

# New programs Indians - canadian apartheid

Several new programs have been approved by the Board of Governors, including Ph.D. programs in Modern Languages and Pharmacology, and a Master of Science program in Medical Laboratory Science offered by the Dept. of Pathology.

Among the scholarships approved by the General Faculty Council is the Dr. Geneva Misener Memorial Scholarship of \$300, to be offered to a student of outstanding merit completing the third year of an honours program in Classics or Modern Languages at Edmonton. A \$100 Ernest Brown Wilson Memorial Prize in Law will be awarded annually to a student in the graduating class in Law and will be based on outstanding merit in the work prescribed for the 3rd-year of the LL.B. degree.

"I never heard of Indians going to University. It took me six or seven years after high school to realize it was possible." Bill Thomas, an Indian from the Peguis Reserve in Manitoba, now in second year education at U of A, made this statement at a SCM panel on Tuesday.

Discussing the topic "Indians—Segregation Canadian Style," were Dr. Cecil French, Sociology; Kent Gooderham, Indian Affairs Bureau, Federal Government; W. Clarence Thomas, Ed. 2; and Mrs. Evelyn Moore, Friends of the Indians Society.

Chairman was Samuel Gormier, of the Citizenship Bureau.

Dr. French said evidence of segregation is shown in the partial participation or non-participation of Indians in many levels of society. Seventy-two per cent of them work in the lowest category of the occupational scale. The average Indian

has four years of education, lives in the "left-over section" of town, in crowded conditions and poor health, both on and off the reserve.

The crucial problem, he said, is that "the Indian is cut off from adequate motivation." Any initial motivation is blunted at an early age by society. "He seems to feel re-

jected, deliberately kept back. Pressure from society in general, and the existence of reserves are our type of segregation."

## KEEN DIFFERENCE

Mr. Gooderham, said that reserves segregate "both physically and psychologically." The lack of motivation comes from feeling separated. "There is very little expectation of achievement." When very young, Indian children can identify with school, and progress effectively, but with mental maturity they feel a keen difference. "They realize that the larger culture is not for them."

Mr. Thomas, himself, a student in Indian residential schools for eleven years, said that Indians live in slums because they find their friends there. "The government itself is guilty of

segregation. Rather than hire Indians, they import non-Indian labor to work on the reserves."

Miss Moore spoke of the growing interest in Indian problems. Especially favorable, she said, is the fact that the Indians themselves are trying to help. They have established the Canadian Native Society which now has about 100 members.

Mr. Gooderham emphasized that a solution to the Indian problem is important to all Canadians. A very high percentage of the inmates of our legal corrective institutes are Indians, because their problems have been set aside too long.

## GO TO INUVIK

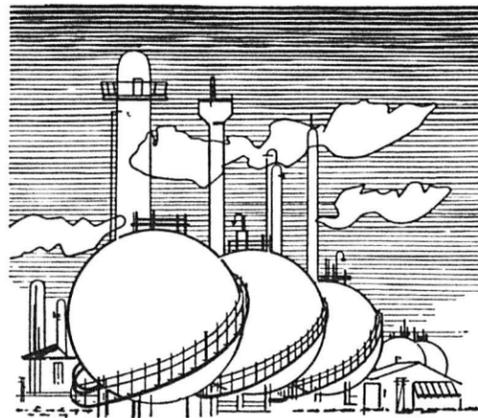
Mr. Thomas suggested more responsibility for the Indians. At present their affairs are "handled" by the government. "They should be allowed to make their own mistakes." At present, growing up without responsibility, there is little use for a goal.

An interesting point brought up during the discussion is that University of Alberta is one of the three universities selected to send students to a summer work project with the Indians. The Indian-Eskimo Association is sponsoring volunteer summer work projects at Inuvik, Churchill, and other centers.

Students are given a chance to work among the native people, receiving a \$100 allowance plus their expenses. Interested students should contact Mrs. Sparling or Major Hooper before March 5.

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