HISTORY OF BATTLEFORD INDUSTRIAL SCHOOL FOR INDIANS

A Thesis
Submitted to the Faculty of Graduate Studies
in Partial Fulfilment of the Requirements
for the Degree of
Master of Education
in the College of Education
University of Saskatchewan

by

Walter Julian Wasylow

Saskatoon, Saskatchewan,
May, 1972

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CHAPTER I

THE PROBLEM AND THE PROCEDURES OF THE STUDY

In 1969 the Government of Canada announced a new Indian policy statement which is an attempt to solve what has been called the "Indian Problem". One interpretation of the Indian Problem is presented in this statement. The Indians have struggled against control and oppression which they may term as a "Bureaucratic Problem" or an "Indian Act Problem". Whichever view is taken, Indian or otherwise, the problem is the same.

Until recently, the general public was unaware of the Indians and of the problems they encountered by policy changes. The policies were often implemented for the sake of expediency, without sufficient reference to what had happened in the past and without sound consultations with the Indian people. The policy controlling the education of Indians has been, and is, held by federal authorities to be the key which will solve past issues, but educational problems have arisen due to unenlightened practices impressed upon the culture of the Indian people. It is necessary, therefore, to examine the significant patterns and the resulting difficulties which have evolved in the


2 See Appendix A.
Statement of the Problem

The purpose of this historical study is to examine the development and effect of educational policies that established, supported, and closed Industrial Schools for Indians and, in particular, the Battleford Industrial School which existed in the North-West Territories from 1883 to 1905 and continued in the Province of Saskatchewan to 1914.

Delimitation of the Problem

The geographical and political boundaries of the North-West Territories were initially considered as a unit of administration under the immediate authority of the Indian Commissioner. The great portion of the North-West Territories which at later dates became the provinces of Manitoba, Saskatchewan and Alberta, was freely occupied by Indians until the treaties were signed. This study will confine itself to an area in the North-West Territories called the District of Saskatchewan and later the Province of Saskatchewan which was influenced by the Battleford Industrial School.

The federal government established and subsidized the Industrial Schools in Canada of which the Battleford Industrial School was one. The senior officials of the Department of Indian Affairs arranged for various religious denominations to administer and

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3 See Maps, pp. 47-40.
operate the schools. The Bishop of Saskatchewan, who was responsible for the role that the Church of England in Canada played in the Education of Indians in the District of Saskatchewan, had Battleford Industrial School under his direction; although Roman Catholics and other religious denominations also had their spheres of influence in the North-West Territories, their activities will not be investigated here.

There were in operation other types of schools during the age of Industrial education. The mission and residential schools were established and operated by various religious denominations. Day schools on reserves were administered by the Department of Indian Affairs. These schools will not be dealt with except where they contribute to the total educational pattern of Battleford Industrial School. Another system of education was developed and controlled by the territorial government, and later was transferred to the provincial educational authorities. The policies and operation of territorial or provincial schools will not be referred to as detailed studies have been made elsewhere.

This study differs from other researches both in scope and in emphasis. It is much less universal, not only being restricted to

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a specific aspect of educational history but also, to a specific school and location. The emphasis will not be placed upon education and administrative policies in themselves, but rather upon the influence of these policies on the life and time of the Battleford Industrial School and its members.

The Battleford Industrial School, as were other Industrial Schools established during the 1880's in the North-West Territories, was a symbol of non-Indian civilization. The influence was not confined only to academic and vocational training. The school was an instrument for the enforcement of Western cultural values. Because of the role played by the Battleford Industrial School in the lives of Indians, it is important to identify and preserve the history of the school. The following questions then, are raised for investigation.

1. What were the educational policies of the Federal Government in regard to Industrial Education for Indians and in what way were they developed?

2. What were the educational responsibilities of the Church of England in Canada in Indian Education?

3. How were the educational duties performed at the Battleford Industrial School by the representatives of the Church of England in Canada?

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5 Copy of Treaty No. 6 Between Her Majesty, the Queen and the Plains and Wood Cree Indians and Other Tribes of Indians at Fort Carleton, Fort Pitt, and Battle River with Adhesion, Ottawa: Queen's Printer and Controller of Stationery, 1957.
4. How did the educational policies of the Federal Government affect the Battleford Industrial School?

Background of the Problem

The North-West Territories Act of 1875 gave the area separate political status. It was at Battleford, the Territorial capital from 1878 to 1881, that the first legislative buildings were erected. The Lieutenant Governor, David Laird and his Council, ruled with the power to create electoral districts, appoint Justices of the Peace, issue liquor permits, direct the disposition of the North-West Mounted Police in the interests of justice and peace-keeping and report on the proceedings in territorial courts. A great part of the Lieutenant Governor's work dealt with the affairs of Indians.

In 1876, Colonel James Walker established police barracks at Battleford and he provided the escorts for Indian Commissioner's party to sign treaties at Carlton, Duck Lake, Fort Pitt and Sounding Lake. Colonel Walker also acted as Indian Agent for three years for one third of the Indian population. In 1879, the management of Indian affairs was handed over to the Indian Department which authorized agents to administer the policies on Indian reserves.6

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6 The Cree Rebellion of '84 or Sidelights on Indian Conditions Subsequent to 1874, Vol. 1, No. 1, Battleford: Canadian North-West Historical Society, 1926, p. iv.
By 1850, Canadians were securing land, organizing and consolidating their political, economic, educational and social activities. Indians began to experience frustrations. They were forbidden to practice certain customs. Indians, subject to the Indian Act, were ordered to be obedient to strange laws and were obliged to remain sedentary within a limited area of land reserved for them.

The missionaries were pioneer educators of the Indian people. The Church of England, Roman Catholic, Wesleyan Methodist and Presbyterian missionaries became highly active and competitive as they sought to convert Indians to their faiths. They established mission schools where religious instruction was emphasized. The Church of England in Canada had gained the strongest educational hold on many Indian reserves in the Battleford area. A good school building was established in 1875 on Atakakup Reserve. A school was established in 1878 under the auspices of the Church Missionary Society at Muskoday, John Smith Reserve. The following year at Fort a la Corne, James Smith Reserve, a mission school was established, although no school house had been erected. The Onion Lake Reserve, Seekaskootch, had a school as early as 1881 under the auspices of the Church of England in Canada. At Eagle Hills Reserve the Church of England school had requested aid. The Moosomin Reserve

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7 Sessional Papers, 1881, Paper 4, p. 90
8 Ibid, p. 41.
had a school at least as early as 1881.

I am firmly persuaded that the true interests of the Aborigines and of the State alike, require that every effort should be made to aid the Red Man in lifting him out of his condition of tutelage and dependence, and that is clearly our wisdom and our duty through education and every other means to prepare him to assume the privileges and responsibilities of full citizenship.

As a result of the rapid and complex chain of events which established Western civilization in Battleford and the area it served, there developed a dysfunctional relationship with the Indians. The mission schools, scattered among the Indians were difficult to operate and administer. They did not adequately meet the standards common in settled communities. The Federal Government, therefore, assumed a greater role in the performance of its duty to educate Indians. Together with missionary representatives, the Department of Indian Affairs controlled Industrial Schools not only in the area under consideration but also throughout Canada.

With the aggressive implementation of industrial education to train Indian youth in the arts of Canadian civilization, the Indians were obliged to conform to policies and practices foreign to their customs. Since Battleford Industrial School had a significant impact upon the lives of the Indian youth, it is necessary to examine

9 Sessional Papers, 1882, Paper 6, p. 41.

10 Sessional Papers, 1877, Paper 7, p. XIV.
federal educational policies and how the Department of Indian Affairs enforced their implementation. The Church of England in Canada, in association with the Department of Indian Affairs, exercised an authoritative influence in the industrial school at Battleford. An investigation of the educational responsibilities and duties performed by the ecclesiastical authorities concerned is necessary to complete the history of Battleford Industrial School.

Definition of Terms

Canadian

The term Canadian is used strictly in the political sense to mean British Canadians and British subjects in control of Indian education. The cultural influence in industrial schools was based on English, French Canadian and American values.

Church of England

This term is applied to the Church of England in Canada that aided missionary and educational work among Indians across the country. The Church of England is also known as the Anglican Church of Canada. The term Church of England in Canada will be used throughout this thesis.

Deputy Superintendent General of Indian Affairs

The term is used to describe the senior in Ottawa who was directly responsible to the Prime Minister, the Superintendent
General of Indian Affairs. The Deputy Superintendent and his staff recommended and expedited all policies concerning the affairs of Indians.

**Indian Agent**

This term refers to an appointed official who was originally placed in charge on an Indian reserve. As a Federal employee he was responsible to conduct his duties in accordance with the policies and regulations. He was responsible to the Indian Commissioner. Later when the office of Indian Commissioner was abolished, the Indian Agent was given jurisdiction over several reserves which formed an agency. The Indian Agent had assistant Indian Agents on each reserve.

**Indian Commissioner**

The Federal Government used this term synonymously with Indian Superintendent of the North-West Territories. The Indian Commissioner was delegated authority as an appointed official to deal with all matters concerning the welfare and services provided for Indians. This definition is also applicable to the Assistant Indian Commissioner who was responsible to the Indian Commissioner.

**Indian Schools**

Generally, this term is used to describe those educational institutions under the jurisdiction and support of the Federal Government, which were administered and operated by religious
denominations. There are, for this study, three categories of Indian Schools.

**Industrial Schools.** These residential institutions were established in the 1880's to provide both academic and vocational training for treaty Indian students. The schools functioned under the joint efforts of the Federal Government and the Churches working in Indian education. Later, the Industrial Schools were supported by the government on a *per capita* system which paid for the operational costs of the school.

**Boarding Schools.** These educational institutions, also known as Residential Schools, and which continued to operate after the closing of the Industrial Schools, were established on or near the reserves for the education of treaty Indian children. Some vocational training was provided in the form of student chores in and about the school premises, but the boarding schools were mainly centres of academic and religious education. The boarding schools also were a joint effort of the Federal agency and the Church and they too came under the *per capita* system.

**Day Schools.** This term refers to the schools which were established on Indian reserves by the Federal Government. The schools were located near the homes of Indian children in order that they could attend school each day. These schools became known as the New Improved Day Schools after the services of most Industrial Schools were terminated.
Inspector of Indian Agencies and Reserves

This term is used to identify the Federal officials who toured and inspected Indian agencies, reserves and Schools. In conjunction with the Commissioner, they wrote reports on all matters concerning the Indians directly to the officials in Ottawa.

Inspector of Industrial Schools

This term is used to describe appointed Federal officials who were stationed at the Indian Commissioner's office. The school Inspectors regularly reported on the conditions and progress of education at Industrial and Boarding schools, day and mission schools. There were two Inspectors, one who inspected schools operated under protestant denominations and the other who inspected schools administered by the Roman Catholics. The Inspector for Roman Catholic schools signed his reports with the title of 'Inspector Roman Catholic Industrial Schools', while the Inspector for protestant schools signed his reports with the title either 'Inspector of Protestant Indian Schools for N.W.T., Manitoba and Keewatin', or 'Inspector Protestant Industrial Schools'.

Mission Schools

This term is used to describe those schools which were established by the Churches and operated by the missionaries. The sponsorship of the schools was a Church responsibility, however, some financial assistance was obtained from other organizations such as the Hudson Bay Company and parent Church Societies.
Principal

This term is used to identify the administrator of residential schools such as the Industrial and Boarding schools. The Principal was a missionary appointed and approved by the Church and government officials. Originally the school administrator was referred to as the Superintendent of the School, however, to avoid ambiguity, this study will refer to the person in charge of the school as the Principal.

Superintendent General of Indian Affairs

This term is used to describe the most senior official in Ottawa who approved and directed all matters pertaining to Indian affairs. Through his Deputy he received and considered recommendations and reports from all regions of Canada. The title was reserved for the Prime Minister of Canada.

Superintendent of Education.

This term is applied to the official located in Ottawa who directed and implemented the policies and regulations in Indian education across Canada. He received and compiled educational reports which were forwarded to the Deputy Superintendent General of Indian Affairs.

Treaty Indians

This term is used to describe those Indians who remained within the treaty and under the regulations of the Indian Act. The
Indian Act defines the term, Treaty Indians.

The Procedures Used in This Study

Since the data obtained for this study were from Governmental reports and correspondence, missionary church publications, archival materials, personal diaries and correspondence, microfilm copies of records, and the school and local newspapers, the procedure used was mainly one of documentary research and analysis. There are still a few former students of the Battleford Industrial School and others who, by indirect association, have knowledge and information about the Institution. Interviews with these people were recorded, and, where they contributed significantly to this study, they have been used. The thesis, arranged in topical divisions, contains chapters which follow a chronological order of events for the development of the study.

It should be mentioned here that the information concerning the Battleford Industrial School was traced to and collected in the following places: Glenbow-Alberta Institute, Calgary Alberta; Battleford Historic Museum, Battleford, Saskatchewan; The Public Archives, Saskatoon and Regina, Saskatchewan, and Ottawa, Ontario; Anglican

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Revised Statutes of Canada, 1952, c.149, S.5 to 11 inclusive. For the purposes of this study, Treaty No. 6 between Her Majesty the Queen and the Plain and Wood Cree Indians and Other Tribes of Indians at Fort Carlton, Fort Pitt, and Battle River with Adhesions, Signed in 1876 shall also apply. Later reference to this Treaty will be shortened to Treaty No. 6.
Church of Canada offices, Prince Albert and Saskatoon, Saskatchewan, and Winnipeg, Manitoba. Other school information was obtained through visits to private homes in Vancouver and Haney, British Columbia; Edmonton, Alberta; Regina, Melfort and Battleford, Saskatchewan; and to private homes on the Indian Reserves near Battleford, Saskatchewan. In addition, a visit was made to the school, known today as St. Charles Scholasticate, and the school cemetery in order to gain a first-hand impression of the location.
CHAPTER II

REVIEW OF THE SOURCE MATERIAL

The data gathered for this thesis may be considered in five broad categories. The first deals with some historical accounts that provide the setting and background information about the North-West Territories and the Battleford area. The second category of source information is made up of reports concerning the establishment and development of educational programs designed for Indians. The third category is illustrated by the publications on missionary education under the auspices of the Church of England in Canada. The church records and information relative to the Battleford Industrial School are somewhat scant. The information that is available provides interesting details about some difficulties experienced by church authorities in Indian education. The fourth is composed of governmental documents, reports and official correspondence. These deal with policies and regulations governing the whole sphere of Indian affairs. This vast source of material contains information on the application of legal control through administration and operation of Indian education. This information is partially given through reference to specific schools such as the Battleford Industrial School and Indian education. The fifth category is gathered by interviewing former students and others who were indirectly associated with the institution.

Included in the review of source material are several studies which do not bear on Battleford Industrial School nor are they valuable
as historical settings pertinent to this study. They do provide another view of the conditions of the time which help to illuminate the reasons for some of the difficulties encountered in Indian industrial schools.

For the first category, McPherson's "A History of the Battlefords to 1914"\textsuperscript{1} provides a detailed study of Battleford district. The thesis explains the ambitious social, educational, economic and political developments of the European settlement. It does not include a study of relations between the community and the neighboring Indians.

It is of interest to note that the Battleford Industrial School, established in the midst of pioneer progress, was set apart from the community of the Battlefords and from the community of Indians confined to the reserves.

Black's "History of Saskatchewan and the North-West Territories Volume II"\textsuperscript{2} describes the founding and growing influences of various churches. Although Black does not detail the work of the churches within individual communities nor the education of Indians, he does review the position of the Church of England in Canada in 1883, the disputes and abolition of the Territorial Board of Education and the.

\textsuperscript{1} Arlean Esther McPherson, \textit{A History of the Battlefords to 1914}, Published Master's Thesis, University of Saskatchewan, 1966.

\textsuperscript{2} Norman Fergus Black, \textit{History of Saskatchewan and the North West Territories, Vol. II}, Regina: Saskatchewan Historical Company, 1913.
characteristic features of the Saskatchewan school system.

In a similar treatment, Hawkes' "The Story of Saskatchewan and its People" gives general information about the work accomplished by various church missionaries. Hawkes provides a general description of the work done by the Anglican missionaries commencing with John West in 1820. Included is a brief biographical sketch of David Laird.

The contributors to "Canada and its Provinces" discuss the growth of missions and the work performed by the missionaries in Western Canada.

Regarding reports of educational progress, the second category of source information, one of the earliest was one submitted by Joseph Howe in 1843. The Colonial authorities reacted formally to Howe, after due deliberation, when they commissioned Dr. E. Ryerson to investigate the feasibility and best methods of establishing and conducting Industrial Schools for the benefit of the Indian youth. The cautious Colonial government again authorized an investigation into Indian affairs in the mid 1850's. R.T. Pennefather,


then Superintendent General, submitted a report part of which dealt with the feasibility of educating Indian youth. On information collected from special commissioners and clergy who had close association with Indians, Pennefather recommended the establishment of Industrial Schools under government subsidy.

It will be noted that the reports mentioned above were concerned with Indian education only in early Eastern Canadian colonies. All plans, reports and investigations on Industrial Schools confined to this area had no direct bearing upon later schools in the North-West Territories, except insofar as government officials reported favorably to London, England, upon this form of education.

The passing of the British North America Act in 1867 gave the Dominion Government of Canada, with John A. Macdonald as Prime Minister, the responsibility for the affairs of Indians. The government was most concerned and troubled about the great financial burden and the awesome administrative responsibility it had assumed in the control over Indian lives. In regard to the education of Indians, J.S. Dennis, Deputy Minister of the Interior, appointed Nicholas Flood Davin in January 1879 to report upon the success of the Industrial School system for Indians and Half Breeds administered by the Department of the Interior at Washington, D.C.. Davin presented his report in time for the sitting of parliament. This report is discussed

7 The Report of the Special Commissioners Investigate Indian Affairs in Canada, September 8, 1858, pp. 140-152.
in a later chapter of this study. On the basis of Davin's report a number of Industrial Schools, the first of which was the Battleford Industrial School, were established in the North West Territories.\(^8\)

Toombs clarifies the reasons why the Dominion Government of Canada worried about educating Indians in Western Canada. Prior to Confederation, Rupert's Land had been under the control of the Hudson's Bay Company. Toombs states that company officials were shrewd business men who adopted a paternalistic attitude towards the Indians. The grants given to aid mission schools were inadequate and considered as tokens of appeasement to the meddlesome missionaries. Schools were a Church matter and not a State nor Company responsibility. In England where it became apparent by 1870 that Church schools failed to meet the educational needs of the masses, the first State schools came into existence.\(^9\) The Dominion government could not look to England for suitable guides to develop policies for State education appropriate to the conditions in the North West Territories. Davin was commissioned, therefore, to investigate and report upon the goals and administration adopted for the interior of the United States.

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Some valuable documents on the progress of Indian education have been written by Duncan Campbell Scott\textsuperscript{10}. His writings have a direct bearing upon this study. Further reference will be made to him as an official in the education of Indians.

In regard to more recent studies a most notable thesis, "A History of Indian Education in Canada" by H.J. Vallery\textsuperscript{11} covers the whole range of Indian education in Canada. A topic of this magnitude permitted the author to examine briefly a variety of Indian schools and matters concerning Indians. Vallery traces the missionary and governmental control over Indian education from prior to Confederation until 1942.

Elmer Jamieson's Thesis, "Indian Education in Canada"\textsuperscript{12} has less scope than the study undertaken by Vallery. Jamieson traces the history and development of the Indian Affairs Branch and discusses some problems encountered in governing Indian bands which are scattered throughout Canada. The author includes general information and statistics about the features of day schools, boarding and industrial schools and appropriations for Indian education from 1903 to 1921. Jamieson ends his thesis on a note of speculation on the destiny of the Indians of Canada; that is, Indian identity and culture

\textsuperscript{10} D.C. Scott, "Indian Affairs" in Shortt and Doughty, Canada and its Provinces, Vols. IV, V and VI.

\textsuperscript{11} H.J. Vallery, A History of Indian Education in Canada, Unpublished Master's Thesis, Queen's University, 1942.

\textsuperscript{12} Elmer Jamieson, Indian Education in Canada, Unpublished Master's Thesis, McMaster University, 1922.
will be lost through assimilation.

The thesis by Lionel Marshall, "The Development of Education in Northern Saskatchewan"\(^{13}\) considers the work done by the English Church and the Roman Catholic Church in establishing and developing schools for Indians and Metis, especially at Lac La Ronge and Ile-a-la-Crosse. Marshall refers to Federal policies and grants given to mission schools. He clarifies the current educational administration in Northern Saskatchewan by examining the negotiations between Federal and Provincial authorities for the establishment of joint schools.

The third category of source information is concerned with the educational activities of the Church of England in Canada in the North West Territories. Several publications on Synod meetings and correspondence by Archdeacon J.A. Mackay, which contribute directly to this study, are available at the Saskatchewan Archives\(^{14}\).

The diary of Rev. Edward Matheson contains an interesting account of his experiences while on a journey to recruit Indian children for the Battleford Industrial School.

T.C.B. Boon\(^{15}\) writes about the history and work of the Anglican Church of Canada in Rupert's Land. Other smaller publications such as:


\(^{14}\) *Mackay Papers*, Saskatoon: Archives of Saskatchewan, 1907-1908.

\(^{15}\) T.C.B. Boon, *loc. cit.*

Located in the Public Archives of Canada are 52 microfilmed reels dealing with the activities of the Church of England in Canada from 1821 to 1950. The series is not indexed and the screening of the data would require a study of thousands of documents, reports and letters which are contained on microfilm and which may be pertinent to this study. Unfortunately through lack of time and financial resources the writer was unable to pursue a study of the information contained therein.

The fourth category of source material is that containing massive reports, documentations and correspondence required by the Federal Government in its administration of Indian Schools. The material contains information regarding policies, location and function of schools, problems in educational matters, dealings with other organizations, agencies and individuals and the organization of the Indian Department. Much of the information relative to this study is also contained in the \textit{Sessional Papers} and \textit{Annual Reports} from 1882 to 1915. Another important source of data which contains specific reference to the Battleford Industrial School is located in the numerous volumes of the \textit{Black Files} contained in the \textit{Group Record} \textsuperscript{10}


\textsuperscript{17} Bishop King, \textit{The Work of the Society for the Propagation of the Gospel}. 
series. The reports and correspondence contained in the series are available at the Public Archives of Canada.

Patrick Laurie, owner and editor of Saskatchewan Herald, was a friend of the Indian. Between the years of 1882 and 1908 he wrote countless stories, announcements and editorials, either praising or criticizing the Government and the Federal employees in matters concerning Indians and their education. He trained several students of Battleford Industrial School how to set type and to operate a printing press. The Guide\textsuperscript{18} contained educational articles and news about the school.

Another source of information is contained in government publications concerning Treaties made with Indians\textsuperscript{19}. Treaty No. 6 made provisions for educating the Indian youth in the Saskatchewan and Battle Rivers districts of the North West Territories.

Most rewarding and pleasant sources of information for the fifth category were found during the interviews with a number of former pupils of the Battleford Industrial School and others who

\textsuperscript{18} The Guide, Battleford: Battleford Industrial School, 25 July, 1891, Vol. 1 No. 1, to June 1899, Vol. 7 No. 12. The newspapers were recently microfilmed by courtesy of Mrs. Ruth Matheson Buck, and placed in the archives of Saskatchewan, Regina, Saskatchewan. Mrs. Buck also permitted this writer to photocopy twenty-one issues of The Guide for this study.

\textsuperscript{19} Copy of Treaty No. 6 between Her Majesty The Queen and the Plains and Wood Cree Indians and Other Tribes of Indians at Fort Carlton, Fort Pitt, and Battle River with Adhesions, Ottawa: The Queen's Printer and Controller of Stationery, 1957.
were indirectly associated with Indian education. The former pupils and others interviewed gave permission to quote their comments which were tape recorded. The informal interviews provided an opportunity for the ex-pupils to reminisce about their experiences at school and to express their opinions about the educational system. The former students interviewed and who reside on Red Pheasant Reserve are Mrs. Sarah Soonias, Mr. and Mrs. Peter Wuttunee, Mr. Sam Benson and Mrs. Mary Angus of Moosomin Reserve. At the home of Mr. and Mrs. James Buller in North Battleford, Saskatchewan, Mr. Buller and later Mr. Gilbert Wuttunee from Edmonton, Alberta, provided highlights of their experiences when they were students of the Battleford Industrial School. Mr. Buller generously volunteered to travel with this writer to the Reserves and assist as an interpreter, as required, during the interviews.

A number of pictures contained in this study are reprints of old snapshots which the former students had made available.

Included below are several studies which provide other views through educational research on the development of education from pioneer days to the present.

Singleton's thesis "Teacher Training and Certification in the North West Territories from 1885 to 1905 and in Saskatchewan from 1905 to 1937"\(^2\) develops an overview of problems of the public

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school system in regard to teacher training. Singleton discusses the policy changes which affected education from the days of the settlers to 1937. This study is confined to non-Indian education. It is apparent that no provisions were made by the Governments in the training of teachers for Indian schools.

Similarly a thesis by Langley\textsuperscript{21}, investigates the development of the program of studies and textbooks for use in public, secondary and normal schools. It is outside the scope of the thesis to research the studies and textbooks which were in use in Federal and Indian mission schools.

The thesis by Jameson, "Some Aspects of the Development of Vocational Education in the North West Territories from 1870 to 1905 and in the Province of Saskatchewan from 1905 to 1950"\textsuperscript{22} discusses the roles of missionaries, settlers and Dominion Government in expanding vocational education. He explains the Administration of the Saskatchewan Department of Education in vocational education and the assistance given by the Federal Government. Jameson does not refer to the programs developed at Industrial Schools for Indians, and,

\textsuperscript{21} Gerald George Langley, \textit{The Programme of Study Authorized for Use in the North West Territories to 1905 and in the Province of Saskatchewan Therewith}, Unpublished Master's Thesis, University of Saskatchewan, May, 1940.

therefore, no comparison is made.

Toombs' doctoral dissertation in two volumes presents a comprehensive and interpretive view of the significance of the historic and changing trends in the economic, political, religious and educational conditions in Saskatchewan. He portrays the forces of influence upon the educational systems, the arising problems and the experimentation for solutions. Toombs states that the study for Indian education was outside his scope of investigation. The dissertation does have relevance to Indian education from a comparative point of view between Federal and Provincial policy and administration in education\(^2\).

Schalm\(^2\) identifies and analyzes the perceptions of the problems encountered by the administrators of integrated or joint schools, and the methods employed for their solutions. This research similar to the others mentioned above, does not deal directly with the problems and needs of Indian education. Schalm is convinced that further research is required which would aid administrators to understand the development of Indian education, administration and operation. Such studies would contribute towards the solution of current problems.


in integrated education.

The above review of source material is by no means exhaustive, however, most of the material that is relevant to this study has been mentioned. It should be realized also, that apart from the volumes of historical works, anthropological and ethnological writings, there appears to be a shortage of research and writings dealing with the education of Indians, particularly in Western Canada.
CHAPTER III

THE ESTABLISHMENT OF INDIAN INDUSTRIAL SCHOOLS

In this chapter reference is made to Treaty Number 6 and the British North America Act insofar as they deal with provisions for Indian education. As the network of Indian Affairs grew in size and complexity, and as the number of Indian Schools increased, the details connected with education became more numerous. A review of several reports written by appointed individuals and other government employees is presented to reveal personal influences on policies governing Indian schools in the North West Territories.

Legal Provisions for Indian Education

The Indian Treaty Number 6

The articles of Treaty Number 6 were agreed upon between the Honourable Alexander Morris, Lieutenant Governor, representing Her Majesty Queen Victoria, and the Chiefs and headsmen of the major Indian tribes, inhabiting the country. To accommodate the wide geographical distribution of Indians, Treaty Number 6 was signed in various locations on the prairies. It was signed near Fort Carlton on August 23, 1876, near Fort Pitt on September 9, 1876, and at other sites on later occasions. On the fourth day of negotiations with the heads representing the Indians during the Fort Carlton meeting, the Lieutenant Governor repeated his statement about schools:

You ask for school teachers and ministers. With regard to ministers, I cannot interfere. There are large societies formed for the purpose of sending the gospel to the Indians.
The Government does not provide ministers anywhere in Canada. I had already promised you that when you settled down, and there would be enough children, schools would be maintained.¹

The official Article, contained in the treaty, concerning the education of Indians was written as follows:

And further, Her Majesty agrees to maintain schools for instruction in such reserves hereby made as to Her Government of the Dominion of Canada may seem advisable, whenever the Indians of the reserve shall desire it.²

The **British North America Act**

At the time of confederation, the Dominion Government assumed power under provisions of the British North America Act. Consequently, all previous Acts affecting Indians, which had been set by the legislatures of Upper and Lower Canada, was repealed. Legislation governing all matters pertaining to Indians was now centrally controlled in Ottawa with powers listed under Section 91, subsection 24 of the


² Copy of Treaty No. 6 Between Her Majesty the Queen and the Plain and Wood Cree Indians and Other Tribes of Indians at Fort Carlton, Fort Pitt and Battle River with Adhesions, Ottawa: Queen's Printer, 1957, p. 3.
British North America Act\(^3\).

The Organization of Indian Administration

A series of statutes were enacted, commencing in 1868 which established the framework for the entire administration of Indian Affairs. The Department of Indian Affairs was created on May 7, 1880\(^4\).

The Federal Government, confronted with the problems of implementing the policies affecting Indians in Western Canada, established two bureaus, one in Manitoba and the other in the North West Territories. The Bureaus were governed by appointed Indian Commissioners who were directly responsible to the Superintendent General of Indian Affairs in Ottawa. Each bureau was divided into several large agencies each of which contained a number of reserves or Indian Bands. The Agents-in-charge of the reserves reported regularly to the Commissioners and to the officials in Ottawa on the condition of Indians, the work of teachers, the assistance given to Indians by farming instructors and on the work performed by other employees in the agencies. The Inspectors, Commissioners, Agents, and all others employed by the Government were accountable to departmental officials in Ottawa and not to the people to whom they served. Near the end

\(^3\) Statutes of Canada, 30-31, Victoria, 1867-69, Cap. 3.

of the nineteenth century, when lines of communication improved and administration shifted more to agencies, the offices of the Commissioners became obsolete and were abolished. Indian Agents, who assumed greater responsibilities, were directly under the control of headquarters officials\(^5\).

The Federal Government, having assumed its responsibility for Indian education, required the teachers employed in government schools to submit quarterly returns. These reports were statistical in nature, and they indicated the number and ages of the pupils enrolled, the average daily attendance and the studies provided for the pupils. In addition to these reports, the senior officials in Ottawa received educational memoranda and reports from the Commissioners, Indian Agents, doctors and others who visited the schools\(^6\).

In 1895, Hayter Reed, Deputy Superintendent General of Indian Affairs, reported that the extension of educational facilities, particularly the establishment of individual schools for Indian children, had required larger parliamentary appropriations. Due to the increased volume of educational matters which required attention

\(^5\) *Ibid*, It should be noted that H.J. Vallery examines in detail the history of Indian Administration in "A History of Indian Education in Canada", Unpublished Master's Thesis, Queen's University, Kingston, Ontario, 1942, pp. 73-86

and the need to safeguard the investments made in schools, Reed established a school branch headquarters in Ottawa.

In order to ensure a proper return for the large outlay of funds, and to watch closely over the carrying out of the details of the policy adopted by the department with a view to getting the best possible results, I have established a school branch, which fully occupies a staff of three members. This has been done by means of some changes in the arrangement of the department’s work, without increasing the aggregate number of clerks employed. The extension of educational work is chiefly carried out in the direction of industrial and semi-industrial institutions, in which the children not only get the positive advantages to instruction superior to what could be given them on the reserves, but are removed from the retarding influences of contact with them.7

The next major development in the administration of Indian education occurred on April 1, 1909 with the appointment of Duncan Campbell Scott as the first Superintendent of Indian Education8. In 1913 he was promoted to Deputy Superintendent General of Indian Affairs9. Scott was a progressive educator and under his administration a number of changes in policy were initiated. He assumed the responsibility for the development of the new improved day

8 Sessional Papers, 1911, Paper 27, p. 271
schools. Scott stated thus:

White children do not find school life more attractive than days of liberty without intellectual effort, and the Indian children are no exception to the rule. But in the former case, school life is made attractive by well-known means, and behind everything else is the interest or the authority of the parent. These pleasant features of school life, its rivalry, and its rewards, have been heretofore most frequently lacking in the Indian schools, and the apathy if not the active hostility of the parent must be reckoned with. Moreover, the Indian child has to study in a foreign language, he leaves home where an Indian language is spoken and comes to a school room where English is spoken. His case can only be compared with that of an English child who pursues his studies in a German or French school.

The improvements now sought for are to give such inducements for a full and regular attendance as will overcome these obstacles to success. In the first place we must engage and retain the services of teachers qualified for the special work. Then, to issue small rewards for regular attendance and progress, to issue footwear and clothing to poor deserving pupils, to supply a plain warm meal in the middle of the day, to vary the school exercises by games and simple calisthenics; these are the best means to banish the idle teacher and the empty schoolroom, and they are being gradually introduced whenever they are needed.¹⁰

¹⁰ Sessional Papers, 1911, op. cit.
Scott classified the institutional schools as being either industrial or boarding schools, but the work performed at each was nearly the same. He gave credit to the schools for the work carried out, but he observed the reasons for their lack of success.

A most useful and important work is carried on at these schools, but in the past two forces have conspired against their complete success; the great mortality among the children and the lack of control over the graduates. 11

Scott hoped that common sense would overcome the problem cited above. There must be care in selecting healthy children; adequate provisions must be provided for those who became ill at school; reasonable improvement of buildings must be made to improve the institutional life. Scott believed that the pupils should receive a more liberal diet to maintain their health. It was necessary as well, to pre-plan with the Principal and the Indian Agent a program of assistance to the students prior to their discharge from school 12.

The Establishment of Industrial Schools in the North West Territories

William Spragge

Among the numerous matters impinging upon the affairs of Indians reported by William Spragge, Deputy Superintendent General of Indian Affairs, the question of Indian education, as a means for

11 Ibid., p. 275
12 Ibid.
solving the problems of the day, was an important consideration. Spragge's profound conclusion about the role of education is most significant when it is considered that the report was written for the period ending June 30, 1873, approximately three years prior to the signing of Treaty No. 6 at Fort Carlton. He was aware that in many areas of Canada an intolerance of the Indians as a people was prevalent, and the attempts to transfer them from their reserves to remoter areas were both arrassing and prejudicial. He observed that the Indians, as roving bands, were an object of anxiety. The solution was to provide adequate grants of land and education as inducements to achieve the assimilation of Indians.

In his reference to British Columbia, Spragge stated that the religious societies were engaged in educating and civilizing the Indians. He noted that the Indians of British Columbia were intelligent and capable.

In regard to Indians of Eastern Canada, Spragge reported a continuing successful management of the Industrial School near Brantford, operated by the New England Society of London; and of the Industrial School at Mount Elgin, operated by the Wesleyan Methodist Society. Spragge in citing the successes of these schools, advocated the extensions of similar educational opportunities to the Indian youth in other parts of Canada.

The pupils from these and some other schools, exclusively for Indians, are qualifying the young people of both sexes for the useful avocations of life, and the extension of such establishments to other Provinces of the Dominion could not but prove an important boon to the different Bands for whose benefit they may be brought into existence.

It seems to my mind, that the training of some considerable number of young Indian people to industrial pursuits, and the following systematic processes for realizing objects to be attained, are necessities to be supplied, if it be accepted as a duty that the Indian population are not left to stagnate, but must be improved by introducing among them some such educational machinery, as public opinion everywhere proclaims must be provided for those who have a whiter skin than the Indian.

... and by increasing the number of Industrial Institutions among them and fostering those already established, the cultivation of the soil will, it is hoped, be intelligently carried on upon all the principal reserves. As one of the results of the Industrial schools, the number of Indians who are occupied in handicraft employment is evidently increasing. 14

In his further reference to educational efforts already undertaken Spragge acknowledged and appreciated the work of the missionaries.

