where he is able to provide more intensive treatment. Photographs are taken of patients before and after treatment by the medicine man and Dr. Steven Aung, a practising family physician and acupuncturist who runs a clinic in Edmonton.

Under the study, Willier will be able to treat enough patients to generalize about the effectiveness of Native medicine. So far, the response has been varied.

"The majority of people treated did respond to it and the response can be dramatic," Dr. Young said. "From Russell's point of view, faith in the Great Spirit or God is important to effectiveness. It is better if the person prays."

Native cures are particularly successful with chronic, stress-related diseases, he added, "and these are often the ones that sometimes bother people the most because they cannot get much relief from Western medicine."



"As long as Native medicine is kept underground and regarded as quackery or witch doctoring, it cannot fulfill its proper role in helping Indian people stay on the sweetgrass trail."

OUR PEOPLE

NEXT IN LINE Tamara Dokkie learns the ways of chieftainship

By Elaine O'Farrell
Windspeaker Staff Writer

WEST MOBERLY, B.C.

Since she was six years old, Tamara Dokkie has been learning the ways of an Indian chief.

"My father used to tell me stories about his grandfather, who died before I was born" said the young woman who is training to become chief.

"People really looked up to him in this community; he was a very powerful chief."

She is the daughter of Chief John Dokkie of the 50-member West Moberly Lake Cree band in north-eastern British Columbia, about 20 kilometres north of Chetwynd. The chief said he is one of only two hereditary chiefs in the province; the rest are elected.

Dokkie learned office filing at her sister's knee and recalls often getting under-foot.

"She kept me up to date on things, but it's pretty hard to explain band matters to a six-year-old," reflects the quiet, bookish 20-year-old.

Dokkie, who describes herself as slightly overweight, wears her reddish-brown hair in a long perm that frames her round face and luminous slanted eyes.

Her formal training began about four years ago, when she was tutored by her brother-in-law who is headman of the Treaty 8 Tribal Association in Fort St. John.

'My father hasn't told me I'm going to be chief yet...He hasn't said much except that if I wanted it, I'd have to work for it.'

Dokkie now travels around the province to help her father with the business of being chief.

"Since my father is illiterate, I take notes of the meeting and try to point out things so he will remember what certain proposals are and he knows what to take back to council," she explained.

The chief has three sons and another daughter, but only Tamara has expressed an interest in following in his footsteps.

"My father hasn't told me I'm going to be chief yet. He could still choose one of my brothers if he wanted to," she said. "He hasn't said much except that if I really wanted it, I'd have to work for it."

If Tamara is chosen as chief, the elder Dokkie will likely seek approval from the band members.

She is well aware of the hard work and pressure involved in being chief and acknowledges it will be tougher as a woman, especially one so young.

Although the custom used to dictate that the chief be a man, times have changed and since the woman's rights' movement, female chiefs have become socially accepted.

"I'm going to give it my best shot," Dokkie said. "I still have a lot to learn along the way."

Despite the pressures, Tamara has always dreamed of being chief of her people someday.



Listening to her elders: Tamara Dokkie, 20

"It just popped into my head one day and stuck there," she said.

If Tamara becomes chief, her biggest concern will be to bring higher employment and more education to band members living on the reserve. She plans to rely heavily on the advice of band elders.

"That's something my father is very adamant about. Listening to the elders," the younger Dokkie said.

"I don't know if I have the patience of Job, but I'll need it if I get the job," she added.

Meanwhile, she is learning her native Cree and plans to finish her business management degree at the Opening Learning Institute in Fort St. John. After completing her studies, she may decide to travel or to become a consultant.

After being chief for 15 years and several years as acting chief before that,

Dokkie is getting tired.

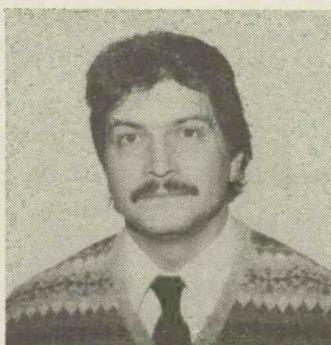
Two years ago, he asked band members if he could step down but they pleaded with him to stay. They didn't believe anyone else was capable of handling the job.

At 66, Chief Dokkie would like to spend more time in the bush, trapping and fishing. He dreams of owning a hobby farm one day "with a couple of horses, cows and chickens to keep him busy," his daughter says.

