Sixth report
Exploring New Horizons

Bi-Annual Report
of the SCES/SFU Program
Fall Semester 1994 - Summer Semester 1996
We would like to thank the Presidents Club Fund of Simon Fraser University for its generous donation towards the promotion of the partnership between SFU and SCES at Secwepemc Education Institute in Kamloops
SCES/SFU JOINT STEERING COMMITTEE

SCES:
  Chief Ron Ignace, Co-Chair
  President, SCES
  Richard Jules
  Councillor, Kamloops Indian Band
  Joan Arnouse
  Little Shuswap Indian Band
  Cindy Williams
  Spallumcheen Indian Band (until Spring 1996)

SFU:
  Dr. Hari Sharma, Co-chair
  Department of Sociology and Anthropology
  Dr. Andrea Lebowitz
  Associate Dean of Arts (until Fall 1996)
  Dr. Tom Perry
  Chair, Department of Linguistics (1994-1996)
  Associate Dean of Arts (Since Fall 1996)
  Dr. Karlene Faith (alternate)
  School of Criminology

University college of the Cariboo:
  Dr. Neil Russell
  Vice President, Instruction
  Nancy Levesque (alternate)
  Director, Reference Services

Non-voting:
  Dr. Marianne Ignace
  Administrative/Academic Coordinator, Associate Professor
  Heather Coleman
  Program Assistant, First Nations Studies (at SFU)
  since Fall 1993
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I. Introduction:

Dr. Marianne Ignace

With this booklet, we are issuing the sixth report on the partnership program between Simon Fraser University and the Secwepemc Cultural Education Society in Kamloops, B.C., covering the 1994-96 Academic Years (Semesters Fall 1994, Spring, Summer and Fall 1995, Spring 1996 up to Summer 1996). Like the previous annual reports (1988-91) and the 1992-94 Biannual Report, this report evaluates the activities and progress of the university program for aboriginal students in Kamloops, focusing on both the educational and research oriented activities. Specifically, we describe the programs and courses offered in 1994-1996, and present and evaluate statistical information about the program, including registrations, enrolment, student success and performance rates, as well as numerical profiles of the student population by age, gender, First Nations affiliation and other indicators. These data were compiled from information supplied by the SFU Office of Analytic Studies and from program records. In addition, we review activities and special events of the program during 1994-96, and include a follow-up on employment of students who have graduated in previous years.

I thank our office staff, including Debbie Donald, Evelyne Silvers, Shelly Gottfriedson, Nadine Black, as well as SFU Graduate student Owusu Amoakohene for their assistance in preparing the data for this report.
Yirl7 re skukstep-kucw. Xexe7 re s7el7elkstemp!

Dr. Marianne B. Ignace
Academic Coordinator
SCES/SFU Program
Secwepemc Education Institute

Chief Ron Ignace & President John Stubbs

Foreword by Chief Ron Ignace

Dear graduates, elders, chiefs, councillors, representatives of Simon Fraser University, honoured guests, family and friends, one and all.

It gives me great pleasure to stand here to witness and be part of this historic occasion. It is historic because we have never before witnessed this many graduates from our very own institution, 36 in all. We have people graduating with Bachelor of Arts degrees, Bachelor of General Studies Degrees, with Certificates in First Nations Language Proficiency, Native Studies Research, and Postbaccalaureate Diplomas in Community Economic Development, all in partnership with the SFU Faculty of Arts. This is also the first time that our Graduation includes a second Faculty, in that we are graduating nine students from the Faculty of Education's teacher education program, the PDP Program.

As president of the Secwepemc Cultural Education Society, and provincially, as Chairman of the First People's Cultural Foundation, which supports the retention and revival of our aboriginal languages and cultures in this province, I am very proud of the many graduates of the Certificate in First Nations
Language Proficiency, many of whom are from the Lillooet Nation. Through this certificate, many of you who already knew your language, like Des Peters, Bev Frank, Janice Peters and others, have learned to read and write it and to present it in the classroom, and you are now teaching your own people, helping to create a new generation of speakers of your language. Others among you began learning your language almost “from scratch” a few years ago, and can now understand it, speak it with some confidence, and some of you are even teaching it! Your examples show that not all is lost in our efforts to revive our aboriginal languages, and that First Nations institutions, in partnership with Universities, can make important contributions to this struggle, which at this point in time is literally one of life and death: with ever declining numbers of speakers of our languages, we as young and not-so-young adults must take an active part in this struggle. If our generation doesn’t learn or re-learn, use and pass on our languages, they will be gone in future generations.

We are looking forward, in years to come, towards many more graduates from the Certificate in First Nations Language Proficiency for the Secwépemc, Nlaka’pamx and St’at’imc languages, and all other languages and speech communities who will partner with us in reviving their languages.

Besides the revival of languages, our delivery of courses in partnership with the Upper St’at’imc people, with the Nlaka’pamx people, with the Mount Currie people, and the Northern Secwépemc people also shows how we as aboriginal peoples need to, and indeed can, form successful alliances and partnerships among ourselves to help in the mutual advancement of our peoples’ efforts in reviving our languages and ways of life. With the many St’at’imc graduates in front of us, it gives me great pride to be part of the St’at’imc and other First Nations’ struggle to protect and enhance their languages. When we as indigenous peoples can reach across our traditional boundaries and those boundaries created for us by those who colonized us, it can only lead to success.

I am sure that the number of graduates we have today will pale in comparison with the numbers that will be graduating in the next decade. I look forward to that because it will signal that we are on the threshold of achieving (a) Indian control of Indian education and (b) building our capacity of trained people in our own ranks to manage, control and influence the future of our communities, societies and even our destiny as aboriginal nations. That is the dream and vision we wish to realize. I believe that we must build our own institutions such as the Secwépemc Education Institute if we are to rise above the ashes of such colonial institutions as the Residential Schools. While we look ahead to bigger and better things to come, we should pause to realize that we are well on the way to seeing the fruits of our labours. Counting the students who since 1991 have graduated with Certificates, this is actually our fifth graduation. When we look back on the students who have graduated since 1991, and especially those who received degrees in 1994 and 1995, we see that goal of capacity building is being reached. Virtually all of the graduates of the past years are employed and working in the fields that they were trained in - some as teachers, others as administrative staff at Bands and other First Nations organizations, in the public sector, as researchers on traditional use studies, and on archaeological impact assessments. This includes some of you graduates sitting in front of us today who were immediately “scooped up” by your bands or schools or other organizations precisely because of the skills you attained; and it includes our Master of Ceremonies, Geri Matthew, who is working for Ske’lep school here at Kamloops Indian Band, or my SCES Board member, Des Peters Sr., who also works at home for his community.

More than that, some of our grads have been accepted into Masters Degree programs at SFU, including Cathy Narcisse, Donna Dillman and Lea McNabb. They were not automatically accepted into these; they applied for and were selected among hundreds of applicants who applied into the Departments of Sociology and Anthropology and Archaeology graduate programs. This also shows that our students and graduates can hold their own among students from mainstream institutions academically. It shows not only that you can get degrees here, but also that you get an excellent academic education on par with that, or even better than what you can get elsewhere in the country. One thing that gives me tremendous pleasure is the fact that one of our past graduates now near completion of her Master’s program has come back to teach for us. This has been one of our goals all along. Because of the lack of aboriginal people with graduate degrees available to teach in our native-run institutions, we realized we might have to “grow our own”. I am especially pleased that Lea McNabb has come to teach archaeology for us this fall (1996), and I am looking forward to others doing the same in the future.

Finally, in witnessing the growth of our partnership over the last few years, it has given me tremendous pleasure and pride to see that many of the courses we are offering, especially those
offered during the summer semester, have truly become without walls and have incorporated young native people learning about the traditions of their elders, hand in hand with those very same elders joining the classroom and sharing their knowledge, experience, but also having a forum to share, compare notes, learn from one another, and learn new things. Among our own people, “research,” or finding out new knowledge and comparing notes on what one knows with other elders and younger people, experimenting and learning, is an ancient tradition. My elders who know about plants as medicines, food and for making things, tell me that they try out new things all the time; I remember Mary Thomas telling us about her years of research with her own elders and teaching this information to the younger generation now and sharing it with ethnobotanists and others. Our elders to this day thirst for knowledge and I learnt from our work with them in ethnobotany that they do not fear to investigate and experiment in searching for medicinal cures, for social and economic cures. We, too, must adopt their thirst for knowledge and their courage to investigate and experiment to find cures for our social, medical and cultural ills. I believe that the graduates here today, old and young, have been infected with that spirit. I challenge you all to encourage more of our people to take up the cause of education, a challenge laid down by our elders.

In closing, we recognize that we could not have had such great success as we are witnessing here today without such a supportive and forward looking partner as we have in Simon Fraser University, in President Dr. John Stubbs, the Dean of Arts, Dr. Evan Alderson and my co-chair, Dr. Hari Sharma, the members of our Joint Steering Committee, including the members on the SCES side, and my SCES Board of Directors behind them. We also acknowledge our partners at UCC, Dr. Neil Russell and President Jim Wright and Nancy Levesque. Last but certainly not least, those who deserve much recognition from us are our capable staff, Ms. Heather Coleman at SFU, and Evelyne Silvers, our office manager and registrar, Debbie Donald, our public relations worker, Shelly Gottfriedson, our student support worker, and Nadine Black, our receptionist, along with our Faculty, Dr. Marianne Ignace, Dr. George Nicholas, Dr. Vijaya Krishnan, Dr. Ping Ding, Dr. Lisa Matthewson and the many sessionals who have taught these graduating students and all others in the program.

Yiri7 re skustec-kucw!
Chief Ron Ignace, Co-Chair

Dr. Hari Sharma

Foreword
Hari Sharma

One more year has rolled away. One more convocation held. One more milestone in a journey that began eight years ago. One more occasion to celebrate, to feel proud.

Not a small milestone it is. A record number of First Nations women and men - 36 altogether - have crossed a significant threshold in their personal lives. Eight among them have earned a Bachelor’s degree. Fifteen obtained a Certificate in First Nations Language Proficiency. One received a Certificate in Native Studies Research. Three completed requirements for the Post Baccalaureate Diploma in Community Economic Development (CED). And nine students became eligible to become qualified school teachers after having completed to Professional Development Program (PDP) of the Faculty of Education.

If the metaphor of the sapling grown into a fruit-bearing tree used in earlier Reports can be used one more time, this indeed was a good harvest year.

Thirty-six people getting a university degree, certificate or diploma may not mean a whole lot in the larger scheme of things. Two things, however, make it significant.

Such has been the social, economic, political and cultural milieu in the lives of the First Nations people in the interior of
British Columbia that few, if any, of these 36 men and women, or of the many who graduated in the earlier years, would have gone on for post secondary education, had it not been for the SCES/SFU partnership program in Kamloops. A few among these had in fact gone to other Post Secondary Institutions in the province, but they did not survive there long. The SCES/SFU Program has obviously offered them something they could not get elsewhere. It has definitely opened avenues which otherwise remained inaccessible or formidable. We at Simon Fraser University are very pleased to have become partners in this enterprise eight years ago. We congratulate the men and women who have graduated this year. We congratulate them for their dedication and perseverance. And we share with them and their families the joy and the sense of achievement they must feel. And we hope and wish that the graduation provides them with challenging opportunities to fulfil their ambitions.

Significant as this achievement is in the personal lives of the particular people, and to their families and communities, it has a larger, deeper significance too. We in the university have been aware of it right from the beginning. The political leadership of the Secwepemc Nation has been open and up-front about it. University education for their people was important for them, but essentially as a part of their larger agenda: to take charge, to gain control, to revive their cultural heritage, and to become a strong, self-governing and sovereign nation. They knew, and so did we, that acquiring knowledge and mastering skills and techniques are indispensable means of empowerment.

We know, as undoubtedly do the Secwepemc leaders, that it is going to be a long and difficult journey; that it will mean a lot of hard work, sacrifice and determination. But the process is already unfolding. The deeper significance of completed university education is already showing itself: in the life and work of the women and men who graduated in earlier years.

Where are they? Starting from 1991 (when four people received the first Certificate in Native Studies Research) until 1995, a total of thirty six Certificates and/or Bachelor’s degrees have been handed out to people enrolled in the SCES/SFU program in Kamloops, involving 24 men and women. Seven received a Bachelor’s degree; 12 earned both a Certificate in Native Studies Research and a Bachelor’s degree; and five earned only a Certificate. Of these last five, two more have completed Bachelor’s degrees this year.

Where are they? Three (Donna Dillman of Kwanlin Dunn First Nations, Eleanor McNabb of Skeetchestn Indian Band, and Cathy Narcisse of Fountain Indian Band) are pursuing graduate level education at SFU’s Burnaby campus, working for a Master’s degree in Archaeology, or Anthropology. John Jules of Kamloops Indian Band was also admitted in the Master’s program but decided to withdraw from it in order to work full time for his Band in the Land Claims and Heritage Policy. Colleen Jacob has gone back to her Fountain Band to hold the position of Youth Worker for the band. Bernadette Manual of Lower Nicola Indian Band went to Victoria after graduation for a special program of training in preserving cultural heritage, and is now working as the Curator of the SCES Museum in Kamloops. Dianne Bin of Alexis Creek Indian Band landed a job with one of the Provincial government ministries in Victoria where she had a Co-op placement while still a student. Norma Manuel of Adams Lake Indian Band was working at the Alcohol Treatment Centre in Vernon and is now working for the Adams Lake Indian Band. Gladys Baptiste of the North Thompson Indian Band and Natalie Simkin of the Lower Mainland (non-Native) are working on an archaeological project doing an impact assessment for a major development project of Kamloops Indian Band. Truman Jones of the Okanagan Band and Joanne Campbell of the Kamloops Indian Band are working for a project of the Shuswap Nation Tribal Council dealing with traditional land-use. Verna Billy of Bonaparte Indian Band and Louisa Celesta of North Thompson Indian Band are also working for the Shuswap Nation Tribal Council on a Native Adult Instructor Diploma program. Ann Morgan and Percy Casper of Bonaparte Indian Band, along with Geri Matthew of North Thompson Indian Band, are working as teachers at Skelep School - a K to Grade 12 school operated by Kamloops Indian Band on its reserve. Although Josephine Eustace of North Thompson Indian band hasn’t yet completed her Bachelors degree, earned the Certificate in Native Studies Research in 1991, and she has been working at her band office on a GIS project. And, finally, we have the most distinguished SCES/SFU graduate, Desmond Peters Sr., who has been Chief of Pavilion Band for over ten years, who has been honoured with the title of Grand Chief by the Union of BC Indian Chiefs, and who has been the Vice-President of the Secwepemc Cultural Education Society. In 1995, he earned the Certificate in Native Studies Research, and this year, at age 63, he has graduated not only with a Bachelor of General Studies degree, but has also completed requirements for a Certificate in First Nations Proficiency. He is now teaching language and culture at his own community of Pavilion, as well as conducting research on traditional land use.
What a wonderful testimony it is!

Until a year or so ago, we used to feel happy and gratified that the enrolment in the program was increasing; that people were coming. Time has come to celebrate the fact that those who came are going back. Enriched with the educational experience, with degrees and diplomas in their hands, and with the increased confidence and competence, they are going back to enrich the life of the communities they came from; to enrich the Nation they are a part of.

The pattern is to continue. This year’s graduation - besides the record number of graduates - is marked by three new features: the Certificate in First Nations Language Proficiency, the Post Baccalaureate Diploma in Community Economic Development, and the PDP program of the Faculty of Education. All three are major steps toward the long-term goals the Shuswap leaders had set for themselves their Nation, and aboriginal peoples of the Interior. It is significant to note, for example, that among the people who have obtained the Certificate in First Nations Language Proficiency are included people several years ago who didn’t know their traditional languages (Lillooet and Shuswap) and are now already working as language teachers. At least three of the nine people who completed PDP requirements this year are already working as teachers in the school systems (Shannon Lainhart in Salmon Arm, Tamara Mountain in Lillooet, and Berni Renneberg at the school run by the Skeetchestn Indian Band).

To the Shuswap leaders, all these trends must be deeply gratifying. They are very much so to me, personally, and to the entire Simon Fraser University.

The beginning was good. The process we all went through was good. The results so far have been good. And in our partnership and friendship let's together hope that the results in time to come get better and better.