14 Ibid., pp. 5-6.
Thanks to the Missionary Societies, the work of education had already been initiated and the assurance given in the treaties (to date) that the work of education would be sustained by the Government has been to the required extent verified.\textsuperscript{15}

Spragge firmly believed that industrial schools and missionary influence were the ways to achieve social and moral improvements among the Indians, and to produce Indian habits favourable to a Canadian style of industry. Therefore, through industrial schools, Indians might achieve some sense of self concern in line with British Canadian social and moral standards. If so, the Canadian community would be less hostile or indifferent to them. Thus the two problems above could be solved through industrial education. The government also sought a solution for reducing the large welfare expenditures.

The first government grants to Indian schools in the North West Territories were those mentioned in the report of L. Vankoughnet, the Deputy Superintendent General of Indian Affairs.

The subject of the education of the Indian of the Northwest has received the careful consideration of the Government. In addition to the grants of $300, $350 and $400 per annum respectively made last year to the three schools at St. Peter's Reserve, Fairford River and Fort Alexander, similar grants were also sanctioned to six other schools on like terms.\textsuperscript{16}

\textsuperscript{15} Ibid, p. 5

\textsuperscript{16} L. Vankoughnet, Deputy Superintendent General of Indian Affairs, \textit{Sessional Papers, 1875}, Paper 8, p. 9.
Davin Report

In January 1879, J.S. Dennis, Deputy to the Minister of the Interior, appointed Nicholas Flood Davin, a lawyer, journalist and politician, to investigate and report upon the success of the Industrial School system for Indians and Half Breeds administered by the Department of the Interior at Washington, D.C., United States. If such schools were practical for the North-West Territories, they could be the means to emancipate the Indians from conditions of tutelage and despondency. Dennis was aware that in a few years the buffalo herds on the prairies which provided subsistence for the Indian people could disappear.

Davin accepted the commission and he presented his credentials to the Honorable Carl Shury, Secretary of the Interior in Washington who provided the facilities for Davin’s report which was submitted in time for the spring sitting of Parliament in Ottawa.

By way of background the report stated that the Industrial Schools in the United States were the principal feature of the policy known as "aggressive civilization" which was inaugurated by President Grant in 1869. The policy recommended where practicable, that Indians be consolidated on a few reservations with provisions for permanent homes; that tribal customs be abolished; that lands be allocated in severality; that the government assist the Indians become citizens as quickly as possible "by educating them for industry and in the

arts of civilization." Because of the influence of the day school could not overcome the influence of the wigwam, Industrial Boarding Schools were established and soon would be universal. Davin was impressed.

Davin was not a student of Indian culture nor a dedicated champion for Indian welfare from the Indian point of view. He did not perceive the deep psychological differences between the Indian and European cultures. The dominant differences between the two cultures were that the Canadian culture was oriented to nationalistic pride rather than communal good-will; capitalistic gain rather than good will sharing; individualistic ego rather than tribal and kinship relations. The central meaning of life for the Canadian was personal gain in material and society. The purpose of Indian life was realized through vision experiences. Without ownership of land and property the Canadian was a vagrant with no defined rights of citizenship which was a psychologically impossible situation. The Indian lived with nature; he neither owned nor managed the land and his environment. The Indian ceded the land to the Canadian on the basis of trade legalized in the form of treaties. The Canadian authorities forcibly ruled off the Indians from the ceded lands and commenced the task of conversion. The policy of conversion rested upon the assumed superiority over the Indians which proposed to change the pagans into useful Christians and to rescue

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18 Ibid., p. 1.
them from their savage state by training them in the arts and industry of civilization.

Davin grasped, very clearly, the meaning of costs in education and future implications for the government. He observed two methods for conducting Industrial Schools; one, the government control the school by means of agency employees; and the other, by contract with Church authorities. In the latter arrangement, $125 per year would be paid for each pupil boarder where enrolment did not exceed 30 people and where enrolments increased an appropriate scale of allowance would be in effect.

For the North-West Territories, Davin recommended the construction of Industrial Schools having the cheapest plan and design available. The cost of building such schools would not exceed $1000 and in timber areas, the cost could be reduced by $200. The program of studies and industrial training, similar to the American schools, would offer rudiments of an English education, instruction in cattle raising and agriculture for the boys. The blacksmith, carpentry and shoemaker shops, established for training, could be charged to the agency. The girls would also receive a rudimentary English education and training in all the chores and household work performed by a pioneer wife19.

Davin referred to the five "civilized" nations, the Cherokees, Chicksaws, Creeks, Chocktaws and Seminoles. The five nations operated

19 Ibid., p. 2.
their own schools, judiciaries, national councils which enacted laws, code of ethics, newspapers in native languages and in English and they functioned as republics within the Republic of the United States. The Cherokee Indian Board of Education operated 78 primary neighborhood schools, the equivalent of day schools in Canada, and two high schools which had an aggregate attendance of 2,800 pupils. In addition the Indian Board operated the boarding schools known as the Manual Labour Schools. The Board examined all teachers and paid them a salary by certificate redeemable from their treasury through the Chief. The Cherokee people supported their own schools entirely since 1842. About $75,000 per year was expended for educational purposes. Davin concluded the testimonial section of his report with an Indian opinion about the education of less civilized tribes.

All representatives of the five civilized nations declared their belief that the chief thing to attend to in dealing with less civilized or wholly barbarous tribes was to separate the children from the parents.

Davin observed that the transformation of people from one set of pursuits to a wholly different nature would take one or two generations. He urged the government to adopt a statesmanlike policy when dealing with malcontents.

The Indian is a man with traditions of his own which make civilization a puzzle of despair. He has suspicions, distrust, fault finding tendency, the insincerity and

20 Ibid., p. 5-6  
21 Ibid., p. 9.
flattery produces in all subject races. He is crafty but conscious how weak his craft is when opposed to the superior cunning of the white man.

The Indian, I repeat, is not a child, and he is the last person that should be dealt with in a childish way. He requires firm, kindly handling and boundless patience. 22

Davin provided a breakdown of costs for establishing an ordinary industrial school, approximately as follows:

School $800; Dormitory $800; Furniture $600 $2,200
Salary of Principal, $800-1,000
Assistant, $600-700
Matron, Cook, Laundress, Seamstress, approximately $20-25 per month 2,550
Equipment - wagons, harnesses, ploughs, harrows, clothing material, cattle, sheep, pigs, horses. 1,716
Supplies - Flour, cornmeal, beef, pork, coffee, sugar, beans, dried fruit, vinegar, soup, salt, and other supplies 2,769

TOTAL $9,235
Deduct as belonging to Capital 3,915
TOTAL 23 $5,320.

Davin felt compelled to inform the Deputy Superintendent General of Indian Affairs that the Government had made a serious error in promising schools to Indians in exchange for title to land.

22 Ibid., pp. 10-11. 23 Ibid., p. 4.
Guaranteeing schools as one of the considerations for surrendering the title to land was, in my opinion, trifling with a great duty and placing the Government in no dignified attitude... It might easily have been realized, (it is at least thinkable) that one of the results would be to make the Chiefs believe they had some right to a voice regarding the character and management of the schools as well as regarding the initiatory step of their own establishment...

Our ill result of promising the Indian schools, is that the Church Missionary Society is withdrawing its aid to the mission schools - a step which adds to conditions already sufficiently imperative, calling for a prudent far seeing and vigorous educational policy.24

The report contained recommendations for implementing the education of Indian children in the North-West Territories, seven of which are as follows:

1) Mission schools should be utilized by the government in agreement with missionaries. The clergy could undertake to board pupils and provide industrial training.

2) Since the Church Missionary Society planned to withdraw its aid from mission schools, four Industrial Schools should be established in order of need priorities and in cooperation with various religious denominations. Locations for schools which could be considered are Prince Albert, Carlton, Duck Lake, Old Bow Fort, Qu'Appelle and Riding Mountain.

24 Ibid., P. 11.
3) Some special inducement should be provided to encourage children to attend school.

4) Wherever Indian bands are settled, education should be compulsory.

5) Teacher employment should be made by the government in consultation with the Clergy to safeguard against employing teachers who have questionable moral and intellectual qualities.

6) The teachers should be paid according to their qualifications and rewarded for establishing self-supporting schools.

7) There should be school Inspectors employed to ensure good quality education.

Although the report was labelled confidential, Davin advised the Minister in Ottawa that Mgr. Tache, Pere Lacombe, Honorable Jas. MacKay and others in Winnipeg had assisted him in writing the report.

Dewdney Reports

In 1883, Edgar Dewdney, Commissioner for the North-West Territories, reported to Ottawa that the difficulties encountered in educating Indian youth on the reserves were not resolved. Many teachers, excluding the missionaries and the few who taught Indian children for altruistic reasons, made little effort to procure large and regular pupil attendance. There were numerous instances where pupil attendances

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were just sufficient for teachers to qualify for government grants. The non-attendance of many children in winter was attributed to their lack of clothing. The Agent and the school teachers had little power to compel the children to attend school. Dewdney planned to make changes in the school system, which, he hoped, would overcome the difficulties presented by the day schools. In the report, Dewdney expressed his school philosophy and his estimation of the Indian26.

Experience has taught that little can be done which will have a permanent effect with the adult Indian, consequently, to create a lasting impression and elevate him above his brethren, we must take charge of the youth and keep him constantly within the circle of civilization. I am confident that the Industrial School now about to be established will be a principal feature in the civilization of the Indian mind. The utility of Industrial Schools has long been acknowledged by our neighbours across the line, who have had much to do with the Indian.

In that country, as in this, it is found difficult to make day schools or reserves a success, because the influence of home associations is stronger than that of the school, and so long as such a state of things exists I fear that the inherited aversion to labour can never be successfully met. By the children being separated from their parents and properly and regularly instructed not only in the rudiments of English language, but also in trades and agriculture, so that what is taught may not be readily forgotten, I can but assure myself that a great end will be attained for the

permanent and lasting benefit of the Indian.²⁷

²⁷ Ibid.
THE DISTRICT OF SASKATCHEWAN AND SELECTED INDIAN RESERVES 1895

Adapted from ATLAS OF SASKATCHEWAN - Richards and Pong 1949
ORDER IN COUNCIL.

AT THE GOVERNMENT HOUSE AT OTTAWA.

Wednesday, the 1st day of October, 1890.

PRESENT:

HIS EXCELLENCY THE GOVERNOR GENERAL
IN COUNCIL

WHEREAS it has been represented by the Superintendent General of Indian Affairs that the lands which are mentioned or enumerated in the accompanying list are required for the purpose of the Indian Industrial School, which has been established by the Government, at Battleford, and that the control of these lands should therefore be vested in the Superintendent General of Indian Affairs,—

His Excellency, under the authority conferred upon him by "The Dominion Lands Act" chapter 54 of the Revised Statutes, and by and with the advice of the Queen's Privy Council for Canada, is pleased to declare that the lands which are enumerated in the accompanying list, and which are now held by the Crown and which are available for the purposes for which they are applied for, are held by the Crown subject to the control and disposition of the Superintendent General of Indian Affairs for the purposes of the Indian Industrial School at Battleford.

JOHN J. McGEE,
Clerk, Privy Council.
List of certain lands in Township 43, Rge. 16, W. of 3rd M., also of town lots in the Town Plot of South Battleford, applied for, for the use of the Battleford Industrial School.

Lands in Township 43, Range 16, W. of 3rd Meridian.

<table>
<thead>
<tr>
<th>Description</th>
<th>Acres</th>
</tr>
</thead>
<tbody>
<tr>
<td>N.E. ¼ of Sec. 18</td>
<td>160</td>
</tr>
<tr>
<td>N. ½ of S.E. ¼</td>
<td>80</td>
</tr>
<tr>
<td>N.W. ¼ of section 17</td>
<td>160</td>
</tr>
<tr>
<td>N. ½ of S.W. ¼</td>
<td>80</td>
</tr>
<tr>
<td>Fractional S.W. ¼ of sec. 20</td>
<td>8.28</td>
</tr>
<tr>
<td>Fractional S.E. ¼ of sec. 19</td>
<td>8.28</td>
</tr>
</tbody>
</table>

Lands in Town Plot of South Battleford.

Lots 1 to 10 inclusive W. of Central Avenue, and 1 to 42 inclusive E. of Central Avenue on the north side of Seventh Street.

Lots 1 to 10 inclusive W. of Central Avenue and 1 to 40 incl. E. of Central Avenue, on the south side of Sixth Street.

Lots 1 to 10 inclusive, W. of Central Avenue, and 1 to 39 incl., E. of Central Avenue, on the north side of Sixth Street.

Lots 1 to 10 inclusive, W. of Central Avenue and 1 to 38 inclusive, E. of Central Avenue, on the south side of Fifth Street.

Also the Government Reserve, bounded as follows, that is to say: Bounded on the south by Seventh Street, on the North by Fifth Street, on the east by First Avenue, west of Central Avenue, and on the west by Third Avenue west of Central Avenue.
Lots 1 to 20 inclusive W. of Central Avenue, and 1 to 35 inclusive, E. of Central Avenue, on the south side of Fourth Street.

Lots 1 to 20 inclusive, W. of Central Avenue, and 1 to 34 inclusive, E. of Central Avenue, on the north side of Fourth Street.

Required also as hay land in connection with this Industrial School, Fractional Section of 15 of same Tp. 43, Rge. 16, W. 3rd M., contains 377.10 acres.

(Sd). A.M.B.

16-4

D.M.I.

OTAWA:— Printed by BROWN CHAMBERLAIN, Printer to the Queen's Most Excellent Majesty.
Rev. Clarke, Archdeacon McKay, Rev. Matheson

Principal’s Residence
Battleford Industrial School
Battleford Industrial School as at 1890

Second floor of the main school building:
Window 1 — Sick room for girls
" 2 — Nurse’s and supervisor’s room
" 3 — Cloak room
Window 4 — Sewing Room
" 5 — Linen room
" 6 — Matron’s bedroom

Attic or third floor windows shown at the end of the building show the location of the girls’ dormitory; the left window area bedroom was reserved as a spare room.

Second Story windows shown at the end of the building was the dormitory area for larger girls.

Window on the main level by the door indicates the dining room area.

At the far side of the building where the fire escape steps are located was the boys’ dormitory area.

The rooms on lower floor of school were as follows: butter making room, dispensery, spare bedroom for visitors, staff sitting room, porch, principal’s office, bathroom, kitchen and bedroom.

Distant view of Battleford Industrial School
Picture taken from the south side of the school around 1900.

On the far right of the picture in the foreground: bakery and farm instructor’s house. Located behind were the carpentry and blacksmith shops and next to the shops was the recreation hall near the school. On the far left side of the picture is the principal’s house.

Located in the centre of the picture is the large main school building. On the left side of the windmill for the well is the large store house. On the right side of the windmill is the small vegetable house where garden produce was stored.
CHAPTER IV

BATTLEFORD INDUSTRIAL SCHOOL

The officials in Ottawa considered Battleford, which was on the railway line, a convenient location for an Indian Industrial School. Dewdney reported that he had commenced implementing the authority given to him for establishing Battleford Industrial School. He had arranged for Rev. Clarke, who was teaching near Battleford, to be the Principal of the School. Dewdney reported as follows:

Battleford was selected as one point, owing to the fact of its being favorably located and having Government buildings already erected, which could readily be turned to advantage. This school will be commenced as soon as the supplies intended for it can reach their destination. It has been placed under the charge of the Rev. Thomas Clarke, of the Church of England, and will receive boys from the whole of Saskatchewan district, proportionately to the number of Indians in each agency.  

The stage was set for Battleford Industrial School to become a centre for Indian education. Presented in this chapter, which deals with Clarke's principalship, and in succeeding chapters, is the story of this school, and how it functioned under government policies and Church administration.

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1 Sessional Papers, 1884, Paper 4, p. 104.
Thomas Clarke

The Golden Jubilee Committee, headed by Timothy Ryan, published a booklet\(^2\) in celebration of Saskatchewan's fiftieth anniversary as a Province and in so doing paid a tribute to Canon Thomas Clarke.

There passed away at Nanaimo, B.C., a pioneer of the pioneer missionaries, the Rev. Canon Thomas Clarke, early Monday morning, April 10, 1933.\(^3\)

Clarke, known affectionately as Tommy by friends all over Saskatchewan, was a link with the past of Indian days, and adventurous settlers, for he was one who served at the call of Bishop McLean "when settlements of white people were few and far between and the buffalo still roamed the prairies of the great interior"\(^4\).

Clarke was born in Yarcombe, Devonshire, England, February 15, 1854. After completing his education at Yarcombe's Day and Boarding School, he began to do Sunday School work in St. Paul's Lesson Grove in London\(^5\). In 1874 he joined the Church for foreign service and completed his training at a college in Reading. The


\(^3\) Ibid., p. 57.  \(^4\) Ibid.

\(^5\) Ibid.
Church Missionary Society provided additional training where he gained a knowledge and a love of horticulture. In April 1877, the Church Missionary Society appointed Clarke to a Saskatchewan mission. He set sail from Liverpool on May 12, 1877, reaching New York on May 24. From there he made his way to St. Paul Minnesota, at the end of the railway line. Clarke reached Fort Garry on June 1. After a waiting period of one month, so that others in the mission party could outfit themselves, Clarke joined Rev. J. Mackay, his wife and four children, E.K. Matheson, a mission servant and his wife and David Stranger an interpreter. The party spent nearly two months on their journey overland to Carlton. They carried with them nine oxen and carts, two light wagons which held their goods and supplies for one year. By September 8 they walked into Battleford.

Clarke at once commenced his duties opening the first day school in the Battleford area and by October 15, 1877 he conducted religious services in Cree among the Indians. In the spring Clarke was appointed to relocate a band of Indians and select a site for a reserve at Eagle Hills. During the next few years he taught school, conducted religious services and instructed Indians in methods of gardening and farming.

He was transferred back to Battleford as missionary in charge of the whole district until 1883 when he was appointed principal of

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6 Ibid., p. 59.
the Battlefords Industrial School. At the time, Clarke admitted that the outlook was discouraging, for trouble had been brewing among the Indians and half-breeds. His school was disrupted during the Riel Rebellion.

Thanks for the timely warning given by two Indian boys to Mr. Clarke, the lives were saved of a number of men who intended to camp at school. They told him that the Indians had decided to seize the school and kill all found there. Indians were seen on the prowl as the party escaped to the barracks.

Every man was enlisted for the defense of Battleford, the council of defense consisted of Colonial Morris, Indian Agent Rae and Clarke. Clarke managed the Battleford Industrial School successfully until the Bishop reassigned him for other duties. On July 1, 1895 Clarke left for Montreal to obtain treatment for an eye ailment and then for a three months' vacation in England. While vacationing in England he raised money to be used for missionary work in the Saskatchewan diocese.

Upon his return to the North West Territories, Clarke's assignments were varied and numerous. He spent the winter of 1896 at Thunderchild Reserve in mission work and recruiting children for Battleford Industrial School. The following year Bishop Pinkham and the Department of Indian Affairs placed him in charge of the work at Montreal Lake. In 1899 Clarke founded a new reserve on Little Red

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7 Ibid.
Rev. Thomas Clarke — 1890
Principal of Battleford Industrial School, 1883-94
River by transferring some Indian families from Montreal Lake. The Bishop appointed him, in 1901, travelling missionary from Birch Hills to the eastern boundary of the diocese. Clarke undertook the responsibilities of working among the new settlers in the Carrot River Valley area. In his later years he settled and worked in Melfort, Saskatchewan, until his retirement.

Battleford Industrial School Prior to the 1885 Rebellion

In a letter to Clarke, Dewdney stated that an Industrial School would be opened in Battleford. Since Clarke would supervise this institution, Dewdney offered him guidance until additional instructions could be formulated at later dates. Dewdney informed Clarke that the school must be open to official inspection at any time and that a diary of all matters pertaining to school affairs be presented to the Inspectors for their information. Clarke was allowed to set the hours of school and outdoor work, which then had to be reported to the Commissioner's office by the Indian Agent.

Dewdney felt that the school should accommodate about thirty boys between the ages of six and seventeen. Clarke would be assisted by a farming instructor and a matron who would also do the cooking. Clarke was instructed to requisition sufficient material, children's clothing and equipment of the plainest kind, based on moderate costs. Six months supply would be stored at the Agency office where Clarke

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could draw his needs through requisitions. Dewdney informed Clarke that strict economy must prevail in all aspects of school operation. According to Dewdney, the primary objective in teaching Indian pupils was to have them learn to read, write and speak English. Clarke would develop a program for training the boys in farming, carpentry and other industries when conditions permitted.

The selection of pupils would be the responsibility of the Indian Agent who would consult with the Chiefs concerned. There would be five students from Carlton, ten from the Fort Pitt district and ten from Battleford. Five vacancies would be kept open for orphaned children or children without parental care.

In August, Assistant Commissioner, Hayter Reed, visited Battleford and completed most of the arrangements for the opening of Battleford Industrial School. The school, established in the former Government House buildings, had certain important operational features.

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9 E. Dewdney, Commissioner, Letter to 'The Rev. Thomas Clarke, Battleford, 31 July 1883, Black Series (Record Group 10), Volume 3674, File 11422, Ottawa; The Public Archives of Canada. Note: The official letters and documents obtained from The Public Archives of Canada under the Black Series (Record Group 10) dealing with matters pertinent to Battleford Industrial School will be abbreviated to B.S. (R.G.10), P.A.C. Any change in volume and file will be appropriately indicated in the following pages.
The internal economy of the institution will be based on the military plan, and strict enforcement of the round of duties insisted upon.\textsuperscript{10}

Among the general rules for the school, there was one which prohibited friends of pupils from visiting the school, except at approved intervals. The students would be required to do much of the work in and about the institution. Students would sleep on separate beds and be fed sufficient but plain meals. The editor of The Saskatchewan Herald believed the routine of board and room, foreign to the pupils, would create problems.

This will be found the great cause of dissatisfaction among the pupils, and out of it will grow a desire to return to their wild life, for the feeling invariably comes upon the Indian as soon as he ceases to be hungry and is freed from suffering. . . . . .

The school will be rationed by the agent of the district, who will also have general supervision of the institution.\textsuperscript{11}

When Reed returned to Regina, he wrote Clarke to confirm certain instructions concerning the school. The admission age of the pupils was lowered to thirteen and fourteen years old or less if thought proper by the Commissioner. Clarke was instructed to plough

\textsuperscript{10} P.G. Laurie, Editor, The Saskatchewan Herald, Volume 5, No. 19, August 18, 1883.  
\textbf{Note:} All future references to the newspaper will be indicated as Herald. The appropriate volume, number and date will be stated.

\textsuperscript{11} Ibid.
the land near Government House at least twice. Reed cautioned Clarke to refrain from making any purchases for the school unless permission was granted from the Commissioner's office.12

It is not difficult to recognize that rigid controls were enforced, at the outset, over school officials and students. The line authority in the Government bureaucracy was established and maintained in the administration of Battleford Industrial School.

Meanwhile, the Bishop of Saskatchewan announced that Rev. Thomas Clarke had been appointed as Principal of Battleford Industrial School and that Clarke would continue to be in charge of the pastorate of Battleford. The Herald reported that the Bishop announced that Clarke had resigned from the financial support provided by the missionary society.13

Davin had warned the government that the Church would take advantage of the arrangements, and the Bishop's announcement confirmed the warning. The Bishop ordained Clarke to the order of Priest immediately on his assumption of the principalship and promoted him to be the first Rural Dean in the Diocese.14 Clarke was in a situation where he was obliged to give allegiance to two powerful authorities, the Church and the Government.

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13 Herald, ibid.

14 Herald, Volume 5, No. 23, October 13, 1883.
The Commissioner reported to Ottawa that a pupil named 'Calah' died at Battleford Industrial School on May 26, 1884. Since Calah had sustained injuries prior to enrolling in the school, Clarke requested that all pupils be examined by a doctor before they were enrolled. Dewdney, who favored Clarke's suggestion, recommended the idea to his superiors in Ottawa. Authorization to implement Clarke's suggestion was given on January 23, 1885.

In the annual publications of Sessional Papers, the Department of Indian Affairs released the costs incurred for the establishment of three industrial schools, one of which was Battleford Industrial School. Parliamentary appropriations for this purpose amounted to $44,000.00 for 1884 and $62,151.84 for 1885, of which only $19,473.01 was spent on the industrial school at Battleford. In Appendix C are itemized listings of the expenditures for Battleford Industrial School as authorized for the years 1884 and 1885.

The functioning of the Industrial School at Battleford had become settled by 1884 to the point where Clarke found time to provide some entertainment for his pupils on a picnic about three miles from

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17 See Appendix C, Itemized Expenditures, Battleford Industrial School.
the school. Several citizens joined the festivities and Major Crozier gave permission for the police band to play at the picnic.\(^{18}\)

Inspector Wadsworth visited Battleford Industrial School in October. He reported that the classroom was a large cheerless room. The few items of furniture did not meet official standards and he recommended that the school be provided with iron desks which could seat two pupils. Wadsworth also recommended that the classroom be provided with a full series of maps, large illustrated cards of lessons, 18" x 24", library equipment for children's use, and library books such as *Boys' Own Manual* and *Chatterbox*. The inspector observed that white servants should be employed in the school to discourage Indians from getting odd jobs available at school thereby preventing them from passing secret messages to the students.\(^{19}\)

By December, the students had acquired some of the attitudes often associated with school institutions. A number of boys decided to have some unauthorized fun.

(They would) break out of bounds in the dead of night when they should be reposeing in the little beds provided for them by the paternal Government, amuse themselves and disturb the neighbourhood by coasting on the railway.\(^{20}\)

Also, there were occasions when students ran away from school. In

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18 *Herald*, Volume 6, No. 18, August 9, 1884.


20 *Herald*, Volume 7, No. 1, December 12, 1884.
January the Herald reported a student's flight. Clarke wrote to the Commissioner about a number of projects that he felt ought to be carried out for the improvement of facilities and services.

(1) The council chambers ceiling should be lowered in order to make an upstairs dormitory. The additional dormitory would accommodate the anticipated enrolment increase.

(2) The main building heating system should be converted to steam or hot water in order to reduce the danger of fire. Clarke also observed that a reduction of the stoves would effect a saving in heating expenses.

(3) The attic should be converted into servant quarters.

(4) The students' bathrooms should be enlarged.

(5) A laundry room should be built.

(6) The cellar should be made frost proof.

(7) The drainage system should be improved.

(8) Stables should be overhauled to lessen the cold and thereby protect the cattle.

Dewdney forwarded the above recommendations to Ottawa for approval. No immediate reply was obtained which would authorize the improvements.

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21 Herald, Volume 7, No. 3, January 9, 1885.

22 Clarke, Letter to "Indian Commissioner, Regina, N.W.T., February 13, 1885", B.S. (R.G. 10) Ottawa: P.A.C.
A short time later, the Herald reported that the Battleford Industrial School experienced a narrow escape from destruction by fire. The excitement was caused by a defective stove pipe. A similar incident had occurred earlier in December. The Principal on that occasion wrote a public letter of thanks to non-commissioned men and officers of 'D' troop for the prompt assistance they had rendered.

While Battleford Industrial School had attracted some attention, other events were taking place which affected the school and the settlement of Battleford. The Herald reported the fears and resentments the community voiced about the government's intention to copy the American system of decentralizing the agencies to the reserves. The Battleford settlers believed the Indians, by being united would have the power to make more demands. The citizens held a protest meeting and, as a result, they forwarded a petition to the Right Honorable John A. MacDonald. The editor of the Herald decried the idea of decentralization.

Patriotic Poundmaker will have all the public buildings at his door step as a reward for his rebellion last summer. The evil genius who suggested decentralization to the Department should be presented with a leather medal and paraded throughout the country side as a curiosity.

It did not take long for Louis Riel and his friends to be on the move. The North-West Mounted Police were aware and alert. One

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23 Herald, Volume 7, No. 10, February 27, 1885.
24 Ibid.
interpretation of Riel's movement was that he had assumed the role of agitator, delivering inflammatory speeches. Riel urged his followers to demand from the Government a recognition of their 'rights'. He pointed out that England was engaged in a war and could not spare troops to fight them.\(^2\)

Meanwhile in Regina, at the Commissioner's office there seemed to be an internal struggle of 'power within power'. The Bureau officials appeared to be ignorant of the problems field workers were experiencing.

> It has become a notorious fact that many vouchers sent to Regina are commented upon, scratched, disfigured and returned with nonsensical remarks endorsed upon them although there was official authority given for the expenditure in question.\(^{2,5a}\)

Indian Agents had no authority to issue cheques to meet expenditures, they could only certify that services had been rendered and supplies had been received. The bureau officials in Regina cut the requisition of bacon, flour, seed grain and other things in half. Since no grain had been seeded, the Indians faced possible famine.

> The same parsimony is carried out with respect to the Industrial school here. At first a pound and three quarters of beef was given as a ration for the children. The Principal wisely represented that he could do very well a pound and a half of beef but that the allowance of beef was inadequate, and therefore suggested to

\(^{25}\) Ibid. \(^{15a}\) Ibid.
increase the ration of flour and diminish the beef proportionately. Instead of that sensible view of the matter an order was immediately issued from Regina that a quarter of a pound of beef per day for each pupil is quite sufficient! The consequence is that the boys are starving and have to resort to a system of petty thefts from the kitchen in order to allay their hunger. And in the face of this is the fact that there is in store more beef than will be needed for the balance of the year. 26

Laurie concluded his editorial with the statement that there was no justice in such a policy which caused much dissatisfaction in the country.

Clarke was obliged to refute publicly the editor's story about starving students. The boys had daily meals consisting of one and one quarter pounds of beef, a liberal supply of oatmeal, syrup, evaporated apples, tea, rice and sugar 27. Clarke feared that should Indians believe the story of starving and thieving students, they would refuse to send any more boys to school. He was aware of the discontent among Indians as a result of governmental regulations. Trouble could break out at any time.

On April 23, 1885, a black bold headline appeared across the front page of the Herald 'Battleford Beleaguered'. Clarke and his wife departed by rail for Winnipeg around the first week of May.

Re-establishment of Battleford Industrial School

By mid May, Clarke was actively re-organizing his school. He wrote to the Commissioner that as a result of the Rebellion, the

26 Ibid.

27 Herald, Volume 7, No. 14, March 27, 1885.
troops took charge of the school and had confined two of his pupils in the Barracks. Eighteen of the pupils were camped at Red Pheasant Reserve, two had returned for Fort Pitt, and one to Little Pine Reserve. In his letter Clarke recommended that a new Industrial School be built on a plateau between the Saskatchewan and Battle Rivers, east of the police barracks, and the Town Reserve. Prior to the Rebellion, Mr. Berthiaumes, Clerk of the Department of Public Works, estimated that $4,000 would be required to repair old Government House and since the institution was damaged in the Rebellion, the revised estimate cost was near $8,000. As a result of this Rebellion there were a number of orphan children, both boys and girls, and Clarke recommended that the Industrial School, when in operation again, be made to accommodate female students also.

Dewdney forwarded Clarke's letter to Ottawa and requested that his superiors provide him with instructions with regard to the possible building of a school in Battleford and admission of female students to school.

When Clarke had returned to Battleford, early in July, he found ten pupils in town, some employed as freighters and others working on steam boats.

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29 E. Dewdney, Letter to "The Right Honourable, the Superintendent General of Indian Affairs, May 20, 1885," B.S. (R.G. 10), Ottawa: P.A.C.
As the boys were barefooted, and almost naked, I have made a few purchases, which, I trust will meet with your approval — these lads had no friends in this vicinity during the troubles, consequently they have suffered greatly. 30

Clarke had been able to recover several animals belonging to Battleford Industrial School: one cow, one ox, and one horse. It was reported that Indians of Cut Knife had slaughtered two cows and one ox.

When Clarke visited the school and saw it in shambles, he immediately telegraphed Dewdney for permission to rent two small houses as temporary quarters for a school.

Clarke had received a number of applications from Indian parents who wished to enrol their children, but due to lack of facilities and a shortage of supplies, he could not accept their requests. For the sake of expediency, he had arranged for Mrs. Clarke to perform the duties of matron until the Department could employ a person on a permanent basis 31.

Clarke set about vigorously teaching school under very trying conditions. He also rented a house to be near the make shift school which was located at the western outskirts of town 32. As Clarke

30 T. Clarke, Letter to "The Honourable, the Indian Commissioner, July 20, 1885." B.S. (R.G. 10) Ottawa: P.A.C.

31 Ibid.

32 Herald, Volume 7, No. 26, July 13, 1885.
laboured, there were unexpected and amusing surprises in school activities.

On Thursday one of the Industrial School boys was drawing water from the Saskatchewan on a buckboard. He had got part of the way up the first hill when the horse balked and backed the rig down a steep place into the river, when the entire outfit of horse, buckboard and barrel, went booming towards Prince Albert. The horse was eighteen years old and ought to have known better. 33

Meanwhile Dewdney had forwarded to Ottawa the information given by Clarke with additional facts about the cost for repairing Battleford Industrial School buildings. The matter had been investigated by Hayter Reed who, from Battleford, sent the following telegram:

Oliver's estimate to renovate school properly is $6,500 and this includes making upstairs and windows, etc. to council chambers, flooring, sheathing, windows for whole attics, making cellar frost proof with extra partitions and walls, extra dormitories on level upper and lower floors with covered way, cistern wash house, and laundry, stables, granary and storehouse under one roof, 1200 extra lumber to be brought from Prince Albert. School is badly wrecked, would advise he gets contract forthwith. 34

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33 Herald, Volume 7, No. 27, July 20, 1885.
34 Dewdney, Letter to "The Honourable, the Superintendent General of Indian Affairs, August 8, 1885," B.S. (R.G. 10) Ottawa: P.A.C.
Dewdney concluded his letter by stating that, in his opinion, it would be cheaper to build an entirely new and suitable school building. It should be noted that the recommendations Reed had telegraphed to Dewdney were mainly the suggestions offered by Clarke a few months earlier. The officials in Ottawa decided to repair the buildings and not to build a new school. Oliver was awarded the contract.

About a month later Dewdney wrote to the Superintendent General recommending that Indians who committed destruction at Battleford Industrial School should pay for the losses: payments could be recovered by deducting a certain amount from annuities due the Indians each year until the amount of losses was cleared. Dewdney stated that he had assigned Macrae to report fully on the losses sustained and that the Agent had been notified to make no payments to Indians involved in the Rebellion.

On September 10, 1885, a contract was signed between John G. Oliver of Battleford and the Superintendent General of Indian Affairs, represented by Hayter Reed from Regina. The contract, which detailed the repairs and other work to be done at Battleford Industrial School had been agreed upon on the sum of $8536.50.

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35 See page 67 of this chapter

36 E. Dewdney, Letter to "The Honourable, the Superintendent General of Indian Affairs, September 4, 1885," B.S. (R.G.10) Ottawa P.A.C.

37 See Appendix D, Contract between J.G. Oliver and Department of Indian Affairs.
While the administrative details for re-establishing Battleford Industrial School were being revised and passed along the governmental hierarchy of officials, Clarke continued to promote education in his temporary quarters. The people of Battleford became concerned when they heard that five boys had run away from the Industrial School during the first week of February. The boys "were captured and brought back." 38 Before the outbreak of the Rebellion, there also was a mass desertion from the school. Clarke submitted his annual report for the period ending June 30, 1886 to the Superintendent General in Ottawa. He reported the problems he encountered in conducting school and the dilapidated condition of the school buildings as a result of the Riel Rebellion. Clarke was able to re-open school only after he received children's clothing and other supplies. He experienced much difficulty in regaining occupancy of Government House buildings.

