

Procedure to be followed by Frs. Kearns and Maurice, at request of Fr. Provincial, since by July 18 we had heard nothing from Dept. about boys who had been at the school.

I - HIGH SCHOOL BOYS

1. A letter, signed by the Principal, Father Kearns, should be sent to the Indian Agents with a list of the boys from their respective agencies who were in Grades 8, 9, 10, & 11, in 1957-58. The agent should be urged to see that each of the boys on his list gets a copy of the form of application for further education grants and he should be informed that the Principal will be willing to recommend qualified students for further high school studies in another of the Jesuit schools.
2. A copy of the letter to each agent should be sent to Mr. Davey in Ottawa and to the priest or priests in charge of missions in each agent's territory.
3. A form letter should be sent to the parents of each of these Indian boys informing them what has been done and advising them to ask the agent for the application form.

II - ELEMENTARY SCHOOL BOYS

1. Non-welfare cases (boys who live too far from local schools)
 - a) Indian Agents should be informed of the boys from their agencies thus concerned, that the school has been closed and that other plans will have to be made for these boys.
 - b) A copy of these letters should be sent to Mr. Davey and to the local Pastors or missionaries of the area. The missionaries should be urged to take immediate action in arranging for bus transportation, if it is feasible or for boarding these boys in homes nearer the Catholic school.
2. Welfare cases:
 - a) A letter, likewise signed by the Principal, should be sent to the Superintendent of Indian Agencies (or Superintendents) with a list of the boys of his area who were at the school last year and are welfare cases. He should be informed that the school is closed and that other arrangements will have to be made for these boys.
 - b) Copies of these letters should be sent to the Pastors and missionaries of the area and to Mr. Davey in Ottawa.
 - c) The Children's Aid Society should also be sent copies of these letters so that the local field-workers will be able to get working immediately on foster homes. The Society's office in Sudbury will be able to supply the names of the local field-workers.

SPANISH

1951-52

Tax - 3200.00 Cheques - 432.00 (JAN '52)
 500.00
 1000.00
3200.00 1932.00

1952-53

Tax - 3200.00 cheques - 1000.00
 1000.00
 1000.00
3200.00 3000.00

1953-54

Tax - 3400.00 Cheques - 3968.44

1954-55

Tax - 3800.00 Cheques - 667.43
 3502.64
3800.00 4170.07

1955-56

Tax - ~~3400.00~~ 3400.00 Cheques - 3400.00
Insurance Premium 5663.69 2500.00
 9063.69 5900.00

1956-57

Tax 5900.00 Cheq 4500.00
Insurance Premium 5512.82 5512.82
 11412.82 10012.82

1957-58 (to date)

Tax - 6100.00 Cheque - 1000.00

Spanish Property

1. Father McKey reported that three men had come to see him about the purchase of the property. He could remember only one name, that of Mr. J. P. Charron, whose address is Algoma Hotel in Elliott Lake. There are two other men in this group. Mr. Charron is handling the matter, though he does not seem to have too much capital himself.
2. It seems unfortunate that the amount of \$100,000 was mentioned by us. Not that we might have got more, but the normal^{way} of doing these things is to have the prospective purchasers make an offer to purchase, after which discussions are had and an agreement reached. Apparently they were quite willing to pay \$100,000 without bargaining about it.
3. Father McKey and I went to the Soo to see Mr. Majic, the lawyer. He is to get in touch with Mr. Charron and try to find out, discreetly, about the group, about their financial standing, and whether there may be something doing in that particular district that might add a notable value to the property. Mr. Majic is to keep us informed in Toronto, and he will send copies of his letters to Father McKey.
4. This group's lawyer, a Mr. Jewel, is away until the end of June, so that no deal would be closed until his return. Meantime, Mr. McLennan, the surveyor, is to going to make the necessary researches in the registry office in the Soo. We tried to get in touch with him on Friday, but he was away and wasn't expected back until Saturday or Sunday. I telephoned him this morning (Monday), and he told me that he had got the message Saturday morning, and as he was in the neighbourhood he called in to see Father McKey. He will have all the required information by the end of June. He will keep me advised of any possible industrial development in the Spanish area. If harbour facilities could be put in he felt that the property would be a good industrial site.
5. Though Mr. Eccles had an exclusive listing on the property, the group approached Fr. McKey directly. Fr. McKey said that we would have to pay a 5% commission to Mr. Eccles if the deal goes through.

