

PHONE 33-Y



Okanagan Society for the Revival of Indian Arts and Crafts

OLIVER, B.C.

CANADA



October 1st, 1950.

Mr. Arniel,
Indian Commissioner,
Federal Building,
Vancouver, B.C.

Dear Sir,

I am instructed to send you a copy of
"Further Suggestions on Native Affairs" submitted to the
Director, Indian Affairs Branch, Ottawa on September 14th.
We thought you might like to have a copy for your
information.

Yours truly,

Davis C. Miller
Hon. Secretary.

COPY

OKANAGAN SOCIETY FOR THE REVIVAL OF
INDIAN ARTS AND CRAFTS

Phone 33Y
OLIVER B. C.

Sept. 15, 1950.

Further Suggestions on Native Indian Affairs, with Particular
Reference to Bill 267 Introduced in the House of Commons
and then withdrawn, 1950.

Submitted by the Okanagan Society for the Preservation
of Indian Arts and Crafts

This Society was, with most other groups interested in Indian welfare, bitterly disappointed by Bill 267, which implemented practically none of the many worthwhile suggestions made by the Joint Committee, Indians and their friends all across the continent.

A future Bill should, we submit, be based on one consideration and one consideration only: all its details should be arranged with a view to what the native peoples themselves want. We find in the withdrawn Bill frequent assumptions that the Indian peoples are backward, still wards of the government, unable to decide anything for themselves. For example, Section 6 gives the Minister final say as to who is a Band Member and the only appeal as given is Section 9

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is to the Minister. The Bill is full of such items.

This Society has already sent in considerable material on these matters, and does not find it possible to go through the highly unsatisfactory Bill clause by clause. The government is urged to write a completely new Bill based on the principle stated above: incorporating what the native peoples themselves want, as evidenced in recommendations made before the Special Joint Committee both by Indians and by those whites having an intimate knowledge of the particular problems of the Indians. It is too late to try to patch up the 1868 Act by tacking on new clauses. An entirely new start is required.

Indian Status

Any person who up to date has been living on a reserve and has been accepted by the Indians of that reserve should not now be denied status. Any query as to this status should be settled by the Indians of that particular reserve. It should be the duty of the native people themselves to say who is qualified as a member of the band and who is not.

Education

All Canadians should have the same educational opportunities. The native peoples demand, in their meetings and conferences, time after time, equal educational chances for their children. Many of us have heard Indians speak most eloquently of the need for the parents to guide their children, to teach them the moral qualities of honor, courage, faithfulness, as handed down from their great

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ancestors. In British Columbia already a number of communities have received the native children into the public schools of the district. The local school board and the Department of Indian Affairs should be commended for their work in Nanaimo, where, effective 1951, the Indian children will be attending the public school nearest the reserve, with the Department of Indian Affairs paying for their tuition and for the cost of the two-room addition to the school. Here some Indian children have already attended and will go on attending junior and senior high schools.

This practice should be most strongly encouraged, as there is no single way in which more will be done for the native people. Policies of segregation should have been discarded long ago. School buses take white students many miles to school in these days, and such transportation should be provided where reserves are within reasonable distances of the public schools.

In isolated regions it has always been thought necessary to have "Indian schools". We should ask ourselves whether these distinctions are necessary. Even if it should happen that every child attending a certain school is an Indian, that school should be one of the usual type of schools, under the Provincial Department of Education, with no distinction whatsoever made because the children are of a certain race. We do not designate "Hungarian schools" or "Ukrainian schools" in districts where a number of the population may be of these extractions.

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While this policy is being put into effect, and it should be put into effect with great speed, the qualifications for teachers in the present "Indian Schools" should be at least those required for the public schools and the curriculum should be the same. How illogical to educate an Indian child only to half the standard of the white and then complain because he cannot take his place in the same economic brackets! Teachers should be paid on the provincial scale.

Liquor

This Society has felt itself in the past unable to make any detailed recommendations on this complex question in which many non-Indians are involved in a most disgraceful manner. However, it is clear that any reserves wishful of having the liquor laws amended should then have the same rights as white people and be subject to the same laws and restrictions. A reserve might vote to have it legal to consume liquor on the reserve and this would then be bought by them in the usual liquor stores; they might vote to remain "dry" and the present law could then apply. However, while we do not want any double series of laws to grow up, it might be possible to grant drinking privileges for a probationary period of three years, with the clear understanding that if privileges were abused and a nuisance created, such a reserve might lose its rights. At the end of three years a hearing should be held before an impartial official such as a County Court Judge, who would decide on the evidence whether the privileges should be continued.

5.

Hunting and Trapping

In northern places where the chief means of existence is hunting and trapping, everything possible should be done to limit the trapping and hunting of fur-bearing animals exclusively to the Indians of that territory. Further, a complete study of the wild life of the territory should be made and means taken for re-stocking with pelt-bearing animals. The Department of Indian Affairs has already established or assisted in establishing a number of such planned-production areas with success: for instance, The Pas, Summerberry, Two Islands, Sipanok, Nottaway River, Perribonca, Abitibi, etc. etc. in which the basis is similar to that of crop-rotation in agriculture.

Social Service

Recreational facilities are the crying need on most reserves. Government and volunteer agencies provide a great network of these services elsewhere, and the Department of Indian Affairs should encourage and set in motion these services for the native people. Organized sports, Pro-Rec classes---British Columbia's very successful Provincial Recreation Physical Education program---the regular showing of National Film Board Films, the Boy Scout and Girl Guide movements, men's and women's clubs and so on offer just a few of the opportunities which should be available. Such groups as the Canadian Legion have occasionally tried to get Indian veterans to join in their meetings, and such commendable endeavours will have to be carried on for a number of years until the distrust of the white man's motives has been overcome.

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Health Services

While health services have shown great improvement in the last few years, much remains to be done. A study of living and sanitary conditions should be made of each reserve and immediate steps taken to improve conditions where found necessary. A clinic should be established on reserves, with a weekly visit by a trained welfare nurse and a monthly visit by a physician.

Land

Each reserve should be surveyed with the idea of finding out its potential for farming, logging, cattle ranching, trapping, etc.. If it is found that by making water available more land can be opened up for the growing of crops such as hay, or the present land under cultivation improved, then water should be made available provided that the results obtainable are worth the outlay. Steps should be taken to improve both arable and grazing lands by the introduction of the latest methods. In many places more land is needed, especially in those localities where the Indian population is increasing, or where more land of a better quality is needed even to sustain the present population. In the cattle ranching areas, summer grazing is an increasing problem.

It is suggested that the negative thinking so noticeable in Bill 267 should be replaced by positive action to encourage improvements. Prizes and cups to be competed for by Indians of a province or large district, engaged in the various branches of agriculture, should have an immediate effect. The Department of Indian Affairs should arrange with the provincial governments to have the

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services of the district agriculturists available to the reserves engaged in agriculture, on the same consultative basis as for the white people.

Economics

Cooperative buying and selling should be encouraged. This is the natural Indian method of procedure, and is moreover a quick and effective way of educating people in running their own affairs.

There is surely no reason why the Indian Old Age Pension still remains far below that paid to white persons.

Culture

An Indian history should be written suitable for use in the schools. It should outline achievements past and present, specifically relating the stories of native people who are achieving recognition today.

Indian Commissioner

The Commissioner of Indian Affairs for each province should have two assistant Commissioners from the native people to advise him.

Indian Vote

Since the native people already have a provincial vote in some provinces on the same basis as everyone else, there seems no adequate reason why they should not all receive the federal vote. Always in the past the question of voting has been tied up with "enfranchisement" which seems to have a special meaning when applied to Indians. We do not ask any other Canadian to give up his farm or sell his horses when he becomes a citizen. "Enfranchisement" actually means the freeing of Indian people from supervision and control by the Indian Affairs Branch. It has nothing to do with voting. We suggest that the government at once grant the federal vote to all Indians

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absolutely unconditionally just as was done provincially.

This again is a simple item which would have more effect than millions of words in Bills and Acts in raising the standards for the native people. Each Member of Parliament would then be consulted by these people and would be in a position to say: "These are my constituents; their affairs must have your attention."

As this Society's original Brief of 1945 stated, there must be both a short term plan to alleviate present distress and lead towards a better future; and there must be a long term plan with a definite aim of finding out what the native peoples want and assisting them to achieve emancipation.



NATIVE CANADIANS

A Plan for the Rehabilitation of Indians



submitted to
**THE COMMITTEE ON RECONSTRUCTION AND
RE-ESTABLISHMENT, OTTAWA**

by
**The Okanagan Society for the Revival of Indian Arts and Crafts,
Oliver, British Columbia**

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Short-Term Plans

1. Indian relief on the same basis as white.
2. Old age and other similar pensions to Indians on same basis as white.
3. More money for food at Residential Schools.
4. More money for hospital care, particularly for maternity.
5. Infiltration of whites on hunting preserves checked through licensing system.
6. Indians employed as Game Wardens.
7. Provisions of the Veterans' Land Act of 1942 open to returned Indians.

Long-Term Plans

1. A new Indian Act to replace the Act of 1868.
2. Reorganization of the Indian Affairs Branch to make it similar in philosophy and administrative practices to that of the United States.
3. Decentralization of Administration.
4. Self-Government on the reserves.
5. Full citizenship with its duties and rights.
6. The administration free from exploiting interests.
7. A modern system of education established on much the same lines as the regular provincial systems.
8. A system of adequate vocational training.
9. A new approach to health and its placing under provincial authority.
10. More hospitals.
11. The economic security of the Indians secured through far-sighted long-term planning, and the establishment of co-operative undertakings in such lines as owning livestock, farming, canning, fur-raising, etc.
12. Freedom of speech, assembly, and particularly religion.
13. A Royal Commission to enquire into the whole Indian question.

NATIVE CANADIANS

INDIANS OF CANADA

IN THE last ten years, we, the citizens of Canada, have become aware of the rich heritage of our native Canadian people through the astonishing renaissance of Indian arts, the outer sign of an inner renaissance of the almost vanished Indian spirit. We know of the powerful paintings of the young artist Sis-hu-lk and others; of the deeply moving work in mimetic drama of the Inkameep children and those of Lytton; of the outstanding art work produced by the Coast and Island Indians; of the lecturing through all Canada of Chief Oskanenton of the Six Nations; of the proposed Indian Drama Festival sponsored by the B.C. Community Drama Department; of the frequent exhibitions of Indian arts and crafts of past and present, sponsored by such individuals as the Reverend George Raley in Vancouver, and such groups as the Society for the Furtherance of B.C. Indian Arts and Crafts in Victoria, the Society "The Friends of Indians," as also the Okanagan Society submitting this brief. To many of us the approach has been literary, and we have read with consuming interest Barbeau's "The Indian Speaks"; or the musically inclined have enjoyed Indian folk songs over the radio. This offers only a sample of the great riches laid before us in British Columbia alone, and no doubt they can be equalled or surpassed in other provinces.

Others again are interested in archeological and anthropological investigations. Many papers, articles and books deal with the Indian arts and customs of the past—organization, religion, and ritual, medicine men and medicinal lore, buildings and transportation, food and clothing, hunting and fishing—the very means of livelihood. Our intellectual curiosity has delved far into the rich Indian past, and has rescued much interesting material.

But while we were fascinated by the past of a deeply rooted and highly developed culture, showing no signs of decadence at the conquest, we seemed unaware that our native Canadians were still in the world of the living. We appreciated their arts, but we seemed to imagine that these could be produced in a vacuum.

Meanwhile the Indian population of Canada lived, and for that matter is still living, in many cases in most deplorable conditions, often almost below subsistence level. Indians have practically no means of making themselves self-supporting except in certain cases as laborers and domestics in wartime, *and they have no rights as citizens anywhere in the world.* They appear to be administered by a Department whose policy often reflects neglect and parsimony due to totally inadequate financing from the government.

There have been two defaults which are inter-dependent. First, the Indian Affairs Branch has failed to introduce a modern policy for administration of Indian Affairs, and is still proceeding under the obsolete regulations of 1868. As an Indian leader says, "Indians have changed a lot since then." So has the world. Which of us would willingly go back 70 years to the days of Canada's pioneering on little subsistence farms? Second, due to scantiness of information, the general public has been so lacking in interest and so deficient in social consciousness that no pressure has been brought to bear on the Government to provide mode adequate appropriations, and to formulate an up-to-date administrative programme.

The responsibility is ultimately that of all Canadians and therefore we are presenting this brief.

ANALYSIS OF PRESENT DEFICIENCIES

as revealed by the

Annual Report of the Indian Affairs Branch, March, 1942¹

We quote certain sections indicating that malnutrition or even semi-starvation are the lot of some of our Indian friends.

p. 132. "The supply of Caribou was scarce in the Fort Resolution District and muskrat hunting in the spring was very poor . . . bands trapping towards Martin Lake reported that the catch of fur was poor . . . Rabbits have increased in the Fort Norman and Fort Simpson Agencies which, with better prices of fur, helped the Indians considerably, although they complained of the depredations of wolves which have greatly reduced the number of moose in that region."

p. 132. "Crops in the dry farming area in Alberta were only fair . . . considerable damage was done by sawflies . . . At the Blood Agency the wheat crop was only fair, owing to drought . . . The oat crop was not very good . . . The potato crop was fair, and gardens generally suffered from lack of moisture . . . Grazing was not so good as last year owing to drought . . . The special herd which was started at the Blood Agency with the object of supplying all meat rations for *destitute Indians of that Agency* (our italics) will issue female stock to Indians as foundations for new herds."

"The summer was so hot and dry in the province of Saskatchewan that crops were very poor . . . Gardens were poor . . ."

p. 133. "Several Indians in Manitoba have small flocks of sheep." The wheat yield was light . . . Flax was grown but light yield and poor prices resulted in poor returns . . . Coarse grain gave only a fair yield . . . The potato crop was light. In Ontario, "Indian girls experienced no difficulty in securing steady employment as domestics."²

We are naturally not laying the blame for poor weather conditions or lack of game on the Indian Affairs Branch. We quote these items to show that while Indians and whites alike suffer from these calamities, whites obtain relief payments, inadequate enough, but at least keeping them above the line of starvation, while Indians only obtain groceries to the value of \$4.00 a month when actually too sick or too old to work. It is known that in the North Indians have starved to death, and that such a thing could be allowed to happen in a rich country like Canada is incredible.

War Services.

The number of Indian enlistments has now been far surpassed so there is little point in mentioning the figure of 1,448 as given in the 1941 Report. The high number of rejections for malnutrition is not given in the Report.

In spite of our native Canadians being denied the right of citizenship, we know that a very fair percentage has volunteered and is serving with the Active Forces and that Indians had, out of their meagre funds, given over \$11,000 for war purposes by the end of 1941. This makes us feel very small indeed.

Indian Health Service.

Very little of positive value seems to have been accomplished, according to the Indian Affairs Branch Report. On page 135 we read:

p. 135. "A nutritional investigation was undertaken during the year. It was found that a large section of the Indian population was suffering from dietary deficiencies. Measures to counteract this condition are being studied."

¹NOTE. The Report is dated March 1942, but deals with 1941 and all figures quoted therefore are for 1941.

²We mention this because we cannot understand why there are not many large flocks of sheep either there now, or planned for, especially when war and post-war needs in wool are so great.

³This is quoted because we cannot find any mention of any other possible employment for Indian girls in the Report.

Unless this study undertaken in 1941 has already resulted in energetic and definite action right across Canada, it is urged that the only possible solution to dietary deficiency problems is not to "study measures" but to ship in crates of preserved milk, butter, eggs, and oranges, and then to press for the most energetic and vigorous campaign for:

(1) Ensuring a full living for Indians so they can purchase what they need.

(2) Stringent adjustment of game laws made to prevent white "sportsmen's" and trapper's depredations so that Indians may have fresh meat (a potent source of vitamins).

(3) Education through community centre schools (see p. 18) in health and diet, remembering the value of local and native foods.

Welfare and Training Service.

For many years thoughtful people have urged the teaching of Indian pupils by teachers trained in modern methods of psychology, educational theory and practices, adapting these newer types of instruction to the special abilities and needs of Indian students. The work of Mr. Anthony Walsh in arts and crafts and drama at Inkameep (Okanagan) and of Mr. Noel Stewart, whilst at Lytton, B.C., are particularly outstanding. The Report says on p. 135: "The Department is wholly dependent on the provincial normal schools for its supply of teachers," but to our knowledge many Indian teachers and administrators have no teaching qualifications.

Furthermore, the Report states: "A report of an I.Q. survey of a number of residential schools in Ontario, undertaken by the Provincial Department of Education, suggests that it may be necessary in the future to provide special courses of study for Indian Day and Residential School Teachers. (Our emphasis).

We would point out that in October, 1942, The Society for the Furtherance of B.C. Indian Arts and Crafts, Victoria, B.C., submitted to the Indian Affairs Department a brief entitled "Suggestions on the Encouragement of Arts and Crafts in the Indian Schools of British Columbia," which, if implemented, would assist in raising the status of Indian Schools. It is appalling to think that authorities had not realized the necessity for specially qualified instructors until 1941, and then only to lament the dearth of such qualified teachers. We would like to be assured the Department is actively planning for the training schedule now, so that the program may be established as soon as personnel becomes available.

We find higher education almost entirely neglected. According to the 1941 Report the expenditure on education contains an item, "Assistance to Ex-pupils," which we interpret to mean an expense for further education. This item in a total expense of \$1,878,726.00 comes to \$1,323.85.

There is no longer the possibility of using the excuse that Indians cannot assimilate white education. We point to 92 Indian nurses and two Indian doctors employed by the United States Indian Department in 1940; to the fact that in the U.S.A. each year "a selected group of young Indian college graduates are offered apprenticeships in teaching in Indian schools" (according to the U.S.A. 1941 Report); that Brig. O. M. Martin, a full-blooded Iroquois Indian, has been appointed Commandant of the Hamilton-Niagara Military area (as reported by the Canadian Press on July 5, 1943); that the balance, judgment, and organizing ability of the leaders of the Native Brotherhood of B.C. with five thousand Indian members compare favourably with that of white executives; that there are apparently no more limits to an Indian's capabilities than there are to those of other races, when adequate educational facilities are provided.

Then why have so few Indians achieved more than a few grades of school education? They feel this terrible lack in today's world. A British Columbia Indian leader says, as reported in the *Vancouver Province* of June 12, 1943:

"In the year 1927 the Parliament of Canada provided that any Indian child who showed promise would be assisted in learning any of the professions. Indians of B.C. are seeking the fullest education for their children, but that promise made by the Government of Canada has not yet been carried out . . . Indians of B.C. would like to see their children attend technical and normal schools as well as the University of B.C."

This applies, of course, to the wishes of Indians in all other parts of Canada.

If our interpretation is correct, the sum of \$1,323.85 (Assistance to Ex-pupils) already mentioned is the total Canada expended for the above purpose. How many students could be aided to a higher education for that outlay is an interesting conjecture.

In the realm of elementary education, while 17,281 pupils are on the rolls, the average attendance is 13,935, or 80 per cent. The following table shows the number enrolled in each grade:

Grade 1	6,240
Grade 2	2,835
Grade 3	2,419
Grade 4	2,037
Grade 5	1,608
Grade 6	1,006
Grade 7	627
Grade 8	378
Grade 9	131

Therefore, out of 17,281 children enrolled in school, only 378 in the whole of Canada were in Grade 8 in 1941.

All educational administrators today are revising former false ideas on the I.Q., on capacity and on curriculum. It is now found that nutrition affects I.Q. to a very marked extent and if our Indians had access to proper supplies of food, the inherent I.Q. would go up considerably. Secondly, progressive educators everywhere have finally banished the old "book-learning" goal of preparing 100 per cent of the students for the academic studies that only 5 per cent of them would pursue. Education nowadays sees three sides for school development: first, the fitting in of the child with the group (socialization); second, the development of skill such as drawing, manual dexterity, reading, writing; third, the use of such aptitudes as co-operatives, courtesy, curiosity, initiative, combined with knowledge of skills for the group's benefit. Education has been brought in tune with the times, in which the useful but varied place of any member of society is thought valuable, and a way is at last open for the individual to develop individuality.

It would be therefore a very reactionary person who could not fit the *modern* curriculum to the needs of all children, including Indians (whilst allowing full scope for the development of their special gifts) when the matter of malnutrition has been attended to.

Welfare.

The Report states on page 136: "There is little evidence to indicate that the Indian has become in any sense more frugal as the result of the period of economic depression from which he is now emerging. The failure of the Indian population, when work is plentiful and wages high, to provide for their future needs or to spend their earnings on worthwhile projects, such as the repair and furnishing of their dwellings is one of the most perplexing features of the welfare program, although in many cases they are showing improvement in this respect."

It surely goes without saying that a Department that has never striven to have adequate or even regular employment of its charges cannot expect those people to have learned thrift and frugality out of the air. In comparable economic groups, and in very much higher economic groups, the war has brought a rush of luxury-spending instead of a putting of money into worthwhile projects. How unfair it is to blame the Indians for what is noticeable over the entire continent! Money is a new thing to many white people, too, and wisdom in its use has to be slowly and painstakingly learned. The Report makes no mention of plans for encouraging thrift and frugality.

p. 137. "Large quantities of discarded military clothing . . . shoes, great-coats, socks, and battle dress blouses . . . have been distributed to Indian agencies. Unusual skill and interest has been displayed by Indian women, members of Homemakers' Clubs, in the repair and remodelling of this clothing."