--- and in September I entered into occupation, but in October I had to give up possession of the building to "A" Battery and moved into some other buildings belonging to the Department of Public Works, which were nearby and have continued there ever since, although labouring under serious disadvantage of carrying on our institution under several roofs. 39

Clarke reminded the officials that tenders had been awarded for improving the school, but due to the lateness of the season the

38 Herald, Volume 8, No. 9, February 15, 1886.

39 T. Clarke, Sessional Papers, 1887, Paper 6, p. 140.
work was postponed until spring. He estimated that after school repairs were completed, there would be accommodations for thirty boys and thirty girls. Of his present situation, Clarke had this to report:

"Owing to the limited character of our present quarters, I have been unable to accommodate more than fifteen pupils comfortably during the past year, and the attendance has therefore ranged from nine to seventeen during that period, but as soon as I can obtain possession of the school buildings I intend to use every endeavor to increase the attendance and if possible to bring it up to the maximum. I might state, however, that I find it very difficult to obtain pupils as the Indians have been advised, by parties from whom a different attitude should have been expected, not to send their children to this institution." 40

During the winter months, Clarke taught school twice a day. Since the spring he had reverted to the half day system; that is, a half day for classes and a half day for farm work. The students had progressed excellently in their studies and they preferred classes to farm work or trades work. Clarke noted that while the students were able to speak English they invariably preferred to speak in Cree after classes.

He further reported that the health of the boys had been very good except for common minor ailments. Two students died, one who suffered from brain fever, died in March, and the other who was ill

40 Ibid., p. 141.
with tuberculosis, died in July. The latter student was a nephew of Chief Thunderchild and Clarke stated the circumstances which led to death:

The cold which developed into the illness which carried him off, was contracted last winter, when he deserted from school one evening, with the thermometer 40 degrees below zero, and walked home to his uncle's reserve, a distance of eighteen miles. To the credit of Chief Thunderchild, I feel it my duty to report that he at once brought the lad back and gave him up to me. 41

In reference to carpentry and blacksmith training, Clarke believed that the blacksmith shop soon would be almost self-supporting. He acknowledged the costs borne by the Government.

I am fully aware that this Institution has been a great expense to the Department, but I trust that the limit has been reached, and that each succeeding year will witness a marked diminution in the cost of maintenance as the country develops, and the different workshops become a source of revenue instead of a burden. 42

For the year ending June 30, 1886, the Indian Department had paid the following expenses incurred by Battleford Industrial School; salaries, $2,419.64; food, $3,125.57; clothing $355.26; furniture and supplies, $1,465.32; management $83.61; miscellaneous, including such items as fencing, seed, hay, building repairs, and freight charges, $2,730.47. The total expenditure amounted to

41 Ibid. 42 Ibid.
Clarke, as Principal, had been actively corresponding with the Commissioner's office about the progress of school renovation. He wrote at various intervals, reports and requests, always pressing for improvements to Battleford Industrial School.

On August 2, 1886, Reed wrote to Ottawa that Clarke had requested an allowance to purchase lumber in order to build a fence between the girls' and boys' playgrounds, to fence off a hay corral and a small area for stock. Clarke required 2600 feet of one inch boards, 900 feet of scathing, 60 posts 9 feet long and an additional 390 feet of one inch boards to make gates, 10 pieces of 4 x 4 and 4 pieces of 2 x 4 lumber. He wanted an additional 2500 feet of one inch lumber with which to make furniture and other items. Reed recommended that Clarke's requisition be approved since Clarke could obtain the lumber materials at $32.50 per thousand feet which was below the market price of $38.00 per thousand feet. The estimated cost amounted to $250.00.

In the annual report to Ottawa for the school year ending June 30, 1887, Clarke drew attention to his report for the previous year when he stated that "A" Battery R.C.A. occupied the school premises while contractor J.G. Oliver and his workers proceeded to make extensive repairs to the school buildings. As a consequence of

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43 Ibid., pp. 186-189.

44 Hayter Reed, Letter to "Ottawa, August 2, 1886," B.S. (R.G.10) Ottawa: P.A.C.
the repair program, the Public Works Department was in charge of the school establishment and Clarke was compelled to carry on with classes in two small buildings originally intended for private dwellings.

Clarke was pleased to report that the repairs to the school buildings were completed and that he had taken possession of the premises in October 1886. He and the students were gratified that the school was warm and comfortable. Immediately upon taking over the building from the contractor, Clarke turned his attention and energy to increasing the enrolment.

Up to December 1886, only fourteen children were in the school, but by the end of January the number had been increased to forty-one, and a short time afterwards this number was still further augmented by the arrival of three more children from the Prince Albert Agency, thus making a total of forty-four --- thirty-two boys and twelve girls --- all living comfortably clothed, clean, contented and in diligent attendance at the various classes and artisan shops in the school.45

Clarke credited the rapid increase to Assistant Indian Commissioner Hayter Reed who visited the reserves and allayed the fears of many Indian parents about the imposing educational institution. The enrolment success was also credited to Major Cotton of the North West Mounted Police, Indian Agent Rae at Prince Albert and Indian Agent

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Mann, at Onion Lake. After Reed's visit, Indians had been invited to tour the school and see for themselves the comfortable accommodations. Perhaps more significant, many Indian parents took advantage of the invitation, and as a result requested enrolment of their children. The problem became one of pupil selection.

The hiring of suitable employees for Battleford Industrial School worried the Commissioner. Hayter Reed, Assistant Commissioner, who had been assigned to locate and hire help for the school at Battleford, reported that he had employed Mr. and Mrs. Read, Mr. Read as a school labourer, received $45.00 per month, and his wife, as a cook, was paid $20.00 per month. Hayter Reed appealed to the Bishop for aid in staffing the school with women from England who were trained in missionary work. He did not obtain the assistance requested and difficulties continued in hiring suitable staff for Battleford Industrial School.

In the spring of 1887, Reed reported that Canon Matheson and Grisdale, who represented the Church of England in Canada, had consulted with Inspector McColl in Winnipeg regarding the appointment of an assistant principal for Battleford Industrial School. They agreed that from the applications received, John B. Ashby was best

46 Ibid.
47 Herald, Volume 9, No. 5, February 5, 1887.
48 Hayter Reed, Assistant Commissioner, Letter to "Ottawa, October 21, 1886," B.S. (R.G. 10) Ottawa: P.A.C.
qualified for the position. Ashby, who attended Normal School, held a license as a lay reader for seven years. He was thirty-seven years of age, married and had no children. The recommended salary was set at $60.00 per month. With the departure of Rev. Pritchard, who had assisted as teacher at Battleford Industrial School, Ashby's salary was increased to $800.00 per year. Sometime later Mrs. Ashby was appointed governess for the school at $20.00 per month.

Clarke, earlier, had submitted his annual report in which he stated that the pupils had progressed in their studies beyond his highest hopes. He noted, however, that students were still reluctant to speak English. Clarke believed that he had found a solution to the language problem.

I trust, therefore, I even think that I may safely venture to promise, that as a natural sequence the English language will ultimately, and that ere long, be in general use.

Another important factor which strengthens such a premise may be found, is a mixture of Cree and Assiniboine pupils, there being no similarity between the languages spoken by these two tribes - the English language therefore, becomes, as knowledge of it increases, the natural, in fact the only medium of communication in daily intercourse; the older pupils all speak English fluently.


In regard to the girls enrolled, Clarke stated that they were being educated in hygiene and housework. Because the girls learned their studies and house duties quickly, and their training was important, he urged that accommodations be enlarged for them.

For the year ending June 30, 1887, the Departmental expenditures for Battleford Industrial School: salaries, $3,784.06; food, $2,406.42; clothing $2,013.52; furnishings, $1,333.18; management, $72.37; and under miscellaneous were included such items as Industrial School contract $9,139.55; 60 tons of coal, $1,800.00; straw and hay $363.00; medicine, $138.00; lumber, $247.70; nails, $227.21; and other miscellaneous items to total $13,368.73. The grand total expenditure amounted to $22,958.2852.

In October 1886, Clarke was able to take possession of the school premises when the Public Works Department formally handed over the institution.

Battleford Industrial School and Government Administration

Religious Books for Industrial Schools

Hayter Reed wrote to the Superintendent General stating that he had prepared the estimates for expenditure for Indian education. He stated that the principals of Industrial Schools had asked for a supply of bibles, hymn books, prayer books and other religious publications.

52 T. Clarke, op. cit. pp. 193-196
These had been disallowed by Commissioner Dewdney because he could not devise a scheme to control such expenditures. Reed represented the principals' case since academic studies could not be imparted without such books. The course of studies adopted by the Department called for reports on religious instruction. Reed, therefore, requested the views of his superiors as to whether or not the Department should pay the cost of the religious aspect of Indian education.

On October 5, 1888, the Department in Ottawa requested Reed to forward further information about the name and number required of each type of book, the use of such books in classes, and a recommended limit to books required for instruction. This information, including costs, was required before a decision could be reached.

Assistant Commissioner, Forget, complied with Ottawa's request by forwarding the requisitions submitted by the principals of Industrial Schools in the Territories.

Qu'Appelle Industrial School (Roman Catholic)

Chatechism, 6 dozen

Hymn books, 18 dozen as follows:
1 dozen Lodalist Companion, O. Wilson, Boston.
6 dozen Sunday School Hymn Books, O. Wilson, Boston.
5 dozen Cantus Liturgici, O. Wilson, Boston.
1 dozen Catholic Youth Hymn Books, O'Shea, New York.


Battleford Industrial School (Church of England)

Bibles, 100 copies
Chatechism, 5 dozen
Hymn books, 72 copies, ancient and modern
Prayer Books, 72 copies.

St. Joseph's Industrial School (Roman Catholic)

Chatechism, 6 dozen
Prayer books, 20 copies
Key of Heaven with Epistles and Gospels.  

In reply with reference to the purchase of religious books, the Department informed the Commissioner that it had submitted the matter to Parliament and included the costs for the religious books in the school estimates for the years 1888, 1889 and 1890.

Official Letters and Reports

In his annual report ending June 30, 1888, Clarke reported that the school was filled to capacity, containing thirty-two boys and thirteen girls, and that under Ashby's teaching, the children had progressed very well in their studies. In reference to the industrial training program, Clarke stated that he had given a great deal of attention to trades training. He was satisfied that the


training provided for the boys would enable them to gain a livelihood for themselves after leaving school. Over the year, students, under the direction of their instructors, had accomplished the following work:

They erected, last fall, an instructor's house on Red Pheasant Reserve; and during the winter, made a set of desks for each of the six Indian day schools on reserves in the agency, besides doing much valuable work for the Department and the institution.

In the blacksmiths' shops, all the repairs to tools, implements, machinery, etc. for seven Indian reserves, as well as for the agency have been done by our blacksmith, Mr. McKinnon, and the boys under him. Quite a number of new sleighs were mounted last winter, and new work done.

...The land under cultivation has been properly worked, the fences kept in good repair, and the stock well attended to. The large garden has produced every variety of vegetable in abundance. Field potatoes and turnips are excellent, the wheat and oats promise well, both as to sample and yield. My object is not to show a large acreage under cultivation, but to farm on a limited scale and do it thoroughly.56

Clarke was satisfied with the boys' proficiency with tools and insights of practical farming. He was certain they would become successful self-supporting citizens. With regard to the smaller boys at school, they were kept busy doing light chores when not in classes

56 T. Clarke, Principal, Sessional Papers, 1889, Paper 16, p. 98.
The girls had learned their lessons well in sewing, knitting, darning, washing, general housework and classroom studies. Under the supervision of a governess and a seamstress, the older girls were also trained to operate knitting and sewing machines. The girls made all the stockings and most of the clothing required by the students. Clarke was optimistic about the success of Battleford Industrial School. A short time earlier, he had hosted Indian parents who came from South Bend and Fort a la Corne. It was their first school visit and Clarke interpreted the occasion as a healthy sign favoring the work of the school. They expressed themselves well pleased with the treatment and care the children were receiving, and since their return home have written to me for the institution. I shall have no difficulty whatever in getting a sufficient number of children to fill the contemplated new wing when it is built.

The influence of the Industrial School spread from Battleford to Prince Albert, Fort Pitt, South Branch and Fort a la Corne. The pupils enrolled at the school exhibited increasing contentment which made the task of managing the school much easier. Clarke was convinced that Battleford Industrial School was on the threshold of great achievement.

.....the institution is now established upon such a foundation that its success is beyond all doubt; and that it will prove in its results the wisdom of training.
the children of these wild people to useful trades and pursuits in combination with the teaching of Christianity. 59

The services of a doctor were seldom required since the health of the pupils had been generally satisfactory. Clarke, however, did report the death of a bright eyed little girl who died of consumption. He made temporary arrangements to have Dr. Aylen of the North West Mounted Police check the pupils' health twice weekly, until Dr. Macadam was appointed as medical officer for the Battleford district.

Ashby, who faithfully performed his teaching duties both during and after classes, was surprised to learn that his salary would be reduced. Ashby, immediately, wrote to the Department of Indian Affairs requesting an explanation of the Departmental action. Ashby stated that according to Macrae, he served the school eleven and one quarter hours per day. He was on call for assistance at any time, day or night. On occasions he assumed the responsibilities of principal when Clarke was absent from the institution. Ashby pointed out that due to the demanding nature of his work, he was confined to close quarters and permission from the principal was required in order to leave, for a little while, to get a little relaxation. His duties obligated him to come into contact, from time to time, with children ill with contagious disease. Ashby further stated that he

59 Ibid.
had given two years of faithful service only to be rewarded with a reduction in salary. If the salary was based on service then his wife who laboured at the school should receive a substantial salary increase. Ashby assured the Department that he would continue to serve the school and he had no wish to resign. Secretary Assistant Commissioner Reed forwarded Ashby's letter to Ottawa for comment. John A. Macdonald noted the complaint and ordered a report of Mrs. Ashby's work. By June 30, 1889, John A. Macdonald received the details. Mrs. Ashby's summer routine at the school was as follows:

To be in charge of girls every alternate week from 6:00 to 6:45 when they are transferred to the officer in charge of the dining room. 7:15 prayers. To be in charge of the girls doing housework such as from 8:30 to 9:15 a.m. and to inspect the work done by the girls between 7:30 and 8:30 under the charge of a monitor for the above supervision to be responsible.

From 9:30 to 12:15 to prepare girls for school and take classes and transfer them in proper order to the officer in charge of the dining room.

From 12:15 off duty.

From 1:45 to 2:00, preparation for school, and 2:00 to 4:00 to take classes.

60 John Ashby, Assistant Principal, Letter to "Regina, May 8, 1889," B.S. (R.G. 10), Ottawa: P.A.C.
From 4:00 to 5:00 p.m. in charge of girls residence and recreation.

From 5:00 to 5:15 p.m. to prepare girls for tea and turn them over to the dining room officer.

From 5:15 to 5:45 p.m. to supervise girls laying table in Principal's dining room.

From 5:45 to 6:30 p.m. off duty.

From 6:30 p.m. to 7:00 p.m. to take classes during study excepting on Fridays. Each alternate Friday to take charge of girls whilst bathing. This duty does not fall to the teacher, she is to be off duty. Alternate weeks to take girls prayers while retiring.  

While the Superintendent General considered the matter, other plans for Battleford Industrial School were being implemented. Reed recommended to the Deputy Superintendent General of Indian Affairs, concerning the expansion of the school institution, that day labor be employed. He had calculated that the expenditure would not exceed $7,000.00, the amount appropriated for additions to the school. Reed included such items as excavation, stonework, basement, siding, roofing, cornice, flooring, wainscoting, doors, windows, stairs, chimneys, and miscellaneous details as the specifications for expansion.

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61 Hayter Reed, Commissioner, Letter to "Ottawa, June 24, 1889," B.S. (R.G. 10), Ottawa: P.A.C.

62 Hayter Reed, Letter to "Ottawa, August 7, 1889," B.S. (R.G. 10), Ottawa: P.A.C.
Macrae, who had been appointed Inspector of Industrial Schools in 1886 upon the recommendation of Commissioner Dewdney\(^6\), visited the Battleford Industrial School and in his annual report stated that the principal had been able to maintain a nucleus of students in training despite the hardships experienced from the rebellion. He noted that after two years of operation since the troubles, the school had received more applications than could be accommodated. There was a balanced distribution of students at school.

- 11 pupils enrolled in Standard 4
- 10 pupils enrolled in Standard 3
- 12 pupils enrolled in Standard 2
- 11 pupils enrolled in Standard 1.

Included with the academic studies were eight boys detailed to training in the carpenter shop, six in the blacksmith shop and eight assigned to farm work. Macrae noted that seventy three percent of the boys were enrolled in practical training which compared with sixty percent the previous year. He noted that the value of the work done by the students, for the Indian Agent and reserves was $1,251.05.

Macrae observed that the students were happy and clean at all times.

They are rapidly acquiring an interest in the ways of white people in their mode of dress and thought. A noticeable feature of this school is its games. They are all thoroughly and distinctly "white". The boys use the boxing

\(^6\) See Appendix D, Macrae Report.
gloves with no little science, and excellent temper
and play good games of cricket and football with
great interest and truly Anglo-Saxon vigor. The girls
dress dolls, make fancy articles of dress, and play
such games as white children do. From all their
recreation Indianism is excluded.64

Macrae found it necessary to instruct Clarke in certain changes
in school management and internal economy, but expressed the opinion
that the principal was to be congratulated on the results of the past
two years' of work.

In July 1889 Clarke forwarded his report and school inventory
to Ottawa. The major portion of the report dealt with the development
of industrial training provided for the boys and the work that had
been done.

(1) The boys erected a frame building 20 ft x 16 ft to be used
as a school bakery.

(2) A one and one-half story frame building 32 ft x 20 ft
also erected by the boys, was built to accomodate the carpenter's
shop in the lower level and a paint shop in the upper level.

(3) The boys built a day school house with a shingled roof on
Sweet Grass Reserve.

(4) An annex to the Government Farm House on Moosomin's
Reserve was built by the students.

64 I. Ansdell Macrae, Inspector Protestant Industrial Schools,
Sessional Papers, 1889, Paper 16, pp. 146-147.
(5) During the winter, the old attic 80 ft x 20 ft was converted into comfortable dormitories for boys. Clarke credited the carpenter instructor and the boys for a job very well done.

(6) In the spring the students completed building a government store house on Sweet Grass Reserve.

(7) The boys built a picket fence at school to divide the girls and boys playing areas. They also fenced a flower garden.

The boys in blacksmith training built a number of new sleighs. Other work done by the boys included repairs to wagons and implements used by various reserves in the Battleford Agency and any repairs required at school.65

The school farm, reviewed next in Clarke's report, was considered as providing a satisfactory yield for school requirements of grain, potatoes and other vegetables. The care of livestock and the maintenance of the grounds, an essential feature in farm training, was well done by the boys. They had fenced a pasture. During the winter the boys were kept busy hauling rocks by oxen, for the foundation of a proposed addition to the school building.

At the suggestion of the Commissioner, a student monitorial system was established which Clarke claimed had improved school procedure. The staff controlled the student in a firm manner, tempered with kindness.

65 T. Clarke, Sessional Papers, 1890, Paper 12, p. 87.
Clarke ended his report with a summary of the girls department. In addition to mending and making all the clothing, the girls also washed all the dishes and performed other school chores efficiently. As a result of the girls work, a housemaid and a second seamstress and other hired help were not required.

The Department of Indian Affairs published the expenditures for Indian education for the year 1889. Legislative appropriations under authority 51 Victoria, Chapter 1, was set at $95,889.00 and a surplus from the previous year of $16,338.73 amounted to a total of $112,227.73. Expenditures for Battleford Industrial School were reported by Vankoughnet as follows: Salaries $6,191.04; food, $4,348.46; clothing, $4,286.26; furnishings including one reed organ, $115.00; medicine, $15.55; cooking range, $310.00; management $102.16. Listed under miscellaneous were the following items: 100 tons of coal, $1,200.00; lumber $1,378.00; 42½ tons hay, $294.50; 7000 bricks, $115.00; 264 cords wood $660.30; work on school $350.00; iron $318.25. The total expenditure for the school amounted to $23,795.81.

The editor of the Herald wrote that the Industrial School system was a wise scheme for the training of young Indians. On the occasion of the Christmas concert at Battleford Industrial School, he praised the work of the students, both in academic and trade endeavors.

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66 Ibid., pp. 88-89.

67 L. Vankoughnet, Deputy Superintendent General of Indian Affairs, Sessional Papers, 1890, Paper 12, pp. 90-91.
It had become a custom for the school to invite citizens and others interested in Indian education to observe the annual Christmas program.

On entering the hall at the distribution of prizes one of the first things that greeted the visitor was the simple and far reaching motto, "Christmas Greetings to all". It told the whole story. Everyone was welcome, and the gathering was a thoroughly representative one, ladies and gentlemen from all classes of society being present. Many had seen the children just as they were taken from the teepees and put into the school, and could therefore judge of the mighty improvement that had been effected in their conditions in the short space of time the school has been in operation. The change was greater than it was thought possible to bring about, in the course of a long term of years. Looking upon the whole scheme, as some did, as but a hopeless undertaking, they now cheerfully admitted that they had been mistaken, and that there was no longer a doubt that the solution of the Indian problem lay in educating the young.

... The copy book and blackboard work of the different classes would compare favorably with any school in the country aside from the fact that there the pupils have to learn to understand the language as well as read it, while in the common schools the pupils have only to learn to read a language they can already speak.

... More marked even than in the boys is the improvement noticeable in the girls. To one who does not know the appearance they presented when first removed from the squalor and wretchedness of their native homes the change is incredible. Clean smart looking and well dressed, they
give promise of the great possibilities in store for them in the future, when they become the heads of Christian households instead of remaining the slaves and drudges of the Indian camp. Besides the learning they acquire in the school room they are taught the arts of good housekeeping, and how to perform the thousand and one duties that mark the well ordered white family, and it is most satisfactory to be able to say that they evince greater interest in their work, and display a far greater aptitude in learning than was expected at the beginning of the experiment.68

A system of payment for student services performed while training in the various trades taught at Battleford Industrial School, had been established on June 10, 1889. The officials in Ottawa requested an accounting of credits earned by the students at Battleford Industrial School. In reply, on April 23, 1890, A.R. Forget, Assistant Commissioner, in Regina, forwarded a cheque payable to the Receiver General of Canada. For the various amounts earned by students who had worked on the new addition to the school, Forget enclosed the Principal's balance sheet record69.

Further examination of student annuities will be made in a later portion of this chapter.

68 Herald, Volume 12, No. 1, January 1, 1890.

In the annual accounting, Indian Affairs officials published the expenditures for the year ending June 30, 1890 at Battleford Industrial school as being $22,434.4970. The itemized expenditures are shown in Appendix F71.

Reed had inspected the Industrial School at Battleford, and reported to the Deputy Minister on a number of matters touching the institution. He stated that the $5,000.00 enlargement of school facilities had been completed. The girls at school enjoyed bright and roomy accommodations. He had arranged for laundry facilities to be moved to the girls' side of the school whereby "the sexes would be entirely separated for work."72

With regard to care for the sick, Reed ordered some small alterations in the main building which would accommodate hospital quarters in the upper level.

Reed was not pleased about school discipline, and he felt it could be improved.

During the whole time of my visit there appeared to be a marked lack of endeavor upon the part of the officials to see that they (the children) used English in preference to the vernacular, and I did not observe that


71 See Appendix F, Itemized Expenditures Battleford Industrial School for year ending June, 1890.

72 Hayter Reed, Commissioner, Letter to "Ottawa, Deputy Superintendent General of Indian Affairs, August 4, 1890," B.S. (R.G.10) Ottawa: P.A.C.
degree of tidiness which should exist in such an institution --- I warned the Principal that it was desirable that he should devote more time to school, and that it would be well for him to take a class for two or three hours in the morning or afternoon, although such is not the general custom. 73

Reed noted such items as costs incurred for pupil maintenance at school. The cost of feeding students was about nine cents per day. The standard of food and clothing was in accordance with Departmental regulations.

More children for this school had been procured by Commissioner Reed. Although school accommodations were not filled to capacity, he felt that additional children could be found on reserves and brought to school. Reed concluded his report stating that the Principal had faithfully carried out Departmental regulations.

Reed received a reply from the Deputy Superintendent's Office which approved the action he had taken at Battleford Industrial School. 74

Due to the enlargement of school facilities, academic studies suffered a setback. Clarke reported his problems concerning pupil reluctance in speaking English.

73 Ibid.

74 Unsigned, Letter to "Hayter Reed, August 27, 1890," R.S. (R.G. 10), Ottawa: P.A.C.
It is gratifying to report that the pupils have made good progress in their studies and are rapidly acquire a knowledge of the English language. Strenuous efforts are made to prevent the use of any Indian dialect in the institution. This is, of course, no easy task, especially with the boys received newly from the reserves, who are very obstinate in adhering to the use of their own tongue; but it will, with patience, not prove impossible to accomplish.\textsuperscript{75}

Clarke submitted a resume of work accomplished by the pupils over the past academic year. The boys had built new additions to the main building, made windows, shingled roofs and laid the flooring at school. At Thunderchild Reserve the boys had put up a school house. In the spring they built a school house on Red Pheasant's Reserve and Moosomin's Reserve. The boys also completed a farm instructor's house on Poundmaker's Reserve. The value of work done by the students was $1,329.00. With regard to blacksmith students, the work and output was not so impressive when compared with the carpenter student labours.

The farm students had saved the school $560.00 by putting up the required hay although garden and crops had suffered a severe drought.

Having established and developed an academic program and courses in industrial arts, Clarke also maintained a steady develop-

\textsuperscript{75} T. Clarke, Principal, \textit{Sessional Papers}, 1891, Paper 18, p. 118.
ment in religious education.

Great attention is paid to the moral teaching of the pupils. They daily read the Bible, catechism, the Lord’s Prayer and the Creed, and attend morning and evening prayers. On the Lord’s Day they attend morning and evening divine services and Sunday school in the afternoon.76

Hayter Reed made a spring visit to Battleford and, after visiting the school, he reported his displeasure with the circumstances he encountered. Although the matron had improved the economy of the institution he “had to find fault on several points, such as not having due regard to throwing out of slops and keeping surroundings clean, for which no one seemed to be responsible.”77 Reed was also dissatisfied with the hospital quarters which he had authorized a year earlier.

The hospital ward was not in a creditable state, and I forthwith had the children removed from that room to another downstairs, at present used as a sitting room by the employees.78

The problems surrounding the hospital ward which both Reed and a doctor thought could not be overcome were the noise, bad smells coming from the toilet rooms located below the hospital room and constant visiting among students around the sick ward. Reed observed

76 Ibid.


78 Ibid.
there were a large number of sick students not receiving the constant and required attention. He tried to obtain the services of a nurse but had to settle for an Indian woman who had a sick child in the school hospital.

I directed she should receive clean and suitable clothing. To attend such children one must be prompted more by a spirit of philanthropy than a desire for gain, otherwise I fear the poor children must lack proper attention at times. In view of this fact, and also of having a regular and salaried medical attendant in the Battleford District, I would strongly urge upon the Department the advisability of erecting a small detached building to be used as a hospital, to have one ward for boys, and one for girls, a dispensary, a bathroom, nurse's room and a large general ward which could be used for sick Indians from Reserves. 79

Reed recommended other improvements for the school such as the replacement of the old blacksmith shop by a new building, the enlargement of the carpenter shop to accommodate paint and shoemaker's shops, and erection of a play house for children to enjoy during wet weather. The play house would also relieve problems of supervision in the basement and classrooms. The total cost was estimated at $2200.00.

It was noted that the school enrolment stood at 112, which was an over enrolment of twelve students. Since funds were available, he hoped the Department would not only allow the twelve students to

79 Ibid.
remain at school, but also authorize an additional "six more children from the Stonies be taken, being the balance upon the reserve."80

The Guide

Reed wrote to the Deputy Superintendent urging the purchase of a printing press. He reasoned that a press at school could be the means to teach the art of printing and save expenses incurred in school requirements.

The Superintendent General, when in the country a short time ago, seemed to consider the idea a good one, when I mentioned it to him.

May I recommend it to the favorable consideration of the Department, and request its authority at an early date.

I think the sum of $600 or $700 would furnish us with all that is required, for the time being at all events.81

A notation on one side of Reed's letter was made by an official in Ottawa:

Would it be possible to spare that sum of money for the purpose? D.C.S. (Duncan Campbell Scott)82

The Deputy Superintendent decided to obtain information about provisions for training students as printers.

80 Ibid.

81 H. Reed, Commissioner, Letter to "Ottawa, Deputy Superintendent General of Indian Affairs, May 19, 1891," B.S. (R.G. 10), Ottawa: P.A.C.

82 Ibid.
Reed informed headquarters that P.G. Laurie, publisher of the Herald, had volunteered to instruct the students so that they would be competent printers. Tentative arrangements were that Laurie would teach the boys at Battleford Industrial School for a small charge if a printing press for the school was supplied, or he would train the boys at his shop at no charge. Reed believed that a number of boys from the school had already taken some instruction at the Herald office.

Macrae was probably aware of the correspondence about the printing press for Battleford Industrial School. During his visit to the school he proceeded with the plan. The first edition of The Guide, a Battleford Industrial School newspaper, was published on July 25, 1891. It was printed on pink paper, 4" x 6" in size and contained two pages of school news. Macrae wrote a letter of information to the Commissioner.

I enclose herewith 6 copies of the first issue of The Guide published under telegraphic authority received from you on the 22nd instant. An Editorial Board of 4 pupils has been charged for obtaining matter for next week's issue. Great interest is manifested in the paper by all the institution.

83 H. Reed, Commissioner, Letter to "Ottawa, Deputy Superintendent General of Indian Affairs, June 29, 1891," B.S. (R.G. 10), Ottawa: P.A.C.

Clarke supported Macrae's action in establishing a school newspaper and in a letter to the Commissioner expressed his opinion.

According to the authority of Mr. Inspector Macrae, a weekly paper containing news in and around the school has been printed by W.P.G. Laurie at the rate of $3.00 per week. This is a move in the right direction. The pupils are delighted with their little "sheet". It will be an excellent educator, and be the means of inducing children to write, read and think in English. This is absolutely necessary in order to make "English" the language of the institution.85

On August 11, a letter was forwarded from the Commissioner's office in Regina, presumably to Macrae which ordered the closure of the newspaper experiment. The reason given was that the recent Government regulations respecting printing and newspaper may interfere to prevent authorization of a school newspaper. "In the meantime you had better at once cancel the arrangement. The Department has no money at its disposal for such a purpose."86

A short time later, the Department of Indian Affairs authorized the purchase of a second-hand Gordon printing press from Laurie, publisher of the Herald. The purchase price was $300.00 for the press, $50.00 for the type and $50.00 for extra equipment purchased else-


The press was installed in the carpenter shop at Battleford Industrial School. The school newspaper became an important feature of institutional activities.

The last issue of The Guide was printed on June 25, 1899. The first two issues and several other editions of the school newspaper as issued under the principalship of Matheson have been included in Appendix G.

George Drever, Headsman of Mistawsis Band.

In a series of letters which cover the period from June 1, 1891 to July 24, 1891, the officials of the Indian Department investigated Indian complaints about the treatment of pupils at Battleford Industrial School.

Clarke wrote to the Indian Commissioner, Regina, stating that he had requested Agent Williams to see George Drever about rumors and complaints concerning his school. Drever had travelled to Battleford to make a personal inspection of the school. Williams informed Clarke that Drever was well satisfied with the Industrial

87 H. Reed, Commissioner, "Memorandum to Deputy Superintendent General of Indian Affairs, September 2, 1891," B.S. (R.G. 10), Ottawa: P.A.C.

88 See Appendix G for several issues of The Guide.

89 T. Clarke, Principal, Letter to "Indian Commissioner, June 30, 1891." B.S. (R.G. 10), Ottawa: P.A.C.
school. Williams reported that Drever was permitted to speak to every child and ask any questions he desired.

He (Drever) left the school thoroughly satisfied in every particular and thoroughly disgusted with his friends from the Reserve to which he belongs for circulating such unfounded reports. I think it is a great mistake to give Indians a pass for any extended period to visit the school or to give passes to large Bands to go at once to visit children at the school as those at Carlton and Duck Lake Indians made more discontent amongst the children at school than anything that has come amongst them, as will be seen that some seven or eight deserted shortly after they left. 90

Enclosed with the Indian Agent's report was a "Statement of George Drever" which Drever signed by placing his mark which was witnessed by Ashby.

I have been camped at the school about three weeks observing everything that has been going on. I visited the school with the Indian Agent, Battleford, saw the children at meals and I asked them all if they had enough to eat and they said yes, except for one boy who said he would like something better for breakfast. They had good meals. I am satisfied.

I have not seen a boy fight since I came here. The boys have not left the playground except with leave, some person is always with them playing, and the monitors help in looking after the boys. The little boys are not

90 R.J. Williams, Indian Agent, Report to "Indian Commissioner, July 7, 1891," B.S. (R.G. 10), Ottawa: P.A.C.
bullied; my boys are two of the smallest in the school. The boys' clothing is tidy and the boys look very clean. Their beds are very comfortable and clean. The reports I heard before I left home, and which Mr. Finlayson said he would inform the Commissioner, are not true so far as this school are concerned. There is only one thing I would like to see and that is, that a man should sleep in the sick ward with one of the three boys who are sick. Although all the boys can walk about and eat well, it would I think be better to have a man there. I am pleased to see my boys looking well and tidy, and I hope they will learn well as I want them to have a good education. 91

Clarke had reported the charges made by Finlayson, and had referred to Drever's statement that no mal-administration existed at school. Finlayson claimed that only 2 Indians from Snake Plains were allowed to visit the school which Clarke denied when in fact between twenty-five and thirty Indians had visited. Clarke expressed his opinion about permitting such a large group to visit the school at the same time.

I cannot but express my regret that such a number of Indians should be permitted to visit the school at the same time. It was utterly impossible to enforce discipline without giving offence to the Indians. With one or two exceptions the Indians appeared to be quite satisfied with the treatment of their children.

I would be pleased to know whether there are any means of punishing parties for spreading false reports amongst the Indians and inciting them to trouble and expense to the Government. Only a few days ago, some person reported in Poundmaker's Reserve that Mary Poundmaker was bleeding to death and no person looking after her, in fact that she was left alone in the ward, and that a boy had deserted owing to bad treatment. The parents immediately came to the school and to their great surprise and delight, found the girl in good health playing with the other children, and the boy enjoying a game of cricket (as they came in during the hours of recreation). 92

The notations made on the side of Clarke's letter stated that Agent Finlayson would be advised to act in the desired direction; and the Principal would be informed that the Agent was responsible to issue aid to visiting Indians.

School Baker Incident

In August 1891, during Macrae's visit to Battleford, the school baker had conducted himself in an unfitting manner. As a result, the Assistant Principal fired him. In his report, Macrae stated that since the baker had no claim to receive notice of dismissal, he concurred with the Assistant Principal's action. He employed, temporarily, the baker to the North West Mounted Police on the same terms for which he baked for the police; that is one dollar per 100 pounds.

92 T. Clarke, Principal, Letter to "Indian Commissioner, July 8, 1891," B.S. (R.G. 10), Ottawa: P.A.C.
of flour, and any bread yielded over 120 pounds belonged to the baker\textsuperscript{93}.

The reaction in Ottawa was that Macrae should not have made decisions without having prior approval of the Indian Commissioner. The senior officials directed that arrangements should be made to bake bread at school.

It is interesting to note that an Assistant Principal employed by the Department of Indian Affairs took authority to fire an employee hired by the same employer. This probably set a precedent for such action, although frowned upon by the senior officials in Ottawa, since the lowest official on the hierarchy to hire and fire employees would be the Assistant Commissioner. Apparently Macrae, as School Inspector, had not been vested with this authority.

\textbf{The Chiefs Meet in Prince Albert}


Chief James Smith complained that Indians were unable to remove their children from Battleford Industrial School whenever they desired. He wanted to see an Industrial School built in Prince Albert.

\textsuperscript{93} J.A. Macrae, Inspector of Protestant Industrial Schools, Letter to "Indian Commissioner, August 7, 1891," B.S. (R.G. 10), Ottawa: P.A.C.
Chief Attackoops stated that he had no quarrel to present, he had heard excellent reports about the Industrial School at Battleford. Although he had not visited the institution, he was satisfied and would say no more.

