



CANADA

DEPARTMENT OF
CITIZENSHIP AND IMMIGRATION

The Honourable J. W. Pickersgill,
Minister.

INDIAN SCHOOL BULLETIN

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Wider Horizons: Horizons plus larges

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The School Library

The Indian School Bulletin is usually published five times during the school year; in September, November, January, March and May. Recipients are requested to note that the Bulletin was not issued in May, September and November of 1956.

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ACKNOWLEDGMENTS

Our cover picture shows a group ready to make the bus-journey from Brandon Residential School to schools in the City of Brandon where these students are enrolled. In the picture from left to right are: Russell Everett, Clifford Abraham, Andrew Crate, Dick Hart, Walter Monias, Watson Wasicuma, Lawrence Ross, William Thomas, Hazel Shingoose, Betty Daniels, Phyllis Cameron, Alice Daniels, Irene Eastman, Edith Ross, Lottie Hall, Ethel Blacksmith, Mary Demais, Edith Tait, Clarence Prince, Wanda Thomson, Alma Standingready, Margaret Crate, Clarence Peters.

For the photograph we are indebted to the Principal, Rev. G. Roy Inglis.

C.A.F.C.

THE SCHOOL PROGRAMME

Many teachers in Indian schools are asking themselves and their school inspectors: How can I be reasonably sure that my pupils will be ready for public or private provincial schools when the time comes? Each year the number of Indian children entering provincial schools is increasing rapidly as our integrated programme forges ahead so that this question demands an immediate answer. It lies largely in the quality of the teaching but there are certain directional factors that play a significant part and it is to these that the teacher's attention is invited.

The Provincial Programme of Studies:

Every teacher must have in her possession for ready reference a complete, up-to-date copy of the provincial programme of studies for the grade(s) she is teaching. Furthermore, she must be fully acquainted with the course of studies and the underlying philosophy. Is your course of studies complete and up-to-date? If in doubt about any portion of it you should check with the provincial Department of Education.

The programme of studies is a guide for the teacher. It has been compiled with great care by committees of teachers and represents the best thinking on education for the children in the province. Few programmes are rigid with respect to the content of the course, and the standard of achievement to be attained by each pupil. Instead they are flexible, allowing considerable freedom to the teacher within a broad framework, stressing the importance of adjusting the programme to meet the needs of the individual. This freedom is a challenge to the teacher to discover and fulfill the needs of the pupils. Properly used it leads to the raising of standards of achievement with each pupil working to full capacity. Abused it leads to an unintelligent watering down of the courses, the omission of whole areas of the programme, and the repudiation of the programme of studies.

The appropriate provincial course of studies will be used in all Indian schools and interpreted in the light of the philosophy on which it is based. Adjustments to the programme of studies which do not come within its framework, such as the addition of new courses or the curtailment of courses, etc. will be undertaken only with the consent of the regional inspector of schools.

The Classroom Time-Table:

Having considered the broad programme of studies and the year's work, you are prepared for the all-important task of constructing the daily programme. This must divide the instruction time for the areas of experience into length, location and sequence of periods that make possible effective learning.

The daily or weekly programme of the school must include all of those activities which are considered essential in an Indian school. Some of these activities may be peculiar to an Indian school yet a part of the broad programme. For instance, the regular or irregular visit of the nurse or doctor should not deprive the children of a reading or an arithmetic lesson; it should be treated as part of the Health programme.

Every teacher must organize a time-table and have it on display in the classroom.

The time-table must reveal the current programme of the classroom. The form and terminology of the time-table should be in conformity with that of the provincial schools.

Readiness Programme:

The readiness programme in an Indian school does not differ from that of a provincial school although its scope and content may demand more time and special techniques, particularly where the child enters school with no knowledge of English or French.

The beginners' programme is chiefly concerned with the following learnings:

1. Becoming oriented in the new environment.
2. Learning to make social adjustments and improve personal relations in the classroom.
3. Learning skills and habits needed for daily living: for example; learning to speak English or improve use of oral English, learning about personal hygiene, caring for personal belongings, knowing how to carry oral messages, etc.
4. Having opportunities for making things and for creative expression in harmony with personal interests.
5. Learning through plays, games, and firsthand experiences.
6. Learning self-responsibility which lays the foundation for independent study at school.
7. Gaining a meaningful background for learning to read, spell and do arithmetic.

