



DEPARTMENT OF
CITIZENSHIP AND IMMIGRATION

The Honourable J. W. Pickersgill,
Minister.

INDIAN SCHOOL BULLETIN

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For retention in
your classroom.

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Our cover picture is best explained by quoting a letter from the Principal of Alberni Residential School, Mr. A. E. Caldwell.

"The Alberni Branch of the Navy League of Canada, sponsoring the Royal Canadian Sea Cadet Corps "Alberni", is privileged in reporting that your valued support has paid appreciable dividends in service to the youth of this community as exemplified by the outstanding accomplishments of the Sea Cadet Corps during 1954.

Your Sea Cadet Corps now holds the proud distinction of being the premier Corps in proficiency, in competition with all Cadet Corps in Canada of under 100 enrollment. This group comprises 90% of the Sea Cadet Corps from Coast to Coast. The accomplishments of the "Alberni" Corps includes the following:

- (1) Awarded all available sports trophies during inter-Corps competitions at HMCS "Naden", Esquimalt.
- (2) Corps recognition and congratulation by H.R.H., the Duke of Edinburgh, Admiral of the Royal Canadian Sea Cadet Corps.
- (3) Award for proficiency for all British Columbia Corps on Royal Canadian Navy Inspection.
- (4) Awarded the National Proficiency Trophy.

This latter award, competed for annually, is a solid silver replica of the Nelson Monument, originally donated by the British Navy, and valued at \$2,000. This trophy, together with an Officer's Sword Trophy for the Commanding Officer of the Corps, Lieut. E. L. Hammer, has now been received and an official Presentation Ceremony will be arranged in April."

C.A.F.C.

Mental Health in Education in a Changing World

In a good school there is very little dictating and very little passive obeying. There is free and active searching, free and active doing, and active creative constructing. The pupils discuss their problems together and with their teacher. They carry out experiments to find out. They even design their own experiments and when they get stuck they make their own laboratory apparatus. They question the books, the newspapers and the various sources of information and search them with enthusiasm. The pupils construct their boats in the workshop for the boatrace. They make the shelves for their library and for their exhibits, when they want to act a play they sometimes read all the plays available to them; they study them, they subject them to a good deal of literary criticism; they study themselves and their fellows to decide who is most suitable for this or that role. They play games and music and entertain each other. They make their own stage curtains and stage dress. They print their own journal, their invitation cards and paint their posters. They even sell tickets for their shows to raise funds to help needy pupils or improve on the school. They make a practical study of the neighbouring or other communities and establish strong relations which are usually useful to both sides. They even meet as court to correct each other and correct the school. In this way they fulfil the three criteria of a good society; first the society being able to understand and criticise itself fully and freely; and secondly, the society being able to assimilate and incorporate the creations of its leaders; and thirdly, the society being progressive, productive and useful to itself and other societies.



The pupils in such a school are alive, happy, active, occupied, creative, responsible, cooperative, independent and mature. They work very hard and that makes them very happy and lively because through their activity they develop self-confidence and self understanding which are realistic, productive, directive and self perpetuating.

We find that the good school emphasises the smooth transition from school life to community life. It also emphasises the smooth transition from home life to early school life. At one end the home curve and the school curve must make one smooth continuous curve and similarly at the other end the community curve and the school curve must also make one smooth curve. This implies one principle and that is the principle of security and confidence; but in actual practice it also implies a very large number of problems. The main problem arises from the fact that a parent or a teacher who has been brought up in the past is asked to handle the child in the present and prepare him for life in the future. The past has gone, the present is going and the future will soon be gone. The gravity of the problem is growing bigger because the rate as well as the acceleration vary a great deal from society to society.

A country like Egypt for instance is increasing in population at tremendous rate. The resources of the country increase at a rate which is slower than the rate of increase in population. This means that increase in population is ahead of the increase that can be made in education, health, social services etc. It also means that industrialization becomes increasingly important, and together with its corollary, urbanization, it tends to change the habits, the customs, the sources of security, the leisure-time activities, the values and even breaks up the old patriarchal family.

Such changes in population, urbanization, industrialization and exposure to impact by other cultures are not peculiar to Egypt, and therefore they should almost everywhere be anticipated, diagnosed and guided through education at all levels. They must be carefully taken into consideration by those engaged in national policy, economic planning and social reconstruction. As parents and as teachers we have to readjust to the changing situation. We do not have to just change our methods; but we also have to take into consideration our beliefs and emotional attitudes. People have to be educated and reeducated at the pupil's level, at the adult's level and at the leader's level. The objectives of such re-education or readjustment are collective progress, collective security and the individual's serenity, confidence and balance.

From an address to the Fifth International Congress on Mental Health at Toronto, in August, 1954, by Dr. A.A.H. El-Koussy, Dean of Education, Heliopolis University, Cairo, Egypt.



Pensionnat Sept Iles

Seven Islands Residential School

Rev. Father Leo Laurin, O.M.I., Principal

The most recently-opened residential school for Indian children serves an area in Eastern Quebec surrounding the town of Seven Islands, the centre of a region of accelerated industrial development. Operating as a boarding school for 160 children from distant settlements, Pensionnat Sept Iles provided schooling, including practical arts for boys and girls, this year to eighty-one day pupils whose homes are close enough for daily travel to school. This development of the combined day-residential school was given impetus at Crowfoot School in Alberta (Rev. Fr. Andre Charron, Principal) in 1947. To-day the residential schools across Canada enrol nearly eight hundred day pupils.