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ARTS & ENTERTAINMENT

Film recounts constitutional talks

By Elaine O'Farrell
Windspeaker Staff Writer

EDMONTON

For Canada's Native people, the Constitutional talks were little more than "Dancing Around the Table."

That's the message behind this two-part, two-hour exploration of Aboriginal and treaty rights within the Constitution of Canada, produced by the National Film Board of Canada.

Director and editor Maurice Bulbulian has created a tough advocacy film that leaves no doubt about where he stands on the entrenchment of the Native right to self-government.

However, this is not particularly good example of film-making.

Uneven and disjointed, the film mixes historical footage of former prime minister Pierre Trudeau's fighting stance at the talks with the remembrances of Ethel Pearson, a 70-year-old elder of the Kwakiutl tribe and images of her homeland in Kingcome Inlet, B.C.

In the first part, Trudeau

is at top form when he challenges Native leaders at the table.

"Going back to the Creator doesn't really help very much," he responds. "So he gave you title. But did he draw on the land where your mountains stop and someone else's begin?"

In another telling scene, Trudeau becomes haughty and indignant when a medicine man begins a prayer to start the discussions.

"Are you going to pray like that every morning in public?," he asks, clearly exasperated.

After being told the prayer is traditional, Trudeau tells everyone to pray to their own God during a moment of meditation. He rises from his seat and leads the premiers in a recitation of The Lord's Prayer, first in English, then in French, in an attempt to drown out the Cree prayer.

As they take their seats, former Minister of Indian and Northern Affairs John Munro whispers an aside: "Getting even now?"

"Yup," Trudeau replies.

Around the table, only Quebec Premier Rene Levesque and New Brunswick Premier Richard Hatfield seem willing to consider the Aboriginal land claims.

By the time the second conference begins, some Native groups have chosen not to participate.

Hatfield tells the assembly he is not very proud of the way the premiers have responded and he cannot "discuss self-government with any conviction", knowing which direction the talks are headed.

During the third conference in 1985, chaired by the new Prime Minister Brian Mulroney, the premiers propose a motion to remove the obligation to discuss self-government from the Constitution to an accompanying political accord.

Since such a deal would make self-government impossible to enforce

among the provinces, Native leaders soundly reject it.

The second part opens, appropriately enough, with Tango music and covers the final Constitutional conference, held in 1987.

It presents a warm portrait of Pearson, taking us from the beauty of Kingcome Inlet, village where she grew up, to her perspective of the final conference.

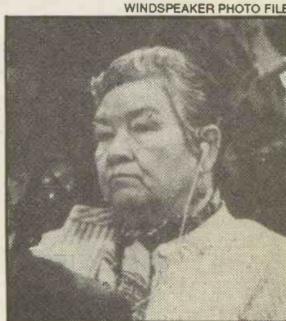
"Some day the teachings that were taught to me as a little girl, I'm now over 70 years old, will touch the hearts of these heartless politicians," she vows.

During the talks, Newfoundland Premier Brian

Peckford cringes as the keeper of the sacred wampum belt recalls the massacre of the Beothuk Indians. He later tells Native leaders they are not as smart as they think they are in demanding autonomy.

To protest his province's place in the Constitution, Quebec Premier Robert Bourassa does not attend the conference.

British Columbia Premier Bill Vander Zalm speaks in patronizing tones about the Native Indian soldiers that helped to liberate his native Holland during the Second World War. He then tells an anecdote about spending a night in King-



B.C. elder: Pearson

come village with his wife Lillian.

The premiers' apathy prompts one Native leader to comment: "Can you imagine nation-building with Vander Zalm and Peckford? It's like trying to discuss nuclear theory with a newborn."

The final conference ends on a note of disappointment, without an agreement and little hope of reaching one. The next round of talks will be in court.

Dancing Around the Table is really two films masquerading as one.

The first provides a somewhat heavy-handed look at the four historic Constitutional talks. The second is the personal story of one elderly woman's heritage and her view of those talks.

Although the film can be tedious at times, it provides a rare opportunity to watch history-in-the-making during the heated exchanges between Trudeau and Canada's Native leaders.



'Getting even': Trudeau, Constitutional talks, March 1984

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LOOKING BACK

Northerners search for long-lost TB victims

By Josie Auger
Windspeaker Correspondent

EDMONTON

During the 1940's and 50's a tuberculosis epidemic was spreading like wildfire among the Inuit and Native People of the far North and many of the people afflicted with the deadly disease were transported for treatment to southern Canada — many never returned home again.