Organizationally and administratively, the SCES/SFU program has acquired a considerable amount of institutionalization and stability since the last Report was produced two years ago. Whether it is the new desk of First Nations Studies in the office of the Dean of Arts, cheerfully and efficiently managed by Ms. Heather Coleman, or the many competent staff people running the show from the SCES side, the Joint Steering Committee’s functioning has become immensely smooth and routinized. Maybe the program has “come-of-age.” No longer are we confronted with frequent situations of crisis management. No longer late night or early morning phone calls. No longer emergency meetings.

The Joint Steering Committee continues to remain the solid and indispensable expression of the “partnership” between SCES and SFU - meeting once a semester, alternately between the two campuses, and making all the necessary decisions concerning the program, as well as making plans for the future.

Time has come to say goodbye and a warm thank-you to Prof. Andrea Lebowitz whose term as Associate Dean of Arts expired this year. It is during her term that the program acquired its present stability. Dr. Tom Perry, who has been already a member of the Joint Steering Committee assumes the position of Associate Dean of Arts and continues to serve on the committee in that capacity. Karlene Faith from the SFU School of Criminology is the third SFU member of our Committee.

It is time to explore new horizons. Ride along. Chief Ron Ignace. Eight years of co-Chairship is a feat. We must be good Co-Chairs. We are definitely good partners.
II. PROGRAM ADMINISTRATION, FACULTY AND STAFF: 1994-1996

1. The SCES/SFU Partnership

The 1994-96 Academic Years saw the continuation of the partnership agreement between the Secwepemc Cultural Education Society and Simon Fraser University, which was originally signed in 1988 and renewed in October 1992. Some of the main objectives of this partnership are:

- Collaboration in the planning and implementation of appropriate university level courses and programs in Kamloops.
- Exploring and implementing, where feasible, innovative programs for and in the Native community; and the development of courses and curriculum for such programs and striving towards incorporating more disciplines into the teaching and research programs.
- Encouragement of jointly managed research projects relevant to the needs of the Shuswap community, where researchers maintain full rights over publication of their results, but with the ownership or copyright of original sources remains with the Shuswap people.

In addition, the Agreement specifies the procedures of instructor screening and appointment, program administration, and the pursuit of financial resources.

For the 1994 to 1996 academic years, the Ministry of Education, Skills and Training provided continued funding to the Program in the form of Full Time Equivalencies and grants. In addition, the program received operating funds, although drastically declining, from the Department of Indian Affairs through ISSP (Indian Studies Support Program).

2. Joint Steering Committee

As in previous years, a Joint Steering Committee engaged in the decision-making over all aspects of the operation of the partnership. This Steering Committee is composed of three members from SFU and three First Nations Representatives appointed by the SCES Board of Directors, as well as one representative from the University College of the Cariboo. In 1994, the Joint Steering Committee also voted to add a representative from the Student Society.

For SCES, Chief Ron Ignace (Skeetchestn Band), President of SCES, continued to act as Co-Chair. Additional SCES members were SCES Executive member Councillor Richard Jules (Kamloops) and SCES Board Members Joan Arnouse (Little Shuswap Band) and Cindy Williams (Spallumcheen Band). For SFU, Dr. Hari Sharma continued to act as Co-Chair, with Andrea Lebowitz (Associate Dean of Arts - until Fall 1996), and Dr. Tom Perry (Linguistics, as Associate Dean of Arts since Fall 1996) and Dr. Karlene Faith (Alternate 94-96; Full member since Fall 96)

Dr. Neil Russell continued to be the representative from the University College of the Cariboo, with Nancy Levesque as alternate.

In addition to the above voting members, Dr. Marianne Boelscher Ignace, SCES/SFU Program Coordinator continued to function as Advisor to the Committee. The meetings were also attended by various delegated representatives from the SCES/SFU Student Society, and by instructors and staff in the program, as well as by SCES board members and faculty from Kamloops and Burnaby.

Throughout the two years, the committee continued to meet three to four times per year, alternating between Kamloops and Burnaby. As per its mandate, the Joint Steering Committee continued to concern itself with all aspects of overseeing the program, including course and program planning and development, monitoring of courses in progress, instructor appointments and evaluation, provision of library services and other student services, research activities and other matters.

3. Program Administration

During 1994-96, program administration continued to be carried out through the liaison between the Kamloops Academic Coordinator and Program Assistant, and the Burnaby First Nations Studies Office situated in the SFU Dean of Arts Office. The on-campus program carries out all tasks which are coordinated with academic departments and offices on campus, while the Kamloops Program Assistant carries out all tasks pertaining to students in Kamloops, in liaison with the SFU Program Assistant.

The SFU Program Assistant, as well as the Academic Coordinator, all Faculty and Sessional Instructors are employees of the University, while the Kamloops office staff are employees of SCES.
1994-96 Program Administration and Support Staff

Evelyne Silvers is Program Assistant. Her duties include all aspects of financial management; liaison with students in all aspects of admission, registration and course load; liaison with instructors on all aspects of course management; responsible for travel arrangements; contracts with Aboriginal language teachers; and much else.

Nadine Black is the Clerical Assistant/Receptionist. She is responsible for general office duties including reception, typing, filing, incoming and outgoing mail, photocopying, and liaison between students, staff and faculty.

Shelly Gottfriedson is the Student Support Worker. Her duties include personal, academic and career counselling for all students; liaison with students’ Bands, families, community resources and other academic institutions; promotion of student well-being; peer tutoring program; study skills development and liaison between staff; faculty and the student body.

Debbie Donald is Administrative Assistant/Public Relations. Her duties include assisting in many aspects of office management, liaison with all staff and students, work study program management, program promotion, recruitment, liaison with communities and general telephone enquiries. She also coordinates the Co-op Program.

Heather Coleman is the Program Assistant at the Burnaby campus. She is responsible for all aspects of the financial and academic administration of the program on the SFU side and provides the liaison services.

Secwepemc Education Institute

In 1995, the Board of Directors of the Secwepemc Cultural Education Society restructured its various post-secondary and Adult Education Programs, including the SCES/SFU Program, the Native Adult Basic Literacy Program, the Native Adult Basic Education Program (NABE), the First Nations Access to University, Trades and Technology Program (FNAUTT) and the Trades Training Program, as Secwepemc Education Institute, also under the direction of the SCES Board of Directors.

Within this new framework, the Board of Directors also developed Statements of Mission, Vision and a Motto, as follows:

Mission

Our Mission is to provide high quality education to aboriginal people, relevant for the needs of aboriginal people of the B.C. Interior and beyond, as controlled and mandated by the Secwepemc host Nation in collaboration with the First Nations we serve and with our public partner institutions.

Vision

Our Vision is the collective and individual empowerment of Aboriginal people through education, as our people are developing capacity to become self-governing and self-sufficient, while staying rooted in our languages, cultures and histories.

Motto

Our motto is:

"knucwentsutce me7 knucwentwecw-kp"
"help yourself and help one another."

The Goals of Secwepemc Education Institute, as they pertain to the SCES/SFU Program are:

To provide University level courses, programs and credentials in the following areas:

• solid pre-university and pre-college academics which incorporate life skills and study skills training and exposure to Aboriginal language, history, and culture;

• the development of courses and programs in trades and technology training relevant to the needs of Aboriginal people of the area;
And, to provide University level courses and programs in the following areas:

- researching and understanding traditional cultural knowledge towards First Nations development of curriculum, and the creation of our own governing institutions;
- knowledge about the social research methods regarding policy affecting Aboriginal people, including treaties and self-governance;
- archaeological method and theory and Aboriginal cultural resources management;
- Aboriginal resources, lands, and environmental management; skills in financial management, business and public administration for First Nations;
- Aboriginal languages, linguistics and language teacher education;
- the provision of English writing skills, including expository and technical writing, as well as creative writing;
- sound background skills in Mathematics and Statistics;
- creative arts, including theatre, creative writing, and video film;
- Aboriginal teacher education

All of these will be provided with life and study skills support, as well as academic and career counselling.

The Campus and Off-Campus Delivery

In early 1995, our portables campus at Chief Louis Centre on Kamloops Indian Reserve #1 saw some additions, namely:

- A double-wide portable with a seminar room and two offices which in 1995/96 housed the Professional Development Program and some research activities. Since Fall 1996, this portable is used as office space and as a classroom for Secwepemc Language instruction and for the First Nations Language coordinator;
- A double-wide portable which now houses the resource library of Secwepemc Education Institute and SCES. It also includes a number of carrels which provide quiet study space for students.

In addition to the courses that were offered in Kamloops, the SCES/SFU program continued to deliver courses directly into a growing number of Aboriginal communities in the Interior of British Columbia. These sites include:

**Lillooet** - In collaboration with the Lillooet Tribal Council, the Upper St’at’imc Language, Culture and Education Society and School District No. 29, the program provided Beginners, Intermediate and Advanced courses in St’at’imc language, and courses in First Nations language teacher education and linguistics towards the Certificate in First Nations Language Proficiency;

**Merritt** - In collaboration with the Nicola Valley Tribal Council and the Nicola Valley Institute of Technology, we provided courses in Nlakapmx language, First Nations language teacher education, and linguistics, more of which were taught at NVIT;

**Williams Lake** - In collaboration with the Cariboo Tribal Council and the University College of the Cariboo, Williams Lake Campus, we provided courses in Secwepemc language, First Nations language teacher education, and an Anthropology course in ethnobotany;

**Mount Currie** - In collaboration with the Mount Currie Cultural Centre, we provided courses in St’at’imc language and in linguistics towards the First Nations Language Proficiency Certificate.

Additional Secwepemc language courses were offered on Adams Lake and Chu Chua (North Thompson Indian Band) reserves in the Fall of 1994.

In Fall 1996, Secwepemc language courses were also offered in several northern Secwepemc communities, including Alkali Lake, Canim Lake, Canoe Creek, Sugar Cane, and Soda Creek.
FACULTY

The full-time faculty in the SCES/SFU Program during 1994-96 were as follows:

Marianne Boelscher Ignace, Ph.D.
Associate Professor of First Nations Studies and Anthropology

Dr. Ignace was educated at Georg August Universitaet in Goettingen, Germany, where she received her M.A. in Anthropology and Linguistics, and at Simon Fraser University, where she received her Ph.D. in Anthropology. Her dissertation on the politics of Haida symbols was published by UBC Press as The Curtain Within: Haida Social and Symbolic Discourse, and she has also published articles on Haida oratory and potlatching. For the past several years she has focused her research and writing on the Secwepemc (Shuswap) people, where her interests are aboriginal land use, ethnobotany, and the linguistic and anthropological analysis of aboriginal language discourse. She has recently completed an article on the Secwepemc for the Plateau volume of the Handbook of North American Indians (Smithsonian Institution). She also teaches courses in Secwepemc language and First Nations language teacher education, and is the academic coordinator of the program.

George Nicholas, Ph.D.
Lecturer, Archaeology and Anthropology.

Dr. Nicholas received his M.A. in Anthropology from the University of Missouri, Columbia, and his Ph.D. in Anthropology from the University of Massachusetts, Amherst. Publications include Holocene Human Ecology I Northeastern North America (Plenum Press 1988) and numerous articles on human ecology, wetland ecology, prehistoric land use, indigenous people and other topics in Current Anthropology, Current Research in Pleistocene, Northeast Anthropology and Cultural Survival Quarterly. He has served as the Current Research: Northeast editor of American Antiquity since 1990. While continuing research on the archaeology and human ecology of wetland settings, he has also been involved in the study of long-term land use patterns, plant use, and human ecology in the Interior Plateau since 1991. He is the director of the Archaeology Field School.

Ping Ding, Ph.D.
Lab Instructor, Mathematics.

Dr. Ding received his M.Sc. at the Academy of Sciences, Beijing, and his Ph.D. at Simon Fraser University. He teaches courses in Introductory Algebra, Calculus, Statistics, and Mathematics for School Teachers. He hopes to see some students through a mathematics minor in the future and continues to publish in his area of research interest: combinatorics and number theory.

Vijaya Krishnan, Ph.D.
Lecturer, Sociology.

Dr. Krishnan received her M.Sc. in Mathematics and her M.Sc. in Demography at the University of Kerala, India. She earned her Ph.D. (1989) in Demography from the Department of Sociology at the University of Alberta. Her areas of interest pertain to ethnic relations, deferential fertility, new productive technology, research methods and medical sociology. Her research articles have appeared, among others, in Social Biology, Journal of Bio-Social Science, Journal of Divorce and Remarriage, and Sociological Perspectives. Her current work focuses on the portrayal of minorities in the media and adoption in Canada.

Lisa Matthewson, Ph.D.
As of Summer Semester 1996, the Program has a new First Nations Language Coordinator/Linguistics Lecturer

Dr. Matthewson received her M.A. in Linguistics at Victoria University of Wellington, New Zealand and her Ph.D. in Linguistics at the University of British Columbia. She Coordinates and provides support for aboriginal language programs delivered in Kamloops and other communities in the Interior. She liaises between bands, teachers, students and administrators to ensure that language courses are successful and that appropriate training is available for future aboriginal language educators. Lisa also teaches language and linguistics courses in the program.
Sessional Instructors

The remaining faculty are sessional instructors or lecturers. During 1994-96, some of these were professors with full-time appointments on campus in Burnaby:
Dr. Chris Webster (Psychology)
Dr. Jim Ogloff (Psychology)
Dr. Hari Sharma (Sociology)
Dr. Karlene Faith (Criminology)

A number of sessionals were graduate students on campus at SFU. These included:
Mercedes Hinkson
Tonio Sadik
Andre LeDressay
Nicholas Simons
Chris Nowlin
Robin Fitzgerald
Nicole Oakes

Some other instructors had full-time appointments at the University College of the Cariboo:
Dr. Peter Murphy
Dr. John Belshaw
Shirley Rose
Bernie Warren
Dr. Brock Dykeman

Other instructors were part-time employees and/or graduates of SFU, or were well qualified individuals who live in the Kamloops area or elsewhere. These included:
Dr. Steve Ameyaw (Community Economic Development)
Dr. Dwight Gardiner (Linguistics)
Dr. Harriet Kuhnlein (Nutrition), Professor at McGill University and the Co-Chair of the Centre for Study of Nutrition and the Environment of Indigenous Peoples (CINE)
Tom Shandel (FPA - Video Film), Film maker
Dr. Doug Brown (Geography and First Nations Studies), Tribal Director, Shuswap Nation Tribal Council
Jeff Burnett (FPA - Acting), Actor
Zabbe Smyth (FPA - Acting), Actress
Dr. Brian McLean (Criminology)
Dr. Chad Reimer (History)

We are proud to have had a growing number of Aboriginal instructors who taught in the program:
Marilyn Dumont (English)
Elaine Herbert (Women's Studies)
PDP Faculty Associate Audrey Nielsen
PDP Faculty Coordinator Kau'i Kellipio
as well as First Nations language instructors Beverley Frank, Mandy Jimmie, Martina Pierre, Janice Peters, and, of course, our First Nations Language Teaching Assistants Mona Jules and Joe Michel (Kamloops), Mary Coutlee and Jim Toodlican (Merritt), Bucky Ned, Rose Whitley, Gertie Ned (Lillooet) and Antoinette Archie, Bridget Dan and Cecilia DeRose (Williams Lake).

4. The Instructional Program 1994-96

During the Fall '94, Spring '95 and Summer '95 Semesters (94-3 to 95-2), a total of 407 students were admitted to and/or registered in all or any of these semesters, totalling 2,339 enrolments (total number of credit hours taken). This represents an increase over the previous two-year cycle by 18% in admissions/registrations and in enrolment. During 1995/96, the total number of students registered was 477, with enrolment totalling 2,984 (see below), Admissions, Registrations and Enrolment. While the number of students registered in any of the Fall and Spring semesters, which tend to have the highest student numbers, fluctuated between 214 (new record number in 95-3) and 146 (96-1), the Summer Semester 1996 marked a record number of student registrations during the summer semester, with a total of 117. Fifty-six percent of these were aboriginal language or aboriginal language teacher education students who were enrolled in the 1996 Summer Institute in Aboriginal Language Teacher Training (see p. 59).