Rev. Badger complimented Clarke on the work done at Battleford Industrial School. He added that the government would not consider any school for Prince Albert if Indians removed their children from Battleford. Badger stated that he personally would do all he could to make the Industrial School at Battleford a great success in order that another like it could be built in Prince Albert. The Bishop, Clergy and Indians endorsed Badger's statement. 

Forget forwarded to Ottawa a copy of the report on the meeting which Clarke had submitted to the Commissioner's office.

**Inspector McGibbon's Report**

As a result of the unsettled circumstances surrounding Battleford Industrial School, Commissioner Reed assigned Inspector McGibbon, a staff employee at Regina, to check the institution. McGibbon visited the school on October 19, 1891, and submitted to the Indian Commissioner a twelve page report plus fourteen sheets of school accounts, which covered the period from October 1, 1890 to October 1, 1891.

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94 T. Clarke, Principal, Letter to "Assistant Commissioner, September 16, 1891," B.S. (R.C. 10), Ottawa: P.A.C.
1891, Forget forwarded McGibbon's report to Ottawa with the comment that the Principal had been notified about evidence pointing to his loose method of bookkeeping which had to be promptly rectified.

Written notations on the side of Forget's covering letter were Departmental comments to the effect that McGibbon had submitted an excellent report as it described school conditions. Credit was given to the Principal and other school employees for the good work they had done.

McGibbon reported in great detail on small matters happening at school which depicted some routine of school life. He referred to the mysterious disappearance of eleven blankets which had been loaned by the Duck Lake Indian Agency to keep the children warm during the trip to Battleford Industrial School. The Principal stated that the blankets in question were returned by a Mr. Bear of John Smith Reserve in March. McGibbon recommended an investigation to locate the whereabouts of the blankets since the officials at Duck Lake maintained that the blankets had not been returned.

Coal received for the school blacksmith shop weighed 1041 pounds but the receipt had been given for 1050 pounds. Forget had noted on the margin of the Inspector's report that the Department had been charged for the full amount. The error was due to a misunderstanding.

There were one hundred and twenty students enrolled of whom seventy were boys and fifty were girls. The average attendance was
one hundred ten students. McGibbon noted that Edgar Bear was transferred to Emmanuel College to take training for teaching school and Alex Sutton, an ex-student, was employed by the C.P. Railway near Calgary where he was earning one dollar per day.

McGibbon investigated and described details in various parts of the school such as old broken benches, worn oil tablecloth and the Matron's room, "a nice little room but it needs furniture. Only a little common pine table and two common chairs, this is all the furniture that this room contains." He noted that there was no shoe "blackening" and no matter how well the pupils dressed, their appearance was marred by dirty boots. "Oiled boots are not the thing either, as it dirties the girl's dresses." McGibbon thought the boys would look nicely in sailor caps which were stored in Regina and only being destroyed by moths and mice.

McGibbon turned his attention to the diet provided for the students. He observed the boys and girls to be large students who had large appetities and "if they are stinted in their food, the results may be more serious in more ways than one." The beef was first class quality but the flour was dark in color and the bread was not good. He recommended that the students learn to bake bread at school.

95 A.R. Forget, Assistant Commissioner, Report to "Ottawa, Deputy Superintendent General of Indian Affairs, November 2, 1891," B.S. (R.G. 10), Ottawa: P.A.C.
96 Ibid.
97 Ibid.
In sending the flour away to be baked, as it is now, who knows that the bread sent back is from the flour given them?\(^{98}\)

He examined and tasted the flour from thirty sacks and he considered the flour to be good.

The Inspector reported a shortage of girls' boots with the result that some girls could not go out doors. Forget noted in the margin of the report that McGibbon had written off one hundred pairs of boots which left forty-one pairs as serviceable. There were only thirteen pairs of boots left in the store room. No provisions had been made for the purchase of extra boots, except to have a shoemaker employed to repair boots as required.

The garden produced a good supply of vegetables but not as bountiful as the garden the year before. While out doors McGibbon observed the well which was powered by the windmill. The water from the well was pumped through pipes to large tanks into the school for toilet purposes and fire fighting tanks.\(^{99}\)

Since Mrs. Cameron resigned her position as Matron, Miss Raymond had been employed on a temporary basis. McGibbon was satisfied with Miss Raymond's service.

During the summer several children were enrolled who had a contagious skin disease which had been cleared and healed. The old

\(^{98}\) Ibid. \(^{99}\) Ibid.
clothing which belonged to the children had been fumigated and would customarily be sent back to the reserves, but McGibbon was concerned about this procedure.

... instead of sending the old condemned articles back to the Reserves, as has been customary, I will see that they are all burnt up, so that this disease will not spread from these old clothes. They are of little or no value anyway and it is the safest plan to adopt. 100

The Inspector praised the work of the Principal and staff and had congratulated them on maintaining a thriving school.

Lazarus Charles Dispute

A dispute between J.A. Macrae and Hayter Reed, which began in March, 1892 as a result of Macrae's report about the conditions at Battleford Industrial School, developed into a struggle for power of authority in matters affecting Indian education. It involved a number of other departmental officials and was brought to a climax regarding an Indian pupil, Lazarus Charles, who had been enrolled at Battleford Industrial School. This dispute, which raged intermittently over years, came to the attention of the Superintendent General who directed, by order of the House of Commons, that a report be prepared for presentation to Parliament at its next session. 101

The entire affair

100 Ibid


NOTE: All information pertinent to the dispute was obtained from the above source and will be indicated in following footnotes as Lazarus Charles Dispute.
which also dipped into personality conflicts, ended in 1897.

Hayter Reed, on February 3, 1897, headed his memorandum as "The trouble between the undersigned and Mr. Macrae" originated thus:

Mr. Macrae reported so severely against the management of the Battleford Industrial School in March 1892, that advantage was taken of by Mr. Inspector McGibbon's visit to the Battleford Agency in following November to have him examine into the then conditions of affairs - especially certain matters referred to by Mr. Macrae. 102

Inspector McGibbon's report dealt with a number of matters affecting the school, but the question of discipline as directed by Macrae, during his visit, came under criticism.

...locking a boy up in a cell, tying a girl's hands behind her back as has been done here, not with the consent of the principal, however, will neither repress faults, nor will they tend to develop good qualities. Making pupils to stand for two hours along side of a fence as punishment has been the case here. Punishments like these are more calculated to bring contempt on a school rather than to accomplish any "lasting good". 103

The report had been forwarded in the usual manner to Ottawa. The Commissioner made the customary marginal notes in explanation, and he had noted relative to the foregoing that the punishments were

102 Hayter Reed, Lazarus Charles Dispute.

103 McGibbon, Lazarus Charles Dispute.
alleged to have been ordered by Macrae, during the time when he assumed authority in the school.

Clarke, in a monthly report dated November 9, 1892, in addition to the Inspector's report, addressed his remarks to the Commissioner.

Lazarus Charles, the boy who was confined in close cells by Inspector Macrae during the time he was placed by you, last year, temporarily in charge of the institution, returned with his parents to the South Branch and is not expected to recover. 104

Lazarus Charles although very sick was taken home by his parents on October 21, 1892, on doctor's recommendation. The pupil died 105.

Clarke's report was transmitted to the senior officials in Ottawa in due course and without comment. The report had attracted the attention of the senior officials and they decided to have Macrae, who in the meantime had been transferred to Ottawa, write an explanation about the incident.

Macrae reported that Lazarus Charles was confined to quarters for truancy. Lazarus was...

...kept within bounds through the day and only at night confined in a partitioned off third of a well ventilated room about 14 feet by 16 feet. 106

104 T. Clarke, Lazarus Charles Dispute.

105 T. Clarke, "Report of Discharged Pupils" Sessional Papers, 1894, Paper 14, p. 103. This report is included in Appendix H.

106 Macrae, Lazarus Charles Dispute.
Macrae denied ever taking charge of the school during his visit for he had no authority. Furthermore, he had complied with the instructions issued by the Commissioner. He reiterated that Clarke was in charge of the school and had devised and carried out the punishment. Macrae stated that he supposed the punishment would not injure the boy's health, so he approved the Principal's action.

Macrae proceeded to condemn the entire story of his alleged actions at Battleford Industrial School as false, "instigated by a dishonest and malicious design upon the principal's part to throw disgrace upon his judgement and humanity." He accused the Commissioner of aiding and abetting the Principal by supporting false claims and suppressing the truth. He condemned the Commissioner's report.

... (The charges in the report) characterize the Commissioner's encouragement of the idea that he was in any such way in charge of the school, as to make him responsible for the imprisonment of Lazarre Charles, as the impotent malice of grossly untruthful insinuation, and fabrication, below the scathe of a clean pen and as belonging to libellers and beare a false witness.

Macrae's report was forwarded to the Commissioner to report upon the allegations made. The Commissioner's reply was brief and to

107 Ibid. 108 Ibid.
the point. He explained that the point of the dispute was the question of whether or not Macrae had been in charge of the school when Lazarus was punished. This answered would either make Macrae responsible or relieve him of the accusations.

The main purpose of Macrae's visit to the school had been to discover what grounds, if any, existed for complaints made by a number of Indian parents. Macrae after assessing the circumstances, was to ensure that management and discipline conformed to Departmental regulations. To facilitate Macrae's work the Commissioner had written a letter of instructions. The Principal was to follow the instructions and any suggestions that Macrae might offer.

The Commissioner admitted also that he had written the instructions to limit Macrae's authority and to curb any innovations which Macrae might implement. Accordingly, the Commissioner stated Macrae had no authority to punish Lazarus as he did.

Macrae was called again to explain his actions at Battleford Industrial School and his punishment of Lazarus Charles. Macrae defended his position by stating that the instructions issued by the Commissioner rendered it impossible for him to be responsible for the students' punishment.

In reference to his instructions, Macrae earlier had charged in his letter dated November 23, 1892, that his superiors denied him his authority but he had, nevertheless, acted within the limits of the instructions which were now considered improper. He assured the
senior officials in Ottawa that he had not assumed too much authority.

... an authority conceded to a principal as pertaining naturally to his office could not be suspect to be wanting in myself, who for the purpose of instructing a principal was invested with wider authority, emanating from yourself, and explicitly limited only to not altering or undoing what you had approved. 109

In another part of his letter Macrae wrote the following:

I directed the confinement of the boy's and met with the full concurrence of the principal -- there was but one way of holding the boy that I could see and I held him. You placed on my shoulders of amending the discipline and I trust it was amended. No amendment could be made without exercising power and I understood that you vested me for the purpose the necessary power. 110

The Commissioner reported that Macrae knew he had exceeded his authority and therefore did not report the punishment which he caused to be inflicted. Reed further stated that the Commissioner did not act maliciously against Macrae but rather had treated the school Inspector in a generous manner.

Vankoughnet, then Deputy Superintendent, reported to the Superintendent General that the papers which accompanied the Commiss-

109 Macrae, Lazarus Charles Dispute.

110 Ibid.
ioner's report confirmed that Macrae, and not the Principal, was in charge of the institution. Macrae had stated that he inferred from the instructions that he was to assume and maintain charge of the school during his visit. This claim Macrae contradicted during the investigation in 1897.

On May 17, 1895, Macrae complained in a letter to the Superintendent General, that when he had been transferred to Ottawa, by Order-in-Council in 1892, it was understood he would assume duties of Inspector of Agencies in Ontario and by another Order-in-Council, the duties were extended to include Quebec and other Provinces. Vankoughnet had employed him only for five months to evaluate Thousand Islands and Snail Island. Macrae complained that from 1895 to 1897 he had been given tasks which were degrading to an Inspector of Agencies and which were designed to destroy him and his status.

The Superintendent General, in 1897, reviewed the entire correspondence and concluded that Macrae should be acquitted of the Principal's charge that his order to confine Lazarus had contributed to the boy's illness and death.

Reed believed it was unintelligible to place blame on the Principal especially when the evidence indicated that Macrae had directed the discipline during his visit to the school. Reed despised

111 L. Vankoughnet, Deputy Superintendent General of Indian Affairs, Lazarus Charles Dispute.
the insulting accusations made by Macrae during the entire episode.

In reply to the Minister's inquiry about why Macrae had not been assigned the Inspector's duties, Reed explained that his predecessors questioned Macrae's fitness to be entrusted with such work. Macrae's conduct in the Lazarus Charles case had been condemned by the late Deputy, the late Minister, Mr. Daley and the last Minister, Mr. Hugh Macdonald. Reed saw no reason to disturb Daly's decision nor to reopen the case.112

Reports and Comments about Battleford Industrial School

For the school year ending June 30, 1892, Clarke reported that the English language was the only spoken language among the pupils at the school. He praised the students for their unfailing desire to speak in English at all times. The students understood that to speak any other language at school was forbidden.113

In the next portion of his annual report, Clarke stated that the trades shops continued to make good progress in student training. Two new shops were added to the school, aboot shop and a shoe shop and a printing shop. The editor of the Herald provided printing instruction until the students were competent to handle the printing of the school newspaper. The boys apprenticed to trades training were

112 Hayter Reed, Deputy Superintendent General of Indian Affairs, Lazarus Charles Dispute.

as follows: 17 farmers, 14 carpenters, 14 blacksmiths, 8 shoemakers, 3 printers, 2 school teachers.\textsuperscript{114}

The boys in the carpenter shop had laid the classroom floor and built new desks and seats. It was Clarke's opinion that the half day system, that is, half day for classes in academic studies and half day for training in industries, was at last showing results and the system worked beneficially for the students.

In the final portion of the report, Clarke discussed the progress of the outing system recently inaugurated at the school. Students were hired out as servants, employed at agencies, and others lived in white settlements. All students were self-supporting. In the behavior of the students, Clarke had observed a change.

The wonderful change that has taken place in the habits, character and general bearing of Indian youths who have attended our institution is quite beyond description; thus proving without doubt, that the system of industrial schools has been, and is today, one of the chief factors in domesticating the condition of the aboriginal tribes of this country.\textsuperscript{115}

In the spring of 1892 Laurie, as editor of the \textit{Herald}, gave his views on the Battleford Industrial School. He reported that there was a diversity of opinions in the Territories concerning the huge expenditure of the Indian Department. He defended the Indian Commissioner's efforts to make Battleford Industrial School a

\textsuperscript{114} \textit{Ibid.} \hspace{1cm} \textsuperscript{115} \textit{Ibid.}
successful enterprise. Of the school operation, Laurie stated the following:

The boys attend classes daily until they are twelve years of age, when they are detailed to different trades under instruction and guidance of experienced workmen.

The Indian language is not allowed to be spoken at any time on the premises.

... the staff of officials are never off duty while on the premises, the boys and girls being constantly under supervision day and night. This makes duties of the officials very arduous; but as they say; mirth and training of the children prevented it from being monotonous. The institution people are kept scrupulously clean. They are bathed twice a week under supervision; their clothing and bedding changed weekly, and the dormitories and sick ward well ventilated.\(^{116}\)

Laurie asserted that the sole aim of the Government Industrial School was to make the Indian youth self reliant and to place them on the same level as Canadians in industries and occupations. Laurie ventured to pass his opinion about the Battleford Industrial School.

We can safely say that the Indian School as it is today is the greatest and best gift the Indian Department have given to the Indian and his children, and that the Indian knows it and feels grateful for it, and that any reasonable and necessary expenditure upon the Industrial Schools is commendable.\(^{117}\)

\(^{116}\) Herald, Volume 14, No. 17, April 29, 1892.

\(^{117}\) Ibid.
In August, 1892, Battleford Industrial School had published the second issue of *The Guide* and Laurie, who had helped train the students in setting up their newspaper, was pleased to observe a great improvement over the first issue.\textsuperscript{118}

**Report on Pupil Discharge**

Clarke submitted his annual report which included a summary of pupils discharged from Battleford Industrial School up to and including 1893. The report published in the *Sessional Papers* shows the names of students, their ages, dates of discharge, term of enrollment at school, academic level achieved, and the trade taught to the student. The reports also indicated the reasons for discharge and history of the students since discharge. Photocopies of the reports are shown in Appendix H.\textsuperscript{119}

It could be noted that the majority of students discharged were enrolled for a period of less than two years. Three important factors which contributed to their lack of training were; one, Government policy originally insisted upon pupil entrance ages as between fourteen and sixteen, and discharge at age eighteen; two, the Riel Rebellion disrupted the school and as a result at least ten pupils never returned; and three, the deaths of pupils contributed

\textsuperscript{118} *Herald*, Volume 14, No. 28, July 22, 1892.

\textsuperscript{119} T. Clarke, Principal, *Sessional Papers*, 1898, Paper 14, pp. 212-213, and *Sessional Papers*, 1894, Paper 14, pp. 102-103. See Appendix H.
to their untimely loss. Other factors have been noted in the reports. Pupil retention improved after the Rebellion and with the relaxation of the policy governing the enrolment age of the pupils.

William Hope Incident

In January 1893, Laurie printed a story about a conflict which had involved a student and three school instructors.

A small sized revolt took place at the Industrial School on Tuesday, headed and carried out by Wm. Hope, one of the largest of the farm boys. Prompted by ill will against Alf. Macdonald, farming instructor, Hope took him unawares in the stable and inflicted serious wounds on his head and face. Mr. Gately, carpenter, came to see what was the matter when Hope struck him in the face with something that made a deep clean-cut gash. Just then Mr. Bragg, blacksmith, entered and responded to Hope's attack by promptly knocking him down and making him prisoner. He was taken before Insp. Hare, and the assaults being proved was sentenced to three months hard labor. Hope has always been a troublesome and turbulent lad, but lately he was thought to be doing better. He tried to get other boys to join him but was unsuccessful. 120

Annuities

In a letter to the Department in Ottawa, Dewdney reported that the Principal of Battleford Industrial School had asked to be allowed
to purchase an amount of hay to the value of doors and window frames made by his students for Battleford Agency. Dewdney also said that similar situations existed at other Industrial Schools in the Territories. The boys' work was valuable for the Agencies and Dewdney supported the principle of remuneration for work done. He believed that if the Agency was authorized to issue credit vouchers to the school for Agency work done, then the money could be used as an incentive for the students to make a greater effort in training. Dewdney further reasoned that should materials and tools used for Agency work be charged to the school vote, the rate of maintenance per capita would be greater than it should be in the public accounts. Dewdney wanted to know to what extent the Department would approve the above proposal.  

A few weeks later Dewdney wrote in reply to headquarters' inquiry about the meaning of Agency work. He explained that Agency work meant all work done for Agents, farms and Indians for which the Department had the responsibility to pay. There were specific regulations regarding such work as repairs to buildings or implements used at an Agency, and Dewdney presumed that the same principle could apply to farms, houses and implements used on farms. Dewdney further stated that the views of the Department were distinctly expressed and he would be glad to be advised whether or

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not the Department intended to approve the recommendations he had presented.

Approximately two weeks later, Reed wrote to headquarters for instructions concerning the problem of material and labour supplied by the Battleford Industrial School for work done on what was explicitly defined as Battleford Agency. The school claimed a credit of $617.09. The cost of the institution would appear in public accounts unless it was credited for the services rendered to the Agency, Indians and outside the Department. Reed claimed the situation was similar for other Industrial Schools. Reed observed that should the sum of $617 claimed by Battleford Industrial School be deducted from expenditures for 1886-87, there could be a reduction of $10 per capita per annum. He expected that the reduction for the next year would be greater.

Reed pursued the matter by writing again to Ottawa about the benefits available by endorsing the principle of making annuity payments to the students for services rendered.

Payment of nominal sums to apprentices when their services are truly of a valuable nature has so increased their interests in work elsewhere that it is my

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opinion that the Department will find it beneficial sooner or later to adopt a practice which I learned has become customary to some extent at least but even when the time arrives it is not considered well to make such payments in the Indian Industrial Schools. 124

Reed saw no reason why a $50 grant could not be made to the boys at Battleford Industrial School which also could serve as a precedent.

Headquarters officials, in reply, censored the Principal of Battleford Industrial School for having promised the students a grant when he should have first obtained permission from Ottawa 125.

In January, Reed, who had been promoted to Commissioner, pursued the matter for obtaining approval in compensating students for service rendered. Reed believed the money required would be appropriated through Parliament. In order to reinforce his argument he quoted payments made by the Department in the United States. Macrae had obtained the scale of payment used at Carlyle. A student after one year of service earned 16 2/3 cents per day and after two years of service earned 25 cents per day. The students learned not only to work for money they also learned how to save. Reed concluded his argument by making reference to the Principal at Mohawk Institute


who paid his apprentices small wages and gave them some privileges at school.\textsuperscript{126}

On April 23, 1890, A.R. Forget, Assistant Commissioner, enclosed a balance sheet from Battleford Industrial School of 1889 which showed a quarterly account of $102.40\textsuperscript{127}.

Headquarters acknowledged receipt of the account and the Department notified the Commissioner that trust accounts would be opened with the Post Office Savings Bank for the amounts deposited by individual Indian students\textsuperscript{128}.

By the end of 1890 balance sheets accounts for students became quite common throughout the North West Territories Industrial Schools, but there was one problem left which Reed felt must be solved. The students who, trained in the various trades, received payment for work completed for the Department, but the students training in farming received no remuneration. Reed requested that the Department see its way to extend payment to Indian farm students who worked as hard as any students enrolled in trades. The payment Reed estimated should enable the boys to earn as much in one year as the others did in trades training\textsuperscript{129}.

\textsuperscript{126} Hayter Reed, Letter to "Superintendent General of Indian Affairs, January 2, 1889" Annuities, B.S. (R.G. 10), Ottawa: P.A.C.


\textsuperscript{128} Letter to "Indian Commissioner, May 30, 1890", Annuities, B.S. (R.G. 10), Ottawa: P.A.C.

\textsuperscript{129} Hayter Reed, Letter to Superintendent General of Indian Affairs, June 5, 1891," Annuities, B.S. (R.G. 10), Ottawa: P.A.C.
COPY OF LETTER December 8, 1892.

Office of the

INDIAN COMMISSIONER,

Manitoba and North-West Territories.

Regina, Dec. 8, 1892.

Sir:

I have the honor to inform the Department that the Principal of the Battleford Industrial School has suggested that two pupils, Johnnie Wright and Gilbert Bear (who are the two oldest as far as admittance is concerned) should be considered as temporary employees of the Institution and be placed in charge of the painting and glazing and printing shops respectively and receive payment.

I would refer the Department to my letter of the 12th of April last No. 344 respecting payment to pupils farming and ask if some remuneration could not be given these two boys. I would recommend that they receive 10 cents per diem. They are getting on remarkably well and deserve some encouragement. The boys at the carpentering trade have opportunities of earning money that these boys have not.

Gilbert Bear is the boy who learned with Mr. Laurie and whom he considered was the smartest boy he had ever seen in learning the art of type setting. He it is who does the work of getting out the little newspaper "The Guide".

Your obedt. Servant,

(signed)

Hayter Reed,
Commissioner.

The Deputy Supt. General
of Indian Affairs,
Ottawa.
Forget wrote to the Deputy Superintendent General of Indian Affairs about the scale of payment that could be used to compensate the Indian students training in farming. He noted that boys who did carpenter work got 25 cents each day. He suggested that boys doing school farm work might get 12¢ each day for six months, but preferred to pay farm students at 6¢ each day for the days worked during the year. Forget reasoned that payment for winter work, perhaps not always farm work, would keep up student interest in the performance of duties.¹³⁰

In another letter, Reed assured the Department officials that the payment, if sanctioned, would be confined to a limited number of students who were considered the best workers. They would be formed into a class and others would be promoted to the class as vacancies occurred either through the students departures or dismissal from school.¹³¹

Written on the side of Reed's memorandum, probably by Duncan C. Scott was a note:

*It will be observed that the Commissioner does not say how many boys would be admitted to the proposed class. He did say ... a plan to pay them 6¢ per diem*


¹³¹ Hayter Reed, Letter to Deputy Superintendent General of Indian Affairs, February 9, 1892, "Annuities, B.S. (R.G. 10), Ottawa: P.A.C.
would hold good or the alternative plan." D.C.S. Approved. (signed by initials, not identifiable). 132

Thus, the policy of paying students for services rendered instituted a new official attitude towards students. Not every one favored the policy, as McLean, an official in the government service wrote his protest.

Who proposed the shame for depositing money here for Indians of the North-West? Is there no way this work can be done by Agents who give proper service - ? It appears that now the Indians are constantly drawing out the piutance deposited which involves a lot of work. 133

Scott answered McLean's protest that the scheme had grown larger than was first imagined. He believed it worked well, for pupils took interest in the money funded for them. Scott would not recommend Agents nor Principals to take the annuity accounting responsibility since they had no facilities to do the work. The funds must be administered as they had been or the whole system must be cancelled. Scott would not consider having the system cancelled and he therefore recommended student accounts be taken into Indian funds effective on

132 D.C.S. "Notations on Reed's Memorandum" February 19, 1892, Annuities, B.S. (R.G. 10), Ottawa, P.A.C.

June 30, 1897\textsuperscript{134}.

The selections of annuity deposits included in the appendix\textsuperscript{135} reveal some pertinent comments. Since school registers were unavailable for this study, probably burned or destroyed by some other means, the annuity forms, in a limited way, show information on some of the pupils who had been enrolled.

April 2, 1892

\textit{Savings Bank Account No. 23070,}

\textit{Credit Alex Sutton, formerly pupil of the Industrial School at Battleford, may be withdrawn and forwarded to this office and be handed over to the depositor who wishes tools in order to follow his trade as a carpenter.}

\textit{Signed: Hayter Reed.}\textsuperscript{136}

\textbf{Clarke's Report to Ottawa for 1893 and 1894}

In his tenth annual report, ending June 30, 1893, Clarke submitted an inventory of all Government buildings and properties. He also, with some degree of pride, reviewed the accomplishments of the Battleford Industrial School.

\textsuperscript{134} D.C. Scott, "Memorandum for Acting Secretary, June 9, 1897," \textit{Annuities, B.S. (R.G. 10)}, Ottawa: P.A.C.

\textsuperscript{135} See Appendix K.

\textsuperscript{136} Hayter Reed, Letter to "The Indian Department, April 2, 1892," \textit{Annuities, B.S. (R.G. 10)}, Ottawa: P.A.C.
In reviewing the history of the school since its inauguration in 1883, I cannot but express a feeling of satisfaction and gratitude for the steady progress and advancement that has, from year to year, been made in each and every department.

There have been unlimited difficulties to surmount in the past, and there will necessarily be many more to overcome in the future, in dealing with the aboriginal races of the country, and in endeavoring to transform them into useful citizens.

Any person who saw the Indians in their nomadic life sixteen years ago, when I first commenced work amongst them in this district, cannot but admit that Christianity and civilization, accompanied by divine blessing, have achieved wonders in improving the condition of the rising generations of Indians. 137

Consistent with previous reports, Clarke made very brief reference to classroom studies and in general indicated the progress of pupils as satisfactory. He was pleased to see a beginners class commence as it meant fuller training for the students.

Clarke reported that the girls had become more like white children in dress and manner through training. They spoke in English exclusively. Their practical training included cooking, dairy-work, kitchen baking, sewing, knitting, washing, carding and spinning wool into yarn and all other household chores.

137 T. Clarke, Principal, Sessional Papers, 1894, Paper 14, p. 100.
The farming operations were successful and sufficient vegetables were grown to meet the requirements of the school having harvest was carried out by the students under the supervision of the farm instructor. The boys cultivated the land and seeded the grain. They also repaired the fences in different areas of the school grounds.

Gilbert Bear, a student in charge of printing the school newspaper, The Guide, had been selected to attend the Columbian Exposition where he would assist in the printing bureau under the Indian Department at the World's Fair.

The blacksmith's shop, being fully equipped, continued to do Agency and Reserve work. An amount of $424.90 was realized from other work contracted with the students.

The boot and shoe shop, a training venture commenced the previous year, had developed very well. The boys repaired all the shoes for the school. Since there was no shoemaker in town, many citizens were having their footwear repaired at the school.

A new paint shop was instituted and placed under the direction of a student, Johnnie Wright. Clark took opportunity in this instance to present, bifocally, the value of the paint shops and what it has meant to the student.

He (Johnnie Wright) repainted and kaledomined the whole of the main building inside, and did all the painting required for the institution, as well as some wagons for the agency. When he first entered the school he was what we termed a very troublesome
boy, would run away and do many things he should not have done. I am pleased to report that he has already developed into a steady, painstaking and energetic young man. If half the younger boys turn out as well as he, our labours will be amply rewarded and the Government and people of Canada will have cause to know that the money expended in the education of the Indian youth has not been in vain. 138

The carpentry shop continued to be a source of revenue to the school. The main work performed by the students could be listed as follows:

1. The boys constructed a blacksmith shop, 50 feet by 30 feet, a boot shop, a printing shop and a painting shop.

2. They travelled to Moosomin's Reserve where they built a house for the farm instructor.

3. The boys, at school, built a large root house to store produce next to the main school building.

4. They completed a variety of repairs to the main school buildings, outhouses. They constructed and installed new window sashes, doors and relaid the flooring.

5. In the spring, the students built fences, and extended the picket fence. They built a sheep enclosure and a pig pen.

6. The boys assisted in building a school hospital and a recreation room.

138 Ibid.
Carpenter Shop — Battleford Industrial School with shoemaker's sewing machine, prior 1900.

The police horse called Old Dick was about 30 years of age. Old Dick worked hauling wood to the school kitchen and woodshed. Harry Wuttunee holds the reins and the large boy standing beside him is George Stone. The little boy was nicknamed Chinam or Sackamen since he sang songs very well. Incidentally, the horse belonged to Rev. Matheson, school principal.

Threshing time at school
Clarke was pleased with the accomplishments and with the boys' abilities in carpentry.

The boys showed great improvement in their workmanship and energy, and their obedience and promptness were marked, not an idle moment was spent. 139

Standard Courses of Study

In the standard course of study for Indian Schools140 outlined in the year 1889 by the Department of Indian Affairs, there are ten subjects listed. They cover the areas of English, arithmetic, geography, music and religious instruction. The brevity and quality of the programme seems not to have provided teachers with sufficiently specific guidelines.

However, along with a more specific and detailed listing of material to be taught, the programme of studies for 1894 makes four significant additions: that of courses in ethics, history, general knowledge and calisthenics. The ethics seems designed to instruct students in Canadian values, and living and working habits. For older students in standards five and six, ethics was directed to the special situation of Indians in Canada, including such topics as the citizenship of Indians, Indian and white life, the evils of Indian isolation, 140

139 Ibid.

140 Sessional Papers, 1890, Paper 12, p. 171, and Sessional Papers, 1895, Paper 14, pp. 246-249. See Appendix I.
and enfranchisement. Studies in general knowledge are fitted to provide students with information about such things as money, animals, government and law, all valuable to the students industrial training. The calesthenics is directed at providing a happy variation in studies.

It would seem from the brief notes accompanying the programme of studies for 1894 that the report by J. Ansdell Macrae dated December 12, 1866141 was influential to the revisions made to the programme of 1889. For instance, it is recommended that the unnecessary use of text books be avoided. This was a point stressed in Macrae's report. Also, there is a mention of teacher competency, another point stressed by Macrae, being measured by the Indian students comprehension of reading material. If the student read like a parrot, the teacher was considered incompetent.

Selected School Events in 1894

In 1894 Battleford Industrial School suffered a loss of the carpenter's shop due to fire. The Department of Indian Affairs had promptly provided new tools for the construction of a new building142.

With regard to other technical training, Clarke reported that Isaiah Bear, a young boy, was sent to the Columbian Exposition where he distinguished himself as a shoemaker. Isaiah Bear, on his return,

141 See Macrae's report in Appendix E.

142 T. Clarke, Principal, Sessional Papers, 1895, Paper 14, p. 150.
assumed instructing duties at Rupert's Land Industrial School. Meanwhile Gilbert Bear, due to his fine work in printing the "Canadian Indian" at the Exposition, was employed at the school. Johnnie Wright was kept busy painting and kalsomining the school and glazing broken windows.

Two girls also had attended the World's Fair and upon their return, one obtained employment as a seamstress at Rupert's Land Industrial School and the other as a nurse at Battleford Industrial School.

Clarke praised the students who attended the World's Fair for they won a medal for the school and diplomas for themselves.\textsuperscript{143}

A new industry was introduced at Battleford Industrial School, hog raising. It was begun as a project and Clarke assured the officials in Ottawa that hog raising would receive more attention in the future.

Important visitors to the school during the year included, among others from Eastern and Western Canada, the Superintendent General of Indian Affairs, Deputy Superintendent General of Indian Affairs and the Bishop of Saskatchewan.\textsuperscript{144}

**Official Inspection of Battleford Industrial School 1894**

As a result of the official visit, the Department of Indian Affairs documented in descriptive detail the condition and operations of the Battleford Industrial School. One of the main new buildings

\textsuperscript{143} Ibid. \textsuperscript{144} Ibid., p. 151.
added to the school premises was the recreation room, 60 ft x 24 ft, with a 12 ft. high ceiling. The recreation room built on a stone foundation was lathed, plastered, and sheeted with dressed lumber. The building was to be heated by stoves. The new hospital was nearly completed. It was a cottage style building 30 ft x 26 ft. The ground floor accommodated a nurses room 8 ft x 12 ft; boys and girls sick rooms, each 17 ft 6 in. x 17 ft with a 12 ft ceiling; a dispensary, 16 ft x 8 ft; hall 4 ft x 16 ft; a porch in back and a verandah in front.

The bakery and laundry buildings were in good order and had tidy appearances and upon inspection the officials stated:

*I visited and examined the bakery. I found two Indian girls, Marie Robson and Catherine Payack, doing the work. The place was perfectly clean. The girls had white aprons on and the bread made was first class. They make yeast themselves. This place was very satisfactory in every way. The laundry was also found to be in good shape. All the girls have to take a share in the work. Ironing is also done here.*

In the school yard the strongly fenced corral near the stables contained about seventy tons of hay. Near the corral were large piles of firewood and next to the wood was a small shed for storing oils. The windmill and garden were fenced. The spacious new blacksmith's shop contained four forges and other tools enough for twelve boys to learn

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145 *Sessional Papers, 1895, Paper 14, p. 104.*
the trade. The shoemaker's shop was a comfortable area where five boys worked. The materials and tools had been conveniently arranged. The inspector observed that slippers, long and laced boots, moccasins, were made in the shop and old boots repaired. The printing shop adjoined the shoemaker's and at the other end of the building was the paint shop under the care of Johnnie Wright. The inspector was pleased to see the paint shop clean and neatly arranged and he noted that Johnnie, an Indian boy, had become a good mechanic.

In reference to the carpenter's shop the inspector had made the following comments:

This building has been removed on a line with other buildings. Twelve boys are learning this trade and they are capital workers. They have done most of the work on the new buildings, besides making window sashes, tanks, benches, doors and many repairs. The smaller boys were putting on laths in the recreation room and they were exceedingly expert at the work.146

The inspector was informed that the old blacksmith shop would be relocated in the school yard where it would be used as a storage shed.

The storehouse and coal shed were in good condition and would continue to be utilized. The inspector passed the flagstaff on his way to inspect the main school building.

I may begin by saying that I did not find a dirty or untidy spot in the whole building. There is the

146 Ibid.
entrance from the side which leads to the boys
wash room. There is the office and reception-room.
Upstairs is No. 1 boys dormitory, eighteen beds.
Six are wooden, the other beds are iron. Each bed
has a hay palliase, three blankets, two sheets,
counterpane, pillow, and each boy has a nightshirt.
Room clean, beds tidy and ventilation appeared to
be perfect. Each boy has a neat little box at the
head of his bed to hold his clothes, books, etc.
The boys make their own beds. No. 2 dormitory (boys)
thirteen beds, same as No. 1. Room nicely kalsomined
and whitewashed. No. 3 dormitory (boys) ten beds,
same as the others. Boys bathroom over the wash room
downstairs. A stove has been supplied, as I asked
last year, for this room. 147

The next areas of inspection were the boys and girls sick
rooms which would not be required when the hospital construction was
completed. Each sick room had four beds and only one sick girl
occupied the girls room. The inspector noted that one boy had died
a few days before his visit.

