

Indian Affairs
School Files

(RG 10, Volume 6422)

| | |
|--------------------|---|
| File 868-1, part 1 | West Coast Agency - Ahousaht Day School - General Administration. 1895 - 1948 |
| File 868-5, part 1 | West Coast Agency - Ahousaht Day School - Building Maintenance - Supplies - Ac- counts. 1917 - 1949 |
| File 868-5, part 2 | West Cost Agency - Ahousaht Day School - Building Maintenance - Supplies - Ac- counts. 1948 - 1950 |
| File 869-1, part 1 | New Westminster Agency - Coqualeetza Industrial School - General Adminis- tration. 1889 - 1907 |
| File 869-1, part 2 | New Westminster Agency - Coqualeetza Industrial School - General Adminis- tration. 1910 - 1931 |
| File 869-1, part 3 | New Westminster Agency - Coqualeetza Industrial School - General Adminis- tration. 1933 - 1940 |
| File 869-1, part 4 | New Westminster Agency - Coqualeetza Industrial School - General Adminis- tration. 1941 - 1947 |
| File 869-1, part 5 | New Westminster Agency - Coqualeetza Industrial School - General Adminis- tration. 1947 - 1950 |
| File 869-3, part 1 | New Westminster Agency - Coqualeetza Industrial School - Teachers' Sala- ries. 1943 - 1947 |

PUBLIC ARCHIVES

ARCHIVES PUBLIQUES

CANADA

No. ~~153-0-1 B~~

153-0-1A CLOSED

INDIAN AFFAIRS BRANCH

DEPARTMENT OF MANAGES AND RESOURCES

COQUALEITZA RESIDENTIAL SCHOOL

86981

GENERAL

PUBLIC ARCHIVES
RECORDS

PLEASE SEE FILE 51-153
RE OPERATION OF
COQUALEITZA RES. SCHOOL
AS A HOSPITAL.

Vol. 3

222073

Indian Affairs. (RG 10, Volume 6422, file 869-1, part 3)

PUBLIC ARCHIVES

ARCHIVES PUBLIQUES

CANADA

R 9421

REV. D. C. MACGREGOR, D.D.

15-3-0-1
Board of Home Missions

The United Church of Canada

299 QUEEN ST. WEST
TORONTO 2, ONTARIO

REV. ROBERT B. COCHRANE, D.D.
SECRETARY

REV. COLIN G. YOUNG, D.D.
ASSOCIATE SECRETARY

REV. KENNETH J. BEATON, B.A.
ASSOCIATE SECRETARY



March 28th,
1933.

Harold W. McGill, Esq., M.D.,
Deputy Superintendent General,
Department of Indian Affairs,
O t t a w a, Ontario.

My dear Dr. McGill:

The Board of Home Missions of The United Church of Canada, at its annual meeting last week, passed the following resolution:

"Moved by Rev. K. J. Beaton,
Seconded by Rev. E. D. Braden,

"That we nominate to the Indian Department for the office of Principal-elect of Coqualeetza Residential School the Rev. R. C. Scott, B.A."

Rev. G. H. Raley, the Principal of Coqualeetza is reaching the age of retirement, and has intimated his intention of resigning in June, 1934. We felt that in such a large institution his successor should be with him for an academic year in order to learn the details of the work. It is our idea that Mr. Scott will be associated with Mr. Raley as Assistant Principal beginning with September of this year.

Robert Clyde Scott, B.A., whose name we submit in nomination for this important position, was born at Paisley, Ontario, in 1881. He is a graduate in Arts of the University of Toronto and in Theology of Victoria University. He has given seventeen years of distinguished service to the Church as the Commodore of our marine fleet on the coast of British Columbia, and is well and favorably known to all the Indian tribes between Cape Mudge and Alaska. His first appointment after ordination was to an Indian Mission and he has been intensely interested in their advancement ever since.

By temperament and training Mr. Scott is peculiarly fitted for dealing with the Indian people and his long association with them as the Captain of the "Thomas Crosby" has given him a very intimate knowledge of their psychology. He knows hundreds of the graduates of Coqualeetza personally and in the recruitment of new pupils will undoubtedly have the loyal support of every graduate of this great school.

Mr. Scott is personally known to Hon. T. G. Murphy, the Minister of the Interior, and before bringing his name before our Board, I discussed informally with Mr. Murphy the fact that I intended to nominate him. I have known him

Indian Affairs. (RG 10, Volume 6422, file 869-1, part 3)

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Dr. H. W. McGill-

- 2 -

March 28th/33

myself since we were class-mates in college and have no hesitation in saying that the appointment will be received with universal satisfaction throughout the United Church.

I shall be glad to receive your approval of this nomination, so that I may communicate it to Mr. Scott and to our British Columbia Conference.

Yours very sincerely,

Kenneth J. Beaton

KJB.MLT

Indian Affairs. (RG 10, Volume 6422, file 869-1, part 3)

PUBLIC ARCHIVES

ARCHIVES PUBLIQUES

CANADA

Ottawa, June 21, 1933.

Sir:

I have to inform you that the Board of Home Missions of the United Church of Canada, under whose auspices the Coqualeetza Indian Residential School is conducted, have nominated the Reverend R. C. Scott, B.A., as principal, to succeed the Rev. G. H. Raley, who will retire in June, 1934. It was felt by the Board that, in such a large institution, Mr. Raley's successor should be with him for an academic year, in order to become familiar with the details of the work. Mr. Scott will be associated with Mr. Raley as assistant principal, beginning with September of this year, and, upon the retirement of the former, Mr. Scott will assume duties as principal.

The Department has approved of this arrangement for the carrying on of the duties as principal of the Coqualeetza Indian Residential School.

Your obedient servant,

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

A. O. N. Daunt
A. O. N. Daunt, Esq.,
Indian Agent,
New Westminster,
B. C.

Indian Affairs. (RG 10, Volume 6422, file 869-1, part 3)

PUBLIC ARCHIVES

ARCHIVES PUBLIQUES

CANADA

153-0-1.

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Your obedient servant,

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

CCP
Amuel
C. C. Perry, Esq.,
Asst. Indian Commissioner,
P. O. Box 666,
Victoria, B. C.

Indian Affairs. (RG 10, Volume 6422, file 869-1, part 3)

PUBLIC ARCHIVES

ARCHIVES PUBLIQUES

CANADA

EX 11
April 3, 1933.

Dear Mr. Beaton:

I have your letter of the 28th ultimo, with regard to the resolution of the Board of Home Missions of the United Church of Canada nominating Rev. R. C. Scott, B.A., as Principal of the Coqualeetza Indian Residential School, to succeed Rev. G. H. Raley, who will retire in June, 1934.

I note the qualifications Mr. Scott possesses. His extended experience and his association with the Indians on the coast of British Columbia should prove of great value to him in the work at Coqualeetza. I am pleased to approve of Mr. Scott's appointment. I also note the arrangement whereby he will be associated with Mr. Raley as Assistant Principal from the beginning of September, this year, until the resignation of Mr. Raley in June, 1934, in order to become familiar with the many details in the management of the work.

[Handwritten initials]
The Department will look forward to the continued success in the work at this school under the principalship of Mr. Scott.

