

Garnier Residential School

Spanish, Ontario

January 1957.

Spanish.

Girls' School.

Total--149

118 girls { Sault St. Marie Agency--55 girls 38 elementary--17 H.S.)
Manitoulin Island Agency--63 girls (31 " " --32 H.S.)
The remainder-----31 girls (10 Agencies--Ont. & Que.)
(with remaining - 32 girls)

Note: $\frac{3}{4}$ of girls are from the two Agencies
1. Manitoulin Island (Mr. Johnston)
2. Sault St. Marie (Mr. O'Neill)

Indian Residential School

Spanish, Ontario

GIRLS' DEPARTMENT. 1956-57

ONTARIO AGENCIES	RESERVES	MISSIONARY	STUDENTS		
			HIGH	ELEM.	
St. Regis	St. Regis	Fr. Jacobs S.J		2	
WALPOLE Island	Walpole Amalg	Fr. MacMahon			
		Port Lambton.		2	
Cape Croker	Cape Croker	Fr. Dwyer S.J.	2	7	
	Saugeen	" " S.J.		3	
Christian Island	Christian I	" O. Labelle SJ	4	5	
Parry Sound	Pickerel	" "		1	
Nipissing	Nipissing	" Porcheron SJ	7	1	
	Temagami	Diocesan		3	
MANITOULIN ISLAND	Wikwemikong	Fr. Oliver S.J.	16	16	
	Kaboni	Fr. Hammin S.J.		2	
	South Bay	" "	1	7	
	Sheguiandah	" Rolland S.J.	1		
	West Bay	" "	9	6	
	Shishigwaning	" "	3		
	Birch Island	" Shea (Dioc)	2		
SAULT STE. MARIE	Spanish River	" O'Flaherty	3	24	8-High-D/S
	Serpent #	" "	3		10 H/S Day Stud
	Mississauga River	" "	1	8	
	Thessalon	" "	1		
	Garden River	" Hynes S.J.	6	5	
	Michipicoten	" Mayhew S.J.		1	
Chapleau	Chapleau	" Labelle S.J.	2		
Port Arthur	Squaw Bay	" McKey S.J	1		
QUEBEC					
Caughnawaga	Caughnawaga	" M. Caron S.J.	3	3	
Temiskaming	Kippewa	Served by Dioc. Cl.		1	
	Long Point	" " "		2.	

Dec. 31st. /56 58 High School 100 Elementary School Students.

Non-Return after Christmas 3 High School 6 Elementary Students.

BELLARMINE HALL

226 St. George Street

Toronto 5, Canada

Spanish.

January 1957.

Boys' School.

Total - 136 boys + 6 by schools)

96 boys {

Sault St. Marie Agency--50 boys (43 elementary--7 H. School) - J. T. O'Neil

Manitoulin Island " --46 boys ((31 " ---15 H. S.)) ^{Ross} Johnston

Wikwemikong - (29)

The remainder /--40 boys (11 Agencies (Ont.)-1 Que.).

Welfare Cases in Elementary---(60%).

About 30% in Elementary at present lack other school facilities.

Note: Over $\frac{2}{3}$ of the boys are from the two (same) agencies
1) Manitoulin Island.
2) Sault St. Marie.

Garnier Residential School

Spanish, Ontario

NUMBER OF STUDENTS IN 1956-57

According to Agencies, Reserves .