Ludy Pudluk, now Member of the Legislative Assembly for the Northwest Territories, was ten years old when his grandmother was sent down south to a hospital for treatment. She never returned and today he is trying to find out what hap-

pened to his grandmother.

Two years after his grandmother left they informed the family that the grandmother had to stay another year. "The following year they told us she died," says Pudluk.

"If I could see that grave yard I would feel a lot better," he says.

Another person affected by the epidemic was Edmonton resident Minnie Freeman. She was 17 years-old when tuberculosis was running rampant. The government was looking for Inuktitut and Cree language interpreters to assist them.

Minnie grew up in the North and had taken nurses training in Hamilton, Ontario. She also knew

English, French, Cree and her own Inuktitut language from the Catholic residential school she attended. She was exactly what the government needed.

From 1956 to 1959 she travelled across Canada with a social worker interpreting Cree and Inuktitut for the doctors. Back then the medical staff were more strict than they are today recalls Minnie. "They (patients) had no control over their own movements, it's bed, bed pan and feeding time, that was it — day in and day out."

Meanwhile, family members at home would worry how their brothers and sisters were doing. The relatives were writing in syllab-

ics to the department of Health and Welfare inquiring the whereabouts of their relatives.

"I only translated, I never replied. I don't know how they were answered. They had a guy travelling to these places maybe that way they were being answered," says Freeman.

According to Jo MacQuarrie, project officer for the department of Health with the Northwest Territories, "The postal workers in the south couldn't interpret the syllabics. They were sent to Ottawa for translation." The policy back then was to interpret and send a response.

The whereabouts of the dead still remains a mystery

even today. "I believe the officials of the day made every effort to help the patients to stay in contact and to have information sent back home but because of the lack of services that wasn't possible," says MacQuarrie. "I know that the staff spent a lot of time seeing letters were sent back and pictures being taken."

MacQuarrie had first hand knowledge of the problem because she worked at Edmonton's Charles Camshell Hospital as a student.

Currently, Minister of Health for the Northwest Territories Nellie Coumoyea will be introducing a program to encourage area residents to trace their families whereabouts. Right now the

government is in the process of locating the records which are either in the hospitals, archives or lost.

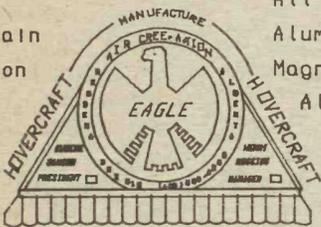
MacQuarrie says they are basically looking at three groups of people: those who went south for treatment and died, those who decided to make homes in the south and never went home, and children who were placed in foster homes.

"Speaking to some officials at the time," says MacQuarrie, "I've understood that they (children) were all returned home at the time."

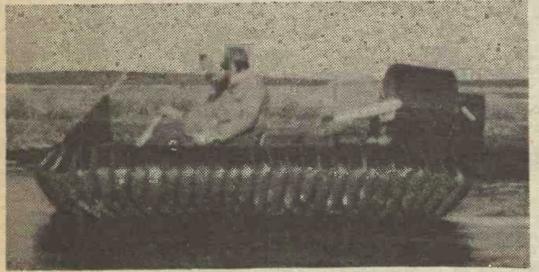
If you want a letter of inquiry write to Jo MacQuarrie, Department of Health, P.O. Box 1320, Yellowknife, NWT, X1A 2L6 or phone 920-3381.

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OBJECTIVES

The objectives of the Traditional Native Healing Society are as follows:

- To promote, encourage, and teach Indian culture, customs, beliefs and values.
- To research the treatment of diseases and ailments using traditional Indian remedies.
- To provide for the treatment or prevention of diseases and ailments by incorporating traditional Indian healing and remedies.
- To experiment with adapting traditional Indian healing practices and remedies to the modern situation in terms of professional services and facilities.

To accomplish these objectives it is the intention of the Society to undertake a full program of activities and events.