This paragraph is a disgrace to the Department. How will fitting out Indians with soldiers' discarded clothes make them feel on a level with other ordinary citizens of this Dominion? As voting citizens we strongly protest against such methods. How would we like a few discarded military garments as charity? When will it be realized that welfare work ceases as jobs are provided, whether for Indians or whites?

Occupations in Each Province.

As further opportunities for work must stem from what is already there, occupations and conditions therein in 1941 are quoted in full from the Indian Affairs Report. From this it is obvious that given equal opportunity with the whites in such matters as proper education and health facilities together with adequate vocational training, the question of Indians becoming absorbed into the economic life of the nation need no longer constitute a problem.

Nova Scotia.

"While many of the Indians raise their own gardens, any other agricultural pursuits that are engaged in are on a small scale. With the progress of the war, however, more Indians are finding employment with white farmers and fruit growers. Their natural ability as guides and canoe men is utilized during the tourist season, and their skill at making baskets and at woodworking is another important source of income. They also work in lumber camps as labourers."

New Brunswick.

"Except for growing potatoes and vegetables for their own use, little farming is engaged in. The potato crop in the State of Maine, however, provides seasonal employment for many Indians every year. They also hunt and fish and act as guides. Many work in lumber camps and sawmills, while others earn a living as day labourers. In certain parts of the province they are engaged commercially in the manufacture of axe and pick handles and baskets."

Quebec.

"The Indians of Caughnawaga are noted steel workers and find highly remunerative employment in that trade. The native handicraft projects continue to be successful. The Indians of the northern interior and the north side of the Gulf of St. Lawrence depend almost entirely on hunting, trapping and fishing for *their subsistence* (our italics). In the Saguenay district they act as guides and canoe men and also find employment in lumber camps and mills. The Indians in the organized central and southern portions engage in mixed farming. They raise fruit and dispose of it at nearby markets and those who possess cows sell the milk to the creameries and cheese factories. A few also act as game guardians on established beaver reserves."

Ontario.

"In northwestern Ontario the Indians are dependent largely on fishing and the trapline for their living. In eastern Ontario they engage in lumbering. All northern reserves are reasonably well stocked with merchantable timber. In the southern and western parts of the province farming is the chief source of revenue, *although the Indians in these sections, close to industrial centres, are to a marked degree becoming absorbed into the industrial life of their respective communities.* When advantageously located to do so, the Indians engage in guiding during the tourist season, in which they are particularly efficient, and in themselves actually constitute an attraction to tourists, unfamiliar with the aboriginal races."

Manitoba.

"Fishing, hunting and trapping . . . in the lake regions and north; the large commercial fishing companies employ many Indians . . . Agriculture is confined chiefly to four Agencies, although Indians from other Agencies work in the harvest fields in the farming communities. The new sugar beet industry is also providing work for Indians in the beet fields. Good herds of cattle . . . and other livestock are to be found on many reserves, and their products are a vital source of income to the Indians of southern Manitoba. Surplus hay is sold . . . Taking out wood for winter requirements has always been an Indian occupation while recently more and more Indians have been engaged in cutting pulpwood. Indian women find their native handicraft, particularly the manufacture and sale of gloves and moccasins, a profitable undertaking."

Saskatchewan.

"Farming and stock-raising comprise the chief occupations of Saskatchewan Indians. *They are equipped with good implements and horses and employ the same advanced modern farming methods as their white neighbors. Their cattle are of a good type . . .* In the north central sections of the province they supplement their incomes by selling their surplus hay and taking out fuel-wood, while further north, they depend almost entirely upon hunting, trapping and fishing for their livelihood. They make good woodsmen. The recent shortage in the pulpwood industry has opened new opportunities for earning good money to Indians from all parts of the province, many of them finding work in the wooded section of Saskatchewan and several going to Ontario . . ."

Alberta.

"Stockraising is the principal occupation of the Indians of the southern and foothill regions, where they have large herds of horses and excellent cattle herds. *They grow grain on up-to-date, well-equipped farms.* Indians in the northern parts, while mainly occupied in hunting and trapping, also engage in fishing and selling fuelwood. Those Indians who do not farm for themselves, find employment with farmers and ranchers; haying, harvesting, and working in the beet fields . . . A number also work in lumber camps, sawmills and as labourers. *The Blackfoot Indians operate two coal mines of their own.*"

British Columbia.

"The Coast Indians exhibit skill as salmon fishermen and the fishing industry has continued to be their chief occupation. *Many own their own power boats and up-to-date equipment* and either fish independently or under contract with the canneries. Herring canneries give work to a large number of Indians, especially women, who give excellent satisfaction as cannery workers along the coast. They also engage in clam digging while others work at various occupations such as logging and as unskilled labourers. Indians of the central and northern interior regions make their living by trapping on registered traplines, while towards the south they are turning their attention more and more to agriculture and other pursuits. Many engage successfully in cattle and horse raising, while others are making a success of fruit growing, some of them having orchards of their own. Whole families participate in the seasonal migratory labour movement to pick hops, fruit, etc., which frequently takes them into the United States in their wayfaring."

This Society has no knowledge of any Indian operating an orchard on a commercial basis in British Columbia.

We conclude from these statements that in cases where Indians have been

enabled to go into modern types of work, such as structural steel work as in Quebec, or operating a coal mine in Alberta or having farms with good implements and a high type of stock (as in parts of Saskatchewan and Alberta) they soon become on a par with their white neighbours.

We note, however, that no figures are given for the number thus engaged and we are inclined to think these constitute exceptional cases. Every province reports Indians working as laborers, as unskilled laborers, as harvest or haying or fruit picking hands, and such casual seasonal labour cannot be said to be a firm foundation for making a self-supporting citizen. *We note no system of training adults for the many occupations possible and no plans for future training in permanent types of work when the war-industry boom is over,* although we note that in some schools courses in vocational pursuits are now being given.

Dwellings.

A description is given of housing in each province. It is impossible to tell without seeing them in exactly what condition the houses are. As far as B.C. is concerned, personal acquaintance of members of this Society is with houses in places as far apart as Canoe Creek, Alkali Lake and Williams Lake (Williams Lake Agency), Osooyos, Penticton, and Similkameen (Okanagan Agency), the Nicola settlement outside Merritt (Nicola Agency), the reserve outside Duncan (Cowichan Agency). Housing conditions in most of these places are very poor, and therefore we are particularly interested in the following statement of the Report:

"Special attention continues to be given to the improvement of Indian homes. All new houses are built upon modern lines of the small compact type used by white labouring classes."

It would be interesting to learn where these houses built upon modern lines are to be found in the interior of B.C. and to what extent they were financed by the Indian Affairs Department.

We have information from Ontario which states: "Most of these better homes have been built by individual initiative, but there are some examples of government housing programs."

It seems to us, however, that the Department's whole attitude and interest is here nakedly revealed: Indians are not to be educated to their ability and aptitudes, to take on the great tasks that this world waits for; they are not to take their place among other inhabitants of Canada for whom upward paths are not closed; they are to remain "labouring classes" as the *highest ideal*. The Department says it is trying to get them up to this level.

We as responsible citizens absolutely reject this attitude to our fellow human beings. Indians are Canadian people, and we shall not rest until we have made every possible attempt to bring their plight to the Government's attention.

Number of Indians.

We learn from the Indian Affairs Report that there were in 1939, 118,378 Indians in Canada and on them we spent \$5,004,165—i.e., \$42.28 each. This covers total administration, the Indian Agencies, reserves and trusts, all medical care and welfare, all education (including \$1,393,393 in grants to residential schools), a few very small items for grants to exhibitions, statutory Indian annuities and pensions. All this is covered by \$42.28 per person per year, and of this amount, approximately 7 per cent is absorbed by cost of administration.

We note there were 17,281 children in schools (275 day, 78 residential, and 10 combined). Although the census of 1939 gives 26,390 Indians between the

ages of seven and 16; apparently only two-thirds are in any kind of school at all, and as we have already pointed out, the majority are in the lowest grades.

The amount spent on "welfare" shows a marked decrease from previous years but totals only are given. We understand from other sources that the relief paid to an Indian family, whatever the size, is about \$4.00 per month in groceries. We further learn that Indian residential schools (total on rolls, 8,840, or half the children in school) have very inadequate grants, especially for food and clothes, receiving only 40c to 47c per day per child. Due to this cause the children have to spend much time planting and growing food, instead of being in the classroom, and the under-nourishment and poor clothing naturally lead to tuberculosis in later life besides keeping the children backward in their school work. We understand the grant is the same as before the war although every housewife knows how prices have gone up and quality gone down, especially in clothing of the plainer kinds.

Shocking as the deficiencies appear to be, judging by the Indian Affairs Report, we should have felt the Government was doing its best to "right the wrong" had the Report ended with enthusiastic and generous plans for the future. We are becoming seriously alarmed at the complacent acceptance of the Indian as a lower class labourer to be kept alive at as little cost to the commonwealth as possible.

This Province is showing deep concern over the plight of our aged folk, subsisting on the amount of \$30.00 per month. Yet we ask our native Canadian friends to live and support a family on \$4.00 a month in groceries.

Per capita income of Indians increased from \$52.00 *per annum* in 1933 to \$105.00 *per annum* in 1943. (These figures are supplied by the Indian Affairs Branch). While this great increase amounts to a doubling of income, it must be remembered that it still means less than \$9.00 a month per person for all expenses, and it must be remembered, too, that the relatively very high income of the few like the structural steel workers of Caughnawga (who have been called to work on great engineering projects all over the continent) does much to unbalance the per capita figure. No figures can conceal the fact that Indians have not been placed in a position to earn an adequate living in the modern world, and such a trifling sum has been expended on their behalf by the people of Canada that their condition shows little improvement.

The Report gives no figures to indicate how many babies are born in hospitals, for instance, or even whether medical care at childbirth is available. It gives no figures of water pollution at reserves leading to typhoid. It gives no figure of expenditure for 1941 on trachoma, the leading concern of the United States Indian health authorities, along with tuberculosis.

IMPROVEMENTS IN UNITED STATES INDIAN ADMINISTRATION IN THE LAST TEN YEARS

In many other countries plans have been made, and circumstances have been adjusted to help in the transition from the hunting and herding economy to the machine age of today. The Maoris of New Zealand, after much repression, dishonest treatment with regard to land, and neglect, have at length progressed to the point at which they have four Maori members to represent them in the New Zealand Parliament. We mention this to show what has been done elsewhere within the British Commonwealth. In Yakutia, a portion of former Siberia, corresponding to our northwest territories, the nomadic tribes have been brought into a modern life of airplanes and tractors, the transition period being less than 25 years. Again, conditions are not exactly the same. However, conditions are very similar in the United States, and a résumé of the American approach is of value to us.

The appalling conditions we see today in Canada once prevailed in the United States, except that taking land away from the Indians seems to have gone much farther.

The Report of the Commissioner of Indian Affairs (1940) of the United States gives a summary of the situation as it was some 20 years ago (page 357).

"The cumulated and inherited official policy in 1920 was moving ahead impersonally and with a ruthless benevolence or a benevolent ruthlessness. That policy was one of extinguishing the Indianhood of all Indians through all devices within the control of a government whose power over Indians was absolute; it included a continuing expropriation of the Indian land."

"And everywhere, excepting in certain limited parts of the south-west, the tribal and the individual life of Indians was managed through a centralized and a horizontal bureaucratic program, under the aegis of thousands of uncoded statutes and of more than ten thousand pages of unassembled regulations, by an Indian Bureau which monopolized all the power over Indians and all the Indian Service."

The 1941 U.S.A. Indian Affairs Report states:

"The problem facing the Indian is in its essence a world problem and one which must be solved if there is to be achieved any ordered stability in the international and internal relation of states. It is the *problem of reconciling the rights of small groups of people to cultural independence with the necessity for larger economic units demanded by modern methods of mass-production and distribution*. This has been at the very heart of Indian policy since 1933 . . . The rights of the Indian to cultural independence have been seldom recognized by Indian policy, but rather there has been the totalitarian concept of a super race dominating, absorbing and reducing to serfdom the small minority groups of a different culture." (Our italics).

"In the recognition of the rights of Indians to cultural independence present day policy has not lost sight of the fact that this right must be reconciled with the demands for adjustment to modern technologies." (p. 408).

The problems here stated so admirably for the U.S.A. is essentially the same problem with which Canada is faced today and a problem which we insist is capable of solution.

The following short list of dates shows what was done in the U.S.A.

- 1924—Full citizenship was voted to all Indians.
- 1927—A far-reaching survey (comparable to our Royal Commission) was begun.
- 1928—A special committee of the Senate began hearings on Indian investigation.
- 1929—Policy changes were begun in the Indian Department.

"In 1929 the Secretary of the Interior and the Commissioner of Indian Affairs joined in memorials to Congress, asking for legislation to re-establish the local democracy of the Indians, to curtail the absorption of the Government's Indian system, to apply the concept of constitutional right to Indian economic affairs, and to settle decently and promptly the host of Indian tribal claims . . . And of inconspicuous but of basic importance was an effort to apply modern principles of personnel work in the Indian Service. That effort is not yet finished." (p. 358).

1933 onwards saw a drive towards Indian democracy and the cherishing of the land.

"Indian cultures and religion were put in possession of the full constitutional guarantees . . . The institutionalized boarding schools for Indians were cut by one-third and the children were moved to community day schools, and thousands of children never before schooled were brought into the classroom." (p. 359).

1934—The Indian Reorganization Act was formulated.

"The administrators took this proposed reform legislation to the Indians in great regional meetings and through the Indians assembled there back to all of the Indian communities. For the first time in history, all Indians were drawn into a discussion of universal problems focused upon the most ancient and most central institution, local democracy integrated with the land." (p. 359).

The Act when passed, was arranged with a referendum so that each tribe might adopt or reject it by majority vote.

The newly organized Indian Bureau acted as a clearing house for all efforts made by other agencies in care of Indians, and gave its concentrated attention to all matters thus covered.

The 1941 U.S.A. Report mentions that results soon showed; for instance, in that year 80 per cent of Indian babies were born in Indian Service Hospitals. Investigation into tuberculosis showed that its incidence was not higher among Indians than among comparable economic groups. Arrangements were made to hospitalize Indians in State sanatoria as near reserves as possible. Much anti-T.B. vaccination was carried out among children.

The 1940 U.S.A. Report says:

"Tribes such as the Apache have stepped to the forefront as conservators (of range lands), creators of great cattle herds which do not overgraze, and operators of co-operative enterprises of the most modern types. And in their political self government these tribes have become models, deserving study by the white countries or States . . .

"The impressive material achievement of the Indian across recent years has been attained through the revival of ancient forms, and the establishment of very modern forms, and the merging of ancient and modern forms, in local democracy. The Indians have proved that democracy can plan and can execute." (p. 361-2).

An Indian tribe can assume complete political and economic control over its internal affairs, just as any incorporated municipality.

Quoting the same report we read:

"The type of organization adopted by the tribe reflects, again, the Indian will. Self government among Indians, if effective, will follow no set pattern . . . Some of the most effective native governments, in terms of maintaining social control within the group, are archaic forms . . . But whether the tribal government is an ancient one or a twentieth-century product, membership in the governing body, tenure of office, control of procedure, are wholly within Indian hands." (p. 364).

"Every tribal constitution has granted women full political equality. Since the beginning of tribal organization, numerous women have served as members of tribal councils." (p. 365).

"Progress . . . has not been even. To deny the failures and shortcomings of these five years (1934-1939) would be to claim too much for the democratic principle; it does not

re-make men overnight; it does not endow them with super-tolerance. At its best it seeks only to remove from men's minds the fear of authoritarian control, to leave each man free to develop his own powers, and to fulfil his responsibility to society. A democratic state is not created overnight by fiat; it is arrived at slowly and painfully, a product of the deepest aspirations of the men and women making the state." (p. 366).

"Never has there been any question of the ability of the Indian people to rule themselves and to rule more wisely than benevolent absentee authority could. The failings do demonstrate, however, that the Indian Office in the years ahead can be particularly helpful by working with the tribal governing bodies and encouraging them to make full and wise use of their powers and to develop habits of thinking in terms of tribal welfare." (p. 366).

We feel there is no need to go into details of land restoration, conservation, etc., which can be read by those interested in the Report. The information on co-operative livestock associations, irrigation schemes and so on, is of great value.

The persistent aim is to use money to make the Indian self-supporting, independent and prosperous.

In health matters only the highlights can be touched. This is the background:

(U.S.A. 1941 Report). "It (health) is a story of human conservation, scientifically applied through the medium of medical workers whose application of modern methods must be continually adjusted to the ancient beliefs, ceremonies, traditions and taboos of the many Indian tribes and bands.

"As a privilege of free peoples, tolerance in the practice of local customs and beliefs is essential to a democracy. (Our italics). Yet, for generations, religious liberty was not permitted to the Indian tribes, while the curing ceremonies, an essential part of their faith, were discouraged. (Our italics). Few persons considered of value the mental stimulus produced by the powerful song prayers and the fact that through generations of testings, these 'medicine men' had acquired an extensive knowledge of medical herbs and the use of practical therapeutics in the form of massage, sweat baths, cathartics, and cauterizations. Years ago the Indian people were reluctant to accept modern medicine . . . But gradually, as skilled treatment brought the ill back to health and as health education proceeded in the schools, the Indians themselves began demanding new hospitals, clinics, and medical facilities.

"As evidence that it by no means wished to interfere with or belittle the 'medicine-man's' role in tribal life, the government recently invited Navajo medicine-men to participate in the dedication of two federal hospitals. The fact that the Navajo medicine-men offered the prayers with which they bless their own homes in the dedication ceremonies, demonstrated a reciprocal appreciation and realization of their own limitations in the face of modern science. Of similar interest, a full-blood Osage Indian, Eugene Butler, Jr., presented the Indian Pawhuska Municipal Hospital in Oklahoma a few months ago with an X-Ray machine of the latest model." (p. 380).

Much detailed work is being done on tuberculosis, venereal diseases and trachoma, and research into new methods goes on continually.

In the U.S.A. Indian Department, education has the following aims:

"Teaching Indians to make wise use of their own resources, encouraging and assisting them towards better self expression, fitting their cultural and other gifts into the pattern of national and community life, finding new and more effective ways of teaching basic conservation facts, and discovering and recruiting better Indian Service teachers . . .

"There has been a great emphasis throughout the Indian schools, not only on the preservation or revival of native handicrafts, but also upon self-expression through painting, wherever possible, in a perpetuation or revival of traditional forms of expression."

"While emphasizing the desirability of perpetuating native art traditions, the authorities will continue to recognize the right of Indian genius to assistance in whatever form it may appear." (p. 384).

"The system of selecting teachers has been completely revised; within the last two years two examinations have been announced which demand qualifications more in keeping with Indian Service. Rural living, training for rural life, teaching in schools which actively

participate in community activities, and experience in adapting curricula to local needs, are some of the qualifications now demanded in the examinations which are supplemented by personal interviews, tending to reveal such human qualities as initiative, ingenuity, and sympathy with the problems to be faced.

"Teachers chosen through these new examinations are being sent into remote Indian communities. These teachers make friends with the older Indians of the community, inaugurate school gardens, which rapidly spread to become community gardens, and through initiating school children in the care and value of livestock and farming, arouse community interest in the school program.

"Adult women in the community are encouraged to visit the school to learn to cook, sew and preserve the newer food in newer ways. The men of the community are invited to use the tools and equipment of the shop for home improvement and care of farm equipment." (p. 385).

The following extract is of particular interest to us in Canada:

"Twenty years ago the federal boarding schools required students to do much of the manual labour connected with the maintenance and operation of these schools." (Note: Still the case in Canada today).

"Today, while many young Indians may be seen working around the schools, they do so of their own choice. Through a selection of certain subjects, they may earn a little cash as spending money or a share in the livestock, poultry or whatever other field or activity they have chosen as a vocation after leaving school. In the day schools, students begin farming on their own land or that of their parents under the supervision of skilled instructors. In the boarding schools these students who select agricultural training may, through contract with the school, borrow a certain number of livestock, poultry or seed, and through their enterprise return the cost of the school's original investment, as specified in the contract. At graduation they take their material assets home, where they may serve as a beginning for their future enterprise, or sell them for cash." (p. 388).

The Indian Day Schools are being converted into community centres as rapidly as possible. They are being built up as this centre of community life in response to modern needs, just as they are for white people in the most progressive parts of Canada and the United States.

The number of day schools has been greatly increased in the past ten years, and the school attendance has more than doubled. Twenty-five reservation and non-reservation boarding schools have been closed and attendance at boarding schools has dropped about 6,500. Many of the remaining boarding schools have been reorganized as vocational high schools. Where Federal Indian schools are not maintained because there are other schools, the Government contributes to State or private agencies a part of the cost of education for children with one-fourth or more Indian blood.

In 1940, 4,682 of the permanent Indian Service staff of about 8,000 consisted of Indians. There were eight Indian superintendents, 251 in professional positions, 935 in clerical jobs and about 3,475 in other skilled occupations.

Adequate training opportunities are given in all sorts of work, through various Federal agencies, the CCC having been notably successful.

"Today there are more carpenters, painters, mechanics, surveyors, draughtsmen, and engineers among the Indian population than ever before." (p. 392).

There are not comparable agencies in Canada, so such work will have to be done from the ground up.

The key to the entire U.S.A. Indian program is found on page 392 of the Report as follows:

"Indian participation was sought in all Federal activities concerned with Indian affairs, and this participation was given added momentum by the Indian Reorganization Act of

1934, by the conservation programs carried out largely by the Indians themselves; and by the co-operative planning for economic and political self-sufficiency in which the Indians play a primary role.