The readiness programme is basic to the success of the children in school. The questions arise, to what extent should it retard the child? And how can we keep up with the provincial schools if we offer a Beginners' Programme?

In the first place the teacher must gauge the readiness needs of the children and by means of grouping fit the programme to the need of the individual. The Beginners' Programme may extend over a period of one month to one year.

Secondly, the school programme of the first three years must be organized to accept promotions from grade to grade at various times other than at the beginning of the school year so that the pupil can progress at a pace suited to his learning capacity and will not be retarded by unnecessary repetition of the work in one grade.

The Use of Authorized Texts and School Materials:

The teacher must assume responsibility for the provision and maintenance of an adequate supply of authorized texts, references, and school materials in her classroom. To do this the teacher must be fully acquainted with the programme of studies for her grade(s) and the annual lists of authorized texts and references published by the provincial School-Book Branches. Since the courses of study are often devised with certain texts and references in mind, it is essential that they are available for the pupils as the basic tools of learning in the classroom.

You are requested to check your supplies against the provincial list of authorized texts and references to make certain that you have sufficient for the needs of your class. Any shortages or discrepancies should be discussed with the agency superintendent and requisitions submitted through the regular channels.

Records:

An effective instructional programme in an Indian school demands a record of information about the pupils and their progress in school. This has become imperative with the development of our integrated programme and the attendance of large numbers of Indian children at provincial schools, and the awarding of extensive tuition grants to pupils requiring further academic and vocational education.

Some records such as the school register are demanded by the department; some are required by the regional school inspector and some are imposed by the school routine. Record-keeping is undoubtedly becoming more complex and time-consuming, but it is generally agreed that the records are essential to the success of the modern school.

Every teacher is required to keep the following records:

1. The attendance record - School Register
2. Individual progress record of the year's work
3. Cumulative Record of the pupil's career in school

From these the teacher is required to make up and submit the following reports:

1. The Principal's Monthly Report.
2. The Teacher's Annual Age-Grade Report.
3. The Pupil's Report Card.

The effectiveness of your record system will depend upon the organization within the school for record-keeping, the continuity of the records and the accessibility of the records.

L.G.P. Waller
Chief Inspector of Indian Schools

OPERATION OF SCHOOLS

From time to time the Department and field officials receive requests for the early closing of schools prior to the Christmas, Easter and summer vacations. Requests from teachers for permission to teach on Saturday or a Statutory Holiday to compensate for closing school on a school day are also received.

The school calendar of the province, territory or municipality within the boundaries of which the school is situated is to be followed except that schools conducted under Roman Catholic auspices are not in session on the Feasts of Epiphany, The Ascension, All Saints and Immaculate Conception.

The Department does not approve operation of schools on Saturday or Statutory Holidays. Not only is it contrary to school regulations, but also it has been found by experience that attendance is invariably poor on these days.

If a principal or teacher considers that special circumstances warrant a change in the dates of operation of a school, full particulars should be submitted to the Superintendent of Education through the office of the Regional Inspector of Indian Schools for consideration well in advance of the regular closing date. After a decision has been made the principal or teacher will be notified.

If there is any doubt about the observance of a school holiday or the opening and closing date of school, teachers and field officials are requested to consult their regional school inspector.

SCHOLARSHIPS FOR INDIAN STUDENTS

The Department is instituting scholarships for worthy students of Indian status, commencing as of September 1st, 1956. The first awards are to be made in June, 1957. The proposed scholarships are as follows:

- (1) Eight Senior Matriculation Scholarships, one to be awarded annually to the top Senior Matriculation student in each region (provided that the average of such student's marks is at least 60% and that said student continues with further education at an accredited university). The amount of the Senior Matriculation Scholarships will be \$750.00 for Arts courses and \$1,000.00 for professional courses other than teacher training or nursing.
- (2) Eight Teacher Training Scholarships, one to be awarded to the top Junior or Senior Matriculation student in each region who is accepted by an accredited teacher training institution, exclusive of short courses held during the summer months. Amount of scholarship is \$750.00.
- (3) Eight Nursing Scholarships, one to be awarded to the top Junior or Senior Matriculation student from each region who is accepted by an accredited hospital for a course leading to a Registered Nurse. Amount of Scholarship is \$500.00.
- (4) Eight Vocational Training Scholarships, one to be awarded to the best high school student, Grade 10 or above, in each region who is accepted by an accredited school for vocational training in commercial, technical, or other vocational subjects. Amount of scholarship \$400.00 to \$750.00, according to the course chosen by the student.
- (5) Two Agricultural Scholarships:
 - (a) One for the top Senior Matriculation student in Canada who is accepted by an accredited university for an agricultural course. Amount of scholarship \$750.00.
 - (b) One for the best high school student, Grade 10 or above, in Canada who is accepted by an agricultural school. Amount of scholarship \$500.00.

It is expected that the scholarships will be somewhat above the amount usually given to a student under tuition grants, according to each category. In a later issue there will be more information regarding these scholarships and how nominations for awards are to be made.

Teachers' Conventions and Institutes

Now that a large percentage of the teachers in Indian schools are attending an annual teachers' convention, it has been considered advisable to issue a directive covering this phase of our in-service program, which will govern the conditions under which teachers may attend these conventions.

1. Principals and teachers may attend one annual teachers' convention only during the academic year, September 1 to June 30.
2. The school may be closed for two consecutive teaching days to permit teachers to attend an annual teachers' convention. But if the convention is held at a place over 100 miles away, the teacher(s) at that school may close the school for three consecutive days in order to attend the convention. This will give the teacher with long distances to travel to the convention ample travelling time. In making this concession it is assumed that the convention will be so arranged that teachers living at long distances from the convention centre will be able to make the trip one way on their own time.
3. By closing a school to attend a teachers' convention the teacher is obligated to attend that convention for the full session, and a statement signed by the secretary of the convention should accompany the No. 2 copy of the Principal's Monthly Report to the regional office.
4. In those regions in which the Indian school teachers organize their own annual convention, that convention should be regarded as the official convention and should be attended by all teachers intending to attend an annual convention. If for some good reasons a teacher wishes to attend a convention other than the official convention she should request permission of the Regional School Inspector to do so.
5. In those regions in which teachers in Indian Schools regularly attend the local provincial annual teachers' convention permission to close the school for this purpose must be obtained from the Regional School Inspector or the Agency Superintendent who will inform the Regional School Inspector of any action he has taken in this respect.
6. Teachers in Indian schools are permitted to attend recognised teachers' institutes whether organized by the Indian school teachers or by the local provincial teachers' organization, providing attendance at such meetings does not entail the closing of the school for periods of more than one school day. A maximum of three days may be allowed for attendance at three institutes during the school year.

OUR SCHOOL COUNCIL

After five consecutive years of teaching in the same Indian day school, to the same grades and mostly to the same pupils, I was near thinking that I had spent the best and the last of my new ideas and creations to fire the minds of my pupils. September was close at hand. All that I had to do now was to sit back, to follow in the old track, and to compare notes with the results of past years, for I had done with "new things and faces, and wonder places." I confess this to be top-secret in the accounts of activities that find their way into my School Diary - which incidentally exists only in my imagination.

But, back from the recesses of my mind came a vibrant voice calling the Reveille. "Clay lies still, but blood's a rover." I awoke with a plan: A 1956-57 School Council. Would this extra-curricular activity work in an Indian day school? Would my ambitions out-distance my possibilities and energies? Would not my dream, when materialized into working reality, become a burden rather than a help? These second-rate considerations held me back awhile, but the "sesame" that reactivated my spirits was simply to examine how much I desired the thing and to remember that all the things that are worth having demand the investment of time, creativity and patience. Then and there my School Council was born.

Organized according to the pattern of our Indian Band Council, the purpose of our School Council should be twofold:

- (1) To develop in the pupils a sense of responsibility, cooperation and leadership which will flower into good citizenship.
- (2) To help the teacher in her task and render discipline a more acceptable obligation for both teacher and pupils through better understanding.

