

[entw 1950-1957]
Garnier College,
Spanish, Ontario.

Dear Father *Dwyer*:

P. C.

I am enclosing two forms which I would like you to return to me as soon as you can. I would like to have this information for Father Provincial when he comes up on the 18th of May, if at all possible.

The first form is a list of all the children from your missions. I would like you to mark after any of the students of Grade 1 to 7 level if you think they could be educated at home and indicate ^{after} each one who can't be the reason (e.g. transportation, home conditions, etc.) This does not mean that they will stay at home next year necessarily. I would like to have authoritative information on them.

As far as I know, we are going to carry on as we have in the past year. We accepted whites as well as Indians because the Dept. was not sending us students. At present our numbers are down to 117 Indians and there is a good possibility of the number going down to 100 next year with the present policy of the Dept. We don't want students just to have students. We only want those who need this school or should be going here instead of to a non-Catholic school.

We had a total of 33 non-Indian boys and about 40 non-Indian girls. The numbers have gone down a bit because some of the students moved away - parents - construction workers. We are going to continue to accept non-Indians and even go after them. We want to know ahead of time the number to expect, ~~so we have made out a prospectus for that purpose.~~ It will give you some idea of what we are charging non-Indians. If it came to the point where we would close as a school with Dept. connections as at present, we would use ~~these rates~~ for Indian students whom the Dept. might send here.

The second form is the Questionnaire re-Students. This would be very handy information for me in several ways. If you have anything to add, I would be only too glad to have your suggestions.

The enclosed prospectus has the approval of Father Prov.

Sincerely in Xto,

W. Maurice J.
Father W. Maurice, S.J.

Re Garnier College

(1) No reason why Garnier cannot be a great boon to Catholic education and provide a sound Catholic and scholastic training, but much more emphasis must be put on studies and much less stress on turning out the best hockey team in the district or all Ontario. So far we have had quite successful hockey teams, but very few serious students and even less successful graduates.

2) I personally haven't very high hopes of our obtaining white students for High School in any great numbers, who will live contentedly for long with Indian students

[entre 1950-1957]

especially under living and boarding conditions in this building as it is today — far below the standards of comfort, convenience, sanitation etc of the new modern district High Schools being built in this district. I feel it will be a long time yet before the white boy will accept the Indian as anything more than an Indian.

3) I don't see how it will be possible to send all boys from Grade I to Grade VII away. Many of the children here are orphans or near-orphans or children from homes far from suitable for a Catholic and good moral upbringing. Foster-homes are not the answer as only Indian

people would accept them and I know from 15 or more years experience with Indians, that foster children would be most unhappy and little better than slaves in such a foster-home. Indians no matter how pious they are, just won't accept such children on a par with their own flesh and blood children, and will look after them only for the cheque they receive for their keep or for the work they can get out of them. I've seen that more than once with my own eyes.

What to do?

If the Government will cooperate and send enough Indian pupils yearly and

pay sufficiently to run the school at least at no loss on our part, I'd say, keep it a strictly Indian school both for grades and high school.

If they won't do so, then I don't see what can be done except to keep it as it is at present, taking whatever Indian children we can get from the Department and supplementing their number up to say 200, with white boys from Grades I to XII. From both sources we should be able to get a yearly enrolment of from 150 - 200. Above all else though we must insist on serious students rather than

My thoughts on the matter in brief.

1. High School. The Dept. is not interested substantially in a High School (bicultural) at Spanish, even with a measure of integration.

I suggest these reasons:

2) Elementary School.

They are trying to set up local day schools etc & use C. Aid Soc. where possible etc. etc. but crowded bicultural schools still necessary for some years for them to face the bicultural problem. Chilren they will accept our school! Provided the Chilren here prefer religion, music etc - we should consider It is not only a problem. - (Spanish word - ambiguity)

1) They look unfavorably upon our poor physical plant etc.

2) They want integration in White schools - where the Indian has to accept the standards of prominent families (Whites)

3) They are bound by law & education only to Grade VIII - i.e. the Indian student is not bound to attend school after that grade.

4) They do not see how they could enroll a large number of Indians beyond the High School level - at present.

BELLARMINE HALL

226 St. George Street

Toronto 5, Canada

Preliminary remarks--

Elementary

[Faint handwritten notes and scribbles at the bottom right of the page, including the word "Elementary" and other illegible text.]

Brief Synopsis of Spanish negotiations.

I. Feb. 20, 1957. Note - preliminary discussions with various officials including Northern Superintendent - Mr. Matters. (Ch. Bay)

Purpose {

1. To discuss broadening of H.S. courses - (formal) reception.
2. To obtain greater financial support - asked for detailed statement & reasons to justify same.
3. To sound out "integration" policies - their general aim & hope - not at Spanish.

II. Mr. Darcy notifies me of Surrey Committee - for the prohibition of Northern Cereals - requirements etc. (H. School).
 Chief Inspector Walker; Supt. Regional (Matters), & Inspector Reed.
 The report of this visitation from Pt Maurice - very routine etc. & easy.
 Apparently somewhat fuller at York School.
 [The plant was given some appraisal.]

A letter from assist. Supt. which I answered - promised some action but -

III. Aug 14th - (6 months later), I was asked to come to Ottawa & discuss the report.
Meeting Aug 22nd - Pt Maurice, Pt Maurice & I met. Ch. Jones & Mr. Darcy

Proposal - not at all satisfied with the present plant; offered to buy building & some land for a Government run school:

- 1) Surrender school and completely - (Portals in Sudbury)
- 2) Integrate totally (or partially - later) elementary school with separate school at Spanish.
- 3) Reconstruct for promotions & perhaps some classes.

We explained - our role reduced to supervision & some guidance at elementary level.

cf. letter

Counter Proposal - attempt to negotiate at Spanish by

bringing in the whites; financial support, subsidization & co-operation by the Dept. to broaden H-school courses. fine integration (of a type); increased funds etc. - (keep grades 9 & 8 - H school)

IV. Letter from Mr. Dancy, reviewing the findings of the meeting Sept 4th, & the proposals. The burden of planning, enrollment, report on construction - costs - the drawing up of the course was placed wholly upon the Grants. (preference of white state)

Mr. Dancy moves closely to preschool hopes - C.C. V

The Dept. of Education, said it would contribute to the cost of construction.