A good portion of the overall 1994-96 increase in registrations and enrolment was due to the increasing number of part-time students, particularly aboriginal language students in the four communities outside of Kamloops where the program delivered courses. Figure 1 shows that in all semesters there was approximately a 2:1 ratio of part-time to full-time students, and that the vast majority of part-time students were language students. At the same time, with two cohorts of students having graduated with Bachelor’s degrees between 1994 and 1996, the program has recruited a solid group of full-time students into the degree program, who are expected to complete their degree
requirements with various majors and minors between 1997 and 2000.

While in Fall 1994 the overall numbers of registrations slightly decreased compared to the 1992 and 1993 Fall semesters, it significantly increased by anywhere from 1% to 39% between Fall '95 and Summer '96 (see Figure 1).

The increased number of registrations during the 1994-1996 cycle is also reflected in an increasingly large number of new admissions in these semesters, which provided a significant additional work load for program staff both in Kamloops and in Burnaby.

5. Course Offerings, Registrations, and Enrolments

The following pages list the courses offered and their enrolment for the Summer '94 through the Summer '96 semester. The course name and number are first, the numbers in parenthesis initial and final enrolments (final enrolments reflect withdrawals and course drops).

Fall Semester 1994-3 (94-3)

ARCH 334-3 Special Topics in Archaeology III
Archaeology for Educators (7, 6)
Instructor: Dr. George Nicholas

ARCH 436-3 Readings in Archaeology (1, 1)
Instructor: Dr. George Nicholas

CED 400-5 Introduction to CED (12, 12)
Instructor: Dr. Stephen Ameyaw

CRIM 101-3 Introduction To Criminology (14, 14)
Instructor: Nicholas Simon

ECON 103-3 Principles of Microeconomics (4, 4)
Instructor: Andre LeDressay

ENGL 101-3 Introduction to Fiction (13, 13)
Instructor: Dr. Peter Murphy

ENGL 210-3 Composition (18, 18)
Instructor: Dr. Peter Murphy

FNST 101-3 The Cultures, Language and Origins of Canada's First Peoples (18, 13)
Instructor: Dr. Marianne Ignace

GEOG 162-3 Canada (15, 13)
Instructor: Ross Nicholson

HIST 101-3 Canada to Confederation (3, 3)
Instructor: Trefor Smith

HIST 201-3 The History of Western Canada (3, 3)
Instructor: Dr. John Belshaw

LING 130-3 Practical Phonetics (12, 11)
Instructor: Dr. Dwight Gardiner

LING 231-3 Introduction to an Amerindian Language: Secwepemc I (13, 13)
Instructor: Dr. Dwight Gardiner
LING 231-3 Introduction to an Amerindian Language: St'at'imc I (11, 10)  
  Instructor: Janice Peters
LING 231-3 Introduction to an Amerindian Language: Nlakapmx I (13, 13)  
  Instructor: Mandy Jimmie
LING 232-3 Introduction to an Amerindian Language: Secwepemc II (14, 3)  
  Instructor: Dr. Dwight Gardiner
LING 260-3 Language, Culture & Society (4, 4)  
  Instructor: Dr. Dwight Gardiner
LING 431-3 Language Structures: Secwepemc III (16, 12)  
  Instructor: Dr. Dwight Gardiner
LING 431-3 Language Structures: Nlakapmx III (10, 10)  
  Instructor: Mandy Jimmie
LING 432-3 Language Structure: St'at'imc III (5, 5)  
  Instructor: Beverly Frank
LING 480-3 Topics in Linguistics I (13, 13)  
  Instructor: Dr. Lisa Matthewson
LING 480-3 Topics in Linguistics (1, 1)  
  Instructor: Mandy Jimmie
Math 100-3 Precalculus (3, 3)  
  Instructor: Dr. Ping Ding
MATH 157-3 Calculus for Social Sciences I (3, 2)  
  Instructor: Dr. Ping Ding
MATH 190-4 Principles of Math for Teachers (6, 6)  
  Instructor: Dr. Ping Ding
PSYC 100-3 Introduction to Psychology I (10, 9)  
  Instructor: Dr. Chris Webster & Dr. Jim Ogloff
SA 100-4 Perspective on Canadian Society (16, 15)  
  Instructor: Dr. Vijaya Krishnan
SA 101-4 Introduction to Anthropology (18, 15)  
  Instructor: Dr. George Nicholas
SA 203-4 Comparative Ethnic Relations (4, 3)  
  Instructor: Dr. Vijaya Krishnan
SA 141-4 SA Practicum II (1, 1)  
  Supervisor: Debbie Donald

SA 356-4 Qualitative Methods (7, 6)  
  Instructor: Dr. Vijaya Krishnan
SA 369-4 Political Process in Social Life (18, 14)  
  Instructor: Dr. Marianne Ignace
SA 496-4 Directed Readings in Anthropology (3, 3)  
  Instructor: Dr. Marianne Ignace
WS 200-3 Women in Cross-Cultural Perspective (10, 10)  
  Instructor: E. Herbert

Enrolment Total: (324, 285)

Spring Semester 1995-1 (95-1)
ARCH 131-3 Human Origins (8, 8)  
  Instructor: Dr. George Nicholas
ARCH 273-3 Archaeology of the New World (1, 1)  
  Instructor: Dr. George Nicholas
BUS 272-3 Behaviour in Organizations (7, 7)  
  Instructor: Shirley Rose
CED 401-5 Techniques & Concepts For Community Economic Development (10, 10)  
  Instructor: Dr. Stephen Ameyaw
CRIM 131-3 Introduction to the Criminal Justice System (11, 11)  
  Instructor: Chris Nowlin
ECON 105-3 Principles of Macroeconomics (8, 4)  
  Instructor: Andre LeDressay
ENGL 199-3 University Writing (12, 12)  
  Instructor: Dr. Peter Murphy
ENGL 221-3 Canadian Literature (9, 8)  
  Instructor: Katherine Sutherland
FNST. 201-3 Canadian Aboriginal Peoples Perspectives on History (6, 6)  
  Instructor: Dr. Marianne Ignace
FNST 401-3 Aboriginal Rights & Government Relations (4, 4)  
  Instructor: Dr. Mariane Ignace

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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor(s)</th>
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<tbody>
<tr>
<td>GEOG 111-3</td>
<td>Physical Geography (6, 3)</td>
<td>Dr. Doug Brown</td>
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<td>GER 413-3</td>
<td>Special Topics in Gerontology, First Nations Elder Care (2, 2)</td>
<td>Dr. Andrew Wister</td>
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<tr>
<td>HIST 391-3</td>
<td>Studies in History II (5, 3)</td>
<td>Dr. John Belshaw</td>
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<tr>
<td>LING 220-3</td>
<td>Introduction to Linguistics (6, 6)</td>
<td>Dr. Dwight Gardiner</td>
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<tr>
<td>LING 231-3</td>
<td>Introduction to an Amerindian Language I (16, 17)</td>
<td>Dr. Marianne Ignace</td>
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<tr>
<td>LING 232-3</td>
<td>Introduction to an Amerindian Language II (13, 13)</td>
<td>Dr. Dwight Gardiner</td>
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<tr>
<td>LING 232-3</td>
<td>Introduction to an Amerindian Language II (10, 10)</td>
<td>Mandy Jimmie</td>
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<tr>
<td>LING 232-3</td>
<td>Introduction to an Amerindian Language II (10, 10)</td>
<td>Janice Peters</td>
</tr>
<tr>
<td>LING 361-3</td>
<td>Linguistic &amp; Language Teacher Training (practice) (4, 3)</td>
<td>Dr. Dwight Gardiner</td>
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<tr>
<td>LING 430-3</td>
<td>Native American Language (10, 10)</td>
<td>Dr. Lisa Matthewson</td>
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<tr>
<td>LING 432-3</td>
<td>Language Structures Secwepemc (7, 7)</td>
<td>Dr. Dwight Gardiner</td>
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<td>LING 432-3</td>
<td>Language Structures: St’at’imc (10, 10)</td>
<td>Beverly Frank</td>
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<td>LING 432-3</td>
<td>Language Structures: Merritt (4, 4)</td>
<td>Mandy Jimmie</td>
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<tr>
<td>MATH 100-3</td>
<td>Precalculus (4, 2)</td>
<td>Dr. Ping Ding</td>
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<td>MATH 158-3</td>
<td>Calculus for Social Sciences (1, 1)</td>
<td>Dr. Ping Ding</td>
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<tr>
<td>MATH 190-4</td>
<td>Mathematics for Teachers (7, 7)</td>
<td>Dr. Ping Ding</td>
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<tr>
<td>PSYC 102-3</td>
<td>Introduction to Psychology II (11, 10)</td>
<td>Dr. Chris Webster/Dr. Jim Ogloff</td>
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<tr>
<td>SA150-4</td>
<td>Introduction to Sociology (9, 9)</td>
<td>Dr. Vijaya Krishnan</td>
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<td>SA 255-4</td>
<td>Introduction to Social Research (7, 7)</td>
<td>Dr. Vijaya Krishnan</td>
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<td>SA 286-4</td>
<td>Native Cultures of BC (13, 12)</td>
<td>Dr. Marianne Ignace</td>
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<tr>
<td>SA 331-4</td>
<td>Sociology of the Family (21, 19)</td>
<td>Dr. Vijaya Krishnan</td>
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<tr>
<td>SA 402-4</td>
<td>The Uses of Anthropology (8, 8)</td>
<td>Dr. George Nicholas</td>
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<tr>
<td>STAT 103-3</td>
<td>Introduction to Statistics for Social Sciences (4, 4)</td>
<td>Dr. Ping Ding</td>
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<td>STAT 270-3</td>
<td>Introduction to Probability and Statistics (1, 1)</td>
<td>Dr. Ping Ding</td>
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Enrolment Total: (259, 252)

1995 Summer Semester (95-2)

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<tr>
<td>ARCH 333-3</td>
<td>Special Topics in Archaeology II (10, 10)</td>
<td>Dr. George Nicholas</td>
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<td>ARCH 336-3</td>
<td>Special Topics in Archaeology (9, 8)</td>
<td>Dr. George Nicholas</td>
</tr>
<tr>
<td>ARCH 436-3</td>
<td>Readings in Archaeology (8, 7)</td>
<td>Dr. George Nicholas</td>
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<tr>
<td>CED 403-5</td>
<td>Models and Cases in Community Economic Development (11, 11)</td>
<td>Dr. Stephen Ameyaw</td>
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<tr>
<td>FPA 269-3</td>
<td>Selected Topics in Visual Arts I (2, 2)</td>
<td>Tom Shandel</td>
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<td>GS 410-3</td>
<td>Selected Topics - Aboriginal Concerns in Human Nutrition (4, 4)</td>
<td>Dr. Harriet Kuhnlein</td>
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<td>LING 220-3</td>
<td>Introduction to Linguistics (22, 23)</td>
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<td>LING 330-3</td>
<td>Phonetics (1, 1)</td>
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<td>Linguistic/Language Teaching Theory Merritt (13, 13)</td>
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<td>LING 360-3</td>
<td>Linguistic/Language Teaching Theory Williams Lake (14, 16)</td>
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<td>LING 430-3</td>
<td>Native American Language (1, 1)</td>
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<td>MATH 157-3</td>
<td>Calculus for Social Sciences I (2, 2)</td>
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<td>MATH 158-3</td>
<td>Calculus for Social Sciences II (2, 1)</td>
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<td>Principles of Math for Teachers (1, 0)</td>
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<td>MATH 232-3</td>
<td>Elementary Linear Algebra (2, 2)</td>
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<td>SA 141-0</td>
<td>Sociology/Anthropology Practicum I (1, 1)</td>
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<td>SA 241-0</td>
<td>Sociology/Anthropology Practicum II (1, 0)</td>
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<td>SA 341-0</td>
<td>Sociology Anthropology Practicum III (2, 2)</td>
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<td>SA 497-4</td>
<td>Directed Readings in Sociology (4, 4)</td>
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<td>Introduction To Statistics for Social Science (4, 4)</td>
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<tr>
<td>EDUC 240-3 C</td>
<td>Distance Education (1)</td>
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Enrolment Total: (113, 112)

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**Fall Semester 1995 (95-3)**

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<td>Introduction to Archaeology (8, 7)</td>
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<td>Dr. George Nicholas</td>
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<td>ARCH 485-5</td>
<td>Lithic Technology (7, 7)</td>
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<td>BUEC 232-3</td>
<td>Elementary Economic &amp; Business Statistics (2, 2)</td>
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<td>BUS 237-3</td>
<td>Introduction to Computer Information Systems In Business (7, 2)</td>
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<td>Bernie Warren</td>
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<td>Financial Accounting I (5, 3)</td>
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<td>Introduction to Community Economic Development (3, 3)</td>
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<td>CED 404-5</td>
<td>Project (9, 9)</td>
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<td>Dr. Steven Ameyaw</td>
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<td>Crim 101-3</td>
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<td>EDUC 401-8</td>
<td>Classroom Teacher (12, 12)</td>
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<td>Theory &amp; Practice (12, 12)</td>
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<td>Composition (9, 8)</td>
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<td>FNST 101-3</td>
<td>The Cultures, Languages, and Origins of Canada's First Peoples (12, 11)</td>
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<td>The Discourse of Native Peoples (10, 10)</td>
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<td>Zabbe Smyth</td>
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<td>HIST 201-3</td>
<td>History of Western Canada (12, 7)</td>
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<td>Dr. John Belshaw</td>
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LING 130-3  Practical Phonetics (12, 12)  
_Instructor: Dr. Dwight Gardiner_

LING 231-3  Introduction to an Amerindian Language: Secwepemc I (7, 6)  
_Instructor: Dr. Dwight Gardiner_

LING 231-3  Introduction to an Amerindian Language: Lower St’at’imcmt Mt Currie (21, 25)  
_Instructor: Mercedes Hinkson_

LING 231-3  Introduction to an Amerindian Language: Secwepemc (7, 6)  
_Instructor: Dr. Marianne Ignace_

LING 231-3  Introduction to an Amerindian Language: Secwepemc Williams Lake (2, 3)  
_Instructor: Dr. Marianne Ignace_

LING 231-3  Introduction to an Amerindian Language: Merritt/Nlakapmxt (12, 10)  
_Instructor: Mandy Jimmie_

LING 231-3  Introduction to an Amerindian Language: Lillooet/St’at’imcmt (12, 10)  
_Instructor: Janice Peters_

LING 231-3  Introduction to an Amerindian Language: Lower St’at’imcmt Mt. Currie (21, 25)  

LING 232-3  Introduction to an Amerindian Language II: Secwepemc Williams Lake (16, 16)  
_Instructor: Dr. Marianne Ignace_

LING 331-3  Description & Analysis of a First Nations Language I: Secwepemc Kamloops (4, 4)  
_Instructor: Dr. Dwight Gardiner_

LING 331-3  Description & Analysis of a First Nations Language I: Upper St’at’imcmt (19, 21)  
_Instructor: Dr. Lisa Matthewson_

LING 331-3  Description & Analysis of a First Nations Language I: Nlkapamxt (5, 4)  
_Instructor: Mandy Jimmie_

LING 361-3  Linguistic/Languages Teaching: Practice (9, 4)  
_Instructor: Mandy Jimmie_

MATH 100-3  Precalculus (2, 2)  
_Instructor: Dr. Ping Ding_

MATH 157-3  Calculus for the Social Sciences (1, 0)  
_Instructor: Dr. Ping Ding_

SA100-4  Perspectives on Canadian Society (16, 15)  
_Instructor: Dr. Vijaya Krishnan_

SA 101-4  Introduction to Anthropology (15, 12)  
_Instructor: Dr. George Nicholas_

SA241-0  Sociology/Anthropology Practicum II (1, 1)  
_Supervisor: Debbie Donald_

SA250-4  Introduction to Sociological Theory (8, 8)  
_Instructor: Dr. Vijaya Krishnan_

SA 255-4  Introduction to Social Research (9, 9)  
_Instructor: Dr. Vijaya Krishnan_

SA301-4  Key Ideas in Anthropology (7, 7)  
_Instructor: Dr. Marianne Ignace_

SA 441-0  Sociology/Anthropology Practicum IV (1, 1)  
_Supervisor: Debbie Donald_

SA 460-4  Special Topics: Conflicts, Violence & War (6, 5)  
_Instructor: Dr. Hari Sharma_