The girls dormitories Nos. 1 and 2 contained six beds each
while dormitory No. 3 held ten beds. The furnishings were the same as
the boys quarters. The girls dormitories were bright and cheerful and
many girls hung several pictures, mottoes and pennants on the walls. The
heating and washing facilities in the dormitories were similar to the
arrangements made for the boys.

147 Ibid., P. 105.
The wash basins, taps, etc. were all shining bright, showing that these girls have the idea of cleanliness well instilled into them. No. 4 dormitory for girls, contains five beds for the older girls....The old sewing room, adjoining the dry goods store room upstairs, is now used as No. 5 dormitory for girls. There are nine beds here.\(^{148}\)

The inspector observed that the cooks bedroom was located at one end of the girls dormitory.

The sewing equipment was located in a small room downstairs and at one corner of the dining room. The Assistant Principal's office, Matrons and Governess' rooms and the large hall had been kalsomined. The dining and sitting room reserved for the staff was located opposite the Principal's office.

The inspector next visited the classrooms. He observed that the walls and ceiling were sheeted with dressed lumber which gave a comfortable and cheerful place for pupils to study. He recommended that the kitchen also be finished in dressed lumber which was cheaper than and a better remedy to repair the fallen plaster.

The meals were well cooked and were served hot, the matron, Miss Gibson, taking special personal supervision of the serving of them. The behavior of the pupils at the tables was good.\(^{149}\)

The inspector turned his attention to the farming and gardening operations of the school. Twenty-seven acres were sown to crops.

\(^{148}\) Ibid. \(^{149}\) Ibid.
Results were very little, only some fifty bushels of potatoes having been secured. Some grain was cut green for feed. One hundred and twenty loads of hay were cut on the school lands. Nine acres of new land were broken and five acres summerfallowed. The new root house kept potatoes and turnips very well during the severest weather. Eleven boys are following farm. The cattle were in fair order. There are: oxen, seven; bull, one; cows, fifteen; steers, one; heifers, two; bull calves, four; heifer calves, five; total, thirty-five. Horses and colts, three; sheep, nineteen; pigs, thirty-four. Seven cows were being milked, but not sufficient for the use of the house. I took inventory of the provisions and dry goods and of articles in use in the house, and of the tools and implements on the farm and in the work shops, and condemned what were worn out and of no further use and wrote the same off, balancing each account to the 31st October 1893. The various books were carefully checked. Mr. Parker was doing the office work in a satisfactory manner.150

There were 108 students enrolled, fifty nine boys and forty seven girls and two were away on the outing system. The inspector noted that the Assistant Principal, Mr. Fenwick, held a M.A. degree, and a first class certificate from the Educational Board of Manitoba and the same for the North-West. Grade A. The girls teacher, Miss Smith, also was experienced. The inspector rated the academic work of the school as excellent. "The classes are well arranged and the work is thorough, discipline good and progress very satisfactory.151.
Note the number of chimneys, school bell, fire escapes. The roof is under repair.

A general view of a number of buildings that formed the Battleford Industrial School Institution.
Influence of Battleford Industrial School

The students which the Indian Agent of Carlton District had recruited in May 1894, had deserted school. Laurie explained that they were new students who were homesick, and who listened to an old Indian who said that education and changing life styles were not worthwhile. In September Clarke left for Sandy Lake to bring the boys back to school\(^\text{152}\).

Later that year the school newspaper, The Guide, published a list of Agencies from which the Battleford Industrial School had obtained students.

<table>
<thead>
<tr>
<th>Agency</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Battleford Agency</td>
<td>52</td>
<td>24</td>
</tr>
<tr>
<td>Onion Lake Agency</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>Duck Lake Agency</td>
<td>19</td>
<td>10</td>
</tr>
<tr>
<td>Carlton Agency</td>
<td>22</td>
<td>16</td>
</tr>
<tr>
<td>Cumberland Agency</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>Ou'Appelle Agency</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>117</strong></td>
<td><strong>62</strong></td>
</tr>
</tbody>
</table>

In December, Clarke left the school on a recruiting mission in the western part of the agency "in an effort to get more aborigines to take advantage of free food, free clothes, free tuition which the institution offers."\(^\text{154}\)

\(^{152}\) Herald, Volume 16, No. 24, September, 1894

\(^{153}\) Herald, Volume 16, No. 32, November, 1894

\(^{154}\) Herald, Volume 16, No. 35, December, 1894.
A Parent Contests School Control

On March 16, 1895, Laurie published in the Herald a news item which was of eminent concern to all Industrial School officials, "to what extent have Industrial School authorities over the pupils?"

Laurie wrote that the question was the cause of much trouble for local school officials which had been instigated not so much by Indians but by others who, acting as reformers, opposed regulations governing the schools. Laurie assured his readers that pupils were admitted to Industrial Schools on conditions well understood by Indian parents or guardians. When children ran away or were taken away by guardians, the question on the powers of the School to reclaim them had become a point of law and an important case was before the Courts in Manitoba.

Chief Prince of St. Peter's Reserve had taken his son from St. Boniface Industrial School and the school officials sent a police constable to bring the boy back. Chief Prince resisted the police and as a result was summoned to Court for interfering with police work. The lower court had found Chief Prince guilty but bound him over to the Court of Queen's Bench. School authorities at Battleford, as elsewhere, believed that if school powers were not upheld, the usefulness of the Institution would be seriously weakened.

Battleford Industrial School had experienced several instances of concern which can be noted in Clarke's "Report on Pupil Discharges"

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155 Herald, Volume 17, No. 10, March, 1895.
"William Hope Incident" and "Lazarus Charles Dispute" mentioned earlier in this chapter.

Resignation of Principal Clarke

On July 1, 1894, the public became aware that Battleford Industrial School would soon change its administration to the per capita system. Other Industrial Schools also affected were at Qu'Appelle, Regina and High River. The schools would cease to be government operated institutions when the various religious denominations assumed the management of the Industrial institutions. At Battleford there was no immediate change of staff nor in the methods used in training Indian youth.

Archdeacon Mackay corresponded, in January, 1894, with senior officials in Ottawa concerning per capita arrangements and a strategy for Church take over of Battleford Industrial School. The plan affected Clarke's term as Principal of the school at Battleford. Mackay received a reply which initiated an agreement for the transfer of school management and the removal of Principal Clarke.

It has just occurred to me that I said nothing in answer to a remark made in one of your letters to the effect that your temporary charge of the Industrial School might pave the way to your Church taking it over on a per capita system of maintenance if the Department still desires that such should be done so. I now write to assure you that the Department is very pleased if the

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Church will consent to the change. 157

A few weeks later both the Archdeacon and the Bishop wrote to Ottawa urging the Federal officials to accept their endorsement of E.K. Matheson as Principal of Battleford Industrial School.

The Deputy Superintendent of Indian Affairs forwarded a reply to Archdeacon Mackay.

... I may say that in view of so strong a recommendation of yourself and a cordial endorsement of the Bishop, I am not disposed to offer any objection to Mr. Matheson's appointment. While, however, I have no doubt that he is all you say of him, I cannot divest myself of some misgiving as to whether he may turn out the right man of the place nor of a feeling that someone who has had more extended opportunities of contact with latest educational and general views than the limits of Mr. Matheson's experience have afforded would be more likely to make a success of the work. 158

The confidential plan for removing Clarke from Battleford Industrial School and appointing Matheson to the Principalship was initiated by senior Church officials and agreed upon by the authorities of the Department of Indian Affairs. For purposes of public relations,


Mackay assigned both Matheson and Hogbin to temporary school management duties; but Matheson was assured of the appointment since he was favored by the Archdeacon and the Bishop.

Aside from Matheson's ambitious motivations and the Bishop's desire to maintain control in Indian education, it is necessary to examine other circumstances which contributed to Clarke's dismissal.

Clarke, throughout the years of work in building and developing the Industrial School institution, was obliged to give allegiance to the Department of Indian Affairs and to the Church of England in Canada. He did not meet the expectations of the authorities for he devoted much of his time and energy to his school according to his views. The Church officials may have considered Clarke a man highly influenced by the Indian Department, a man more concerned with developing secular rather than religious education.

He pressed for improvements in building facilities, for additional shops and equipment for various trades training. The costs were high. Clarke was considered by some Government officials as meddlesome and a poor manager of school accounts. He introduced innovations in Industrial training programs. In 1894 he promoted a hog raising project as an innovation for providing students with additional training and as a source of income to help the school meet the objective of self support.

159 T. Clarke, Principal, Sessional Papers, 1895, Paper 14, p. 151.
Clarke wrote to the Commissioner in January 1894 suggesting a rearrangement of duties within the school. He recommended a greater emphasis on academic education, a proposal which was not in keeping with the current Industrial School philosophy of half day classes and half day work sessions for the pupils. He was thinking ahead of his time; and in his letter to the Commissioner he presented his views.

I beg to suggest that the duties and position of Assistant Principal and teacher be divided. After years of experience, I find it utterly impossible for one to teach school and to perform the duties of Assistant Principal with any satisfaction either to himself or to the Institution. Mr. Fenwick is a trained teacher and will possibly fill that position.

By teaching six hours a day the pupils would receive greater advantage than at present and would undoubtedly make better progress in the classroom. 160

The half day system remained unchanged for Matheson was prepared to follow the established scheme.

Unknown to Clarke, as he worked at school, Archdeacon Mackay was negotiating in January 1894 for his dismissal under the conditions set out in the per capita arrangements.

Reed, who was Deputy Superintendent General of Indian Affairs and who knew Clarke through official experiences in the North West Territories, was determined to document and build a case against the

Principal. An incident which resulted in the destruction by fire of the carpenter shop at Battleford Industrial School was brought to Reed's attention. He was in possession of a letter written by the Assistant Principal which described the circumstances of the fire. Commissioner Forget was ordered by Reed to conduct an investigation according to instructions.

... The Department requires a full and independent investigation into the most serious occurrence. It got the controller of the N.W.M. Police to order a board of police officers to make the necessary investigation and you learning this morning that the instructions had been wired to the commissioner of police. I sent you the following telegram "The Mounted Police are directed to appoint a board of officers to enquire into the Battleford School fire, instruct that all aid be given them. Pending the result of the investigation nothing need be said about the contents of Assistant Principal's report which are noted for future reference if necessary."

Such a documentation against Clarke was unnecessary, for, no doubt, Archdeacon Mackay had informed Clarke about the arrangements negotiated by the Church to control the Industrial School under the per capita system. Included in the negotiations was the change of management and staff. Clarke was given a three months leave to visit England.

Clarke tendered his resignation as Principal of Battleford Industrial School to take effect December 31, 1894. On January 8,

1895, Archdeacon Mackay and Mr. Fleetham, Clerk in the Commissioner's office in Regina, arrived by stage to take over the school. The public was informed that Mackay would remain as acting Principal for about one month or until a new Principal had been appointed.  

Laurie had words of praise for Clarke who had successfully established and developed the Battleford Industrial School.

The Battleford School was organized by Mr. Clarke twelve years ago, the material at hand being the most ignorant and unpromising character, and the facilities for conducting an institution such as it was proposed to establish were of the scantiest character. The children were fresh from the plains, ignorant of everything that bore on civilization, accustomed to the wild freedom of the plains, and unable to understand a word of English. Only those who saw them at that time can form any idea of the tough nature of the job that lay before Mr. Clarke, who was for a long time both school teacher and superintendent of everything pertaining to the establishment.

... Whatever improvement had been made amongst the young was lost at the time of the rebellion. Everything had then to be begun over again; but more ample provision was made for the school, and the advancement of the pupils soon became very noticeable. Once they had overcome their dislike to discipline and come to realize that their present and future comfort and usefulness were the objects of the

162 Herald, Volume 17, No. 2, January 11, 1895.
school, their progress was satisfactory and in many cases really wonderful. One of the greatest trials the young people felt was the change from teepee to house life, having to come under rules and regulations, and having to learn the English language. Patient perseverance and the gradual enlargement of the staff and school premises, with the example of the earlier pupils made the task of breaking in the new ones easier. The difference between the pupils now and what they were a few years ago is so great that critics will fail to realize the progress that has been made and may probably think Mr. Clarke and his staff had an easy task, or that things fell naturally into their present shape. 163

Laurie concluded his tribute to Clarke with an observation that changes in school administration and Principalship are not always an improvement.

163 Ibid.
CHAPTER V
THE DECLINE OF BATTLEFORD INDUSTRIAL SCHOOL

E.K. Matheson became the new Principal of Battleford Industrial School officially on April 1, 1895. His appointment was made possible due to the efforts of Archdeacon Mackay and Bishop Pinkham. The ecclesiastical authorities felt certain that Matheson would emphasize religious training at the Industrial institution. Due to the implementation of the per capita system at Battleford, Deputy Superintendent Reed, who wanted the new Principal to be a person with educational qualifications, reluctantly agreed to Matheson's appointment. Matheson supervised the program of academic studies and industrial training at Battleford Industrial School for the next nineteen years until the Institution was closed on May 31, 1914. Presented in this and the following chapter are the events which affected the school and students under Matheson's Principalship.

Edward K. Matheson

Edward K. Matheson was born in 1855 in the Red River Settlement and from the age of nine, when his father died, he was raised by his uncle Hugh Pritchard who adopted Edward and a nephew Samuel P. Matheson. He learned to speak the Cree language when he came west in 1877 at Sandy Lake and Snake Plains. He always spoke Cree in a very precise and scholarly way.1

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1 Interview, Ruth Matheson Buck, at her home in Regina, 1969.
In 1882 Matheson graduated from Emmanuel College with a double distinction of being the first full time divinity student and winning the prize given by Lieutenant Governor Honorable David Laird, "for having the highest number of honor marks at the examinations each year."²

Over the next four years Matheson was in charge of small but widely scattered missions with headquarters in Prince Albert. He won the friendship and respect of the Indians. For a time, he served as chaplain and interpreter during the Rebellion of 1885 without fear for his own safety.

In 1886 Bishop MacLean sent Matheson to the mining town of Lethbridge where he worked until he received his first appointment at St. George's Church in Battleford. For more than four years he served well to fulfill the family traditions of "service in religion and education"³ for which his grandfather had received recognition, many years earlier, from the Hudson Bay Company.

In June 1892 Edward Matheson married Josephine Raymond from London, Ontario. Josephine Raymond, who joined the staff of Battleford Industrial School the year before, was a gentle body interested in art and music.

² Letticia Lester, Autobiography of Canon Matheson, unpublished writings. The notebook is in the possession of Mrs. Ruth Busk who is a sister to Mrs. Lester of Hainy, B.C. Both ladies had known their Uncle, Edward Matheson, very well.

³ Ibid.
Matheson returned to his former mission work near Prince Albert when in 1895, Bishop Pinkham and Archdeacon Mackay asked him to undertake the reorganization of Battleford Industrial School as Principal. Due to the harsh demands of life in the North West Territories, the Mathesons suffered death of their three children who died either at birth or in early infancy. Mrs. Matheson died in 1903.

In June, 1905, Rev. Edward Matheson married Eleanor Shipherd. The marriage was conducted by his brother Rev. John Matheson.

Matheson as Principal of Battleford Industrial School, was known by the pupils as "Red Beard." He was loved by little children who would catch at his clothes as he passed along the hallway of the school and outdoors during play. At the same time he would stand for no nonsense, although he was kindly and patient with Indian children.

When the Battleford Industrial School was closed in 1914, Matheson continued to serve his Church in various capacities. In 1923 Emmanuel College conferred the degree of Doctor of Divinity to Canon Matheson in recognition of his faithful service.

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5 Ibid.

6 Ruth Matheson Buck, op. cit., interview.
Rev. Edward K. Matheson
Principal of Battleford Industrial School, 1895 - 1914
In the years that followed Matheson became an invalid.

Canon Ahenakew said of Matheson:

Calm christian fortitude, the wonderful patience and the uncomplained attitude of mind which he shows are an example which is a hundred fold more eloquent and effective which mere words however sincerely uttered, can ever be. We have an object lesson before us in him which we can never forget, which cannot but influence us for good.7

Matheson died on January 1, 1931, and he was buried in the Battleford cemetery. On October 17, 1945 Mrs. Eleanor Matheson died in Toronto and her body was taken back to Battleford.8

**Per Capita System Negotiated for Battleford Industrial School**

In 1894 the Deputy Superintendent requested information about Battleford Industrial School since the institution was being considered in an administrative shift to a per capita basis. Forget replied in accordance with the instructions and forwarded the following information to Hayter Reed who had been appointed Deputy Superintendent General of Indian Affairs.

Battleford Industrial School to April 25, 1894, Expenditures

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>5,474.17</td>
</tr>
<tr>
<td>Groceries and Provisions</td>
<td>3,880.24</td>
</tr>
<tr>
<td>Fuel, Hay, Lime, Light</td>
<td>2,120.97</td>
</tr>
</tbody>
</table>

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7 Letticia Lester, *op. cit.*

8 Ibid.
Average for three quarters
The per capita cost

Several letters were exchanged between the officials of the Department of Indian Affairs and the office of the Bishop of Saskatchewan.

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9 A.R. Forget, Commissioner, Report to "Hayter Reed, Deputy Superintendent General of Indian Affairs, April 25, 1894", B.S. (R.G. 10), File 113860, Ottawa: P.A.C.
regarding the implementation of the per capita system for Battleford Industrial School. One letter written to Archdeacon Mackay stated that the Department would be pleased to have him take temporary charge of the Battleford school as a means to pave the way for Church take over on a per capita system.\(^{10}\)

The next important matter in the negotiations for the per capita arrangements concerned the size of the grant the Department would provide for the operation and maintenance of the school.

Mackay wrote to the Departmental officials that the minimum acceptable grant must be $150.00 per student. This was the amount which had been offered to Clarke the previous year. Mackay calculated that the Church of England in Canada could not take over the Institution in Battleford for less than $150 per capita based on the pupils enrolled; he would consider an adjustment should the enrolment increase. He reminded the Departmental officials that there had been some difficulty experienced in procuring pupils in recent years. To assure the success of the Industrial School, Mackay wanted authorization to increase the number allowed for enrolment.

Mackay, who acted in a temporary capacity as Principal, further wrote that Rev. Matheson had been employed at the school on March 22, and took charge of the institution on April 22. He requested that Matheson's salary should start from April 1, 1895.\(^{11}\)

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\(^{10}\) Unsigned letter to "Archdeacon Mackay, January 23, 1894," B.S. (R.G. 10), file 113860, Ottawa: P.A.C.

\(^{11}\) J.A. Mackay, Letter to "Ottawa, April 17, 1895," B.S. (R.G. 10), File 126655, Ottawa: P.A.C.
In reply, the Departmental officials informed Mackay that the authorized number of pupils for Battleford Industrial School had been increased to 135. They agreed to Matheson's appointment on a probationary basis and his salary was set at $800.00 per annum. With the transfer to per capita system the matter of finances was given to the Auditor General to carry out the routine procedure.

The Auditor General's office had located information about earlier negotiations to transfer Battleford Industrial School to the per capita system. The transfer had been approved for July 1, 1893, by an Order-In-Council, October 22, 1892. The Deputy Superintendent was called to explain the reason for the delay in putting the transfer into effect. Reed explained that the order had not been carried out because the Church of England in Canada refused, at that time, to take over the school on the terms offered.

By mid-March, rumors became numerous that Rev. Edward Matheson had been appointed as the Principal of Battleford Industrial School. A number of citizens in Battleford preferred Rev. George Hogbin, who had assisted Archdeacon Mackay at school as the Principal, but on May 10, 1895, confirmation of Matheson's appointment was published.


13 Herald, Volume 17, No. 11, March, 1895.

14 Herald, Volume 17, No. 17, May, 1895.
On July 1, 1895, Battleford Industrial School officially passed from direct Government control to the control of authorities of the Church of England in Canada. However, the control of policy remained in the hands of the Government. The school would be supported after this date, on a per capita grant basis.\textsuperscript{15}

The Bishop of Saskatchewan called a meeting, in October, during which he urged the clergy to put greater effort into their work among the Indians. In regard to the Battleford Industrial School his policy statement was that children must be trained in moral and spiritual matters in addition to secular instruction provided. Any vacancies must be filled immediately even if it meant closing some day schools on the reserves.\textsuperscript{16}

By December 6, 1895, Clarke was assigned to tour the reserves in the Battleford Agency in search of Indian children for the school.\textsuperscript{17}

REGULATIONS etc., Governing Per Capita Grant to Industrial Schools.

\textsuperscript{\ldots\ldots\ldots\ldots}

\textit{Purchases of outfit will be defrayed by the management. In case, however, of the number of pupils being increased, beds will be provided for the additional pupils in case they cannot be manufactured in the school.}

\textit{In the case of new buildings being provided by the Government, heating apparatus will be furnished by it.}

\textsuperscript{15} \textit{Herald, Volume 17, No. 23, June, 1895}

\textsuperscript{16} \textit{Herald, Volume 17, No. 38, October, 1895.}

\textsuperscript{17} \textit{Herald, Volume 17, No. 44, December, 1895.}
Necessary repairs to buildings will be made by the Department and management jointly, the former supplying the material and the latter providing the labour. The Department undertakes to provide such lands in connection with the schools as may considered necessary, also to defray the first cost of fencing the same, but the management will have to keep the fence in repair and renew the same, if necessary, at its own cost.

Implements condemned by an authorized officer of the Department may be dealt with at the discretion of the management.

Books, maps, globes, and similar necessaries in connection with the education of the pupils, also account books and stationery for the proper conduct of the business, to be supplied by the Department.

Medical attention furnished under the Indian Commissioner's direction will be paid for by the Department, but the management must provide medicine, &c.

For the transport of children to school to the number authorized by the Department in the first instance, in cases where it is found absolutely necessary to travel by rail, the Department will, on application, furnish requisitions to enable the children to travel at half rates and pay for the same, but the whole cost thereafter of transport to maintain the complement of attendance must be borne by the management.

All expenses of management and maintenance to be paid for by the management out of the per capita grant.

No child or parent of child on whose account a grant is paid by the Department is to be charged anything on account of admission into or maintenance at the school.

No child, whether grant be allowed on account of same by the Department or not, is to be admitted without the consent of the Indian Commissioner.
No agreement is to be with parents or guardians of any pupils that such pupil shall be allowed to leave the institution at the end of any specified term of years, other than shall have been sanctioned by the Indian Commissioner.

No pupil to be dismissed or allowed to leave the school without the consent of the Indian Commissioner.

Such books and records as the Department may deem necessary shall be kept by the management and shall include a record of the issue of clothing to individual pupils, regular debit and credit account on all receipts and expenditure in connection with the Institution.

Returns of attendance, admissions, discharges, &c., such as required from similar institutions by the Department shall be made.

The whole institution, including accounts, records, etc., to be open to inspection at any time to the Department, and the management will render all assistance necessary to facilitate the making of such inspection.

The management will conform to all rules laid down by the Department from time to time for the conduct of the institution.

The school to be kept up to a certain standard of instruction, dietary, and domestic comfort such as are required at kindred institutions.

Attached are scales of rations and clothing at present in use.

And recommendation for appointment of officers and employees made by the church will receive all possible consideration from the Department.

For your information the following rates of per capita grant given to the several schools mentioned, may be stated:
In keeping with the implementation of the per capita system the Department of Indian Affairs issued a form guide for Principals to use in submitting annual reports. The Principals conformed to a routine of writing brief summaries under topical headings of the various school activities. Over the years, information submitted became quasi-statistical in nature. The topical headings most frequently used by the Principals were as follows: Location of Schools; Buildings; Grounds; Farm and Garden; Industrial Work; Religious Training and Discipline; Health and Sanitary Conditions; Water Supply and Fire Protection; Heating and Lighting; Recreation; Attendance; Accomodations; Food; Classroom Work; Grading; Admission and Discharges; and General Remarks. Samples of the reports are illustrated in Appendix J.\(^{19}\)

\(^{18}\) "Regulations &c, Governing Per Capita Grant to Industrial Schools," issued by Indian Affairs Branch, 1895, B.S. (R.G. 10), Ottawa: P.A.C.

\(^{19}\) See Appendix J, Annual Reports by Matheson for 1896 and 1897.
In his first annual report to Ottawa for the year ending June 30, 1895, Matheson referred to certain changes which had occurred at Battleford Industrial School.

The Rev. T. Clarke resigned the position of principal on the 31st December last.

The school was then taken charge of the the following three months by the Venerable Archdeacon John A. Mackay of Prince Albert, whose ability, zeal and success in connection with Indian work are so well known to the Department, and for a portion of that period -- when his duties in connection with the work of Emmanuel College required his presence there -- the Rev. C.H. Hogbin acted for him here. My appointment to the Principalship dates from 1st April, last. 20

Matheson reported that there had been a good deal of pupil illnesses during the year and the hospital was busy at all times. Two girls and two boys died at school and several others were classed as incurable.

The academic studies had been regularly conducted in two classrooms. The grouping of pupils was changed from sexes to standards or grades. After a few months of observation, Matheson concluded that the new arrangement appeared to be successful 21.

A staff change in the blacksmith shop had temporarily disrupted the training program. For a large portion of the year, the pupils had


21 Ibid.
tried to perform the tasks by themselves until the school carpenter instructor took charge of instructing pupils in the two trades.

Matheson was optimistic about the program planned for the students training for the carpenter's trade; the instructor arranged that students were fully occupied, repairing the premises, erecting new buildings and annexes and making numerous articles for the school and agency. Matheson further remarked that if additional tools were provided for the school, the prospect of a greater variety of custom work could be explored. Over the past year several important new additions and renovations for the school were completed. A new kitchen and dining room were added to the hospital; a new carpenter's shop was built which accommodated in the upper story a shoemaker's shop and a printing shop; a new implement shed and an annex to the warehouse were also constructed. A new well was dug for the use of the hospital and the main well was deepened.

The boys and girls bathrooms were renovated and new taps and pipes were installed to replace the old useless fixtures. Matheson noted that the pipes which were connected to the main sewer insured cleanliness and was a major step toward guarding the general health of the pupils.22

Matheson reported that the school crops for the year 1894 were a total failure; but the conditions of current crops and garden appeared to promise a good yield.23

22 Ibid., p. 50.  
23 Ibid.
The report for the year ending June 30, 1896, (See Appendix J) as a sample of the form pattern which Matheson followed in the succeeding years of his Principalship. Under the heading of General Remarks for the report dated 25 July, 1896 Matheson fully endorsed the per capita system.\(^\text{24}\)

In the report for the following year Matheson drew attention to the location of the school, and the buildings which formed the institution. Under the topic of admission and discharges, Matheson mentioned four marriages. In this connection, the marriages may have taken place due to a Departmental policy for encouraging ex-pupils to marry each other.\(^\text{25}\)

It is considered advisable where pupils are advanced in years and considered capable of providing for themselves, to bring about a matrimonial alliance either at the time of being discharged from the school or as soon after as possible; this course recommends itself for various reasons.\(^\text{26}\)

In the report for the year ending June 30, 1898, Matheson stated that the school had accommodations for the authorized 150 pupils but he was disturbed by the fact he could not obtain sufficient pupils. He proposed a solution which Ottawa officials could implement—


\(^{26}\) Reed, Deputy Superintendent General of Indian Affairs, *Sessional Papers*, 1897, Paper 14, p. XXXVIII.
--- a policy of compulsory attendance.

... although there are more than enough children in this agency many of whom have not attended any school for years past. The policy of the Department, if judiciously put into effect all over, should serve to settle this question satisfactorily here and elsewhere.27

Reported were six boys and seven girls enrolled while twelve boys and six girls were discharged. The enrolment decreased further when four students died during the year. The school year ended with an enrolment of 109 and an average attendance of 103 pupils. There were 65 boys and 44 girls attending classes representing three tribes, Bloods, Crees and Stonies.

Matheson reported further innovations regarding classroom studies. The two classroom teachers performed their teaching duties as follows:

Standards I and II are in the "junior" room and Standards III, IV, V and VI, in the "senior". The course of studies prescribed by the department is well carried out, and a very marked improvement is noticeable all through. The hours are from nine to twelve and from half past one to half past four, with a quarter of an hour intermission in both forenoon and afternoon. All pupils, excepting the smallest or most backward, attend on the "half time" system. In order to equalize things and give the same chance to all, and also for the convenience in every way, the whole school is divided about equally into

two divisions, "A" and "B". One week "A" division attends class work, the next week the order is reversed. The system works well.28

Convinced that moral and religious training was the only sure foundation upon which children may build a useful life, Matheson insisted upon daily prayers, morning and evening, Sunday services and Sunday School. He enlisted several staff members to teach lessons in Sunday School. Their valuable assistance in religious education, Matheson suggested, also resulted in better progress in class studies.

It may be observed here that in contrast to Matheson's direction in education, Clarke laboured to establish and build trades training programs for the students. Clarke was a practical administrator whose objective was to train students to become proficient in various trades and domestic duties. He believed this was the way Indian students could become self supporting citizens. One objective Matheson hoped to achieve, as will be noted in later parts of the chapter, was to educate a number of students to become missionaries and teachers. Matheson was more concerned about religious and academic training.

In his report for the school year ending June 30, 1898, Matheson assured the Department that the students were steadily acquiring knowledge about the English language; they were speaking out distinctly and many of them never spoke Cree at all. He credited the

accomplishment to the staff members and the more advanced pupils. Following these remarks Matheson presented his views about Industrial education and Departmental policy which affected his management.

The boarding or industrial school system - away from the reserve, if possible - is the sure way to solve the long debated "Indian Problem". It is the way to civilize the Indian and merge him into the corporate life of the country - his true and proper destiny. He has given ample proof of this where he has had a fair opportunity. Most of those educated in these schools do not wish to return to reserve life, but to strike out amongst the settlers and make their own way. Where the way for this has been open the pupils have, in most cases, shown that they are capable of adapting themselves to the various requirements of modern civilization, and they are prospering.

The policy of the department - that of insisting on the education of all children - is the proper one. But one thing remains, and that is to put the policy into force. Until this is done, the full results desired cannot be shown.\(^{29}\)

Certainly Matheson stated his impatience with the Department since he had requested implementation of the policy of compulsory attendance two years earlier. During this time, Departmental officials were preoccupied with problems posed by Indian superstitions, prejudices and fears that education would estrange their children from them. The officials debated whether or not to enforce the regulations governing compulsory attendance of students. It was finally agreed

\(^{29}\) Ibid., p. 282.
among the officials that a better class of teachers was required not only for class instruction but also, as Macrae had suggested much earlier, to popularize education and exert influence upon the parents to support schools. Their judgements were based on expenditures for Indian education and the small returns in relation to the goals they wished to see achieved. A change in policy was taking shape. Support was shifting from Industrial schools to boarding and day schools.\textsuperscript{30}

\textbf{Appraisal of Industrial Schools by Senior Officials}

As a result of a reevaluation of Indian education in Manitoba and the North West Territories in 1897, senior government officials had arrived at several conclusions in the explanation of the problems which had persisted over the years. The authorities were convinced that education for Indian children had experienced a healthy growth; but at the same time they were perturbed by the existence of Indian suspicion and hostility toward education.

The influence at work to prejudice Indians against having their children educated are many and powerful. Among those who have not renounced paganism, the belief prevails that the children will be educated into other creeds, which will affect their existence in a future state, and separate them from their parents in the great hereafter.\textsuperscript{31}

\textsuperscript{30} \textit{Sessional Papers, 1898}, Paper 14, pp. XXVI-XXVII, and \textit{Sessional Papers, 1900}, Paper 14, p. XXXII.

\textsuperscript{31} \textit{Sessional Papers, 1898}, Paper 14, p. XXVI.
The officials also reasoned and explained that Indian heredity was a powerful factor which caused educational problems.

Heredity has done much to overcome in white children the natural aversion to monotonous work and confinement of schools, but Indian children not only possess this in its strongest form, but receive much sympathy from their parents, who dislike to compel their inclination and to subject them to discipline, and the possibility of what (at any rate so far as boys are concerned) they regard as the great indignity of personal chastisement.32

This chief advantage of the Industrial schools, according to the assertion of the officials, was that they removed the children from the influences of the home in order to effect a "more speedy and thorough inclination of the habits, customs and modes of thought of the white man"33. The schools stood to destroy all that existed in common between parent and child and the Indians believed this was a distinct disadvantage for the children who returned to live on the reserves.

The officials believed that education would be accepted, without prejudice by the Indian people, if it was available according to their necessities and in their struggle for existence. They believed that in their zeal for the education of the Indian youth, through boarding and Industrial schools, they had overlooked the value of day schools which had proven to be successful in Eastern Canada. The day schools would prepare the students for advanced studies in Industrial

32 Ibid. 33 Ibid.
Schools. The shift of emphasis to day schools was made for the sake of financial economy and for the sake of the pupils who should not be over-educated.

There certainly seems reason to pause before further extending these industrial schools, and before doing so the capacity of those already established should be utilized to the extreme limit. Education must be considered with relation to the future of the pupils, and only the certainty of some practical results can justify the large expense entailed upon the country by the maintenance of these schools. To educate children above the possibilities of their station, and create a distaste for what is certain to be their environment in life would be not only a waste of money but doing them an injury instead of conferring a benefit upon them.34

The Department of Indian Affairs provided information on the statistics and expenditures in order to justify some curtailment of its support to Industrial schools. In Canada, for the year 1897, there were 285 Indian schools in operation with a total enrolment of 9,628 pupils and an average attendance of 5,357, or 55% of the enrolment. There were 232 day schools with an enrolment of 6,877 pupils and an average attendance of 3,110 or 46% of the enrolment. There were 31 boarding schools which had accommodations for 1,180 pupils but only 874 pupils were enrolled with an average attendance of 697. Of the Industrial schools, there were 22 in operation with facilities to accommodate 2,034 pupils, but they had 1,877 enrolled with an average attendance

34 Ibid., pp. XXVI-XXVII.
of 1,550.

The total cost for education, including the contributions given from their own funds by the Indians of Quebec and Ontario, borne by the government, was $306,953.55 of which $212,645.00 was expended on Industrial schools and $68,504.00 was provided to boarding schools. The amounts of the expenditures were calculated on a per capita grant basis. The rates for per capita grants varied from $60.00 in Ontario to $150.00 in the North West Territories. The boarding schools exerted a tremendous impact on the decline and termination of Industrial schools. Boarding schools had two important advantages which assured their success as institutional schools. From the Indian point of view, the schools were located on reserves which provided easy opportunity for the parents to see their children, and for the children to enjoy an occasional visit home. From the official point of view, the schools maintained attendance, provided accommodations for pupils to counteract the influences of the home and offered programs comparable to the Industrial schools. The officials in Ottawa gave their interpretation of the situation.

This tends to enhance the difficulty of securing pupils for industrial schools, and the natural tendency of the policy to substitute boarding for day schools and of the preference of the parents for boarding schools rather than industrial schools, is to swell the enrolment for boarding

35 Deputy Superintendent General of Indian Affairs, Sessional Papers, 1898, Paper 14, p. XXVII.
for boarding schools at the expense of both day and industrial schools.\textsuperscript{36}

The churches and government officials experienced increased difficulties in recruiting children for Industrial schools in Manitoba and still more in the North West Territories. The officials in Ottawa, after their re-evaluation sessions, were convinced that the role of the Industrial schools must soon end.

Meanwhile Matheson continued his round of duties at Battleford Industrial School. In the midst of his responsibilities to prepare and submit a variety of reports, including annual reports for \textit{Sessional Papers}, and during his concern about such school problems such as dwindling enrolments of students, he hosted visitors and Departmental officials, who came at different times to see and inspect the school.

Tour of Battleford Industrial School

The \textit{Battleford Star} reported a visitor's impressions during a one day tour of Battleford Industrial School. The visitor in the company of the Principal and some staff members, made the rounds visiting the various departments.