V. After submitting his report to the Committee's meeting in September 1957 I wrote correcting several points and asking for a co-operation & team effort. While we were willing to make a preparatory study of the area & its possibilities -- we expected the govt. to share the burden of this undertaking.

There has never been any acknowledgment of this letter.

VI
C.A. Soc. 1/6/58
local schools
Pres. Hampton
Elementary school
of financial
6/24/58
6/27/58
at meeting

On June 4th 1958 - at the request of his Provincial I interviewed Col. Jones & Mr. Dancy -

I explained our thinking re the Elementary School. (5 points) C.A. Soc.: had local school, Pres. Hampton
I explained our ambitions to continue, re: salary, H. Soc. - Enrollment - salary; - building - financial - Nothing decided - but this was our present thinking

VII
June 11th 1958. Mr. Dancy's letter of letter as read - my thinking - H-school - the govt is unwilling to make the Indian H-school (11 mixed one, of Spanish. 2) Elementary - [Indian education not voluntary after grade 6] Type of welfare work in the brain - the general impression is that one appropriation will be made

160 WELLESLEY CRESCENT
TORONTO 5, ONT.

SPANISH

BOOKS:- There are two different sets of books: one for the Community and one for the Boys. A special system has been introduced by the Government Department of Indian Affairs for the Boys' Accounts, and as a Government Chartered Accountant goes over the books, there is nothing for the Society to do in the way of checking on the expenditures of the money sent for the upkeep of the young Indians.

The Community books are kept after a fashion. In time the Province system will have to be introduced.

Insurance policies are kept in the safe.

The Parochial church belongs to the Society. According to the then Superior the Bishop was acting as if the church and grounds belonged to him. (N.B. The Church referred to is in the town of Spanish). The deeds are kept in the safe. The Insurance on this Church is paid by the C.W.L.

Father Superior does practically all the buying. He deals with the same firms, obtains articles at good prices. Bills are paid monthly.

The Laundry is sent to the convent, and is carefully checked before and after. A point of cleanliness comes in here. The Sister Superior at the convent told me that the state of the boys' clothes was nothing short of disgusting when they were sent over to be laundered. The Sister in charge of the laundry department said that sometimes she is nauseated by the awful odour emanating from the soiled clothes. It seems that the principle on which the boys are brought up is that they are by nature dirty and that therefore it is useless to try to keep them clean. With a good deal of patience and time the boys could be taught habits of cleanliness and be made to take better care of themselves. Meanwhile it would be at least a matter of courtesy to the good sisters to give, if necessary, the boys a change of clothing a couple of times a week; after a while these little Indians would not feel that it is such a strange thing to be clean 2 days out of the week instead of once a week.

SALARIES:- There are a couple of laymen on the teaching staff, and two or three domestics. They seem to be satisfied with the salary they receive.

Profit from the mill is negligible.

Farm products are sometimes sold, when there is a surplus.

The Codex Missarum is being properly kept. The stipends have been kept up to the present.

INVESTMENT:- The School owns one share of Preferred Stock of the Co-operative Fédérée de Québec. Dividends are occasionally paid. The last one was \$15.

I am inclined to think that too much cash is kept in the house. As the nearest bank is in Killarney, I believe, it is not easy to make frequent deposits. There should be

SPANISH (cont'd)

separate cash boxes for the Community money and for that of the boys; as the books have to be kept separate.

The monthly meeting required by the Instructio is not held. The Father Superior is the Procurator; this should not be. It is suggested that a younger Father be appointed Consultor de rebus temporalibus. The present one is too old and does not understand anything about books or administration.

Proper precautions seem to be taken in case of fire.

CLEANLINESS:- In July the place was indescribably filthy. As there is a proper Minister there now and improvements were under way, it will not be fair to form an opinion about the state of things until another visit is made.

The Infirmary is being kept in splendid shape. It took weeks of continual work to get it into decent shape.

CHARGES:- I am informed that a number of Fathers come from Sudbury College to make their retreat at Spanish. No charge has ever been made for their stay. It is claimed that if they were charged they would not come back. That is no excuse for not following the custom being established in the Province. It is a small charge and a tiny fraction of the money that is paid to the Lower Province.

INDIAN DEPARTMENT:- There is a question that should be carefully examined and proper measures taken to straighten the matter out. The arrangement usually made with the Department is that Ottawa provides two-thirds of the money needed to run the school, and the denomination one-third. The Staff's salary comes out of all this money. The laymen's salaries are definite enough. But there is no proportion for the Superior's salary (i.e. as Principal of the School), nor for the other members of the Staff S.J. Whatever was left over from the Department's contribution after exceedingly economic expenditures had been made, was taken as salary, and a good deal of it sent to the Arca. The Government gives \$140 per annum for each boy. There were last year about 125. It would take days to find out just how much went to the Society in the form of salaries. The Agent of Indian Affairs has asked that this be rectified, and that a proportion for salaries be established.

BELLARMINE HALL

226 St. George Street
Toronto 5, Canada

MEMO:

Preliminary remarks - former discussions, last letter, etc.

Elementary School - Jesuits plan to close their boys' (elementary) school. They now feel that the Children's Aid, increased local schools, Bus transportation of school children, the unprofessional (for them) type of work at this level and finally financial losses are such as to necessitate this step. (cost accounting has been done recently.)

High School - The Jesuits would consider conducting the boy's high school only under the following conditions:

1. A written guarantee of a full complement of Indian students to assure us of a 150 student High School. (Whites could be invited to attend and reasonable efforts made to attract them - nothing guaranteed by us.
2. A written guarantee by the Dept. that it would subsidize the required equipment for broader than academic courses - manual training, motor mechanics, etc.
3. A guarantee (in writing) to pay the salary (or salaries) of a vocationally and technically trained teacher (or teachers).
4. A guarantee to build whatever additional facilities are required, e.g., a manual training shop - for the satisfactory conducting of this type of school. (Qualified academic teachers, administrators and guidance personnel would be supplied by us.)
5. Grants of an increased nature would be paid by the Govt. for these Indian students. Cf. cost accounting reports.

