

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 laundry, medical, ^{supplies,} 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 ~~as~~ class work is concerned. *why?*
- 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. *why? advantage?*
- 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.

[Lenthe 1956-1958]

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SPECIAL OBSERVATIONS TO REVEREND FATHER PROVINCIAL

@. J. Curran

The English Oblate Fathers were most courteous and hospitable during my stay with the m. Bishop O'Gara asked to be remembered to you especially. Father Piche has replaced Father Laviolette as Executive Secretary and he gave me much help, various documents (Department Salary Scales, etc.), and an unlimited amount of time. He has had much experience in Indian Affairs as a principal of Indian Schools and later, Missionary Provincial. In view of his complete frankness with me re their salaries and moneys received, I mentioned our grants and he assured me that we were justified in demanding an increase. He pointed out that we should carefully set down the Salaries due our teachers and our employees (according to lists given) as a means of working out the cost which the Department should be defraying. I will speak with you further on this point.

The question of the large surplus -- \$42,000 Nov. 1956-- showing in favour of the Girls' School is a real problem and Mr. Davey made it very clear that this situation does not exist in any other Indian School. I assured him that there had been some mistake in the compilation of the report--perhaps over the years--and would have the matter investigated. Confidentially, this is a serious obstacle, since Mr. Davey insists we are one School in the Department's records. I would like to discuss this with you and I think Miss Flanagan should be consulted and the question explained. The Department considers that money is on hand for future expenses--at least in the Girls' section.

In view of the courteous and satisfactory reception by these officials, I could see no particular reason for calling on Mr. Laval Fortier.

I discussed the question of the govt. owned school with Fr. Piche.

Provided they can maintain their right to at least nominate the Principal

(further discussion)

they consider it most satisfactory. (they have asked the Bishops' help) and a meeting is to be held next week. C. J. Curran

A. C. G. 4

Spanish (Residential Indian School) and the Department of Indian Affairs

This report is based on a study of Hon. J. W. Pickersgill's speech "The Future of the Canadian Indians", March 1956, substantiated by interviews with Jesuit personnel actually engaged in the education of Indian boys.

Spanish, an Indian residential School grew out of the first Indian Boys' School at Wikwemikong Holy Cross Mission. The Jesuit Missionaries first established the school for Indian boys who were unable to get an education because of lack of schools. Later and quite naturally welfare cases were brought to the school because of lack of parental care (orphans, children of broken homes, etc.). Spanish today continues this tradition for both boys and girls and in addition has added High School classes. The idea at the time seems to have been sound---since it gave Indian children a chance to share in some way at least in the almost universal High School education offered to white children in recent years.

But in the past few years, a notable change has taken place in the attitude and thinking of the Federal Department of Indian Affairs. Hon. Mr. Pickersgill, M. P. pointed out in his address to the Canadian Club last March:

"Residential Schools still have a large place in Indian Education and they will continue to have a large place as long as many of the Indians live nomadic lives, as long as the standard of many Indians is low, and as long as there are many Indian children who are orphans or whose families have been broken up. Unhappily there are far too many of these. I am pleased to say that we have recently concluded an agreement with the Government of Ontario under which the Children's Aid Societies in this province will assist in promoting the welfare of these children. Adoption into good homes would be much preferable to even the best institutions."

That this policy is already being implemented in some places is evident from Father Oliver's report that over 40 orphan children have been placed in homes on Manitoulin Island this year. (Most of them would have gone to Spanish.)

Mr. Pickersgill continues:

"For those Indian children --and they are the majority--whose parents are living in good homes, we believe the children are happier in day schools than in Residential Schools and we believe, too, they will be better able to face the adult world, if they have enjoyed normal family life during their school years"

Due to this policy the number of Day Schools has increased. In addition, the Indian Department has introduced bus service to schools. A recent example of this use of buses was given to me by Father Hannin. About 40 children in his Mission attend a Reserve Day School transported by a school bus. These would formerly have been sent to Spanish. A plan has been proposed whereby the Indian children above grade 6 at Cutler (Fr. Flaherty's Mission) will be taken by bus to Spanish Separate School.

This leads to a third point--integration of Indians and whiteS.

Mr Pickersgill continues:

"We are convinced that wherever circumstances make it possible, it is better for Indian children to attend the same schools as other Canadian children and to associate with other Canadians in the same classrooms and on the same playgrounds. We have already made agreements with local school authorities to have Indian children educated in the ordinary schools under provincial auspices.

In 1949, 1300 Indian children enrolled in non-Indian schools

In 1956, 4800 " " " " " "

(about 1/8 of all Indian children attending school)."

Note: In April, Mr. Pickersgill and Mr. Dunlop met to discuss this problem, seeking a province wide extension of the Education of Indians in the ordinary Provincial Schools in Ontario.

Finally, he mentions the increasing number of Indians attending Secondary and Vocational Schools and cites the example of the Six Nations Reserve (Brantford). A higher proportion of Indian children attended the high school (white) than was the case in the surrounding rural township.

Meetings have been held at top-level with the representatives of Indian bands to further this integration and eventual citizenship of the Indians.

Now, while the Jesuit Missioners are keenly aware of the dangers of hasty integration, while they must be prepared to defend the rights of the Indians to Catholic education, etc., and help them preserve their Faith which would be jeopardized by being sent to local (neutral) High Schools, it seems to me that a very careful appraisal or re-appraisal of the position of an Indian Residential School, such as Spanish, must be made and the present is not too soon. Some of the following points could profitably be investigated:

1. How many students in the elementary classes are welfare cases at Spanish?
How many are actually students living so far distant from a day school that Spanish is their only resource?

I think the authorities should be asked to prepare a report on this matter.

2. What is the attitude of our Missionaries towards the Children's Aid and the placing of orphans in good foster-homes? The legislature of this act requires Catholic homes for Catholic children and the Missionary is always consulted and his recommendations followed. Some of the Missioners felt that this is an answer to a great need among the Indians--orphan children will have homes and irresponsible parents will be forced to look after their children. Others see dangers and felt there will be difficulty in getting good foster homes. There is the fact, too, that the field-workers in the Indian Dept., jealous of their own power and position, are NOT at present pushing the "top-level" policy.
3. Are the missionaries prepared to work toward the establishment or enlargement of good day schools for their Catholic Indian children living within their district? We know of one case in which great ingenuity was used to keep the Indian children of Grade IX and X levels at school on their own Reserve.

In conclusion, would it not seem wise, at a stated time after these questions have been carefully studied, to have the authorities of Spanish and the Missioners meet with Father Provincial to clarify the situation and, if possible, determine a consistent policy. Certainly, enrollment at Spanish

(at elementary level) is suffering from the present rather "hit and miss" method of procedure. Until we Jesuits know our own minds in the matter it is quite futile to talk of either opposing or agreeing with government policy.

At the Secondary level the problem of integration will have to be studied carefully in its application to Spanish Residential School. The first step would seem to be an investigation of the "white student potential" along the North Shore. ^{Just} A priest well accepted by the parish priests and the laity would seem to be the ideal person for this duty. If it were found practicable to bring in whites in sufficient numbers, then Spanish would meet one of the Department's great requirements--an integrated Secondary School. It is hardly necessary to point out that this would involve a program of notable improvement in facilities, equipment and the general tone of the School. Quite clearly such a change would be a question of Province policy but before the matter reaches top-level, much careful investigation is necessary. This report closes on the theme of careful, immediate and thorough investigation of these problems under wise leadership, as a preparation for meeting the immediate situation.

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Province Prefect of Studies.