PROVINCE OF ONTARIO:		STUDENTS.			
AGENCIES	RESERVE	MISSIONARY	High School.	Elementary	
ST. REGIS AGENCY	St. Regis	Fr. Jacobs S.J	2		
WALPOLE ISLAND Agency.	Walpole	Fr. McMahon Port Lambton		1	
Cape Croker Agency	Cape Croker Saugeen	Fr. J. Dwyer S.J " " "		3 (2 others left) 3	
Christian Island	Christian Island	Fr. O. Labelle S.J.		3 (1H/S left)	
Parry Sound	Henvey Inlet	" " "	1	1	
Nipissing	Nipissing Temagami	Fr. Porcheron S.J	2 2	1 1	
T MANITOULIN ISLAND	Whitefish Lake	Fr. P. Brown S.J.	2*	* Did not re- turn after Emas	
47.	Birch Island	Fr. Shea.	1	1	
	West Bay	Fr. Rolland S.J.	3	4	
	Shishigwaning	" "	1	1	
	Wikwemikong	Fr. Oliver S.J.	9	20	
	Kaboni	Fr. Hannin S.J.	1	3	
	South Bay	" "		3.	
48.	SAULT STE.MARIE	Spanish River	Fr. Flaherty S.J.	2	21
		Serpent River	" "	1	3
		Mississauga Riv	" "	1	3
		Garden River	Fr. Hythes.S.J.	3	9
		Sault Ste.Marie			1
		Goulais Bay	Fr. Mayhew S.J.	1	1
		Batchewana	" "		
	Michipicoten	" "		2	
Chapleau	Pic Reserve	Fr. O. Labelle S.J	2		
Port Arthur	Nipigon	" McKey S,J.	1		
	Squaw Bay	" "		3	
Fort Frances	Cootchiching	" DeVarenes O.M.L.	7	(2 did not re- turn after Emas.	

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NUMBER OF STUDENTS IN 1956-57

According to Agencies, Reserves .

PROVINCE OF ONTARIO:		STUDENTS.	
AGENCIES	RESERVE	MISSIONARY	High School. Elementary
ST. REGIS AGENCY	St. Regis	Fr. Jacobs S.J	2
WALPOLE ISLAND Agency.	Walpole	Fr. McMahon Port Lambton	1
Cape Croker Agency	Cape Croker Saugeen	Fr. J. Dwyer S.J " " "	3 (2 others left) 3
Christian Island	Christian Island	Fr. O. Labelle S.J.	3 (1H/S left)
Parry Sound	Henvey Inlet	" " "	1 1
Nipissing	Nipissing Temagami	Fr. Porcheron S.J	2 1 2 1
T MANITOULIN ISLAND	Whitefish Lake	Fr. P. Brown S.J.	2* * Did not re- turn after Emas
47. }	Birch Island	Fr. Shea.	1 1
	West Bay	Fr. Rolland S.J.	3 4
	Shishigwaning	" "	1 1
	Wikwemikong	Fr. Oliver S.J.	9 20
	Kaboni	Fr. Hannin S.J.	1 3
	South Bay	" "	3.
48. }	SAULT STE.MARIE	Spanish River	Fr. Flaherty S.J. 2 21
	Serpent River	" "	1 3
	Mississauga Riv	" "	1 3
	Garden River	Fr. Hynes.S.J.	3 9
	Sault Ste.Marie		1 1
	Goulais Bay	Fr. Mayhew S.J.	1 1
	Batchewana	" "	
	Michipicoten	" "	2
Chapleau	Pic Reserve	Fr. O. Labelle S.J	2
Port Arthur	Nipigon	" McKey S,J.	1
	Squaw Bay	" "	3
Fort Frances	Cootchiching	" DeVarenes O.M.L.	7 (2 did not re- turn after Emas.

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PROVINCE OF QUEBEC AGENCY	RESERVE	MISSIONARY	STUDENTS.	
			High School	Elem. School
Caughnawaga	Caughnawaga	Fr. Caron S.J.	5	1
Maniwaki	Maniwaki	Oblates		2
	Rapid Lake	"		2
Temiskaming	Long Point	Secular ?		2

Garnier Residential School

Spanish, Ontario

Feb. 11, 1957.

Dear Father Crusoe:

P. C.

Sorry to take so long to send you the information you requested but there seems to be so many from the Provincial to the Indian Department who want forms and reports that it is difficult to get them all done in time.