SA496-4  Directed Readings in Anthropology (1, 1)  
_Instructor: Dr. Marianne Ignace_

SA497-4  Directed Readings in Sociology (1, 0)

Enrolment Total: (294, 265)

Spring Semester 1996 (96-1)

ARCH 273-3  Archaeology of the New World (8, 7)  
_Instructor: Nicole Oakes_

BUS 254-3  Managerial Accounting I (2, 1)  
_Instructor: Brock Dykeman_

CRIM 131-3  Introduction to Criminal Justice System (5, 5)  
_Instructor: Robin Fitzgerald_

CRIM 331-3  Minorities & the Criminal Justice System (6, 5)  
_Instructor: Dr. Brian McLean_

ECON 103-3  Principles of Microeconomics (3, 3)  
_Instructor: Andre LeDressay_

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<th>Course Code</th>
<th>Course Title</th>
<th>Instructor(s)</th>
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<td>EDUC 405</td>
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<td>ENGL 199-3</td>
<td>University Writing (18, 17)</td>
<td>Dr. Peter Murphy</td>
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<td>ENGL 372-4</td>
<td>Creative Writing (12, 13)</td>
<td>Marilyn Dumont</td>
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<td>FNST 201-3</td>
<td>Canadian Aboriginal Peoples Perspective on History (5, 4)</td>
<td>Dr. Doug Brown</td>
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<td>FNST 401-3</td>
<td>Aboriginal Rights/Government Relations (13, 14)</td>
<td>Carole Corcoran</td>
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<td>FPA 152-3</td>
<td>Introduction to Acting II (8, 8)</td>
<td>Jeff Bennett &amp; Zabbe Smyth</td>
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<td>HIST 326-3</td>
<td>History of Native People of Canada (11, 6)</td>
<td>Chad Reimer</td>
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<tr>
<td>LING 220-3</td>
<td>Introduction to Linguistics (5)</td>
<td>Dr. Dwight Gardiner</td>
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<td>LING 232-3</td>
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<td>Introduction to an Amerindian Language: St'at'imc II (7, 5)</td>
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<td>Dr. Vijaya Krishnan</td>
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<td>Tonio Sadik</td>
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Enrolment Total: (216, 225)

**Summer Semester 1996 (96-2)**

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<tr>
<td>ARCH 332-3</td>
<td>Special Topics in Archaeology I (6, 5)</td>
<td>Dr. George Nicholas</td>
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<tr>
<td>ARCH 333-3</td>
<td>Special Topics in Archaeology (6, 5)</td>
<td>Dr. George Nicholas</td>
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6. Profile of Student Population

In 1994/95, about 28% of the students were full-time students pursuing a Bachelor’s degree in one of the areas offered by the program. An increasing number (72%) of students were part-time students, most of them aboriginal language students. A small percentage of students continued to come from the Kamloops NITEP students. A similar trend continued in 1995/96, with a slight proportionate increase of full-time students. A further trend of recent years is an increasing number of college transfer students, who complete the third and fourth year towards a Bachelor’s degree in the SCES/SFU Program. This trend is evident in the fairly high enrolments in third and fourth year courses, especially Sociology/Anthropology, and relatively low enrolments in many first and second year courses.

Figure 2

---

Age

The ages of students ranged from 19 to over 70, with the average age ranging from 38.0 in 94-3 to 43.4 in 96-2. The majority of students in the 25 to 49 age category. As in previous years, the average student age tended to be highest during the summer semesters when many elderly students attended courses in aboriginal language and language teacher education. The Ethnobotany course (SA 371) offered in 1996-2 also had a large number of senior students enrolled. Very few students in the SCES/SFU Program were under twenty, a trend continued from previous years. This very likely reflects the fact that although a growing number of Aboriginal students has been graduating from secondary school, a very small portion of these graduates com-
completes secondary school with university entrance requirements. These students need to complete Adult Basic Education and College Prep. courses, such as the courses offered by Secwepemc Education Institute in affiliation with the University College of the Cariboo, before being eligible for admission at SFU.

Figure 3

![Student Population by Age](image)

**Gender Distribution**

As in all previous years, the vast majority of students in the SCES/SFU Programs was female (Figure 4). Indeed, the proportion of female students has increased steadily in recent years. While in the early years of the program, female students com-

prised about 2/3 of the student population, in 1994/95 they constituted 82% of all students, and 84% in 1995/96. This ratio was relatively constant among students in the B.A. and B.G.S. degree programs, as well as in aboriginal language and aboriginal language teacher education courses, and in the PDP program. NITEP students who took courses in the SFU program had a similar ratio. However, while the female student average GPA in 1992-94 was considerably higher than the male student average GPA, this trend did not continue in all semesters between 1994 and 1996, although the female GPA continued to be slightly higher in most semesters (OAS data, Students by Gender and GPA).

Figure 4

![Student Population by Male/Female](image)

**7. Student Performance and Student Success**

**First Nations Affiliation**

Figure 5 gives a breakdown of the First Nations affiliation of students tabulated for 1994-96. About one third (32%) of the students was Secwepemc, and an additional 39% were from the neighbouring Salish Aboriginal Nations (Nle7kepmx, St’at’imc and Okanagan). Seventeen percent was from out-of-the-region Aboriginal Nations or Metis, and a slightly increased number of students, 12% as compared to 11% in 1993/94, was non-aboriginal. Overall, the Aboriginal origins and proportions of Aboriginal students from different First Nations and regions remained similar to those reported in previous years. It should be noted that most of the Upper St’at’emc students, as well as most of the Lower St’at’imc and Nl7akapmx students, were students in aboriginal language courses.
Basis of Admission:

Student ages and the tendency of few Aboriginal students completing university entrance requirements with secondary school graduation also correlate with tendencies in the basis of admission for SCES/SFU students. The vast majority of students (66.6% in 94-95 and 88% in 95-96) continued to be mature entry students. In addition, 11% and 8.3% respectively were special entry students. The majority of students in both the degree program and in aboriginal language courses fall into either one of these categories. Only a very small portion of students (1% in 1994-95 and 1.3% in 1995-96 were students who had completed B.C. Grade 12). The balance were degree holders - most of these were students in the Postbaccalaureate in CED - as well as B.C. College Transfer students, and students who transferred from technical schools, and colleges or universities in other provinces. See Figures 6 and 7.

Table 1

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Student Performance 1994-1996 by Grade Point Average
8. Student Support Services

Shelly Gottfriedson was hired by the SCES/SFU Program in August of 1995 as the Student Support Worker. Since that time Shelly has been performing the following duties: Academic advising for first and second year students, student counselling, acting on request of instructors’ concerns pertaining to students, assisting in text book sales, preparing and mailing registration packages for each semester, updating statistics of student enrolment report, completing and processing course add and drop forms for students, arranging tutors and tutor sessions, informing upcoming graduate students on application, updating some bursary and scholarship information, fielding inquiries of our program, preparing new applicant packages, updating university calendar library to include calendars of other universities in B.C., ordering and selling SFU jackets, serving as ongoing liaison with Heather Coleman on the main campus.

9. Library Facilities

Resource Library

In 1995, the program designated and then furnished a classroom-size portable to function as the resource library for the program, and also to house the former Secwepemc Cultural Education resource library and archives. This resource library is in addition to the already existing library services at the University College of the Cariboo (use of library, borrowing and interlibrary loan privileges), which all SCES/SFU students and faculty have. With the installation of study carrels, the resource library functions as a quiet study space for students. A computer with internet access provides library catalogue access to SFU, UCC and other university and college libraries in the province. Many of the books are from extensive collections donated by various individuals, including Member of Parliament Nelson Riis, retired Sociology/Anthropology faculty members Dr. Hamish Dickie-Clark and Dr. Beverley Gartrell, Dr. Roy Carlson, and UCC Psychology Instructor Dr. Gordon Denton. Others who contributed books and journal holdings include Dr. Hari Sharma, and Dr. Sylvia Albright. The Society for American Archaeology also contributed 10 years of the Journal American Antiquity. These private donations allowed for a good number of books in the areas First
Nations Studies, Anthropology, Ethnography (North America and East Africa), Colonialism and Archaeology to be represented in the library. In addition, a substantial file of journal articles from Social Science journals has been created.

In 1995/96, through a project sponsored by C.E.I.C, most of the titles in the library were catalogued and labelled by Mrs. Sharon Henly. At present, the library is kept open approximately 20 hrs./week for student study and use only. The program is still considering the option of eventually allowing for at least certain kinds of books to be borrowed.

II. SPECIAL REPORTS ON PROGRAMS AND EVENTS IN 1994-1996

1. Co-op Program

Debbie Donald

Since the Summer of 1994, the SFU Program in Kamloops has seen several students in the Co-operative Education program at the Kamloops campus. Co-op education is an option of the Simon Fraser University Program in Kamloops which combines work experience with academic studies. The purpose of the program is to provide students with a variety of work experiences that will enhance their academic experience and increase their confidence in reaching their career goals. Participation in a Co-op placement gives students on-the-job training from which they can make informed career decisions. Upon successful completion of four Co-op semesters of work experience the student receives a certificate. The aim of the program is to employ the student in a position that will require him/her to start and finish a particular project that is usually a research oriented project.

In 1994, six students were placed in Co-op placements, five of whom completed the placements. All were placed in Aboriginal organizations for their four month placements.

In 1995, eight students were placed, seven of whom completed their placements. It was during this academic year that the SFU Program in Kamloops sent one of their Co-op students to Costa Rica for an eight month placement. Lloyd Gilbert from the Williams Lake Band spent eight months at the Radio For Peace International short-wave radio station in Costa Rica. There he was instrumental in developing a radio program specifically for Aboriginal listeners. The end result was a 24 hour series titled "Earth Mother Speaks"
but is also very much a part of the evolving relationship between Native peoples and the disciplines of archaeology and anthropology - each of these trends is becoming increasingly important worldwide.

This report reviews some of the recent accomplishments of the Archaeology Program.

1. Teaching

The SCES/SFU Archaeology Program offers a wide array of courses (currently 13), ranging from standard introductory subjects (e.g. ARCH 101 - Introduction to Archaeology) to such advanced classes as ARCH 485 - Lithic Technology, ARCH 435- Archaeological Report Writing, and ARCH 386- Archaeological Resource Management.

Two new courses were also developed in the past year.

Arch 334 - Archaeology for Educators (Fall 1994) This course designed specifically for our program, is oriented to the needs of the many students seriously interested in archaeology, but who plan to pursue a career in teaching, and for those archaeology students who wish to develop important skills in communicating with the public. This course was structured as a seminar to encourage discussion, with a variety of exercises designed to encourage innovative ways of presenting the past. Student projects ranged from reproducing traditional rock art panels for more accessible viewing; to table-top reconstructions of pithouses for classroom use; to developing course curricula. The course has been very successful on all counts and we hope to offer it again soon.

SA 402- The Uses of Anthropology (Spring 1995) This course explored the many dimensions of Applied Anthropology, including its archaeological applications. All of the major components of the course, such as History of the Discipline, Methods and Theory, and Case Studies, were organized around a global perspective. This course has much to offer to First Nations students, particularly because it stressed problem-solving at the community level within the holistic framework of Anthropology. One topic discussed in depth was the impact of development (as initiated by private and public agencies and by Native groups) on cultural resources, including the proposed development of the Government Hill area on the Kamloops Indian Reserve (see below). Class projects ranged from standard academic reviews to innovative attempts to apply the subject matter to real life situa-

tions. As an example of the latter, Jo-Anne Moiese researched and prepared a set of recommendations to the Williams Lake Band Council concerning AIDS education in First Nation communities, and what can be done from the perspective of Applied Anthropology. This course is recommended for all students pursuing studies in Anthropology, Archaeology, First Nations Studies, and Community Economic Development.

The SCES/SFU Joint Steering Committee recently agreed that we should develop on our campus both the Extended Archaeology Minor and an Archaeology Major in the near future. The Extended Minor requires only one new course, Arch 272 - Old World Prehistory, which was necessary to provide the Extended Minor in addition to courses that we currently teach here, while the Major requires both Arch 272 and Arch 471 - Archaeological Theory. In addition, the newly developed joint Archaeology and Anthropology Major will be mounted here.

Student Joanne Moiese working on an excavation site.

2. SCES/SFU Archaeology Field School

“Ec re tsiq-le7cwes e sxepqenwens le tsuwet.-s le q’es te qelmucw”

“Digging around in the ground to find out the activities of the people of old”

(Shuswap with English translation by Mona Jules and Dwight Gardiner)
The fourth SCES/SFU Archaeology Field School ran from early May to mid-June, 1994. As in past years, the program consisted of three courses: ARCH 332 - Field Methods; ARCH 333 - Basic Laboratory Methods; and ARCH 436 - Seminar in Plateau Prehistory. The students learned the basics of archaeological survey, testing, and excavation as they worked on several different prehistoric sites on the Kamloops Indian Reserve. Despite broad advertising, the course had an official enrolment of only five students, well below expectations, due to a series of last minute cancellations.

Our major research focus in 1994 was to continue excavation at EeRb 140, a site we had worked on in 1993. This multiple component site, occupied intermittently during the last 4,000, and possibly 6,000 years BP (before present), is located on an intermediate terrace above the South Thompson River. A wide variety of artifacts was recovered in both 1993 and 1994, including Late Period (200-400 years BP) projectile points, cutting and scraping tools, retouched flakes, and worked bone. The most common artifact type recovered was microblades, commonly associated with the Middle Period (4000-7000 BP); at this site these small, carefully made blades were manufactured primarily of chert and high quality basalt, in addition to obsidian possibly from the Wells Grey area. Students Mary Sandy and Rhonda Alphonse analysed artifacts from EeRb 140 as part of their course work for ARCH 485 - Lithic Technology.

Bone preservation at the site was very good and numerous fish, fowl, and animal species are represented as food refuse. Seeds and other plant materials (including birch bark) were recovered from several features. Our investigations in 1994 revealed several large concentrations of fire-cracked rock that may be indicative of plant roasting activities; we found no additional examples of the birch-bark-lined cache pit that we discovered at this site the previous year. The recovery and analysis of the plant materials from this and other sites in our project area are part of the Secwepemc Ethnobotany SSHRC grant (see elsewhere in the Annual Report).

We also conducted additional excavation at EeRb 190, a site we had located and tested in 1993 when, at the request of the Secwepemc Education Society, we investigated the proposed location of a student housing complex. Unfortunately one of these sites was later partially destroyed by road-widening activities.

Our testing in 1994 was to determine the extent of intact portions remaining at this site and to recover additional artifacts for study.

During the winter, we also investigated a unique collection of artifacts located by Mel Seymour, a former archaeology student, on his property. The cache, which consists of large flakes, preforms, and partially formed leaf-shaped bifaces, was found in the space of about 1 m², and appears to represent a set of tools that was manufactured and intentionally stored by one individual at some point in the past and never recovered. This cache was further investigated by student Nola Markey as part of a project for Arch 485 - Lithic Technology.

1996 Archaeology Field School

1995

This year marked the fifth consecutive year of the SCES/SFU Archaeology Field School, an accomplishment that we are very proud of. Not only is our program one of only a very small number in North America devoted to First Nations archaeology, but this continuity reflects SCES/SFU’s commitment to addressing the evolving needs of the indigenous peoples of Canada who are having an increasing role in cultural resource preservation, among other areas of self-determination and self-government.
As we had done once before in 1993, this field school was a joint venture between us and the University College of the Cariboo, co-directed by Dr. Catherine Carlson (UCC) and myself. Enrolment was very good, with 21 students registered from both institutions. Eleven students were registered with the SCES/SFU program; one additional student had pre-registered but didn’t show, while a second who was to begin in the UBC graduate program in the fall registered with UCC to avoid transferring the credits.

As in 1993, Dr. Carlson and I ran two separate research programs simultaneously, with students rotating through each. This innovative two-project strategy ensured that students were exposed to both historic and prehistoric archaeology, as well as to the research expertise and interests of two different archaeologists. In addition, students from SCES/SFU and UCC worked together in teams, thus allowing for continuous interaction between First Nations and Euro-Canadian students - what we see as an important means of resolving potential inter-cultural communication problems in archaeology. The entire class reassembled for the weekly evening seminar that was held on the SCES/SFU campus.