AGENDA

First Conference of
Residential School Principals

April 17 and 18

April 17

- 9:00 - 9:10 Introduction of Visitors
- 9:10 - 9:30 Remarks by Mr. R. F. Davey
Superintendent of Education
- 9:30 - 10:40 Extra Class Activities - Rev. R. Phillips
- 10:40 - 11:00 Intermission
- 11:00 - 12:00 The Relations among Principals, Teachers and Non-
Teaching Staff - Mr. A. Wheatley
- 1:30 - 2:30 Living Accommodation for Staff both Teaching and
Non-Teaching - Reverend Father Ruest
- 2:30 - 3:30 High School Instruction at Residential Schools
- Mr. A. C. Reid
Regional Inspector of Schools
- 3:30 - 3:45 Intermission
- 3:45 - 5:00 Day Pupils Attending Residential Schools
- Rev. Father W. J. C. Kearns

April 18

- 9:00 - 9:45 In-Service Training for Non-Teaching Staff
- Mr. Eric Barrington
- 10:15 - 12:00 Joint Meeting with Superintendents of Northern Ontario Region
York Room - Empire Hotel
- The New System of Financing Residential Schools
- Mr. R. F. Davey
Superintendent of Education
- 1:30 - 3:00 Admission and Discharges from Residential Schools
- Mr. F. M. Shaw
Regional Inspector of Schools
- 3:00 - 3:15 Intermission
- 3:15 - 5:00 Question Period
(Any problems which have not already been discussed can be
brought up at this time.)

ADMISSION AND DISCHARGE OF STUDENTS

in

RESIDENTIAL SCHOOLS

Superintendents and Principals Joint Conference

April 17 & 18

A D M I S S I O N S

Residential schools are intended to provide care, maintenance and educational opportunities for children who, because of circumstances, cannot attend a day school.

1. First priority shall be given to these children whose home circumstances are such that they must be removed.
2. Second priority shall be given to pupils for whom there are no suitable day school facilities accessible from their homes.

The following facilities would prevent qualifying for residential schools:-

- (a) Bus accommodation to day school.
 - (b) Paying transportation charge to day school.
 - (c) Subsidized accommodations with friends or relatives near day school.
 - (d) Proximity to public or separate school accommodation.
3. Third priority shall be given to pupils for whom admission is required in order that they may receive a high school education.

Again the facilities as outlined in (2) would prevent qualifying for residential school.

Only through practicing the above noted conditions can accommodation be made available for the hundreds who have not as yet had an opportunity to attend school.

For controlling at regional level, enrollment in residential schools, the following steps could be suggested:-

1. Obtain from quarterly return, names, date of birth and band of students currently enrolled in residential schools. All principals were requested to forward an extra copy of March return to regional office.
2. From "Agency Return on Pre-School and School Age Children as of June 30" will be obtained the number of students requiring admission. It would be of great assistance to educational programme if superintendents would submit a very accurate report compiled from latest treaty payment figures.
3. Considering all factors involved and using above figures, a quota for residential schools will be struck for each agency.

4. By the end of May, a report showing recommendation for each student will be submitted by principal. As so often happens, promising students are lost over summer vacation, principals will indicate on above report students who should return in August.
5. End of June, superintendents would be advised of names of students who should return in August and number of new students for whom accommodation is available.
6. Before any student is enrolled in a residential school, the application for admission must first have been accepted at Branch Headquarters. The practice of enrolling students and then making application for admission should be eliminated.
7. Church-owned residential schools could give regional office a quota for students who are to be supported by Indian Affairs. Then students will be allocated from Regional Office.

D I S C H A R G E S

Appendix F

- 10(2) The principal shall, upon order of the superintendent of education remove or cause to be removed from the school any Indian pupil.
- (3) No pupil whose admission has been approved by the superintendent of education shall be suspended, expelled or discharged from a school until the approval of the superintendent of education has been obtained.