Yours very truly,

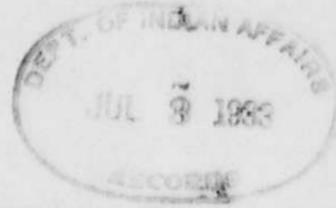
[Handwritten signature]

Deputy Superintendent General.

Rev. K. J. Beaton, B.A.,
Associate Secretary,
Board of Home Missions,
United Church of Canada,
299 Queen St. W.,
Toronto, Ont.



153-0-1



DEPARTMENT OF INDIAN AFFAIRS
CANADA

IN YOUR REPLY REFER TO
No. 15/9/29946.
ALSO TO DATE OF THIS LETTER

COMMISSIONER'S OFFICE
P. O. BOX 666



VICTORIA, B.C., June 26, 1933.

Sir:-

I have the honor to acknowledge receipt of Departmental letter dated June 21st, No. 153-0-1, informing me of the arrangements made whereby the Rev. R.C. Scott, B.A., is to be appointed as Principal to succeed Rev. G.H. Raley who will retire in 1934, as Principal of the Coqualeetza Indian Residential School. I have advised the Inspector of Indian Schools of the Department's letter.

It is my view that if Rev. Mr. Scott is half as good a man as Mr. Raley he will still be a first-class man. I doubt if anyone will do more or better work for the Indians than Rev. Mr. Raley has done during the past forty years as Missionary and Principal of the School, respectively. If it were possible I would like to see some fitting recognition given Mr. Raley upon his retirement but I do not know just how far the Department can go in such a matter.

*No action
at present
J.P.*

Your obedient servant,

Chas. C. Perry
Chas. C. Perry,

Asst. Indian Commissioner for B. C.

The Secretary,
Department of Indian Affairs,
Ottawa.

Indian Affairs. (RG 10, Volume 6422, file 869-1, part 3)

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CANADA

| CLASS OF SERVICE | SYMBOL |
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| Day Message | |
| Day Letter | D L |
| Night Message | N M |
| Night Letter | N L |

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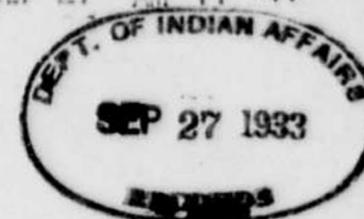
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DR H D MCGILL

145



DEPT OF INDIAN AFFAIRS OTTAWA ONT

BRITISHCOLUMBIA CONFERENCE HAVING FAILED TO SECURE SUCCESSOR TO
CAPTAIN SCOTT IN MARINE WORK REQUEST PRIVILEGE OF RETAINING HIS
SERVICES TILL APRIL FIRST WHEN HE COULD BEGIN AS ASSISTANT PRINCIPAL
COQUALEETZA STOP IF RALEY AGREES WILL DEPARTMENT CONSENT TO
APPOINTMENT BEGINNING THEN INSTEAD OF OCTOBER FIRST AS ORIGINALLY
INTENDED

K J BEATON.

Indian Affairs. (RG 10, Volume 6422, file 869-1, part 3)

PUBLIC ARCHIVES

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CANADA

153-0-1.

NIGHT LETTER

Form 6107

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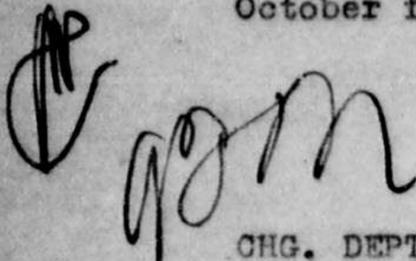
| RECEIVER'S NO. | TIME FILED | CHECK |
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| | | |

Send the following Night Letter, subject to the terms on back hereof, which are hereby agreed to

OTTAWA, September 27, 1933.

Rev. K. J. Beaton, B.A.,
299 Queen St. W.,
TORONTO, ONT.

Reference your telegram Department
approves Rev. R. G. Scott beginning duties at Coqualeetza
Institute April first nineteen thirty-four instead of
October first this year.



A.F. MACKENZIE.

CHG. DEPT. I.A.

Indian Affairs. (RG 10, Volume 6422, file 869-1, part 3)

PUBLIC ARCHIVES

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CANADA

Are We Doing Enough To Help the Indians?

By J. W. W.

BEFORE the white men came to bother them, the original people of this province lived in a simplicity almost incredible today. It is true they lacked much of the culture we had gained, but problems of unemployment, banking, education and war debts were beyond their comprehension. We had not reached those sublimities ourselves when the canoes first scattered the feathers of peace on the water as they came out to meet us, but we were setting our feet towards these heights.

We tread greedily on their innocence, the principle which, practiced consistently in all our contacts, has led to most of the troubles that beset us today.

The Indian was self-supporting. That "support" may have been meagre, comfortable and easy, but it carried its own merits. For one thing, he fought only when he was strong enough, and incurred no war debts. For another thing, all worked alike for this support, there was no machinery.

Taking from him all his visible assets, he became dependent. It was our boast that we would treat him as a brother, sharing our culture with him. Generously we began by giving him our views at once, our virtues following slower in smaller doses, mainly through missionaries grudgingly sent. These devoted people struggled for schools and are regarded today by an educational system whereby the native child is offered all the things given to our own children.

There are now critics who feel that we are doing too much, that we give high school education to girls and boys who must return to a primitive life of the reservation; that we give them geography but deny them history, educating them for services they refuse to employ them. The Indian is a free man, sometimes the truth is that he is a free man. Where qualified positions are a premium among ourselves, we give the opportunities for the Indian in the land, in the forests and in the mountains. His native wit and aptitude, his training, fit him admirably as a fellow white man.

The future of the Indian youth is a serious problem for both educationalist and statesman. It is being faced by none more thoroughly and devotedly than Dr. G. H. Raley, late principal of the Coqualeetza Indian School at Sardis, where has been developed one of the largest institutions of education in the country on the sanest principles yet evolved.

Dr. Raley was peculiarly fitted for this work. Born in Yorkshire of good family, his father having the reputation of "an ideal Christian gentleman," he came to Canada in his teens with the record of an athlete, sportsman and naturalist. He entered the ministry in 1888, married in 1890 a lady who became a gallant partner in the strenuous work he then undertook, for he volunteered for missions shortly afterwards, coming up to the northern coast of British Columbia, the first ordained minister at Kit-a-maat.

In this isolated place Dr. and Mrs. Raley spent thirteen years. The young minister built a mission house, founded a school for Indians, to be known as "The Elizabeth Long Memorial Home"; opened a postoffice there; instituted a small meteorological station and organized the first fair held on the north-west coast of B. C.

His close study of the native tongue allowed him to compile a dictionary of the language; he published and printed a small magazine and was justice of the peace, judge, doctor and general adviser.

In 1903 he moved to Port Simpson, where a resident doctor relieved him of his medical efforts. That energy went into the restoration of the historic church built by the Rev. T. Crosby, and to the organizing labors of the missions that served Bella Bella, Queen Charlotte Islands, Skeena River and up to the Alaskan boundary. This work was recognized when he was elected president of the B. C. Conference of the Methodist Church in 1912.