C. J. Crusoe, S. J. (Director)

Indian Residential School

Spanish, Ontario

Dear School

Inspector of Separate Schools - Grades 1-10

Mr. Fred. R. Mills
224 Hugill Street
Sault Ste. Marie, Ont.

Order of Control

Inspector of Secondary Schools - Grades XI - XII

Mr. A. H. McKague
Department of Education
Parliament Buildings
Toronto, Ont.

- ① Hon. J. W. Pickerskill
Minister of Citizenship
and Immigration
- ② Mr. Lavel Fortier
Deputy Minister
- ③ Col. Jones - Dir. Indian
Affairs

Sault Ste. Marie Indian Agency Superintendent

Mr. J. T. O'Neill
Superintendent
Sault Ste. Marie Indian Agency
Sault Ste. Marie, Ont.

④ Mr. R. F. Davey
Superintendent of Indian
Education

Regional Inspector of Indian Affairs

Mr. A. Reid
Box 292
Indian Affairs Branch
North Bay, Ont.

Mr. Smith
secy
not with
dupes
R. Mulvihill

Regional Supervisor of Indian Affairs

Mr. Fred. Matters
Regional Supervisor of Indian Affairs
269 Main Street West
North Bay, Ont.

Mr. Smith
Bennit
Blaschke
City
Allen
Griff

Superintendent of Indian Education

Mr. R. F. Davey
Superintendent of Education
Department of Citizenship and Immigration
Indian Affairs Branch
Ottawa, Ont. - *Copeland Building*

D. Pulton - Dir. of
J. W. Pickerskill
M.P.

Mr. S. Ontario
Mr. Mansel
Reg. Supervisor
P. Office Bldg.
(look up.)

Dir. of Indian Affairs
Col. Jones (Ottawa) Parliament Bldg. / Dept. of C. & Imm.
Deputy Minister - Fortier (can!!) Minister Pickerskill Hon. J. W.

BELLARMINE HALL

226 St. George Street
Toronto 5, Canada

Data of Proposed Questionnaire.

A. Welfare cases. B. Integration Policy. C. Policy re technical & vocational training.

A. Welfare cases:

- 1. Is the policy of using Children's Aid Society (foster homes) in an experimental stage?
- 2. To what extent is it being used (1) in Canada, (2) in N. Ontario?
- 3. What have been the actual results thus far?
- 4. To what extent does the Dept. plan to enforce this procedure through its field operators? What measures are being used or will be used in the immediate future? (Mr. Matters--North Bay)
- 5. Does the Dept. set a quota for Residential Schools? On what basis? Does this apply to H.S. recruiting?

B. Integration Policy:

- 1. What is the desired general policy of the Dept.?
 - (a) Re the Reserves.
 - (b) Re the Schools--(1) Elementary, (2) Secondary.
- 2. Is the Dept. aware of the grave dangers of an acceleration policy?--cf. U.S.A. Oklahoma Indians--Slums--75% return to Reserve.
- 3. Assuming that the Dept. plans to safeguard the religious educational rights of the Indians (Art. 117) Indian Act, would the Dept. be interested in the project of integration by opening Spanish to white students?

C. Technical & Vocational Education.

- 1. What is the present viewpoint of the Dept. in this matter?
- 2. To what extent is the Dept. prepared to subsidize a workshop in which proper courses under a qualified instructor could be given?

Question:

Does the Dept. foresee the gradual but certain closure of most of its Indian residential schools (67) as a result of the use of Children's Aid Soc. and an Integration policy?

C.P. Course, 8/1

BELLARMINE HALL
226 St. George Street
Toronto 5, Canada

- A. Department's policy on Welfare Cases among Indians.
- B. General policy of the Dept. regarding integration of Indians & white children.
- C. Department's attitude toward technical & vocational school training for the Indian.

A. Welfare Cases:

- ① Is the policy of using Children's Aid Societies in an experimental stage? for foster homes.
- ② To what extent is it being used in N. Ontario?
- ③ What have been the actual results thus far?
- ④ To what extent does the Dept. plan to expand this procedure through its field operators. What measures are now being used or will be used as of this present time?
- ⑤ Does the Dept. set a quota (300 stated) for particular schools? if so - what is the basis of this action? especially N. Ontario (recruitment).

Matters!

B. Integration policy:

- ① What is the desired general policy of the Dept.?
 - (a) at the Secondary School level? -
 - (b) at the Elementary School level? -
- ② Is the Department aware of the grave dangers of an acceleration policy - cf. U.S.A. unsatisfactory experiment with Oklahoma Indians. 75/110
- ③ If plans call for a ^{series} more natural growth of the project based on preparation of Indian through education, ~~and~~ safeguarding the right of the Indians to

Integration -
(1) Welfare cases
(2) Schools

their own religious education (as ^{stated} in Art. 117 - ~~Indian~~
Affairs Act.) The Indian Act. :-

1) What does the Department plan to do ^{with the} ~~the~~
Indians in those regions which ^{now} have not sufficient
schools for the white children of a growing
white population? -

1) at elementary level

2) much more so at secondary level -

eg. Spanish in N. Ontario.

2) Would the Dept. be interested in discussing
this problem with the authorities of an
Established ^{Indian} Residential School such as Spanish?
with a view to integrating white day-students
and Indian Residential students.

C - Technical & Vocational Training

① What is the present viewpoint of the Indian Dept. on this matter?

② To what extent is the Dept. prepared to subsidize
a workshop in which proper courses in technical
training under a qualified instructor could be given?