Considerations:

There have been occasions when children who have been in a residential school as long as 8 or 10 years have been expelled for discipline reasons. Before such serious action is taken, consideration should be given to what is in store for these children. It is only on rare occasions that children, without previous warning, or indication offered through study of background, suddenly become unmanageable. Much corrective influence can be effected by seeking professional advice at an early date.

For children who have been in a residential school for 4 or 5 years or more, the school is obliged to accept a good share of the responsibility for the actions and general attitude of the child. It is urgently recommended that principals exhaust all avenues of approach before a child is expelled. A probation officer, with his trained staff, can provide much sound and sympathetic advice.

For students who have reached their limit in elementary school, consideration should be given to availability of enhanced vocational courses offered in some residential schools. For students reaching their limit in high school, a guidance programme should early direct them into vocational classes.

A B S E N T E E I S M

Appendix F

10 (4) The principal shall take prompt action to effect the return to school of any truant pupil, and shall report promptly to the superintendent of Indian Agency, every case of truancy.

Suggestions:

1. Once a child has been admitted to a residential school, he or she should not be permitted to withdraw for transfer to a day school before the end of the school year except for medical reasons.
2. If a child is admitted to residential school during the school year for any reason, the child should not be permitted to withdraw until the end of the school year except for medical reasons.

HIGH SCHOOL INSTRUCTION
AT
RESIDENTIAL SCHOOLS

First Conference of
Residential School Principals

From the chart given on Page 19 of the Statistical Report, it appears that one Indian child out of five continues in a residential school to grade IX.

The following data reveals the general condition in Northern Ontario:-

Total enrolment Indian Day Schools	2020
Total enrolment Indian Residential Schools	1716
Total enrolment Ontario Provincial Schools	799
Total enrolment in Northern Ontario	4515

These results show that 18% of children are enrolled in provincial schools. This compares favourably with 15% for Canada.

Secondary Indian Enrolment by Grades:-

	9	10	11	12
Day Schools	20	4		
Residential Schools	57	41	18	17
Provincial Schools	40	19	6	6
Totals	117	64	24	23

These results indicate that one student in five is continuing to Grade IX. This is the average indicated for Indian Schools for Canada. This figure is very low but when compared to non-Indian schools which have one in two continuing to Grade IX.

It also indicates that the drop out in a Provincial School is much higher than in a residential school.

In order to equip students for integration and to enable them to find employment in the keenly competitive labour market, it appears necessary to raise the level of educational achievement to the secondary stage for a higher percentage of Indian youth. It may also be necessary to offer a wider choice of educational courses to Indian students in order that they may develop their special aptitudes. To assist the students, a better guidance programme is necessary and schools must be made available to offer the necessary courses.

In order that necessary courses may be made available, it appears feasible to arrange for larger high school units. This may be done by placing all secondary students in one residential school in a province. As an alternative for carrying on high school education in residential schools, which perpetuates a state of segregation, during a period when it is very necessary for Indians to become familiar with and to be integrated with non-Indians to assist with their later adjustments, the development of the high school students hostel has been suggested, as has already been done in other countries. It is hoped that this meeting is prepared to study the various phases of larger units and to make definite recommendation of a policy for Northern Ontario.

In order to encourage discussion I would like to suggest that Shingwauk at Sault Ste. Marie and Cecilia Jeffrey at Kenora should be considered as hostels for secondary Protestant education in Northern Ontario. These centers have at present established favourable integration policies and should prove suitable centers for further development. In a similar manner Sudbury and Fort William should be considered favourable centers for R. C. Secondary school hostels. Both of these centers offers excellent educational opportunities in schools of their faith. Secondly, employment has been fairly good in both these centers and due to large population, many Indians could be employed without any serious racial problems.

In conclusion, I would like to say that these suggestions are being put forward for discussion and are not intended to be final in any way.

North Bay--April 17 & 18 1958
Meeting of Principals of Indian Residential Schools

Mr. Davey said that he hoped we would all speak freely and that we were not to worry about embarrassment. These were Mr. Davey's opening remarks. Mr. Davey was not aware that he was to open the meeting.

Since 1947 Mr. Davey continued, there has been a greater effort to educate the Indian. In 1947 three million were being educated; fourteen million were being educated in 1957. In 1947 there were 140 Indians in High School; in 1957 two thousand Indians in High School.