In 1914 Dr. Raley came to the Coqualeetza school at Sardis, where he served twenty years as principal, retiring this summer with honors and tributes.

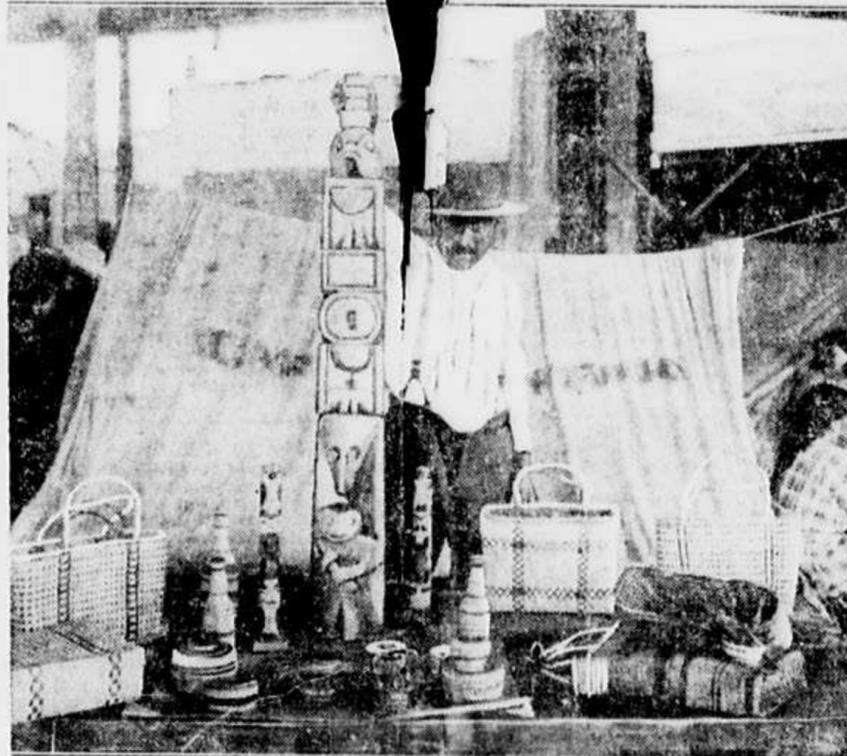
In the devoted service of nearly half a century, a devotion wherein work and leisure hours were alike occupied in the same in-

terests, definite convictions have been formed, principles concerning Indian education which were expressed before the Tenth Conference on Indian Affairs last year.

Dr. Raley trained his boys and girls to use the gifts they had; athletics and manual training, for both, Boy Scouts and Girl Guides, training, cooking and sewing, farm work

growing, and always a strong urge towards the maintenance of those native arts and handicrafts which are these children's heritage.

In this mechanical age, where high-power civilization marches with enforced leisure, Dr. Raley's interest in the native industries was almost to a passion.



Indian carving and basketwork.



REV. G. H. RALEY, D.D.

He is certain that in these the Indian has a future. Educated to the command of literature and toolcraft and to the measure of farm and home industries common to all, the youth of the reservations can develop those handicrafts of wood carving, leather work, basketry, weaving and boat building which are notable the world over. Their art and legendry are a valuable contribution to color-work design and sculpture. Expanded with modern aids, but keeping true to the original crafts, the native can be master of an industry wherein he will have no rival. Not only are tourists fascinated by these crafts, but the staple market has been entered, as seen by those admirable sweaters, first hailing from Cowichan, that are both

wholesome and water-shedding, serviceable to the Indian, the laborer and the golfer, and not despised by the Prince of Wales and his friends.

There is no need, in Dr. Raley's opinion, for the Indian to encroach on the white labor market, he has a worthy craft of his own. Logging, hunting, trapping and fishing will always be the mainstay of Indian life. The native handicraft arts will be the center of their civilization in return for the benefits of medicine, hygiene, education and invention.

It is an ideal honorable to both. Under it the reservation and the rancher can maintain their identity independent of city life, giving it only for mutual benefit. The standard of Indian living will be raised by education and work; the Indian will assimilate our good things as readily as he did our evil tendencies. He will continue the life as natural to him, so picturesque to us, and we will have fulfilled honorably those obligations which devolved upon us when we took over his lands and his government.

Indian Affairs. (RG 10, Volume C222, File 500-1, part 3)

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CANADA

153-0-1.

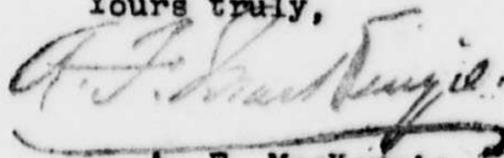
EXD.

Ottawa, April 9, 1936.

Dear Sir:

The Department is in receipt of your letter of the 4th instant, and we are pleased to know that you have received such splendid co-operation during the past year from Rev. R. C. Scott, Principal of the Coqualeetza Residential School, and Rev. A. M. D. Gillen, Principal of the St. Mary's Mission Indian Residential School.

Yours truly,



A. F. MacKenzie,
Secretary.



A. O'N. Daunt, Esq.,
Indian Agent,
New Westminster, B.C.

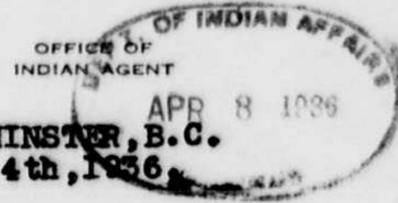
Indian Affairs. (RG 10, Volume 6422, file 869-1, part 3)

PUBLIC ARCHIVES

ARCHIVES PUBLIQUES

CANADA

DEPARTMENT OF INDIAN AFFAIRS
CANADA



File No.1-8.

NEW WESTMINSTER, B.C.
April 4th, 1936.

SIR:-

Now that the Fiscal Year has closed, and all matters pertaining to it have been cleared up, I would like to mention to the Department my appreciation of the co-operation received throughout the year from the two Residential School Principals, viz: The Reverend R.C. Scott of Coqualeetza Indian Residential School, and the Reverend A.M.D. Gillen of St. Mary's Mission Indian Residential School.

Both these gentlemen have gone out of their way to help us out on many occasions and their relationship has not only been cordial with this office, but also with each other.

It will readily be understood that this latter attitude is of enormous advantage in a mixed Indian population, and I trust that the Agency will long have the benefit of their presence within its boundaries.

Your obedient servant,

A.O.N. Daunt
A.O.N. Daunt.
Indian Agent.

The Secretary,
Department of Indian Affairs,
Ottawa, Ont.

Indian Affairs. (RG 10, Volume 6422, file 869-1, part 3)

PUBLIC ARCHIVES

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CANADA

153-0-1

COQUALEETZA RESIDENTIAL SCHOOL.

November, 1935

NOV 27 1935
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LET 44
To Parents, Graduates and Friends:-

It is a pleasure to write you once more and bring to you news of the school, as well as to assure you of our deep interest in you.