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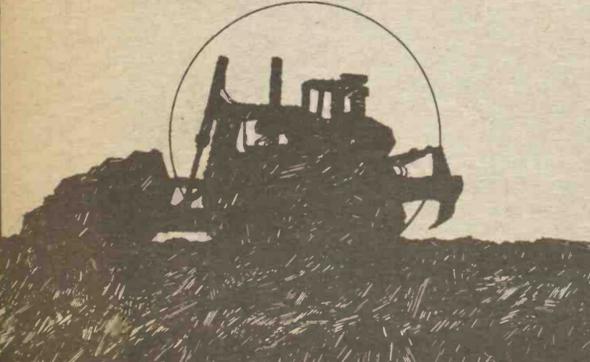
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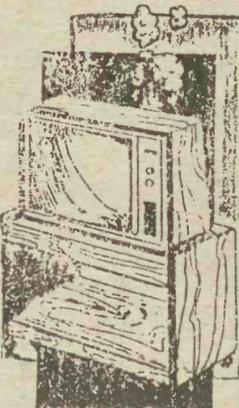
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RESULTS

HOBHEMA SELECTS RECREATIONAL HOCKEY TOURNAMENT

APRIL 7-9, 1989, Four Bands Arena, Hobbema

1st: Hobbema Selects, \$700
 2nd: Alberta Bandits, \$500
 3rd: Meadowlake, Sask., \$300
 MVP: Neil Potts, Hobbema Selects;
 Best Goalie: Melvin Bull, Selects;
 Best Sportsmanlike Player: Irvin

Mackinaw, Alberta Bandits; Best
 Centre: Richard Ward, Selects;
 Best Right Wing: Fred Cross,
 Alberta Bandits; Best Left Wing:
 Randy Monias, Selects; High Scor-
 er: Doug Wheel, Alberta Bandits

ALL-STARS

**Enoch Oldtimers Classic Hockey Tourney
 APRIL 7-9, 1989**

All-Stars: Best goalie: John Alexander, Prince Albert Old Skins; Best offensive player and top scorer: Charlie Cyr, South Saskatchewan Old Stars; Best centre: Eugene (Big Bird) Arcand, Prince Albert Old Skins; Best left wing: Morley Norton, Prince Albert Old Skins; Best right defense: Rollie Petit, Prince Albert Old Skins; Best left defense: Roland Desjarlais, South Saskatchewan Old Stars and Best Right wing: Brian McNab, Prince Albert Old Skins.

RESULTS

ENOCH CO-ED VOLLEYBALL TOURNAMENT

April 8-9

1st: Sherwood Park, \$400
 2nd: Red Deer, \$300
 3rd: Enoch, \$200

SPORTS & LEISURE

Enoch gets tough, romps Alexis 9-1

By Lyle Donald
 Windspeaker Correspondent

ENOCH, Alta.

Hockey players at the Enoch 14th Annual Native All-Star Hockey Tournament April 6-9 must have had the high intensity National Hockey League playoffs rub off on them because the play at the reserve was physical.

The home town favorites, the Enoch Tomahawks whipped the Alexis Jets 9-1 in the championship game of the tournament by taking the body. Sharp shooter Vital Gunn of the Tomahawks lead the way with four goals.

The tournament draws the best Native players from across western Canada as teams stacked their rosters with the best players they could pick up in preparation for going after \$3,500 first place money.

The biggest winners of the three day event were the spectators as the players really put out a lot of effort to gain the final game. Many players and fans at the tournament commented that it was one of the best tournaments Enoch has hosted in years.

Even though Alexis Jets are the Senior Native

provincial champs they were considered the underdogs against the Enoch Tomahawks.

The Jets were spurred to the final game with the great netminding by their goalie and Hobbema Hawk starter Dave Saunders and also good playmaking and scoring from their 15-year-old forward Reggie Cardinal.

The Tomahawks set the tempo of the final game right from the drop of the puck by playing a bruising physical style of play. Every time a Jet player touched the puck they were either stick checked or physically taken out of the play by the much-more bruising Tomahawks.

Enoch struck for the first goal at 8:47 of the first period as Cam Twinn found an opening in the Jets armor. Both goaltenders had played superbly up to that point.

Good forechecking paid off for Tomahawks as Brent Rabbit stole the puck from a Jets defenseman and snapped one by Dave Saunders with just one minute left in the first period to put Enoch up 2-0.

Enoch carried their physical play into the second period and the Jets were either intimidated by the rough play or were just too

tuckered out from two earlier games they played that day. However, Jets goaltender Saunders tried his best to keep the score somewhat respectable.