The addition of Teaching Assistants (TAs) to the field school program made things easier for both faculty and students. The SCES/SFU TA was Lea McNabb, a recent graduate of our program, who is currently enrolled in the Masters program in Archaeology at SFU - Burnaby. Lea is one of a small number of First Nations students pursuing a graduate degree in archaeology. The TA for the UCC project was Cindy Matthew, a graduate of the 1993 joint SCES/SFU - UCC field school and who was enrolled in our Professional Development Program (PDP) in 95/96.

As one part of the field school, Dr. Carlson continued to work at the historic period Thompson’s Trading Post site, where she has been investigating the Contact period Native settlement associated with one of the Hudson’s Bay trading posts in the region. Her work has revealed several traditional style pit houses that contain ceramics, metal basins, beads, and other trade goods, and such traditional materials as birch bark; lithic artifacts are conspicuously absent. The theoretical focus of Dr. Carlson’ work is on Native accommodation and resistance to Euro-Canadian influences, and provides new insights into the initial period of cross-cultural interaction in the Plateau.

I extended my investigation of prehistoric land use on the terraces of the South Thompson River, with a continued focus on the earlier prehistoric period. In addition to this research focus (outlined in previous Annual Reports), my project has increasingly incorporated aspects of archaeological resource management. For example, this year our work was focused on Government Hill, a prominent land form on the reserve where we have worked intermittently during the last five years, and where Harlan L. Smith, one of the pioneers in B.C. Archaeology, conducted field work a century ago. The Kamloops Indian band is currently considering a proposal to develop a large parcel of land in this area. My initial decision in 1991 to investigate this location was thus fortuitous, given that it was entirely research driven. With the possibility of extensive development of this location in the very near future, we investigated three areas in the vicinity of Government Hill.

- **EeRb 158.** This site, which we located in 1991, includes a Middle Period Lochmore component. Testing was done to better define site parameters and depth, and to recover flotation samples from features for plant materials as part of our SSHRC-funded project on traditional Secwepemc plant use.

- **Government Hill Burial Site.** A second area we investigated was the suspected location of two burial sites excavated by Harlan Smith in 1900 on the South slope of Government Hill. Using historic photographs and ground reconnaissance, we are confident that this site has been relocated, and important consideration be given to the proposed development of this land form. On the back slope of Government Hill, we also identified a sandy area that appears to have ochre on the surface, a pattern noted at burial sites elsewhere in the region.

- **EeRb 149/Government Hill.** Much of this landform consists of active sand dunes and large blow-out (deflation surfaces). The surfaces of the blow-outs are covered with extensive concentrations of fire-cracked rock, tool manufacturing debris, burnt bone fragments, and the occasional formed tool. Since 1991 we have done surface survey in this area, but no subsurface testing. To determine the depth and extent of cultural deposits, this year we conducted a series of subsurface tests across the vegetated top of the hill. The upper strata were entirely aeolian (wind-deposited) banded sand that contained some cultural material. Below that, at a depth of 90 cm in places, was a pavement of fire cracked rock and cultural deposits. One surprise was the recovery of three large calibre rifle cartridges at about 1 meter below
the surface indicating they were deposited this century on an exposed deflations surface subsequently reburied by dune migration. Both Late and Middle Period artifacts were recovered in our testing, reflecting the long-term use of this prominent landform.

As part of the seminar component of the field school, Dr. Douglas Sutton, University of Auckland, spoke on New Zealand archaeology when he visited us in June. Dr. Sutton noted many points of comparison between archaeology and indigenous peoples in Canada and New Zealand.

Since 1993, the SCES/SFU Archaeology program has provided site tours and short-term field training for Secwepemc Museum trainees to familiarize them with basic archaeological techniques and research methods. Presentations to staff are also made to familiarize them with local culture and history. We hope that a more formal training/orientation program for museum staff can be implemented; Secwepemc Museum and Archaeological Park guides having a basic understanding of archaeology will be more effective in educating the public about the past than those who don’t.

3. “It’s Not Just Another Archaeology Conference”

In November, 1994, the SCES/SFU Program hosted the Third Annual B.C. Archaeology Forum here. This conference has become the leading forum for discussions on the evolving relationship between archaeology and First Nations. Despite terrible weather, 125 people attended the two-day conference in the Chief Louis Assembly Hall, with representatives from many provincial and federal agencies, over 20 First Nations, eight universities and colleges and many consulting archaeological companies. Speakers included Chief Manny Jules, Kamloops Indian Band, and Elizabeth Snow from Canada Heritage in Ottawa. Special activities included a wine and cheese reception at the Secwepemc Museum on Saturday evening, and a Sunday afternoon walking tour of the Secwepemc Archaeological Heritage Park.

At this conference, an archaeology scholarship for First Nations students was established by Mike Rousseau, of Antiquus Consulting, in memory of Alvin L. Jules, former employee. The fund was subsequently enlarged by a generous donation from another archaeological consultant, Bjorn Simonsen. This award was administered in two parts in 1995 (See Scholarships).

4. Employment in Archaeology

Many of the students who have participated in the archaeology field school have since been employed doing field archaeology and/or archaeological research, both for various consulting archaeologists in the province, and for First Nations organizations (e.g., Kamloops Indian Band, Kwanlin Dunn First Nation). SCES/SFU students employed doing archaeology in 1994 and 1995 included Gladys Baptiste, Lea McNabb, Cindy Matthew, Louise Harry, John Jules, Kelly Martin, Nola Markey, and Mary Sandy.

There has been at least one Archaeology workstudy position for students each semester since 1992. In addition, students have been hired as research assistants when needed through our SSHRC grant. The Archaeology Lab also maintains a file of students resumes that are made available to consulting archaeologists when they are looking to hire for local archaeology projects. Our field school graduates are of special interest to both consulting archaeologists and First Nations organizations because they represent Native students with basic training in archaeology or, as importantly, non-Native students who are comfortable in working with First Nations communities.

4. Other Archaeology Program Developments

I was invited to spend my spring semester 1996 sabbatical as Honorary Research Associate in Anthropology at the University of Auckland in New Zealand. There I was asked to participate in discussions, and to lecture, on the evolving relationship between archaeology and First Nations in Canada, and also on my work in wetland archaeology. The indigenous peoples of New Zealand, the Mauori, are very involved with archaeology there and thus interested in programs such as ours. In conducting both field and library research on indigenous archaeology in the Cook Islands, in New Zealand, and later, and later in Australia. I was accompanied by my wife, Dr. Catherine Carlson, who was on sabbatical from UCC, and our sons Gordon and Graham.

Closer to home, our archaeology student have attended several archaeology conferences in the region, including the Canadian Archaeological Association meetings and several of the B.C. Archaeology Forums, and have participated in open discussions in all. I have represented our program at these and other conferences, as both session organizer and as speaker. (see Conferences)
The SCES/SFU Anthropology Club - "a distinctly egalitarian organization" - was recently established and represents the first such student organization to form on our campus. In addition to receiving a regular operating stipend, club members will be eligible to apply to the SFU Student Society for funds to support conference travel and other needs. Club activities include hosting potluck luncheons, films, and field trips.

At the 1994 SCES/SFU Student Society PowWow, the Archaeology Lab developed a multi-panel display on the accomplishments of the Archaeology Program.

I continue to serve as Current Research Regional Editor: Northeast for American Antiquity, which is one of the foremost archaeology journals worldwide;

Finally, Elizabeth Courtney and I are working to produce a short video on the Archaeology Field School from footage shot in 1995.

Students in a language class

3. Secwepemc Language Courses: Kamloops and Williams Lake

Dr. Marianne Ignace & Dr. Lisa Matthewson

During 1994-1996, Secwepemc Language courses were taught in Kamloops by Dwight Gardiner, along with Mona Jules as the fluent speaker. Classes combined such activities as Total Physical Response (TPR) sessions, grammatical instruction, and storytelling. During story time, a fluent speaker tells a story to the class after first reviewing relevant vocabulary. The story may be told several times in different ways, and visual aids such as pictures are sometimes used. Eventually, students understand the story and learn to re-tell it themselves in their own words.

In addition, Dwight Gardiner continues to teach Linguistics courses in Kamloops, including LING 130 (Practical Phonetics) and LING 220 (Introduction to Linguistics). During the summer months, language teaching and curriculum courses are taught by Dwight and by Marianne Ignace. Several of the students in Secwepemcstsin classes are themselves teaching or planning to teach the language in local elementary or high schools.

A small number of Secwepemcstsin students successfully completed the Certificate in First Nations Language Proficiency in 1996, and more are expected to complete the certificate in the near future.

In 1996-1997, the Secwepemc language courses in Kamloops will be co-taught by a team of three instructors, Marianne Ignace, Mona Jules and Lisa Matthewson. Classes will be organized around thematic units paralleling those in the recently-developed Grade 11 and 12 Secwepemcstsin curriculum. These units relate to cultural themes such as fishing, hunting and Secwepemc territory. Classes will also involve games to be played in the language, grammar exercises, and advanced T.P.R. 'routines' for students to act out.

**First Nations Language Courses - Williams Lake**

*by Dr. Marianne Ignace*

At the request of the Cariboo Tribal Council, the SCES/SFU program began to deliver courses in Secwepemc Language to members of the Northern Shuswap communities in Spring semester 1995. I have been the instructor of courses in Williams Lake, and the courses are locally co-ordinated by Cariboo Tribal Council (CTC) Education Coordinator Sister Mary-Alice Danaher. Depending on space available, we have held our courses at the Williams Lake campus of the University College of the Cariboo, at a local secondary school, at the CTC office, or at a local church.

LING 231-3, the initial course, was very well attended by more than 30 credit and non-credit participants, including local chiefs, councillors, administrators, elders and fluent speakers, with others dropping in on an occasional basis. The course took place over seven all-day sessions throughout the semester, and considering that many of the participants had to travel one to two hours on gravel roads to get to Williams Lake, the high attendance was all the more remarkable. The fluent speakers in the course, in particular Bridget Dan, Antoinette Archie and Cecilia
DeRose, worked with beginners to practice pronunciation and conversation. In addition, the whole class shared in grammar sessions, story-telling and writing sessions.

During the Intersession 1995 (May-June), I taught LING 360-3 in Williams Lake as a course in aboriginal language curriculum development, designed to familiarize participants with concepts and practical skills in understanding and developing aboriginal language curriculum at the K-12 level. Along with some 15 Secwepemc language teachers and educators from the area, several Tsihlqot'In language teachers and speakers participated in the course, which allowed us to share our expertise, concerns and languages. For the final project of the course, demonstrated in class, fluent speakers teamed up with teachers to develop sample units and lessons for particular grade levels.

The Secwepemc language courses resumed in Fall semester 1995 with LING 232-3, attended by group of some 25 speakers and beginners. Bridget Dan, Antoinette Archie and Cecilia DeRose again were the teaching assistants. In this course, in order to practice speaking and sharing our language skills, we had hour-long story-telling and “show-and-tell” sessions exclusively in Secwepemctsin, where participants gave demonstrations about basket-making, tanning hides, plants, and medicines, hunting stories, songs, hobbies, and other topics. We also progressed on reading and writing skills in the language through drills and exercises. The course schedule of seven bi-weekly Friday afternoon/evening sessions was interrupted by the birth of Joe-Thomas Ignace in late October, and the final class (held during a snow-storm in mid-November) included a baby-shower in Secwepemctsin for the newest participant in the class.

4. Upper St’at’imc Language Courses

Dr. Lisa Mathewson and Beverly Frank

St’at’imc language classes continued to be lively and successful throughout 1995 and 1996. For the second year running there were three separate levels of St’at’imc language being taught. The beginners’ class, LING 231, began in the fall with 12 credit students, and continued as LING 232 in the spring with 7 students. The instructors were Janice Peter and Bucky Ned (Pikaola). Bucky spent a lot of time modelling correct pronunciation, as well as drumming and singing with the students. Both instructors used the Total Physical Response (TPR) method of teaching, encouraging students to give their own commands and produce their own phrases and sentences. At the end of each term, students gave oral presentations of their own composition.

The second year class (LING 331 in the fall, LING 332 in the spring) was taught by Beverly Frank, with Albert Joseph as the language assistant. This group of 8 credit students was introduced to more advanced TPR commands, aspects of sentence structure, and short stories. Students gave oral presentations at the end of each term, and showed good progress overall.

LANGUAGE MENTORING

The third and fourth-year students were combined into one class of 12 students, taught by Lisa Mathewson, with help from Henry Davis and with Rose Whitley and Gertrude Ned as language assistants. In class, focus was on vocabulary expansion and sentence structure. As well, a new and exciting initiative was tried out, known as “language mentoring.” Each student in the class spent time each week with one or more elders, speaking St’at’imcets and recording information they learned in a language journal. At the end of each term, the elders who served as language mentors were honoured at an elders’ lunch, where students gave speeches in the language and performed songs. There was a large turn-out at each gathering, and the elders spoke positively in St’at’imcets about students’ progress. The overriding message from elders was “Wa7 t’u7 geli!” or “Keeping trying hard!”

During the summer, a dedicated group of 20 student took the practical phonetics course (LING 140), and a small group also took LING 326 (classroom management) and/or LING 360 (aboriginal language teaching methods) as part of the Aboriginal Languages Summer Institute. Ten students from the Lilooet areas completed the Certificate in First Nation Language Proficiency in 1996, along with one student (Rose Whitley) who
completed a Native Studies Research Certificate, and another (Desmond Peters Sr.) who completed a B.C. degree. We are very proud of all of them. A mini-graduation ceremony was held in Lillooet in June, attended by Marianne Ignace as well as friends and family of graduation students.

PLANS FOR THE FUTURE

One of the most positive aspects of the St’at’imcets classes in Lillooet is the way the SFU courses tie in to elementary and high-school language programs. All the St’at’imcets teachers currently working in the School District #29 have been through a full range of language courses from SFU. Conversely, a growing number of parents is joining language class because their children are learning St’at’imcets in school and they want to “keep up.” We hope that this trend will continue in the future. Other plans for the future include the expansion of the language mentoring program to a full course (LING 480), whereby students will spend an entire 39 hours of “class-time” per term with an elder, in a full immersion situation. This is a very effective way for students who are knowledgeable but not completely fluent to make the jump to full fluency. A small handful of students will be taking the mentoring course in the fall of 1996; increased sources of funding were required for full implementation of this program.

We would like to thank all the elders and community members who give their support to St’at’imcets classes, Henry Davis for his continued involvement, the Upper St’at’imcets Language, Culture and Education Society, School District #29, and the staff at SFU in Kamloops for all their hard work.

5. Lower St’at’imc Language Courses

Martina Pierre

The program for the Lower St’at’imcets Language Teaching Certificate Program began in Mount Currie in the Fall Semester of 1995. The program was accepted by the Xit’olacw School Board of Education for the use of the facilities and in co-ordination with the Post Secondary Counsellor Myrna Wallace. Martina Pierre was the liaison with the SCES/SFU Co-ordinators for the processing of the students.

The students were from the immediate area with the majority from the teaching staff in the school. Others were members from the St’at’imcets area. All of the classes were held in the evenings because of working students.

The required books and dictionaries were purchased from the Mount Currie Cultural Centre and cassette tapes were provided as needed.

The courses consist of all the core courses in the program. Enrolment for the classes in the beginning of the program was less than 25 students. As the courses were offered in each semester the number of students went down to eleven core students who will likely complete the program and expect to graduate in April of 1998. There is a second string of students who will likely continue with the program along with some others who are auditing the courses.

About one third of the class is fluent in the language and fifty percent are writers and not fluent, and a few have little or no language proficiency. The students with reading and writing skills have been graduates from our First Nations school where the language program was compulsory. To date, there are 11 students of 25 who have been very committed to complete the program with eight students in the second set who hopefully will continue.

From the courses there has been a move towards the renewal and retention of the use of the language as the students are taking hold of their heritage and practising to use what they have learned. They are also keeping their ears tuned to listening to the fluent speakers on a daily basis. Projects consist of family stories, songs, and prayers that will be professionally finalized as the students become more skilled in their linguistic studies. One student was able to use a cassette taped story from her late grandfather to be one of her projects. This was a tape that was recorded when she was a 16 year-old student in our First Nations school. Other projects were taken from the cassette tape file of stories that are collected by the Centre.