The tour commenced in the students dormitory where it was noted that the rooms were well ventilated. The bath and washrooms located near the dormitories on second floor, had a plentiful supply of cold and hot water. The next department visited was the sick room for the

\textsuperscript{36} \textit{Sessional Papers, 1900, Paper 14, p. XXXII}
non-contagious diseases. The visitor saw one patient neatly attired in a sickgown. The room was clean and comfortable. Also in the same area of the building were bedrooms for unmarried male staff. The Principal unlocked the door to make way for the visitor to see the girls' side of the house. The sewing and mending rooms were visited next. Miss Hays presided over a number of girls who rose respectfully to their feet when the Principal entered with the visitor. The visitor noted that the girls, though quite busy, were in excellent humor, chatting and singing as they plied their busy fingers. The Principal lead the entourage to the recreation room and the girls bathroom which were identical to the boys facilities. The fire escape served as a toboggan slide in the winter. The girls upstairs dormitory was the same as the boys in size and neatness. The visitor noticed several texts and mottoes on the walls in the girls sleeping apartments. Downstairs, the entourage entered the dining room and a comfortable sitting room for the convenience of the staff. The Principal explained that the entire building was heated by three furnaces.

Further, it is said this is one of the best dressed Indian schools; the boys having three uniforms; one full dress of good serge with Scotch caps, and neat school uniform and a fatigue dress. 37

There were good specimens of paintings, drawings and writings in the classroom. The classroom was presided over by R.F. MacDougall.

37 "The Indian School, Battleford," Battleford Star, October 28, The newspaper clipping was located in the Public Archives of Canada.
the head teacher. With pride, he showed some of the children's work.

Leaving the school building the visitor visited some outside buildings. First, the piggery, a new building not yet completed, and adjoining it was a feed house. A well was being dug for future water to be used for boiling feed. The water would be raised by a windmill. The Principal pointed out there were one hundred hogs which would provide a meat supply for the school.

For the balance of the tour, the visitor had this to say:

From here was pointed out some excellent grain stacks, the farm work was done by the pupils working under the instructor. The next building was the stable accommodating twenty head of stock and the loft holding twenty tons of hay. This was under the supervision of Mr. Hull. Next visited was the Blacksmith shop classroom. There were two forges and one boy was hard at work. The visitors stopped by the paint shop where two boys were busy at their carpentry and Mr. E. Brown was the instructor. Above the carpenter shop was the printing shop where the boys are assisted by Mr. Hull who is a practical printer and gets out a monthly journal - 4 page, 3 column paper neatly printed. It is the first printing press brought west of Winnipeg. To the north of the printing is situated the Principal's residence, a fine frame building. They were laying pipes from the windmill at that time. Next came a hen house which many a settler in Manitoba and North West would be pleased to utilize as a dwelling. Passing down the yard the visitors took a peek in the bakery where it was noticed excellent buns baked by boys who have learned this trade. Last of all came the laundry where a number of girls were busy, it being washing day. In this building everything is conveniently arranged, a furnace
Battleford Industrial School Football Team — 1897
Confirmed by Mr. Peter Wuttunee and Mr. James Buller

Back row (left to right): Wm. Daniels, Harry Higgins, Alex Decoteau, James S. Buller, Peter Wuttunee, Peter Peterson. Front row (left to right): Pat Armstrong, Henry Gardner, Robert Thomas (capt.), Alex Laffeur, Adam Applegarth. Year 1903.
and a drying room overhead and a good sewerage system.
We know of a good many would envy these girls in their ability to put gloss on collars and cuffs, etc. 38

Annuities of Students

Matheson was obliged to perform other official duties in accordance with the regulations laid down by the Department of Indian Affairs. It is necessary, therefore, to examine annuity reports. According to circumstances at school, Matheson submitted various annuity reports which dealt with several matters arising out of pupil annuities. The reports examined here date from 1897 to 1903.

With regard to the funding and withdrawal requests of pupil annuities, a Departmental policy was firmly established which required Principals, Commissioners, Agents and other field officials to submit accounts and data to headquarters. Specific forms had been devised to facilitate the work and to ensure paternalistic control over ex-students. The enforcement of compulsory savings and permissive withdrawal of annuities was founded upon the principle of teaching Indian students to work and save. The officials in Ottawa considered the system of controls successful and therefore the program was meaningful to them. They failed to realize the necessity for students to actively perform the process of saving and spending their earnings. The authorities in Ottawa would not permit any deviation from the regulations.

38 Ibid.
Funding of Annuities

MacLean, Secretary for the Department in Ottawa, wrote to Battleford an inquiry about ex-student James Stanley. Indian Agent Daunais at Battleford had signed a request for withdrawal of annuities because the student wanted the money. The Secretary stated that the request for money was "no doubt in itself laudable"\(^39\), but a reason was required. He informed the Agent that the purpose of the saving program was to enable students, who left Industrial schools, to purchase equipment for pursuing a trade or to commence housekeeping. MacLean reminded the Agent that the policy required adherence to established procedure. He wanted a full report about James Stanley. The Secretary's letter was initialed approved by Duncan Scott\(^40\).

The Secretary in due time received his reply as requested.

Illustrated copies shown in Appendix K\(^41\) indicate several reports used by Battleford Industrial School concerning annuities. It may be noted that the school and headquarters relied on numbers to identify students and there were occasions where confusion arose about a student identity. There were times when the Principal drew up his own form in order to expedite information about annuities to Ottawa.

\(^39\) McLean, Secretary, Letter to "Indian Agent, O.K. Daunais, November 15, 1897," B.S. (R.G. 10), Vol. 3885, File 95833, Ottawa: P.A.C.

\(^40\) Ibid.

\(^41\) See Appendix K.
Sir:

I enclose herewith cheques from James Clinkskill amounting to $94.50 to be funded to the credit of the following pupils of this school in the amounts opposite their respective names. The money was received by me only a few days ago.

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>74</td>
<td>Baptiste Pooyak</td>
<td>$15.00</td>
</tr>
<tr>
<td>87</td>
<td>Edwin Harwin</td>
<td>17.70</td>
</tr>
<tr>
<td>102</td>
<td>Benjamin Dakota</td>
<td>15.00</td>
</tr>
<tr>
<td>103</td>
<td>Samuel Dakota</td>
<td>5.00</td>
</tr>
<tr>
<td>117</td>
<td>Peter Macadam</td>
<td>17.10</td>
</tr>
<tr>
<td>123</td>
<td>Thomas Crow</td>
<td>12.00</td>
</tr>
<tr>
<td>125</td>
<td>Albert Peters</td>
<td>12.70</td>
</tr>
</tbody>
</table>

$ 94.50

Yours obediently,

(Signed)
E. Matheson,
Principal.

P.S. This letter may be considered as including the answer to your December 17 letter regarding pupils 103 and 117.42

Withdrawal of Annuities

The form used for withdrawal of annuities provides for specific information about a student and reasons for requesting the money. Below are several examples of typical reasons gleaned from variously dated applications on behalf of different ex-students of Battleford Industrial

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42 E. Matheson, Letter to "Ottawa, February 8, 1901", B.S. (R.G. 10), Volume 3885, file 95833-5, Ottawa: P.A.C.
School.

This young man is working steadily and the application has my approval.

The boy is delicate and lives with his father.

Favorably recommended, the boy is farming on Sweetgrass reserve.

This young man is a good worker and needs the money for harness to aid him in farming.

This applicant is industrious and needs the money.

This young man is now settling down to steady work and the money would be a great help to him. I therefore recommend.

I recommend withdrawal of her money to help her in housekeeping and furnishings.

Recommend withdrawal for James Thunderchild as it will help him in starting life for himself.

Antoine is a good steady young man and I would recommend that his money be sent to him. 43

McLean, Secretary in Ottawa, wrote to Indian Agent Daunais at Battleford requesting information about ex-student Ruth Bear. In looking over the correspondence, McLean noted that Ruth Bear married Iassic Wataancee and a letter had been sent addressed to the Commissioner requesting withdrawal of savings for housekeeping purposes. The Secretary was concerned why he had not received the application for withdrawal.

...but no application appears to have been received by the Department there being the sum of $10.29 to her

43 Various applications for Withdrawal of Savings, B.S. (R.G. 10), Volume 3885, file 95833-5, Ottawa: P.A.C.
credit. Kindly report whether you think it would be advisable to release this money now for the expenditure for the manner proposed and if so forward the usual application for withdrawal.

The girl’s school number was 05 and band number 61, Red Pheasant.44

Duncan Scott had initialled his approval on the margin of the file copy of the letter. The policy and the procedure once more had been preserved.

A memo written in reference to Nancy Hall of Battleford Industrial School stated she was recently married and living in the Battleford Agency. She had a deposit credit of $5.22 and headquarters felt that she should be cautioned to spend her money in a wise and judicious manner.45

The Indian Agent at Battleford wrote to his superiors in Ottawa asking that they approve the purchase of cattle or stock for the students of Battleford Industrial School rather than have "the money stay in the bank accounts where it lies idle. The heifers bring greater return and could be ready for students upon their discharge from school."46


45 J.D. McLean, Secretary, Letter to "Indian Agent, Daunais, December 14, 1897," B.S. (R.G. 10), Vol. 3885, file 95833-5, Ottawa: P.A.C.

Daunais received his reply from the Secretary who stated that the Department could not see its way clear for "the indiscriminate purchase of cattle for all pupils who have $15 or over in the savings account." 47

McLean added that the money did not lie idle in the bank but was accumulating interest which could be considered small when compared with the returns realized under the scheme proposed by Daunais. He questioned the success of such a scheme and he advised the Agent that "it is considered safer in the interests of the children to adhere to the method now in vogue." 48

On occasion students wrote to Ottawa requesting a withdrawal of their annuities.

May 31, 1898

I the undersigned Sophia Bright pupil No. 01, Battleford Industrial School regularly discharged from school make application to be paid over all annuity moneys and earnings now funded in my name in hands of the Indian Department together with interest thereon.


Signed -- Sophia Bright
Witness -- Rev. E. Mathson 49

48 Ibid.
Minnie Dakota Annuity Dispute

Matheson received a letter of inquiry from the Secretary about a former student, Minnie Dakota. The Principal's reply is shown on the following pages together with side comments written by Ottawa officials. Matheson established that Minnie was no longer a treaty Indian and since she was engaged to be married to Mr. D.G. Latta of Edmonton, she should be given her annuities. 50

On February 15, 1900, Minnie Dakota wrote a letter of inquiry directly to the Secretary, Department of Indian Affairs, Ottawa. She asked for an itemized accounting of the money deposited on her behalf and the amount credited to her. 51 The Secretary's immediate reply prompted Minnie Dakota to write again. She had pertinent questions for the Secretary to answer. Her caution was predicated on the belief that her Aunt Jessie had been defrauded of the rightful amount of her annuity. Minnie Dakota asked three questions which were important to her.

1. Is a pupil of the school working in any staff position for which they were told they would draw pay entitled to draw that pay?

2. Does a pupil when being sent away from School to work in any position have to pay her own expenses by rail or otherwise?

3. Is a pupil leaving the school entitled to any privileges of any sort and if so what privileges? 52

50 E. Matheson, Principal, Letter to "Secretary, Department of Indian Affairs, February 5, 1900," B.S. (R.G. 10), Vol. 3885, file 95833-5, Ottawa: P.A.C.

51 Minnie Dakota, Letter to "Secretary, Department of Indian Affairs, February 15, 1900," B.S. (R.G. 10), Ottawa: P.A.C.

52 Ibid., March 1, 1900.
Minnie Dakota informed the Secretary that she had written to the Principal but that he had not answered her inquiry. She complained that her Aunt, Jessie Scott, who had been pupil No. 4 at Battleford Industrial School, only received a part of her annuity and the Principal had no reason to withhold the money rightfully belonging to her aunt. Minnie assured the Secretary that she would be prepared to answer any questions he might ask.53

The Secretary forwarded a copy of Minnie's letter to Matheson with a request for a full report on the allegations made by the ex-pupil. In reply, Matheson stated that he had sent a full accounting to Minnie and apparently she had not received his letter until after she had written to Ottawa.

With regard to Minnie's first question Matheson quoted from the letter he had written to her.

One thing you ought to remember is that - legally - pupils in the school are not entitled to any pay; it is only of our own good will when we allow them anything - we do it to try and help them on a little more. You have been specially favored - more so than most of the others - in the amount that has been allowed to you, and you ought to be very thankful for what has been done for you.54

Matheson answered Minnie's second question by stating he had arranged for her to be employed in one of the best jobs available at

53 Ibid.

54 E. Matheson, Principal, Letter to "Secretary, Indian Department, April 17, 1900," B.S. (R.G. 10), Volume 3885, file 95833, Ottawa: P.A.C.
$12 to $15 per month in a select location. Since this was the case, he felt she should pay her own expenses in view of the amount she had been given while attending school.

Regarding Minnie's third question, Matheson was not certain what she had meant by special privileges. He stated that she was provided with a good supply of clothing when she left school. She had had the privilege of attending school, particularly when she was not a treaty Indian. Her admission was made possible by approval of special authority by the Department. Matheson gave her extra consideration while she attended school because of the fact that she did not receive treaty annuity and because she was a capable worker.

Matheson had also indicated to Minnie that she had a credit balance of $31.85. He had sent an application form for her to complete in order that she could obtain the money. He advised her that he would certify approval when she returned the application to him.

With regard to Jessie Scott, Matheson assured Minnie that if she could inform him who had wronged her aunt he would do his best to set the matter right. Matheson informed the Secretary that Aunt Jessie Scott was married at the school in the summer of 1896 to D.L. Latta of Edmonton and that she had died two years later. Minnie, who left her employment - Calgary to help her aunt during her last illness, decided to marry Mr. Latta and look after the two children.

Matheson enclosed a statement showing Minnie's finances. The amount allowed to her was $89.00; she drew out $23.80 at various
intervals; her transportation expenses were $40.60 which left a balance of $24.60.\textsuperscript{55}

While Matheson was forwarding his report, David G. Latta wrote, on behalf of Minnie Dakota, a five page letter of complaint and criticism to the Secretary in Ottawa.

Latta informed the Secretary that Minnie would sign the application and forward it to Matheson since it was apparent that she had no other alternative. Latta criticized both Matheson and the Secretary.

...a pupil has no business to ask questions but just accept what they get, and do what the one told, and believe in their supervisors, and then get left as her aunt Jessie did, and it was on account of her getting beat out of her money supposed to have been put in the bank for her while at Rupert's Land school that Minnie asked for her account of her time, and had she got it the first or second time she asked for it and had been anything like correct she would unlikely never have said a word about it but when she could get no satisfaction from Mr. Matheson she wrote to you and asked a number of civil questions which you definitely omitted giving the slightest information about.\textsuperscript{56}

Latta complained that Matheson's account was miserably incorrect since it made no allowance for all the work she did at school. Further Latta took exception to the charges made against her account for things

\hspace{1cm}

\textsuperscript{55} Ibid.

\textsuperscript{56} David G. Latta, Letter to "Secretary, Department of Indian Affairs, May 9, 1900," B.S. (R.C. 10), Volume 3885, file 95833, Ottawa: P.A.C.
MEMO of expenses in connection with transport of Minnie Dakota, pupil No 558, from Saskatoon to Calgary in 1895.

Ticket - Saskatoon to Calgary - $25.75
Telegram on way for party to meet her - 60
Hotel at Regina - 75
Meals on the train - 1.00
Ticket on sleeper - 2.00
Total - $30.10

The above is a true copy of the account I had to pay to the gentleman in whose care I sent her to Calgary.

Elliottson
Principal.

Add to this - as per attached receipt - $10.50 for expenses from here to Saskatoon, & it makes $40.60

Note: Cash paid direct to Minnie is marked in other statement. (Left April 19th)
To THOS. DEWAN, Dr.

Toage, tax and lodging
and meals for one schoolgirl
missing Dakota from Battleford
to Saskatoon.

$10.50

Received Payment

Peter Dewan
<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1895</td>
<td>Allowance for 2 years - 95-97</td>
<td>$48.00</td>
</tr>
<tr>
<td></td>
<td>for work</td>
<td>$3.00</td>
</tr>
<tr>
<td></td>
<td>for work</td>
<td>$3.00</td>
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<td></td>
<td>for work</td>
<td>$5.00</td>
</tr>
<tr>
<td>Oct</td>
<td>Total</td>
<td>$89.00</td>
</tr>
<tr>
<td>1895</td>
<td>Deer</td>
<td>$4.00</td>
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<td></td>
<td>To Cash</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Handkerchiefs</td>
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</tr>
<tr>
<td></td>
<td>2 pairs Short Gowns</td>
<td>$1.00</td>
</tr>
<tr>
<td>March</td>
<td>Cash</td>
<td>$2.00</td>
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<tr>
<td></td>
<td>Hannel Knickerbocker</td>
<td>$0.80</td>
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<td></td>
<td>Chimes</td>
<td>$0.45</td>
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<tr>
<td>May 14</td>
<td>Cash</td>
<td>$0.25</td>
</tr>
<tr>
<td>Apr 18</td>
<td>2 pairs long</td>
<td>$1.00</td>
</tr>
<tr>
<td></td>
<td>Cash</td>
<td>$2.00</td>
</tr>
<tr>
<td>July 4</td>
<td>Cash</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cash when leaving the School</td>
<td>$10.00</td>
</tr>
<tr>
<td></td>
<td>Stage fare and expenses, Butterand &amp; Saskatchewan</td>
<td>$10.50</td>
</tr>
<tr>
<td></td>
<td>Railway - to Saulton &amp; Calgary</td>
<td>$30.00</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>$64.40</td>
</tr>
</tbody>
</table>

Balance due to you $24.00.
he girl is not known as a scanty

The money in question was an
annual charity that obtained their
income from this school over
several years. She left the school
after being ill. She was the oldest
child to get her money. She was
sent to an orphanage in the time.

The money was a result of
charitable donations to the school.
pupils normally were given. She had been charged for clothing not provided by the Department. He enclosed Matheson's account and asked the Secretary to investigate the figures and compare them with those prepared in Ottawa. He insisted the Secretary check the transportation costs from Battleford to Calgary and explain why Minnie was obliged to pay for her fare. Latta contumaciously remarked that fare rates charged to students by the Department were biased.

...when she left Battleford she left in care of Mr. Lindsey who also had a wife and child 4 in all and she was present when Mr. Lindsey paid the mail driver for their trip and he payed $14 for the four, and now she is asked to pay $10 as her share of it, that sounds very reasonable doesn't it. 57

With regard to Jessie Scott's account, Latta denounced the Department as a powerful and deceitful establishment which preyed on student labour.

Now about Jessie Scott's money the circumstances of which you are aware already I may say that I hold documentary evidence to show that she earned that money and was supposed to have it in the bank and she never got, now you are aware of this and in your position I think you ought to be able to find out who offered and where that check was offered for payment if ever it was issued, or if it was issued at all, or if it was ever in the bank. 58

Latta stated he was not interested in obtaining the few dollars from the Department for he could earn his own living. Latta was inter-

57 Ibid. 58 Ibid.
ested in justice, at least a justice served according to his point of view.

...I may also say that were I well enough fixed with all the time and money to see it through I would employ a Lawyer and compel some investigation to be made and not only amongst the financials but some other things which if proven would shame some people out of the country, but I will make no accusations whatever here. 59

On page 3 of Latta's letter a Departmental official made the following comments about Minnie's transportation costs:

Saskatoon to B'ford 90 miles by stage 1¼ days - $8.00
Regular stage rate. Expenses $2.00 to $2.50 for meals.
Saskatoon to Calgary Ry fare about $30.00. 60

The Secretary reacted immediately to Latta's letter by writing Matheson for full reports about Minnie Dakota and Jessie Scott annuities.

...The Department has received from Mr. Latta, to whom this girl (Minnie Dakota) was recently married, your statement of the latter's account...You will be good enough to report specifically, on these points: and I may here state that the Department does not understand why the girl was charged for handkerchiefs, stockings and other articles of clothing which should apparently have been supplied by the Department gratis. 61

59 Ibid. 60 Ibid.

61 Secretary, Letter to "Matheson, May 23, 1900," B.S. (R.G. 10), Volume 3885, File 95833, Ottawa: P.A.C.
The Secretary wanted to know why no earnings were funded for Minnie, who earned money during 1896-97, until the spring of 1898. He warned the Principal to fund all pupil earnings either monthly or quarterly.

In reference to the late Jessie Scott, who may have been known as Jessie Bird and who was employed as a seamstress, the Secretary wanted the Principal to state the amount she had earned at the time she was married and had left school. Matheson was ordered to provide the number and description of the cheque issued in payment to Jessie Scott and whether or not she made a claim for her earnings while at Rupert's Land School.\(^\text{62}\) The letter had been initialled by three senior Ottawa officials which included the Secretary, Duncan Scott.

At the same time, the Secretary forwarded a reply to Latta in which he stated that unless Latta submitted a sworn statement in detail about Minnie's account, it would be impossible for the Department to do anything in the matter. The Secretary informed Latta that the transportation charges were correct and the sums were legitimate. Minnie must have been under a misapprehension.

The Department, the Secretary explained, had no information on the late Jessie Scott concerning the payments made to her and if Latta would submit evidence, the Department then could take steps to settle the issue "as it is most desirable that all the wards of the department should receive fair treatment."\(^\text{63}\)

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\(^{62}\) \textit{Ibid.}

\(^{63}\) Secretary, Letter to "Latta, May 23, 1900," \textit{B.S. (R.G. 10)}, Vol. 3885, file 95833, Ottawa: P.A.C.
In reply to the Secretary's orders, Matheson simply wrote a candid and factual letter. At the outset in his letter he made it clear that the records for student annuities at that time and during Minnie's departure from school were kept by the "Department's own officially appointed accountant Mr. Fleetham, and I know the records are correct."\(^{64}\)

Matheson surmized that Latta wanted to collect wages for the full time Minnie attended school which had never been promised to her and which would be impossible since the school operated on a half time system. The other girls enrolled in the school had not received such a consideration for allowance. Matheson stated the charge for clothing was made for the extra things she wanted to have and to send to her relatives. Minnie understood that she had to pay for the articles.

I may say, re these articles, that they were purchased and supplied out of private money, and were not purchased with school money ... which only amounts to the paltry sum of $3.55—I am perfectly willing to have it deducted from the bill and nothing more said on the subject. Will you kindly act accordingly when deciding what amount is coming to her?\(^{65}\)

With reference to transportation charges, Matheson enclosed a certified statement. In regard to the rail expenses from Saskatoon to Calgary, Matheson had arranged to reimburse Mr. Lindzey who paid the

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\(^{64}\) Matheson, Letter to "Secretary, June 12, 1900," B.S. (R.G. 10), Volume 3885, file 95833, Ottawa: P.A.C.

\(^{65}\) Ibid.
fare on Minnie's behalf.

I asked him to pay all expenses from Saskatoon to Calgary, which he did. The charges are exactly what I had to pay him - I may say that I had no requisitions to use on the railway at that time, and consequently had to pay the full fare.\(^{66}\)

Matheson stated that her allowance was not forwarded early because it was allowed to accumulate at school so that when she required a little spending money, it was available for her. He would in future comply with Departmental orders.

After Matheson had checked the school records, about Jessie Scott, he wrote that there were no annuities due to her from his school.

...there was nothing due to her from this school at the time she married and left the institution - if there had been I do not think it at all likely that Mr. Latta would have left it all this time without asking for it.\(^{67}\)

Matheson stated that Jessie had worked for one month at Battleford Industrial School during his Principalship and that was in April 1896. She was paid $3.00 for her services according to Cheque No. 96, dated April 30, 1896. It was cashed by Jessie. Matheson further added that Jessie had never been employed as a seamstress in his school but he had heard she held that position at Rupert's Land School. He advised the Secretary to check the records of that school for information.

\(^{66}\) Ibid. \(^{67}\) Ibid.
Matheson asserted that Battleford Industrial School had treated both Mr. and Mrs. Latta generously and they had no reason for complaint. He left the decision about the dispute with Ottawa officials and asked them to regard the matter with "due care on the point of establishing precedents." \(^{(68)}\)

On July 9, Secretary McLean wrote to Mrs. Latta stating that the allegations had been checked and the Department was satisfied that she was mistaken about the transportation costs and the costs of clothing articles. He stated that she had received all that she had been promised. The Department was further satisfied that she had received fair treatment and had decided to pay her by cheque in the amount of $32.78 which was the balance in her savings account. With the payment, the Department considered the matter closed.

A great deal of time was spent by senior officials in Ottawa and other employees in order to authorize or refuse withdrawal of annuities. The pettiness and puritan-like method as illustrated in the Minnie Dakota and Jessie Scott episodes were breeding frustration and distrust among Indians in their dealings with the Department of Indian Affairs.

**Report of Pupil Deaths and Annuities**

The deaths of Indian students attending schools throughout the North West Territories were reported to Ottawa under the annuity file.

This procedure enabled the Secretary to close outstanding credit deposits by sending the few dollars to parents or other survivors. For the Indian parents and relatives, the deaths of the children brought them heartache and the annuity payments sent a short time later certainly left much to be considered by the Indians.

At the Battleford Industrial School death was not unknown. This writer took opportunity in 1969 to visit the site of the pupils cemetery located approximately one-half mile south of the buildings which were once known as Battleford Industrial School. The cemetery was enclosed by posts, painted white and spaced at intervals, with barbed wire stretched between to protect it from grazing cattle. The wooden crosses had fallen and were deteriorated and weather beaten. Between seventy and eighty graves appeared as mounds overgrown with weeds and wild grass.

Following below are some reports which indicate the administrative procedure for notifying the officials in Ottawa about the deaths of pupils and the subsequent action for terminating annuity payments. Included also, are several notices of student deaths as reported in the Battleford Industrial School newspaper, The Guide.

On Saturday, the 6th inst. William Chevasse, pupil No. 66, aged 18 years, died at the Industrial School hospital. He had been ailing for several months, and although efforts were made to cure him of the disease with which he was afflicted - Scrofulus Phthisis - it was beyond human skill; the poor lad gradually grew weaker until death put an end to his sufferings; he
was buried on Sunday afternoon the 7th in the Industrial School cemetery.

Died:

On Monday evening, Nov. 25th, Stephen Paul, pupil No. 110 of this school, aged 13 years.

On Tuesday morning the 7th of July, William Millie, pupil No. 107 of this school, aged 8 years.

In December 1896 two deaths were reported by the school newspaper:


The school newspaper reported the death of Mary Ann Black on Wednesday, March 31, 1897. She was registered as pupil No. 028, aged 17 years.

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70 The Guide, Volume 4, No. 6, December, 1895.


72 The Guide, Volume 5, No. 9, April, 1897.

73 The Guide, Volume 5, No. 9, April, 1897.

NOTE: See Appendix H, photocopies of the first editions were obtained from the Public Archives of Canada, Ottawa. Photo copies of other editions were obtained by courtesy of Mrs. Ruth (Matheson) Buck, Regina, Sask. The Archives of Saskatchewan in Regina has microfilmed the available editions of the school newspaper.
June 30, 1897.

Sir:

I certify that Fanny Hall pupil No. 07 of Battleford Industrial School died of Phthisis on the 29th day of June, 1897.

Signed - S.T. Macadam, M.D.

The above is a correct copy - E. Matheson, Principal.74

Fanny Hall's nearest living relative was a man named Baptiste who lived on Red Pheasant Reserve. On November 10, 1897, Baptiste made his mark on a paper which certified that he had received $10 from the post office savings bank which had been funded in her name. The transaction was witnessed by T.I. Fleetham, a Departmental employee, Battleford Agency.75

On February 28, 1898, Dr. Macadam certified the death certificate of Joseph, pupil No. 127 who died at Battleford Industrial School. His death was due to phthisis. Matheson certified that the above was correct.76

On May 28, 1899, Dr. Macadam signed a death certificate which stated that Jane Parker, pupil No. 63 of Battleford Industrial School had died of phthisis on May 27, 1899.77

74 E. Matheson, Notice to "Ottawa, June 30, 1897," B.S. (R.G. 10), Vol. 3885, Ottawa: P.A.C.

75 "Notice of Annuity Payment, Nov. 10, 1897," B.S. (R.G. 10), Vol. 3885, Ottawa: P.A.C.

76 E. Matheson, Notice to "Ottawa, February 28, 1898," B.S. (R.G. 10), Vol. 3885, Ottawa: P.A.C.

On June 26, 1901, Matheson reported the death of Joseph Howe, pupil No. 144 of Thunderchild Band, Annuity Pay Ticket No. 68 Battleford. The student died of phthisis. Matheson requested that $28.22 be sent to his heirs.78

Ottawa 26 June, 1901
To: W. J. Chisholm, Inspector of Agency, Battleford, N.W.T.

Sir:

I beg to inform you that the Rev. E. Matheson Principal of Battleford Industrial School has reported the death at that institution of Hugh King, pupil No. 146. The deceased is said to be a member of Lucky Man's Band, Battleford Agency (Pay Ticket No. 211). There is $21.21 standing at his credit in the books of the Department. I have therefore to request that you will kindly report as to his heirs and make the recommendation in regard to the disposal of the money.

Yours obediently,

Signed - McLean, Secretary.79

On December 12, 1901, Matheson advised the Secretary in Ottawa that Edwin Harwin had died at school. Edwin Harwin was pupil No. 87 of Stoney Band, Pay Ticket No. 2, Battleford, Death was due to phthisis.80

78 E. Matheson, Notice to "Ottawa, June 26, 1901, B.S. (R.G. 10), Ottawa: P.A.C.


On January 24, 1902, Jessie Chamberland, pupil No. 084 of Moosomin, Annuity Pay Ticket No. 84 was reported that she had died at school. Matheson requested that her credit of $20.64 be sent to her heirs.

In the early summer of 1902, May 26, John Moosomin pupil No. 135 died at school. Matheson notified headquarters about the pupil's death.

On January 28, 1903, Matheson forwarded notice to Ottawa that Benjamin Crow had died on January 16, 1903. Benjamin was pupil No. 157 of Sweetgrass Band, Annuity Pay Ticket No. 53, Battleford Agency. Death was due to tuberculosis.

Views on Student Deaths

With the great death toll of students being reported from the schools in the North West Territories, it was not until 1907 that authorities in Ottawa became alarmed. They arranged for Dr. Bryce to tour the schools in the North West Territories and Manitoba and that he submit a comprehensive report. Bryce furnished statistics showing that of the 1537 pupils reported upon nearly 25 percent had died.

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81 E. Matheson, Notice to "Ottawa, January 24, 1902," B.S. (R.G. 10), Vol. 3885, Ottawa: P.A.C.
83 E. Matheson, Notice to "Ottawa, January 28, 1903," B.S. (R.G. 10), Vol. 3885, Ottawa; P.A.C.
84 P.H. Bryce, Report on the Indian Schools of Manitoba and the North West Territories, 1907, Ottawa: P.A.C.
In an interview with this writer, Mrs. Buck made available information from family papers which dealt with her uncle Edward Matheson and Battleford Industrial School. Some of the information has been mentioned elsewhere in this thesis. At the time of the interviews Mrs. Buck was working on a manuscript written by Rev. Edward Ahenakew. In one section of the manuscript Ahenakew expressed his distress over the deaths of Indian pupils who had been enrolled in boarding and Industrial schools. In defence of Battleford Industrial School and staff, Mrs. Buck felt compelled to speak about the deaths of the pupils. Mrs. Buck maintained that Rev. Ahenakew spoke about early school conditions in the light of 1923. He understood the necessity for boys to sleep in big dormitories and as the girls did also but what he objected to was the herding of the well with the diseased, the scrofulus children and consumptive children sleeping in the same room as the others, using the same towels and basins. Mrs. Buck stated if such a thing was allowed, it was not understood in their days.

...a severe epidemic of measles to which they were not immune; it was a great killer amongst them. They didn’t need to be tubercular to die of measles, they just died of it. 85

Mrs. Buck felt very deeply about the subject and she wanted to explain the circumstances in the context of the times.

85 Ruth Buck, Tape Recorded Interview with the writer, June, 1969.
The Indians don't need to think that these conditions were only for them. They were the general conditions of the time. It was not just Indian children who died like this. I don't know why the rest of us had always to pray, I should die before I wake, I pray the Lord my soul to take -- and I was in the cemetery in Fredericton and saw there grave stones of whole families.

Mrs. Buck then quoted from Rev. Ahenakew's manuscript where he criticized the circumstances in which the children found themselves at school.

I have never seen an effort made to supply the sick with their own cups and saucers and plates. The chance is not lessened as it should be and considering the usual living conditions of limited accommodations and money it is indeed difficult to take stringent precautions. The matter seems easier to plan than to carry out. The natural consequences is not difficult to see; the rooms in time are saturated with germs and the result is what has made these schools a source of fear to the Indians in general.

Ahenakew expressed the Indian point of view and quite rightly. He maintained that schools such as Battleford Industrial School enforced a life of strict barrack discipline, thwarting the natural desire in the child of activity, freedom and self expression.

Is it a wonder that there is such a high percentage of deaths in tuberculosis in these schools. From our reserve there went a great many children, healthy ones, boys and

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86 Ibid. 87 Ibid.
girls to certain boarding schools (Ahenakew refrained from identifying specifically the Battleford Industrial School) today not a single one of them is alive. 88

Ahenakew wrote with great emotion and feelings from the heart. His criticism is well taken but in 1923 there were ex-students of Battleford Industrial School living in the various parts of the country and there are still a few living today who attended, but those from his reserve may have all died. Ahenakew believed the purpose of the school was good but living conditions for pupils could not be defended.

I ask any sane man would it not have been better if those children stayed home rather than go to that (Battleford Industrial School) school? I have seen again and again child come home from school - the last stages of consumption, come home to die after having lost the natural joy of association with their parents, brothers and sisters, victims of well meant but not overwise educational policy. I am not here speaking of the silent heartache of the stoic fathers, nor of the childlike moaning sobs of the poor helpless Indian mothers unheard by the world. I use not these to prove my contention. 89

Mrs. Buck stated that sanitation, ventilation and other known and proven practices today were not understood during the pioneer life in the North West Territories.

88 ibid. 89 ibid.

NOTE: Rev. E. Ahenakew, an Indian from Atahtakoops Reserve, who attended Emmanuel Boarding School in Prince Albert, was ordained for the ministry. Rev. Ahenakew died in 1961. Mrs. Buck received Ahenakew's manuscript in 1962 from the Department of Cultural Affairs. She was assigned to edit and revise the manuscript without altering its intended meaning.
But you see it wasn't understood at that time and certainly it was not done because they were Indians. It was accepted - the way or the mode workhouses and and orphanages in those days. 90

Many former students would not agree that sanitary practices were not understood. Presented in Appendix L are interviews held with some former students who recalled their experiences while attending Battleford Industrial School. Among the many topics discussed the former students criticized the health procedures enforced by school officials 91.

There was an inadequate supply of toweling, washing basins and water. Healthy and sick children used the same toweling day after day, after they washed in the same water in the basins. This routine procedure was carried over to bathing. Toilet facilities were inadequate and unsanitary. Children were obliged to use the two or three pails for night toilet. The pails were filled and overflowed. Detailed for work duties the pupils were obliged to do clean up chores. Stories of such situations, which are vividly told in the interviews, were heard and frowned upon by parents. Parents knew that they could not make changes at school since the procedures adopted were approved by school and Departmental officials.

Children who were ill with tuberculosis or other sickness lived in dormitories occupied by healthy children. No effort was made

90 Ibid. See Appendix L.
91 Recollections and reminiscences by former students.
to remove the sick until they were dying. Some boys were allowed to care for their dying friends and build coffins for those who died at school. It is not surprising that many parents feared to send their children to Battleford Industrial School.

Such school practices contributed to declining enrolment which forced the curtailment of trade teaching because of lower per capita grants. Capital funds for school facilities became scarce due to low pupil enrolment which forced Matheson to employ strict economy measures. The round of problems increased each year for students and for the school.