Tomahawks defenseman Ron Ahenakew started the scoring in the second period by blasting one in from the point. Jets blueliner Casey Sandregret ruined Harvey (Bingo) Morin's shutout bid by scoring the lone goal of the game for Alexis. Goals by Louis Gardener and Vital Gunn rounded out the second period scoring.

They may as well not have played the third period as the Jets just seemed content to coast to the end of the game. Vital Gunn



\$3,500 effort: The Enoch Tomahawks

scored three more times in final frame and Cam Twinn scored his second to end the scoring at 9-1.

"B" side action saw the Enoch Falcons squeeze by Prince George Redwings 4-3 for money and trophies.

"B" side all stars were: left wing Neil Sinclair, Enoch; right wing Frank Biller, Prince George; center Rene Worm, Enoch; left

defense Dwayne Wills, Prince George; right defense Mel Nikoski, Enoch; goal Dean Alexander, Enoch.

"A" side all stars were: left wing Penny Norton, Enoch; right wing Donovan Fiddler, Alexis; center Brent Rabbit, Enoch; left defense Ron Ahenakew, Enoch; right defense Terry Mustus, Alexis; most valuable play-

er Cam Twinn, Enoch; best defensive player Charlie Letendre, Alexis; best offensive player Cam Twinn, Enoch.

Special awards were given out, they were the Pat McDonald Memorial Award to Louis Gardener, the Curt Ginther Memorial trophy to Terry Mustus and the Alphonse Thomas Memorial trophy to Louis Gardener.

Old Skins win 35-and-over event

By Lyle Donald
 Windspeaker Correspondent

ENOCH, Alta.

Enoch's oldtimers hockey tournament April 6-9 was the best action since a National Hockey League oldtimers game which featured Dave Schultz, Dave Semenko and Tiger Williams playing on the same line.

One of the restrictions on playing in these games is that the players must be 35 years or older.

Prince Albert Old Skins, lead by Eugene (Big Bird) Arcand and Morly Norton, defeated provincial rivals South Saskatchewan Old Stars 7-3 in the "A" final.

Arcand and Norton lead the Old Skins with a hat trick each with Tom Geread rounding off the scoring in

the final game for Prince Albert.

Charlie Cyr scored twice for South Saskatchewan with teammate Albert McNab getting the other marker.

Even though it was a lopsided score South Saskatchewan put in a game effort. The Old Stars had just three extra players and no oxygen tanks on the

bench as they ran out of steam in the last five minutes of the game.

On the "B" side the Saddle Lake Magic had too many tricks up their sleeves as they whipped Hobbema Oldtimers 8-3.

Saddle Lake magician Dennis Mooswa notched four goals in the final game to lead all scorers and Hobbema's Willie Littlechild scored twice.

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SPORTS & LEISURE

Lumber Kings defend title

By Wally Woods
Windspeaker Correspondent

PRINCE GEORGE, B.C.

The Prince George Lumber Kings successfully defended their title at the Fourth Annual Lumber Kings All Native Hockey Tournament in Prince George.

The three day tournament ran March 30, 31 and April 1 and attracted seven strong teams who were all eyeing the \$8,400 in prize money plus many trophies. Unfortunately, five teams from Saskatchewan and Alberta who were confirmed did not show up for the tournament.

Tournament organizer Harley Chingee was disappointed in these teams because their positions on the schedule could not be filled on such short notice and the prize money had to be reduced.

All games were fast and hard hitting. The final game between the Prince George Lumber Kings and the Prince George Red Wings ended in a 5-5 tie after regulation time. The sudden-death overtime was into its eighth minute before even-

tual MVP Everette Rose scored for the Lumber Kings.

This gave the Kings first place trophy plus \$4,200. The Red Wings earned \$2,300 for second. The Enoch Tomahawks were third and won \$1,300 with fourth place belonging to a young team from Hazelton who earned \$600.

Tourney organizer Chingee is now planning for a 16 team tournament with more prize money for next year because of the many inquiries for spots in the tournament over the past three years. Many teams have stated that the Lumber Kings tournament is quickly becoming one of the best all-Native tournaments around because of the high quality of teams and the large prize money it offers.

The top awards were: most valuable player Everette Rose, Lumber Kings; top defensive forward Stu Jackson, Red Wings; top scorer Everette Rose, Lumber Kings.