School has settled down nicely for the short pull that remains to put studies and games and all across before Christmas. Of course we are not really at home until after Hallowee'n, for, from the time the boys and girls get back, they look forward with great anticipation to that wonderful evening. This year, it seemed as though all past celebrations were outdone. Four parties in all were held, the Primaries, Juniors, Intermediates and Seniors. How we did wish that you folks back home could have looked in upon us! In the afternoons the younger children enjoyed games in the Assembly Hall and then went to the dining room for their feast of good things. In the evening, softly shaded lights cast their spell over everything, through festoons of drapery in black and gold. Upon the walls, black cats played hide and seek among the big yellow pumpkins. Party dresses were the order of the day for the girls and they looked their best this year, so everyone said. The boys were on hand, neat and fit looking and one and all thoroughly enjoyed themselves. "Three Jolly Fishermen", "Crows and Cranes," and "Hares and Hounds" brought everyone into the spirit of the evening, and "The Ace of Diamonds" was, as usual, most popular of the Folk Dances. Musical Chairs, Apples on a String and Relay Races completed a fine evening's fun. In the Dining Room, special tables carried all sorts of good things to eat and big pumpkins grinned a welcome when the lights were turned low. Mr. Peake is "some carver"; ask the Intermediates and Seniors if he does not know how to cut a man's face in a pumpkin!

Founder's Day brought happiness too. Dr. White, ever welcome friend of the School, spoke of the early days and brought a message of cheer and encouragement on Sunday Evening. On Monday evening the School enjoyed a real good picture show, and for supper beforehand, sat down to a very fine birthday supper. In the centre aisle, upon a table, stood the Birthday Cake, with its forty-six candles. These were set alight by Dolly Dick and Jean Little and these girls also extinguished them later, and then the cake was cut by Principal Scott. Miss Bailey has distinguished herself in preparation of these fine Birthday and Hallowee'n suppers. Uniform kindness, a motherly heart, efficiency in her work and experience make her just indispensable upon these happy occasions.

Sports are well under way, and although we miss Oliver Adams and others on the Football teams, still the boys are taking hold well. They have won one game and lost one so far, and the one they lost was to the best team in the League. We were proud of them, even at that, for they never quit playing right to the very last, and we look for a good return game with this team, when we are sure the boys of Coqualeetza will show them something. We have no Basket Ball team this year, but have a good one in the making for next year. We hope, this year to start Badminton for the girls.

A new departure has been the setting up of a Home Economics Kitchen, with Mrs. Morrison in charge. Through the interest of the Department of Indian Affairs, a grant sufficient to buy the stove and other equipment was secured. The room has been remodelled, an extra

Indian Affairs. (RG 10, Volume 6422, file 869-1, part 3)

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CANADA

CSQUALEETZA
RESIDENTIAL
SCHOOL



SARDIS, B. C.
JUNE, 1935.

Indian Affairs. (RG 10, Volume 6422, file 869-1, part 3)

PUBLIC ARCHIVES

ARCHIVES PUBLIQUES

CANADA

FOREWORD

THE year has come and gone, and the school that echoed and re-echoed with laughter and song—and at times just plain noise—stands silent and empty, save for the farm and garden workers and one or two others. How quiet it is in the halls through which the children trooped but a short time ago, to the class rooms and to morning and evening prayers. And the days will soon pass and bring the time—September the Third—when school will reopen for another year.

Examinations are over. Of our High School Class of thirteen, five received first class honors, six passed with honors, and only two failed. In these honors, the Ahousats led easily with Fraser Valley pupils second and Naas River and Bella Bella close up for third place; then came Queen Charlotte Islands and Port Simpson. Entrance results are eagerly awaited and we have good hopes of both our candidates. Examinations in Public School Grades were very satisfactory.

Our Boat Building Department has been re-organized with Mr. Reg. Huddlestone in charge. He has proved himself a capable and successful teacher. Twelve boys have received an excellent training in this most useful work. One 28 foot combined gill net and trolling boat and three row boats were built since Christmas. All work has been done with care and thoroughness. The boats are of good conventional design and are staunch, seaworthy and serviceable. The boys have shown good interest and have been given instruction covering all phases of the work from laying down to the finished cabin. Two classes a week have been registered with Mr. Frank Edwards in Motor Mechanics. The Principal and others who have "listened in" on occasion to these classes have wished that they might have had the opportunity which these boys are receiving. They get a good working knowledge of gas engines, motors, dynamos and starters, with repairs for the same and all that goes with up-to-date boat and car equipment.

In Manual Training the boys under Mr. George Williams have received valuable instruction in carpentry, both in theory and in practice. We fully expect our Manual Training Department to carry off the major share of the prizes at the Vancouver Exhibit on again. In all three of the above Departments the school is to be congratulated in having such capable instructors, and is indebted also to the Department of Indian Affairs for tools and equipment for the work, as well as for other tokens of loyal support.

In the Girls' Section, Miss O. Aust and Mrs. Prest have given instruction in carding, spinning

and weaving and have given training in the use of native and other dyes. Embroidering and needle weaving on looms and upon blanket cloth, of symbolic Native designs, have produced some really beautiful purses, runners, rugs, handbags, radio mats and throws. Three Cowichan sweaters, produced in the School by the girls and bearing Native designs, when displayed in Regina, en route for sale farther East, were promptly sold then and there. There is a growing field for native handicrafts and the market is growing every year. Coqualeetza is strongly supporting this movement. Rev. Dr. Raley and other friends are also actively interested in opening up new avenues of exchange for genuine native articles and it is hoped that real help will be afforded to pupils in making a living when they return to their homes.

Through the kindness of Mrs. Scott and the instruction of Miss Kay Mathers a special Home Economics Class was begun in the Principal's residence. Two girls each month—twenty in all—received twenty hours instruction in baking and cooking as done in a family of average size. At the close of each lesson, the recipes used were written down in a special note book for use at home when school was over. Plans are being laid for an extension of this work during the coming year and the work covered will be of great value to the girls in their after life at home.

Coqualeetza has been fortunate also in having Mrs. Pirie as Instructor in Music. Singing was taught regularly in the class rooms. It was great to watch the primaries "go to sleep" and then "wake up" and guess what notes their little friends had been singing. They thus learned to sing while playing a game. Individual students received lessons as well, and one of these, Miss Dolly Dick, passed the introductory examination in the Toronto Conservatory of Music. A recital was given in the Assembly Hall by these students, and was much enjoyed by all present.

Best of all, the pupils have shown real interest in the religious life of the school. Eighteen boys and girls accepted Christ as their Saviour and nineteen others rededicated their lives to His Service.

Our hearts go out with the Graduates who have left school this year and also with the children who are now upon holidays. Over thirty children are in our fine new camp near White Rock and join in affectionate greeting to parents and friends from down by the sea where sunshine and fresh air abound. We look forward to the coming year with much anticipation.

REV. R. C. SCOTT, B. A.,
Principal.



28 foot Gill Net Fishing Boat, built in the Boat Building Department. Mr. R. Huddlestone, Instructor.



Music Class: Standing—Left to right: M. Wilson, M. Robinson, J. Walker, W. Hall, E. Charles, J. Wilson, A. Starr, I. Williams, L. White, D. Dick. Sitting: J. Hopkins, C. Matthews, P. McKay, Mrs. P. Pirie, E. Pollard, E. Nelson, V. Wells.