"The ideal of the Indian Service personnel has been initiative and anonymity, to the end that the Indians should eventually lend themselves." (Our italics).

Decentralization is well carried out, only 3 per cent of the administrative personnel being located in Washington, D.C. Attention is paid to the evaluation and improvement of each employee's talents and work, and the expansion of in service training, together with plans for selection of future personnel. This all points to a solid basis being laid for the future.

Arts and crafts are greatly encouraged, while the worker is protected from cheaply imitated wares. Markets have been developed for high quality goods of authentic origin.

The 300,000 Indians of the United States (Canada has just over one hundred thousand) have a Department which can accomplish things because of capable leadership and an appropriation of \$35,000,000—a per capita grant of \$117.00 as against Canada's \$42.00. Naturally, then, the conditions of life and hope for the future of these Indians are both better than conditions and hopes of their Canadian brothers under existing methods of administration.

SHORT-TERM IMPROVEMENTS SUGGESTED FOR CANADA

In the light of these findings, only briefly summarized here, of great achievements under almost exactly similar conditions we request the following plans to be implemented for our native Canadian friends.

Short Term Items Requiring Money Only, and Not Extra Personnel, Which is Not Easily Available in 1945.

1. That immediate steps be taken to put Indian relief on the same basis as white.
2. That old age pensions be granted to Indians on the same basis as whites.
3. That immediately more money be made available for food at residential schools.
4. That immediately larger grants be made for hospital and medical care.
5. That infiltration of whites into lands hunted and trapped over by Indians be stopped at once, as this infiltration is causing severe hardship to our Indians.
6. That Indians be employed as game wardens wherever possible and to keep predatory birds and animals in check.
7. That the provisions of the Veterans' Land Act of 1942 be open to returned members of His Majesty's forces who are of Indian race.

LONG-TERM PLANS

1. A new Act based on the lines of the United States Indian Reorganization Act of 1933, to replace the present Act of 1868.

This new act to have in mind today's situations, circumstances and needs, built on a firm basis of consulting the Indians as to their needs, and assuring them cultural entity (when not already lost) and economic independence in the modern

world. As in the U.S.A., this should be extended to all of one-quarter or more Indian blood.

To have economic independence demands the operation of large units. The co-operative fish cannery, the community farm or ranch, the co-operative live-stock association, the co-operative fruit and vegetable cannery—all these are today's units for ensuring large-scale production along with ownership for the many. What are they but the modern adaptation of the tribal unit? The Indians in their own culture knew, as industrial man is painfully learning, that the group is the centre of economic life. One can hardly name an article of modern commerce which is not the product of pooled resources in invention, technology and manufacture. The tribal organization is today's democracy: people rule themselves through the tribal group.

At the same time, the Act should be so framed as to make assimilation (without destruction) of the Indian easy.

We quote Mr. G. C. Monture, an Iroquois who studied at Queen's University:

"Nearly all our people speak English; in fact, only among the older people is the ancient language preserved. In consequence, our old legends, myths, and traditions are in danger of being lost. It is in these legends and myths that I hope our Canadian authors and poets will find a source of inspiration for the creation of a distinctive school of Canadian literature.

"We must forget our old traditions and take our place among the whites. Because some cannot forget our ancient glories, their paths are not easy. They are as wanderers between two worlds, the one lost and the other not yet ready to receive them. It is for them that I make a plea to our white brothers, asking that you be patient and understanding. We have contributed much to your culture. We are capable of contributing more. To do that, however, we must merge our identity with yours. *You must accept us, not as Indians, but as Canadians*, whose ideals are the same as yours—the building up of a united Canada free from sectionalism and the prejudice of race and creed—a Canada founded on the British principles of justice, truth and loyalty."

We desire to see a Canada made up of many racial origins and we want no theories of holding aboriginal inhabitants down to the quaintness of the past, isolating them in picturesqueness for the tourist trade, or limiting them to the "labouring classes." These native Canadian are our brothers and have rights as human beings.

2. Under the Act, Reorganization of the Indian Affairs Branch.

It should be planned much as the United States Indian Service (which has proved its suitability by actual recorded results), with vigorous leadership anxious to serve the Indian to the best of the white man's ability. It should be progressively more and more staffed with Indians, as in the U.S.A., where 60 per cent of the administration were Indian in 1940.

(Note: We are informed by the Department of Mines and Resources at Ottawa that:

"The total number of employees engaged in the administration of Indian Affairs is about 1,000, of whom 65 are at headquarters and the remainder in the field. The figures of Indian employees are not available." (Letter, Feb. 7, 1944).

This suggests that there are not many Indian employees).

3. *Administration should be decentralized* so that officials on the spot, with knowledge of local conditions, may make decisions.

4. *Self Government on the Reserves* should be encouraged as much as possible. Responsibility for the keeping of the law should be in the hands of the Chief and Council. Women should have equal voice with men in the council, as in the United States.

5. *The Act should provide full citizenship* without any loss of lands, etc., as at present. Such was given without question in the United States in 1924. At present there is the anomaly of the Government conscripting for military service, demanding income tax, and yet saying that the Indians cannot be citizens, cannot have old age pensions, etc. *The Indians should be granted full citizenship with the same rights and privileges as white people* with regard to taxation, military duties, relief and old age pensions and other matters of social security.

This is not a matter for accomplishment at one stroke, but should rest upon the expressed willingness of native Canadians themselves to accept duties and gradually abandon the attitude of "wardship" under which so many inequalities have been perpetuated. Many Indians wish to retain their Indianhood, for they find many white men's traits far from admirable. The typical Indian attitude to community welfare, for instance, must find expression, and not repression, in modern society.

6. *The new Department* must take every possible precaution against exploiting parties, vested interests, etc., having a voice therein and thus exerting influence. A prominent Vancouver Island Indian says:

"The real need is for an Indian or a white man 'NOT TIED UP' with any other office, to represent our point of view in Parliament. As it is now, we are never notified of any change or amendments until they come up and are passed in the House. We need a representative who would be well informed on our problems, who could obtain our viewpoint before any legislation is passed, and who would be interested solely in our rights."

The Department must employ ethnologists and welfare officers trained to assist in the transition from a hunting and herding economy to modern life; and yet aware of the value and dignity of native ways, especially in the regions far from settlement. These men must have the welfare of the Indian at heart, and must work with intelligence and enthusiasm for improving every aspect of life for the Indians until such time as Indians can take care of themselves as fully-fledged citizens.

7. *A new system of education should be established.* Mission schools of the past have performed much devoted work, caring for children when parents went to hunt or fish, but the task now facing them is beyond their powers either as regards money or personnel. They are not able to provide an adequate modern education and why, indeed, should we expect private groups to look after our national responsibilities? We gave up private schools (except in a minor way) as the educational system for Canada many decades ago, and we expect the same democratic system to be extended to the Indians.

These schools should be established in conjunction with the provincial departments of education and there must be an endeavor to bring them up to provincial standards as soon as possible. Teachers for them should be specially trained to help in the work of transition.

The schools should be day schools with the boarding schools being adapted as high schools and technical schools for the older pupils. No one nowadays considers institutional care, however good, as suitable for young children. In the days of Dickens that was the accepted thing. Now social and educational workers know that the home is the place on which to base the responsibility for bringing up the child. The breaking up of family life has wrought great damage among the Indians, and means for repairing it cannot be taken too quickly. It is surely against every principle to take children of seven and eight years away from their parents, and, in the north, keep them away for perhaps seven years. Day schools

benefit both child and parent, the latter being brought into close touch with the teachers and school, and therefore being led to understand and value the school program.

With the new community-centre-type of school so strongly to the fore among educationalists and sociologists, there is no need for lower standard Indian school. There will need to be slow changes, but our ultimate aim is the establishment of the same educational opportunities for all.

Modern instructors teach the use of the immediate environment to white pupils, and there would be little difference in adapting it to Indian needs. Teachers for schools predominantly Indian must have special training today. It is a courtesy due to all minorities, until such time as they are made a part of our great Canadian mosaic.

With the school a community centre, health education, home-making instruction, child care, and all the myriad facets of adult education, could be carried out as in the United States, and the Department should have special plans developed for this purpose.

8. *A system of adequate vocational training should be established.* This should be more than perfunctory training in manual arts. It should be connected with the characteristic industries of the region, whether they be shipbuilding, farming, lumbering, or other occupation. The school should provide a training that will establish a groundwork for future entrance into skilled trades. Adult training also should be provided for.

9. *Health needs a new approach.* We suggest the study of the Canadian Federation of Agriculture Plan for Health Insurance, which envisages a health centre in every rural community. These are to be devoted to preventive health measures, and secondarily, to curative treatments. Such should be established in every reserve of reasonable size, or else by some other method Indian health should be made a part of the general health of the rest of the district, and should be under the care of the provincial health authorities. Putting the health of all inhabitants on the same basis under the same authorities, will make a good start towards breaking down our isolationist technique towards the Indians.

Tuberculosis, regarded as a special scourge of the Indian, has now been discovered to be largely a disease resulting from poor nutrition. The United States Indian Service says in 1941 (p. 432) as already quoted:

"The preliminary evidence indicated that the occurrence of tuberculosis among Indians, while higher than the general population, hardly exceeds that of comparable economic groups."

Therefore, all attempts at curing tuberculosis without curing its cause are wasteful attempts to build on sand. This, and the sulfanilamide treatment for trachoma are advances of science which must be widely used in treating the victims of these diseases.

9. *More hospitals, and hospitalization for childbirth.* We repeat that 80 per cent of Indian babies in the United States are born in hospitals and we do not want Canada to be behind. According to information obtained from the Department of Mines and Resources at Ottawa, under date 7th February 1944:

"No figures are available respecting the percentage of Indian babies born in hospitals."

10. *The economic security of the Indians must be ensured.* (It is all, of course, a part of the larger problem for all Canada. We do not advocate copying everything American, but it seems to us that Canada is lacking in provisions for mak-

ing share-croppers, migrant farm labourers, etc., into productive, self-supporting, self-reliant members of society, through resettlements such as those carried out by Federal Security Administration and other agencies. If all low-income and under-privileged groups are being aided, then help to the Indian does not partake of charity, nor even depend on past treaties, but is a part of every Canadian's rights. We believe that such plans lie within your Committee's terms of enquiry as to rehabilitation in Canada).

(a) *Indians occupied in farming and ranching* must be assured of a big enough land base to carry out operations that will yield a good return. The new Act should provide for extension of lands, or resettlement on new lands when present ones are inadequate. Modern large-scale methods and machinery must be used and we suggest therefore the setting up of co-operative establishments of every type. *Co-operative livestock associations have proved very successful.* We suggest a study of the United States program in this respect.

(b) *Hunting and trapping Indians* need to be assured of adequate territory, especially since so much game has disappeared. There must be some over-all survey of the areas and fewer licenses issued so that those who do have licences can make a living. The encroachments of white hunters and trappers which render it almost impossible for Indians in those areas to make a reasonable living, must be prohibited through the licensing system.

The various muskrat and beaver conservation schemes are to be greatly commended and should be extended, but alternative methods of earning a living must be provided while the areas are "closed." In our opinion, wild animal trapping is on the decline and Indians so employed should be gradually led to participate in co-operatively owned fur farms, raising scientifically, mink, fox, or whatever the market demands as on the island fox-farms in the Aleutians.

(c) *The fishing Indians* of the west coast have already done a great deal for themselves through native leadership aided by sympathetic white persons. The University of British Columbia helped in laying the foundation for the co-operative clam cannery wholly owned and operated by Indians and whites of Massett, B.C. Our native Canadians have done much to improve conditions for all fishermen, white and Indian, including participation in a successful trip to Ottawa to have prices adjusted more equitably. The "model village" of Cape Mudge (Alert Bay district) should be studied by all interested in Indian welfare. We would advocate as an objective, the bringing of all Indian dwellings and conditions in general up to that fine level.

(d) *The economic future of all Indians* is not necessarily related to the present means of support. We look for a time when reserves will have turned into great co-operative undertakings and when all Indians will feel free to engage in any activity, quite apart from their ancestral rights. We look for a time when they will have equal opportunity to obtain education and adequate training for these occupations.

We particularly repeat that training in welfare work, nursing, health services, teaching, and so on, are of the very greatest importance, so that native Canadians may themselves help to raise the standards of their fellow men. Such trained welfare workers are greatly aiding in the work of rehabilitation of Indians in Mexico.

We have not suggested specific methods for training, since that is the province of technical experts. The principles, however, must be those of building on the characteristic Indian abilities. These are a community-minded people and

can therefore easily engage in large co-operative activities; they are from early environment and training often very highly perceptive woodsmen and trackers, and occupations such as registered guides in season, and forestry department workers out of season would take advantage of such special skills.

The natural talents, whatever they may be, must be developed to the utmost, so that these people may make the greatest possible contribution to Canadian life.

11. A definite attempt to establish the "Four Freedoms" for Indians must include freedom of speech and assembly, which has not always been the case of the past, and also freedom of religion. Today Canada practices religious toleration and every Canadian is free to belong to any sect, or not to belong, as he chooses. We insist that this right of all Canadians must be extended to Indians, and that religious domination over Indian education must cease. If various churches wish to provide facilities for Indians, it must be on exactly the same basis as the rest of the population—a matter of choice.

We realize that the problem of transition to the machine age is not confined to Indians, but is a difficulty the world over. But there must be help for the Indians whom we have treated so shamefully and neglected so long.

We therefore desire that a *Royal Commission* should be appointed at once to investigate the Indian question; that it should visit every reserve in Canada, to take evidence and receive the suggestions of interested persons; that it should have enough Indian counsel on it to ensure that the Indian point of view does not result only in a minority report.

We suggest that the personnel of this Commission might vary somewhat from province to province. While there would necessarily have to be Indians on it travelling the breadth of Canada to get the complete picture of the living conditions of their fellows across the country, we think that Indians should also be appointed for each province, acting only for the province from which appointed, so that the Commission will have access to the ideas of Indians in each area. It is important, too, that the Commission be composed of representatives elected by National Welfare Councils, the Canada and Newfoundland Educational Association, the Indians themselves, etc., as well as a representative from the United States Indian Affairs Office. The latter should be a man who has taken an active part in Indian reorganization work under the United States Indian Act of 1934, and who is therefore conversant with administrative policy and subsequent results.

Such appointments to the Commission would ensure the bringing down of findings unbiased by political or economic influence.

When the Commission's findings are received, they should form the basis of a new Indian Act, whose provisions should, as in the United States, be discussed, considered and voted on by secret ballot in every tribe.

Respectfully submitted by

THE OKANAGAN SOCIETY FOR THE REVIVAL
OF INDIAN ARTS AND CRAFTS,
OLIVER, B.C.

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R E C O M M E N D A T I O N S

submitted by the

OKANAGAN SOCIETY FOR THE REVIVAL OF INDIAN ARTS AND CRAFTS
OF OLIVER, B. C.

June 1946, to the

SPECIAL JOINT COMMITTEE OF THE SENATE AND HOUSE OF COMMONS

appointed to examine and consider the

INDIAN ACT.

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These RECOMMENDATIONS to be considered in conjunction with
this Society's Brief entitled "NATIVE CANADIANS. A Plan
the Rehabilitation of Indians" submitted to the Committee
on Reconstruction and Re-establishment, Ottawa - May 1944.

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R E C O M M E N D A T I O N S

The Okanagan Society for the Revival of Indian Arts and Crafts herewith submits to the Joint Committee on Indian Affairs a plan for the Rehabilitation of Indians. This Brief, entitled - "Native Canadians A Plan for the Rehabilitation of Indians" was submitted to the Committee on Reconstruction and Re-Establishment, Ottawa, in May 1944 and a copy is attached hereto for your consideration. It has been reprinted several times since then and has had wide circulation and wholehearted approval from interested persons, Indian and white, over the whole of Canada as will be clear to you from records of the Committee on Reconstruction and also from records of endorsements sent direct to the Indian Affairs Branch in 1944 and 1945.

In the two years since our study was made this Society has found little to add to the main points therein outlined. However, this further submission will touch upon matters not sufficiently emphasized in the Brief, and upon material not covered by it.

It is clear to us that a great demand is coming from Indians, and particularly Indian veterans, for vast improvements without delay. An Indian fights for democracy and obtains the vote, his son has no vote. He notes in the armed services the care given to food preparation, sanitation, anti-pollution measures and health. The Native Brotherhood of British Columbia states that returning service men "are not in the least satisfied to see the same old conditions of poverty existing among their old people". Young Indian farmers attended the 1945 Convention of the B. C. Federation of Agriculture to ask for help in pressing for improvements. "Loans for seed and machinery are most necessary" they stated, "but the Indian Department has always pleaded lack of funds". In our own district a young man with ambition to improve his education has sent in an application to the Indian Agent (as a veteran) for a correspondence course; as he has been unable to obtain a reply he is pressing this Society to intervene with the Indian Agent on his behalf.

A long range policy is needed with the over-all aim of the total emancipation of the Indian, at his own pace and as he wishes, fundamental to this being the establishment of democratic practices, provision for opportunity to make a living, full health care and a proper educational program.

In addition to the points developed in the Brief which we present for your consideration, we should also like to call attention to the following matters:

RESERVES:

A comprehensive survey should be undertaken of all Reserves in order to ascertain whether the Reserve can maintain the present population, and whether facilities will permit the natural increase in population also to make a living.

A survey would establish the fact that in B. C. for instance, a great part of the Reserve lands in the interior are of little value without irrigation being made available to those sections of land capable of being brought under cultivation. It is not possible for present occupiers to better their condition unless they can make proper use of the land through utilization of fundamental essentials.

If the survey finds there is not sufficient grazing or arable land to sustain the population, then additional land should be made available. A case has been brought to our notice where summer grazing is too limited to meet requirements of the Band whose vocation is cattle ranching. The herd could be considerably increased by allotting more grazing ground from the Government lands on the mountain slopes directly adjoining that particular Reserve.

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In order to safeguard the future of the Indian population, no land from the present Reserves should be disposed of, unless there is a very decided voluntary movement of the Indians themselves away from the ancestral occupations.

This suggested survey would reveal the state of living conditions on the Reserves, further it would bring to light:

- (a) Condition of the main road into the Reserve.
- (b) Health and sanitary conditions, domestic water supply, etc.
- (c) Facilities for education both on and adjacent to the Reserve.
- (d) Recreational facilities on the Reserve.
- (e) Possibilities for more suitable industry to supplement that already being practised.
- (f) Vocational training possibilities.
- (g) Best ways and means to foster revival of native arts and crafts.

INDIANS NOT ON RESERVES:

(This does not refer to nomadic Indians of the North)

While those anxious to continue on the Reserve lands should be given far greater encouragement and assistance, there should be a definite system of help for those who wish to set up for themselves, either as individual farmers or ranchers, or in the many other occupations for which they have aptitude. After some generations of dependency under which Indians have not been permitted to make any business decisions for themselves, they can hardly be expected to attain high standards without strong support being given them in their endeavour. Tactful and not interfering assistance is needed in the construction of modern houses in suburban areas, advice as to vegetable gardens, home-making, child care and so on, so that slum conditions may not arise through lack of knowledge.

EDUCATION:

We wish to give all possible emphasis to our previous recommendations in "NATIVE CANADIANS" pages 17 - 18 on the community centre and adult education, for only by reaching the young adult, particularly the young mother, can any real progress be achieved. Health, home-making, child care and recreation are all crying needs today. On some Reserves poor condition of moral behavior can be attributed mainly to the fact that there is nothing of interest for the young people to do. Adult education facilities should be readily available to all. Vocational training for young people is essential. Trained welfare workers with a thorough background of the social sciences should be in charge of such centres if the Reserve is large enough; if not, a system of travelling vans could have a settled route to cover each week, bringing demonstrations, films, such as those of the National Film Board Circuits, possibly radio programs, discussions, clinics, and most certainly recreational facilities. The program offered in some rural areas by the Dominion/Provincial Youth Training Schools provides a very acceptable model for this work.

All institutions of learning must be open to native Canadians on a merit basis. We point to the amazing record of Indian doctors, lawyers, nurses, teachers and ministers who have absorbed an academic education. There is evidence of accelerated progress

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made by children who have transferred from Indian to the regular public schools. As long as Indians remain wards of the Government, no Indian proving worthy of higher education should be deprived of the means to enable him to qualify for professional or executive positions. To illustrate our point we quote from a letter written by Mr. Eric J. Dunn, Principal of the Alberni District High School, dated 7th. September 1937. (A copy of this letter was passed on to us by the Society for the Furtherance of B.C. Arts and Crafts, Victoria, and had been addressed to Mr. F.E. Pitts.)

"I have been informed there seems to be some possibility of three Indian boys not being able to continue at school. In my opinion if such should happen it would be nothing short of a tragedy. I have been teaching school here for ten years and can unhesitatingly state that Eddie and Willie are by far the most brilliant all-round pupils I have encountered. Should they continue I feel morally certain that either will have an excellent chance for the Provincial scholarship, it would be a shame if these two boys who are probably the first Indians who have had the opportunity of leading the Province, should be deprived of the chance. I feel sure that if you consult any member of my staff you will find that my views are shared by every teacher here--- I trust you will use every means in your power to have them enabled to complete the High School".

Signed - Eric J. Dunn.

Mr. A.E. Pickford, Bibliographer of the Victoria Society informed us that one of these young students had wished to become a doctor and the other a lawyer each to act in these professional capacities on behalf of their people, but the desire of these two lads had been frustrated through lack of interest of those Government officials who were responsible for local education.