One participant in the program is also being hired as the sessional teacher for the second set of the students in the program. She is Martina Pierre who has a Master’s Degree in Education - Curriculum and Instruction. She has been teaching the LING 231 and LING 232 this year.

We are thankful to those who have made it possible for our area to be in such a program. Kukwstumulha’lap.
6. Nle?kepmx Language Courses

Mandy Jimmie

Courses were offered in the Nle?kepmxcin (Thompson) Language in the Fall and Spring semesters of 1994, 1995, and 1996. The courses were facilitated by Many Na’zinek Jimmie and Mary Coutlee (Cencenpinecraft).

The students were primarily from the Nicola Valley although there were students from other Salish-speaking areas and non-First Nations students. Some full-time students enrolled with Nicola Valley Institute of Technology, and others continue to be part-time students interested in learning basic conversation and basic language instruction.

The content of the courses included basic vocabulary, functional expressions, grammatical structure and morphological structure, including word order, sentence structure, prefixes, suffixes, and pluralization. A variety of approaches has been used to present the topics and materials, such as Teaching Through Action, oral presentations, demonstrations, discussion and analysis. Students were evaluated on their knowledge and presentation; thus students who were not able to speak publicly prior to being enrolled in the classes are now more confident in their ability.

7. Aboriginal Language Teacher Education Courses

Dr. Marianne B. Ignace

During 1994-1996, the SCES/SFU Program continued a variety of courses through the SFU Department of Linguistics and Faculty of Education designed to help aboriginal language teachers improve their skills in speaking, reading and writing their language; language teaching methods and strategies; curriculum development; and classroom management. During the 1995 semester, Dr. Marianne Ignace taught LING 360-3 Linguistics and Language Teaching: Native Language Curriculum Development - Interior Salish & Chilcotin in Williams Lake with a focus on language curriculum development. This course was attended by 18 students, who were language teachers, aboriginal language speakers, and educators from the Northern Secwepemc and Chilcotin communities of the area. During the same summer, LING 361, Language Teaching Methods and Strategies, was also offered for Nle?kepmx language teachers in the Merritt area, facilitated by Mandy Jimmie with workshops on Language Acquisition by Henry Davis, lesson planning by Bev Frank, language planning by Marianne Ignace, and teaching methods by Janice Dick-Billy and Lucie Williams.

In July 1995, Dr. Ofelia Zepeda, well known Aboriginal language educator and linguist from the Tohono O’odam Nation in Southern Arizona, delivered guest lectures in both Kamloops and Merritt, which were attended by language teachers and elders from the Kamloops, Williams Lake and Merritt areas.

During the Summer Semester 1996, the SCES/SFU Program offered a comprehensive Summer Institute for First Nations Language Teachers which included courses in Kamloops, Merritt, Mount Currie, and Lillooet.

The following poster lists the courses, instructors, and locations of each of the courses in the Institute.
This Summer Institute was well attended by over 50 language teachers from the Secwepemc, Nle7kepmx, Upper and Lower St’at’imc Nations, as well as by four Haida language teachers from Haida Gwaii (Queen Charlotte Islands). One of the highlights of the Institute was a three-day workshop in Kamloops in teaching through Total Physical Response Method (TPR) delivered by Berty Segal-Cook, Second Language Educator from California, who is a world-renowned authority on the subject. This intensive workshop was very well received by all thirty language teachers who attended it, and a follow up Level II workshop was planned for March 1997.

Finally, the Summer Institute offerings included a course in Classroom Management by Stuart Gardiner, which was offered through the PDP program but made available to language teachers. Dr. Gardiner’s course was also very well received by participants.

Funding for the 1996 Language Summer Institute was provided by School Districts #24 and #29.

8. Certificate in First Nations Language Proficiency

This certificate program is intended for individuals who wish to acquire and/or improve their conversational and literacy skills in a particular aboriginal language for purposes of teaching this language in elementary or secondary schools, or to adult learners in First Nations communities. It is also suitable for anyone wishing to enhance their knowledge of an aboriginal language for cultural reasons or professional needs.

Courses in aboriginal languages and the Certificate in First Nations Language Proficiency are currently available, in cooperation with local First Nations communities and language authorities, for the following languages and locations: Secwepemc (Kamloops, Chase and Williams Lake); St’at’imcets (Lillooet and Mount Currie) and NI’akapamux (Merritt). All courses are taught by fluent speakers of the language and/or are team-taught by a linguist and a fluent speaker or elder.

Courses in other locations and/or in other languages can be offered at the request of the First Nations communities/organizations.

The certificate consists of 27 credit hours of course work. 18 of these credit hours must be earned by completing beginner and intermediate level courses in the aboriginal language itself. Six of the credit hours involve courses in introductory linguistics and
practical phonetics. The remaining courses include optional advanced courses in the language, descriptive linguistics of the same language, or courses in aboriginal language teaching methodology, aboriginal language literature or aboriginal language curriculum development.

Course Requirement:

Students are required to complete or achieve equivalent credit for the following courses:

- LING 130-3 Practical Phonetics
- LING 220-3 Intro. to Linguistics
- LING 231-3 Intro. to Amerindian Language I*
- LING 232-3 Intro. to Amerindian Language II*
- LING 331-3 Descriptions and Analysis of a First Nations Language I*
- LING 332-3 Description and Analysis of a First Nations Language II*

In addition, students must complete at least 9 credit hours selected from among the following courses:

- LING 241-3 Languages of the World
- LING 260-3 Language, Culture and Society
- LING 360-3 Linguistics and Language Teaching: Theory
- LING 361-3 Linguistics and Language Teaching: Practice
- LING 430-3 Native American Languages
- LING 431-3 Language Structures I*
- LING 432-3 Language Structures II*

* these courses may only be counted towards a certificate if the subject matter of each is the same First Nations language.

In the Summer of 1996, 13 students received a Certificate in First Nations Language Proficiency.

9. Postbaccalaureate Diploma in Community Economic Development

Dr. Stephen Ameyaw

Community Economic Development is a process by which communities can initiate and generate their own solutions to their common economic problems and thereby build long-term community capacity and foster the integration of economic, social and environmental objectives.

The Kamloops Post Baccalaureate Diploma Program in Community Economic Development (CED) program was designed for those students who already had their undergraduate degrees or the equivalent. The CED program provided unique perspectives on issues of economic, social, and cultural development for First Nations people. We started with 12 students: ten First Nations students and 2 non-Aboriginal students. Ten of them completed the program and all of them are working as consultants with bands and three are working and at the same time taking courses towards their masters degrees.

The Kamloops CED Program has been one of the most innovative CED programs so far. The students were dedicated and the instruction was based on theory and practice. Students had the opportunity to interact with their own community members in designing sustainable economic development projects. The nature of the instruction was action learning and research. The instructor embedded himself at the level of the students and both parties learned together.

The courses in the CED Program were:
- CED 400-5 for Community Economic Development,
- CED 401-5 Techniques and Concepts for CED,
- CED 403-5 Models and Cases in Community Economic Development,
- CED 404-5 Project in Community Economic Development.

Also, a wide range of upper division electives was provided to the students.

The Practicum placements were the most innovative part of the CED program. Students had the opportunity to work while attending classes. The placement was organized in such a way that students had to be paid so that they took their practicum placements seriously. Seven out of the 10 students who participated in the practicum placement ended up taking full time jobs in the same organizations - what a great achievement!

10. Professional Development Program (1995-96)

OVERVIEW:

The community-based Kamloops First Nations Teacher Education Program provided 12 qualified student teacher candidates with the required three terms for the SFU Professional Development Program (PDP), necessary for them to meet the requirements for teacher certification in the province of British Columbia. The entire sequence of Education 401-402, Education 405 and Education 404 was extended from September 1995 to August 1996.
A full-time Faculty member and Faculty Associate and a part-time coordinator comprised the Kamloops First Nations Teacher Education Program PDP team and ensured that the student teachers’ educational studies and activities not only adhered to the philosophy, goals, and objectives of PDP but also they integrated and maintained a focus on issues in First Nations/Aboriginal Education.

In addition, student teachers and PDP staff had on-going access to secretarial, counselling and academic support from staff on site, as well as from faculty and staff at the Burnaby campus. Teachers from three school districts and two First Nations-controlled schools provided their classrooms and expertise for observation on assignments and for the practia components of Education 401-402 and Education 405. The Secwepemc Museum and the curriculum development staff provided a variety of curriculum resources to student teachers throughout the program.

STUDENT TEACHERS

The student teacher group was comprised of 6 students of aboriginal ancestry and 6 non-aboriginal students. The result of this mix meant that the Kamloops First Nation Teacher Education Program was uniquely different from any other SFU First Nation Teacher Education program in the past.

Despite many hardships, including the need for several of the students to relocate themselves and their families to the Kamloops site, of the 12 students accepted into the program, 9 completed the entire three terms in sequence and were subsequently recommended for provincial certification and two took an extra semester to complete the program. Due to family concerns and responsibilities, one student withdrew during the final Education 405 practicum.

PROFESSIONAL DEVELOPMENT PROGRAM TEAM

The Faculty Associate and Coordinator positions were advertised both in Kamloops and the Lower Mainland and two individuals of Aboriginal ancestry were eventually hired: a full-time Faculty Associate and a part-time Coordinator. The Faculty Associate, Audrey Neilson, a member of the Head of the Lake Band and also of Shuswap ancestry, was raised in Kamloops and taught in the Kamloops School District since 1968. She has had experience as a sponsor teacher for the Teacher Education Program at University College of the Cariboo. She taught both Primary and Intermediate grades and has had specific teaching experience in a First Nations school. She brought to the program a breadth of experiences as well as current knowledge and understanding about teaching children with diverse learning needs.

The Coordinator, K’áui Kellipio, has over eleven years experience in First Nations Teacher Education, including work as a Faculty Associate and Coordinator at the Lower Mainland Campus and as a School Associate in the first SFU Native Teacher Education Program at Mt. Currie. She has worked with a pre-NITEP program and several other First Nations teacher education programs in the province and brought a clear understanding of the SFU Professional Development Program, especially as it pertains to First Nations teacher preparation.

A Faculty member, Cecilia Haig-Brown, from the Faculty of Education at SFU was appointed to work with the team. She was a long time resident in the Kamloops area and has experience as a secondary teacher in that school district. In addition, she had an extensive background in First Nations teacher education, first as a Coordinator for a number of years with UBC’s Native Teacher Education Program at Kamloops and since 1992, with SFU’s Professional Development Program. Most recently she worked as the Faculty member for the SFU/Prince Rupert First Nations Language and Culture Teacher Education Program.

SPONSOR TEACHERS

The Director of Instruction for Kamloops School District provided access for the Kamloops First Nations Teacher Education Program Coordinator and Faculty Associate so that they could secure sponsor teachers required during both Education 401-402 and Education 405 semesters. The North Thompson Band’s Parent Education Board and the Shuswap, Cariboo-Chilcotin and Lillooet School Districts also assisted in securing sponsor teachers for several placements.

Two in-service sessions were held and these gave professional support for each group of school associates: those selected for the Education 401-402 term and those selected for the Education 405 term. The School Associate in-service sessions provided information about SFU’s Professional Development Program in general and the Kamloops First Nations Teacher Education Program specifically. Inservice sessions defined and clarified the responsibilities and roles of PDP School Associates, Faculty Associate, Faculty member, and student teachers in both their Education 401-402 and Education 405 terms. They were de-
signed to clarify further the student teachers’ needs and responsibilities and their relationship with School Associates. These sessions provided opportunities for student teachers to share their teaching aspirations and goals while School Associates, in turn, were able to describe their views about teaching and discuss their own expectations of the student teachers, the program, and the PDP staff.

In-service sessions took place either on-site at the PDP classroom or at the Kamloops School District’s Henry Grube Teachers’ Centre. School associates were seconded and their substitute costs were covered so they could attend one whole day and one half-day session each term. While these sessions functioned as professional development for teachers, more importantly they provided quality time for them to work with the PDP team and for School Associates and student teachers to get acquainted with one another and a place where they could thoroughly discuss the First Nations focus of the program and the process involved in the supervision and evaluation of student teachers.

THE PROGRAM

In consultation with the Director of the SFU Program at the Kamloops site, the PDP team planned a program where student teachers could situate themselves and their education within the theme of the ‘Land is Our Culture.’ The location of this PDP offering in the territory of the Shuswap peoples was significant in that it provided the context for all participants to begin the process of understanding many of the issues embedded in the education of First Nations peoples.

Furthermore, the readings, discussions, journal reflections and focused classroom observations extended the student teachers’ knowledge about public schooling and provided a way for student teachers to integrate the cultural, educational, and personal schooling experiences each brought to the PDP.

Placements in several diverse school and classroom environments afforded student teachers opportunities to develop confidence and competencies in working with children and their teachers, and with the elementary curricula in a variety of educational settings.

EDUCATION 401-402 (SEPTEMBER-DECEMBER ‘95-96)

The 13 week Education 401-402 term was equally divided between seminars and the on-campus work, and in-school experiences. In keeping with the theme of the program, “The Land is Our Culture,” Education 401-402 began with a focus on the personal journeys that brought these student teachers to the teaching profession.

A week-long orientation to the program allowed the PDP team to create a tone and environment for student teachers to interact with one another as they were introduced to pedagogy; that is to theories about teaching and learning within the context of First Nations education.

The seminar component of Education 401-402 provided a forum for critically examining how children learn and teachers teach in the context of diverse schooling environments. Discussions focused on a myriad of socioeconomic, political, and education issues that have historically impacted First Nations learners, as well as on the constructive ways teachers might respond to such issues. Moreover, seminar sessions concentrated on specific school curricula (e.g., language arts, math, fine arts) and familiarized student teachers with Integrated Resource Packages, teaching strategies, and evaluation/assessment methods. An Environmental Education seminar at McQueen lake gave student teachers a practical example of a learning experience that integrated First Nations knowledge into a field science curriculum. A field trip to the Secwepemc Museum utilized the knowledge and teaching strategies of the curator while modelling the importance of research to teaching and provided examples of ways to engage the interests of young learners.

Observations at two First Nations community-controlled schools offered student teachers a view of First Nations children being educated within a First Nations context. Field assignments in the community at-large connect student teachers with organizations and agencies that support and are used by First Nations peoples in the city of Kamloops. First Nations educators were invited to share their significant narratives and critical incidents taken from their own teaching experiences.

Student teachers were introduced to the work of Paulo Friere. Through guided discussions with the Faculty professor, they were able to glean from the readings particular ideas whereby they could relate the nature of public schooling to the pedagogy of the oppressed.

Student teachers were paired and placed in three schools during the Education 401-402 practicum. With the guidance of school associates, student teachers observed children learning and
teachers teaching and thereby learned about how lessons are structured while observing the way such lessons could be taught. They experienced the school culture and, through journal entries and seminar discussions, were able to share their feelings about learning, the purpose of which was not only to help them undertake the role of teacher, but was about helping them to see what it was to be an Aboriginal or non-Aboriginal person in the context of school environments.

The weekly and systematic observations of the student teacher by the school associate and faculty associate provided concrete data for discussions on teaching strategies and were useful in developing knowledge and skills about how to plan appropriate learning for different learner groups.

Interactions with young learners, effective communication skills, and organization and preparedness stood out as areas that many student teachers found challenging. Direct feedback was thus invaluable as they provided student teachers not only with first-hand experiences but with concrete examples of the importance of working systematically to improve their skills and competencies in all areas of teaching.

EDUCATION 404 (PART 1) DECEMBER-JANUARY 1996

A decision was made to offer a curriculum design course following Education 401-402 instead of after Education 405 as originally planned. The decision was based on: 1) recognition of specific student needs that arose during Education 401-402 and; 2) consideration being given a requirement that student teachers develop lessons and units of study in all curricular areas. It was felt that a curriculum design course would better prepare students for planning and implementing curriculum.

As part of the assignments for the course, each student developed a unit of study with a First Nations focus that was also appropriate to a particular curricular area and grade level. It was expected that the students would teach it during the Education 405 term. Ample time was provided to student teachers to work on these projects and to consult with their instructor and Faculty Associate.

Student teachers worked hard through their winter break and throughout the course. Eleven students successfully completed the course requirements for this intensive course while one student took a ‘Deferred’ grade due to a family crisis.