Reports Concerning Battleford Industrial School 1899-1912

Before continuing with Matheson's annual reports for the next decade, it should be mentioned that the Department of Indian Affairs utilized the services of Inspectors of Agencies to inspect and report upon schools in the North West Territories. It was an expression of authority and control established under the "Regulations Governing Per Capita Grant to Industrial Schools". Inspectors' reports, routed through the Commissioner's office, reached Departmental officials where they were reviewed prior to publication in Sessional Papers. For Battleford Industrial School, as for other schools, the Department presented two views of the school; the Principal dealt with the operation and management aspect; and the Inspector reported upon the condition of education and institutional properties. Problems encountered at school, such as annuities, were not published in Sessional
Papers, but were reported to and acted upon by the officials, and then put in the Departmental files.

Matheson's and Chisholm's Reports in Sessional Papers 1900-1909

For the year ending June 30, 1899, Matheson repeated much of the information submitted in the annual report of the previous year. Matheson reported an enrolment decrease and was troubled by the Department's inaction in this matter.

The school was inspected by Inspector Chisholm in June and on other occasions during the year. His official report noted that Matheson experienced a difficult and challenging task in management since there was a lack of permanency of staff. The results of class examinations, however, were most satisfactory. Two boys in Standard VI had surpassed the academic requirements for Indian schools and one had passed a public school leaving examination. Chisholm considered Battleford Industrial School had reached the apex of educational progress.

Among the features of the examination, a general knowledge test was employed, in which the pupils of Standard VI and several of those in Standard V took highly creditable marks, showing that their information was by no means limited to bare contents of their text-books.92


NOTE: In subsequent references to Inspector of Agencies and Reserves, the shortened title Inspector will be used.
Chisholm reported that farming and gardening were too limited, and could not supply the needs of the institution, food for pupils and feed grain for livestock. Although training of students in various trades was well taught, he recommended that the boys should be trained in a system similar to that of the girls. Rather than train the boys for one trade, such as farming or carpentry, they should be given an opportunity to learn a little of all nine trades taught at school. He was concerned about the lack of opportunities in the Battleford settlement and elsewhere for students who desired to find employment. Chisholm advised that the Indians, in the present generation and for the next generation, should not be induced to go abroad to compete with skilled workmen in the various trades.

The end of Chisholm's report referred to the school premises. The report assured the senior officials that good care was maintained. The school yard was improved with the planting of trees, the gravelling of the walk, the fencing and levelling of the grounds.

For the school year ending on June 30, 1900, Matheson repeated information, in accordance with previous reports, about school location, buildings, and classroom procedures. Matheson again pointed out there was room at school for one hundred fifty students, but problems remained in recruitment and employment of necessary staff to care for students if they could be enrolled.

The trades taught to boys included farming and gardening, care of livestock and poultry, dairy work, blacksmithing, carpentering, painting and glazing. The girls learned to do general housework, baking,
sewing, cooking and washing.

Matheson stressed the development and expansion of moral and religious training for pupils. Certain staff members and older students took leading roles at prayer meetings.

A circle of the "King's Sons" among the boys, and of the "King's Daughters" among the girls and a "Daily Scripture Reading Union," including both boys and girls, have been organized and carried on for sometime past. 93

Matheson was aware that pupil deaths at school was a matter seriously regarded by both Indian parents and senior Departmental officials. He reported that a record had been set of one year and four days of no pupil deaths. It was broken when one pupil died at school on May 31, 1900.

In another section of his annual report Matheson stated that three ex-pupils were teaching school, one each in Ontario, Manitoba and Athabasca. An ex-pupil was attending St. John's College, Winnipeg, where he was studying for the ministry. Two girls were employed as servants at a boarding school. It was Matheson's opinion that students who went away from the reserves did very well for themselves, and when failures occurred it was due to the influence of non-progressive Indians. 94

The following year Matheson reported under the heading of Attendance that there were five admissions, nine discharges and deaths

93 E. Matheson, Principal, Sessional Papers, 1901, Paper 27, p. 362.

94 Ibid.
Laundry and dairy girls pose with their pompadour hair style. Pictured are Back row (left to right): Edith Blackstar, Flora Flett, Evelyn Bigears, Ellen Applegarth, Sarah Wuttunee, Esther Bigears. Front row (left to right): Caroline Bignell, Dinah Buglar.

(from left to right): Charlotte Benson, Ellen Applegarth, Esther Bigears.
which left an enrolment of ninety pupils in June. The average attendance for the year was ninety-three pupils.  

Matheson extolled the perseverance of the pupils in their desire to succeed in the face of obstacles from all quarters.

...they have a great deal to fight against; many of the old people are still bitterly opposed to any change from former customs, and so constantly work against all progress on the part of the rising generation in the direction of civilization and its methods. The strength required on the part of the young Indian to enable him to row successfully against this current of old prejudices and fixed habits is what we white men very inadequately, if at all, realize. It is, therefore, all the more pleasing to see, as we often do see, such perseverance in the case of the young who are educated at these schools, signs of better life, evidence that the efforts made on their behalf are not in vain. By and by old things will pass away, and all things will become new, and will fall into line with the newer order of things which this country is destined soon to see.

In May 1903 the Inspector wrote a frank and forthright report on the conditions of the school. The report categorically states the first signs of decline of Battleford Industrial School as an educational institution. The position of vice-principal was vacant at the time of inspection but it was filled before the school year ended by a teacher who in addition had knowledge of military drill and

95 E. Matheson, Principal, Sessional Papers, 1903, Paper 27, p. 356.

96 Ibid., p. 358
successful experiences in the care and discipline of boys\textsuperscript{97}.

The area of school influence had shrunk to embrace mainly the Battleford Indian Agency, but within the Agency, there were four Church of England in Canada day schools in operation. The day schools became a source of concern to Matheson since they did not relieve the enrolment problem at his school.

Chisholm also commented on the problem.

Though these in theory are feeders to the larger institution, yet in practice the case is quite different, for when boys or girls have attained the age or advancement to begin attendance profitably in an industrial school, Indian parents are very reluctant to part with them, and be deprived of their occasional help at home.\textsuperscript{98}

School population began with ninety-one pupils and during the year it increased to ninety-six. However, by June, the enrolment had decreased with eight discharges and three pupil deaths to leave a balance of eighty-five pupils.

Matheson, at the same time, reported in his annual report that sixteen pupils had been enrolled, nine discharged and three died, which left an enrolment of one hundred seven pupils. The discrepancy with Chisholm's report was due to the fact that Matheson never turned away any needy children even if they were not classified as Indian according


\textsuperscript{98} \textit{Ibid.} Compare Bishop's remarks, p163Footnote 16.
Chisholm conducted an examination of pupils and he found the results to be less than satisfactory among the senior students when compared with the results of the previous year. He noted that the classrooms were not conducive to study and they were poorly furnished for desks and blackboards. The practical training had been reduced to farming, care of livestock, dairying, gardening and carpentry. The farming enterprise was small but well done.

Other problems beset the school such as the destruction of the laundry building by fire. Matheson was obliged to establish a makeshift laundry room in another building. It was not feasible, in the winter, to build a new structure. Further, according to Chisholm's report, the financial records of the school indicated a deficit of $300 which was an increase over the deficit of $214.75 in the previous year.

Matheson, who was in charge of a large establishment, faced the problems of maintaining the institution in all of the physical needs as well as meeting the costs for academic and industrial training. The decrease in enrolment of Indian pupils, which became progressive as each year passed, meant a proportionate decrease in per capita grant. Battleford Industrial School depended entirely upon the per capita grant for its successful operation. No aid was provided by the Church.

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100 Chisholm, *op. cit.* p. 461.
Missionary Society who had implemented the policy of gradual withdrawal of financial support to Indian Missions. The problems, compounded by a lack of finances, forced a reduction of staff and a large staff turnover. Highly qualified personnel became too expensive to employ and it was not surprising that Chisholm reported above that academic progress was unsatisfactory and classrooms were cheerless.

In Matheson's annual report for 1904, he reported that the teachers had reverted to the old procedure where the female teacher taught the girls in one room and the male teacher taught the boys in the other room. The course of studies was followed and the pupils were graded from the alphabet to Standard VI.

Matheson reported that religious teaching was continued with the same diligence and organization as in previous years. He believed that without this education pupils could not rise in character nor become good and useful citizens. It was Matheson's aim, which he emphasized over the years, to combine "true religion and honest industry." But problems were growing, not only at Battleford Industrial School, but at similar institutions across Canada. The struggle between the government and the Church of England is reviewed here briefly in order to place Battleford Industrial School in the setting of the times of changing policies.

101 E. Matheson, Principal, Sessional Papers, 1905, Paper 27, p. 372.

102 Ibid.
The Church of England in Canada and the Indian Schools Dispute

The crisis, which missionaries in the North West Territories had faced in 1889 concerning the withdrawal of financial and personnel support by the Church Missionary Society was being compounded by two series of circumstances, one contained in the resolute non-support of Industrial Schools by many Indian parents, and the other prescribed by the changing attitude of the policy makers in the Indian Department toward Industrial Schools. Framed by these circumstances, there developed conflicting and opinionated ideas among the senior representatives of the Church of England in Canada about Indian schools. Clearly something was wrong in missionary education. The Church accountant, F. Van Thill, discussed the difficulties in his report for 1899.

The original object of the Mission work was to teach the Gospel to the adult Indian, but the Missionary soon found it necessary to add the education of their children to the teaching of the Gospel to the adult and day-schools were established. It was, however, soon obvious that the influence of camp life undid all the good the children received during the few short hours they attended school. For this reason, it was decided to change the day schools into boarding schools......

Since the Government decided to give its grants to the boarding schools on the basis of attendance of children, that is to say seventy-two dollars per child, per annum, it has been the aim of those interested in the work to

103 The Fourth Meeting of the Synod of the Diocese of Saskatchewan, Prince Albert: Prince Albert Times Print, 1889, p. 18.
increase the number of the children at the schools, not only for the good of the Christian work, but also to increase the assets. 104

The lack of financial resources was a matter of constant concern among the missions. The missionaries also realized the dire need for institutionalized Indian education. With decreasing enrolments brought about by the Indian attitude of non-compliance in support of Industrial schools, the Principals were forced to impose harsh economy measures. The revenues decreased, the number of pupils enrolled slowly declined, expenses mounted and accountability pressed by the Department pointed to the inevitable change in Indian education.

The Indian Department authorized Dr. P.H. Bryce, medical officer, to tour the schools in the North West Territories. He was alarmed about the poor health of the pupils who attended the schools. He admitted Government responsibility for the health of the pupils but at the same time he criticized those responsible for admitting unhealthy children to school. Dr. Bryce furnished statistics showing that of the 1537 pupils reported upon, nearly 25 percent had died. He inspected the school buildings and found them lacking in adequate facilities for proper ventilation. He criticized the careless attitude and low standards set by the teachers 105.


The annual reports, submitted by school Principals to the Indian Department in Ottawa, described no alarm in the deaths of the pupils. In fact, the Principal's reports usually contained only a sentence or two regarding the health of the pupils. If Dr. Bryce correctly assessed the condition of the schools, there was nothing to encourage Indian parents to entrust the care of their children to European missionaries and teachers.

By 1907 the Indian Committee of the Missionary Society of the Church of England in Canada no longer could consider the decadence of Indian Industrial Schools as a temporary condition which could be easily remedied. The Indian Committee of the Society had knowledge of Federal reports. The variance of information between the reports submitted to the Society by missionaries and those submitted to the Indian Department, stirred the Committee to investigate the conditions of Indian Schools in Western Canada. Samuel Hume Blake, a Toronto layman of the Church of England in Canada and a prominent member of the Indian Committee of the Missionary Society spearheaded an inquiry into the conditions at Blackfoot School. The inquiry erupted into a dispute of such proportions as to alter the course of Church administration in Indian education.

At the Blackfoot school, Dr. Bryce noted that the source of water was from wells, "all bad"; the quality of ventilation was "very defective"; the school had no provision for fire protection and "only three pupils not under the care of physician. Most are tuberculized. So many were sick at the hospital that the classes were
Blake was aware that Indian Schools, at least those administered by the Church of England in Canada, were operating well below capacity and at unacceptable standards. He was convinced that the uneconomical uses of human and financial resources could be checked only by radical changes in school administration and operation. Appointed as convenor of a Special Committee on Indian Work, Blake energetically examined governmental proposals and, through questionnaires, conducted extensive inquiries. He wrote 154 letters and received a similar number of replies from various sources.

Archdeacon MacKay of Saskatchewan Diocese replied to Blake's questionnaire regarding the 'Indian Problem'. He blamed the influence of Indian home environment and inefficient teachers for the poor achievements in day schools. There were a few day schools doing good work but they were the exceptions. Any value which might be credited to day schools could be rated on the amount of religious instruction which was provided. In a terse reminder, MacKay informed Blake that when changes are being considered in education, the Church of England must remain in control.

*I should never be a party to any scheme of secularizing the schools and abandoning the control that we are allowed to exercise.*

106 Lewis, *loc. cit.*


MacKay defended the work accomplished in Industrial Schools and he criticized the government for allowing ex-pupils to shift for themselves. Compared with the boys who remained home on the reserves, the trained pupils, who returned empty handed, were unable to make a living. It was time, MacKay contended, that someone did something to assist the students "without making them dependent on the government." 109

Commenting on missionary work in various districts in the North West Territories, MacKay discounted as invalid any comparison made between the Diocese of Calgary and other dioceses since conditions were so different. The Swampy Cree in the Moosonee Diocese, without schools, readily received Christian instruction. The Blackfoot near Calgary had schools but were either indifferent or opposed to Christianity and any progress noted must be credited to the influence of the schools. MacKay's defence of the Diocese of Calgary is significant since he was aware that Blake was critical of this Diocese and of the growing feud between Blake and Archdeacon Tims 110.

MacKay's report did not sway Blake who was aware of the deteriorating conditions in Indian education. Blake maintained correspondence with Department officials. On January 14, 1908, the Superintendent General of Indian Affairs replied to Blake's letter stating that he was not ready to accept the Committee's suggestions which meant inflating the current system of Indian education.

109 Ibid. 110 Ibid.
If there had been no doubt that the educational system heretofore maintained was best calculated to further the civilization of the Indian the increased appropriations might be justified and probably an extension of educational work along the same lines; but I gather from your late correspondence that it is clear to your mind that the present system with its relatively large expenditure has not operated as it should have done towards the civilization of the aborigines. The high rate of death in the schools, and the adverse influence of the reserve environment on discharged pupils has tended with other causes to minimize the effect of educational advantages.  

He took the opportunity to divulge the Department's plan in support for the new improved day schools. He also required certain conditions be met before an increase per capita grant could be considered.

It would seem to be a good policy at this juncture to attempt to devise a better system of Indian education and to apply to each locality methods which would achieve the desired results. It may safely be postulated that the same educational system cannot apply to all the persons or localities, and that in some locations day schools of an improved type would be more serviceable than boarding or industrial schools and it has occurred to me that an experiment along these lines would be useful to demonstrate whether a new type of school might not be found to be a very strong factor in Indian improvement.  

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112 Ibid.
Oliver announced a program of retrenchment by the Department which included the closure of Industrial Schools at Calgary, Middlechurch and either at Brandon or Elkhorn and Regina. He calculated that during the coming summer the following boarding schools might be closed: Crowstand, File Hills, Round Lake, Peigon, Old Sun's, Sarcee, Emmanuel College, Gordon's, Onion Lake, Morely and Blood. Oliver proceeded to outline for Blake's information the plan favoring the establishment of new improved day schools on Indian reserves.

The staff would consist of a married teacher and on large reserves, of a nurse also; and a nutritious and simple noonday meal might be served to the pupils at the school. The nurse might be occupied in house-to-house visitation, directing sanitary measures; and the wife of the teacher should have domestic qualifications which would make her useful in instructing the Indian women in the ordinary domestic employment. Such a system might be given a trial for four or five years.113

If the proposals mentioned above were carried out in agreement with Protestant schools and certain Roman Catholic schools, the Department then could consider increasing per capita grants to the existing Institutional schools without requesting Parliament to approve additional appropriations.

Blake was eager to consider Oliver's proposals and to expedite the plan as early as possible. On January 28, 1908, the Superintendent General replied to Blake's letter stating that he preferred the religi-

113 Ibid.
ous delegation be given the opportunity to consider the educational proposal which Blake should place before them. In addition, Oliver wrote the clinching argument against industrial and boarding schools. He appealed to Blake's humanitarian zeal and at the same time delivered a scathing attack on the clergy. He believed that the policy of separating children from their parents in order to educate the children as British Canadians had "turned out to be a deplorable failure"\textsuperscript{114}.

In other words, that a good day school on a reserve is a better means of improving the conditions of the Indians than the industrial or even the boarding schools.

The mutual love between parent and child is the strongest influence for betterment in the world, when that influence is absolutely cut apart as in the education of Indian children in industrial schools the means taken defeats itself. Children must love and therefore respect parents or they cannot or will not respect themselves. To teach an Indian child that his parents are degraded beyond measure, and that whatever they did or thought was wrong could only result in the child becoming, as the ex-pupils of industrial schools have become, admittedly and unquestionably very much less desirable elements of society than their parents who never saw the schools.

I hope you will excuse me for so speaking but one of the most important commandments laid upon the human by the divine is love and respect by children for parents. It seems strange

\textsuperscript{114} Frank Oliver, "Letter to S.H. Blake, Esq. K.C., 28th January, 1908, Ottawa," Saskatoon: MacKay Papers, Archives of Saskatchewan.
that in the name of religion a system of education should have been instituted, the foundation principle which not only ignored but contradicted this command. 115

In order to consider Oliver's proposals, the New England Company convened a Conference on Indian Education in Canada, in London, England, on April 15, 1908. The various religious and Company representatives who attended the conference favored a revision of the Indian educational system. The representatives adopted a resolution which supported the immediate implementation of Oliver's proposals 116.

In May, 1908, Blake published a pamphlet, "Don't you Hear the Red Man Calling", which contained copies of letters written by Indian Department officials, information about the proposed new improved day schools, the Government's generous but conditional plan to increase per capita grants to schools, and allegations against the Old Sun School which had been condemned by the Medical Officer. Blake was appalled by the methods and motives used for enrolling pupils in schools.

The competition of getting pupils to earn the government grant seems to blind the heads of these institutions and to render them quite callous to the shocking results which flow from this most highly improper means of adding to the funds of their institutions. 117

Blake saw himself as the champion of the Indian cause; "he also believed any dissent from his opinion bordered on heresy" 118.

115 Ibid.


117 Maurice H. Lewis, in Alberta Historical Review, p. 11

118 Ibid.
The charges levelled by Blake aroused the ire of Archdeacon Tims of the Diocese of Calgary. Tims, in defence of the Diocese and the missionaries, challenged the truth of Blake's charges.

The dispute between Blake and Tims flared and soon involved the clergy who represented other Dioceses of the Church of England in Canada. The Bishop of the Diocese of Saskatchewan rallied to Tims' support. In an undated letter he wrote to the Board of Management of the Missionary Society of the Church of England in Canada.

As regards Saskatchewan certainly, and probably the other dioceses where Indians are gathered on Reservations, the blame of mismanagement, extravagances and comparative failure, not only in the matter of schools but the whole economy of the Indian Department i.e. the whole management and treatment of our treaty Indians, lies at the door of the Indian Department, not upon the Church. This has been conclusively shown lately with facts and figures to the Heads of the Department at Ottawa, by the Rev. James Taylor, and could be ever more strongly shown by our missionaries. Hon. S.H. Blake would be doing more real service to the Indians and furthering their real interest by taking up this side of the question and agitating for reforms in Departmental methods.119

In the next portion of the letter, the Bishop, in plain language, elaborated on his views about the prejudices of petty Departmental officials. He questioned the qualifications of Indian Agents and

claimed that the agents, in many instances, were guilty of hindering the Indians advance in agricultural pursuits. The Bishop branded the whole system in the Saskatchewan District as one which destroys Indian ambition.

The Bishop proposed that the Government and Church could save money and employ less personnel if the reserves were re-arranged to bring Indians to one location. He considered it an outrage that the Department spends huge sums of money on Indian officials and only "a little goes to the benefit of the Indians". Blake was responsible for a resolution passed by the Missionary Society of the Church of England which expressed approval to cooperate with the Government's proposal. The Government meanwhile implemented the second strategic move toward control and policy change in Indian education.

Although the government obtained the approval of the Anglican Church in Toronto, if not its members in the west, for the 'new improved schools', it used the dissent within the Church as an excuse for non-compliance. The Government also pleaded that the Roman Catholics should be consulted since "any new arrangements to be made must be the same for both interested parties (Roman Catholics and Protestants)". The Government, which held the purse strings, enforced the delay and both Timms and Blake had time to work out a rapprochement. But this was not to be since Blake felt that Old Sam School must close. Meanwhile the Government continued stalling, except for instituting more stringent

120 Ibid., pp. 1-2.
medical examinations of would-be pupils for Indian schools. 121

If the harsh realization of children's death in various schools throughout the North West Territories remains purely a statistical fact and if the revealing mercenary version of missionary attitude is accepted as universal, then the grave blot in Canada's educational history is enlarged by the injustice committed against the missionaries, who devoted themselves to the care and welfare of Indian pupils.

The events cited above highlight the struggle for control and change in Indian education. In the final stages of the struggle, the Government's influence upon certain clerical and lay representatives of the Church of England in Canada, and the Government's strategy to maintain its paternalistic control, were major factors for the decline of Church authority in education and for the closures of Industrial schools. Lewis expresses the Government's strategy.

The Government's involvement is by no means exemplary. Considerable neglect of its responsibilities occurred in the early years, and when it did evolve an appropriate policy it refused to implement it. Even more regrettable is the fact that there is no evidence that the views and wishes of the Indian population were ever obtained. A paternalism existed that pervaded the minds of most bureaucrats as they determined the fate of the Indian. The Indian was merely looked upon as a "heathen" or a "pagan" without a culture, without morality, and hungry for the "blessing" of the white man's ways. The manner in which these "blessings" were implemented has left a shadow on the history.

121 Maurice H. Lewis, in Alberta Historical Review, p. 12.
Matheson's Management Problems

Frank Pedley, Deputy Superintendent General of Indian Affairs, had received a letter of complaint in 1905 from Mr. Underwood, Vice Principal, Battleford Industrial School. Pedley who had been considering the problems brought to his attention about the school, decided upon receipt of the Vice Principal's letter to initiate an investigation. He wrote the following letter to David Laird, Commissioner, in Regina.

I have been considering the state of affairs at Battleford Industrial School and the charges which have been made by Mr. Underwood as to the financial management of the institution. Would it be possible for you to investigate this matter personally? I do not think it would be well again to take evidence of the question of immorality at this school, but you should make careful inquiry as to what steps the principal adopted and is now enforcing for the prevention of such acts. If you do not find it possible to undertake this work for any reason kindly advise me and I will make some other arrangement.

As I think you may not have a copy of financial charges made by Mr. Underwood I enclose a copy herewith.

122 Ibid., p. 13.

Laird, who had been on a tour of inspection in the Territories, was not able to investigate the school situation until later. He forwarded his reply from Winnipeg in September, 1905.

Laird judged Matheson to be an economical manager and added that perhaps he was a little too austere in regard to the students' bedding and clothing. He endorsed the Principal's attitude which was preferable to a large deficit as was the case with some other institutions. Laird stated that he was pleased with the appearance of the school and with the industrial training provided for the students. In regard to allegations about immoral behavior by certain students, Laird had this to say:

I made careful inquiry about immoral practices said to exist among some of the boys at the school I was glad to find that the ringleaders of the boys said to be guilty had been discharged or dismissed, that a new supervisor of experience had been secured, and that effort is being made (hereafter to be doubled) by the principal and his supervisor to stamp out said practices. 124

Laird stated that financial management charges were unfounded as far as misappropriation of funds was concerned. However, the bookkeeping system was incomplete and therefore unsatisfactory. Laird believed the faulty system of record keeping lead to question and suspicion. The Inspector had earlier examined the records and found the accounts to be correct. Laird informed the Deputy Superintendent that

he had instructed Inspector Chisholm to visit the Battleford School and improve the method of financial record keeping.

In regard to other matters about returns from farm and industries, he was satisfied that the Vice Principal had grossly exaggerated his charges about the Principal's business ventures. Laird assured the Deputy Superintendent that Matheson had no private farm nor business. Matheson did buy the right to cut some hay in a field and employed a man for that purpose. Laird felt that Matheson had erred in this instance for "as a principal of school has enough to do without dabbling in outside work." 125

Laird had cleared Matheson from the allegations and he had arranged matters which would improve the school administration according to Departmental requirements. Officials in Ottawa were, temporarily satisfied; but Matheson had fallen out of their favor.

A Misunderstanding About Matheson's Resignation

Martin Benson, a Department of Indian Affairs employee at Prince Albert, wrote to the Deputy Superintendent in Ottawa about the events which occurred involving Emmanuel College in Prince Albert and Battleford Industrial School.

In his letter Benson reviewed the situation stating that the Bishop had written earlier to Ottawa concerning the reorganization of the staff at Battleford Industrial School. The Bishop, in the same letter, reported that Matheson claimed his resignation was forced upon

125 Ibid.
him and that Matheson objected to the shortness of time allowed him to make other arrangements. The Bishop informed Agent Benson that if Matheson had contemplated resigning his Principalship and had informed the Department in Ottawa about it, his office had no knowledge of it.

The second matter of Benson's letter dealt with Archdeacon Lloyd's proposal to the Department. Archdeacon Lloyd had proposed the Department give up its possession of Emmanuel College to the Church by October 1, 1907 and transfer students and staff to Battleford Industrial School. This arrangement would reduce costs for operating two institutions and improve the conditions at the school in Battleford. Benson was aware that the Departmental authorities had considered the proposal and they would agree to the arrangement provided certain conditions were fulfilled. The Deputy Superintendent insisted that there should be a radical change of staff beginning with the dismissal of the Principal at Battleford Industrial School. According to the officials in Ottawa, Matheson's management of that institution was far from a success. Agent Benson was aware of Archdeacon Lloyd's correspondence with Ottawa. He knew that students could be transferred, without difficulty, from Emmanuel College to Battleford Industrial School. Benson also knew that the per capita grant would be extended to the latter school. This arrangement was acceded to by the Bishop in his letter to the Department.

Benson noted that both schools were under the immediate control of the Church of England in Canada, and he thought it fair that the Church should bear the responsibility of settling with those staff
members who would not be retained. He assured the Deputy Superintendent that it was not the fault of the Department if notice of termination to certain school staff members seemed short since Archdeacon Lloyd had set October 1 as the date for evacuating Emmanuel College. A new Principal of Battleford Industrial School should take charge on the date of the amalgamation of the two schools. It was Church responsibility to settle a compensation for Matheson.

Benson believed that since the Church of England in Canada had practically withdrawn from the industrial aspect of education and had placed the costs upon the Department to bear, it would not be unreasonable for the Department to exercise some influence in the appointment of the Principal and staff of Battleford Industrial School.

Frank Pedley replied immediately to emphasize the position of the Department.

The action which Mr. Matheson complains of must be the action of the Church because we did not tell him to resign.

Our views as to the Battleford school staff were expressed in a Departmental letter of the 15 July last and it was presumed that the action was taken by the church on this letter.

Meanwhile the Bishop had called his executive committee to consider the circumstances involving Matheson. After considering the

126 Martin Benson, Letter to "Frank Pedley, Deputy Superintendent General of Indian Affairs, August 28, 1907," B.S. (R.G. 10), Volume 3922, file 116820, Ottawa: P.A.C.

exchange of correspondence and consulting with Matheson, the committee unanimously passed the following resolutions which were forwarded to Frank Pedley, on August 24, 1907.

1. That the committee having learned that Mr. Matheson does not desire to resign from Battleford Industrial School in the present, withdraws acquiescence given under a misunderstanding, to be with the Department's proposal, insofar as the changing of the Principal of the school is concerned and particularly requests the Department to the proper changes and continuing Mr. Matheson as principal. 128

The Bishop added that he heartily endorsed the resolution and he requested that the Department accede to its request. On behalf of his committee, the Bishop expressed regret for their mistake in thinking that Matheson wanted to resign his position. Matheson had been away on holiday and his request for this holiday had been misinterpreted as a resignation.

2. That neither he nor we find it probable that we can reorganize completely at such short notice, but that if Mr. Matheson be retained the reorganization which he has already commenced can be completed.

3. The deficiency in number of pupils is, as Mr. Matheson points out, not his fault, but the fault - if any - of a change of methods of the Department and the entire lack of effort on the part of the local Department officials.

4. He has just sought and received more than twenty new pupils from the Pas and is promised more.

128 Bishop Saskatchewan, "Letter to Frank Pedley, Deputy Superintendent General of Indian Affairs, August 24, 1907," B.S. (R.G. 10), Volume 3922, file 116820, Ottawa: P.A.C.
5. I would ask you how the Department proposes to transfer pupils from Emmanuel to Battleford.
   
a) Will they insist on it and carry it out if the parents object?
   
b) Who is to bear the expense of the transfer?

The Bishop cautioned the Department that both the Church and the Government were in a difficult position and the whole question must be considered carefully.

We are just as anxious as the Department to do the best for the Indians, we wish also to do justice to the faithful servant Mr. Matheson. An early reply is desirable, the work is likely to suffer from delay.

On the same date the Bishop forwarded the resolutions to Ottawa, Matheson wrote to the Deputy Superintendent to complain that the decline in student enrolment at Battleford Industrial School was due to the attitudes of local officials. They denied him permission to visit the reserves and recruit pupils. Matheson stated that his school was not in debt and the Department had not been asked to make up any deficit in all the years that he had administered the school.

Meanwhile Benson, having obtained information about the exchange of correspondence between the Bishop of Saskatchewan and Ottawa as

129 Ibid.
130 Ibid.
131 E. Matheson, Principal, "Letter to Frank Pedley, Deputy Superintendent General of Indian Affairs, August 24, 1907," B.S. (R.G. 10), Volume 3922, file 116820, Ottawa: P.A.C.
well as Matheson's letter to the Commissioner, wrote to Frank Pedley to express his views. He noted that the Bishop admitted his mistake and had asked the Department to help him out of the difficulty. Benson took an uncompromising stand, when he wrote on September 4, 1907.

The complication which has arisen is none of the Departments seeking or making. As I have before stated, its hand was forced by Archdeacon Lloyd and I consider the church authority should get out of the difficulty in the best way they can. Although Mr. Matheson has managed the finances of the school economically, he has been a failure in other directions, if the school is to be filled up to its full complement on October 1, it seems to me that it would be the proper date to make the change of principals and the church should compensate Mr. Matheson for any inconvenience he has put to, owing to the short notice.

Benson advised the Deputy Superintendent that Matheson had written to the Commissioner to explain a new situation which had developed. Rev. James Taylor, Principal of Emmanuel College, had informed Matheson that the Bishop and his Executive Committee expressed the wish for Taylor to take charge of Battleford Industrial School. Benson added:

If Mr. Matheson should be retained, what do they propose to do with Mr. Taylor, who has a good claim for consideration as Mr. Matheson? The whole transaction has

been bungled by the church authorities, and I think there is no responsibility attached to the Department to the tangle they have got into. 133

Benson informed Pedley that the Department had never asked for Matheson's resignation and had it not been for the amalgamation of the two schools, Matheson probably could have remained to the end of the fiscal year. Since conditions were forced upon the Department by Archdeacon Lloyd, Benson maintained that a complete staff change at Battleford Industrial School was essential. The success of the school depended upon the administrative ability of the Principal and Benson felt that Matheson should be able to find a place for which he was better suited.

In regard to the costs for transferring the school Benson referred to the letter of July 15 to Archdeacon Lloyd which stated that the Department would bear the expenses. Should Taylor be given the Principalship at Battleford Industrial School, there would be no problems about obtaining parental consent for student transfer. Benson was concerned to finalize the arrangements since there were pressing administrative matters such as closing the accounts, disposing of Government property, arranging student transportation and closing Emmanuel College 134.

Pedley immediately wrote to Benson to inform him that the Department had taken a conciliating stand.

... it may not be unreasonable for the church to arrange to continue Mr. Matheson's service for such a time as may

133 Ibid. 134 Ibid.
be necessary to make the change of staff without serious inconvenience and as I understand the church has not withdrawn from its position re Emmanuel College. 135

Meanwhile on the same date McLean, Secretary for the Department of Indian Affairs, wrote to the Bishop of Saskatchewan that the Department would not object to having Matheson continue as Principal of Battleford Industrial School for such a time as required to reorganize the staff. Inspector Chisholm would travel to Prince Albert to handle the transfer of Emmanuel College136.

It is significant to note here that the dispute between Blake137, who favored governmental policies for new improved day schools, and Archdeacon Tins, who held the support of Western Bishops for institutional education, had a profound effect on Indian education. In the round of negotiations the authorities in the West representing the Church of England in Canada won a negotiated victory which postponed, for a time, the closure of Battleford Industrial School.

Matheson remained as Principal of the school due to the efforts of the Bishop of Saskatchewan. It was a small victory against the Government's overall sweep for change. The church victory did not warm the cold attitude of the Department of Indian Affairs toward

135 Frank Pedley, Letter to "Martin Benson, September 6, 1907," B.S. (R.G. 10), Volume 3922, file 116820, Ottawa: P.A.C.


Matheson and the victory did not allay any problems which had confronted Matheson nor those which would continue to increase with each passing year. The Department held the money for per capita grants and the authorities could afford the few years it would take the promote the policy for changed educational program.

Diary of E.K. Matheson: Trip for Recruiting Children

The diary written in a pocket size black notebook explains a little of the natural beauty of the Saskatchewan country and some trials encountered on the trip to recruit children for the Battleford Industrial School. Matheson also wrote brief remarks about his duties performed as a clergy member of his church. Mrs. Matheson and Miss Edwards accompanied him on the trip.

Matheson and his companions left Battleford at about 8 o'clock in the morning of Monday, July 1, 1907, in order to board the train in North Battleford bound for Prince Albert. After a delay at Warman of some six hours, the train arrived in Prince Albert at nine-thirty in the evening.

Thursday, July 4,

Matheson and his companions boarded the Hudson Bay Company steamer "Saskatchewan" which steamed away from the dock at eleven o'clock and by one o'clock in the afternoon it had passed two "cove rapids" about sixteen miles from Prince Albert. The steamer stopped at a regular coaling station to take on a wad of dry poplar cord wood. A strong cross wind from the south east forced a delay. After "tacking
down" the crew was able to set sail when the wind abated.

Matheson observed that in the following days the weather worsened which made the trip tortuous.

Saturday, July 6,

At three o'clock in the morning the steamer resumed its trip on the Saskatchewan River. There was excitement aboard when about nine o'clock a moose was sighted rambling up the steep bank. Matheson described the banks as being lined with large cottonwood trees.

We arrived at Cumberland House at noon, this was one of the mission stations in the lower Saskatchewan. It is a pretty setting on the south shore of Cumberland Lake. 138

Sunday, July 7

Matheson held services in the afternoon and evening. Rev. J.R. Settee also preached the gospel. The Cree services had about 100 people in attendance who sang heartily without organ accompaniment.

Tuesday, July 9

Thirty years ago today I joined the Deaconship brigade at Headingly, Manitoba. Thirty years of mercies and blessings to be thankful for. 139

Matheson noted the almost daily changes in weather which affected the progress of the steamer "Saskatchewan". The eleventh, rough and tortuous; twelfth, quiet, lovely white cliffs on the north bank and


139 Ibid.
pretty scenery; thirteenth, quiet; fourteenth, rather rough.

Sunday, July 14

Matheson recorded that the rain had poured all night and all day Sunday. He held three services in church and nearly 100 people had attended.

Tuesday, July 16

There was a rough passage experienced as the steamer passed "Crooked Rapids".

