



DEPARTMENT OF  
CITIZENSHIP AND IMMIGRATION

The Honourable J. W. Pickersgill,  
Minister.

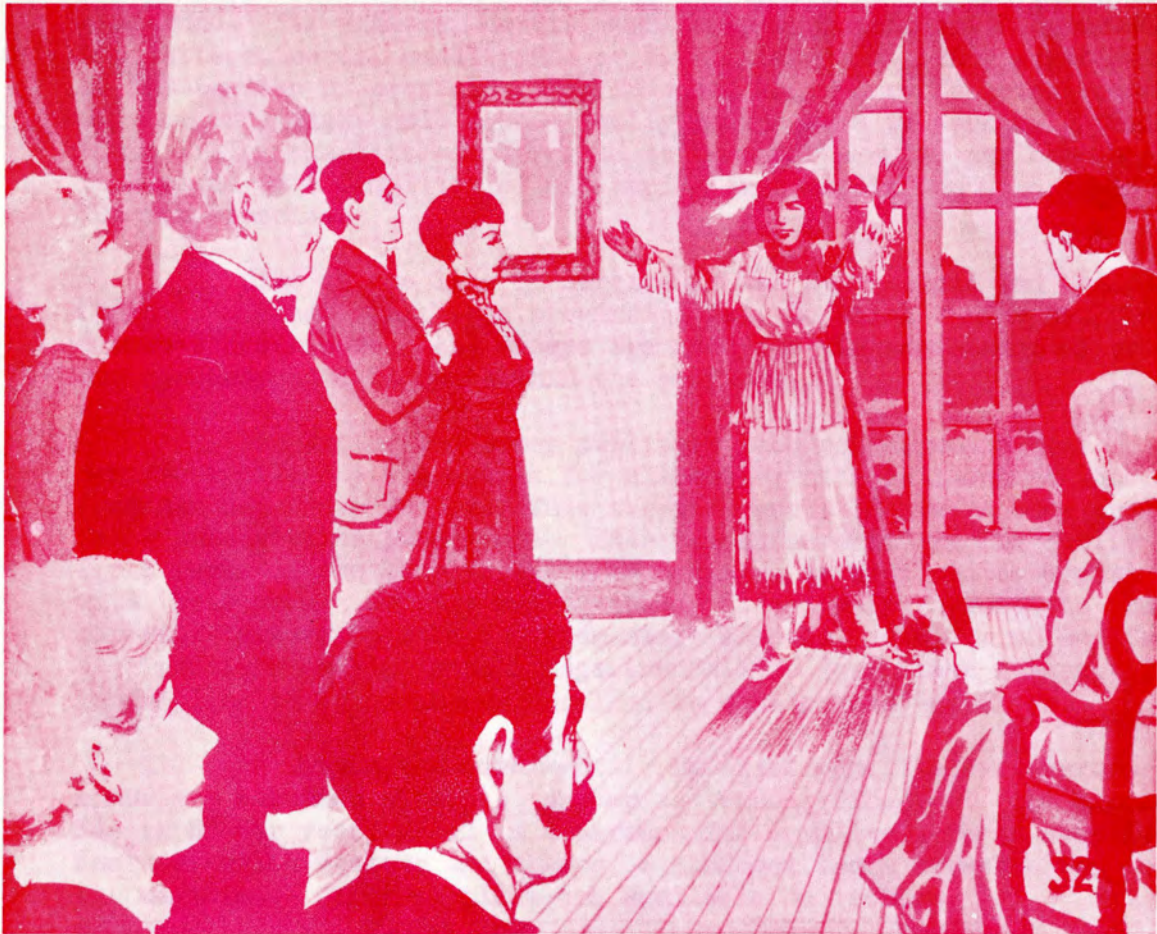
INDIAN SCHOOL BULLETIN

Issued by the Education Division

INDIAN AFFAIRS BRANCH

Volume 9, No. 3 & 4

Jan. - March, 1955



For retention in  
your classroom.



# The Canadian Red Cross Society

Founded 1896

Incorporated 1909



## CANADIAN JUNIOR RED CROSS

The Canadian Junior Red Cross has three objectives: the promotion of health, the promotion of the ideal of service to others, and the promotion of international understanding among the young people of the world.