Ryerson's report on education gave rise to the Industrial School. But this type of school cannot be maintained today because the least an employer demands is a grade ten education. In the Industrial School education was given formally only in the evening.

In 1892 the system of financing Residential Schools was set up. In 1957 the first change in financing came. The Residential School is not only for problem children but also for those who cannot receive an education at home. Mr. Davey thought the Residential School should turn out leaders. He also said that discipline is a matter of atmosphere and not of rule and regulation.

In 1950 the Dept. of Indian Affairs had one regional inspector of education. In 1958 there are 12 regional inspectors.

There is now beginning a five year program of building. This program will be ready one month from now.

Now for some ideas on the new system of financing. Mr. Davey said that all the church groups would be called to Ottawa within a month or two to discuss the new system of financing. This new system is the first to take place in 65 years. October 22, ~~1892~~ 1892 saw parliament's first approval of the system of financing Residential Schools.

Why the change in the method of financing? Because the method has not been equitable. In Mr. Davey's words-----the firstest got the mostest. Further the money allotted has not been sufficient to allow the govt. to keep the schools at the standards they would like. Thus the Deputy Minister has ordered a review of the financing system so as to have greater uniformity.

In making the changes in the financing, these criteria were set up: 1) would the distribution be fair. 2) are standards maintained re food clothing and staff. 3) can the system be easily adjusted. 4) is the tax payer's money protected.

Mr. Davey said that it is no fault of the school administration that standards have not been maintained. These standards (the physical plant) seem to have lapsed particularly during the last war.

After the criteria were set up, an examination was made of the expenses, particularly food, clothing and salary. The Indian Dept. feels that if these three expenses are controlled, the taxpayer will be protected. Auditors reports have shown that schools have spent from \$10 to \$70 per pupil per year for clothing. This is a great inequality. Food costs at the schools have been uniform. The salaries of the staffs have been inadequate. The dept. decided that it could not control such items as fuel light and water.

After the examination it was decided to set the costs of food clothing and salary at a maximum and a minimum. If you spend less than what is set down nothing will happen but if you want to spend more, then the church will have to pay for that.

Under the new system, money for food will be used for food.

How was it determined what would be given each school for the cost of food? Well they just guessed at it, Mr. Davey said. The nutrition dept. of the govt. is studying the food costs but is not yet ready with its report.

2---Principals-North Bay--Apr. 17&18 1958.---Indian Affairs.

This system is called controlled costs.

The Dept. reserves to itself the major repairs of buildings; buying of T.V. sets and record players.

The individual school may buy its own pots and pans.

The dept. pays the transportation charge on initial admission and final discharge. Responsibility for transportation rests on the Agency Superintendent. The school should co/operate with him.

An arrangement has made with residential schools to provide lunches for day children attending.

Re sports equipment: the school should receive the same as non Indian schools of like character e.g. jails. The Dept. believes that service clubs should furnish some of the sports equipment such as goal pads.

The principal's automobile will be considered a church vehicle. ~~x\$500~~ \$500.00 per year is allowed for its depreciation.

Why is there to be no change in the financing system of a completely owned Church School? Because Church owned schools can let in non-Indian pupils and so things will somehow or other balance out. (This is not a quotation of Mr. Davey)

30 day allowance for hospital is wiped out under the new system.

The non-teaching staff are considered church employees.

Admissions and discharges are to be handled by the regional offices. Each agency will have a quota which it can send to the residential school.

The remarks made above re financing pertain to govt. owned schools. This new system of financing is already in effect. At the meeting, no school voiced approval of the new system. ~~xxxx~~

Although it would seem that church owned schools are not going to be affected by the new system still I think we will be receiving a call from Ottawa within a month or two just as the govt. owned schools.

Received at Spanish
July 31/58
on the 2^d Dale
File: 211450



CANADA

DEPARTMENT OF CITIZENSHIP AND IMMIGRATION
INDIAN AFFAIRS BRANCH

Report of First Conference of Residential School Principals

It was suggested by the Regional Office that a conference should be called to discuss the problems of Residential School Principals on April 17, 18, 1958. The Branch endorsed the suggestion and Mr. Davey, Superintendent of Education, gave his personal suggestions for the agenda and was present to answer questions raised by the various principals.