As Mr. Pickford comments, "the letter from the Alberni High School contains a measure of eulogy which will be very helpful in proof of the proposition that Indian children have a mental equipment which entitles them to the very best education which the country can afford. It may be of interest to the Joint Committee to learn that one of the lads in question is working as a fisherman on the West Coast of Vancouver Island, the other was killed overseas serving with H. M. Forces.

It is unnecessary to emphasize the fact that this is a direct reflection on our Government's policy towards the native Canadians, wards of the Government, in whose cause we plead for justice.

Beautiful paintings and other works of art executed by young Indian children of the Inkameep and Lytton Indian Schools and which won some of the highest awards in the Royal Drawing Society's War Time Competition, London England, in 1940/41 and 42 testify as to the value of native art, which if encouraged and not stifled can constitute a real contribution to the arts and crafts of this Dominion. It is worthy of note that H.M. Queen Elizabeth acquired one painting executed by Sis-nu-ulk of Inkameep, for her private collection.

The educational system must be improved rapidly in order to remove the disadvantages of the present often third-rate curriculum. We endorse the urgent appeal for more day schools, and for semi-residential schools where geographical factors make the day school impossible, - all these schools to give an education at least equal to that in the regular schools of the province. We suggest that since education is at present a prerogative of the provinces that Indian education should likewise be transferred to Provincial control in order to gain some equality for the Indians in the places where they live. Since in B. C. some 250 Indian

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children already are receiving education in public elementary and high schools such arrangements can easily be made. Where possible a school bus can pick up the children and take them either to the Reserve school or to a nearby public school. A bus would be particularly necessary with a semi-residential school in order that the students might get home at the weekends. Since the Reserves do not come under Provincial taxation for school purposes, federal and provincial authorities could work out some suitable arrangement.

AGRICULTURAL EDUCATION:

The white citizen farmer can avail himself at all times of the knowledge and experience of those in charge of our Dominion Experimental Stations as also of the services of Provincial Government District Horticulturists and Agriculturists. It is suggested that these facilities be made more easily available for Indians, and also that special instructors be appointed whose work will be to stimulate, encourage, and instruct Indian farmers, cattle ranchers, etc. urging them to take advantage of the present facilities. Young Indians should be encouraged to qualify as instructors to fill these posts.

REFORESTATION:

Youths showing special ability at school might qualify for a special practical reforestation course and those proving competent should be given every assistance to qualify for higher executive positions. Reforestation of depleted Reserves as well as proper care of existing stands of timber on the Reserves should be given immediate consideration. The Reserves could be used for practical demonstration and training. The Indian's background makes him especially suitable for this type of work.

FISHING AND TRAPPING:

Steps must be taken by the Federal and Provincial Governments to ensure that Fishing and Trapping Rights are more closely safeguarded for the Indians. It is most advisable that Indians should be instructed and encouraged in the conservation of wild life, which has, and is still being sadly depleted to the point of extinction in some cases.

HEALTH:

In addition to our previous recommendations on "Health" we suggest that travelling T.B. Clinics whose itinerary covers the whole Province to control T.B. among the white population, should be extended to include and take care of all the Indian population on the different Reserves. Strictest control is necessary to combat the spread of this devastating disease among our Indian people.

TRANSPORTATION - ROADS:

Indians on small Reserves such as are the rule in B. C. cannot own their own road grading equipment. The approaches to some of the Reserves are not even worthy of the name of "trails". It is suggested that at least the main road into a Reserve should be graded at specified intervals, the Dominion making some arrangement with the provinces for this purpose. Improvement of the roads is a prerequisite to the institution of much of the health and education program. A school bus cannot travel over the present rough tracks nor could travelling adult education workers visit the Reserve regularly. In our own district the V.O.N. Nurse appointed to make a weekly visit to the Reserve, is very often precluded from doing so (for weeks at a time) owing to the impassable state of the road. Thus even this health service is denied those who would be benefited greatly from regular visits.

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INDIAN AGENTS:

Your Committee should, in our opinion, investigate thoroughly the matter of Indian Agents. Who appoints them? How are they recruited? How trained? What qualifications are required? Do they receive any in-service training? How many of their dictatorial powers are necessary today?

We endorse some curtailment of powers, as outlined in the Brief of the "Protective Association of Indians and their Treaties of Saskatchewan" September 1945. A man placed in the position of prosecutor, judge, jury and defence cannot be expected to produce impartial British justice.

POWER OF CHIEF AND COUNCIL:

The present position of Chief and Council is little better than a debating society. These elected officials should be regarded as a municipal council with similar powers within their territory. They should be able to use the money of the Band at least for minor improvements without obtaining permission of the Agent. By thus using monies of the Band for minor improvements they can progressively attain that state where they become capable of handling all their resources. They should have law-making and law-enforcement powers similar to those of municipal councils. They should be entitled to receive remuneration for their activities, as municipal representatives do.

ENFRANCHISEMENT AND PARLIAMENTARY REPRESENTATION:

Many native Canadians are opposed to enfranchisement, seeing as a hollow mockery the granting of a vote in exchange for all tribal rights, rights in land and property and so forth. There is in our opinion no reason why Indians should not be given the vote immediately, without any qualification or reservation whatsoever. They were given the vote thus in the United States in 1934. However, it should be a matter entirely for the Indians themselves to decide through their own organizations. They have discussed the possibility of electing, for the time being, Indian representatives to Parliament, perhaps one to a province, representing Indians only in order that they may be free from political maneuvering. The Native Brotherhood of B. C., The Indian Association of Alberta, The Union of Saskatchewan Indians are three Provincial Groups containing most of the Indians of their respective provinces, who have already had considerable practice in electing executives and so forth and are no doubt capable of electing one of their members to represent them in Parliament.

The plan for separate representation may tend to perpetuate separation and reinforce the ideas of those who would keep the Indian apart, but for the present it seems the only feasible method by which the Indian may have a voice in his own affairs.

UNITED STATES ADMINISTRATION:

We most strongly urge your Committee to call as witness a member or members of the United States Indian Affairs Department. In the last 15 years the whole attitude of the United States Indian Administration has completely changed and is still in a state of revision. Our Brief, ("Native Canadians") gives a short outline of the underlying philosophy and the start of the achievements, but further detailed study would be invaluable in the formation of a new policy for Canada.

INDIAN WAR VETERANS:

We urge that Indian veterans of the Second World War participate in the matter of Gratuities, Benefits and other privileges in connection with rehabilitation, on the same basis as white

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veterans; for this reason we endorsed a Resolution passed in May by the Indian Association of Alberta:

"That all Indian veterans in Canada be eligible for an additional sum of \$3500. This additional sum will be a loan through the proper channels of Rehabilitation and the Department of Veteran's Affairs. This loan will be repaid on amortized instalments over a period of 25 years with interest at 3 percent per annum. An additional downpayment of ten percent would be furnished from the Band Funds to which the veteran belongs."

ATTITUDE OF OTHER CANADIANS

The Indian Affairs Branch must have at its disposal sufficient funds and well-trained personnel to put Indian achievements and possibilities before the public in a sympathetic manner through exhibitions, radio, films, press notices, etc. etc. Race prejudice must be defeated and the public must be educated in tolerance, friendliness and understanding. The public is itself responsible for the serious state of Indian affairs, and yet it is from the public, as well as from the Indians themselves, that demands have come for reforms. A speaker in the House of Commons stated (22nd. September 1945, Canadian Press Report):

"I believe the time has come or is fast approaching when we should give earnest consideration to changing the emphasis, and thinking not so much of building up the Indians to our standard of living, but of developing a program that would prepare the hearts and minds of our own people to receive the Indian on a basis of equality. There are many Indians who are our equal in knowledge, in ability and in service." (our italics)

Finally, we ask that the Special Joint Committee of the Senate and the House of Commons appointed to examine and consider the Indian Act should earnestly consider our Brief - "Native Canadians" and these submissions made in the hope that they may be instrumental in furthering the cause of our Indian citizens. As the writer, Hazel Robinson points out:

"The race that had evolved a knowledge of astronomy equal to that of Europeans when the first white man came, is capable of ventures into the realm of abstract thought. The people who had developed and practised a free and beautifully conceived democracy hundreds of years before even the idea was born amongst the suffering people of the Old World have other contributions to make to our democratic way of life. The minds that evolved the system of sending messages centuries before the telegraph was dreamed of can evoke modern miracles for the benefit of their own and the white race.

The sensitive artistry and deft fingers of their artisans who produced unbelievably beautiful silver and gold work, jewel cutting, pottery, weaving and basketry, are ready to give Canada a truly native handicraft.

Up to the present day they have been stunned and stultified by the tragedy which has engulfed their race. Now, with our good neighbour assistance, with tolerance, understanding and friendliness we may yet help to restore, and even better - help this fine people to restore themselves to their proud heritage. Thus Indian and white men alike can measure up to their full stature and responsibility as Canadians."

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We desire to place on record the fact that this Society has, on separate occasions, endorsed the following:

1. Suggestions on the Encouragement of Arts and Crafts in the Indian Schools of British Columbia.
- by Miss Alice Ravenhill, President of the Victoria Society for the Furtherance of B.C. Indian Arts and Crafts, in October 1942.
2. Memorial on Indian Affairs presented by the Indian Association of Alberta, September 1945.
3. 2nd Memorial on Indian Affairs presented by the Indian Association of Alberta - 1946.
4. Brief submitted by the Protective Association for Indians and their Treaties of Saskatchewan - October, 1945.

Okanagan Society for the Revival
of Indian Arts and Crafts,

Albert Millar,
President.

Oliver, 17th June, 1946.

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December 21, 1951.

Miss Marjorie J. Smith,
Director,
School of Social Work,
The University of British Columbia,
Vancouver, B.C..

Dear Miss Smith:

I have received your letter of December 10th relative to my serving on an advisory "panel", in connection with the thesis concerning the welfare of Indians, being completed by Miss Bea Sanderson as a requirement for the M.S.W. Degree.

I shall be pleased to act on this "panel" and to render any possible assistance.

Wishing you the Compliments of the Season.

Sincerely yours,

W.S. Arneil,
Indian Commissioner for B.C.

/wm

THE UNIVERSITY OF BRITISH COLUMBIA
Vancouver, Canada.

SCHOOL OF SOCIAL WORK

...Dec. 10..... 196...

.Mr. Arneil.....

.Indian Commissioner....

.Vancouver, B.C.....

Dear Mr. Arneil,

One of the important requirements for the Master of Social Work degree is the completion of an approved research project in the second year of work. We are very conscious of the far-reaching area - represented by social welfare activities, public and private, in British Columbia and Canada generally - in which research is needed; and this is one of the reasons for the inclusion of research training in the Master of Social Work curriculum. But we are also conscious of the difficulties of getting good research done, including the scarcity of personnel. There are only a relatively few Master of Social Work graduates so far, but their numbers are increasing; and we shall welcome your help in making the best possible use of them. We are trying to organize our resources so as to give effective assistance to the second-year students, but also to increase association between members of the School of Social Work and administrators and practitioners in the field who are interested in research.

Accordingly, for each thesis student, once his research topic has been approved, and some progress made in its initial formation, we set up an advisory "panel" of three persons. One is the School's research supervisor (Dr. Marsh); the second is another faculty member whose specialization is in the area of the study; the third is a person from a department, agency, hospital, etc., directly concerned with the study, who can relate to it professional, operational and community experience. There may, of course, be some variations from this general pattern in appropriate cases.

The object of this plan is to help the student to have threefold advice and liaison, and to be better aware of the integrative nature of a good project - research method, social work principles, and practical experience. But we also hope it will serve as a means of keeping professional personnel outside the University better informed on our research programme and able to participate in it.

(continued on Page 2)

2.

We should be very grateful if you would agree to serve on an advisory panel for Miss Beatrice Sanderson, whose project is outlined in the attached sheet. We trust that the amount of conference time required from panel members will not be unduly great. It is intended that the initiative in seeking advice or guidance should be left to the student; and it is also anticipated that formal meetings of all three members will be needed as the exception rather than the rule. The second faculty member of the panel is Mr. Hawthorne, who will call a meeting of the panel if necessary. In some cases, joint meetings with related panels may be called.

It will be much appreciated if you will consent to act, and we welcome this opportunity of furthering our contact with you. You may care to note that the normal date for the completion of M.S.W. theses is June 30th, and that permission to extend the time for a subsequent year is given only in approved cases. You should be aware also that general supervision of all theses by the School is maintained through the series of seminars (under Dr. Marsh's direction) which are held weekly during the whole of the second year.

Yours very sincerely,

Marjorie J. Smith

Marjorie J. Smith,
Director. per E.

LCM/TB

with warm regards to Bio
from Harry & the other

note: we should welcome

Comment, critical or other.

SEASONAL LABOUR

of

BRITISH COLUMBIA INDIANS

in

WASHINGTON STATE

1948.

Will you be let me

know if you want

the copies.

Report of
a study made
by
Dr. H.B. Hawthorn
Professor of Anthropology,
and students of
Anthropology,
The University of British Columbia
Vancouver, Canada

February, 1950.

SEASONAL LABOUR OF BRITISH
COLUMBIA INDIANS IN WASHINGTON STATE

In the summer of 1948 a brief study of contemporary Indian migration was undertaken after discussion with officials of the Branch of Indian Affairs, with teachers, representatives of the churches, and Indians. To all of these the annual movement of large numbers of Indians from southern British Columbia to Washington, for work in the berry and hop fields, is the cause of considerable interest, ranging from disapproving concern with some to the pleasurable anticipation of others. No picture of why they went, what occurred during the stay, and what resulted from the migrations, seemed to be at all complete, and it appeared to be of sufficient importance to go and find out.⁽¹⁾ A group of berry farms near Mt. Vernon was chosen as the location of the study, and a small research group took up residence in the camps of the pickers.⁽²⁾

(1) Two very useful complementary studies had been made, by Robert Lane, graduate student of the University of Washington, and by Gladys McIlveen, Social Worker, US Indian Service, Seattle, and were very kindly made available.

(2) Two graduate students of the University of British Columbia, C.K. Toren and C.E. Hopen, employed by the Branch of Indian Affairs during the summer as welfare workers, helped to delineate the problem. They were engaged in making preliminary enquiries for the granting of a cash allowance to Indians over seventy, and Mr. Toren had been assisting with flood relief in reserves along the lower Fraser and the Lillooet rivers. As one result of their work they had become very welcome visitors to the bands where they were known. Through an earlier study of childhood and personality in a Squamish band at North Vancouver, another student, G.M. Wilson, had become acquainted with a number of members of the band who left early in the summer to pick fruit in Washington. The introductions of these workers were to prove of the greatest value, and allowed adequate results to follow from quite a brief investigation. Two other students, W. Duff and E. Broderick, completed the group.

Mr. Toren located a band from Pemberton, along the Lillooet River, of which he knew some of the people as well as the outlines of their contemporary culture. After he had made the preliminary arrangements, a five-day field study was begun at a farm where we also found a group of Mr. Wilson's Squamish friends. A tent was pitched along the row of tents which housed the pickers.

After half a day the research group was no longer a very strange element in the community, which was one of quick adjustment and continual change. Conversations usually continued as the researchers approached, and they were included in many of them. Some of the old men were skilled raconteurs, and welcomed a new audience. The students played ball games with the younger group, and one man joined in a dance and an all-night party. People talked freely on the topics under study.

There were 75 Indians in the one camp, about half of them over 16 years of age, and all but fifteen or so regular workers. 31 of these came from the Pemberton band, and 20 from the Squamish. All of the adults were interviewed, some of them with a brief set of questions and some at length, and discussions or informal interviews were held with approximately the same number from other camps.

Because of the small numbers, the data do not warrant statistical analysis. The questionnaire, given on the final day, called for answers on earnings, on length of stay, on reasons for coming, on reactions to camp life and desires for improvement in it. It proved of assistance in checking conversational impressions, for example, of a preponderance of families that did not expect to make any net income from their work in 1948 although they had done so in past years, and of the recurrence of recreation, excitement or escape as motives for the annual migration.

from informal participation in camp life and from the inquiries which were planned and formalised from time to time as a new lead suggested itself, it seemed possible to put together most of the factors contributing to the migration, the expected and actual earnings, and the details of everyday life and recreation so as to get a picture in which certain patterns were dominant and recurring. The study was terminated when it was felt that this was reached, and after sufficient attention had been paid to surrounding farms and other groups of pickers to check the range and general validity of our findings.

In a way the migrations precede both the creation of an international boundary and the commercial growing of berries. Some of the Salish of the southern mainland and Vancouver Island engaged in similar travel for trade, for visiting, and the seasonal changes in food-gathering. These visits continue for other purposes. For example, some Indians of these areas travel to attend the Treaty Day celebrations of Washington bands, their presence considered a vital element in the success of the gatherings.

The child of living generations has grown up in expectation of that annual trip. Many adults, in conversations held in the course of this study or heard by some of the group at other times, said that the trips were the outstanding events of their childhood. Whatever the complex of factors upholding the past migrations, a number of people who have known only the current forms look forward to them as exciting and pleasurable experiences. One conclusion reached from the study is that some are now finding it difficult to achieve this vacation atmosphere during the labor season, and from that as well as other causes it is likely that migratory labor will diminish as a factor of importance in contemporary life.

Families and in some cases nearly entire bands, join in this seasonal labor, and travel to Washington by truck, bus and car. Usually staying together as a band, they count on spending June or perhaps the entire season from June to September, picking the crop at one farm and moving on to the next when it is done. The farms average perhaps forty acres in this area, and workers may stay at them for a month or more before the crops, first strawberries and later raspberries, are picked. Some stay on after the berry season to pick hops.(3)

(3) The field notes of C.K. Toren present the following description of life and labor in the berry farm:

Situated about six miles south of the city of Mt. Vernon, and half a mile from the main highway, this camp covers a total field acreage of approximately 90 acres. The land is flat, spreading out from the sea-coast to mountainous ridges several miles inland. At the time of our arrival raspberry picking had not begun, and strawberry picking was over, but to fill this gap the Indians were being paid eighty-five cents an hour to weed in the strawberry field, which they do by kneeling on the ground and moving up the row. All worked who could, so that the ages ran from ten to seventy-five years. Although the main body of workers in this camp were Canadian Indians, there were isolated American Indians, Filipinos, and white Americans. The hours of work were from eight in the morning until five at night. Picking was paid by piece-work at a rate of one dollar per crate of berries with a twenty-five cent bonus per crate to be paid at the end of the season.

The community area where the majority of the Indians lived was about five hundred feet in length and sixty feet in width. There was one main street, and on each side a row of ten frame tents, six with a floor area 16 feet square, and eight 12 by 14. At one end of the street were four single frame outhouses, two marked "hes" and two marked "shes". To the right of these was a corrugated iron shower room. (Cont'd page Three)

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Figures from the New Westminster Agency indicate the extent of this seasonal labor. Approximately 250 people from this agency were employed in berry or hop fields in the United States and Canada during the summer. In addition, large but undetermined numbers from the Vancouver, Cowichan and Lytton agencies migrate southwards each summer.

The common reasons given in conversation and in reply to the question, "Why do you come here?" stressed the enjoyment of wider company, of excitement, of a pleasurable vacation, of higher wages, and, rather spectacularly stated, of ethnic equality.⁽⁴⁾

(3) (Cont'd from page two) Field notes of C.E. Hopen include comments on the sanitary facilities, which in much of the accommodation provided in this area violated the provisions of the State Board of Health Rules and Regulations Governing Sanitation in Labor Camps (1947):

"In all three camps the toilets were dirty. At one camp many of the people refused to use them. Parents complained against this condition because they felt it was very bad for their children.

The showers again revealed a disregard for sanitation. Not only was there a shortage of showers but those they did have were unclean. No foot baths were provided and the walls and floor were musty.

In the disposal of garbage there was more regard for sanitation, with one exception, where some households discarded their garbage haphazardly at the rear of the cabin.

Field notes of W. Duff gave details of the tent interiors:

(The mother of this family was ill in hospital). The hut was furnished with two iron double beds and one single bed, a wood stove, a rough table, shelves, and a radio. The bedclothes and mattresses were not clean, and were quite worn and thin. The single bed was the only one made. There was an untidy pile of wood on the floor in front of the stove and the floor had not been swept. The radio on top of the shelves was playing cowboy music. Some of the items on the shelves were tea, bread, butter, oats, sugar, flapjack flour, syrup, salt, etc.

(A cabin in a nearby camp). The cabin is small, about 14' by 10' with a wooden floor and walls, and a canvas roof. The stove is outside under a corrugated iron roof. This cabin was very neat and clean. The floor was swept. One bed was neatly made with a pink bed spread on top. On the shelves above the bed were cold cream, lotion, nail polish, and a smart black plastic purse. On the opposite side of the room was a double bunk, and along the back wall were open shelves, containing food. A meal was being cooked on the stove outside, and the pots and pans were in good condition.

(4) It was possible to check some of the statements, such as those which claimed economic gain as the motive for coming, and to see that in some instances this might well have been a reasonable expectation, whereas in others it was hopeful self-delusion or misrepresentation. Yet this sort of fact has its important place as part of the value system which is both produced by the social process and also partially in control of it.

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On this last, it was said:

"The American people are pretty good for Indians."

"They treat us better."

"We try to talk to whites in Canada, they just turn their back on us. Down here the whites are like brothers to us. When we get to Canada they treat us like a bunch of dogs. We can't even talk to them. These people around here, they're more gentle to us."

Most of the adults enjoyed this feeling of freedom from discrimination, yet it should be noted that ethnic inequality prevails in Washington to much the same extent as in British Columbia. Under camp life the visiting Indian does not feel the restrictions of the permanent resident.