From the sources I have at hand I have gathered the following:

- 1 - 3rd year Medicine- Ottawa U.- Alfred Cooper
 - 3 - teachers - Cecil King- Edward Lavalley-A.Belleau
 - 1 - B.A.- Basil Johnston- now in an insurance office in Toronto
 - 1 - X-ray Technician- Harold Belleau- Toronto
 - 1 - Ryerson- taking Electronics-Wm. Kinoshameg- failed first year- repeating
 - 1 - taking electrical course- Sudbury-Ken Nadjewan
 - 2 - First Operators at Noranda Sulphuric Acid Plant in Cutler- Lloyd Commanda-Peter Johnston
 - 3 - office work- Noranda Sulphuric Acid Plant- Cutler- Terry Jacobs- Melvyn Pervais- Orval Commanda
 - 1 - taking course in Carpentry- Detroit- Ronnie Jacobs
 - 1- taking Grade XIII- St. Michael's- Toronto- Beverley McCue
 - 1 - with X-ray survey-preparing for technician- Indian Department- Larry Lavallee
 - 3 - established in community at Wawa (jamestown) Mining-good seniority (one a leader of the local Boy Scouts) -F.Commanda, R. Ryce, M.Simon
 - 2 - Air Force - Ernest Nadjewan- Gordon Corbiere
 - 1 - Clerk with Dept. Lands and Forests-near Biscotasing- Tim. Daybutch
 - 1 - with Bell Telephone-Scranton, Penn., U.S.A.
- about 6 others who are settled with fairly good jobs in different communities. Sincerely in Xto,

Wm Maurice, S. J.

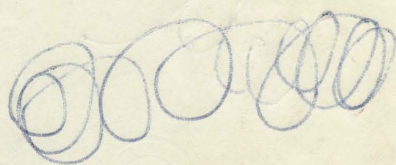
Indian Residential School

Spanish, Ontario

Grade 12 - Report

	Total No. Completing Gr. 12	No. who received Diplomas	no. who did not receive Diplomas
1950 -	8	8	-
1951 -	4	4	-
1952 -	4	4	-
1953 -	9	9	-
1954 -	14	13	1
1955 -	10	6	4
1956 -	15	5	10
Totals	<u>64</u>	<u>39</u>	<u>15</u>

$\frac{11}{11} = 9$
 $\frac{11}{11} = 7$
 $\frac{7}{7} = 10$
 $\frac{11}{11} = 25$ - (repeats)



Dear Fr. Crusoe:

P.C.

Your report of February 2, on your visit to Spanish and to Mister Matters was awaiting me when I returned, Sunday February 3, from Montreal, and I had an opportunity to look through it before I left for Guelph.

Your interview with Mr. Matters seems to have cleared up a number of uncertainties, and a definite advance has been made. A talk with you will add to my information, but the following comments occur to me from your present report.

Advance knowledge of year's enrolment.

1. - It is quite evident that closer contact should be kept between Spanish and the Regional Director, so that we can know, well in advance of the opening of the school year, just how many students to expect in Elementary and High School.

Quota desirable-determined by our facilities.

2. - A quota, especially in the Elementary School, is not at all undesirable, but it should be determined primarily by the number that we can accomodate, i.e. that we can look after satisfactorily, rather than solely by the number that the Agents want to send us. The school should estimate how many they want in the lower grades, and give this information to the Regional Director.

Question of Matron for younger pupils

3. - Another point which should be considered is whether we should employ a Matron to look after the smaller boys. (The Oblates do) I do not know whether it is possible to introduce any such care, but the question should be investigated.

Inquiries re: Government Ownership of schools, (See Oblates)

4. - In connection with the Quota, the question arises of the Fees. We should decide what the fees should be with a given quota of students that will permit us to operate conveniently, paying teachers' salaries that will attract First-rate men. In relation with this, your suggestion should be followed up, about finding out how the Oblates are satisfied with the system of Government Ownership in the schools they operate under this arrangement. The advantages would have to be evident to compensate for surrendering the liberty we have in managing our own establishments.

Recruiting WHITE or Local Students for High School.

5. - The possibility of recruiting WHITE day students, in any numbers, from the Spanish area, does not impress me as being right, but the Fathers should find out what it is. Whatever it is, they can always admit those who are available, and make an effort to induce others to come to Spanish. If Mr. Matters is right, an increase in WHITE students in the High-School, would make the Indian Department better disposed to assist, but I do not believe that the main hope for the school's future should be placed there. It is rather in the continuing need of a Residential High School for Indian boys.