The meeting opened at 9 A.M. in Room 423 of the Federal Building, North Bay on April 17, 1958, with the following present: Mr. R. F. Davey, Superintendent of Education; Reverend Father Ruest, Principal of Kenora Residential School; Reverend Father Florentin, Principal of Fort Frances Residential School; Reverend Father Lemire, Principal of McIntosh Residential School; Mr. E. Barrington, Principal of Sioux Lookout; Reverend R. Phillips, Principal of Shingwauk Residential School; Mr. A. Wheatley, Principal of Moose Factory Residential School; Reverend Father W.J.C. Kearns, Principal of Spanish Residential School; Reverend Father Greneau, Moosonee, representing the R. C. Principals of the James Bay area; Reverend Sisters Tomasina and Laurentia of St. Joseph's College, representing Reverend Sister Andrews, Principal of Fort William Residential School; Messrs. F.M. Shaw, A. C. Reid, Regional Inspectors of Indian Schools of Northern Ontario. Mr. Neely, Principal of Cecilia Jeffrey and Reverend Martinson of Fort George, were unable to be present.

Following the introductions, Mr. Davey opened the meeting by summarizing the educational progress since 1947. During the ten year period, enrolment of Indian children in school has doubled and expenditure has increased almost fourfold. This change indicates the interest of the people and the efforts of the Branch in Indian Education.

The problem of Indian Education is very acute due to influences of environment, discipline and home life. The Branch has endeavoured to overcome these difficulties by encouraging an educational programme suited to the needs of the Indian.

In addition to teaching the three r's, it has been necessary to add a training in the practical arts of agriculture and mechanics.

Indian education is further complicated by the usual social and welfare problem. It was regretted that home conditions and mode of living made it necessary to place Indian children in Residential Schools, where they were deprived of the love and affection of family life. He stressed the great challenge to all residential principals to try and overcome this loss by encouraging his staff to supply the needs of the child, who has been separated from his home environment. The address was concluded by inviting principals to discuss their problems freely and Mr. Davey hoped that his Branch would be able to devise ways and means of solving their problems.

Reverend R. Phillips was then requested to introduce the topic of extra class activities. He felt that the problem of the residential school was to furnish the pupils with proper recreation or instruction for their spare time. This programme must be varied to utilize the resources of the community in which the school is located. He also stressed the needs of various age groups and in particular if the students were attending a provincial school and residing in the residence. The following activities were generally available to all communities; church organizations, scout movements, sports, informal group games, hikes, films, radio, T.V. if possible, variety shows and handicraft groups. It was generally felt to be desirable to encourage these activities as long as they do not interfere with the educational progress of the child and do not make an unreasonable demand on the teaching and non teaching staff. It was agreed that all activities must be supervised and that irregular hours of children make extra work for the non teaching staff.

Mr. Barrington felt that it was desirable to encourage activities which allowed students a minimum of supervision in order that the child would develop a sense of responsibility. His school had tried an experiment in hobby craft and had been very pleased with the results.

It was generally felt to be advisable to use social pressure to discipline students rather than corporal punishment. Social pressure tends to encourage a child to discipline himself for a reason rather than from fear. This same principle should be applied to encourage honesty and other traits of character.

The problem of financing extra activities and in particular sports was brought forward by several principals. It is very difficult to predict the expenditure in advance and to requisition for it. It was decided that all emergencies must be submitted to the Department, who would endeavour to make funds available if the case warranted the expenditure.

Father Florentin raised the question of the child, who appears to have ability but refuses to remain in school and take advantage of the opportunity. Mr. Davey felt that there was a lack of guidance to determine the potential of the child and the principal was finding it difficult to offer the proper instruction to gain the confidence and the interest of the child. It was hoped to have a better guidance programme instigated in order to solve this problem.

After a brief intermission, Mr. Wheatley was requested to introduce the topic of relations among principal, teachers and non teaching staff. He felt that there was a need for better training of personnel in order to avoid unnecessary conflicts. It was pointed out by Mr. Davey that in 1954 the Branch divided residential schools into two groups, namely, government owned and church owned. He explained that church owned schools were paid by per capita grants and in government owned schools, the teaching staff is paid by the Branch.