Many statements stressed an expected good time, some even at the expense of larger earnings in Canada. It is the general opinion of many people who work with the Indian in British Columbia that enjoyment of liquor and a good time in general absence of controls, form the main or only reasons for migration. From the observations of this study, it seems correct to deny majority indulgence in liquor or riotous orgy, although the police of Mt. Vernon said that the Canadian Indians drink more heavily than those of the State of Washington. A minority became drunk on the one Saturday night of the stay.

The replies which pointed to these motives ran:

"We like to come. Not much to do at home."

"Just for the fun of it."

"We meet other people."

"Mostly holiday."

"We just like it down here," (This was from a man who could earn more in a cannery in British Columbia.)

"We come down because it's nice. We don't make much money but enough to live on."

"Wages are better in the logging camps, but we seem to have more fun down here."

And from a man with home in the interior of the province,

"It's too hot there in the summer."

About one-third answered that they came in the hope of making more money. It is obvious that this reply could be given to hide reasons which might draw disapproval. Actually, a check with earnings showed these expectations to have been generally well-founded in past seasons, although high costs had reduced the possibility of saving anything in 1948. This anticipation of gain, and the accompanying disappointment from poor results, were most keenly felt by the Pemberton band, whose crops had suffered from flood damage. Nine out of fourteen heads of families who were able to give an answer on this point anticipated no saving. One of those who expected to make a gain this year contrasted the anticipated \$200. with \$300. last year and \$1,400. the year before that.

Some variant answers in this group were:

"It's easy to get a job here. It's hard to get work in Canada," (from a man who had left one to come).

"The fire season had shut down the logging camps."

"I could get work in Canada, but it doesn't pay. I was working there for 40¢ an hour. Down here we get 85¢."

A less widely known spur to the expedition is the payment of perhaps ten dollars per worker made to the chief or head councillor, or other persuasive person who acts as labor agent. The head councillor of one band, who had organized the journey, contracted with the grower for the supply of so many pickers, supervised transport, and acted as overseer in the fields, said he ordinarily expected to support himself for the rest of the year on the season's earnings.

The expectations were met in varying degrees. For many it was undoubtedly a vacation, although every mother complained about the lack of facilities for housekeeping. The actual picture varied from accommodation which disgusted them to the point of rejecting it, to conditions which were far better than they possessed at home, but they were keen and informed critics, and demanded better cooking, washing and toilet facilities.⁽⁵⁾ In the summer of 1948, as in the past one, the high cost of food had used up most of their earnings, and all were discontented on this point; on the other hand, it is probable that they still ate better than at home. Liquor was readily available to those who sought it, even on credit, in contrast to the partially effective Canadian prohibition of liquor for Indians.

Children had generally looked forward to meeting more friends than at home, and some of them to a life free from the supervision of the priest or teacher. The long and generally unsupervised day proved fairly boring, however, and dampened their holiday spirit. For the smaller children, camp life is more likely to mean either drudgery or neglect, and their widely-reported retardation on returning to school may be the result of the absence of much new experience.

To some extent, the patterns of child and adolescent behavior contrast strongly with those of winter life. This is so especially with some of the older children, whose participation in the unsupervised adolescent life of the camp finds little counterpart in school or home reserve. Conversely, for those who spend the remainder of the year at a residential school, this is their only continued contact with their parents.

Other effects can be set forth tentatively for the adults. The migration itself, camp life, the visits to the Washington cities in the evenings and on weekends, are stimulating experiences for most of these people. Some new ideas are encountered along with new people, in distinction to the rather circumscribed life of these bands in Canada. There is a marked heightening of national as well as ethnic consciousness, as the bands come in contact with Indians from Idaho and elsewhere, and other ethnic groups from Seattle and Los Angeles, and participate in American holidays, and in American institutions.

(5) From G.M. Wilson's field notes on a group of 22 who had refused to stay at one farm:

The leader of the group said: "We can't leave the children in this stinking hole all day while we pick. We're likely to have a disease epidemic; maybe diphtheria, or something worse. The health people should see this place."

As they packed I noticed the team work; each person had his or her particular job. The women carefully packed the food and utensils, the men the heavy equipment, mattresses, a stove, a few sticks of furniture, the teen-age girls the clothes and odds and ends. The young children rounded up the toys and comic books. Loading the truck was a well-practised operation, like a mobile radar convoy on the move, each piece of equipment with its correct position on the truck. The truck was hired locally from a person who makes a living from the Indian berry pickers; he supplies their needs from bootlegged wines and liquor to prostitutes and comic books.

On arrival, the leader, with the camp foreman, carefully surveyed the available accommodation and finally chose five cabins. He avoided some which were together to take the cleanest. As soon as they had unloaded they set to cleaning their cabins, they scrubbed them from top to bottom using a large bottle of disinfectant in the process.

- 6 -

On the surface it did not seem that health and physical welfare were greatly altered, although some people expressed anxiety over the absence of the officials of the Branch of Indian Affairs and Department of Health and Welfare, who had been available at home in an emergency. Moreover, as Miss McIlveen, in her valuable communication, pointed out, there is a harmful break in care for some tuberculosis patients, and in social welfare services for some others.

The future of these migrations seems doubtful. The Indians of British Columbia are not regarded as the most desirable labor, except by growers who offer the worst housing and conditions of work. Their place seems secure only with those growers who operate on a basis of lowest costs. In the most desirable situations they are being displaced as rapidly as growers can secure Filipino and other gangs of pickers, whose disciplined operation is said to be more efficient and dependable. For their part the Indians regard the worst situations as unacceptable, and are not likely to continue coming to places where living conditions are unattractive and earnings low. The anticipated vacation proves costly and burdensome.

To the extent that this seasonal migration will continue, the Branch of Indian Affairs and the Department of Health and Welfare, with the necessary additional personnel, might extend some supervision to the berry farms. Inspection of living quarters might be of use, in assisting both the Indians and some growers to provide and keep better quarters. A visiting nurse would find readier opportunities to examine and treat the children than on most reserves. Parents and growers might be induced to provide a daytime program of activities for the younger children.

The difficulty would be to aid in any improvement of the present situation without trespassing unduly on the freedoms and pleasures for which this rather depressed group are searching. More than anything else, the study indicated that the migration is a hopeful but rather unrewarding flight from the drab life of some reserves. More to the point might be the planning of some enrichment of reserve life so as to replace the forbidden or forgotten excitements of the past.

Such enrichment might be explored in the direction of adult education programmes, of extended recreation, and of housing improvements, all preferably within a planned framework. Above all it is necessary that attempts to change reserve life be based on an exact knowledge of the actual cultures of the modern Indian.

H.B. Hawthorn
E. Broderick
W. Duff
C.E. Hopen
C.K. Toren
G.M. Wilson

RESEARCH PROJECTS FOR I.S.W.. Initial Outline

Name: Bea Sanderson

1. Provisional Title or Summary Description

Provision of Welfare Services in B.C. for Indians coming
Under the Federal Indian Act. ✓

2. Relevant Background of the Subject

Seventy years ago the Indian Act was passed by the Federal Government, making the Indians wards of the that government, thereby giving them an entirely different status from other Canadians. The Act was to govern them in all respects. However no provision was made for social services as welfare had not been conceived of in those days as it is today. Even the new Act has made no specific reference to welfare services to the Indians. ✓

Another important factor is that there are wide differences among B.C. Indians as to economic status, culture and degree of acculturation, which affects both their wish for and need of social services. To appreciate welfare services in relation to the Indians it is necessary to understand development of welfare services generally in B.C., and what we mean by "Welfare Services."

3. Specific Focus and Enquiry of the Study

Analysis of Welfare Services provide on 1. The Federal level.
2. Provincial level.
3. Municipal level.

based on a comparison of the services provided for Indians coming under the Act with those provided for the general population. Are these services different? If so, what is the difference and why? 2. Do these services meet the needs of the Indians (needs to be defined) Does this imply that needs of Indians are different from those of other people?

4. Types of Factual Material

legislative material
historical material on Indians
in B.C.
Welfare publications

Indian Department
City Social Service
Provincial Welfare

5. Research Methods Proposed to Secure and Analyze Data

Setting up of criteria to determine need which may involve the use of case histories.
historical data.
Scale or schedule for comparison of services to Indians with those of general public

THE UNIVERSITY OF BRITISH COLUMBIA
Vancouver, Canada

School of Social Work

January 1952.

Many thanks for accepting our request to give your advice to the Master of Social Work student or students about whom we wrote to you previously.

You may like to have a copy of the complete list of students and faculty advisers for the current year.

If you have not already received a copy of the complete lists of topics for M.S.W. research projects, both undertaken and completed, please let us know and we will send them to you:

1. Master of Social Work Research Projects, 1947-1951.
2. Master of Social Work Research Projects, 1951-52,
(Supplement No. 1).

Sincerely yours,



Leonard C. Marsh,
Acting Director.

THE UNIVERSITY OF BRITISH COLUMBIA
Vancouver, Canada

SCHOOL OF SOCIAL WORK

Advisers on M.S.W. Thesis Projects, 1951-2

a. Regular Students, 1951-2

Student	Topic	Content#	Field
Harold Alexander	Neighbourhood house and community centre: a comparison of programmes.	Miss Thomas	Mr. H. Morrow, Alexandra Neighbourhood House.
Erwin Biedler	Community services for immigrants: a study of recent post-war experience in British Columbia.	Mr. Dixon	Dr. W.G. Black, Immigration Dept.
Sophie Birch	The rehabilitation of women mental patients: a study based on B.C. experience.	Miss Welby	Dr. McHair, Provincial Mental Hospital.
Dorothy Boond	The place of social work skills in a juvenile detention home.	Miss Cunliffe	Mr. J. Heyes, Girls' Industrial School.
Margaret Bozorth	The father's role in the treatment process for girls in the latency ages: C.G.C. cases.	Miss Cunliffe	Dr. R.G.E. Richmond, Child Guidance Clinic.
Estelle Chave	The pre-clinical conference as a diagnostic screen in the C.G.C. setting.	Mrs. Exner	Dr. U.P. Byrns, Child Guidance Clinic
Jane Davis	A group of children referred from C.A.S. to C.G.C. for stuttering.	Mrs. MacRae	Miss D. Coombe, Children's Aid Society.
Francette D'Estrebe	Attitudes of parents toward epileptic children: their relation to treatment and prognosis.	Miss Johnson	Dr. Auckland, Vancouver General Hospital.
Lorna Fleming	Neighbourhood-house programmes for the aged: Gordon House experience, Vancouver.	Mrs. Robinson	Mrs. J. Bennett, Gordon House.
Pat Fogarty	School-problem cases referred to the Child Guidance Clinic.	Miss Cunliffe	Mr. D. Ricketts, Child Guidance Clinic.

Advisers on M.S.A. Thesis Projects, 1951-2 (cont.)

page 2.

Margaret Gilchrist	Referrals from Family Welfare Bureau to the Child Guidance Clinic.	Miss Klingler	Miss B. Finlayson, Family Welfare Bureau.
Adrian Gilmore	Non-paying patients in B.C. hospitals.	Miss Black	Mrs. E. Pringle, B.C.F.I.S.
Dennis Guest	B.C.F.I.S. Taylor Honor: a survey of facilities, needs and preferences.	Miss Collins	Mr. J.H. Creighton, Old Age Pension Board.
Elmer Helm	Alexandra Neighbourhood House: its origins and development.	Mrs. Robinson	Mr. B. Robinson, Alexandra Neighbourhood House
Jack Henry	A survey of graduates of the UBC School of Social Work.	Mrs. MacRae	-----
Kenneth Holt	Rehabilitation of post-polio, paraplegic and quadriplegic patients.	Miss Johnson	Dr. J.W. Thompson, Western Rehabilitation Centre.
Lionel Howarth	Care and rehabilitation of the schizophrenic patient.	Miss Jeltz	Dr. A.E. Davidson, Provincial Mental Hospital.
Glen Howie	Survey of graduates of the UBC School of Social Work.	Miss E. Thomas	-----
Betty Huff	Juvenile delinquents referred for foster home placement.	Mrs. Exner	Miss D. Coombe, Children's Aid Society.
Donna Hunt	Case work services to the rheumatic arthritic: the cortisone project, B.C.	Miss Johnson	Dr. C.E. Robinson, Canadian Arthritis and Rheumatism Society.
Fred Jones	Community centres and Parks Board co-operation: a "type study" based on a Vancouver example.	Miss Thomas	Mr. A. Webster, Chairman of the Board of Park Commissioners.
Allison Maclean	A study of services to adolescent children by the Child Guidance Clinic.	Miss Cunliffe	Dr. G.M. Kirkpatrick, Child Guidance Clinic.
Donalda MacRae	The Social Planning Committee: a study of Vancouver experience, Community Chest & Council.	Mrs. Exner	Mrs. M.F. Angus, Community Chest & Council.

Advisers on M.S.W. Thesis Projects, 1951-2 (cont.)

page 3.

Bernice McGregor	A survey of adopted children who have been referred to the Child Guidance Clinic.	Mrs. Exner	Mr. D. Ricketts, Child Guidance Clinic.
Thomas Saunders	Adoption placement requests for legitimate children.	Miss Klingler	Miss D. Coombe, Children's Aid Society.
Bob Mitchell	The F.W.B. of Greater Vancouver: an historical study.	Miss Klingler	Miss M. McPhedran, Family Welfare Bureau.
Ward Moir	Cost of living assistance for the aged; based on War Veterans Allowance experience.	Mrs. MacRae	Miss M. Stanford, Department of Veterans Affairs.
Arthur Moslin	The emotionally disturbed child as diagnosed and treated at C.G.C.	Miss Cunliffe	Mr. D. Ricketts, Child Guidance Clinic.
Edward Ralph	Budgeting procedures in relation to social assistance and mothers allowance recipients.	Miss Collins	Miss M. Gourlay, City Social Service Dept.
Pat Richards	Development and present program of the health centre for children, V.G.H.	Miss Johnson	Miss M. Craig, Vancouver General Hospital.
Walter Radnicki	Differential service needs of recent immigrants.	Miss Melty	Dr. F. A. McNair, Provincial Mental Hospital.
Isabel Rutter	A survey of the graduates of the UBC School of Social work.	Miss Johnson	-----
Ben Rykiss	Rheumatic heart disease: an analysis based on Shaughnessy Hospital cases.	Miss Black	Dr. J. A. Traynor, Shaughnessy Hospital.
Irene Ryniak	Children's programs within the Community Arts Council: their development, present function, and future role.	Mrs. Robinson	Miss M. Sweeney, Community Arts Council.
Bea Sanderson	Welfare services for Indians in B.C.	Mr. Hawthorne	Mr. ^{W. S.} Arneil, Dept. of Indian Affairs.
Marjorie Smith	Contribution of the social worker in parent education.	Mrs. Exner	-----
Edward Sopp	An evaluation of the Social Service Exchange: a study of Vancouver experience.	Mrs. Exner	Mrs. S. E. Reid, Social Service Index.

Advisers on M.S.W. Thesis Projects, 1951-2 (cont.)

page 4.

Cliff Taylor	Care and rehabilitation of the manic-depressive patient: social work implications.	Miss Welty	Dr. F.E. McHair, Provincial Mental Hospital.
John Thompson	The hospitalized dependent aged: their incorporation in the treatment process.	Miss Johnson	Dr. W. Wilson, Shaughnessy Hospital.
Joseph Tobin	Methods of treatment in drug addiction: role of the social worker.	Mr. Christie	Dr. R.G.B. Richmond, Child Guidance Clinic.
Claire Vecic	Programs of staff development: a study of the Provincial Welfare Branch, B.C.	Mr. Dixon	Miss A. Leigh, Provincial Dept. of Health & Welfare.
Al Westcott	The alcoholic in the downtown area: social work implications in treatment programs.	Miss Black	Mr. J.I. Chambers, City Social Service Dept.
Harry Willems	Social assistance in New Westminster: survey of current caseloads for classification purposes.	Miss Collins	Mr. J.A. Sadler, Provincial Dept. of Health & Welfare.
Doug Williams	Social work contributions in the administration and management of public low-rent housing.	Dr. Marsh	Mr. P.R.U. Stratton, Vancouver Housing Association.

N.B. All students are primarily responsible to Dr. Marsh on thesis matters, particularly research organization.

.. 1 ..

Minutes of a Meeting of the Panel on Indian Research held on Friday, January 18, 1952, in the Conference Room of the Indian Affairs Branch, Copeland Building, OTTAWA.

Duration: 9:30 A.M. - 12:30 P.M.; 2:00 P.M. - 4:00 P.M.

1. Present:

Professor T.F. McIlwraith, Chairman	Dept. of Anthropology University of Toronto.
Dr. N. W. Morton, Vice-Chairman	Director, Operational Research Group, Defence Research Board.
Prof. Jean-C. Palardeau,	Faculty of Social Sciences, Laval University.
Prof. Fred Voget,	Dept. of Sociology, McGill University.
Prof. G. H. Turner,	Dept. of Psychology, University of Western Ontario.
Prof. June MacNeish,	Dept. of Sociology and Anthropology, Carleton College.
J. F. Dawe, Esq.,	Research Section, Civil Service Commission.

From the Dept. of National Health and Welfare:

Dr. L. B. Pett,	Chief, Nutrition Division.
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From the Dominion Bureau of Statistics:

Nicol Le Seelleur, Esq.,	Education Division.
Dr. F. E. Whitworth,	Education Division.

From the Department of Resources and Development:

Dr. Douglas Leechman,	Dominion Archaeologist.
E. N. Grantham, Esq.,	Education and Welfare Services.
James Cantley, Esq.,	Inspections and Eskimo Affairs.

From the Department of Citizenship and Immigration:

Major D. M. MacKay,	Director, Indian Affairs Branch.
E. B. Reid, Esq.,	Director, Information Services.
Jean Boucher, Esq.,	A/Director, Canadian Citizen- ship Branch.
Lt. Col. H. M. Jones,	Superintendent, Welfare Service.
P.M.L. Phelan, Esq.,	Superintendent, Education Division.
Lt. Col. Eric Acland,	Executive Assistant.
Major C.A.F. Clark (Secy.)	Educational Survey Officer.

2. The minutes of the meeting of September 21, 1951, were approved subject to correction of lines 4, 5, 6 on page 6 to read: "It was recommended that there be prepared a brief description of the types of research done in this field ... "

3. The Chairman reported progress of the committee on informational literature which had held a meeting at Ottawa on November 28. In emphasizing the desire to circulate only material which has definite local application for the recipient, he requested members to forward information concerning published or forthcoming material to himself or the Secretary. Abstracts would be very helpful because of the fewness of personnel available for the work involved in making abstracts. It was agreed that notice of easily-available articles in education and related fields might be given in the Indian School Bulletin; copies of the Bulletin would be sent to members of the Panel and members would increase their assistance to the Editor.

4. The Director of the Indian Affairs Branch expressed pleasure that the meeting had been so scheduled as to permit his attending a session of the Panel for the first time. He assured the members that their suggestions are welcomed, and he offered for the consideration of the Panel, the subjects listed below. He did not, he said, expect an early solution of any of these problems; some of them would, indeed, require protracted study.

Education

I. What are the causes of retardation in those schools where an abnormal age-grade distribution has persisted for a significant period?

II. What special in-service training do teachers in Indian schools need and how may any such special training best be given?

III. What statistics regarding Indian Education should be made public periodically?

IV. What post-school educational and recreational activities are most desirable for specific areas?

Welfare

I. A study of the problems of transition encountered by Indians forced to abandon a traditional nomadic hunting and trapping economy for routine employment requiring a permanent settled existence. The iron ore development at Seven Islands might provide an excellent research project as the exploitation of this area has exposed the Seven Islands Indians to a wide range of alien influences at a time when it is no longer possible for the majority to earn a living from trapping.

II. A study of the problem of Indian child placement policies and foster home selection particularly in the case of abandoned or orphaned children of mixed parentage and pronounced non-Indian facial characteristics.

III. What psychological, economic, and social incentives are normally lacking in many Indian reserves which are backward by comparison with neighbouring non-Indian communities?

IV. Factors common to the case history of adolescent Indian delinquents.

V. What values cherished by adult Indians of a Band influence the younger generation to resist integration?

VI. What handicrafts peculiar to a Band should be encouraged by reason of their cultural and economical desirability?

5. The first topic under Education evoked extended discussion of the scope of the problem, point-of-view, standards and goals in Indian Education, related studies already undertaken, other means of information likely to be available, method of reporting, and possible usefulness of the findings to the administration. It was agreed that Dr. Morton be requested to make a study of the problem and to submit a recommendation for dealing with it. To this end Dr. Morton may form a committee to be selected by himself. Departmental documents and personnel dealing with the subject would be available.
6. Following the pattern established for the first topic discussed, the Panel allotted the topic of in-service training of teachers to Mr. Dawe. Mr. Phelan mentioned the special sessions arranged for teachers in Indian schools at the next Teachers' Convention in Toronto, and a special course to be given to Indian service teachers at the British Columbia Summer Session.
7. The question dealing with statistics was assigned to Mr. Le Seelleur and Dr. Whitworth for a preliminary report.
8. Professor MacNeish agreed to head a committee to discuss and report upon the fourth topic under Education (post-school activities).
9. Professor Falardeau accepted the assignment of reporting on the first of the Welfare subjects - problems of transition. Colonel Jones remarked that this subject was selected as one on which information, based on studies already made, might be disseminated as soon as possible.
10. The Chairman said that he would attempt to enlist the services of a competent lady in regard to the third subject under Welfare - selection of foster parents.
11. Professor Voget agreed to do the preliminary work and report on two questions in the Welfare series, Number 3 (incentives) and Number 5 (values), which may have common factors.
12. The Chairman said that he would offer the subject of delinquency to an expert known to him.
13. Dr. Leechman accepted an assignment to report on the scope and procedures suggested by the question on handicrafts.
14. When all subjects were assigned as above the Chairman requested those responsible for the preliminary work to forward their reports to the Secretary by April 19th so as to allow time for mimeographing and for distribution of copies to members.
15. Dr. Pett reviewed the research in nutrition (now in its fourth year) which is being done at Indian schools, and answered questions regarding procedures and results to date.
16. Dr. Turner led a discussion on the report of research done on the Caradoc Reserve which will be reported fully in an early issue of the Canadian Journal of Psychology.
17. The secretary reported having received from Dr. Pett and Prof. MacNeish the descriptions of research scope and methods in their fields. The Vice-Chairman reminded other members of the desirability of having the promised descriptions submitted soon.