With these purposes in mind, and a glow of enthusiasm at heart, my next task was to introduce the idea to the children. Instead of the dull and dry acceptance of facts which I had half-expected, the pupils caught the spark and nearly set the class on fire with their applause. Immediately we proceeded with nominations for the officers: a chief, two councilors- the first one to be secretary, the other treasurer-, and five monitors. Elections were made by secret ballot for each office, and it was gratifying to see our democracy in action. A motion of congratulations to the new officers was carried. We decided to hold meetings every other Friday at 3 p.m. At the first meeting I was surprised and gratified to hear the Secretary's Minutes of the elections. She, a girl of grade seven, had anticipated my explanations of the duties of the officers and had recorded every word in a not too jumbled manner. Our Treasurer, a grade six lad, was entrusted with the care of the Holy Childhood activities: collecting the membership fees and contributions and keeping a record of all the money received. The Monitors are in charge of the cleanliness and tidiness of the classroom as well as the pupils' personal cleanliness. They are supervisors and responsible for the work and silence in the teacher's absence from the classroom. They also help the teacher with drills in spelling and numbers in the junior grades. Since there are five monitors there is one for each row of desks. We hold a secret meeting every other Friday p.m., where the Chief acts as Chairman and the Monitors offer an oral report of their work and the results of their endeavors. I said it is a secret meeting and I think it is necessary that it be secret for the sake of freedom of speech and because of the nature of the reports that the Monitors have to submit. The teacher assists at the meeting as a guest and only to offer guidance and encouragement when necessary. This she tries to do discreetly, in order to leave to the children the whole responsibility and credit for the organization. They enjoy themselves

while they work together and know that their working is important for school success.

Is it worth the time and effort? Writing after more than two months experience under our new regime, I can truly say, "Yes". But the measure of material success even when it means orderly desks, cleaner clothes, fresher complexions, quiet and well-behaved class, is not the primary gain of such an enterprise. Is it worth our time and effort to awaken in our Indian children a sense of responsibility as citizens of a school which will continue to grow until one day these boys and girls will be conscious of their responsibility as citizens of a country? Is it worth our time and effort to make our Indian children feel that they can do things by themselves, to open pathways to distant horizons? Is it worth our time and effort to watch leadership abilities develop and creative talents flower; to see children sharing ideas, experiences, materials; to know that boys and girls like to join hands with teacher to share a delightful school experience? I have a hope that even more beneficial results will be manifest. Who will then deny that the effort is worthwhile?

- By Rev. Sr. M. St. Bernard, Principal at Longlac School, Longlac, Ont.



Principal and Student Councillors at Longlac School

SCHOOL BROADCASTS 1956-1957

By the courtesy of the Director of the Audience Research Bureau and the Supervisor of School Broadcasts for the Canadian Broadcasting Corporation a copy of "Young Canada Listens" (1956-57) has been supplied to each Indian school.

The principal or teacher-in-charge is requested to make "Young Canada Listens" available to each member of the teaching staff. This fifty-page booklet, primarily concerned with the radio, has implications for the use of the phonograph, rhythm band, and visual aids.

Provision is made for the teacher in Indian schools to help in planning next year's programmes. The booklet contains four "Evaluation Report" forms for completion by the teacher. When completed, the reports should be directed (postage free) to Indian Affairs Branch, Ottawa.

PHYSICAL EDUCATION PROGRAMME FOR INDIAN SCHOOLS

Every school should have a well-planned, well-organized, and well-integrated physical education programme as part of its regular function as an educational institution. Planned recreation should be considered an integral part of the school programme just as reading, writing and arithmetic are. Of course, the larger the school the better the programme which can be developed, but even one-and two-room schools can develop worthwhile projects in physical education.

Purposes of Physical Education

(a) To improve posture and health. (b) To induce better mental and motor co-ordination. (c) To teach exercises, games, sports and profitable use of pleasure time. (d) To give enjoyment. (e) To develop team work and team spirit. (f) To assist in the achievement of good mental health.