The health program must be adapted to the individual schools. For example in less favoured schools the Junior Red Cross will actually engage in the improvement of the health and safety conditions through such practical activities as a clean up campaign, a safety campaign to remove hazards, building a wash corner, starting new lunch program or supplementing the lunch brought from home with soup or milk. Junior Red Cross funds may be raised for these purposes.

The health program broadens out into a program of service to the community. Junior Red Cross members survey their community to find ways in which they can help individual children or adults such as chronic invalids, crippled or blind persons; or they attempt to help institutions in their community such as local hospitals, the children's home, home for the aged, etc. This assistance should take the form of personal service from the Juniors to the individual or the institutions concerned. For example Juniors might help a shut-in child by sending him letters, cards, small gifts or by visiting him. They might help an institution by providing tray favours, and decorations for special days or they might help a poor family in the area by packing a Christmas hamper. The exact service program to be undertaken by any branch should be devised by a Committee of the pupils in consultation with their Teacher Director.

Also in the line of service is the Handicapped and Crippled Children's Fund. This is a provincial fund to which Junior Red Cross Branches contribute. All moneys are used for the assistance of crippled and handicapped children within the province.

The Junior Red Cross publishes each school month from September till May a magazine for elementary schools known as the Canadian Red Cross Junior. This magazine costs 10 cts. a copy or 75 cts. for a subscription in advance. Each branch enrolled in the Junior Red Cross receives one copy free. This magazine is designed to assist teachers with their work. Stories and articles, do and make suggestions are all carefully graded to suit the elementary schools. The Junior Red Cross also publishes a high school magazine "ALERT" four times a year. This is supplied to all branches enrolled as high school Red Cross.

In Canada the enrolment is by classroom. Each classroom comprises a branch with its teacher as Teacher-Director. The enrolment fee is \$2 per year, which is a payment for supplies. These supplies include health posters and stamps, a Handbook and a subscription to the magazine. Other supplies are available on request.

(Contributed by Muriel Uprichard, M.A., Ph.D.,  
National Director, Canadian Junior Red Cross).



The Indian School Bulletin is published five times during the school year; in September, November, January, March and May. This issue combines the issues for January and March, 1955.

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Our cover picture is one of the illustrations by Mr. James Simpkins for the filmstrip "Pauline Johnson". The accompanying commentary is: "In 1901 Pauline Johnson and Walter McRae gave a recital in St. John's, Newfoundland. Pauline had toured in the Maritimes, but this was her first visit to the oldest colony. Letters went from the Premier of Nova Scotia, Sir Charles Tupper, already a friend of the poetess, to the Prime Minister of Newfoundland, Sir Robert Bond. Pauline's recital was the literary event of the season. It was given under the patronage of the Governor and Lady McCallum and of an admiral of the Royal Navy whose flagship was in port. After the recital there was a dance on board the flagship, and the most popular lady there was Miss Pauline Johnson."



The "Midget" Girls' Basketball Team for  
Alberni Residential School



### FILMS AND COMMUNITY LEADERSHIP

Three Workshops on Films and Community Leadership, sponsored by the Ontario Association of Film Councils, Incorporated, Community Programmes Branch, Ontario Department of Education, and the National Film Board, in cooperation with the Departments of Extension, Queen's University, Kingston, Ontario, The University of Western Ontario, London, Ontario, and North Bay Teacher's College, North Bay, Ontario, will be held in Ontario at the places and on the dates indicated below:

UNIVERSITY OF WESTERN ONTARIO, LONDON, ONTARIO  
July 11th - 14th, inclusive, 1955

QUEEN'S UNIVERSITY, KINGSTON, ONTARIO  
July 18th - 21st, inclusive, 1955

NORTH BAY TEACHERS' COLLEGE  
First Ave., West, North Bay, Ontario  
July 25th - 28th, inclusive, 1955.

These Workshops will deal with the problems faced by film council members and others using films in programmes with community groups, and sharing programme experiences, with an emphasis on achieving the maximum of informality and participation by delegates - the kind of workshop from which delegates will gain useful programme ideas to take back home. They will provide an opportunity for:

- (a) Exchange of ideas and experiences in using films for information, basis of discussion, promotion and stimulation;
- (b) Discussion of techniques in fitting films into programmes - other aids;
- (c) Developing good discussion methods in various situations, and
- (d) Developing effective use of films for specific interest groups and community projects.