18. There was some discussion of "Popular Concepts of the Canadian Indian" - an unpublished work by Dr. Leechman - which had revealed a need for review of publications from which such concepts are derived.

19. Next Meeting: The next meeting will be in late May or early June, on a date selected to suit the convenience of academic members who will be attending sessions of learned societies in Eastern Canada.

C.A.F. Clark

C.A.F. Clark
Secretary.

T.F. McIlwraith
Chairman.

Extracts from the Minutes of Previous Meetings

(A) November 18, 1949.

"At this meeting it was decided to establish the Panel, whose first meeting was taking place today. Mr. Neary outlined the feeling of the Branch for assistance in the many problems encountered in bringing Canada's Indians into the national stream. Professor McIlwraith expressed the willingness of the Universities to assist in the necessary research to be undertaken".

(B) December 16, 1949.

"Further information could be provided by sending a copy of the Indian School Bulletin to each member of the Panel. Annual reports would also be sent to each member of the Panel". (Members who have not received the current issues are invited to request them).

(C) May 1, 1950.

"Dr. Leechman indicated that if the interest of even one student in each university could be aroused in social anthropology, history, archaeology or education as it concerns Indians, that in time the faculty would shift its interest also".

"All agreed to the need for the staff training of personnel and a sub-committee was established to bring in recommendations".

(D) January 27, 1951.

"(The Deputy Minister of Citizenship and Immigration) agreed entirely that research work was important but it was also most essential to have abstracts made of their reports and distributed to field officials for their future information and guidance".

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11. Professor Voget agreed to do the preliminary work and report on two questions in the Welfare series, Number 3 (incentives) and Number 5 (values), which may have common factors.
12. The Chairman said that he would offer the subject of delinquency to an expert known to him.
13. Dr. Leechman accepted an assignment to report on the scope and procedures suggested by the question on handicrafts.
14. When all subjects were assigned as above the Chairman requested those responsible for the preliminary work to forward their reports to the Secretary by April 19th so as to allow time for mimeographing and for distribution of copies to members.
15. Dr. Pett reviewed the research in nutrition (now in its fourth year) which is being done at Indian schools, and answered questions regarding procedures and results to date.
16. Dr. Turner led a discussion on the report of research done on the Caradoc Reserve which will be reported fully in an early issue of the Canadian Journal of Psychology.
17. The secretary reported having received from Dr. Pett and Prof. MacNeish the descriptions of research scope and methods in their fields. The Vice-Chairman reminded other members of the desirability of having the promised descriptions submitted soon.

- 4 -

18. There was some discussion of "Popular Concepts of the Canadian Indian" - an unpublished work by Dr. Leechman - which had revealed a need for review of publications from which such concepts are derived.

19. Next Meeting: The next meeting will be in late May or early June, on a date selected to suit the convenience of academic members who will be attending sessions of learned societies in Eastern Canada.

C.A.F. Clark

C.A.F. Clark
Secretary.

T.F. McIlwraith
Chairman.

Extracts from the Minutes of Previous Meetings

(A) November 18, 1949.

"At this meeting it was decided to establish the Panel, whose first meeting was taking place today. Mr. Neary outlined the feeling of the Branch for assistance in the many problems encountered in bringing Canada's Indians into the national stream. Professor McIlwraith expressed the willingness of the Universities to assist in the necessary research to be undertaken".

(B) December 16, 1949.

"Further information could be provided by sending a copy of the Indian School Bulletin to each member of the Panel. Annual reports would also be sent to each member of the Panel". (Members who have not received the current issues are invited to request them).

(C) May 1, 1950.

"Dr. Leechman indicated that if the interest of even one student in each university could be aroused in social anthropology, history, archaeology or education as it concerns Indians, that in time the faculty would shift its interest also".

"All agreed to the need for the staff training of personnel and a sub-committee was established to bring in recommendations".

(D) January 27, 1951.

"(The Deputy Minister of Citizenship and Immigration) agreed entirely that research work was important but it was also most essential to have abstracts made of their reports and distributed to field officials for their future information and guidance".



PLEASE QUOTE

FILE.....

150-89-REGS

DEPARTMENT OF CITIZENSHIP AND IMMIGRATION
INDIAN AFFAIRS BRANCH

Ottawa

November 15, 1951.

Dear Major Davey:

The enclosed copy of a letter to Mr. Marcoux will bring you up to date on the discussions about regulations, and may inspire some comment from you. Whenever possible we ought to avoid even one dissenting vote.

yours sincerely,

C.A.F. Clark

K.A.
R.A.

150-89
REGS.

Copy for Major Savy.

November 15, 1951.

G. H. Marcoux, Esq.,
Regional Inspector of Indian Schools,
538 Dominion Public Building,
Winnipeg, Man.

Dear Mr. Marcoux:

1. I have had the privilege of reading the suggested amendments to proposed regulations which the Director brought back from his conference with you and Mr. Conrad.
2. May I offer for your consideration and further comment some thoughts on matters where there seems to be need for an exchange of views.
3. First, regarding the school year, it appears necessary to include the twelve months from September first to the end of August, because some of our schools may hereafter take the long vacation during March and April and operate during the summer. The teacher's service would be computed on the basis of ten months preceding the first of September in any year.
4. Regarding vacations and holidays, I note the requirement for two hundred school days in Manitoba; other provinces have different requirements. Our hope is that, as our schools may be expected to serve an increasing number of non-Indian children, the operating time will conform more and more closely to the local pattern.
5. In regard to the curriculum and text books the most significant words are "subject to any changes

authorized by the Department" I share the view that there should be plenty of such changes.

6. In regard to patriotic exercises I share your liking for "O Canada" but it has not country-wide acceptance as the National Anthem. We might avoid difficulty by requiring that both shall be sung, and thus give French-speaking schools the opportunity to sing "O Canada" in French. In the booklet "Citizenship - Our Democracy", authorized jointly by the Departments of Education of Manitoba and Saskatchewan, on page twelve it is stated that " 'O Canada' shall be sung each day at the opening of school and 'God Save The King' each day at the closing of the school, with pupils standing at attention erect" (sic). We might require that both shall be sung, one early in the day and the other late, provided that they are sung at times when no segregation of the pupils for any purpose is scheduled. I am inclined to stress this point of singing when all the pupils in attendance are present rather than such points as requiring the pupils to assume the position of attention as defined by the armed forces, or saluting only when covered. There should be nothing required which will give anyone a reason to be excused from patriotic observances.

7. Regarding the timing of the special period for religious instruction the practice of the provinces does seem to favour the last half hour of the day. Some clergymen consider that this timing gives the pupils a false impression of the importance of religious instruction. Moreover, there are areas where the same person is required to give religious instruction daily in several classrooms or in several schools and the scheduled period must be timed accordingly without disrupting the school programme to allow for segregation of pupils. There should also be some flexibility so that a travelling religious worker who is held up by road conditions will not be frustrated by failure to meet a deadline. Do you not think we should allow the suggested flexibility and leave it to the judgment of local officials and interested workers to make the best choice?

8. The additions which you suggest to limit the authority of clergymen or the universality of religious instruction have been considered and I have been instructed not to include them. It is conceivable that there will be teachers for whom or occasions when the advice of a clergyman will be most acceptable. The Indian Superintendent cannot "authorize" religious instruction. The Government has authorized such instruction and it remains for the Superintendent to share in the enforcement of any regulations relating thereto.

9. Regarding the question of who is in charge of a two-room school I should like to have more support for a definite ruling. Even in a one-room school which is served by a part-time teacher of music, art, etc., there is no doubt as to who is in charge. In a two-room school for the purposes of completing the monthly report, we have so far required the teacher who enrolls the highest grade to prepare, sign and submit the monthly report. But who should have paramount authority over all the pupils? Who should marshal the school on occasions such as the Royal Visit? Should the higher salaried teacher be regarded as senior for administrative purposes? We have schools where the junior-room teacher dominates the situation and we have two-room schools where each teacher is determined to be independent of the other's authority. For salary purposes we do not accord the title of principal for anything less than a three-division school. At law the one-room school teacher is technically principal. Two rooms ought not to have two principals but as in the case of the one-room school there should be a "teacher-in-charge". Otherwise what would the result be in any judicial proceedings when the occupant of the bench might issue an order directed at the "principal" of the school?

10. In regard to the duties of teachers I can appreciate the need for such a clause as you suggest: "to report to the principal or teacher-in-charge any damage to the school buildings, furniture or equipment, or any shortage of furniture, equipment, classroom supplies, fuel or drinking water or other items affecting the health, safety, welfare, comfort and convenience of his pupils".

I have omitted mentioning the one-room school as the principal or teacher-in-charge of a school is already required to report to an official of the Department who has jurisdiction.

11. The regulations regarding appointment and dismissal of teachers are required to be based upon the fact that the Superintendent of Education authorizes appointments and dismissals. Recommendations for appointment or dismissal may be made by the Regional Inspector or other Departmental official but recommendations are not necessarily to compel the action recommended. There may be factors of which the recommending official has not taken account. Dismissal, except for such things as proven immorality, drunkenness, insubordination, deliberate violation of regulations or refusal to perform appointed duties, should always require one month's notice to take effect at the end of the school year. I do not think we should have more than one dismissal time during the school year and I am sure you will understand why. And we must be as meticulous as other teacher-employing authorities in giving clear and sufficient notice of dismissal. It may be that there is no contractual obligation on the part of the Crown to continue the services of employees, but we may avoid arguing the question in court by according our teachers treatment equal to what they would get from considerate school boards or from those Departments of Education of provinces which employ teachers for schools in unorganized districts.

12. There are still schools for which it is the practice to request religious denominations not to appoint but merely to nominate teachers. Sometimes they fail to nominate, but at least they should have the privilege of approving our nominee or of selecting one of several nominees. This procedure might rather be a matter of courtesy than of regulation. The law requires us to make appointments in accordance with the religious affiliation of the majority or minority of the Band for whom the school is provided. There is a complication arising out of the inclusive use of "Protestant". Some schools are properly staffed only by teachers who are members of the Salvation Army. Others require the teacher to be a Baptist. We cannot always follow the letter of the law,

- 5 -

but we can keep the school open by the temporary employment of a teacher of some other religious affiliation if the ecclesiastical authorities concerned are consulted and are agreeable. As I said before there seems no need to cover this by regulation as Section 120 of the Indian Act has already dealt with the matter. Shall we take it that it shall be understood that the Regional Inspector shall continue the practice of consulting with the denominational authority in each province or region who has in the past concerned himself with the staffing of Indian schools?

13. The Board of Reference to which dismissed teachers might appeal would be an innovation and could have only advisory functions. How could it reverse the action already taken by the Superintendent of Education? If an Inspector proposes to make a recommendation for dismissal should he not first consult the ecclesiastical representative and Departmental officials of the area?

14. The question of when to employ a substitute teacher has still to be solved. I take the view that the absence of one teacher should disturb only one classroom. If the one-room school teacher is going to be absent for more than a week we should try to arrange a satisfactory substitute, even if it is the teacher's wife or husband. For a two-room school not more than a half-day should pass with one teacher trying to handle two rooms. For a three-room or a larger school the principal should have one or more substitute teachers or classroom supervisors upon whom he can call as needed.

15. The school register for our own schools is under consideration. Where our schools have to report non-Indian children to provincial departments it is likely that both kinds of registers should be used. The same is true of report cards and cumulative records. We had a project, still active, to develop a cumulative record card usable in any province. As might be expected, there are difficulties which the Canadian Education Association is trying to overcome.

16. The monthly report from a school should, as you suggest, be made in quadruplicate so that the school

retains one copy and the other three copies are distributed to the Agency office, the Regional Inspector and the Superintendent of Education. This month's bulletin will carry this instruction and will also indicate the use of different coloured paper to report on Indians in Indian schools, non-Indians in Indian schools, and Indians in non-Indian schools.

17. Fire drill and such other things as air raid precautions are covered in article (a) of the "duties of all persons employed in the Indian day schools", in article (b) of the "duties of principals" and in article (e) of the "duties of teachers". The regulations of the provinces in respect of such matters are normally among those "approved by the Department for the health, safety, welfare, comfort and convenience of the pupils and the staff".

18. The duties of Agency personnel with respect to schools will not require much change. It may be that we should think of the Agency Superintendent as filling a role comparable to secretary of the school board rather than official trustee.

19. Financial responsibility for the contents of the teacherage and the classroom may be a matter for consideration. Is there an economical way of making and checking an inventory of the Government's property?

20. A problem that may arise in day and residential schools may be anticipated in regard to the direction of children to schools conducted under religious auspices other than those which it might be presumed from the parents' religious affiliation that the parents would want for their children. How long shall the parent's expression of desire be applicable? When may a change of such expression be entertained? I refer to Section 117.

21. I notice that the size of teachers' quarters and the lack of basements in plan 888 have been the cause of adverse comment. There were always those who maintained the view that the extra space provided by a basement is

- 7 -

a worthwhile investment. The limitation in quarters for the staff affects the selection of personnel for day and residential schools alike.

22. It will be very helpful to have your further comments on this project.

Yours sincerely,

C.A.F. Clark
Educational Survey Officer.

208/1-1

P. O. Box 70,
Vancouver 2, B.C.,
October 29, 1951.

Major C. A. F. Clark,
Indian Affairs Branch,
Dept. of Citizenship and Immigration,
Ottawa, Ontario.

Dear Major Clark:

Thank you for the copy of the Minutes of the meeting of the Panel on Indian Research held on September 21st. I have found these most interesting and was pleased that an extract had been inserted in the most recent copy of the Bulletin. I am convinced that field workers should be informed, not only of the results of research work that has been undertaken, but also of work that is underway. This will help to dispel the misconception that much of our work is of a hit and miss variety. The spread of this information would, I believe, help considerably to build up confidence among staff which would undoubtedly carry over in their work.

The abstract of the conclusions resulting from the work on the Caradoc Reserve is most interesting and should help to drive home to teachers the importance of language work.

Yours sincerely,

R. F. Davey,
Regional Inspector of
Indian Schools for B.C.

;LM

004619



CANADA

DEPARTMENT OF CITIZENSHIP AND IMMIGRATION
INDIAN AFFAIRS BRANCH

PLEASE QUOTE

FILE.....

150-144

Ottawa

October 22, 1951.

Dear Major Davey:

You may wonder why a month elapses between a meeting and the release of the minutes thereof. Even though it takes time to clear the minutes with the leading professors, I've been a little longer than usual as I was out of town on a research project - the economics of residential schools, with no economists on the committee!

It seems to me that a good many problems could be formulated right in the residential schools. I haven't heard whether the Royal Visitors inspected any of them.

Yours sincerely,

C. A. T. Clark

Minutes of a Meeting of the Panel on Indian Research held on Friday, September 21, 1951, in the Conference Room of the Indian Affairs Branch, Copeland Building, OTTAWA.

Duration: 9:30 A.M. - 12:30 P.M.; 2:00 P.M. - 4:45 P.M.

1. Present:

Professor T. F. McIlwraith, Department of Anthropology, University of Toronto. (Chairman)

Professor Oswald Hall, Department of Sociology, McGill University.

Professor J. C. Falardeau, Faculty of Social Science, Laval University.

Dr. N. W. Morton, Director, Operational Research Group, Defence Research Board.

Dr. O. E. Ault, Director of Personnel Selection, Civil Service Commission.

Dr. Douglas Leechman, Archaeologist, National Museum.

Dr. Marcel Rioux, Ethnologist, National Museum.

Mrs. Joan MacNeish, Department of Sociology, Carleton College.

Dr. L. B. Pett, Chief, Nutrition Division, Department of National Health and Welfare.

Dr. O. Leroux, Assistant Director, Indian Health Services.

Dr. R. N. Simpson, Regional Superintendent of Indian Health Services for Ontario and the Eastern Arctic.

Frank Foulds, Esq., Director, Canadian Citizenship Branch, Department of Citizenship and Immigration.

E. B. Reid, Esq., Director, Information Services, Department of Citizenship & Immigration.

E. N. Grantham, Esq., Administrative Officer, Northwest Territories Education Division, Department of Resources and Development.

From the Branch:

Colonel H. M. Jones, Superintendent, Welfare Division.

P. N. L. Phelan, Esq., Superintendent, Education Division.

Colonel Acland, Executive Assistant.

Major I. Eisenhardt, Supervisor of Physical Recreation and Recreation.

Major C. A. F. Clark, Educational Survey Officer.

2. The Secretary read a letter from Colonel Laval Fortier, Deputy Minister of Citizenship and Immigration, expressing his regret at being out of Ottawa on the date of the meeting.

3. Colonel Acland conveyed the regrets of the Director of the Indian Affairs Branch who was on duty in Saskatchewan.

4. The minutes of the previous meeting (January 27) were adopted in the form earlier circulated.

5. The Panel received with regret a letter from Dr. Charles G. Stogdill (formerly Chief of the Mental Health Division, Department of National Health and Welfare) suggesting that he be replaced by a psychiatrist resident in Ottawa. The Panel agreed that Dr. Morton should give this matter attention.

6. Reports of Research:

(a) Dr. Morton, on behalf of Professor Turner submitted the final report of research by D. J. Penfold concerning the educability of Indian children on the Caradoc Reserve. A copy of Dr. Morton's abstract of the report is attached. The conclusions (Paragraph 8, less the first sentence) were published in the Indian School Bulletin for September, with the two-fold purpose of emphasizing to teachers the need for greater efficiency in language-training in the primary grades and of economy in the routine use of group tests of the verbal type.

The Chairman referred to socio-anthropological research now in progress on the same reserve by Mr. Fleming which is expected to demonstrate some of the effects of tribal background and influences on educability.

Dr. Leechman commented on the lack of a fully satisfactory intelligence test for Indian children and Dr. Morton reminded the Panel of a suggested project for a psychological survey in various regions with the objects (1) of developing an appropriate test and (2) of obtaining a fair comparison of capabilities. The Chairman remarked that surveys at Deseronto, Muncey, and Walpole Island had revealed marked differences in cultural adjustment and that it is hoped to carry on a long term study to determine why these differences have arisen.

(b) Acknowledging the contribution of the Canadian Social Science Research Council, the Chairman summarized the progress made by -

1. M. I. Teicher in the field of mental adjustment among the native and white people near Deseronto, Ontario.

2. Mrs. Martha Randle concerning the adjustment of Grade VIII pupils in the Six Nations schools.

3. Professor Voget who is seeking to identify sub-types of culture in the population at Caughnawaga - a project likely to have implications for the schools there.

4. Rodney White who is examining old records at Duck Lake, Saskatchewan.

(c) Mrs. Joan MacNeish gave a brief account of a project (mentioned by Dr. Leechman as possibly unique in Canadian ethnology studies) which required her and Miss Carterette of the University of Chicago to spend the summer with a group of Slavey Indians at Marie River, about 35 mi. south of Fort Simpson, N.W.T. She urged the provision of local school facilities as the parents refuse to send their children out to school.

(d) Dr. Leechman reviewed the activities of research personnel associated with or related to his Department, who have been doing field-work in Southwestern Ontario, Saskatchewan, at Teslin and Carcross in the Yukon, in the Mackenzie District of the Northwest Territories and in several areas in British Columbia.

Dr. Rioux remarked upon the growing importance now being attached to social anthropology in comparison with previous emphasis on ethnology.

(e) Dr. Pett outlined the research in nutrition proceeding at six residential schools. Referring to the findings of the psychologists he stated that his associates had, of course, encountered difficulty in attempting to inculcate desirable food habits when the items were unfamiliar, but when familiarity with food items was established the Indian children seemed more amenable to suggestion than white children. The projects under way involve medical, dental and psychological observations seeking to measure the actual health benefits obtained by changes in diet. A notable achievement has been a reduction of anaemia.

7. Problems of Branch Officials:

Colonel Jones outlined the recently-enlarged scope of the activities of the Indian Welfare Service, mentioning the appointment of social workers in all regions, and touching upon changes in the Indian Act, the effects of which would invite study. He expressed gratification at the existence of the Panel and the hope that it would be increasingly useful. He remarked that the emphasis on research in Ontario has been on a minority in the southwest, whereas, from the Department's viewpoint, many more problems arise with the majority of Indians who are found in other parts of the province.

The Chairman replied that accessibility has so far been an important limiting factor because

of the small number of workers and the limited funds and time available to them. He added that the problem of effecting the adjustment of the Eskimo to the 20th century is another matter of importance to which the factors of feasibility, money and personnel drastically limit attention.

Dr. Morton recommended that Branch officials compile a list of problems from which selection be made for research projects. He stated that a definition of needs would be helpful and referred to a comparable activity by Dr. Ault and himself on behalf of another research organization. He recommended that the Panel encourage systematic pursuit of issues considered most important by administrators.