A Physical Education Programme should include

(a) Physical training (b) Games and Sports (c) Track and field meets (d) Athletic stunts.

A. Physical Training Programme

The physical training programme should be so planned that each period will be enjoyed by the pupils and will include muscle-building, posture-development and motor co-ordination exercises. It would appear that the continuous rhythmic exercises, swinging easily from one movement to the next without intermission, are favoured by most instructors at the present time, but for teachers who do not understand this type of calisthenics, the ordinary setting-up exercises, well planned and efficiently handled, are quite acceptable. These should be so planned as to develop the muscles of the hands and arms, feet and legs, neck, back and stomach, etc., during each period. Kindly keep in mind that music with the proper tempo is a great asset in rhythmic exercises and that each period should include an enjoyable active game. Suitable games might be:

(a) Relay races of various types. (b) Broom ball (c) Dodge ball (d) Shinney (e) Group games of various kinds, e.g. Three Deep, Prisoner's Base, etc.

B. Games and Sports

Games are excellent to develop muscles, motor co-ordination, team work and to give enjoyment. They should probably be considered in two categories. The first as a league activity and the other as a source of active play and fun. In league activity we think of such games as volleyball, basketball, and softball, etc., for the girls, and softball, soccer and hockey, etc., for the boys. In this area of the programme the first requisite is the teaching of the basic rules, movements and plays. The second is the perfection of these, while the third and most important is to try and induce every physically fit child in the school to participate and become reasonably proficient in one or two games. House or school leagues should be considered much more important than entering outside leagues from the standpoint of the over-all value to all pupils in the school. However, this does not mean that Indian boys and girls should not compete against non-Indian schools, nor play with non-Indian teams. On the contrary, this is a highly desirable means of acculturation at present, and should be encouraged at every opportunity. Games for active play and fun should also be considered and taught for the sheer enjoyment of playing them and the development of a team spirit. These games might include indoor hockey, broom ball, shinney, pin football, etc.

C. Track and Field Meets

More stress should be placed upon this phase of athletics than has been done in the past. At Walpole Island last fall a most successful track and field meet was held with five reserves competing. Indian boys and girls can excel in track work, if they are given the proper training. However, the first thing to keep in mind in this regard is that in order to succeed, systematic training is necessary. As well as this, tested and approved methods and techniques must be followed. If you wish information in this regard, kindly write to Branch Headquarters for the same where we have for distribution upon request the following pamphlets:

1. Track and Field Rules

2. Training for

(a) The High Jump (b) The Broad Jump (c) The Shot-put (d) Sprints (e) Running (f) Pole Vault

D. Athletic activities and stunts

In any recreation programme do not forget the value of such activities as Indian club swinging, pyramid building, picnics, hikes, folk and square dancing, and gymnastic stunts.

DIRECTIONS FOR GAMES

1. Pin-Football

This is a fine game for a goodly number of players, especially if the play area is of reasonable size. The game is played with an old soccer or volleyball, stuffed with cloths. Two pins (or tins) are set up in the centre of 10 ft. circles at the opposite ends of the play area. The children are divided into two equal teams and play in a manner similar to soccer football, kicking the ball but not touching it with their hands. There is no goal-keeper and no one is allowed in either circle. If any player enters a circle or touches the ball with his hands, the opposing team is given a free kick from a line drawn 10 ft. in front of the pin. A score is made by knocking the pin over by kicking the ball against it. To start the game or commence play after a scroe or an error has been made, the ball is centered off from mid-field.

2. Snow Snake

This is an Indian game and creates much interest in eastern Canada. A "snow track" is made on a river, lake or level plain by heaping the snow up and then pulling a straight, smooth sapling, three or four inches in diameter, along the top of the heap of snow in a straight line. Then the track is smoothed and iced. The "snake" is a six or eight foot piece of straight hardwood with a leaded head to give it weight, highly polished and carefully tapered to a somewhat flattened tail with a notch in it to act as a finger grip. The only thing to propel the snake is the thrower's arm muscles and a certain writhing movement, such as a snake produces, as it speeds along the iced track. Usually two tracks are made side by side and the boys or men compete in pairs. However, these tracks must be made long, because champion throwers can propel their snakes prodigious distances, even up to a mile.