Mr. Barrington raised the question of the relationship and responsibility of the senior teacher to the principal. It was explained that senior teachers were appointed to relieve the principals of certain educational duties. It was recommended that educational matters such as time tables, monthly reports and other academic problems should be assigned to the senior teacher in order to relieve the principal for other duties. It was very necessary to carefully select senior teachers, who would perform these duties and still maintain the full cooperation of the principal. It was considered advisable to have the Regional Inspector consult the principal not only concerning the appointment of a senior teacher but in engaging teaching staff. This may not be possible in all cases due to the great distance involved and poor means of communication. It was recommended that the regional inspector should personally consult the principal concerning staff during regular visits.

(4)

It was also requested by the principals that regional inspectors should make several visits during the year to each residential school. Mr. Davey explained that at present the staff of regional inspectors was not sufficient to ensure more than annual visits. He assured the principals that the Branch was anxious to increase their personnel to an extent to make it possible to have all schools visited twice annually.

Father Florentin mentioned the school of education at the University of Ottawa, where courses were held to train administrative staff. He stated that several principals had attended this course and found it very helpful.

After lunch, Father Ruest was requested to open the discussion on the topic of living accommodation for non teaching staff. He pointed out that staff members were living in very cramped quarters without the bare necessities. In a few extreme cases living quarters were subdivided by using a canvas partition. It was generally agreed that these conditions do exist and that it was necessary to have an improvement made in living quarters to ensure that staff members were obtaining value for the rental being charged by the Department. Mr. Davey explained that a five year building programme was being planned and he requested the principals to study their requirements with the assistance of local Agency Superintendents, and to make recommendations to be included in the building programme. It was hoped in this way to improve living conditions and to bring all living quarters to a minimum standard. It was agreed that the principal and superintendent should make a study of all quarters and recommend an appropriate rental charge.

Mr. Reid was requested to introduce the topic of High School Instruction at Residential Schools. A summary was presented to each member of the group which had been prepared from present available data.

High School Instruction at Residential Schools

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These centers have at present established favourable integration policies and should prove suitable centers for further development. In a similar manner Sudbury and Fort William should be considered favourable centers for R. C. Secondary School hostels. Both of these centers offers excellent educational opportunities in schools of their faith. Secondly, employment has been fairly good in both these centers and due to large population, many Indians could be employed without any serious racial problems.

In conclusion, I would like to say that these suggestions are being put forward for discussion and are not intended to be final in any way."

Various opinions were expressed and it was very evident that this committee was not in agreement on the subject of having all secondary students integrated into a provincial system. It was noted that many secondary Indian students were failing in the provincial schools. This was attributed to many reasons but the general opinion seemed to be that insufficient data has been collected to prove whether Indian children were ready for integration into provincial secondary schools. Certain members felt that it was advisable to maintain segregated secondary residential schools which would be able to cater to special needs of the Indian student and to shelter him from the problem of adjustment to society while absorbing his education. Mr. Davey felt that we are not in a position at the present to make a recommendation and advised further study of the situation.

Father Kearns was asked to introduce the topic of day students attending residential schools. Father Kearns enumerated the following problems. Homework was seldom done due to indifference of parents and poor home study conditions. Malnutrition was very prevalent and lunches were often not brought to school. Sickness was very great and this resulted in poor attendance. Many of the children are poorly dressed and arrive at school in a very unclean condition. Parents present many excuses for absences which results in poor attendance.

These problems were discussed and it was agreed that they were common in most residential schools which had day students enrolled. The following suggestions were made for overcoming these difficulties. A regular inspection of cleanliness and tidiness should be made to encourage the children to take a pride in their personal appearance. This could be assisted by having a regular shower period for
(cont'd)

day school students. Malnutrition could be improved by serving hot lunches to all day students. Mr. Davey emphasized the importance of maintaining the same standard of cleanliness, nutrition, and dress in order that the residential school would not appear in any way to be discriminating between the day and residential student. Lack of home study may be remedied by more supervised study periods. In order to gain the interest and cooperation of parents, it was recommended to encourage Parent Teacher Associations.

This brought to a close the activities of the first day of the convention.