In expressing agreement Professor Falardeau mentioned the lack in Canada of a centre for co-ordinating research of the types under discussion. He hoped for distribution periodically to interested personnel, of a circular listing the research projects in progress, and, possibly, projects contemplated.

Dr. Leechman suggested that such a circular might include mention of problems already formulated but still awaiting the attention of researchers. In this way graduate students might be guided to undertake projects related to the solution of the Branch's problems.

There was general discussion and approval of the foregoing recommendations and suggestions, Dr. Ault summarizing the advantages of disseminating such information.

During discussion led by Dr. Morton and Colonel Jones of the desirability of a "master plan" into which problems and projects might be fitted, the Chairman alluded to a proposal made four years previously by the Canadian Social Science Research Council which might serve as a pattern in aiding the Panel to serve as a "traffic directing centre".

Mr. Phelan referred to further problems in the educational field. The recognition and treatment of sub-normal pupils was already receiving attention in some regions. The secretary referred to problems of curricula, text books, and operation of schools glanced at in educational surveys. Studies of problems posed by a programme of education for citizenship and worthy use of leisure appeared necessary.

Dr. Ault emphasized the need for as much advance warning as possible in dealing with matters requiring research and urged that administrators bring to the next meeting a statement of some of their problems. There would then be opportunity to consider them as possible projects, to indicate the appropriate field of research and possibly to invite the participation of research workers known to be interested.

8. Dissemination of Information:

This subject had been proposed by Colonel Fortier at the previous meeting, and, with Mr. Reid present was fully discussed. Mr. Reid pointed out two purposes of the information programme -

- (1) to bring about an appreciation and understanding of the Indian and his problems
- (2) to provide administrators with the information whereby they are enabled to become better administrators.

Professor Hall stated the case for distribution of helpful material down to the levels where junior administrators make contact with the Indians, stressing the advantages of giving every worker a sense of participation.

Mr. Foulds described procedures of the Canadian Citizenship Branch and offered suggestions and assistance in the problem of promoting acceptance of the native minority by other ethnic groups.

The Chairman referred to an abstract of Dr. Laura Thompson's "Personality and Government" which had recently been mimeographed and distributed to members of the Panel as an example of material which might be helpful to Departmental personnel. It was agreed that further abstracts should be made and submitted to Departmental officials with whom would rest the decision for distribution. The Chairman and Secretary, with Mr. Reid and Colonel Acland, were designated as a committee to arrange the preparation of abstracts of material recommended by Panel members as likely to be useful to the Department. The Chairman indicated that he would be available for meetings in Ottawa for this purpose on Wednesdays.

The following motion (Dr. Leechman - Mrs. MacNeish) was passed unanimously, and the secretary was instructed to forward a copy to the Director of the Indian Affairs Branch:

"This Panel agrees that, as indicated by the Deputy Minister at the previous meeting, there is a need that administrative machinery be set up for the reproduction and dissemination of selected papers to officers of the Indian Affairs administration and to other interested persons in order that the full value of research projects may be attained; and recommends to the Department that such action be taken as promptly as may be."

9. Functions of the Panel:

Returning to Dr. Morton's suggestion for correlating research, the Panel gave further consideration to methods of carrying out its functions,

agreeing with Dr. Hall that the interpretation of the findings of scientists to administrators is a function of prime importance.

Professor Falardeau stated that he would be willing to prepare a brief description of the types of research done in his field and the methods used by research workers. Dr. Ault, reviewing the various branches of knowledge represented in the Panel, suggested extension of this proposal so as to include other fields. It was agreed that such summaries of scope and methods should be prepared for -

1. Anthropology:
by Professors McIlwraith, Falardeau, MacNeish.
2. Psychology
by Dr. Morton and Dr. Ault.
3. Nutrition
by Dr. Pett.
4. Medicine generally
by Dr. Leroux and Dr. Simpson.
5. Mental Health
by (to be named later).

The summaries should include illustrative findings or accomplishments as in the case of nutrition.

10. Other reports

(a) In the absence of Dr. Robbins at the convention of the Canadian Education Association, the secretary reported on progress regarding an examination of the reports and statistics published by the Department.

(b) From Miss Joan Present, a student in anthropology who had served as teacher at the Indian school at Moose Fort during the summer, a report was received containing suggestions for the Panel and for the Education Division.

(c) The Chairman reported that, in accordance with the decision of the previous meeting, he had submitted to the Director a memorandum concerning the terms of reference for the Panel and a suggestion for an appropriation from which to pay ordinary expenses.

11. Next Meeting:

It was agreed that the next meeting should be held during the first fortnight in December, on a day convenient for the Deputy Minister and the Director of the Indian Affairs Branch.

C.A.F. Clark
C.A.F. Clark,
Secretary.

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T. F. McIlwraith,
Chairman.

Abstract by N.W. Morton of

A Study of the Scholastic Aptitude of the
Indian Children on the Caradoc Reserve

by D.J. Penfold under the direction of G.H. Turner
University of Western Ontario

1. Group tests of intelligence were given to groups of Indian children totalling between 200 and 300 on the Caradoc Reserve and to a similar number of white children in nearby communities. The tests used consisted in the Otis Quick-Scoring Mental Ability Test, Alpha Form A, Grades 1 to 4, Non-Verbal Section; the Henmon-Nelson Test of Mental Ability, Form A, Grades 3 to 8; and the Progressive Matrices Test (1947 Form non-verbal and unspeeded). In addition the Wechsler-Bellevue Scale, an individual test, was given to 82 Indian children of the 7, 10 and 14 year old age groups.

2. It was determined that the mean IQ of Indian children in Grades 1 to 4 on the Otis test (a non-verbal test) was typically 10 points lower than for white children in the same grades, although raw scores were not substantially different. In the case of children in Grades 5 to 8 the mean difference in IQ points on the Henmon-Nelson test (a verbal test) was about 20, the raw scores also being lower for the Indian children by grade.

3. In the case of the Progressive Matrices, mean scores for age groups from 6 to 13 for Indian children were from 1 to 4 points (5 to 15 %) lower than for whites. These differences were minimal at the age extremes and most marked at ages 9 to 12, where they were significant at the 5% level of confidence. Differences by grade levels from Grades 1 to 8 were less, and although usually in favor of the white children, were not statistically significant (the mean age difference by grades varied from 4 to 18 months, Indian children characteristically being older).

4. IQ's obtained by Indian children on the Wechsler-Bellevue scale were as follows:

Age Group	N	Mean Performance	Mean Verbal	Difference between Performance and Verbal
14	26	98.3	84.2	Significant at 10% level
10	25	96.4	89.7	Not significant
7	31	95.7	83.5	Significant

Individual IQ's on the performance scale ranged as high as 132. Inferior performance of Indian children was most marked on the vocabulary test.

5. Comparison of 28 children who were given both the Henmon-Nelson and Wechsler scales indicated that 13 who obtained IQ's above 90 on the Henmon-Nelson (mean of 102) had a mean IQ of 104.0 on the performance sub-scale and 101.4 on the verbal sub-scale of the Wechsler. Fifteen children who obtained IQ's below 90 on the Henmon-Nelson (mean of 82.1) had corresponding Wechsler IQ's of 97.6 and 82.3.

6. Eighty-one Indian children were given the Otis test used in this investigation six months previously by the Supervising Principal. The product-moment correlation of scores between the two administrations of the test was "plus" .62.
7. The writers discuss the cultural and environmental factors which might be expected to have a bearing upon the test performance of the Indian children examined. These were not related statistically or otherwise to the performance of individuals or particular sub-groups, however, and consequently do not constitute an integral part of the experimental data.
8. The abstractor's conclusions from this report are as follows:
The findings of the study are quite similar to those of Sandiford and Jamieson in 1938. That is, in brief, Indian children do significantly less well as a group, age for age, than comparable groups of white children on verbal tests. Their abilities do, however, cover much the same range, and a number of individual Indian children are superior to a number of individual white children. If comparisons are made without regard for age on a school grade basis, differences are appreciably less but do not disappear. In the case of non-verbal tests, speeded or unspeeded, of the group type, differences in score also tend to be noticeable, although they are less than for verbal tests, and may disappear in grade comparisons when age is not taken into account. Performance tests individually administered result in almost complete disappearance of difference between Indian and white children even when age is taken into account.
9. From the foregoing it could be inferred that in so far as immediate ability to meet white educational standards is concerned the Indian child is retarded, and this is true to some extent even when age is neglected in grade-for-grade comparisons. On the other hand abilities of the Indian child expressed in a form less directly dependent on verbal tools or on the use of symbols more familiar to the white appear to be as high as for white children. Thus it could be judged that, given equal stimulation and comparable environment, the Indian child might be expected to be as educable as the white. This condition is not granted at present, but could be in the future; it would probably require, however, much more than the provision of better facilities for academic education alone.

NWM / CAFC
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MR. COMMISSIONER ARNEIL

VANCOUVER

Minutes of a Meeting of the Panel on Indian Research held on Friday, September 21, 1951, in the Conference Room of the Indian Affairs Branch, Copeland Building, OTTAWA.

Duration: 9:30 A.M. - 12:30 P.M.; 2:00 P.M. - 4:45 P.M.

1. Present:

Professor T. F. McIlwraith, Department of Anthropology, University of Toronto. (Chairman)

Professor Oswald Hall, Department of Sociology, McGill University.

Professor J. C. Falardeau, Faculty of Social Science, Laval University.

Dr. N. W. Morton, Director, Operational Research Group, Defence Research Board.

Dr. O. E. Ault, Director of Personnel Selection, Civil Service Commission.

Dr. Douglas Leechman, Archaeologist, National Museum.

Dr. Marcel Rioux, Ethnologist, National Museum.

Mrs. Joan MacNeish, Department of Sociology, Carleton College.

Dr. L. B. Pett, Chief, Nutrition Division, Department of National Health and Welfare.

Dr. O. Leroux, Assistant Director, Indian Health Services.

Dr. R. N. Simpson, Regional Superintendent of Indian Health Services for Ontario and the Eastern Arctic.

Frank Foulds, Esq., Director, Canadian Citizenship Branch, Department of Citizenship and Immigration.

E. B. Reid, Esq., Director, Information Services, Department of Citizenship & Immigration.

E. N. Grantham, Esq., Administrative Officer, Northwest Territories Education Division, Department of Resources and Development.

From the Branch:

Colonel H. M. Jones, Superintendent, Welfare Division.

P. N. L. Phelan, Esq., Superintendent, Education Division.

Colonel Acland, Executive Assistant.

Major I. Eisenhardt, Supervisor of Physical Recreation and Recreation.

Major C. A. F. Clark, Educational Survey Officer.

2. The Secretary read a letter from Colonel Laval Fortier, Deputy Minister of Citizenship and Immigration, expressing his regret at being out of Ottawa on the date of the meeting.

3. Colonel Acland conveyed the regrets of the Director of the Indian Affairs Branch who was on duty in Saskatchewan.

4. The minutes of the previous meeting (January 27) were adopted in the form earlier circulated.

5. The Panel received with regret a letter from Dr. Charles G. Stogdill (formerly Chief of the Mental Health Division, Department of National Health and Welfare) suggesting that he be replaced by a psychiatrist resident in Ottawa. The Panel agreed that Dr. Morton should give this matter attention.

6. Reports of Research:

(a) Dr. Morton, on behalf of Professor Turner submitted the final report of research by D. J. Penfold concerning the educability of Indian children on the Caradoc Reserve. A copy of Dr. Morton's abstract of the report is attached. The conclusions (Paragraph 8, less the first sentence) were published in the Indian School Bulletin for September, with the two-fold purpose of emphasizing to teachers the need for greater efficiency in language-training in the primary grades and of economy in the routine use of group tests of the verbal type.

The Chairman referred to socio-anthropological research now in progress on the same reserve by Mr. Fleming which is expected to demonstrate some of the effects of tribal background and influences on educability.

Dr. Leechman commented on the lack of a fully satisfactory intelligence test for Indian children and Dr. Morton reminded the Panel of a suggested project for a psychological survey in various regions with the objects (1) of developing an appropriate test and (2) of obtaining a fair comparison of capabilities. The Chairman remarked that surveys at Deseronto, Muncey, and Walpole Island had revealed marked differences in cultural adjustment and that it is hoped to carry on a long term study to determine why these differences have arisen.

(b) Acknowledging the contribution of the Canadian Social Science Research Council, the Chairman summarized the progress made by -

1. M. I. Teicher in the field of mental adjustment among the native and white people near Deseronto, Ontario.

2. Mrs. Martha Randle concerning the adjustment of Grade VIII pupils in the Six Nations schools.

3. Professor Voget who is seeking to identify sub-types of culture in the population at Caughnawaga - a project likely to have implications for the schools there.

4. Rodney White who is examining old records at Duck Lake, Saskatchewan.

(c) Mrs. Joan MacNeish gave a brief account of a project (mentioned by Dr. Leechman as possibly unique in Canadian ethnology studies) which required her and Miss Carterette of the University of Chicago to spend the summer with a group of Slavey Indians at Marie River, about 35 mi. south of Fort Simpson, N.W.T. She urged the provision of local school facilities as the parents refuse to send their children out to school.

(d) Dr. Leechman reviewed the activities of research personnel associated with or related to his Department, who have been doing field-work in Southwestern Ontario, Saskatchewan, at Teslin and Carcross in the Yukon, in the Mackenzie District of the Northwest Territories and in several areas in British Columbia.

Dr. Rioux remarked upon the growing importance now being attached to social anthropology in comparison with previous emphasis on ethnology.

(e) Dr. Pett outlined the research in nutrition proceeding at six residential schools. Referring to the findings of the psychologists he stated that his associates had, of course, encountered difficulty in attempting to inculcate desirable food habits when the items were unfamiliar, but when familiarity with food items was established the Indian children seemed more amenable to suggestion than white children. The projects under way involve medical, dental and psychological observations seeking to measure the actual health benefits obtained by changes in diet. A notable achievement has been a reduction of anaemia.

7. Problems of Branch Officials:

Colonel Jones outlined the recently-enlarged scope of the activities of the Indian Welfare Service, mentioning the appointment of social workers in all regions, and touching upon changes in the Indian Act, the effects of which would invite study. He expressed gratification at the existence of the Panel and the hope that it would be increasingly useful. He remarked that the emphasis on research in Ontario has been on a minority in the southwest, whereas, from the Department's viewpoint, many more problems arise with the majority of Indians who are found in other parts of the province.

The Chairman replied that accessibility has so far been an important limiting factor because

of the small number of workers and the limited funds and time available to them. He added that the problem of effecting the adjustment of the Eskimo to the 20th century is another matter of importance to which the factors of feasibility, money and personnel drastically limit attention.

Dr. Morton recommended that Branch officials compile a list of problems from which selection be made for research projects. He stated that a definition of needs would be helpful and referred to a comparable activity by Dr. Ault and himself on behalf of another research organization. He recommended that the Panel encourage systematic pursuit of issues considered most important by administrators.

In expressing agreement Professor Falardeau mentioned the lack in Canada of a centre for co-ordinating research of the types under discussion. He hoped for distribution periodically to interested personnel, of a circular listing the research projects in progress, and, possibly, projects contemplated.

Dr. Leechman suggested that such a circular might include mention of problems already formulated but still awaiting the attention of researchers. In this way graduate students might be guided to undertake projects related to the solution of the Branch's problems.

There was general discussion and approval of the foregoing recommendations and suggestions, Dr. Ault summarizing the advantages of disseminating such information.

During discussion led by Dr. Morton and Colonel Jones of the desirability of a "master plan" into which problems and projects might be fitted, the Chairman alluded to a proposal made four years previously by the Canadian Social Science Research Council which might serve as a pattern in aiding the Panel to serve as a "traffic directing centre".

Mr. Phelan referred to further problems in the educational field. The recognition and treatment of sub-normal pupils was already receiving attention in some regions. The secretary referred to problems of curricula, text books, and operation of schools glanced at in educational surveys. Studies of problems posed by a programme of education for citizenship and worthy use of leisure appeared necessary.

Dr. Ault emphasized the need for as much advance warning as possible in dealing with matters requiring research and urged that administrators bring to the next meeting a statement of some of their problems. There would then be opportunity to consider them as possible projects, to indicate the appropriate field of research and possibly to invite the participation of research workers known to be interested.

8. Dissemination of Information:

This subject had been proposed by Colonel Fortier at the previous meeting, and, with Mr. Reid present was fully discussed. Mr. Reid pointed out two purposes of the information programme -

- (1) to bring about an appreciation and understanding of the Indian and his problems
- (2) to provide administrators with the information whereby they are enabled to become better administrators.

Professor Hall stated the case for distribution of helpful material down to the levels where junior administrators make contact with the Indians, stressing the advantages of giving every worker a sense of participation.

Mr. Foulds described procedures of the Canadian Citizenship Branch and offered suggestions and assistance in the problem of promoting acceptance of the native minority by other ethnic groups.

The Chairman referred to an abstract of Dr. Laura Thompson's "Personality and Government" which had recently been mimeographed and distributed to members of the Panel as an example of material which might be helpful to Departmental personnel. It was agreed that further abstracts should be made and submitted to Departmental officials with whom would rest the decision for distribution. The Chairman and Secretary, with Mr. Reid and Colonel Acland, were designated as a committee to arrange the preparation of abstracts of material recommended by Panel members as likely to be useful to the Department. The Chairman indicated that he would be available for meetings in Ottawa for this purpose on Wednesdays.

The following motion (Dr. Leechman - Mrs. MacNeish) was passed unanimously, and the secretary was instructed to forward a copy to the Director of the Indian Affairs Branch:

"This Panel agrees that, as indicated by the Deputy Minister at the previous meeting, there is a need that administrative machinery be set up for the reproduction and dissemination of selected papers to officers of the Indian Affairs administration and to other interested persons in order that the full value of research projects may be attained; and recommends to the Department that such action be taken as promptly as may be."

9. Functions of the Panel:

Returning to Dr. Morton's suggestion for correlating research, the Panel gave further consideration to methods of carrying out its functions,

agreeing with Dr. Hall that the interpretation of the findings of scientists to administrators is a function of prime importance.

Professor Falardeau stated that he would be willing to prepare a brief description of the types of research done in his field and the methods used by research workers. Dr. Ault, reviewing the various branches of knowledge represented in the Panel, suggested extension of this proposal so as to include other fields. It was agreed that such summaries of scope and methods should be prepared for -

1. Anthropology:
by Professors McIlwraith, Falardeau, MacNeish.
2. Psychology
by Dr. Morton and Dr. Ault.
3. Nutrition
by Dr. Pett.
4. Medicine generally
by Dr. Leroux and Dr. Simpson.
5. Mental Health
by (to be named later).

The summaries should include illustrative findings or accomplishments as in the case of nutrition.

10. Other reports

(a) In the absence of Dr. Robbins at the convention of the Canadian Education Association, the secretary reported on progress regarding an examination of the reports and statistics published by the Department.

(b) From Miss Joan Presant, a student in anthropology who had served as teacher at the Indian school at Moose Port during the summer, a report was received containing suggestions for the Panel and for the Education Division.

(c) The Chairman reported that, in accordance with the decision of the previous meeting, he had submitted to the Director a memorandum concerning the terms of reference for the Panel and a suggestion for an appropriation from which to pay ordinary expenses.

11. Next Meeting:

It was agreed that the next meeting should be held during the first fortnight in December, on a day convenient for the Deputy Minister and the Director of the Indian Affairs Branch.

C.A.F. Clark
C.A.F. Clark,
Secretary.

T. F. McIlwraith,
Chairman.

Abstract by N.W. Morton of

A Study of the Scholastic Aptitude of the Indian Children on the Caradoc Reserve

by D.J. Penfold under the direction of G.H. Turner
University of Western Ontario

1. Group tests of intelligence were given to groups of Indian children totalling between 200 and 300 on the Caradoc Reserve and to a similar number of white children in nearby communities. The tests used consisted in the Otis Quick-Scoring Mental Ability Test, Alpha Form A, Grades 1 to 4, Non-Verbal Section; the Henmon-Nelson Test of Mental Ability, Form A, Grades 3 to 8; and the Progressive Matrices Test (1947 Form non-verbal and unspeeded). In addition the Wechsler-Bellevue Scale, an individual test, was given to 82 Indian children of the 7, 10 and 14 year old age groups.

2. It was determined that the mean IQ of Indian children in Grades 1 to 4 on the Otis test (a non-verbal test) was typically 10 points lower than for white children in the same grades, although raw scores were not substantially different. In the case of children in Grades 5 to 8 the mean difference in IQ points on the Henmon-Nelson test (a verbal test) was about 20, the raw scores also being lower for the Indian children by grade.

3. In the case of the Progressive Matrices, mean scores for age groups from 6 to 13 for Indian children were from 1 to 4 points (5 to 15 %) lower than for whites. These differences were minimal at the age extremes and most marked at ages 9 to 12, where they were significant at the 5% level of confidence. Differences by grade levels from Grades 1 to 8 were less, and although usually in favor of the white children, were not statistically significant (the mean age difference by grades varied from 4 to 18 months, Indian children characteristically being older).

4. IQ's obtained by Indian children on the Wechsler-Bellevue scale were as follows:

Age Group	N	Mean Performance	Mean Verbal	Difference between Performance and Verbal
14	26	98.3	84.2	Significant at 10% level
10	25	96.4	89.7	Not significant
7	31	95.7	83.5	Significant

Individual IQ's on the performance scale ranged as high as 132. Inferior performance of Indian children was most marked on the vocabulary test.