EDUCATION 405 - FEBRUARY - APRIL 1996

Successful efforts were made to get student teachers placed in schools near to their homes and within a reasonable driving distance for the Faculty Associate. The commuting area for the Faculty Associate included three schools in the Kamloops area and extended to Sorrento, north to Barriere, west to Cache Creek, and south to Westwold.

Student teachers developed responsible and respectful working relationships with their school associates and their students. Progress towards meeting the PDP requirements was closely monitored by the Faculty Associate through regularly scheduled observations, student teacher journal entries, and on-site triad meetings where school associate, faculty associate, and the student teacher met to discuss learnings and growth. In addition to planning and teaching lessons determined by the provincial curriculum and the School Associates, student teachers were also expected to integrate First Nations issues into appropriate parts of the curricula.

The Education 405 practicum began with 12 student teachers. In the fourth week, one student voluntarily withdrew due to a continuing family crisis. A the end of the term, two more student teachers voluntarily withdrew; however, they requested and were allowed to re-enter Education 405 in Fall 1996. Nine of the 12 satisfactorily completed Education 405 during the Spring 1996 semester.

The First Nations studies components developed by each student teacher made a significant contribution to the learning experiences of the students they taught. Student teachers of both Aboriginal and non-Aboriginal ancestry recognized the heightened awareness that occurred for the children and their families and for the school staff, and acknowledge the importance and positive impact it had on themselves, both professionally and personally.

EDUCATION 404 (PART 2) MAY - JULY 1996

Learning Language Arts, Classroom Management and Assessment and Evaluations were offered during the Summer Session in July. Twelve student teachers enrolled in each of the classes. Those students who had not completed the First Nations Studies course work previously did so during the month of July.

Because several student teachers had to commute long distances to Kamloops during the Education 404 term while
others relocated once again to Kamloops, it was decided that the
July Summer Session courses would follow a concentrated
instruction model and that all Education 404 course requirements
would be completed the end of July rather than by mid-August.
In retrospect, the Coordinator and the Faculty Associate recom-
mand that this course of action not be taken in the future. It is felt
that all courses should adhere to the regular timetable so that
sessional instructors and students alike would have the full
semester to benefit and integrate and reflect on what is being
taught and learned.

EDUCATION 405, RE-ENTRY PROGRAM - SEPT. - DEC. 1996

In September 1996 an Education 405 Re-Entry Program was
begun for the two student teachers who had voluntarily with-
drawn from the Spring 1996 term. Such re-entry programs,
whether at the Burnaby campus or at satellite campuses, provide
a second opportunity for those who had voluntarily withdrawn
from Education 405.

The same Faculty Associate who had previously supervised
Education 401-402 and Education 405 during the Fall and Spring
Semesters was again seconded from the Kamloops School dis-
trict, this time for one day a week, to supervise the two student
teachers during their fourteen week practicum. The same coordi-
nator was employed on an adjunct basis and was assigned to carry
out the administrative tasks and assist with the supervision and
evaluation of the student teachers. One of the two students
successfully completed Education 405 in December 1996 while
the other completed the requirements in January 1997 after a four
week extension.

Eleven of the 12 student teachers who began this unique SFU
teacher education program completed their studies. The unique
blend of Aboriginal and non-Aboriginal student teachers which
comprised the community - based Kamloops First Nations
Teacher Education Program was made possible through the
considerable support of the Secwepemc Education Society and
was greatly assisted by the SFU Faculty of Arts program in
Kamloops, the SFU Faculty of Education, and the people of the
Shuswap Nation.


Between September 1995 and June 1996, three 3 credit hours
courses in acting were made available to First Nations students in
the Shuswap Region. These courses developed acting techniques
through improvisation and scene study from plays written by
Native playwrights.

The first semester focused on the development of the actors
expressiveness by exploring the individuals' powers of expres-
sion-
- vocally, through traditional Shuswap songs and chants
- physically, by learning Shuswap dances, stretching and
  contact improv work; and
- emotionally, through breathwork and role playing games.

During the first semester, the students researched traditional
Interior Salish story themes. In the second semester, the students
worked on mask making, clowning and an in-depth exploration of
playmaking processes. From this a script was developed -
"Coyote Rock." In the third semester, the students (a whole new
group of young actors) rehearsed and performed "Coyote Rock."
The play (45 minutes in duration) was toured throughout BC
during the summer months of 1996.
"I stood facing the Snowepem Cultural Education Centre. I stood working with the people there. I stood on the land, I stood in the air.

Like everywhere else, elsewhere, we have a lot of work to do, particularly when it comes to the business of mastering a language that's

most ours. This strange language of the white man. Can we face the future that's facing us ——

with respect to our children, our spirituality, our languages, our land —— the need to handle this English language with the greatest degree of skill possible in our need for more than ever.

The writers of a people, after all, are storytellers of a people. They're the ones who can give that people a future.

(And, coupled with that, is the fact that if anyone
In the Spring intersession of 1995, a new 3-credit course was offered to SCES/SFU students entitled “Nutrition of Aboriginal Peoples.” Dr. Harriet Kuhnlein, Professor of Human Nutrition of McGill University and Director of McGill’s Centre for Nutrition of the Environment of Indigenous Peoples (CINE), offered the course with a teaching assistant, Mary Trifonopulos, a dietitian and a candidate for the M.Sc. in nutrition at McGill.

This course covered how different cultural traditions, environments, technologies and social systems contribute to variation in human food use and nutritional health. Emphasis was on traditional food systems and health of Aboriginal Peoples, with focus on North America. Topics included evolution of human food systems and their various nutrient components; how people adapt to food resources, and how people have responded to the complexities of directed and non-directed dietary change.

One distinct highlight for both students and instructors was a field assignment to explore the traditional Secwepemc food system. The day began with a view and discussion about issues of traditional plant use of the Scheidam Flats by the Kamloops Secwepemc People. This was followed by experiencing a traditional pit roast of game and vegetables in the Mt. Lolo region, coordinated by SCES field assistant, Darryll Eustache and...
Arnold Baptiste. Students also were able to witness field plots with traditional plant foods such as wild onion, Indian potato, tiger lily, and chocolate lily. The last section of the field day was an excursion to the archaeological field school site for discussions with Dr. George Nicholas about the archaeological findings that show that traditional foods were harvested and used in this area up to 6000 years ago. There were six students in the course, with three of these involved in health care on reserves in the Sewepemc area. All students were able to understand the links among: the literature and theory of dietary change; the importance of understanding this is the context of current nutrition-related diseases on reserves today; and how to incorporate traditional ecological knowledge on traditional food systems into nutritional care on reserves.

The instructors were from CINE, a new Centre for research and education related to traditional food systems of Indigenous Peoples was opened in the fall of 1993. CINE is based at McGill University, and works with First Nations Peoples and Inuit throughout Canada. An all Aboriginal Governing Board prioritizes and guides participatory research and education activities of CINE staff. The first chair of CINE’s Governing Board was Chief Bill Erasmus of the Dene Nation, Yellowknife; the current chair is Rosemarie Kuptana, President of the Inuit Tapirisat of Canada. Dr. Kuhnlein has been a co-investigator with Dr. Marianne Ignace, Chief Ron Ignace, Dr. Nancy Turner and Dr. George Nicholas on the SSHRC-funded Secwepemc Ethnobotany Research Project. Other research projects undertaken by CINE staff and graduate students include work with B.C. communities still making ooligan grease; with Quebec Mohawks and Crees; with the Inuit of Quebec and Baffin Island; with the Dene/Metis of the Northwest Territories; and with several First Nations of the Yukon.

The SCES/SFU course was the first of its kind given anywhere in the world, and it was the first university course in nutrition to be offered to a class of First Nations’ People. We look forward to the sequel in 1996!

13. Mathematics and Statistics

Dr. Ping Ding

During the period of Summer Semester 1994 to Summer Semester 1996, mathematics and statistics courses offered at the SCES-SFU Program included MATH 100-3 (Precalculus), MATH 110-3 (Introductory Mathematics for the Social and Management Sciences), MATH 157-3 (Calculus for the Social Sciences I), MATH 158-3 (Calculus for the Social Sciences II), MATH 190-4 (Principles of Mathematics for teachers), MATH 232-3 (Elementary Linear Algebra), STAT 103-3 (Introduction to Statistics for Social Sciences), STAT 270-3 (Introduction to Probability and Statistics), BUEC 232-3 (Elementary Economic and Business Statistics I), and the non-credit course MATH 11 (Algebra).

It is noticeable that the enrolments for MATH 190 and STAT 103 are better than those of other courses. One reason is that MATH 190 and STAT 103 don’t require much math background and the contents are relatively easily accepted by our mature students. Another reason is that the two are compulsory for the PDP Program and the Major Programs of Anthropology and Sociology respectively.

Since MATH 190 is transferable to UBC, many NITEP students take the course here before going to UBC, and they form the majority of this course. After the PDP Program is offered, the number of PDP students attending MATH 190 correspondingly increases. As usual, students do not have much difficulty dealing with calculation questions but find it difficult to deal with proof problems. To show students how to solve these questions, we carefully choose some proof questions as the basis for lectures. Some NITEP students wish to take other math courses but are limited by the credit transfer system. STAT 103 is a very practical and much easier course, and most students did a good job on their assignments, as well as on tests.

Although the enrolment for MATH 157 is low, this course (or equivalent) is required by the Minor in Business Administration, as well as by many disciplines such as Economics, Computing Science, Engineering, and Science. The course covers differential calculus. I spend two classes to reviewing Logarithms and Exponentials which we need for calculus. Usually, the chain rule is a difficult part for students; however, I find that if we start from the method of “outside first and inside second,” then most students can do it without difficulty, although the textbook starts from the composite function which is quite difficult for students.
to understand. Some mature students in our program wish to pursue a business career but are frightened off by calculus. How to help more students to cope with calculus without sacrificing the university standard is a problem I am facing. One way I am considering is to simplify the contents and concentrate on some essential parts. I hope that one day calculus becomes enjoyable for students rather than a burden. Students felt more comfortable with MATH 232 and STAT 270. MATH 232 is a required course for the Math Minor and STAT 270 (or Buec 232) for the Business Minor.

With the consent of the Faculty of Business Administration, we offered BUEC 232 for the first time. Although MATH 157 is among the prerequisites of this course, not much calculus is involved, and therefore it is not really difficult for students to handle. This pioneers a way to broaden our offerings.

We opened the Minor Program in mathematics in our program. Originally there were four PDP students who were interested in a math minor, but only one completed the course. The Math Minor is a good choice for PDP students, as every elementary or secondary school needs quite a few math teachers and Mathematics is a base for many disciplines. To cultivate qualified math teachers for elementary and secondary schools, we will continue to recruit PDP students with a good math background in the Math Minor Program. If a student can pass the calculus course, she or he will find that the remaining courses for the Math Minor should not be a problem.

An exchange student from Kenya took four math courses (Math 157, 158, 232 and Stat 270) from Fall 1994 to Summer 1995 at our program. At the very beginning, due to the different systems of education in Canada and Kenya, he didn't quite match the pace of MATH 157, but he caught up fast and did very well in all four courses. I think this kind of exchange program is excellent if conditions allow, and I hope to see our students have an opportunity to study abroad and to welcome foreign students to join classes in our program.

In the Spring Semester of 1996, I also assisted Dr. Vijaya Krishnan in SA 355 to tutor students in statistics and computers. This provided me with first hand knowledge of what methods of statistics social science students need. The Chi-square test for independence, for example, is used in SA 355 but not taught in STAT 103. We are going to add it.

In terms of tutoring, I find that our students do need some basic computer training. If it is possible, I would therefore open some initial computer courses such as CMPT 001-3 (Computer and the Activity of people; Prerequisite: none), CMPT 098-3 (Computers, Applications and Program: Prerequisite: none), or CMPT 100-3 (Software Packages and Programming: Prerequisite: BC MATH 12 or MATH 100 or MATH 110).

In light of my teaching over the last two years, I feel that I need to review the contents of some math and stats courses, adjust the teaching pace for difficult courses, and extend teaching areas in order to serve more students.

14. Student Society

Each year the student society is elected by the student body at the Kamloops campus. The executive consists of President, Vice-President, Treasurer, Ombudsman, Activities officer, Ceremonies officer, Faculty Liaison officer, and a Joint Steering Committee representative.

The student society involves itself in various fund-raising and other activities throughout the year. In 1994 and 1995, the student society organized and held an annual pow-wow which was well attended both year. The student body is encouraged to get involved in every aspect.

15. International Indigenous Exchange Student

Dr. Marianne Ignace

During 1994-1995 academic year, the SCES/SFU Program had its first international indigenous exchange student, Johnstone Kailah Oltetia, a Masai from Kenya. The Masai people are an indigenous people who live in the area of South West Kenya and North East Tanzania. Their traditional livelihood is based on cattle herding. Johnstone had gone to University in Nairobi, Kenya, for two years, taking courses in Business Administration and other subjects. While in the Kamloops SFU Program, he took courses in Sociology/Anthropology, First Nations Studies, Criminology, Business, Math, Statistics, and Community Economic Development.

While in Kamloops, Johnstone had submitted the following letter to be published in the Coyote Times:
A Heart With a Vision

It is often said that a great number of people merely watch things happen, others have no idea of what is happening, while only a few really make things happen. Such are the ones with vision.

It is strange what men (and of course women) with a vision can do. The Biblical Paul of Tarsus brought his to Macedonia and not even the chains of a prison cell could keep him down. The gates had to fall open as he and Silas sang their way out. Martin Luther King, Jr., had a dream and not even a bullet could kill it. I saw in SCES a man with a dream, a vision to be more precise. And I saw many others taking the vision to the heart of the Joint Steering Committee meetings; to the drawing table. I saw a sacrifice deeper than I had expected. Then I looked at myself to try to balance out the equation. What I saw is a first official international exchange student, and especially from an indigenous community. Then I asked myself, what have I achieved? More than I can express in this letter.

SCES/SFU program is a dream, a vision materializing. It is a prayer answered. I suspect many of us can testify to this fact. The new campus is not just another one of those campuses, it is a university with a difference. I look at myself again. What did I say I was? A Daystar student or an SCES/SFU student? I guess both if not the latter.

You and I owe this place (and those who have given their hearts to see this place become what it has become) more than just an appreciation. We owe this place and those who had a vision for it the best, the best of ourselves. We could not ignore the present efforts of our instructors and our joint steering committee, neither can we ignore the truth. The truth that makes SCES a university not only with a difference.

Johnstone Kailah Oltetia, International Exchange Student 1994-95

IV. SCHOLARSHIPS

1. The Dr. Aimee August Memorial Scholarship (1905-1993)

Neskoklinth elder Aimee August, who was awarded an honourary doctorate degree from Simon Fraser University at a special convocation ceremony on October 9, 1992, passed away on August 22, 1993 at Royal Inland Hospital in Kamloops, B.C.

Dr. August was born on October 8, 1905. She was 87 years old at the time of her death. She was predeceased by her husband, Anthony August, in October 1972, and is survived by her sister, Adeline Willard, who is 93 years old, and by her son Robert Saul and her daughter Yvonne August, eight grandchildren, and several nieces and nephews. Throughout their lives, Aimee and Anthony also helped raise several children from their extended families and from the community. Aimee will be sadly missed by those who loved her.

Throughout her life, Aimee was actively involved in helping to revive the language, culture and traditions of the Secwepemc. Along with her sister, Adeline, she spent many tireless hours learning her knowledge of Shuswap songs, stories and language on tapes. She was well known and respected by many outside her own community. Her knowledge and wisdom have been sought by many people over the past years. People who were looking for their family backgrounds were always seeking her advice. She was a unique person and her loss will be felt by many because she touched many lives.

At the time of her death, Aimee was working on her autobiography. She was very proud of being an Indian, and she was a devout Catholic. She was fluent in the Shuswap, Nle7kepmx and Okanagan languages. In addition, she knew how to write Chinook shorthand. She loved receiving visitors, especially if they were fluent in the Shuswap language.

Aimee gave advice by giving examples of her own life experiences. This will be remembered by her children and family members. She never put anyone down or said anything to harm anyone. She always had time to listen. As daughter, sister, mother, friend and wife of chiefs, she was shown the path walked by generations past, and, in turn, she has shared her knowledge of the medicines, stories and songs of our people.