The second day of the convention opened with the topic of in service training for non teaching staff. Mr. Barrington introduced the topic and suggested the need of better training for various members of the staff.

The problem of a handbook was introduced into the discussion. Certain members of the conference felt that consideration should be given to establishing a training course under the jurisdiction of the Branch. Other members felt that it would be better to use prevailing courses offered either by the province or private institutions. It was finally decided not to attempt the establishment of a course this year. It was recommended by Mr. Davey that each Principal should submit material that he felt should be contained in a handbook. This material would be studied and an effort made by the Department to organize a suitable handbook.

In the free discussion period which followed, Reverend Phillips raised the question of spending money being supplied by the Branch to residential students. Mr. Davey stated that the policy of the Department was that no Indian child was to be denied the privilege of an education because his parents could not afford it. It was agreed that every child should have spending money in order to encourage a proper respect for property, but there was a difference of opinion whether this capital should be furnished by the taxpayer, church or parents. Parents, by making a small contribution, often become interested and take more family pride in the education of the child. The various church organizations may be able to supply this need to special cases without asking the Department to establish a precedent. The taxpayer may object since many parents do not give their own children spending money but encourage them to accept after school employment to provide for the extras

which they may desire. It was recommended that this question should be discussed with church authorities, and if a satisfactory solution was not arrived at to reopen the discussion at a later date.

Mr. Wheatley raised the question of the policy of the Department in selecting suitable building sites for future residential schools. He personally felt that the schools should be established near large industrial centres. Mr. Davey concurred with this opinion stating that the Department wished to have the Indian children educated with the non Indian children. He also stressed the high cost of furnishing facilities and supplies to isolated residential schools. The community also helps the Indian child to become acquainted with the customs and habits of non Indians. In this way he is better fitted to assume his place in society after completing his education. It was also suggested that the problem of procuring suitable staff presented a greater difficulty in isolated residential schools. It was generally agreed that the policy of building residential schools in less isolated areas should be encouraged.

Father Kearns raised the question of having the Indian child give proof of standing on being transferred from one school to another. It was generally agreed that considerable time and energy wasted in endeavouring to determine the student's grade by trial and error. It was hoped that the cumulative record cards which were being established in all schools would be able to assist in the solving of this problem.

Father Kearns also asked the question about the child who arrives at the school without sufficient essential clothing. It was agreed that this presents a problem at time of enrolment, but many parents, due to deplorable living conditions, are unable to furnish their children with proper apparel. In a few months the clothing grant will take care of the problem but at the time of enrolment it is necessary to furnish the child with proper attire from other sources.

Father Ruest asked for a policy concerning the enrolling of a problem child from a broken home. The policy of the Department is to use residential schools for educational purposes. This necessitates sending delinquents to a home of correction. It was generally felt that provincial schools of correction were not suitable but the Branch has no school of correction. It was suggested that a

greater effort should be made to place foster children in suitable homes to relieve the problem of residential schools, to give the child the love and understanding and to assist him to re-establish himself in society.

After a brief intermission the principals joined the Superintendents of the Agencies in the Cloud Room at the Empire Hotel. After introductions, Mr. Davey was asked by Mr. Matters, Regional Supervisor, to explain the New System of Financing Residential Schools. Mr. Davey opened his remarks by stating that the Department had felt for some time that there was a need for a better method of financing federal owned residential schools, in order to ensure that every phase of the residential programme received its proper quota of funds. It was considered very important that clothing, food, shelter, salaries and equipment should be financed in a suitable manner. It is hoped that the new procedure which has been fully explained in a recent article will ensure that all phases of the residential programme receive equitable expenditure. It was expected that certain problems would arise and principals were requested to submit their particular difficulties for further study by the Department. Certain principals felt that the present quota for salaries would not be sufficient to properly staff their schools. Mr. Davey assured them that their request for a higher quota would be given consideration when it was presented. In general, the financing of food and clothing appeared to meet with approval. As Mr. Davey was leaving after lunch, he offered to answer questions which the Superintendents were prepared to ask. He assured the meeting that all problems would be given careful study by the Branch.