5. Comparison of 28 children who were given both the Henmon-Nelson and Wechsler scales indicated that 13 who obtained IQ's above 90 on the Henmon-Nelson (mean of 102) had a mean IQ of 104.0 on the performance sub-scale and 101.4 on the verbal sub-scale of the Wechsler. Fifteen children who obtained IQ's below 90 on the Henmon-Nelson (mean of 82.1) had corresponding Wechsler IQ's of 97.6 and 82.3.

6. Eighty-one Indian children were given the Otis test used in this investigation six months previously by the Supervising Principal. The product-moment correlation of scores between the two administrations of the test was "plus" .62.

7. The writers discuss the cultural and environmental factors which might be expected to have a bearing upon the test performance of the Indian children examined. These were not related statistically or otherwise to the performance of individuals or particular sub-groups, however, and consequently do not constitute an integral part of the experimental data.

8. The abstractor's conclusions from this report are as follows:

The findings of the study are quite similar to those of Sandiford and Jamieson in 1938. That is, in brief, Indian children do significantly less well as a group, age for age, than comparable groups of white children on verbal tests. Their abilities do, however, cover much the same range, and a number of individual Indian children are superior to a number of individual white children. If comparisons are made without regard for age on a school grade basis, differences are appreciably less but do not disappear. In the case of non-verbal tests, speeded or inspeeded, of the group type, differences in score also tend to be noticeable, although they are less than for verbal tests, and may disappear in grade comparisons when age is not taken into account. Performance tests individually administered result in almost complete disappearance of difference between Indian and white children even when age is taken into account.

9. From the foregoing it could be inferred that in so far as immediate ability to meet white educational standards is concerned the Indian child is retarded, and this is true to some extent even when age is neglected in grade-for-grade comparisons. On the other hand abilities of the Indian child expressed in a form less directly dependent on verbal tools or on the use of symbols more familiar to the white appear to be as high as for white children. Thus it could be judged that, given equal stimulation and comparable environment, the Indian child might be expected to be as educable as the white. This condition is not granted at present, but could be in the future; it would probably require, however, much more than the provision of better facilities for academic education alone.

NWM / CAFC
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General Delivery
Alert Bay, B.C.

VASSAR COLLEGE
POUGHKEEPSIE NEW YORK
Department of Economics, Sociology & Anthropology
11 September, 1951

Mr. W.S. Arneil, Indian Commissioner
Federal Building
Vancouver, B.C.

My dear Mr. Arneil;

I regret very much that I did not have time to see you while I was in Vancouver from the 4th to the 7th of this month. After travelling all the way from New York I was impatient to get to my destination here and the Steamship Company could give me passage for the 7th or require me to wait until the following Wednesday.

However, I shall certainly visit Vancouver sometime during my three or four months stay here and have an opportunity to see you, and possibly your office will have much information that I need.

I have communicated earlier this summer with Mr. MacInness and I believe he wrote that he had written you about my plans. Since I haven't his letter, however, I shall risk repeating information. I am an Assistant Professor at Vassar College where I teach anthropology. My doctoral work was with the Kwakiutl literature and history and I welcome the leave I have from Vassar and the chance it gives me to spend from three to four months here in first hand contact with the people. Although there is an enormous literature on the Kwakiutl, thanks to Dr. Boas, there has been no extensive work done here by anthropologists for some years and meantime there are new tools to work with such as tape recoding machines and there are new topics about which people want information such as child training and informal home life.

Professor Hawtorne has told me of how helpful you and your office will certainly be and I wanted to tell you that I was very sorry that I had not seen you on my first visit to Vancouver, but that I would be in at the earliest opportunity.

Yours,

Helen Codere

Helen Codere



PLEASE QUOTE

FILE 0/117-1-1

DEPARTMENT OF CITIZENSHIP AND IMMIGRATION
INDIAN AFFAIRS BRANCH

Ottawa, July 18, 1951.

W. S. Arneil, Esq.,
Indian Commissioner,
P. O. Box 70,
Vancouver, B.C.

Miss Helen Codere, an anthropologist and a member of the faculty of Vassar College, Poughkeepsie, New York, intends to do some anthropological field work among the Kwakiutl Indians this fall. Permission has been granted for her to visit the Kwakiutl Indians.

It is expected that Miss Codere will call at your office before she leaves for field work among the Indians. Any information or assistance that you might be able to give Miss Codere would be greatly appreciated.

T. R. L. MacInnes
T.R.L. MacInnes,
Secretary.

Do



PLEASE QUOTE

FILE 0/113-5-4
(Secy.)

DEPARTMENT OF CITIZENSHIP AND IMMIGRATION
INDIAN AFFAIRS BRANCH

Ottawa, July 16, 1951.

W. S. Arneil, Esq.,
Indian Commissioner,
P. O. Box 70,
Vancouver, B. C.

This is with reference to your letter, your file 208/1-1, forwarding a copy of a letter dated April 30th from Mr. Oliver T. Fuller, Department of Sociology-Anthropology, Brooklyn College, N. Y., requesting information with regard to Indians in the south central part of the province.

It is realized that requests for information of this kind often require considerable time on research work. Where the inquiry is from persons in Canada or the United States, whose credentials are unquestionable, the information should be made available, provided, however, that the time and the staff involved does not seriously affect ordinary administration.

Requests for information from persons outside of Canada or the United States should be referred here for attention.

In many cases the general information contained in the Annual Report will suffice.

As to the particular request for information from Mr. Fuller, questions 2 and 4 are of such a nature that the information can only be obtained locally. There would be no objection to supplying the information Mr. Fuller requests at your discretion.

David
T. R. L. MacInnes
T. R. L. MacInnes,
Secretary.

004639

208/1-1

AIR MAIL

May 18, 1951.

Indian Affairs Branch,
Dept. of Citizenship & Immigration,
Ottawa, Ontario.

Enclosed is a copy of a letter dated April 30, from Brooklyn College addressed to Superintendent H.E. Taylor, requesting certain information with regard to Indians in the south central part of the province.

It seems that this office has in the past year or two been confronted with an increasing number of similar inquiries and although we have endeavored to supply the information requested when the applicants' credentials were unquestionable, the volume of work in our agency offices and in this office is now such that these inquiries can only be answered if other and probably more important matters are neglected.

I should appreciate receiving instructions from the Department regarding disposition of correspondence such as this.

W. S. Arneil,
Indian Commissioner for B.C.

-LM
Encl.

Brooklyn College

Bedford Avenue & Avenue H, Brooklyn 10, N. Y.

April 30, 1951



Mr. H. E. Taylor, Agent
Department of Indian Affairs
403 Federal Building
325 Granville Street
Vancouver, British Columbia

Dear Mr. Taylor:

It has been suggested by Mr. R. J. Mawer, Department of University Extension, University of British Columbia, that I write to you in connection with a research project which is to deal with certain Indian groups located in the southcentral Plateau region of British Columbia. The groups in question are the Lillooet, Thompson, Shuswap, Okanagan, and Kootenay, who are under supervision of the Field Agencies at Merritt, Kamloops, Vernon, and Cranbrook.

I am planning to come to B. C. this Autumn, but hope to secure as much preliminary information as possible before leaving New York. I have written to the Superintendents at the four Agencies named and have been advised that they do not have the information I need.

I wonder if your office can help me? Specifically, I need to know:

1. The number of Indians administered by each of the agencies;
2. The number not living in reserve areas;
3. The ethnic and "tribal" background of individuals in both groups "1" and "2", above;
4. The general occupational picture as it concerns these individuals: the proportion employed or supported by Government, or employed by private farming or industrial persons or concerns.

Believe me, I realize the magnitude of this request, and do not make it lightly. I am aware, also, of the possibility that such information is perhaps not disseminated on request; but I am in hopes that it may be available in abstract form, or already compiled, and can be given to scientific workers. With this in mind, may I offer the names of Dr. Douglas Leechman, of the National Museum in Ottawa, and of Mr. Wilson Duff, of your own Provincial Museum, in Victoria, as references regarding the bona fide nature of my interests? It goes without saying, also, that I shall gladly defray expenses entailed in gathering this information, if required.

If you would care to see a prospectus of the work contemplated, I will forward one to you immediately.

Very truly yours,

Oliver Fuller

Oliver T. Fuller
Department of Sociology-Anthropology

004641

T. R. KELLY,
SECRETARY



PARLIAMENT BUILDINGS,
VICTORIA, B.C.
B 6111, LOCAL 419

22nd March 1951

DEPARTMENT OF LABOUR
INDIAN INQUIRY COMMITTEE

208/1-1
W.S.Arneil Esq.,
Commissioner,
Indian Affairs Branch,
Department of Citizenship and Immigration,
Federal Building,
Vancouver, B.C.

Dear Mr. Arneil,

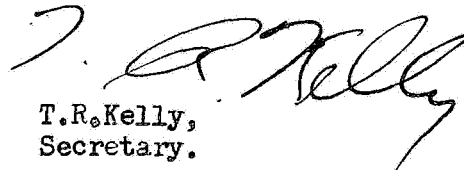
With reference to my letter of February 1st last, I have received copies of certain of the reports for which I asked from Mr. T.R.L. MacInnes.

However, there was one report which he was unable to supply in duplicate - Minutes of Proceedings and Evidence of the Special Joint Committee of the Senate and House of Commons on the Indian Act, No.5, 1946. I have made inquiries in other directions, but am unable to get one more copy of this report to make up a set which I should like to send out to the members of this Committee for study.

I should be most grateful if you have an extra copy of this particular report in your office, and could kindly send it to me.

With kindest regards,

Yours very truly,


T.R. Kelly,
Secretary.

TRK:JRW

Recd. March 28/51

Ottawa, January 20, 1951.

Dear Sir:

WSDA
Panel on Indian Research

This is to advise you that the next meeting will take place as follows:

Time: 9.15 A.M. Saturday January 27, 1951.

Place: Education Division, Indian Affairs Branch,
220 Queen Street, Ottawa.

The agenda will be as follows:

1. Preliminary report from Dr. G. H. Turner on our research project in Caradoc Indian Agency.
2. Proposed conference on the North American Indian.
3. Recommendations for In-service training of Indian School Teachers and possibly Field Officials.

B. F. Neary
Bernard F. Neary,
Secretary,
Panel on Indian Research.

Dr. N. W. Morton,
Director,
Operational Research Group,
Defence Research Board,
Ottawa.

MINUTES of a meeting of the Panel on Indian Research, held in the office of
The Superintendent of Indian Education, 220 Queen Street,
at 9.15 a.m. on Saturday, January 27, 1951.

PRESENT: Lt. Col. E. Acland, Admin. Officer, Indian Affairs,
Mr. C.A.F. Clark, Educational Survey Officer, Indian Affairs Branch;
Mr. A. J. Doucet, Supervisor of Vocational Training, "
Major I. Eisenhardt, Supervisor of Physical Education
and Recreation, "
Colonel L. Fortier, Deputy Minister, Citizenship & Immigration,
Mr. John Gordon, Welfare Division, Indian Affairs Branch;
Mr. E. N. Grantham, Department of Resources & Development;
Dr. Oswald Hall, McGill University, Montreal, P. Q.
Dr. Douglas Leechman, National Museum of Canada, Ottawa;
Mr. H. Low, Adviser on Education, Northwest Territories
Department of Resources and Development;
Professor T.F. McIlwraith, University of Toronto,
Dr. N.W. Morton, Director, Operational Research Group,
Defence Research Board, Ottawa, Ont.
Lt. Colonel B. F. Neary, Supt. of Indian Education, Ottawa;
Mr. Philip Phelan, Chief, Education Division, Indian Affairs Branch;
Dr. J. E. Robbins, Dominion Bureau of Statistics, Ottawa, Ont.;
Dr. Charles D. Stogdill, , Chief, Mental Health Division,
Department of National Health & Welfare,

(1) Reading of Minutes:

The Minutes of the last meeting were adopted as prepared.

(2) Chairman's introductory remarks:

Dr. Morton reviewed, for members of the panel attending for the first time, its purposes and stressed that it was in the nature of an informal discussion group of University and Government officials to deal with various problems in Indian Affairs.

He touched on the departure from the panel of the Secretary, due to his resignation from the Indian Affairs Branch.

Dr. Morton then tabled the progress report of Dr. G.H. Turner of the University of Western Ontario, dealing with the Educability of the Indians of the Caradoc Reserve. He stressed that this was an initial report only;

- 2 -

with the compilation of other data, and when the results of further research were available, a final report would be made.

(3) Social Science Studies by Canadian Social Science Research Council:

Professor McIlwraith introduced this section by outlining the grants aid made by the Council for research on current Indian problems in various parts of Canada,

- (a) Professor Gordon Brown (University of Toronto) in conjunction with Dr. ~~Turner~~, to conduct a study of social conditions, particularly in relation to educational achievements, among the Indians at Muncey, Ontario,
- (b) Mrs. Martha Hewitt (now Mrs. Randle) on a study of reactions to wardship among the Six Nations Indians of the Grand River, Ontario,
- (c) Professor H.B. Hawthorn (U.B.C.) a study of family life and adjustments on the Squamish Reserve, North Vancouver, B.C.,
- (d) A study of economic and social conditions among Indians in the fishing industry of British Columbia,
- (e) Professor F. Voget, the continuation of research on social groups and attitudes among the Indians at Caughnawaga, P.Q.,
- (f) Professor M. Tremblay (Laval), the continuation of a study of social conditions and interactions among the descendants of the Huron Indians at Lorette.

Professor McIlwraith pointed out the need for research into Indian problems. He also stressed the need for the training of, and the arousing of interest in, social science research workers. He then dealt with the other projects now under consideration for grants by the Research Council. One was a study of Indian adjustments in the agricultural areas of southern Ontario (from Kettle Point to Tyendinaga). Professor McIlwraith pointed out that there was little work being done among the Prairie Indians, and mentioned in passing the publication of a recent book by Mr. and Mrs. Hanks entitled "Tribe under Trust" (being a study of the Blackfoot Indians of Southern Alberta).

Professor Hall also mentioned the work being done by a West Coast Indian, Percy Gladstone, under the supervision of Dr. Hawthorne.

Colonel Neary then reviewed the need, as he saw it, for the continuation of the panel. He stressed the use already being made by the Education Division, of the researches at Caughnawaga and at Squamish. He also mentioned the interest of the field officials and the teachers in reports of such research.

Dr. Loechman then pointed out how abstract field work among the Indians can give them a moral stimulus and self-confidence. He mentioned his experiences in recording an important and valuable block of culture among the Indians of Northern British Columbia and the Yukon.

(4) Reports on Research

Dr. Morton led a discussion into the various ways and means of bringing the reports of such research to the attention of all field officials. Professor McIlwraith volunteered the use of one or two graduate students from

- 3 -

the University of Toronto in making abstracts of articles which had previously been decided upon as being of sufficient importance to warrant their distribution. He mentioned, as an example, a recent study in Mexico. This had been carried out by a group of 40 researchers working under a U N E S C O grant, and being a fact-finding study plus In-service training of the Mexican officials concerned. The result was one of the most comprehensive educational surveys which he had ever read. It had recently appeared in an obscure Mexican journal in four articles totalling 160 pages. It would be most valuable if summarized and distributed to our field officials. Dr. Leechman then pointed out the need for the distribution of all such reports.

Colonel Fortier then asked to say a few words as he had to leave the meeting for another one. He expressed his appreciation for the work of the panel, both on his own behalf and on behalf of the Minister of Citizenship and Immigration. He pointed out that since the formation of this new Department just a year ago, the emphasis was clearly being placed upon bringing of Indians into citizenship. He also pointed out that every effort must be made to get the whites to know and understand the Indians. The Prime Minister had already clearly stated government policy in this regard at the time of the formation of the new Department. An Information Section was now in the process of being formed and they were looking for a senior man to head it. He must be one who could understand the great mosaic of Canadian citizenship and appreciate ethnic problems of these various groups. He offered the services of this Division to publicize the reports mentioned and to assist in their circulation. He agreed entirely that research work was important but it was also most essential to have abstracts made of their reports and distributed to field officials for their future information and guidance. (Colonel Fortier then left the meeting).

Major Clark then raised a query concerning what had happened to the study made among the James Bay Indians. Professor McIlwraith answered at some length outlining this sociological study which had concentrated particularly on food and diet. The late Dr. Tisdall and Dr. Brown had headed this study. A sub-committee of Professor McIlwraith, Dr. Leechman and Major Clark was to investigate this problem further and bring in another report.

Dr. Morton then led a discussion into the need for further study among the Indians of the Prairie Provinces. He had contacted certain of the western universities and had received a letter from Dr. Laycock of the University of Saskatchewan. He felt that there was potential interest there but there was a need for financial assistance and also for trained field workers.

Professor McIlwraith had also contacted Dr. Britnell of the University of Saskatchewan and Dr. Long of the University of Alberta.

Dr. Leechman mentioned that he had had an opportunity of discussing the formation of the panel with Professor Hawthorn who felt that it was a move which would have far-reaching benefits.

Professor Hall mentioned the development of the Department of Sociology at the University of Manitoba and felt that this would make for further research in that province.

Dr. Morton then pointed out that the colleges of education of the various universities needed to be contacted so that their interest could be stimulated into research in the field of Indian education. Colonel Neary in reply pointed out that this was one of the things which he hoped that the Regional Indian School Inspectors would be able to do.

Professor Hall then raised the possibility of funds from the Department. There followed a general discussion on this matter and it was decided that it would be raised again in the presence of the Deputy Minister.

- 4 -

(5) Proposed Conference on the North American Indian.

Professor McIlwraith recommended that this conference be delayed until 1952. He based his recommendations upon two points:

- (a) the disturbed international situation,
- (b) by 1952 many of the research projects now under way will be completed and reports ready for consideration.

Colonel Acland then delivered a message from the Director and he also suggested that the conference be postponed until the new Indian Act was passed, possibly at the next session of Parliament. By 1952 the Department would know also the reaction to the new Act.

Mr. Doucet agreed with this proposal and also pointed out the favourable reaction of field officials to the work of the panel. He appealed to the panel to continue its work and to add its impetus to the improvement in general of Indian education.

(6) Demographic Study

Dr. Robbins will examine all statistical information received at the Education Division and will make recommendations as to other statistics which should be made available for this study.

Appointment of new Chairman

Dr. Morton reviewed the general situation and pointed out that a new Chairman and Secretary would be required. After considerable discussion, Professor McIlwraith was selected by unanimous vote.

Appointment of new Secretary

Major C.A.F. Clark was unanimously selected to replace Colonel Neary.

Future of the Panel

Colonel Acland led the discussion by raising the following points:

- (a) the exact terms of reference used by Dr. Keenleyside in his letter concerning the panel,
- (b) the possibility of the National Museum playing a greater part in its activities. He felt that there was a definite need of drawing to the attention of the new Deputy Minister, the exact terms of reference of the panel.

This led to a general discussion with Dr. Morton, Professor McIlwraith and Dr. Robbins participating. It was agreed that letters would have to be sent to General Young, the Deputy Minister of the Department of Resources and Development concerning the participation of Dr. Leechman of the National Museum. It was also decided that a letter should be sent to Colonel Fortier concerning the terms of reference of the panel.

The suggestion that Dr. Brown of the University of Toronto be a future member of the panel was deferred until the next meeting.

Next Meeting

This will be at the call of the Chair. It will likely be in May when Dr. Hawthorn of the U.B.C. will be in Eastern Canada, attending a conference. The panel was anxious that he attend the next meeting.

Dr. N. W. Morton,
Chairman.

B. F. Neary,
Secretary.

N.R.C. Project A.P. 7

THE EDUCABILITY OF INDIANS OF THE CARADOC RESERVE

PROGRESS REPORT

by

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January, 1951.

1. The last report on this project was submitted in June 1950 and dealt with a comparison of Indian and white children on group tests of intelligence.
2. The project was continued with two main aims in mind
 - (a) to gather more detailed data on the performance of Indian children (on intelligence tests designed for whites) by the administration of individual tests containing performance as well as verbal sections and
 - (b) to obtain as much information as possible concerning cultural factors which might influence progress in school or psychological test performance.
3. In pursuance of these objects Mr. Penfold spent the summer months in residence at Muncey along with Mr. Fleming, student of anthropology working under Dr. Brown.
4. The original intention and hope had been to complete a program of individual testing during the summer but this was found to be impossible for two reasons
 - (a) once the schools closed testing had to take place in the homes and in the great majority of cases the conditions were quite unsuitable and
 - (b) many families left for the tobacco fields and elsewhere. Thus testing not completed in June or early July had to be put off until the fall.
5. It was possible, however, to make an extensive compilation of medical records and school records of attendance and achievement and to complete the onerous task of checking age records which were in many cases either incomplete or uncertain and frequently required diligent investigation of parents or other relatives. Furthermore, information concerning the attitudes and opinion of Indians (especially those of parents about education) was sought (and subsequently recorded) on all possible occasions. Penfold appears to have gained a great measure of acceptance and has been able to gather a wealth of information which, along with Fleming's findings, should be invaluable aids to the interpretation of results.
6. The program of testing includes the following
 - (a) the administration of the Wechsler Intelligence Scale for Children to all Indian children in the age groups ,7, 10, and 14..
 - (b) the administration of the Progressive Matrices (1947) to all Indian school children up to and including the age of 12 and to several groups of white controls.
7. Penfold has been visiting Muncey once or twice a week since early fall and will now require only about four full working days (three weeks at most) to complete the gathering of the data.
8. Since Penfold is basing his M.A. thesis on this work and has a May 1st deadline to meet, a complete report is assured by that date.