Each Institute in Ontario will be similar and will consist of an intensified programme for those who will be conducting Community Film Workshops, and for leaders concerned in educational utilization of audio-visual materials. Consideration will be given to films, filmstrips, records and other audio-visual aids.

Throughout the Course, the emphasis will be on demonstration and practice. The lectures will deal with educational principles, with group work methods and practical problems facing group leaders.

All applications for registration should be sent immediately to -

E. L. Gibson - Secretary Treasurer,  
Ontario Association of Film Councils,  
155 Heath St. E.,  
Toronto 7, Ontario.

Indicate clearly which Institute you will attend.

As registrations may be limited, application for registration should be completed immediately.



### VOCATIONAL GUIDANCE FILMSTRIPS

A new series of filmstrips about Canadian Occupations is now available from the National Film Board of Canada. This series, sponsored by the Department of Labour and produced for use in conjunction with the Department's monographs on occupations, was based on continued and numerous requests of school groups.

So far produced in the new series are PLUMBER, PIPEFITTER, AND STEAMFITTER; CAREERS IN THE ENGINEERING PROFESSION; TECHNICAL OPERATIONS IN RADIO & ELECTRONICS; and THE SOCIAL WORKER. Other filmstrips related to guidance include GEOLOGY AS A CAREER and MAP-MAKING; FIELD SURVEYS sponsored by the Department of Mines and Technical Surveys, and the National Film Board's own TEACHING AS A CAREER, and NURSING AS A CAREER.

These filmstrips explain the academic requirements for entry into the job, the nature of the work, the value of the work to the community, and in some cases, the remuneration which can be expected. Some indication is given as to the kind of personality which tends to improve one's chances of success in the particular work described.

One of the advantages of the filmstrip medium is that it lends itself so readily for use by the students themselves during the noon hour or some other spare time. The filmstrip and the accompanying manual present a reasonably complete survey of the occupations described and provide a good basis for discussion among the students themselves.

The addition of further Canadian vocational guidance filmstrips to those already available will depend largely on the demand from teachers and vocational guidance counsellors. The plan is a long range one and teachers' comments on the value and use of those already released will help considerably in preparing others.

#### Some Conclusions from a Test in Reading

During the latter part of May and the first half of June last year Miss Helen DeLaney, Rural Supervisor for the districts of Yarmouth and Digby, administered tests in reading to sixty-eight pupils in Grade Two in thirteen classrooms in Digby County (Nova Scotia) . . . Six of the classrooms were in one-room schools, five in two-room schools, one in a three-room school and one in a six-room school . . . The tests covered three types of skills: vocabulary, word analysis, and comprehension.

Vocabulary: A study of the mistakes shows a lack of careful left-to-right scrutiny and observance of word details, possibly resulting from reversal errors in the Primary Grade and Grade One which, if not cleared up in those grades, tend to become habits in Grade Two. A simple type of remedial exercise is "marking likenesses" and "marking differences" using pictures of real objects with fine details, and leading into letter formations and words of similar construction such as "tried" and "tired".

Word Analysis: It might be helpful to have pupils listen to word similarities with eyes closed in order to concentrate entirely upon the hearing sense. Pupils must be made familiar with the technique of "hearing" the particular sound in the words and be taught not to depend entirely upon visual similarities. For instance, "girl" and "fire" both contain "ir" (a visual clue) but each word has a different vowel sound.

Comprehension: Pupils need adequate oral reading as well as silent reading ability, for there is a definite "carry-over" from the former to the latter . . . "Tell me in your own words what the sentence means" proves most effective in helping children to understand what they read.

(From "Journal of Education", Nova Scotia, March, 1955).



ENGLISH FOR THE NON-ENGLISH-SPEAKING

In connection with the courses described in the leaflet which is reproduced below, Miss Gaynor has agreed to arrange, as she did last year, additional special workshop sessions to help teachers in Indian schools prepare material and adapt existing materials for use with Indian pupils.

Teachers are reminded of the necessity of following courses which have a minimum of 50 hours of instruction time to fulfil the requirements of the regulations concerning attendance at summer school. A full course at the Manitoba Summer School carries three units of credit. Courses which carry one and one-half units are considered half courses only and two such courses must be successfully completed.