~~In view of the ^{many} ~~great~~ ~~problem~~ ~~involved~~, the ~~complex~~ ~~factors~~~~

In view of the many factors involved in the problem,
does the Indian Dept. feel it can ^{safely} embark on a
program which will bring about the closure of
its ~~at~~ present ~~&~~ Residential Schools and ~~prevalence~~ ⁱⁿ ~~Canada?~~

- Comments! 1.

III Would the Dept. be prepared to make a substantial grant - I have a qualified teacher & help set up vocational & technical courses - for the large number really not fitted for a H. school

age 13-16

Article of P. J. Lavelle in Passing Record

Course - whether academic or even technical diff of a high calibre (e.g. certified courses - my good students - technical school)

Vocational Boys: Commercial, Domestic Science, Home Economics
Girls

What would Dept. demand? Equipment? Courses? Instructor? Cost?
2) What would it give?

Even if this were only for the next 10-15 yrs - transitional period in this industrialization question?

Mr. Nutters said a substantial grant could be hoped for -

Is this true? -
Would the Dept. - study the question & report.

understand

Feb. 20

BELLARMINE HALL

226 St. George Street
Toronto 5, Canada

Director R.R.

Interview with Col. Jones & Major Dorey (Superintendent)

Welfare
Welfare
cases.

In a very satisfactory interview with Mr. Matters
Regional Supervisor for N. Ontario

we were assured that
(a) the contracts with children's welfare societies will
not be retro-active. - hence will not
affect parent school
attendance.

(b) The agreements will not lessen the school
population of residential schools because
there are many to be brought from north
etc.
- for next 15-20 years - at least - no question of
need of a school such as Spanish

Is Ottawa official opinion in accord with this
statement?
Reply - Yes!

Integration:

1) Mr. Matters said a policy of integration
(even in a limited way) at Spanish would
be met with the Department's warmest approval.

- Is this so? - Reply - yes, qualified

note - we are not at all sure of the feasibility
of this - attitude of white population
etc.
would have to be investigated.

Problem - If Dept. plans to send 14 school children
& white schools - (1) How protect 117
(2) How educated the 75,706 who
not capable of this?

Noted
at
Sunday??
for elite -
(117)

Orig.) Toronto
 1 copy)
 1 copy--Ottawa
 1 copy--School
 1 copy--file

DEPARTMENT OF MINES AND RESOURCES

INDIAN AFFAIRS BRANCH

INSPECTOR'S REPORT

Garnier Boys' Residential..... Indian School Date of visit..... 3 June..... 19 53

Post Office address of school.....

Grades..... I II III IV V VI VII VIII IX

Enrolled..... 47..... 21 10 16

Present..... 47..... 21 10 16

Teacher..... Mr. ~~Healy~~.....
 (Name in full)

Licence (or certificate)..... Nil

Valid to..... N.A. 19.....

Taught last term in..... N.A.

Teaching experience..... Service in Indian School.....
 (years) (years)

Conventions attended..... Nil

Teacher Grading

Appearance.....	Management.....
Health.....	Teaching skill.....
Personality.....	Preparations.....
Initiative.....	Language.....
Discipline.....	Community service.....
Relations.....	Pupil's progress.....

A, excellent: B, good: C, fair: D, poor.
 The scale of grading may be increased by the use of + and - (A+, A, A-).

General Comment:

Mr. Healy plans to discontinue teaching. He has had neither training, nor experience prior September 1952.

With capable direction, despite a cruelly heavy enrolment, particularly in view of 21 Grade 3 boys whose language development is still rudimentary, Mr. Healy's class has achieved fairly well. It is hoped that, if the total enrolment continue as heavy, this 3, 4, 5 group may be lightened, by other provision for part or all of the 5's. On the basis of this year's enrolment in 3, 4, 5, 6, 7 and 8, the stronger half of the 5's might be accommodated with the 16, 5 and 12 in 6, 7, 8--4 grades do not increase the work of a 3-grade class too seriously since a 3-grade class needs 2 Social Studies and Science courses and a four-grade class still operates on that basis.

North Bay, Ontario,
 15 June 1953.

W. H. Bulger
 Inspector of Schools

W. H. Bulger

N.B.—ONE FORM TO BE USED FOR EACH CLASSROOM TEACHER

To give you the gist of Mr. Davey's letter.

Attention: Fr. Kearns, S. J.

Mr. R. F. Davey writes:

My proposals on the Spanish School were that the government take over the school buildings so that the school operate as a government-owned institution; that the buildings be renovated and additions made to them where necessary in order to provide adequate classroom and dormitory accommodation; that some measure of integration with the local Catholic day school be effected and that the High School work be transferred to a Catholic centre in Sudbury. These proposals were noted and ~~were to~~ be referred by you to higher authority for consideration.

modified considerably

Your counter-proposals, based on the special interest of your Order in higher education, involved the retention of the Spanish School by your Order, the development of a private school in which accommodation would be provided for a specific number of Indian pupils. This school would be a combined residential and day school with approximately an even division in the hostel but a preponderance of non-Indian pupils in the classes. The high school program would be expanded along the lines of a composite high school and offer technical and commercial courses for boys and girls. If this program were acceptable to the department a joint school would be established with the department contributing to the cost of the necessary new construction. It was agreed that you would submit a report on your proposals giving details of new construction, high school program and school enrolment.

why?

*As!
(to be a combined effort & a co-operative undertaking)*

I wish to thank you and your colleagues for meeting with me for this most profitable discussion of the Spanish School."

Please see my reply after consulting with Rev. Fr. Provincial.

Note:

1. His proposal is now less radical than at the original meeting.
2. My counter-proposal is so altered that I begin to doubt this official's good faith. I would like to read several past letters to confirm this statement.

C. J. Crusoe, S. J.

M. Oliver

Holy Cross
Mission

①

Grants

Manitowlin Island

Wikwemikong Nov 20th 1956
Ontario

Dear Fr Crusee

P.C.

Have been a month gone and just had about two days at home after the C.A.S. convention. In the three days after I returned from retreat we were preparing for receiving and sending off Pearson..and of course we did entertain him royally and got promises of a six room school instead of a four room one to be built...a chapel to be added to the plans in the Sisters convent which will be built and some protection medically .. the hospital was to be closed it will be continued....