In the afternoon Mr. Shaw introduced the topic Admission and Discharge of Students in Residential Schools to the joint meeting of principals and superintendents, with the following remarks:

Admission and Discharge of Students in Residential Schools

Admissions:

Residential Schools are intended to provide care, maintenance and educational opportunities for children who, because of circumstances cannot attend a day school.

1. First priority shall be given to these children whose home circumstances are such that they must be removed.

2. Second priority shall be given to pupils for whom there are no suitable day school facilities accessible from their homes.

The following facilities would prevent qualifying for residential schools:-

- (a) Bus accommodation to day school
- (b) Paying transportation charge to day school
- (c) Subsidized accommodations with friends or relatives near day school
- (d) Proximity to public or separate school accommodation.

3. Third priority shall be given to pupils for whom admission is required in order that they may receive High School education.

Again the facilities as outlined in (2) would prevent qualifying for residential school.

Only through practicing the above noted conditions can accommodation be made available for the hundreds who have not as yet had an opportunity to attend school.

For controlling at regional level, enrollment in residential schools, the following steps could be suggested:-

1. Obtain from quarterly return, names, date of birth and band of students currently enrolled in residential schools. All principals were requested to forward an extra copy of March return to regional office.

(cont'd)

2. From "Agency Return on Pre-School and School Age Children as of June 30" will be obtained the number of students requiring admission. It would be of great assistance to educational programme if superintendents would submit a very accurate report compiled from latest treaty payment figures.
3. Considering all factors involved and using above figures, a quota for residential schools will be struck for each agency.
4. By the end of May, a report showing recommendation for each students will be submitted by principal. As so often happens, promising students are lost over summer vacation, principals will indicate on above report students who should return in August.
5. End of June, superintendents would be advised of names of students who should return in August and number of new students for whom accommodation is available.
6. Before any student is enrolled in a residential school, the application for admission must first have been accepted at Branch headquarters. The practice of enrolling students and then making application should be eliminated.
7. Church owned residential schools could give regional office a quota for students who are to be supported by Indian Affairs. Then students will be allocated from Regional Office.

Discharges:

Appendix F

- 10(2) The principal shall, upon order of the superintendent of education remove or cause to be removed from the school any Indian pupil.
- (3) No pupil whose admission has been approved by the superintendent of education shall be suspended, expelled or discharged from a school until the approval of the superintendent of education has been obtained.

Considerations:

There have been occasions when children who have been in a residential school as long as 8 or 10 years have been expelled for discipline reasons. Before such serious action is taken, consideration should be given to what is in store for these children. It is only on rare occasions that children, without previous warning, or indication offered through study of background, suddenly become unmanageable. Much correction influence can be effected by seeking professional advice at an early date.

For children who have been in a residential school for 4 or 5 years or more, the school is obliged to accept a good share of the responsibility for the actions and general attitude of the child. It is urgently recommended that principals exhaust all avenues of approach before a child is expelled. A Probation Officer, with his trained staff, can provide much sound and sympathetic advice.

For students who have reached their limit in elementary school, consideration should be given to availability of enhanced vocational courses offered in some residential schools. For students reaching their limit in high school, a guidance programme should early direct them into vocational classes.

Absenteeism:

Appendix F

10(4) The principal shall take prompt action to effect the return to school of any truant pupil, and shall report promptly to the Superintendent of Indian Agency, every case of truancy.

Suggestions:

1. Once a child has been admitted to a residential school, he or she should not be permitted to withdraw for transfer to a day school before the end of the school year except for medical reasons.
2. If a child is admitted to residential school during the school year for any reason, the child should not be permitted to withdraw until the end of the school year except for medical reasons.

The importance of submitting a complete application at an early date in June with a definite recommendation was stressed. It was felt by some principals that there should be more selection in the filling of vacancies. They felt that the younger students should be given preference over older students who had not been in attendance. It was generally felt to be advisable to have students enter a residential school at an early age to continue in regular attendance from year to year, but many were not prepared to deprive an older student of the opportunity to obtain a slight education if they showed the proper attitude towards school.

It was recommended that all cases of discharge should be submitted through the proper channels for approval.

At the afternoon intermission, the principals left for their respective schools. Principals, in general, expressed the opinion that they were pleased to have the opportunity of interchanging ideas and hoped that another conference could be arranged for a later date.

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