Indian Affairs. (RG 10, Volume 6422, file 869-1, part 3)

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Students' Council: Standing, W. Parnell, (Scout Rep.); G. Robinson, (Senior Classroom Rep.); Mr. M. Sanford, (Staff Rep.); P. Watson, (Sec. and High School Rep.); O. Adams, (Press and Boys' Athletic Rep.) Sitting, M. Kelly, (Vice. Pres. and Girls' Athletic Rep.); E. Charles, (Girl Guide Rep.); M. Underwood, (Graduate Rep.)



Choir and Orchestra Group



Staff: Left to right. Standing: Mr. J. Bactindale, Miss I. Gladstone, Miss V. Bailey, Mr. R. Huddleston, Miss O. Aust, Miss E. Munro, Miss J. Newington, Mr. G. Williams, Miss E. Taylor, Miss M. Nicklin, Mr. M. B. Sanford, Mrs. B. MacKenzie, Miss A. MacKay, Mr. G. Forddred, Mr. E. Peake. Sitting: Miss A. Hocking, Miss V. Ennos, Mrs. P. Pirie, Capt. P. Pirie, Capt. R. C. Scott, Mrs. R. C. Scott, Miss E. MacKay, Miss R. MacGregor, Miss E. Lenaghan.



Graduating Class: Back Row: N. Price, W. Parnell, C. Matthews, K. Amos, J. Wilson, L. Adams, E. Stokan. Next Row: M. Williams, C. Yeltadzie, C. Wilson, A. Peters, V. Jones, W. Kelly, S. Lewis, J. Williams, G. Robison. Next Row: M. Ross, M. Underwood, J. Collinson, M. Kelly, E. Gladstone, S. Charlie, J. Hunt, A. MacMillan. Front Row: C. Parnell, W. Young, W. White, A. Louie, H. Amos.

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153-0-1
COQUALEETZA RESIDENTIAL SCHOOL

May, 1935.

To Parents, Graduates and Friends:

Easter has come and gone and the school year is rapidly hastening to a close. We are sure that the parents and friends of the School would like to hear just how we have been getting along since the winter left us eagerly awaiting the coming of the Springtime. Although long delayed, it has come - green grass and lovely flowers, with tree foliage almost out complete, are the order of the day. In School games, football is over and soft ball and track events have taken its place. We have 4 soft ball teams organized among the girls and 4 among the boys. On Accession Day the girls turned down a very chivalrous offer on the part of the boys to play them "left handed" and said they would not accept any challenge until they were able to play the boys right handed, or any other way they might wish. A fine spirit indeed, and here's hoping the girls make the progress they look for. Athletics play a big part in School life and make for health and wholesome spirit among the children, as well as forming a very real part of the training for actual life when School is over.

But we have not forgotten the more important things either. It was a glad sight to see the boys and girls who came to the Assembly Hall, following a series of talks by the Principal, upon the Life of Christ, leading up to the sacrifice upon Calvary, for the sins of the earth; love overcoming evil in the sheer power and beauty of that Divine life, which gave itself freely and for us all, upon the Cross. Without urging and quite freely, of their own accord, 32 boys and girls handed in cards, signifying their wish to become members of the Church upon profession of their faith in Christ, 18 others also signed cards, saying that they wished to rededicate themselves to His service. As the Principal was absent upon Conference work in the East, the reception of these boys and girls into Membership in the Church will take place a little later. Arrangements will be made for the pupils who wish to join the Anglican Church to do so and they shall attend classes conducted by the Rev. E.M. Searles of St. John's at Sardis. But whether it be the Anglican Church or the United Church, the emphasis is placed on the fact that it is THE CHURCH OF CHRIST which these pupils are joining. Our hearts are glad, indeed, at this response upon the part of our boys and girls. In the absence of the Principal in the East, on Easter Sunday Evening, all the senior boys and girls attended Carman United Church in Sardis, where a very beautiful Easter Cantata "The Resurrection" was given by the Church Choir and was much enjoyed by everyone present.

Accession Day has just passed and what a day it was! In the morning at 7:15, the entire School gathered about the flag pole and as the Union Jack floated out, when two of our "Cub" Scouts pulled the halyard, broke out into the National Anthem. This was followed by prayer, by the Principal, then, before marching back to the dining room for breakfast, three rousing cheers were given for the King and for Queen Mary. At 10:15, after finishing morning chores, everyone gathered in the Assembly Hall and listened in, to the Empire Broadcast. How wonderful it was to hear the King's voice and to hear him

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May, 1935.

say to the children of the Empire, "THE KING IS SPEAKING TO YOU!" Every word was heard distinctly, as was each item of the wonderful program, when, one after another of the places in the far-flung Empire contributed its part. After lunch Soft Ball games held the interest of all. The first game was between the girls and the Staff. It was won by the girls by some two runs, but it was hard fought from the start. Later the senior boys played and after supper another game was played between two boys teams. But we nearly forgot the Jubilee cake, resplendent in its icing and trailing ribbons of red, white and blue, and bearing 25 birthday candles, which, during supper, were set alight and the cheers of the children. When they had burned down, the two boys who had baked it and the two girls who had iced it had the fun of blowing them out. One blast and every candle was extinguished. Later the senior boys and girls proceeded to the back farm, where a big bon fire was set alight and around it from the merry group, came round after round of song, under the capable leadership of Mr. Poake. And so it would have gone far into the night, but bed time was approaching and after ice cream had been served, all joined in singing around the dying fire, the appropriate words of the hymn "Abide with Me, fast falls the eventide." Back through the moonlight we went to the school, where tired, but happy children were soon in dreamland, after a most wonderful day, which will live long in their memories.

And now in closing, let us say that Holidays are fast approaching. Holiday agreements are coming in with every mail, but many are still out. Parents must let us know, when and where they wish their children to be sent for holidays, and fare money must be provided by them, best of all, now, for the School simply cannot pay the number of fares necessary to send all pupils home and the Department of Indian Affairs will not do so. If not sent now, then it must be sent later. Residential Schools are coming into their own, in the esteem of our parents, and those who have children whom they wish to send, should notify the Principal right away, or they may be disappointed and not be able to get them in. Ask your Indian Agent for the form of Application, have the children examined by your Doctor and ask the Indian Agent to notify the Principal also.

Bright sunshine, blue skies, singing birds, green lawns and lovely flowers are with us once more and will all help to make our last weeks of school enjoyable. All children who remain at school for the Holiday, will be taken to the Camp at White Rock for two months at the Seaside, where boating, swimming, hikes, games and all that goes with a real holiday, will be enjoyed by the children, under careful supervision.

With every good wish to all back home in the villages, from the pupils and members of Staff, I am,

Yours sincerely,

R. L. Scott
Principal

RCS:EM

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LETTER NO.2. JANUARY 1935.