MEMO TO FATHER CRUSOE - - - CONT'D

Vocational
and Technical
training -
how much
equipment?
hiring of
Instructor.

6. - In regard to Vocational, Technical, or Commercial training, the first question is what would be required in equipment, at least for a beginning- what courses could be set up - what it would cost - and where we could get Instructors. For the last need, it would not be wise to rely on our Coadjutors as the source of supply - there are not enough, at least, at present, who are suitable. When we can answer these questions, we shall be ready to approach The Indian Department with a definite program.

It is pleasant to know that the Inspector's recent report reflects the improvements made in the teaching at Spanish.

Extra

REPORT ON VISIT TO SPANISH--January, 1957.

The purpose of the visit was to verify information obtained last September and, wherever possible, add to our knowledge of the situation at Spanish and the Indian Department's policy. Personnel interviewed included: The Rev. Superior and the Dean; Fr. Oliver, former Superior; and the Superior and Dean of the girls' division of Garnier. Further data were carefully collected as to the actual number of welfare cases in both schools: 60-65% in elementary, and 45-50% as an overall figure.

It was definitely established that the Dept. of Indian Affairs has now completed contracts with the Children's Aid Societies in the two agencies which supply over 2/3 of the students (boys and girls) at Spanish. A questionnaire was prepared dealing with these three questions:

- (1) The Department's policy on child welfare cases.
- (2) The Department's policy on integration.
- (3) The Department's policy on vocational, commercial and technical training.

An interview was arranged with Mr. Fred Matters, North Bay, Regional Supervisor for all Indian schools and reservations in Northern Ontario. He is the official who implements and will implement the Department's policy as set down by headquarters at Ottawa. Fr. Burns assisted me at this interview.

Facts established from interview with Mr. Matters:

I Welfare Cases: Contracts have been made with the C.A.S. by all Indian agencies except two in Northern Ontario to handle welfare cases. He believes it will prove successful and plans to implement it as fully as possible but points out:

- 1. It will not be retro-active; hence will not affect present arrangements.
- 2. It will not ~~lessen~~ the numbers at Spanish but will merely change the areas from which the students will come to Spanish. The Dept. plans to bring student from the North and from those places (and there are many) which have not school. He guaranteed that for an indefinite number of years, 15-20 at least, there would be no question of any residential school like Spanish lacking Indian students. He was surprised to learn that Spanish was now under its quota and even offered to remedy the situation for this year. He stressed the point that the Dept. was anxious to bring the more northerly Indians down to schools like Spanish and hoped they would in later life settle in this district.

Both Fr. Burns and I feel that his statement of policy on this point was so positive and so assured that we need no longer question the certainty of a future Indian school population for Spanish, if the Society wishes to continue this work.

Mr. Matters admitted that he had not even thought of our quite justifiable fear of a dwindling school and expressed regret that the problem was not brought to his attention sooner. Despite the fact that most residential schools are crowded, there are still Indian children not receiving education.

II Integration: Mr. Matters said that the Dept. is fully convinced of the value of integration and hopes to further this through education. While asserting that the religious rights of the Indians (Sec. 117) would be safeguarded, he aimed at getting the Indians into white schools wherever possible. Because of this conviction, the Dept. looks upon Residential Schools as necessary, but not

the ideal set-up. If Spanish would recruit ^{as} many white students as possible-- even as day students--he would try to send more Indian students there for their High School courses. Such a policy would meet with the warmest approval and even help from the Department.

III Vocational, technical and commercial training:

Mr. Hatters said that he could guarantee "a substantial grant" from the Dept. of Indian affairs to help Spanish Authorities set up these broader courses under qualified instruction. (This would have to be ratified in writing at the top level before being valid, but it does show the mind of Department Officials.)

So determined is the Department to have this type of training for the Indian students, that plans are being studied with a view to setting up Indian Boarding Centres (Hostels) in Sudbury or North Bay and sending the Indian students to the town's technical, vocational and commercial schools.

Note: This seems to be the ideal time for us at Spanish to prepare to move in accordance with government policy.