All star presentations were given to: all-star forward Everette Rose, Lumber Kings; all-star forward Joey Potskin, Lumber

Kings; all-star forward Carey Wale, Skeena Selects-Hazelton; all-star defense Oscar McFeeters, Red Wings; all-star goalie Eric Pasco, Red Wings; all-star coach Richard Simms, Skeena Selects.



Good News
Party Line

Native Youth Conference & Competition Powwow, April 21-22, Saddle Lake, Alberta. Contact Person: Linda Makokis (403) 726-3730.
Healing Mass, April 24, 7:30 p.m., 10829-105 Ave., Native Pastoral Centre, Edmonton. Phone 424-1431 or 428-0846.

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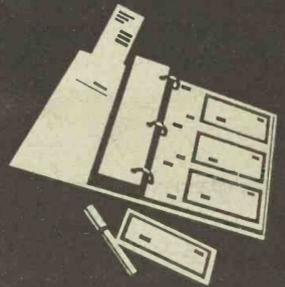
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● Trade Fair & Exhibition ● Chuckwagon Races ● Talent Show ● Arts & Crafts Displays ● Entertainers

CALENDAR OF EVENTS

- New Residents** are invited to contact High Prairie Area Community Welcome by phoning 523-4441.
- Metis Cultural Dance Classes**, Sunday afternoons, 2 - 4 p.m., 11035-127 St., St. Peters Church Hall, Edmonton. Contact Georgina Donald 452-7811 for more.
- Sober Dance**, Last Friday of each month til the end of May, Sacred Heart Church basement, 10821-96 St. Contact: Francis Bad Eagle at 455-3242 for more.
- Sober Dance**, Last Saturday of the month, Poundmaker/Nechi. Admission \$6/person.
- Stick & Handgame Tournament**, April 14-16, Panee Agriplex, Hobbema. For more info call Charlie Roasting at 585-3884 or 585-3770.
- Team Roping School**, April 21-23, Panee Memorial Agriplex, Hobbema. Contact Dennis Ward at 585-3770 for more.
- Native Recreational Hockey Tournament**, April 21-23, Enoch Recreation Centre. Call 470-5645.
- Native Youth Conference & Competition Powwow**, April 21-22, Saddle Lake. Contact Person: Linda Makokis 726-3730.
- Spring Classic 1989 All-Native**

- Hockey Tournament**, April 22 & 23, Saskatoon, Sask. Call Elaine or Norris at (306) 244-0174.
- Healing Mass**, April 24, 7:30 p.m., 10829-105 Ave., Native Pastoral Centre, Edmonton. Phone 424-1431 or 428-0846.
- Bull Riding & Boys Steer Riding School**, April 25-27, Panee Memorial Agriplex, Hobbema. Call Dennis Ward at 585-3770.
- Native Spiritual Day**, April 16, Recreation Complex, Enoch. Call 424-1431 or 428-0846 (Edmonton) or 470-5447 (Enoch).
- Sports Awards Banquet**, April 27, 5:30 p.m., Sarcee 7-Chiefs Sportsplex, Sarcee Reserve, Calgary. For information call 281-4833.
- Blue Quills Native Awareness Days**, April 27, For more information call Janet or Daryl at 645-4455.
- World Music Concert**, April 29, 8 p.m., Convocation Hall, Arts Building, U of A. Featuring the Whitebraid Society Dancers & Drummers. Call 492-3263.
- 8th Annual Powwow**, May 13, Ben Calf Robe School, Edmonton. Call 451-6066 for more.
- Calgary Native Awareness Week**, May 8-14. For more information call 292-3900.
- 2nd Annual Trade Fair & Exhibition**, May 19-21, Panee

- Agriplex. Call 585-3765 for more.
- Memorial Round Dance**, May 19 & 20, Frog Lake. For more information call Karen Abraham at 943-3777.0
- Parimutural & Chuckwagon Races**, May 19-21, Panee Agriplex. Call 585-3770 for more.
- Memorial Day Handgame Tournament**, May 26-29, 1989, Fort Hall, Idaho. Call (208) 237-5239.
- Prince Albert Indian & Metis Friendship Centre Jamboree**, June 30-July 3, Prince Albert, Sask. Contact Eugene Arcand 1-306-764-3431.
- Indian Days Celebrations**, July 7, 8 & 9, Alexis Reserve. Contact: Dan Alexis 967-2225 (office) or 967-5762 & Dennis Cardinal at 967-5344 (home).
- Powwow**, July 21-23, Enoch Band. For further info contact Vi Peacock at 470-5666.
- Powwow**, Aug. 15-17, Prince Albert, Sask. Hosted by Prince Albert Indian & Metis Friendship Centre. Contact Brenda 1-306-764-3431.