To Parents, Graduates and Friends:

~~Here~~ it is well on in January, but not too late to wish all our
 friends a very HAPPY AND PROSPEROUS NEW YEAR.
 School life is settling down into its usual course after the many
 happy occasions of holiday time. If you could only have seen the
 School and the children! Parents and friends would have been del-
 ighted and many a Graduate would have liked to be back once again
 as a pupil. As a matter of fact we had ONE Graduate, Charlie Williams
 of Duncan, B.C. for a few days at Christmas time and other friends
 from Duncan, and Koksilah. For a week before Christmas, our big Buick
 car, which some of the boys named "Mary Ann" made from three to four
 round trips every day between the School and Chilliwack so that the
 pupils could do their Christmas Shopping. This was a great improve-
 ment on going in on the Tram, and it was thoroughly enjoyed.
 As Christmas approached the School became a hive of activity. The
 main corridor was adorned with long garlands of greenery among
 which nestled red berries which might well have grown there, so real
 did they look. In the main hall, on the one side a Post Office had
 been set up, with all the regular post office signs, "Mail Xmas Cards
 here", etc etc and in this were placed all parcels coming into the
 School for the Children. The afternoon of Xmas day they were all
 given out to the ones for whom they were intended by parents and
 friends. Across from the Post Office was a woodland scene. Two cot-
 tages nestled at the foot of what looked like tall fir trees. Bits
 of cotton wool upon the branches gave an appearance of a snow storm,
 and from the windows of the two bungalows came beams of light bring-
 ing at once the suggestion of warmth and Christmas cheer. In the
 foreground was a rink with what looked like a sheet of real ice, and
 upon it figures of the well known Maple Leaf Hockey Team playing
 another team - was it Coqualeetza? Stretching from the forest to the
 Post Office was an overhead illuminated sign wishing one and all
 who entered a Merry Xmas. One caught the spirit of Xmas as soon as
 he entered the building. Xmas Eve stockings were hung in long lines
 in the corridors upstairs. Outside of the dormitory of the little
 boys was a chair upon which was placed a glass of milk and a bis-
 cuit to refresh Santa on his way about the school. Believe it or not
 there were only a few crumbs of the biscuit left in the dormitory
 when the wee men got up and the glass of milk was empty. Puzzle---
 Who drank it? But the biggest joke of all was when the big boys all
 got up and made their beds and got dressed ready to come down stairs
 Miss MacGregor, watchful mother of them all, had to shoo them all back
 to bed saying it was only TWO O'CLOCK.
 Bright and early everyone was astir and the wonderful day began. At
 Nine Thirty the Sacrament of the Lord's Supper was dispensed in the
 Assembly Hall and over one hundred of the Staff and Pupils partook
 with thanksgiving for the Heavenly Father's "Unspeakable Gift".
 Noon brought a wonderful Xmas dinner, roast goose with plum pudding
 and all the trimmings. At 4 P.M. Santa Claus arrived in a sleigh
 drawn by four prancing steeds recruited from the "Cubs". Jolly and
 fat, and full of fun as ever, Santa soon made every child happy.
 With quick intuition one wee laddie said as Santa was giving out

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the gifts: "It looks like Santa but it sounds like Mr. Peake", and he was dead right.

Supper time saw a big Christmas Cake- well over a hundred and fifty pounds- ready to be cut up and served among the children. By nine thirty at night all was quiet and tired but happy children snuggled down under the bed clothes and soon were off to the Land of Dreams. On the Sunday evening before Christmas a very beautiful Pageant was staged under the direction of Mrs. McKenzie, Assistant Boy's Matron. It was called the "Bethlehem Manger", and one by one the different groups- the Wise Men, the Shepherds, and later those representing Learning and Youth and Motherhood- came to offer their gifts to the Infant Christ, and to acknowledge the debt each one owed to Him. It was all very beautiful and impressive. One was delighted with the naturalness with which the children took their parts.

Friday evening between Christmas and the New Years, the High School boys put on a very fine concert. It was well carried out, and gave a lot of pleasure to the audience.

On New Years Eve the Senior pupils gathered with the Staff in a Watch Night Service. A short address was given by the Principal stressing God's goodness during the past year, and in the period of silent prayer preceding the coming of the New Year, hearts were bowed before the Lord Jesus, and petitions for guidance ascended from many a heart. Later on the Seniors assembled in the kitchen and much noise with improvised cymbals of pot lids and big spoons finally gave way to the murmur of subdued voices as one and all enjoyed cake and cocoa.

New Years afternoon the Primary children enjoyed themselves in a party at which games were played, and in the evening the Seniors held their usual Masquerade Party, any and varied were the costumes: Marjorie Wilson gained the prize for the School Colors as "Belle of the Nineties": Caroline Wilson was judged to have the best Comic costume Josephine Williams in a Scotch dress gained the prize for the most original make up. Harry Amos and Billy Young as "Mr. and Mrs. Sambo" gained great praise as a Negro Couple. Livingstone Adams distinguished himself in portraying a Chinaman, eyes and facial lines being well nigh perfectly done, and Gordon Robinson as a Diver showed well up in the list of well thought out costumes.

The day following in the afternoon the juniors had their party and in the evening the Intermediates: "Three Jolly Fishermen", "The Farmers in his Dell", "The Grand old Duke of York", and a folk dance-always very popular-"The Ace of Diamonds" gave opportunity for lots of noise and song and romping jollity.

As the New Year draws upon us in earnest, let us give ourselves heartily to our work, so that the New Year may hold for us each one abundant cause for happiness and satisfaction. In School we are whether at Coqualeetza or having graduated and entered the School of Life in the village. Let us resolve each one this year to:

Build it well whate'er you do,
Build it straight and strong and true;
Build it clean and high and broad,
Build it for the eye of God.

J. L. Scott

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REPORT ON CURRICULUM

Classroom Teachers

Generally speaking, the little improvement which might result from a change of curriculum would scarcely compensate for the expense and trouble involved. It is better to follow the curriculum as provided by the various provinces. Even if there were a change, a curriculum suitable for British Columbia would not necessarily be satisfactory for the prairies, and it would be very difficult, if not impossible, to get one satisfactory to so many diverse native peoples such as is found in Canada.

The Commission has commended the start made in the preparation of books for Primary Grades in Indian Schools, and has recommended that this work be extended to cover the work of the first two years. If we are to accept the aim of the Commission, that of training the Indian pupils to Christian citizenship, and of raising them to our own culture, it would seem advisable at the very beginning to place before them books essentially ours in content.

Although a great number of children are "stalled" at Grade VI, it is evident that gradually but surely the standard of achievement is being raised; more pupils are completing higher grades and at a younger age. They have come to the stage when they might even resent a curriculum specially prepared for them, thus tending to widen the breach between them and the white child, and to augment the already existing inferiority complex. Even in Geography and History they show considerable interest, and it is rather a good thing to broaden their vision, for it is only by understanding the laws of change, of cause and effect, and of geographical environment that they will come to understand the world in which they live, and thus outgrow their inferiority complex. We are of the opinion that the curriculum as laid down by the provinces is basically sound and broad, and that in general it should be followed.

We recommend that Receiving Classes and Grade I be kept in school all day, provision being made for suitable recreation periods.

The art of learning to speak the English language is acquired more in the departments than in the classrooms. In the classroom there is invariably a restraint and self-consciousness owing to the presence of the other sex, and they find this ideal situation in the departments. The same thing applies to the teaching of the rules of health and cleanliness. The theory may come in the classrooms, but the practice and checking up must be done in the departments.