I gave to Fr Prov in Montreal a report on the CAS and thought he would forward it to you..anyway here is the gist of it..Better put it in a separate sheet so that you will be able to file it as business without having the personal twaddle mixed in it...

Was in Spanish only an hour or so on the way back since I was afraid the storm would get worse and that I might be marooned there. Fr Burns (God bless Him and I know he is holy) insists on getting mixed up. I had fully explained all that went on at Sudbury and yet he cannot understand it.

As regards the following problem about his being done out of money by the Dept...

1948-

1..At one time a special tuition grant was agreed on for each high school pupil to the amount of \$25.00 per year added on the percapita grant..

2..Later on a repair grant was given to the school IN LIEU of a former grant for improvements..this former grant was variable..some years higher others lower..depending on the amount of extra work done..AND the demands of other schools. It became strictly an EXTRA LABOR grant..v.g. in plumbing repairs the material was bought from the school monies..the labor was paid in part or in full from the Dept..You paid the men ..sent in reclaim vouchers.. and recouped up to the amount you had been guaranteed...to use an example.. Principle writes that there is a changeover from delco to hydro ..that 7,500 will cover the labor of the Company undertaking the work..Dept writes back go ahead...THEN YOUR APPROVAL letter has a certain date(of course) and a serial or file number..henceforth you pay the wages.. get the receipts use a special form and QUOTE the file number ..and the cheque comes in within a month or two....

1948-54


THEN in Fr Burns or Rashaman's time..they decided to avoid all this by adding on the maintenance grant of a certain amount for each pupil..I do not know how much because there is always so much confusion attendant on getting information...and besides it was not my business....THEREFORE logically the other grant explained in detail above disappeared.... Then I understand the clothing grant was another percapita grant added on to the old percapita grant plus the maintenance grant....so it is this way...

1955?

Ye olde tymes..Per capita grant for each child..

Add high school tuition for each high school pupil

Add a bulk some variable each year for extra labor wages in


Holy Cross
Mission

2

Manitowlin Island

Wikwemikong.....

Ontario

- the improvements and repairs necessary in the house...
- Sic simpliciter...
- The new deal..
- Per capita grant for each pupil
- Tuition grant for each high school pupil
- Maintenance grant fixed amount for each pupil added new to the regular per capita grant...
- Clothing grant.....

THEN (as I understand and I am not too sure..)
The Dept cut the TUITION GRANT claiming that the Clothing grant warranted the measure...the new amt I do not know...

Fr Burns told me of this and I explained that he should take
1) The old tuition guarantee
2) The letter authorizing the clothing grant..
and send both to Mary MacDonald Pearsons sec..and explain the fact that no mention was made in this clothing deal of the cut...

Instead he wrote to "avey...and the letter dug up and old letter of mine.. where I was asking for the tuition grant..for the first time...and suggested that it should be added to the usual per capita grant to help the high school along..namely for the hiring of teachers since the Dept would not pay them...BUT the grant was set up separately...and each month we sent in the pupils name under the following listing...HIGH SCHOOL TUITION FOR THE MONTH OF (SO AND SO) FOR THE FOLLOWING PUPILS..and Mark you well.. the date of the first permission and the file number made it a distinct grant.. totally apart from the tuition grant....THEREFORE they had no right to rescind it... *per capita*

Next development...Fr Burns said he could not take the matter up with Pearson because Fr Prov had told him he was going to take the matter up with some member in Toronto...nothing was done....now he is still screaming and WILL NOT SEND a summary of the matter to Mary MacD...and of course I could not bring the matter up to Pearson here or Mary since it is not in my portfolio!

My Dear Clem before anyone sticks his or their necks out...have we any idea of what the per capita grant is...or of what the other grants are... would the totalling of all the grants..divided by the number of pupils in residence be 400 or 500 or more or less...It would be necessary to know absolutely what the average child brings to the school funds from the Dept and that would have to be fool proof....If there is a considerable balance left after the fiscal year in the School A acct...the Govt acct.. you might call it since it contains all funds from the Dept...there are a lot of factors which would have to be determined before any representation is made...or we might be a dubl shade of pink or you might or Fr Prov might.. Savvey?

Hope you understand something of this rignarele...and know that you will make sure no trap doors can be sprung under you...

Ray.S.J.
(Oliver)

Holy Cross
Mission

Manitowlin Island

Childrens
Aid
Society

Wickwemikong

Ontario

Childrens Aid Society meeting... Sudbury October 4th and 5th...

1. The booklet will give a clear statement of the Societies representing the areas... from Muskoka to the furthest part of North Ontario....

2. P.M.

Fr Oliver asked by president to outline what had been done for the placement of children up to the time when very recently the CAS were allowed to carry their work into the reserves...

1... Explained that the churches for years carried on the work of running shelters for Indian children at a very low per capita grant from the Dept..

2.. That children were sent regardless of age development mental capacity and usually with no case histories..

3. That they could be removed at any time by the parents.. who might part and throw them in school and unite again and take them out... no sanctions used by the Dept against such parents...

4. That the Churches deplored this lack of sanction and the irresponsibility it was engendering among the Indian people.....

5. That contrary to the belief sometimes expressed by the Dept officials that the churches were forcing children into residential schools.... the truth was that the churches and their various representatives through the Province had never ceased to hope the CAS would some day be used by the Dept for placement of the children in foster homes....

6. That unfortunately the field officials of the Dept seemed loath to use the CAS .. and kept recommending cases to Spanish.. (this brought a lot of exclamations of approval.. or rather of agreement with what had been said.

7. A happy picture of a foster home with the love and care and blah blah as approved by the church instead of Institutional care for the young children

Many got up after this talk to express exactly, the same sentiments...

The difficulty brought out by each representative was that the DEPT refused to refund money spent by CAS.