Telephone (403) 455-2700 and ask for Keith Matthew to have your community happenings in the Calendar of Events free of charge...no news is too small.



CASEWORK SUPERVISOR - NATIVE UNIT

Competition No: CY8118-C-1-WDSP

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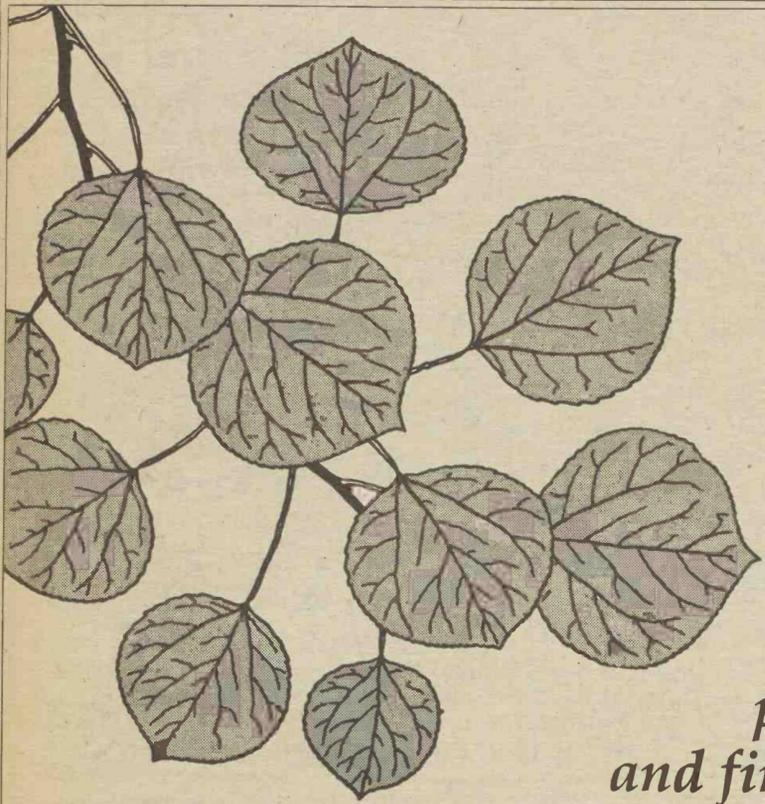
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A. We estimate our needs as follows:
Year 1: 600 civil trades and laborers.
Year 2: 300 civil trades and laborers, 450 electrical, 375 pipe fitters, 250 boiler makers.
Year 3: 825 mixed trades.

Q. What kinds of permanent jobs will there be?

A. When plant construction is completed, we expect approximately 365 permanent jobs, plus an additional 75 jobs for ongoing capital projects, for a total of 440 jobs. These will include:

Human resources (safety, training and relief pool) 39; power and recovery (steam plant) 28; wood handling 50; machine room 26; pulping group 29; technical/environment 3; materials handling and traffic 8; engineering/maintenance (including various trades such as

millwright, welding, pipefitting, instrument mechanics, machinists, carpenters, painters) 96; process engineering and technicians 27; engineers and planners 14; forestry 35; accounting 10; capital projects 75. (Included in the above employment areas are six secretarial/clerical positions.)

Q. What kind of contractors will you be hiring?

A. All logging and hauling will be contracted out, with 660 positions in the woodlands sector alone. These will include stump-to-dump mill deliveries, cutting, skidding, limbing, piling, loading and hauling, road construction and maintenance.

The basic harvesting system will be by mechanical methods such as feller bunchers, grapple skidders and stroke delimiters, with some conventional logging using hand fallers, buckers and line skidders.

We expect the following kind and number of contract jobs in woodlands and logging: Supervision of resource manning, 35; hauling, 230; decking, 176; loading, 64; construction, 40; consultants, 31; main road contractors, 4; tree planting, forestry workers and woodlot owners, 80.

Q. What kinds of courses would benefit me in getting a job with Alberta-Pacific?

A. We will offer a pulp and paper technology program for most of the plant operating positions. We expect

most entry level positions will require grade 12, or equivalencies such as similar work experience, trade qualifications or stationary engineer certification.