DIRECTIONS FOR ATHLETIC STUNTS

1. Leg Wrestle

Two boys lie on their backs side by side, facing in opposite directions, and hook adjacent arms. Inner legs are raised on count to a vertical position and lowered to the floor. On count of three, boys hook legs and each attempts to turn the other over.

2. Back Breaker

Two boys sit facing each other with legs bent and feet together. A broom stick should rest on their toes. Boys grasp broom stick with both hands, and each tries to pull the other off the floor on the word "pull".

5. Rooster Fight

Two contestants fold arms and raise one foot from the floor, hopping about on the other foot. Each tries to bunt the other off balance or by dodging, allows the other to put himself off balance. The first to lose balance or lower the raised foot to the ground loses the contest.

Findlay Barnes,
Supervisor of Physical Education and Recreation.

Preparing for Careers



The Old Log School at Montreal Lake, Saskatchewan



Mr. Rodrigue Le May, Supervisor of Vocational Training,
and a Group of Students of Home Economics

When a new multiple room school was provided at Montreal Lake, the substantial log structure shown in the top photograph was converted for use as a Home Economics Centre offering day-time and evening courses in Practical Arts.

Classification of Teachers and Salary Schedule

The 1956 revision of the Regulations for the Classification of Teaching Staff and the revised salary schedule are included in this issue of the Bulletin.

In April, 1956 teachers were informed of the new policy regarding payment for living quarters and services. When an employee occupies Crown-owned housing or when an employee uses Crown-owned furniture, fuel, etc., in his living quarters, a charge for occupancy or use is made. Whereas formerly teachers were paid for their services partly in money and partly in money's worth (housing, fuel, etc.), payment is now wholly monetary.

Salary rates for the teaching staff in Indian schools have been increased in accordance with the rates in effect in other schools. Effective September 1, 1956 each salary rate also includes an extra three hundred dollars replacing the allowance in kind of Crown-owned housing, fuel, etc., so that the material aspects of the employer-employee relationship are reflected in monetary terms.

The tabulation below permits comparison of the former and present minimum and maximum salary rates for each classification:

<u>Classification</u>	<u>1954 Schedule</u>	<u>1956 Schedule</u>
School teacher, Gr. 1.,	\$1300-1900	\$1700-2300
School teacher, Gr. 2.,	\$1900-2800	2300-3200
School teacher, Gr. 3.,	2200-4000	2700-4500
School teacher, Gr. 4.,	2450-4250	2950-4750
Principal Gr. 1.,	2850-4200	3450-4800
Principal Gr. 2.,	3150-4500	3600-4950
Principal Gr. 3.,	3450-4800	4350-5250
Principal Gr. 4.,	3600-4950	4500-5400
Teacher, Welfare, Gr. 1.,	1620-2340	2100-2820
Teacher, Welfare, Gr. 2.,	2340-3420	2820-3900
Teacher, Welfare, Gr. 3.,	2700-4680	3300-5280
Teacher, Welfare, Gr. 4.,	2850-4830	3600-5580
Welfare Principal, Gr. 1.,	3000-4800	4020-5640
Welfare Principal, Gr. 2.,	3500-5120	4080-5700

The bonus payable to the possessor of a university degree has been increased from \$120 to \$400 per annum. The maximum credit for previous teaching experience allowable on appointment is still five years, and no change is made in the requirements for periodic attendance at summer school courses.

The rates payable for Principals and Welfare Principals have been realigned on the printed salary scale form in accordance with the regulation requiring three years of teaching experience before classification as Principal and Welfare Principal, Grades One and Two; and requiring six years of teaching experience before classification as Principal Grades three and four.

The effective dates of the revised salary rates and of the new policy regarding deductions for housing, fuel, etc., coincide - September 1, 1956. Each present member of the teaching staff who was employed in an Indian school during the 1955-56 school year has been notified of the change in his or her salary rate. Most salary cheques which are now being issued will reflect the revisions. If there appears to be any omission or discrepancy the teacher concerned should invite the attention of Departmental officials to the matter as soon as possible.