It was agreed upon by Matters Supt. of Northern Ont... that a contract would be drawn up within two weeks with the Sudbury CAS and the IND DEPT.. and that a copy would be sent out to all the other regional CAS to be signed by the IND AGENT of the district.. all this had been ALREADY approved at Ottawa.. but the field officials had not gone to work.. I mean to find out from the CAS worker here when she comes next week whether she had yet received the contract...

THIS WOULD MEAN THAT ALL THROUGH ONTARIO NORTH EVERY DESTITUTE CHILD WOULD BE LOOKED AFTER BY CAS AND PLACED IN FOSTER HOMES... and all were told to go straight ahead with the work and were guaranteed the refund.. retroactively of monies spent to date.....

This was about all that took place that meant anything to us.

OVER

What about the children who are now at Spanish and are really welfare cases...

This of course was not discussed at Sudbury...since I felt it might not be to bright an idea to advocate the placements right away...and thus upset the school.....

Answer....At any time that Spanish wanted to...they could put up a fight with the Dept and contact the agent and the CAS of the individual child and get them placed...

What about the potential for Spanish then from welfare children..it would logically have to be from outside the Province and the number would be very small

What about the children who are there because there is no day school available

Answer....Schools have been built when ever the children were kept at home and a hue and cry set up for such schools...If the children were told not to return because the school was not accepting them the school would get going in short order..or the Missionary must be a quiet man indeed...

What about pupils far from school.In the last few years the busses on this reserve have increased from one to four...therefore the Dept.would supply busses....

In any case it seems to me that once the incoming ^{years groups} (years) at Spanish dwindle to so few as to make the financial situation precarious....the grant will not be raised...nor will the Dept worry about our position...and we will rather have invited it by not setting a policy of our own for the use of the school ...if we intend to use it as a school...and I claim that it will have absolut no future as an Indian school.....

- 1) as a grade school because the Welfare will take away the potential
- 2) as a high school because to the grade ten level in most cases the pupils will stay at their local school
- 1) as a high school because the ^{Indian} Dept will certainly send them to the nearest Catholic High or do as Catholics do when there is no such school send them to the nearest continuation school or high school.....
- 2) as a high school because the Dept will fight against it with their policy of ^{Indian} Integration.....

Sic as an Indian School.....

As a boarding school for whites ???with Indian boys who would have competition because they would have to step along with the rest... The difficulties attendant on the establishing of a white high school.. the evaluation of the potential in the district..the adaptability of the school for that purpose..all this of course is beyond the Indian question and Thank the Lord I am an Indian and do not have to fight for the continuation of the school in any form after it has finished with the noble work of welfare...

Just why I said all this I do not know...but I believe definitely and absolut that it has no future as an Indian school.....

quote
Important
Mr. Oliver's personal convictions.
C. J. Curran
sent to
omit
conclude

R. Oliver

NOV 28 1956

copy.

Father Burns' report in reply to my questionnaire. *C. J. Cruikshank*

INDIAN RESIDENTIAL SCHOOL

Spanish, Ontario

I STATUS OF SCHOOL, November, 1956.

High School.....	50
Elementary.....	89 plus 6 day scholars
Total.....	139 plus 6 " " = <u>144</u>

Welfare Cases.....in High School.....8 out of 50.
in Elementary School....53 out of 89 = 59%

II ADMISSIONS:

a) Who sends these boys and by what procedure?
The Superintendents of the different agencies.
Parents or the Missionaries apply to the Superintendent of the Agency in which the boy resides.
In latter years, the Missionary in some agencies has not been consulted.
In welfare and emergency cases the Agent applies directly, by letter or by telephone.

b) PROCEDURE:

Some Agents apply directly to Ottawa for approval and then write about our ability to accommodate them. Other agents write first to us about accommodation and then see to the approval by Ottawa Department of Indian Affairs.

PROPER PROCEDURE: Followed by some Agencies.

The regular application-form with age, band, schooling, grade, and the reasons for admission to the school, with accompanying letter in which further details may be given.

Agents who phone generally give particular reasons. Agents who wire do not give details.

GRIEVANCE: Some Agents send merely a copy of their letter to Ottawa or a personal one to the principal stating the number of applications they have without names, ages, grades or reasons for their admission.

REFUSALS: We can refuse accommodation if we have not sufficient class or dormitory space. We have refused in different cases indirectly by stating we had no accommodation or proper facilities for the education of a certain type of pupil and at times directly asserting that Garnier School was not a reform school or mental institution.

N. B. We must admit that in many cases children who are the victims of a broken home or illegitimacy turn out well and respond to direction advancing from class to class.

DISMISSALS: Discharges are generally referred to Ottawa. There was some difficulty in the past but in the last three years we did not experience much difficulty through the indirect method of telling a boy there was no use in his returning after a vacation or as at the beginning of this year by submitting a list of undesirables (those not profiting by education, or who had evil influence in the school).

III. FINANCIAL ARRANGEMENT WITH THE GOVERNMENT:

1. TUITION FEES: For all students. (Day Students
\$12.00 per month)

There is no stipulated tuition-fee in the Residential Schools. The Department-Grant is \$320 per year divided in four quarterly payments on the basis of class attendance. This is a per capita grant for tuition, food, clothing, lodging, and everything else connected with a boy's life at school.

With the exception of one additional cent in 1954 to simplify figuring, this grant has not been increased for several years despite the higher costs of living.

- 2.

CANCELLATION OF HIGH SCHOOL TUITION FEE:

At the beginning of the High School in 1946 in view of higher costs of High Schooling and the fact that ours was among the first High Schools

per month

for Indians a per capita grant was given to the amount of 12.50 which in 1953 was raised to 17.50 per capita. This was cancelled and substituted for by a clothing grant of \$10.00 per High School pupil per month.

3. MAINTENANCE SUBSIDY:

In lieu of a \$2000 to \$3000 petitioned ^{grant} for repairs and equipment approved by the department, a Maintenance Grant of \$35.00 per capita based on school attendance has been given the school since 1954.