MANITOBA DEPARTMENT OF EDUCATION

SUMMER SCHOOL

July 5 - 29, 1955.

Course No. 19. The Teaching of English to the Non-English-Speaking.  
Beginner's Level. M. Florence Gaynor, Consultant,  
Canadian Citizenship Council, Ottawa.

This course, through demonstration lessons and practice teaching will present methods of teaching English quickly and effectively to both adults and children who do not speak English.

Emphasis will be placed on:

1. Problems of learning English as a second language, including social and psychological factors.
2. Analysis of texts with particular emphasis on LEARNING THE ENGLISH LANGUAGE (Books 1 and 2) and ENGLISH THROUGH PICTURES (Book 1, pp 1-122)
3. Demonstration of teaching methods to be used.
4. Use of special language teaching films and film strips; other visual aids.
5. How to adapt texts and methods to needs of special groups, such as Indians, Eskimos.
6. Problems of teaching reading and writing to illiterates. Enrolment limited to 45. Credit  $1\frac{1}{2}$  Units.

Course No. 20. The Teaching of English to the Non-English Speaking.  
Advanced Level. M. Florence Gaynor.

In this course, emphasis will be placed on:

1. Analysis of texts with particular emphasis on LEARNING THE ENGLISH LANGUAGE (Books 3 and 4) and ENGLISH THROUGH PICTURES (Book 1, pp 123-end and Book 2).
2. Teaching methods.
3. Analysis of available "Advanced texts and reading materials."
4. How to write stories and supplementary reading materials in graded levels of English suited to needs of students.
5. Ways and methods of moving from limited English into full English; helping older students fit into regular day school classes.
6. Use of special language teaching films and film strips; other visual aids.
7. English for citizenship requirements.

Registrations for course to be sent to the

Registrar,  
Department of Education  
Room 140, Legislative Building,  
Winnipeg, Manitoba.

not later than June 1st, 1955.



ANNUAL SUPPLEMENTARY READING AND LIBRARY BOOKS

(The supplement containing 182 titles of books available to Indian schools is being sent only to principals and teachers in charge of Indian schools, since it comprises ten pages of text plus order forms. As a reminder to those who submit requisitions page one of the supplement is repeated below.)

Herewith is the annual list of supplementary reading and library books. We have been able to secure many fine titles and every teacher and principal should again be able to select an excellent stock of library books suited to local needs.

To avoid overlooking ordering the books it is suggested that you ORDER YOURS NOW.

As usual we cannot assure delivery of orders reaching the Department after July 15, 1955.

Scale of Issue:

Once again these library books are being provided on a scale based on the average annual attendance.

All principals and teachers can requisition, therefore, for these books on a scale of one book per pupil on average annual attendance. For example, if the annual average attendance at your school for the 1953-54 school term was 52.8 then order 53 of the titles listed below.

Arrangements are being made to acknowledge the receipt of all library book requisitions received in Ottawa. To make this system work, Principals and Teachers must complete the requisitions in triplicate. When received, the third copy will be properly stamped and returned, acknowledging the receipt of the requisition.

See Appendix A for the special order form to be used in requisitioning for library books. Three copies are required.

ORDER YOUR LIBRARY BOOKS NOW



From "GRADE TEACHER" for March, 1955.