The Dr. Aimee August Scholarship is awarded by the Minis-
ter of Advanced Education, Training & Technology upon recommend-

ation of the SCES/SFU Joint Steering Committee. This

scholarship is awarded annually to an SCES/SFU student of

Native ancestry who best demonstrates exceptional scholarship

combined with an appreciation for Native language and culture.

The applicants of the Dr. Aimee August Scholarship must be

full-time students (9 credit hours or more), have a GPA of 3.0 or

more, and show an appreciable financial need. Applicants must

also demonstrate sensitivity to the unique cultural and linguistic

traditions of Native people. The committee considers such

criteria as the student’s extracurricular activities with Native

organizations, personal research, and the nature of studies being

pursued.

Recipients of the Dr. Aimee August Scholarship for the 1994

year was Cathy Narcisse, in the 1994-1995 year the recipients

were Brenda Duncan and Elaine Deneault, and in the 1995-1996

year the recipients were Elaine Deneault and Cammy-Jo

Mulvahill.

2. The Alvin Jules Scholarship

The first Alvin L. Jules Scholarship for First Nations Students

scholarship, an award of $250.00, was directed to a student

enrolled in the Archaeology Field School, who had mastered the

basic skills of field archaeology, and who demonstrated the

potential to contribute substantially to First Nations through

archaeology. This was presented in 1995 to Nola Markey, a

member of the Saulteaux Nation of Manitoba, who was the

finishing her third year here. Nola achieved that fine balance

between doing good work in the classroom, careful excavation in

the field, and having almost too much fun. She is a credit to her

band, her Nations, and this program, and we expect great things

of her in the future.

The second award of $500.00 was by application and open to

to all First Nations and Metis students pursuing studies in archaeol-
gy in our program. This was awarded to Dean Billy of the

St’at’imc (Lillooet) Nation. Dean has been involved in our

Archaeology Program since its inception, participating in the

1991 and 1993 Field Schools. In 1995 he was involved in two

projects in the Lillooet area, including one for the Lillooet Tribal

Council. We hope that this award aids Dean in his continuing

educational pursuits; he represents a valuable resource to the

St’at’imc people - past, present, and future.

Following the announcement by Dr. George Nicholas of the

1995 awards at the 4th Annual B.C. Archaeology Forum, which

was held at the University of British Columbia, we received a

generous contribution to the scholarship fund from Sandra

Zacharias (Deva Consulting). This donation allowed us to

maintain the scholarship, which we hope will become a regular

source of funding for deserving students.

3. SFU Open Scholarships

In the Summer of 1996, two Simon Fraser University Open

Undergraduate Scholarships were awarded to two students of the

SCES/SFU Program. The recipients of these Scholarships were

Bernadette Renneberg and Arlene Dixon.

V. CONFERENCES, PUBLICATIONS AND

RESEARCH PROJECTS

1. Research Projects

Aboriginal Polity and Economy in the Interior of B.C.

the SSHRC Grant

Dr. Hari Sharma and Dr. Marianne Ignace

The three-year SSHRC strategic grant formally ended in 1996.

For a period of over three years, numerous SFU faculty, in

partnership with the political leaders of the Shuswap Nation, and

assisted by many students - both from the SFU Burnaby campus

and from the SCES/SFU program in Kamloops - carried out

research and collected a vast amount of data on various aspects

of life in the Secwepemc communities.

Before History professor Dr. Robin Fisher left SFU to join

the University of Northern B.C., he supervised his graduate

student Trefor Smith in his research on Indian Agents in the

Kamloops Agency. After obtaining a Master’s degree, Trefor

Smith continued to do archival research for the project - at the

National and Provincial Archives in Burnaby, Victoria and

Ottawa - collecting useful material on the history of the Agency

system, on the Kamloops Residential School, on ranching, and on

other economic activities in Shuswap communities. Prof. Michael

M’Gonigle, before leaving SFU’s School of Resource and Envi-

ronmental Management and going to the University of Victoria,

carried out a study on the Adams Lake watershed management,

with the help of his graduate students Sharon Hadway and Luc

Duchesne. Dr. Celia Haig-Brown and Kelleen Toohey of the
Faculty of Education, along with their Research Associates Rita Jack and Elaine Hebert of the Shuswap Nation, conducted detailed interviews with 25 women in some of the northern Shuswap communities on the topic of education and other social issues. All four of them presented their findings at the Canadian Society for Studies in Education, Learned Societies Conference, in Montreal in 1995.

Dr. Marianne Boelscher Ignace, Chief Ron Ignace, and Dr. Hari Sharma continued their social investigations throughout the period in their respective fields: ethno-history in the period from mid-19th century to early 20th century to the end of the Agency period, and contemporary processes of Nation-building, respectively. Cathy Narcisse, Louisa Celesta, Colleen Jacob, Bernadette Manual, Debbie Alendahl, Sherilyn Billy, Terry Denault and John Jules were some of the First Nations students who assisted in the data collection, transcription, mapping and compilation. In addition several international students - Owusu Amoakohene from Ghana, Sonal Mehta from India, and Johnstone Oltetia from Kenya also participated in the research activities and assisted in certain projects.

A wealth of primary and archival data (including early ethnographic notes) has been collected over the years, consisting of taped interviews with elders, contemporary political leaders, youth, administrators, and others; census data on various communities, institutions of governance over different phases of the history; bibliographic database, emergent trends on economic self-management - at the level of the communities as well as the Tribal Council.

Besides Dr. Celia Haig-Brown and Kelleen Toohey (and their two associates), Chief Ron Ignace, Trefor Smith, and Dr. Marianne Ignace and Dr. Hari Sharma also presented several papers at the Learned Societies’ meetings in Montreal in 1995, on the basis of preliminary analysis of data. Conference and colloquia presentations have also taken place at other places: two universities in India, at a Conference on Aboriginal Youth and Employment in Vancouver.

**Conferences Attended by Faculty and Students**

**Dr. Marianne Ignace**

1996 “Secwepemc Ethnobotany,” Paper, Living Landscapes Conference, Okanagan University College


1996 “Salish Narrative Character Speech and Traditional Ecological Knowledge” Paper, 19th Annual Conference of the Society for Ethnobotany, Santa Barbara, California, March 1996


1995 Ron E. Ignace and Marianne Ignace. “Repossessing Secwepemc Culture, Language and History” Paper, Canadian Sociology and Anthropology Association Meetings/Canadian Learned Societies Conference, Montreal, June 4, 1995


Dr. George Nicholas

Our archaeology students have attended several archaeology conferences in the region, including the Canadian Archaeological Association meetings and several of the B.C. Archaeology Forums, and have participated in open discussion in all. I have represented our program at these and other conferences, as both session organizer and as speaker. In addition to organizing the Third Annual B.C. Archaeology Forum, I organized two conference sessions:

as Conference Organizer/Chair

Conference Session Organizer/Chair
1995 “Wetlands and Past Human Ecosystems: Exploring the Long-Term and Large Scale Association” as part of Hidden Dimensions: The Cultural Significance of Wetlands, an international conference held at the University of British Columbia, April 1995. The participants in my session were from Japan, New Zealand, Russia, Britain, the United States and Canada.


Papers Presented


Public Lectures

Dr. Vijaya Krishnan

1996 “Chronic Illness among Aboriginal People.” Presented at the Canadian Sociology and Anthropology Association Meetings, Brock University, St. Catherines, Ontario, June 5 1996

1996 “Health of Aboriginal and Non-Aboriginal Women in Canada.” Presented at the Society for Socialist Studies Meetings, Brock University, St. Catherines, Ontario, June 2, 1996

1996 “Socio-medical Dimensions of Reproductive Health.” Presented at the Western Association of Sociology and Anthropology Meetings, Okanagan University College, Kelowna, Ontario, May 9, 1996


1995 “An Examination of Aboriginal Admission Rates in Canadian Correctional Institutions” (with Jodi Simkin). Presented at the Canadian Sociology and Anthropology Association Meetings, University of Montreal, Quebec, June 6, 1995.

1995 “A Canadian Profile of Adoptive Parents” (with Alice Leung). Presented at the Society of Socialist Studies Meetings, University of Montreal, Quebec, June 6, 1995.

1995 “Native Healing Practices” (with Marianne Ignace). Presented at the Canadian Sociology and Anthropology Association Meetings, University of Montreal, Quebec, June 6, 1995.

Dr. Lisa Matthewson


1996 “Subordinate clauses and functional projections in St’at’imcets.” International Conference on Salish and Neighbouring Languages, University of British Columbia, August 1996 (co-authored with Henry Davis).

“The syntax and semantics of determiners: a comparison of Salish and Cree.” International Conference on Salish and Neighbouring Languages, University of British Columbia, August 1996 (co-authored with Charlotte Reinholdt).
Dr. Ping Ding
August 9 - August 18, 1995 Fermat Conference, Boston University, MA, USA, Ping Ding

Faculty Publications
Dr. Marianne Ignace

forthcoming: Nancy J. Turner and Marianne B. Ignace
Secwepemc Ethnobotany. An extensive monograph on Secwepemc plant use and knowledge. Manuscript under preparation

forthcoming: Marianne and Ron Ignace


1996 Kindergarten to Grade 3 Secwepemc Language Package. Secwepemc Cultural Education Society and School District #24 (7 dialect/speech community versions @ 170 pp.)


Dr. Vijaya Krishnan


**Dr. George Nicholas**


**Dr. Ping Ding**


Ding, Ping, On a conjecture of Chalk, *Journal of Number Theory*, accepted.

Ding, Ping, A note on Chalk’s Conjecture, to appear.

**Dr. Lisa Matthewson**


Arthur Adolph - Certificate in First Nations Language Proficiency, Fountain Indian Band - Land Claims

Verna Adolph - Certificate in First Nations Language Proficiency, Teaching Language at the Ts’kwaylaw School

Gladys Baptiste - BA ‘94, Postbaccalaureate Diploma In Community Economic Development, contracting Archaeological research - KIB

Verna Billy - BA ‘94, Postbaccalaureate Diploma in Community Economic Development, Community Futures: Special Events Co-ordinator, and Instructor at Nicola Valley Institute of Technology

Debbie Billyboy- Professional Development Program-Continuing Education

Dianne Binn - BA ‘94 - Ministry of Small Business and Tourism

Deborah Brigman - Certificate in First Nations Language Proficiency,

Joanne Campbell - BGS ‘95, Postbaccalaureate Diploma In Community Economic Development- Teaching at NABE

Percy Casper - BA ‘94- Working at Sk’elep School (highschool level)

Brenda Celesta - BA ‘96, Major in Anthropology, Co-op Certificate, Musuem School Liaison

Louisa Celesta - BA ‘94, Social Development - Child Welfare at the North Thompson Band

Kimberley Cholette- BGS ‘96

Susan Craig - BGS ‘96, Minor in History-completed PDP in December 96

Linda Craik - Professional Development Program, Teaching in a Band School North east of Fort St. James

Donna Dillman - BA ‘94 & Native Studies Research Certificate - Master’s student in Anthropology at SFU

Beverley Frank - Certificate in First Nations Language Proficiency, St’at’imc Language and Culture Coordinator for School District #74

Colleen Jacob - BA ‘94 & Native Studies Research Certificate, Youth Support Worker at Fountain Band

Neawana John - Certificate in First Nations Language Proficiency, Teaches St’at’imc Language at School District #74 Grades K-3

Clarence Truman Jones - BA ‘95

Helen Vivian Jules - Certificate in First Nations Language Proficiency - Language Teacher School District #73

John Jules - BA ‘94 - KIB - Researcher

Laurie Kennedy - BGS ‘95, Bastian Group - Archaeological consulting group - doing an impact study on KIB reserve

Norma Manuel - BGS ‘94 - presently working at Adams Lake Indian Band

Gregory Koll - BGS ‘96, Community Support Worker - Special Needs Adults

Shannon Lainhart - Professional Development Program, Teacher-on-call for Salmon Arm School District

Brian Lardner - Professional Development Program, Teaching + FN Coordinator in Kitamaat

Troy Lana Manson - Professional Development Program, Teaching Adult Life Skills at UCC


Nola Markey - BA ‘96, Major in Anthropology, Minor in First Nations Studies, Certificate in Native Studies Research, Student Support Worker - SFU Program Kamloops

Geri Matthew - BGS ‘94 - Administrator and Teacher at Sk’elep School (highschool level)

Cindylee Matthew - Professional Development Program, Teacher-on-call in Barriere
VII. ACKNOWLEDGEMENTS

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- the Honourable (Tom Perry)
- the Honourable (Dan Miller)
- Ms. Robin Ciceri
- Gary Wouters
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- The National Film Board
- Northern Trailers
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- Lillooet Tribal Council
- Cariboo Tribal Council
- Mary Alice Danaher
- Marilyn Napolean, Lillooet Tribal Council
- Upper St’at’imc Language, Culture and Education Society
- Beverly Frank
- Mt. Currie Culturer Centre
- Nicola Valley Tribal Council
- Nicola Valley Institute of Technology
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- School District #29
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Within the Shuswap Nation, particular thanks are extended to:

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- Leanne Willard
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- Lori Pilon
- Buffy Lynch
- Mona Jules

**SCES Board Members:**
- Doug Arnouse, Adams Lake Band
- Chief Antoine Archie, Canim Lake Band
- Harold Harry, Canoe Creek Band
- Joan Arnouse, Little Shuswap Band
- Jennifer Dick, Neskonlith Band
- Desmond Peters Sr., Pavilion Band
- Chief Sam Paul, Shuswap Band
- Chief Stewart Knott, Spallumcheen Band

**Shuswap Nations Tribal Council Chiefs**
- Chief Ronald Jules, Adams Band
- Chief Terry Porter, Bonaparte Band
- Chief Gordon Prosper, High Bar Band
- Chief Manny Jules, Kamloops Band
- Chief Nathan Matthew, North Thompson Band
- Chief Stewart Knott, Spallumcheen Band
- Chief Ron Ignace, Skeetchestn Band
- Chief Arthur Manuel, Neskonlith Band
- Chief Richard LeBourdais, Whispering Pines Band
- Chief Marilyn Belleau, Alkali Lake Band
- Chief Antoine Archie Sr., Canim Lake Band
- Chief Felix Arnouse, Little Shuswap Band
- Chief Desmond Peters Jr., Pavilion Band
- Chief Paul Sam, Shuswap Band
- Chief Lenny Selars, Soda Creek Band
- Chief Willy Alphonse Jr., Williams Lake Band

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- Rose Whitley
- Gertrude Ned

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- Dr. Evan Alderson, Dean, Faculty of Arts
- Dr. Steven Ameyaw, Community Economic Development
- Dr. Robin Barrow, Dean, Faculty of Education
- Ms. Elizabeth Caufield, Instructional Media Centre
- Ms. Liny Chan, Analytical Studies
- R.E. Boyer, Chair, Department of History
- Mr. Ted Dobb, University Librarian
- P.M. Hobler, Chair, Department of Archaeology
- Dr. Don Driver, past-chair Department of Archaeology
- Ms. Gladys Durksen, Secretary, Department of Sociology/Anthropology
- Ms. Jane Chacko, Arts Co-op
- Ms. Janis Horne, Arts Co-op
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- Ms. Doreen Godwin, Director, Co-op Education
- Dr. Ellen Gee, Chair, Sociology/Anthropology
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- Dr. Colin H.W. Jones, Dean of Science
- Ms. Jean Jordan, Departmental Assistant, Sociology/Anthropology
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- Ms. Cath Moody, Dean of Arts Office
- Ms. Donna Moore, Registrar's Office
- Dr. Jock Munro, Vice-President, Academic
- Ms. Karen Payne, D.A., Department of Sociology/Anthropology
- Dr. Tom Poiker, Geography
Addendum

B.C. Hydro Grant towards Aboriginal Lands, Environmental and Resource Management Program

In late summer of 1996, British Columbia Hydro awarded a grant of $75,000 to the Secwepemc Cultural Education Society and Simon Fraser University towards the development of programming and courses in the area of Aboriginal lands, environmental and resource management. During the Fall 1996 Convocation ceremony, this award was presented by B.C. Hydro Board of Directors member Mrs. Murial Dodge. At the time of publication of this bi-annual report, the needs assessment and curriculum research of this project have begun, and we will have more to report about this project in the future. We would also like to take this opportunity to thank B.C. Hydro for this generous donation.