Recreation and Adult Education

I am frequently asked, what is the difference between adult education and recreation? The question is raised, I suppose, because some activities that are labeled "adult education" seem to have some characteristics similar to those labeled "recreation". A group of young women are making ceramics in a YWCA. Is this adult education or recreation? A group of young men and women are folk dancing in a park district fieldhouse. Is this adult education or recreation? Or how about a painting class, a music appreciation group, a camera club, or even a discussion group, that might be meeting in a church, a school, a social agency, or a community centre?



While adult education and recreation may always have some distinguishing difference in flavour, the evidence seems clear that they are closer and closer together in aims and methods. I hope that increasing numbers of adult educators will avail themselves of the recreation spirit in your splendid magazine, "Recreation". In turn, I'd like to invite recreation workers to become familiar with the adult education techniques described in our magazine "Adult Leadership".

From "Recreation" for February, 1955.



The Cub pack at the Anglican Indian Residential School.
Prince Albert, Sask.

Two boys in the front row are holding the shield for the winning team in the Ice Stampede in which cub packs in that area participated.



Girl Guides of Alberni Residential School;
At the left, the District Commissioner, Mrs. Abernethy.

ANNUAL SALARY INCREMENTS AND RECLASSIFICATIONS

A new procedure has been adopted for effecting salary increases and reclassifications for teachers. Teachers are no longer required to request annual salary increments. It is still, however, incumbent on the teacher to submit documentary evidence of successful completion of a summer school course as required by the Regulations for the Classification of Teaching Staff which were published in the September, 1954, issue of the Indian School Bulletin. The granting of annual salary increments is dependent upon satisfactory service and the fulfilment of the requirements for periodic summer school attendance.

A teacher requesting reclassification must submit documentary evidence of having obtained a higher teaching certificate, or of having completed courses in specialist subjects, and support the claim for reclassification with a statement of the duties now being performed. Similarly, a teacher who has been granted a university degree must submit evidence of the award in order to be entitled to receive a degree bonus. Teachers are invited to re-read the salary regulations in order to be familiar with the requirements for the various classifications and grades. Teachers who are interested in attending summer school courses should write to the provincial departments of education for bulletins outlining summer courses which are available.

Teachers who are classified as School Teachers, Grade 1, or Welfare Teacher, Grade 1, are urged to endeavour to improve their academic and professional standing. They should be able to indicate to the Department what specific steps they are taking to become certificated teachers. The attention of these teachers particularly is invited to the courses for teacher training offered by some provincial departments of education during the summer months. These short courses provide a convenient way for uncertificated teachers to obtain professional standing. Details of these special short courses in teacher-training are obtainable from the provincial departments of education of Ontario, Manitoba and Alberta.

Careers in Music



The Boys' Band at Kootenay Indian Residential School
Cranbrook, B.C.

This photograph, for which we are indebted to the Principal, Rev. Father G.P. Dunlop, O.M.I., illustrates an activity which has increasing significance for leisure-time enjoyment and gainful employment in adult life. The achievements and needs of such musical organizations at Indian schools are being reviewed. Much encouraging information has been received concerning the accomplishments of groups and individuals from several residential schools in Saskatchewan, notably Qu'Appelle, Duck Lake and Onion Lake, and from Blue Quills Residential School in Alberta. Among the day schools the consolidated school at Mount Elgin in the Caradoc Agency (Ontario) has a school band with a membership of fifty boys and girls.

Indians in Industry

"More and more Indians are leaving their reserves to take up work and residence in non-Indian communities. This means they are reconciled with our way of life and are anxious to share it not only on their own reserves and among their own people, but with the rest of us anywhere in Canada.

When it comes to employment, he is versatile enough to learn anything, if he does not already have a technical training of some sort. He is a good worker if he finds some sense to what he is doing and if he sees concrete results in a not-too-distant future."

In an article in "Food for Thought" for April, 1955; by Rev. Fr. Andre Renaud, O.M.I.

"From Oldest to Newest; Our Indian Citizen".

Vacation Transportation and Employment of Pupils

The Department is receiving an increasing number of requests to assist schools or parents to pay the cost of transportation of residential school pupils who spend the summer vacation at home.

In some homes where the costs of travel are beyond the means of the parents the return of the pupils for the long vacation is a further strain on resources, and the protracted holiday entails economic disadvantage to all concerned.

Some residential school pupils who cannot go home for the summer are guided by the school authorities into gainful employment often necessitating movement to a temporary residence approved by the principal. The experience gained under such controlled conditions affords an immediate introduction to practical economics and enlarges the student-worker's field of choice for post-school employment.

School and agency officials are requested to give immediate attention to encouraging older pupils to forgo taking a long trip and a long holiday in July and August, and instead to explore the possibilities of obtaining profitable summer employment.

As a further encouragement to students who accept such guidance, they are to be assured that they will be enabled to substitute a return trip home at Christmas. For that trip the Department will allow the measure of assistance that would have been allowed for the summer journey.

School principals are requested to submit during September particulars of pupils who have qualified during the summer of 1955 for this privilege.

The Abegweit on one of her daily runs across the Northumberland Strait.



from THE CANADIAN RED CROSS JUNIOR

The Islanders are justly proud of this ship, operated by the Canadian National Railways, that carries 70,000 automobiles and 200,000 passengers each year to and from their shores. Proud too that she was named the Abegweit, the Micmac Indian name for Prince Edward Island.