Following are some areas of training that could be used in this industry: general academic upgrading, business programs in accounting and finance; engineering training in mechanical, chemical, electrical and power; biology and forestry training, pre-employment trades and apprenticeship training and certification, (such as millwright, welding, pipefitting, instrument mechanic, machinists, carpenters, painters), driver training, heavy equipment operator courses, stenographic programs and drafting.

Q. Where can we send resumes and further employment questions?

A. Resumes and job applications can be sent to:
Alberta-Pacific Forest Industries Inc.,
P.O. Box 1313,
Edmonton, Alberta
T5J 2M8

or

your local Alberta-Pacific liaison office.

In addition to these answers to your questions, more specific information on work force needs will be provided as the project proceeds.

Alberta-Pacific Forest Industries Inc.,
P.O. Box 1313, Edmonton, Alberta, T5J 2M8
Toll-free Number: 1-800-642-3801

Windspeaker's

COLOR THE COVER

CONTEST



**Color the cover
and win a brand
new bicycle!**

4 PRIZES!

1. Grand Prize:

Ages 6-16 Eligible

The grand prize winner will have their brilliantly-colored picture published on the cover of Windspeaker's Powwow Country. Also, the grand prize winner will get a brand new bicycle supplied by St. Paul & District Co-op Association Ltd. The grand prize is open to any one of the following categories:

2. Category One:

Ages 6-8

The winner in Category One will get a big California Raisin from Logos Book Store, Red Deer.

3. Category Two:

Ages 9-11

The winner of Category Two will get an Oilers' hockey jersey.

4. Category Three:

Ages 12-16

The winner of Category Three will get a \$100 clothing store gift certificate from Maga's Clothing Store, Slave Lake.

ENTER TODAY

*Deadline for Entries:
Postmarked May 26, 1989*

SEND ENTRIES TO:
Windspeaker
15001 - 112 Avenue
Edmonton, Alberta
T5M 2V6

Contest Rules:

1. The contest is not open to children of AMMSA employees.
2. Entries must be limited to one per child, however, more than one member of a family can enter.
3. One grand prize will be awarded. In addition, prizes will be awarded to one winner in each age category.
4. Entries must bear the name, age, address and telephone number of the contestant.
5. Judging will be the responsibility of Windspeaker. The decision of the judges is final.
7. The winners' names will be published in Windspeaker.
8. All entries will be retained by Windspeaker.
9. Entries must be postmarked no later than May 26, 1989. Send entries to Windspeaker, 15001 - 112 Avenue, Edmonton, Alberta, T5M 2V6.

You must include this coupon with your entry

Name _____

Address _____

Town/City _____

Province _____

Postal Code _____

Telephone _____

Age _____

PRIZES

New Bicycle

*Supplied by St. Paul & District
Co-op Association Ltd.*

\$100 Gift Certificate

*Supplied by Maga's Clothing Store,
Slave Lake, Alta.*

Oiler Jersey

Supplier unconfirmed

California Raisin

Supplied by Logos Books, Red Deer, Alta.

ABORIGINAL WOMEN



*Great Spirit
give us direction.
Secure our land
and children.*

New Newsletter To Be Circulated **Aboriginal Women's Committee Formed**

Sponsored by the Native Council of Canada (Alberta), a committee of Aboriginal women in Alberta has been established to review and publicize issues affecting Aboriginal women, particularly those whose families are affected by Bill C-31. This committee will publish a monthly newsletter beginning in late April 1989.

This Aboriginal Women's Committee will work with and liase with other Aboriginal womens groups across Canada; the 13-member organizations of the Native Council of Canada; and the National NCC Indian Act Secretariat.

We invite correspondence from all Aboriginal women on issues, particularly those affecting rights.

Do you want to be on the mailing list?

In future newsletters we will be highlighting actual cases regarding C-31, that are occurring in Alberta. This could involve difficulty in applying; difficulty in protesting; problems with membership codes; continuing discrimination. WE WANT TO HEAR FROM YOU!

Please write to:

Mrs. Dorothy Chapman

Coordinator — Newsletter

Aboriginal Womens Committee on C-31 Issues

P.O. Box 6084, Station "C"

EDMONTON, Alberta T5B 0H1

PAID FOR BY THE:

**Aboriginal Women's Committee on C-31 Issues, c/o Native Council of Canada (Alberta),
P.O. Box 6084, Station "C", Edmonton, Alberta T5B 0H1**