4. TEACHERS' SUBSIDY: None.

The salaries of teachers are paid in 'Government-owned' schools but not in 'Church-owned' schools. These government paid salaries are at times much higher than in Provincial schools owing to the fact that teachers are considered ^{as} civil servants and profit by increases to this branch of the government.

We pay our salaries ^{ie. lay salaries} from the quarterly earnings as well as a very limited and below par allowance for the Jesuit Staff including the Scholastics and Brothers.

Note: The PER CAPITA in reference to grants is interpreted not by the number of students in the school but on the average attendance of pupils during the quarter.

IV. ACCOUNTS:

- A. The "A" Account is the Government Account and is a record of all grant and allowance receipts as well as bank and cash expenditures for food, clothing, salaries, maintenance, repairs, fuel, light, transportation necessary for the school. This is examined by the Department Auditor.
- B. The "B" Account is the Community Account, recording all S. J. receipts and returns for ministry, etc., as in other colleges and houses of Ours.

This is not subject to inspection by the Auditor nor has he ever asked to glance over it. The present auditor prefers omission of cheques payable to "B" account or reference to it.

V. Present Grievances:

1. Loss of High School "Tuition" grant in force from 1946 to September 1955 (replaced by Clothing Grant of \$10.00 in lieu of the \$17.50 per month meant a loss of \$4500.00 last year and about the same number this year. (Also higher in Girls' School)/

REASONS:

The 1946 grant was introduced to help High School students. Fathers tell me this school was the first High School among Residentials. It was a tuition grant and not a clothing grant. It had been in force for almost ten years and had been increased from 12.50 to 17.50 dollars per capita in 1953. The cost of living has increased considerably as well as wages. The salaries of High School teachers are much higher than Elementary School Teachers. The board, lodging and other necessities for older boys is considerably higher.

OBJECTIONS FROM THE SUPERINTENDENT OF EDUCATION:

- a) The change was in view of uniformity in the schools.
WB We have heard from several sources that there is the greatest divergence in the set-up and allowances to different schools. Catholic schools, it has been admitted, are run at a very considerably lower cost than non-Catholic. The present committee studying grants will ask for more Protestant Schools in view of the higher cost of employing laymen instead of religious.
- b) Since the 1946 Grant was a "per capita" grant it was not for Tuition but included clothing and other necessities. The recent 1954 Maintenance Grant is also a "per capita" grant but is not for clothing but for repairs and new equipment.
- c) Additional grants have been given this last year to Residential schools in which ~~their~~ pupils go to the public schools for Grades Seven & Eight as well as High School. This last year's grants was further raised in October 1956 by an additional grant of \$7.50 per month per pupil (i.e. \$17.50).

V. PRESENT GRIEVANCES (continued)

OBJECTIONS:

- c) "The School Financial Balance shows a favorable amount."
Ms. The favorable balance in the Bank account is due to the fact that practically every year the Government payments have been delayed so that earnings and other accounts have not been received until the month of May which has been for years the Auditor's date for our school.

This balance has not taken into consideration the amount of outstanding debts nor the fact that every year we have been obliged to borrow from the Jesuit Fathers some thousands of dollars (recoverable from the above balance) to meet urgent appeals of creditors.

Many items connected with necessary care and amusement of the pupils should be chargeable to the school-account, such as sporting and amusement equipment, transportation, etc.

2. INEQUALITY OF GRANTS TO RESIDENTIAL SCHOOL in comparison with other grants to institutions and individuals.

- a. Our annual grant is \$320.00 per year plus a Maintenance Grant of \$35.00--totalling \$355.00 to provide during not ten months but twelve months tuition, food, clothing, lodging, amusement, care in illness, etc., etc.

The tuition fees and other school fees for the same pupil in any other school is far above and even double that amount.

The Department is not only willing but favours the grant of \$800.00 for a ten-month period of schooling with residence in a boarding house for any high-school-age boy or girl with or without supervision.

- b. We receive no extra-grant for salaries and are handicapped in obtaining teachers with the necessary credits. The "Government-owned" school teachers, as well as the Reserve Day-School teachers, are paid directly by the Government of Canada and therefore are considered Civil servants.

Our Fathers from Principal downward have a very low amount subtracted from the Quarterly Earnings.

TEACHERS' SALARIES

IN INDIAN SCHOOLS:

Salary schedule in effect and classification, grade and salary in accordance with academic and professional qualifications, teaching experience, and performance of specialist duties.

Salary range for First Class Certificate....\$2700 to \$4500
with annual increments of 150

Salary range for Second Class Certificate... 2300 to 3200
with annual increments of 100

Credit given for previous teaching experience
to maximum five years.

University degree bonus..... 400 per annum.

Pension Fund and group hospital insurance
and medical insurance and other benefits
available.

Example: Our 8th grade teacher (Indian) with one
year Normal at Moose Jaw and a Standard
Certificate (i.e., a Teaching Permit in
Ontario,) receives.....\$2800.00

In Our SCHOOL:

Jesuit Fathers and Scholastics with university degrees
and class-room experience....5 priests, 3 scholastics
Principal
Brothers

Teaching and 7 days'
Supervision and direction

TOTAL EARNINGS (12 months).....\$11,500.00

3. THE FARM QUESTION:

The farm land, equipment, live-stock, etc. are the
property of the Jesuit Fathers.

The Department of Indian Affairs has been receiving
yearly an account of the number of cattle, etc., as
well as the amount of milk, cream, butter, eggs, and
also the amount of the products of the farm which have
been consumed.

This amount is credited to our account but there is
no remuneration for same.

To offset this non-payment the cost of feed and extra
employment, as well as repairs, have been charged
against the School account.

V. PRESENT GRIEVANCES

3. The Farm Question (cont'd.)

2?

There is no reason why the Farm products should be paid by the Government and we pay from the receipts the cost of feed, employment, etc. but, this present state has been in existence for years.

VI. NEW SCHOOL PROJECT AT SPANISH:

The present school was set up through the efforts of Father Sauve. To obtain a necessary grant he leased the land free as long as the school would be on it. The building was built by the Jesuit Brothers with the aid of Catholic volunteers in the village.