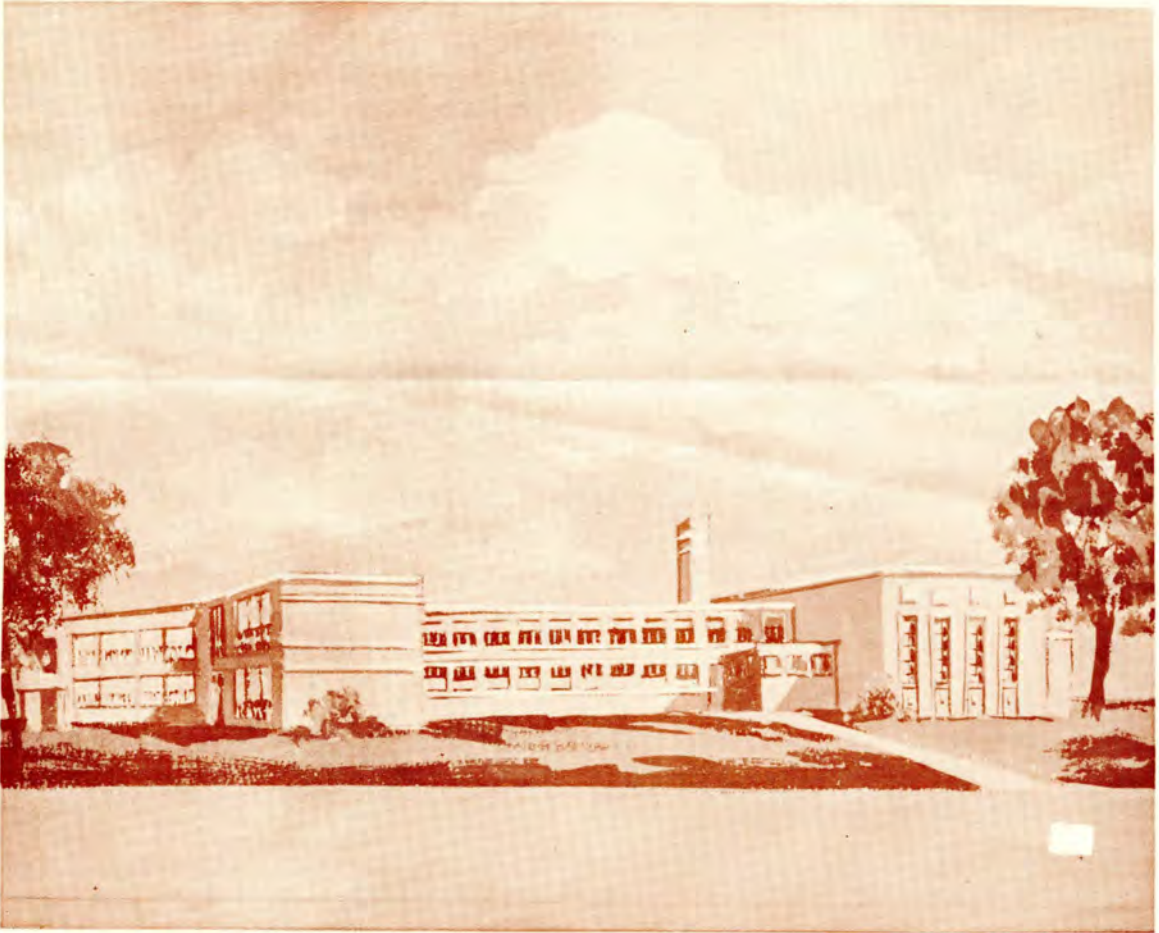
# A FILMSTRIP ABOUT PAULINE JOHNSON

Production has been completed and distribution is being made to Indian schools where projectors are available or on order. To these schools prints and manuals will come by mail from the National Film Board.

It is expected that all Indian schools, including those recently established, possess or have requisitioned a library copy of "Flint and Feather". An opportunity to acquire a copy is offered at this time when requisitions for books are being prepared.

Concerning Tekahionwake, Mr. Charles A. Cooke has written, "I am delighted to know that I can be of some service to you in the matter of the proper pronunciation of Pauline Johnson's Mohawk name... Each 'e' is sounded as in 'met'; 'a' as in 'water'; 'i' is the vowel sound in 'deep', and 'o' is sounded as in 'on'... 'Tekahionwake' means 'two rivers'."

(In prosody Tekahionwake is trochaic trimeter).



(Drawn by J.S. from a sketch supplied by the architect, Mr. Fred Bodley)

"In the high schools and collegiates of Brantford and other cities and towns, young Indians have been given continued encouragement and renewed inspiration towards achievement in the skilled trades, in the graphic arts, in music, in literature, in the professions and in the public service of Canada. Indian students approaching any threshold of learning may well be proud of those of their race who have preceded them. But the boys and girls of the Six Nations who share in the activities of this attractive school with other young Canadians will feel a greater pride in being here, and a stronger affinity with this place. Why? How? Qu'Appelle? Recalling the legend of "The Calling River" in the poetry of Tekahionwake, we may imagine that echoes reserved for Indian ears mingle with our applause because the people of Brantford have named this collegiate in honour of Pauline Johnson."