Regarding Composition, it is true that they make their own peculiar mistakes quite different from those of the white child, and these errors must be remedied by corrective exercises as the teacher sees fit. It may be one case in which a text, or work book of corrective exercises might profitably be undertaken, as the Indian child's mistakes and difficulties in composition are not identical with those of a white child.

Teachers should be sent books and material ordered from the Department on the requisitions, provided they have first been ratified by the Inspector. Even substitutes are a handicap.

All graduate pupils should be given a good self-pronouncing dictionary.

There should be a similar recognition for school attainments as for sports. Too often Sports Day holds a very spectacular place with suitable awards, quite in contrast with the lack of recognition for scholastic achievements.

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1. Is the aim of Indian Education as stated on Page 5 of the Report of the Commission satisfactory?
2. Are we prepared to endorse a combined day and residential school policy for the next ten years, as indicated on Page 13 of the Commission's Report?
3. What changes would it involve in plant and personnel?
4. Do the Staff Members from their experience consider the suggestions on Pages 17-20 practicable?
5. What group should be asked to work out a curriculum in harmony with these suggestions?
6. In view of the unemployment situation in the country should the attempt be made to divorce any pupils in Ontario and- or the Prairies from farming?
7. Does the experience of the Schools since the issuing of the Commission's Report indicate the value of pursuing further the recommendations concerning Indian Arts and Handicrafts?
8. Are Refresher Courses for Graduates practicable?
9. As the Department is not at present interested, would the Church be justified in financing Placement Officers for the Prairies and for British Columbia?

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1. Yes.

2. There are many arguments for both sides of this question, but it appears that it might be about as expensive to properly equip a Day School as to send pupils to the Residential School. There is also much training to be had in a Residential School which could not be obtained while living at home, and after all, the early years are the habit-forming years. Then too, the pupils going to return to the Residential School until eighteen, or will many of them want to graduate and be out working before that age? In this case, Residential Schools would be depleted at both ends. If there is any assurance that they can and will remain at school until eighteen, the Day School might prove satisfactory, but otherwise it would mean a very limited training in Residential Schools. The strongest argument for retaining the younger pupils in Day Schools seems to be that parents could have their children home for a longer time, which in some instances would be detrimental than beneficial. Most of the children get away for the summer holidays and in many instances the effect of the home and village is only too apparent in a short time.

outlay of plant, other than such things as a house cottage, etc. But in many cases it would be a higher standard in qualifications of the personnel. In some cases, there would have to be more specialization.

should remain as it is. answered in Teachers

if members are away during the summer, the teachers. But is a very good idea if they are not, and if the school had something to offer them.

Revival of hand crafts is universal, and the revival of hand crafts should only be considered as a phase of development. As a hobby, or for employing leisure time, or for earning some money, handicrafts are in order. As a livelihood, they seem to be impracticable. We know nothing at all about the history of handicrafts, whether it is worth preserving or not. We are going to know less and less. Who is going to teach the children do not know it themselves. Very few teachers understand it. Very little of the material in the schools is genuine Indian material, or workmanship. In a similar place in the world today, the younger generation, and should be taught some of the old curriculum, whether as Indian or otherwise, should, however, be a dis-tinguished. Only native work should be taught them to make. How did the Indians knit? Handicrafts still should be preserved, and such crafts as are useful and useful.

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It is scarcely for us to dictate regarding the value of handicrafts, or industrial arts, when the best educational authorities in the world are strongly advocating the teaching of this branch of education. "The 'making of things' which are beautiful and useful develops character and resource; it also provides the individual with an outlet for creative ability in his leisure hours and is the important modern trend in all juvenile and adult education."

Again let me quote from a Report by a Committee of Inspectors on Handicraft in Elementary Schools, London, England.

"amid the medley of manual occupations that have been proposed for the schools it is well to hold fast to certain basic principles of selection. To begin with, we should reject everything that is not a genuine craft or does not lead up to a genuine craft. The following craft which we recommend as specially suitable for school purposes are in accordance with the principles we have laid down: (1) Needlecraft; (2) bookbinding; (3) weaving, including raffia-work and basketry; (4) woodwork; (5) metal work; (6) leatherwork; (7) pottery; (8) gardening."

Our task is evidently then only to make the selection according to these standards.

To sum up, whatever is still being made by the Indians should be preserved as a living art and taught, as well as handicrafts other than native; but on the whole, the more Indian handicrafts are commercialized the less Indian they will become, and less worthy the name of handicraft.

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SUGGESTIONS FOR AN IMPROVED CURRICULUM

The Indian youths are naturally capable with their hands and a greater opportunity is presented for them along vocational lines than academic. I am basing this on the six years I have been at Coqualeetza Residential School, during which time numerous students have been in the high school grades, but not one of them has succeeded in the final stage or is able to derive a livelihood from this knowledge.

I would therefore, suggest that the work of the classrooms be more closely related. Education to grade 8 being essential to cover thoroughly technical work. Subject matter such as measuring, areas, volume of cubes and cylinders, mathematics geometry etc. should be explained in the classrooms. At present boys even to grade six come to Manual and cannot use a ruler or know the divisions of it. A standard form of printing be taught as at present the classrooms use one form and the Technical classes use another which is confusing to the pupil.

That all technical work be compulsory unless exempt by doctor's orders. At present the boys are allowed to pick their courses for themselves. Technical courses have been established and have proven their worth. The pupil may not see the need for certain subjects at present and yet later in life will be sorry that he did not avail himself of his opportunities. Again human nature changes in seven year cycles and what today is distasteful may prove of interest later.

That Manual Training in an elementary form commence for all boys from grade three.

That Technical training for all boys commence at grade six in the following branches: Manual Training, Boat building, Motor Mechanics, Electricity, Radio; Sheetmetal, Plumbing, Farm, Garden, Navigation. This Technical work to be along similar lines as employed in Junior High Schools. This to continue till grade eight is passed or until the age of sixteen is reached. Upon which time a complete report of the student's progress, aptitude, likes, etc., be given to the principal from each instructor in each class of work. It be then left to the Principal to decide from the reports the best occupation for that student to follow.

That the student be then allowed to follow a special course in the line decided; to be complete in the form of an apprenticeship system. Up to the age of at least sixteen it is hard for the boy to realize what he is up against, and until he realizes this and his interest is thus formed, and until he has attained grade 8 it is impossible to give a boy a training so that when he graduates he is capable of applying for a job.

That each department thus chosen form a definite course of studies suitable that can be standardized.

That each special student must furnish a small kit of tools for himself. These could be bought through the School at a minimum cost.

That each special student furnish a bond of \$10 to cover any wilful damage to property or school equipment, which would be returned at graduating.

That a certain time be allotted to repairs, or if a suitable nature, be left to a class of special students in carpentry, as at present odd jobs continually break the continuity of the classes, making it difficult to keep to any curriculum and maintain interest.

That classes be organized as soon as possible in the fall.

That consideration be given the instructor as time is needed to prepare materials, prepare lessons, keep tools and machinery in shape and sharpened.

That all Indian Handicraft work be recognized as a special course and time allotted as such.

That the Indian motif be the main source of decoration for the buildings is suitable.

That effort be made to keep in touch with the graduates and a list can be compiled towards this end.