Owing to the large increase of children the School Board intended building a new school on a site nearer the railway-tracks but the Provincial Government was opposed owing to the lack of necessary assets, for the present land did not belong to them and therefore could not be sold in their favor. If the land which is only leased returned to us it would be valued at \$500 an acre. That is what the Noranda Co. was willing to offer us.

The Indian Department is willing to pay for the greater part of the enlargement of the School and bring all the Cutler children from the Reserve Day School to this Separate School. There was question of our taking it over but the Sisters were recently asked if they would take it. Father Crusoe has been told that it was a French School which had been suggested to them.

The present Inspector of Separate Schools and we ourselves are opposed to the School on the hill becoming a bi-lingual school in view of the fact that there has been a great deal of trouble in nearby schools where the English-speaking Catholics were obliged to go to the Protestant School.

It is advanced by the Board that we look after the High School students from Grade Nine upward. We are in favor. I do not know what the Department would think but it would be along the line of integration.

Fathers are for the most part in favor of making this a white-school and have Indians continue but at advanced fees.

Nov 28, 1956

copy

RESIDENTIAL SCHOOL

Spanish, Ontario

MEMORANDUM--Father Maurice, S. J.--Dean and Prefect

In view of the conditions which St. Charles Garnier School faces and with thought for the future of the School, I think it urgent to submit the following observations:

1. In 1946 the High School Course was inaugurated with the opening of Grade IX. In each succeeding year a further grade was added and the first graduation took place in 1950.

From 1950-1956.....39 received Grade XII diplomas while 25 others completed the Grade XII year's work.

2. Due to the present policy of the Indian Department which is urging integration with whites especially in the field of education, the High School enrolment at Garnier has declined and will likely continue to do so even more in the future. At the same time, the policy of bringing in the Children's Aid Society to place welfare cases in foster homes will very seriously affect (actually has) the enrolment of the Elementary Schools. In fact, the question of how long Spanish will continue to receive welfare cases has to be considered immediately.

THE PROBLEM WE NOW FACE IS "the future of Spanish as an Indian Residential School."

3. It seems to be a general conviction with most missionaries in the vicinity and teachers that Indian boys would benefit by integration and that they really need the stimulation of non-Indian students. The years in which the school functioned as an Indian School were a necessary step in the education of Indians up to the present time.

I think that now is the opportune time to face the Indian Department with our proffer of advancing in harmony with their policy of integration and to work out with the Department a suitable agreement in this new phase of the school's progress.

4. An agreement in this direction should contain a clause that all materials, tools, books, office and school furniture, remain at the school as Jesuit property in view of the fact that the Jesuit Order has supplied a great deal of the above mentioned items at no charge to the Indian Department.

5. The prospects of the district, which is opening up to mining, promise a large enough population in the vicinity-- large enough to offer adequate guarantee of a non-Indian student supply. This may be quite small within the next year or two but should show steady and quite rapid growth in a few years.

Also, at present, the school is known as a School for Indian boys. Once it becomes known as a non-racially segregated school, there should be quite a number of application from Catholic boys in the vicinity who have no nearby Catholic High School to attend.

6. The Indian Department, according to the Chairman of the local school board, has offered the village Separate School \$50,000 to build accommodation for nearby Cutler Indian pupils up to Grade 8--plus \$6 monthly per pupil during the school year. If this is true and the Department can offer so much for buildings which would remain the property of the Separate School Board, why could they not make a comparable offer to us if we opened the school to all as long as we ~~we~~ guaranteed acceptance of Indian pupils.
7. Should the idea of discontinuing as a strictly Indian School meet with approval from all departments, basic fees should be agreed upon. These should be listed separately under board and room, tuition; books and school ^{plus,} laundry, medical, clothing, athletic, sundry fees, and definite amounts set. Agreement should also be made about payments--i. e. in advance or quarterly based on attendance, etc.--on a par with other schools in Ontario.
8. I think this system would help in setting a higher tone to the school, in urging selection of worthy students who would have to make suitable progress, etc.
9. A definite policy should be decided upon by January 1957. To leave the matter until next spring or next summer would be fatal as there would be many complication to be straightened out before that time.
10. Some kind of survey of the possible non-Indian students in the district should be made at the beginning of the fiscal year.
11. In a study of this nature, attention should be directed to the following points:
 - a) The need and even advisability of an Indian School is a matter of question from the Jesuit viewpoint.
 - b) The Department wants integration and equality between Indian and non-Indian. This is good. But there should be equal financial allotment to establish and maintain this equality.

- c) The lower grades, if kept, could be incorporated with the local Separate School as far as class work is concerned.
- d) The local Separate School board (elementary) is said to be favourable to a tie-up with our schools. If this is done, some provision for bus transportation of village pupils to our schools would have to be considered.
- e) The Department is definitely heading to the gradual yet certain abolition of the need of strictly Indian residential schools.
- f) A definite program of improvements in the school should be made and a budget or estimate established.

(Strictly confidential)

May - June.

INSPECTOR'S REPORT--1956

(Grades XI and XII)

St. Charles Garnier Residential School, Spanish

"The teachers in the girls' school have continued good work from year to year.

In the boys' school, through insufficient staff and illness of teachers some subjects will receive barely minimum coverage. This deficiency can be only partially rectified before the end of the school term. The teachers seem capable and will increase the coverage in subsequent years as they become more experienced in these grades.

More laboratory work is necessary to interest the boys in chemistry."

(Signed)

A. H. McKague,

Inspector.

Note 1. I consider this a very bad report, since the Dept.'s policy is always to avoid outright condemnation. An official reads between the lines.

(Signed.) P. Crusoe, S.F.

Note 2. - The report on the lower & intermediate grades I-X could not be found but the Inspector (P. Mills) called to see Mr. Pectra about the Cutler Interpretive proposition and we had a chat & gether. He said he had been very forbearing in his report since it was his first year of inspection but unless there was definite improvement over last year he could not give a satisfactory report. I am afraid that in the conclusion it is worse. C. J. C. 9