That in the villages there is a great deal of need for repairs and maintenance. The graduates might be assisted to help out through a building and loan fund system, sponsored by the government.

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Graduates who have proved themselves not only in ability, but in character as well, might be given an opportunity or helped start up a shop and equipment. Electrical and sanitary plumbing open a field for the graduate as well as fill a need at the present time.

That a regular twice a year inspection or visit by a capable inspector be given to all schools and villages where graduates have started, in order to give help to any difficulties that might arise, as well as to report on the building and care of equipment etc.

That a central marketing depot be made to enable the Indian Handicrafts to sell totems and novelties for the Indians. The idea being that the depot would be in touch with all graduates or those who have showed an aptitude in carving etc., and place orders with them to compete on a commercial basis.

That some system of promotion or advancement be given to all instructors as an incentive to specialize in the Indian Department as a life work.

OTHER SUGGESTIONS

That a house master be appointed to take care of all duties line-ups, discipline etc., and that he be trained in Physical education and therefore be prepared to form classes in Physical Training, drills etc.

That all sports be divided into classes with a teacher in charge, thus spreading the time evenly among the teachers. Students would benefit by specialized instruction.

INDIAN ARTS AND HANDICRAFTS

It is suggested that a special department be formed to hold regular classes along the lines of Indian art and handicrafts, and that it be recognized in the curriculum, a grant being made for this subject. Regular research work is necessary to gather authentic material, drawings and carvings.

There are few boys who actually like carving totems and painting Indian designs and who are capable of turning out a product that is of commercial value. The carving work must be done on a commercial scale in order to pay any dividends. A market must be found for all work.

It is suggested that boys in this class be specialists after they have graduated, if in the opinion of the instructors and the Principal they so warrant. All graduates returning to their homes should be kept in touch with the department by a monthly letter. Any order coming in should be placed evenly among the graduates, and an effort be made to sell all their work. On large commercial orders of five hundred or so small poles, bandsawed blanks might be distributed, and the finished product labeled as in the manner of Coqualeetza Residential School, which uses "Genuine Indian Craft, made at Coqualeetza School, Sardis, B.C." The Genuine Indian Crafts would be a trade name and must bear the name and address of the maker.

To retail totems etc., a small roadside stand could be erected on the school property to attract tourist trade. These would be in charge of a special student in Indian carvings, and under supervision of the instructor.

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OUR SUMMER LETTER

July 28th, 1936



Dear Parents and Friends:-

This is to bring you greetings from the Camp by the sea. For more than three weeks school halls have been silent, and the main activity has been out in the fields where Mr. Pirie and his staff of farm workers have been busy saving the precious increase of the field. Repairs are also the order of the day, with fruit canning also in full swing to provide pleasure and health for the days after School has re-opened.

But down at Camp on Semiahmoo Bay, what a busy time there has been! Three new cabins have been built, and the dining room and kitchen have been enlarged. A well has been dug too, which promises an abundance of good water, and nearly a month of camp life has gone by. It would be wonderful if you could look in upon us as the day breaks and the sun comes slowly up over the trees behind the camp nestling snugly in its crescent shaped clearing at their feet. Out in front, away across the Straits of Georgia, the morning light bathes the distant islands in rose and gold. Silence wraps the camp for long enough after this, and it is not until nearly eight o'clock that Mr. Peake's whistle warns one and all that:

"Its time to get up, it's time to get up,
Its time to get up in the morning."

Immediately, believe it or not, action is everywhere as boys and girls tumble out of their berths and begin the round of work and play which makes Camp such an enjoyable place. After sousing face and hands in clear cold water, one and all line up before the dining room door for morning prayers. This done, all file in for breakfast, and after that the various Patrols go about their work, some in the kitchen and dining room, some clearing up the grounds, some getting wood and water until the work of the day is well in hand. Swimming out in front of camp for the younger children, and at the diving pool for the older ones provides healthy enjoyment. Saturday afternoon brings a picnic at Lincoln Park in Blaine, Washington, and every evening the boys and girls sit about the camp fire and sing or listen to engaging stories, until once again night comes down, and a vesper hymn is sung followed by "Taps":

"Day is done, gone the sun,
From the sea, from the hills, from the sky,
All is well, safely rest, God is nigh."

After a cup of cocoa and a biscuit, everyone retires and soon quiet reigns once more. Last evening after all had gone to bed the writer went out to the edge of the little bench of land on which the camp is built. Two seine boats lay at anchor under the point far across the bay, darkly outlined against the shimmering light upon the sea. One could readily imagine the life aboard when the first faint streaks of dawn roused the crew to the chances of making a "set", and farther and farther went the imagination, until we could see disappointed fishermen plying their way back to home village, disappointed because of the strike and its consequent loss.

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(2)

Let us say to all who have suffered in this way, Coqualeetza stands ready to help bring the children back to School. Do not be discouraged, write and let us know.

We have good news from the School. OUR ENTIRE ENTRANCE CLASS PASSED! Think of that! a one hundred per cent performance! Hearty congratulations to Miss Hockin our Senior Teacher, and to each of the Candidates: Gordon Angus, Jean Walker, Josephine Wilson, Julia Adams, and Laura Lewis. Ninety nine per cent of our High School Pupils also passed successfully. So we have had a great year; let us look forward to a still better one beginning September the First. Let us be encouraged and work together for the good of the children.

Northern pupils will return on the "Cardena" leaving Prince Rupert on August the 28th; Nass River pupils will return on the "Catla" leaving there on August the 31st; Queen Charlotte Island pupils on the C.V. Boat leaving August the 29th. But come on any boat and we will meet you if you wire your date of arrival in Vancouver. We expect to be filled to capacity this Fall so do not delay getting your children back on time.

In closing, let us keep faith IN God, and Faith WITH God, and He will over rule all the disappointment of this year's fishing with its strikes and its loss. Remember it is still true that He over rules evil for good and He still:

"Makes all things to work together for good, to them that love Him, to them that are the called according to His purpose."

But we have to do our part. Was any attempt made by those who organized the strike on Rivers Inlet to get in touch with the Cannery operators BEFORE going to the Inlet to fish? If not, then why not a Native Fishermens Association along the entire Coast who will organize and know before they leave some what the price of fish will be, and who when they reach the fishing grounds will go to work and fish despite all comers. God stands ready to help us, let us work and pray for better things another season.

Yours in His Service,

R. E. Scott
PRINCIPAL

P.S. Class Room reports are enclosed to those who have not yet received them.

R. E. S.

Indian Affairs. (RG 10, Volume 6422, file 869-1, part 3)

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EXD.

Ottawa, July 3, 1936.

Rev. Sir:

The Department is in receipt of your letter of the 8th instant enclosing reports regarding the consideration given by members of the staff of the Coqualeetza Residential School to the report of the Commission appointed by the Board of Home Missions of the United Church of Canada.

Mr. Sanford's article regarding "Indian Arts and Handicrafts as Related to the School Curriculum" has also received our careful consideration.

Yours truly,

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

R. C. Scott
Rev. R. C. Scott, B.A.,
Principal,
Coqualeetza Residential School,
Sardis, B.C.

Indian Affairs. (RG 10, Volume 6422, file 869-1, part 3)

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