In these rapids the steamer took on a large boulder which gave her quite a tilt on the left side, but no damage was done.140

Thursday, July 18

After having passed the ravines the day before, Matheson observed that as the steamer approached a river fork, they were about 60 miles from Fort a la Corne. The country appeared flat and the low river banks were about four to five feet above the water. They arrived about ten miles west of Sturgeon River which branched off to the south-east to join Carrot River. At this point Matheson made a small drawing of the direction and flow of the river and the terrain of the land.

After taking on wood we returned up the stream about three miles to where the original branch of the Saskatchewan River turns east. Here we tied up for the night and after making some fruitless attempts to find a place deep enough to cross the bar. This place is called Mosquito Point.141

140 Ibid. 141 Ibid.
Friday, July 19

Matheson decided to leave the steamer "Saskatchewan" and portage to Chenawawin. A settler named Simon Bell, from The Pas, accompanied Matheson. At six o'clock in the early evening they headed toward Moose Lake, and later they camped at Potato Portage on the north side of Moose River about twenty miles from The Pas.

Sunday, July 21

Matheson walked over to a settler's cabin, that of T.H.P. Lamb, to baptize a daughter.

The next day he visited a school where twenty-two children were present. Two boys were signed over to Matheson.

Wednesday, July 24

Matheson left the little mission called Moose Creek at eight o'clock in the morning, and by canoe he travelled to Cedar Lake and Chenawawin.

Saturday, July 27

The steamer "Saskatchewan" arrived at Chenawawin where Matheson joined his companions to continue the trip to High Portage. They remained there until three o'clock Sunday afternoon.

Monday, July 31

The travelling party boarded the tug "Lotta S" which steamed out towing a barge, "Skylark", loaded with fish. One of the boys Matheson had recruited, Cornelius Bignell, fell from the barge into the lake which was about ten feet deep. The boy swam to shore and was back on board after his unexpected bath.
The lake was very rough when we started going from the north with a heavy gale and it continued all night. The little tug tossed about like a cork on the water. About 5 a.m. the barge broke loose from the tug. This happened 5 times in succession. The last time being in the afternoon. There was considerable danger in turning around and getting near enough to the barge to make a rope fast to the barge. 142

Tuesday, August 1

Matheson described a dangerous moment on the lake when the barge struck the tug and luckily it was only a light blow. There were several people sea sick. They arrived at Mossy River where at ten o'clock in the evening Matheson and his party boarded the C.N.R. train from Winnipegosis. At midnight they arrived at Dauphin where they changed cars taking the mainline bound for Battleford.

Friday, August 2

With fifteen students for Battleford Industrial School, ten boys and five girls, Matheson and his companions were thankful to be back in Battleford. Matheson had not recorded in his diary where he had obtained the students. It would appear that this trip served a dual purpose, one to recruit children and two, to serve the church.

Matheson, having returned from his recruiting trip, was out of touch with the dispute that involved him and which became a tangle of misunderstandings between Church and Departmental officials. He learned that he was under attack and the school was threatened.

142 Ibid.
Matheson joined his Bishop in formulating counter negotiations with the Department and through the united effort of his Church, he retained his position at Battleford Industrial School.

The educational work continued at Battleford Industrial School under an uneasy calm. Matheson obtained Departmental permission for a leave of absence to attend a Pan Anglican Conference in London, England. This was considered a holiday, the first, officially, in thirteen years of service at the school.

Paget's Inspection

On July 18, 1908, the Deputy Superintendent wrote to the Secretary in Ottawa to confirm arrangements for Mr. Paget, a Departmental employee, to visit the reserves and schools in the Northwest. The purpose of Paget's tour of inspection was to provide him with knowledge about local conditions as he would deal with matters presented to headquarters from the region. Paget was assigned to instruct Agents on methods of keeping cash books, vouchers and other administrative procedures during his tour.

In November, Paget submitted his report of the tour to the North West. His observations on Battleford Industrial School were favorable. Paget provided a narrative description of the institution.

143 J.D. McLean, Memo to "Matheson, June, 1908," B.S. (R.G. 10), Volume 3922, file 116820, Ottawa: P.A.C.

144 Frank Pedley, Memo to "J.D. McLean, July 18, 1908," B.S. (R.G. 10), Volume 4041, file 334503, Ottawa: P.A.C.
and students as they were in 1908.

This school is situated at the confluence of the Battle and North Saskatchewan Rivers, an ideal location, and is quote an extensive establishment. The older portion of the main building was formerly the Council Chamber of the North West Territorial Government when Battleford was the capital of the North West Territories. The main building was found to be in good repair as also the out buildings except for the cottage and carpenter shops which require reshingling. The out buildings comprise: principal's dwelling, apparently a very suitable one, farmer's cottage, laundry, bakeshop, work shops, stables, hen house, piggery and a root house, and all presented a neat and clean appearance. There is also a large refrigerator or cold storage room for keeping meats, dairy products, etc. Some repairs are required to the furnaces. \footnote{Paget, Departmental Employee, "Report to Deputy Superintendent General of Indian Affairs, November 25, 1908," B.S. (R.G. 10), Volume 4041, file 334503, Ottawa: P.A.C.}

Paget included comments about the treatment of the pupils and he offered his opinion about the health and stamina of the students.

There were 74 pupils on the roll and those seen looked healthy, clean and well clad. Many of them had been visiting their parents and the change had done them good. Those who remained at school were employed - haying and at other work which keeps them out of doors during the summer. Indoor life is hard on many who take a course at school, the last three years being the most trying period and in many instances it is then that the constitution of the pupils begins to break up. The food supply is wholesome and each pupil is given plenty of it. Vegetables, bread, fresh meats, soups...
and milk are the chief articles of diet. The kitchen is well equipped with a good range and other conveniences and everything was neat and clean. 146

Paget observed that the Principal was concerned about the well being of the institution. A number of improvements in the ventilation system had been made such as shafts passing through the ceiling and windows which could be lowered from the top or raised from the bottom. The Principal's supervision maintained clean and tidy dormitories, laundry work well done and bedding aired outside.

Altogether this is a very well conducted school and reflects creditably on the Principal, Rev. Mr. Matheson. 147

Paget did not blame the Principal for the great change over of staff. The members who were employed appeared to be interested in their work but the frequent changes of staff hindered the program of the school. Paget attributed the trouble to the more profitable employment available in the district. The salaries offered at Battleford Industrial School were not as much as were paid in other public institutions.

The report submitted by Indian Agent Day at Battleford on March 8, 1910 did not agree with Paget's estimation of the school. Day stated that the school institution was situated in a position to exclude sunlight from the classrooms and dormitories. He believed this was the reason for the prevalence of tuberculosis germs. The Agent requested

146 Ibid.          147 Ibid.
that the Department should insist upon a medical officer making monthly examinations of all Industrial school pupils. Where a case of illness was noted, it should be isolated to protect other pupils from the menace of the disease. Day reported that three students had died at Battleford Industrial School in one month.

Chisholm's Reports

In 1907 Inspector Chisholm reported to Frank Pedley, Deputy Superintendent General of Indian Affairs that Battleford Industrial School had a staff which included the Principal, teacher, matron and nurse, seamstress, cook, laundress, baker, farmer, general assistant, carpenter and night watchman. This staff cared for and guided the education of young Indians.

The enrolment had dropped considerably during the past year with discharged pupils exceeding admissions. The source for recruiting pupils, restricted to Battleford Agency, was found in Red Pheasant's and Moosomin's bands who contributed approximately one-half the attendance at the Battleford Industrial School. The Inspector warned that if the school was to be maintained, it would be necessary to recruit pupils from distant areas. The enrolment was as follows:

<table>
<thead>
<tr>
<th>Standard I</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Standard II</td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Standard III</td>
<td>5</td>
<td>14</td>
<td>19</td>
</tr>
</tbody>
</table>

Boys | Girls | Total
---|---|---
Standard IV | 8 | 2 | 10
Standard V | 8 | - | 8
Standard VI | 2 | - | 2
Total | 26 | 29 | 55

While the instructors provided the boys with a systematic and a satisfactory training in farming and in the care of livestock and the girls responded well in their training through the firm and kind guidance of the instructresses, the classroom work suffered. The Inspector made the following important pronouncement.

During the past two years there have been six different teachers in charge of the classroom, some of them but poorly qualified, while others appear to have taken but slight interest in the success of their work. In consequence of this mainly, the condition of the class work is not at present very satisfactory.

There is a great difficulty in obtaining properly trained teachers, and still greater in securing teachers who are not interested in a homestead or some other interest and impairs their usefulness. 150

Chisholm noted that no drill and calisthenic of any description was taught at school and this aspect of training was neglected.

On inspecting the bathroom facilities Chisholm reported a great improvement and they were as comfortable as could be desired. The bathrooms, conveniently located near the dormitories, were well

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150 Ibid.
heated, clean and dry. The floors in the bathrooms were oiled.

The next item under inspection was the fire fighting equipment in the school. Chisholm noted that the equipment was well distributed throughout the building. On hand for emergency use were "12 axes, 17 buckets, 18 handgrenades, 17 extinguishers, a McRobie chemical enging and 500 feet of hose"\textsuperscript{151}.

It was Chisholm's opinion that Matheson had administered the school well and maintained a good record of accounts. Aside from Departmental grants, the chief source of revenue was the school farm. For the period ending December 31, 1907, the farm revenue of $1250 was applied to school maintenance and only $200 was expended on its operations.

Chisholm concluded his report with the remarks that many ex-pupils of Battleford Industrial School formed a considerable element on reserves in the Battleford Indian Agency. They were a credit to the Institution\textsuperscript{152}.

The following year Matheson submitted the customary and routine annual report. With regard to attendance there were three boys who died; eight other boys and three girls were discharged, and thirteen boys and eight girls were enrolled. For the school year commencing September 1908, sixty nine students would be in residence at school.

The recreation provided for the students included swings, football, hockey, other games and outdoor exercises. The staff instructed boys in the exercise and use of the bucksaw on the wood pile\textsuperscript{153}.

\textsuperscript{151} Ibid  \quad \textsuperscript{152} Ibid  \quad \textsuperscript{153} E. Matheson, \textit{Sessional Papers, 1909}, Paper 27, p. 355.
Matheson explained at some length that many of the ex-students who had returned to the reserves had done well in spite of the environment. There was a marked difference in the tone of the reserves where ex-pupils lived compared with those reserves who had no ex-pupils among the people. Many other ex-students lived and worked among Canadian settlers, and some had been hired as teachers or helpers in Indian Schools.

Nearly all the girls that have been discharged are married, most of them on the reserves, to ex-pupils and others, but several of them are married to white settlers and are keeping their homes in a creditable condition. 154

Statement of Receipts and Expenditures, 1909

In the statement of receipts and expenditures recorded for the fiscal year ending March 31, 1908, Battleford Industrial School had an excess of expenditure of $423.50. This compared well with the Ou'Appelle Industrial School (Roman Catholic Industrial Institute), $7,003.73, and with Regina Industrial School (Presbyterian) with a balance on hand of $825.89 155.

Departmental Reports in Sessional Papers, 1910-1912

The officials in Ottawa realized the powerful influence of the parents in their non-support of Industrial Schools.

The preference which the Indians in recent years have evinced for boarding schools in the vicinity of reserves

154 Ibid.

seems to increase. This preference begets interest, and the interest of the parents is a large factor in the success of the school.

Of Industrial schools we have one less, the Calgary school having been closed on December 31 last. 156

In accordance with Departmental duties the Inspector diligently inspected Battleford Industrial School for the fiscal year ending March 31, 1909.

At the outset of his report, the Inspector summarized the staffing situation.

There continues to be great difficulty in securing competent male assistants owing to the superior inducements offered by other occupations throughout the district.

The salary paid was $50 a month, with board and lodging which is as high as the revenue of the school would admit of; but in spite of this it was found impossible to retain the services of a well qualified teacher. 157

The attendance register revealed that there were enrolled on January 1, 1907, fifty five students and admissions since, twenty one students for a total of seventy six. Nine students were discharged by authority of the Commissioner, two students were struck off as

156 Sessional Papers, 1909, Paper 27, p. 197

deserters; three died. The net enrolment as at April 1, 1908 stood at sixty two students.

The day schools on the reserves managed to hold their students and it became necessary for Battleford Industrial School to recruit students from Saddle Lake in the west, and from The Pas in the east. 158

The hardworking teachers strove to maintain a spirit of cheerfulness in the classrooms. Chisholm observed that the pupils, in response, tried to do things that would make the teachers pleased. However, Chisholm saw that academic advancement was rather poor. The pupils frequently wrote meaningless statements in their notebooks which also were poor attempts at copying. The lessons did not assist the children to reason out what had been taught. The senior students were well behaved and submissive to authority. Chisholm was disturbed when he learned that the pupils were left mostly on their own to organize and play games.

...but of systematic physical exercise, drill and calisthenics, breathing exercises and chest expansion, there was none, though badly needed. At a subsequent visit I learned that such exercises were being taken up by the new teachers. 159

The next matter under inspection were the buildings, which were heated by hot air furnaces and stoves. Chisholm tested the condition of air in various rooms, particularly in the four dormitories. Samples were taken at 6:00 a.m. at the time of pupils arising and it

158 Ibid. 159 Ibid.
was found that the air at no time contained more than .06 percent of carbon dioxide, but the weather had been warm and the windows had been open all through the night.

The Inspector also observed that the floors, windows and woodwork were washed regularly; the laundry of children's clothing and school linen were carefully done. The blankets, mattresses and mats were frequently aired out of doors\textsuperscript{160}.

Chisholm reported his investigation on the farm and garden. The yields over the past two years were very poor. He attributed this unsatisfactory state of affairs to unfavorable weather and to change of instructors\textsuperscript{161}.

The state of Battleford Industrial School as an institution for academic and industrial training had deteriorated. Matheson submitted the report of the school year ending June 30, 1910. He routinely repeated information given in previous reports. The variation was noted in the enrolment. Matheson reported that three boys and two girls had died, four pupils were discharged and nine new pupils enrolled. There were, according to Matheson's accounting, seventy seven students enrolled\textsuperscript{162}.

Chisholm, in his accounting of students, excluding those who were classified as non-Indians, reported sixty eight pupils\textsuperscript{163}.

\begin{itemize}
\item \textsuperscript{160} *Ibid.*
\item \textsuperscript{163} E. Matheson, Principal, *Sessional Papers, 1911*, Paper 27, p.448.
\end{itemize}
In his remarks under the heading of ex-pupils, Matheson spoke highly of the achievements which many ex-pupils had accomplished. One former student of Battleford Industrial School had earned a Bachelor of Arts degree at the University of Manitoba; two students had been ordained to the ministry at St. John's College, Winnipeg; and several others found employment as teachers or helpers in Indian schools. Most of the girls discharged were married mainly to ex-pupils and they lived on reserves.164

In Sessional Papers the Indian Department reported its changed attitude regarding Industrial schools. The Superintendent of Indian Education denied that the Department promoted a policy of assimilation in the education of Indian pupils.

It was never the policy, nor the end and aim of the endeavour to transform an Indian into a white man. Speaking in the widest terms, the provisions of education for the Indian is the attempt to develop the great natural intelligence of the race and to fit the Indian for civilized life in his own environment.165

The Superintendent of Education, in a one sentence report, wrote that Battleford Industrial School was no longer functioning as an Industrial school.

164 E. Matheson, Ibid., P. 449.
This school has apparently outlived its period of usefulness as an industrial institution for teaching trades, as for some time past it has been nothing more than a boarding establishment, where children are taught, in addition to the ordinary rudimentary school courses, house-keeping in its various branches, and a limited amount of farming and care of stock.\textsuperscript{166}

Inspector Chisholm had visited the Battleford Industrial School three times during the year and made an inspection in January, 1911. At the time of the inspection he noted that the staff was incomplete and some members were new. The cold weather increased difficulties in caring for the health of the pupils; "so that altogether the conditions were about the most unfavourable that could occur during the year"\textsuperscript{167}.

The enrolment of 57 pupils remained unchanged, but the difficulty of maintaining attendance increased year by year. The reluctance of Indian parents to send their children away from home to Battleford Industrial School gradually changed over the years to resistance. Four teachers had been in charge of the classroom at different intervals during the year and due to repeated interruptions the children made poor progress in academic studies\textsuperscript{168}.


\textsuperscript{168} \textit{Ibid.} p. 477.
The old buildings, poorly adapted for use as a school, were in a bad state of repair. The Inspector saw a large expenditure if the buildings were to be renovated to make them safe and sanitary for large numbers of Indian students. The buildings did not comply with current Departmental standards. The facilities for classrooms, dining room and dormitories, however, were large enough to accommodate additional students. In regard to industries, the revenue obtained continued to contribute some assistance to the school while the training was only sufficient in scope to train the few pupils. The Inspector concluded that with diminished attendance and increased costs, the school could not operate within the revenue provided from per capita grants and school industries. He believed there would be a deficit to defray at the end of the year\textsuperscript{169}.

\begin{footnotesize}
\textsuperscript{169} Ibid.
\end{footnotesize}
### TABLE I

Battleford Industrial School 1899 - 1915****

<table>
<thead>
<tr>
<th>Ending June 30</th>
<th>Salary and Fund Paid</th>
<th>Reserve School Situated</th>
<th>Pupils Enrolled</th>
<th>Average Attendance</th>
<th>Standards of school</th>
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<td>Treaty No. 6</td>
<td>50</td>
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<tr>
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<td>Treaty No. 6</td>
<td>50</td>
<td>2</td>
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</table>

**Maximum enrolment allowed 150 pupils at $150 per capita grant.
**Maximum enrolment allowed 120 pupils at $145 per capita grant.
**Maximum enrolment allowed 100 pupils at $140 per capita grant.
CHAPTER VI
CLOSURE OF BATTLEFORD INDUSTRIAL SCHOOL

This chapter will examine Departmental and ecclesiastical measures affecting the closure of Battleford Industrial School. In conjunction with the closure of the institution a study is made of the disposal of school assets.

In the years following 1907, the number of pupils enrolled and staff employed declined which resulted in the curtailment of several practical training programs. Per capita grants, reduced in accordance with enrolment, were insufficient to defray the operational costs of the school. The deficits increased each year, a condition contrary to policy of Industrial school self support.

The Deputy Superintendent General of Indian Affairs determined to close the Industrial school at Battleford, was prepared to establish new improved day schools. The Departmental officials took advantage of every opportunity to force the clergy to abandon the institution. Events which followed forced the ecclesiastical and Departmental authorities to negotiate the closure of the Industrial school. An examination of the disposal of school land concludes this chapter's study of Battleford Industrial School as an educational institution.
Negotiations For Closing Battleford Industrial School

Matheson was faced with a number of problems. He could not retain the staff for the reasons mentioned in Paquet's report. He could not maintain adequate pupil enrolment since Indian parents preferred the new improved day schools and boarding schools on reserves. Recruiting pupils without the consent and support of local Departmental officials forced Matheson to think about taking long and dangerous journeys to find children for his school. The operation expenses of the school mounted and as pupil enrolment decreased the revenue of per capita grants decreased proportionately.

In 1912 Matheson was obliged to write to Ottawa for financial assistance. He asked for a grant of $2500 to defray a deficit of $2634.20. He explained that the school had suffered two years of poor crops and since farm revenue was reduced he was obliged to buy vegetables for the school. For nearly two years the church had contributed $600 per year and various smaller donations from private sources had helped hold down the deficit. He noted that school livestock could be sold to cover the debt but they were required for school purposes ¹.

In 1912 Duncan Scott wrote to Frank Pedley, Deputy Superintendent, his assessment of and proposal about the Battleford Industrial

School. In this letter Scott revealed that negotiations had taken place between the Church and Departmental authorities and apparently both sides had waited until Matheson made his appeal for assistance.

The Rev. Principal of the Battleford Industrial School has applied for financial assistance to enable him to wipe out a deficit incurred in the management of the school amounting to $2634.20.

The average attendance at this school has decreased within the past two years from 62 to 35. It is not possible for the principal to conduct his school with such a small pupilage. The closing of this school and the erecting in lieu thereof a boarding school at The Pas to accomodate 75 pupils and at a later date one at Montreal Lake as well as of one or two improved day schools has been agreed upon between the Department and his Lordship H.N.L. the Bishop of Saskatchewan and there is an item in the estimates for 1912-1913 for funds for The Pas School.

In view of the proposed closing of the school I think the Department should take into consideration the paying of the deficit upon the condition that the school is closed next summer - say at the end of June quarter. Almost half the pupils at the present in attendance come from Red Pheasant Band and it would be necessary to provide an improved day school on this reserve during the coming summer which the Department is prepared to do.

If the condition above stated is satisfactory to the Church authorities, Mr. Chisholm might be asked to make a thorough audit of the books and to submit such
statements which are usually required in cases of this kind.  

In September 1912, Bishop Newnham of Saskatchewan wrote to Ottawa an urgent request that a grant of $2000 be made to defray some expenses at the Battleford Industrial School since the Bank refused to have any further business dealings.  

A month later Frank Pedley replied by telegram  

Rt. Rev. J.A. Newnham, D.D. at Prince Albert  

Department proposes paying deficit at Battleford School after proper audit which will be made at once.  

Meanwhile Matheson wrote to Robert Rogers, Minister of the Interior stating that both the Department of Indian Affairs and his Church planned to close Battleford Industrial School. He wished to buy a portion of school land between 2nd and 3rd Avenues, from 5th Street to 2nd Street.  

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Matheson offered $2500 with terms suitable to the Department. This offer was not acted upon since the buildings were sold later to the Battleford Academy of Seventh Day Adventists.

Inspector Chisholm complied with instructions from headquarters and had completed a thorough audit of the financial standing of the Industrial School at Battleford. In April 1913, Scott received the details of Chisholm's report which he passed on to the Deputy Superintendent. The school deficit as at December 31, 1912 stood at $5069.43. Chisholm had discovered several errors in the school records which accounted for the increased deficit.

I think that this account might now be paid. It is understood that the school will be closed as soon as we succeed in erecting a school on Little Pine and Red Pheasant reserve so that the life of the school will not be a long one.6

The Departmental authorities were anxious to close Battleford Industrial School but the delays were due to the building of new improved day schools, and to further negotiations by Church officials. Finally in January 1914, Duncan Scott who had become Deputy Superintendent General of Indian Affairs, wrote to Rt. Rev. Newnham, Bishop of Saskatchewan, asking when he might fix the exact date of the closure of Battleford Industrial School since the Little Pine and Red

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6 Duncan C. Scott, Chief Accountant, Memo to "Frank Pedley, Deputy Superintendent General of Indian Affairs, April 13, 1913," B.S. (R.G. 10), Volume 4041, file 334503, Ottawa: P.A.C.
Pheasant schools were being built.

The Bishop replied that he had conferred with Archdeacon MacKay who stated that Red Pheasant school was not in good working order and very few pupils were attending. Bishop Newnham would not consider closing the Industrial school in Battleford until Red Pheasant school operation was more successful. He noted that a hasty closure of the institution might deprive children of their education.

I am quite prepared to approve the closing of Battleford School as soon as it can be done justice to the Indians. Red Pheasant School is built in such a place as to be very far distant from a great many pupils' homes. It was understood that the children should be conveyed to school daily. Somehow this has not yet been done and Mr. Chisholm seems to be unduly slow in getting this started. I do not think I am unfair in requiring that all should be done that is necessary to make Red Pheasant a success before Battleford School is closed.

Bishop Newnham suggested that when the date for closing Battleford Industrial School was fixed it should be sufficiently far off to give the staff an opportunity to make their plans for the future.

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He advised Scott that he planned to obtain a financial standing of the Industrial School from Matheson and that the Deputy Superintendent could correspond with Matheson on this matter. Scott replied to Bishop Newnham that the Department wished to close the Battleford Industrial School on March 31, 1914, which ended the quarter year. Scott was firm and direct in his stand about the date for the closing of the Institution and he would not accept any further hedging in bringing the matter to an end.

Your Lordship will be good enough to advise the staff accordingly. We are now at much expense for salaries at Red Pheasant School and in providing a mid-day meal. Mr. Chisholm will be directed to make arrangements for the transport of children during the winter months at least.

The Church continued to negotiate minor matters on behalf of the Industrial School staff. Bishop Newnham wrote to Scott asking that Matheson be allowed to remain in the Principal's house after the school was closed. Matheson, if allowed to remain there, could keep watch on government property. The arrangement would give Matheson the time he needed to make other plans.

Bishop Newnham wrote on behalf of Miss Nellie Hays who had given the best years of her life in the long and faithful service at

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9 Ibid.

Battleford Industrial School to recognize her services and grant some allowance.

Bishop Newnham requested that the closure of the Industrial School be delayed until arrangements concerning the destination of the pupils could be finalized.¹¹

In his reply, Scott advised the Bishop of Saskatchewan that he planned, by Order-in-Council, to transfer the buildings and land upon the closure of the school to the Department of the Interior. Matheson could make his arrangements for staying on in the Principal's residence with that Department. With regard to Nellie Hays, Scott preferred the Church undertake to transfer her to The Pas. The Department could not grant her an allowance except for the services she performed.

Scott was quite prepared to allow an extension asked for and the school would not be closed until May 31, 1914.

With regard to any children from destitute homes at present enrolled in Battleford, arrangements have been made to transfer them to Elk Horn Industrial School. The matter has been taken up with Mr. Wilson who is in communication with Mr. Matheson.¹²


¹² D.C. Scott, Deputy Superintendent General of Indian Affairs, Letters to "Bishop of Saskatchewan, February 27, 1914," B.S. (R.G. 10), Volume 4041, file 334503, Ottawa: P.A.C.
On March 2, 1914, Martin Benson wrote to the Deputy Superintendent that he agreed with Chisholm's recommendation to give the employees required to leave Battleford Industrial School one month's salary in lieu of one month's notice. The payment of Nellie Hays salary was authorized later in a Departmental letter of May 14. The employees who would not be retained on staff were as follows:

Rev. E.K. Matheson, Principal, 5 months salary in arrears January 1, 1914 @ $50 $250
Mrs. E.S. Matheson, Matron, 11 months salary in arrears, July 1913, @ $25 275
Miss M.E. Coates, Laundress, 2 months salary in arrears, April, 1914, @ $20 40
Miss M.A. Robinson, Cook, 2 months salary in arrears, April, 1914, @ $20 40
Miss Norma Moody, Nurse, 2 months salary in arrears, April, 1914, @ $10 20
F.G. Barnes, Farmer, 2 months salary in arrears, April, 1914, @ $40 80
Alex Lafleur, Carpenter, 1 month's salary in arrears, May, 1914, @ $30 30

The obligation for the payment of the salaries was taken up by the Department of Indian Affairs.

School Cemetery

Matheson, as Principal of Battleford Industrial School, wrote his final official letter on May 25, 1914, about a small portion of

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school land which had been set aside as a cemetery.

There are now between seventy and eighty bodies buried there - mainly former pupils of this school. During the time I have been in charge of this school, I kept the fence in repair but the posts are now old, getting rotten and require to be renewed throughout. Now that this School is soon to be closed, I do not know who will look after the cemetery and if it is not properly cared for the fence will soon fall, or be broken down, and the place will be trodden over by stray cattle and horses pasturing around the place; and I am sure the Department would like to prevent this.\(^{14}\)

Matheson volunteered to obtain the required materials and to supervise the repair and improvement of the cemetery if the Department would forward a fifty dollar grant\(^{15}\).

**Disposal of Assets of Battleford Industrial School**

In a lengthy report submitted by Chisholm and Matheson, an inventory of all equipment and materials on hand at the Industrial School described the numbers and types of articles and their intended destination.

With reference to the balance of the property at school which had been listed on the last page of the inventory, Chisholm recommended

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\(^{14}\) E. Matheson, Principal, Letter to "The Secretary, Department of Indian Affairs, Ottawa, May 25, 1914," B.S. (R.G. 10), Vol. 3923, file 116820-22, Ottawa: P.A.C.

\(^{15}\) Ibid.
that the Department should approve Matheson's offer to purchase 60 cords of wood at three dollars per cord which was a better price than the current market price.

The equipment, furnishing articles and the disposition of them were classified for distribution. The Pas Boarding School received classroom furniture and material; house furniture and equipment.

The Battleford Indian Agency obtained some house furniture. The carpenter's and blacksmith tools, drugs, fire extinguishers, and cord wood were transferred for Agency use.

Discharged pupils and parents received some beds, bedding, house furniture and kitchen utensils. Pupils who were returning home were given clothing, bedding, travelling and night clothing.

Red Pheasant's new improved day school obtained school furniture, materials and textbooks and a bath tub for the teacher's residence. Consigned to the old school on Red Pheasant's reserve were some furnishing for the teacher's residence.

Little Pine's new improved day school obtained similar equipment and materials which were allocated to Red Pheasant's new school.

The complete inventory is included in Appendix M.\(^\text{16}\)

With the writing of the report which described the disposal of school property on July 10, 1914, the final administrative act was

\(^{16}\) E.K. Matheson and W.J. Chisholm, Report to "Secretary, Department of Indian Affairs re Battleford Industrial School Inventory, May 31, 1914, July 10, 1914," B.S. (R.G. 10), Vol. 3922, file 116820, Ottawa: P.A.C. The full report is included in Appendix M.
completed. Battleford Industrial School was closed.

Disposal of School Land

An Order-in-Council, published in The Canada Gazette, stated that the lands reserved for Battleford Industrial School were controlled by the Superintendent General of Indian Affairs. Under authority of "The Dominion Lands Act, and with advice from the Queen's Privy Council for Canada, the Superintendent General declared a list of lands in Township 43, Range 16, West of 3rd Meridian and certain lots in the Town of Battleford as being under his control for purposes of Battleford Industrial School^{17}.

In 1902 the Bishop asked for grant free control of certain portions of school land for church purposes in connection with Battleford Industrial School. Lyndvade Pereira, Assistant Secretary, replied to his Lordship, with a copy to J.D. McLean, Secretary for the Interior, stating that the land had been reserved for school purposes and no approval could be given^{18}.

However, in 1905, the Department wrote to Matheson that a portion of school land was required for a roadway. Matheson then informed the Indian Department that he had no objections. The Department of

^{17} J.J. McGee, Clerk, Privy Council, "Order-in-Council," The Canada Gazette, Saturday, October 1, 1890.

Indian Affairs proceeded with road construction19.

The next school land transfer occurred in 1911 when the Indian Department requested Matheson to state what use he had made of a portion of land in the north-east corner quarter of Section 15. The Indian Department planned to transfer the land to the Department of the Interior as it was required "for the establishment of an institution of insane persons"30.

Matheson replied that the school did not use the land and he had no objection to the transfer of land for that purpose21. The negotiations for the land transfer were completed which permitted the construction of the institution.

Also in 1911, the Grand Trunk Pacific Railway, with head office in Winnipeg, was interested in extending its line. Agent George Hope Supervisor of Right-of-Way, made inquiries about obtaining right of way through school land. Matheson was aware of the railway company's interest and he had made discreet inquiries about the price of land in the Battleford area. Land prices ranged from $25 to $75 per acre. The Principal suggested that Departmental officials should allot about four acres of land to be transferred to the railway company. In the


20 J.D. McLean, Assistant Deputy and Secretary, Letter to "E. Matheson, January 23, 1911," B.S. (R.G. 10), Vol. 3923, Ottawa: P.A.C.

agreement the railway company should be responsible to build a fence inside the right of way in order to prevent animals from straying on school property.

Agent George Hope agreed to purchase the right of way through the north west quarter of Section 17, Township 43, Range 16, west of 3rd meridian. He issued vouchers for payment of the land right of way valued at twenty-five dollars per acre amounting to $113.25 on one portion, and $297 for the land between 4th and 7th Streets. The total was $410.25. Hope considered the deal closed. However, Ottawa had overlooked issuing a Letters Patent for land cutting through the Battleford Industrial School reserve. This oversight was finally cleared in September 1922 when the General Solicitor, on behalf of the Canadian National Railways and Grand Trunk Pacific Railways, issued a cheque for $261.

In 1914 when it became known that Battleford Industrial School would be closed, J.A. Roland, Indian Agent, Battleford, reported to his senior officials that a delegation of citizens had interviewed the Honorable Dr. Roche regarding an experimental farm. They hoped to gain possession of all the buildings that comprised Battleford Industrial School. Roland considered their plans as ambitious and he felt that Battleford Agency should have priority. He stated that the Agency required a number of buildings to house the employees and ten acres as

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pasture for the Agency driver horse. Roland suggested that the balance of land and buildings could be available to assist the citizens who favored establishing an experimental farm.23

The Government decided to sell a portion of the school property and buildings to the Battleford Academy of Seventh Day Adventists. The Department of Indian Affairs transferred the balance of the school land, namely, North-west of the river of Section 15, Township 43, Range 60, west of 3rd meridian to the Lands and Timber Branch. This final disposal of property ended this aspect of the story of Battleford Industrial School.

CHAPTER VIII
SUMMARY AND CONCLUSIONS

Summary

Government Patronage of Industrial Schools

The signing of Treaty No. 6 in 1876 formally committed the Government of Canada to provide education for Indians living in Forts Carlton and Pitt, and Battle River Districts, North West Territories. But the Government moved very slowly to comply with treaty obligations. Spragge, Deputy Superintendent General of Indian Affairs, early proposed Industrial Schools as the chief means to solve Indian problems which were troublesome to the Government. In 1879 Davin reported to Parliament on the feasibility of Industrial Schools in the North West Territories, and the matter was set aside for several years. Indian Agents believed Industrial Schools were the means to change the young generation of Indians from useless and dangerous factions to contributing farmers in society. They expressed the convictions held by many field officials that mission and day schools were inefficient. Any progress noted in these rudimentary schools were due to indefatigable labors of few dedicated teachers. The solution advocated was to separate the children from their parents and train the youth in Industrial Schools. Commissioner Dewdney confirmed the total inadequacy of the rudimentary schools in the wilderness of the Territories. Teachers and Indian Agents had experienced very little success in persuading parents to send their children to school. Dewdney also advocated establishment
of Industrial Schools; these institutions, he believed, would bring permanent benefits to Indians.

The Government, pressed by field officials of the Department of Indian Affairs, and at the insistence of Church leaders, passed legislation which provided for the establishment of Industrial Schools in the North West Territories. The Government believed Industrial Schools were the means by which to assimilate generations of Indian children into a Canadian civilization. Battleford Industrial School was established in 1883, the first of a number of such schools in the North West Territories.

The City of Battleford had been chosen for several reasons. Available Government buildings could be converted for institutional education and the school could be conveniently supervised by Departmental officials located in Battleford or from the Commissioner's office in Regina. Battleford Industrial School, located in the area embraced by the treaty, could without difficulty draw from the reserves the required number of children.

At the outset, Indian parents were suspicious of the intent of Industrial Schools. They objected to long years of estrangement from their children and to the conditions laid down for Industrial Schools. Indian parents believed that such an educational arrangement was not intended in the original treaty agreement. Slowly parents yielded to coercion and Industrial Schools flourished. The Indians feared that the Departmental officials would enforce the regulation of compulsory
attendance. This regulation was never enforced for the officials feared Indian reaction. Principals became alarmed when enrolments began to decline after the turn of the century. They objected to the laggard attitude Departmental officials assumed towards maintaining high enrolment of children in schools.

In the beginning Industrial education was aggressively promoted and as a result, the Department of Indian Affairs in Ottawa enlarged its offices in order to implement educational policies and process increased administrative data received from schools and field officials. Macrae influenced early policies affecting the direction and management of Industrial Schools. As a school Inspector, he wielded personal influence at many Industrial and other schools in the North West Territories and Manitoba. He was particularly influential in the educational affairs at Battleford Industrial School. By 1890, after promoting a policy of expansion, the Deputy Superintendent General of Indian Affairs learned through reports that operational costs for Industrial schools were high and steadily increasing. In 1878-79, the entire appropriation for Indian Schools for Canada was about $16,000 and in 1889-90 the expenditure was $172,980.43. For the year 1903-04 the expenditure was $393,221.48.

The per capita grant system was instituted as a means to control educational expenditures of Industrial and boarding schools.

The conditions laid down in the per capita grant regulations provided for Departmental control over school administration and operation without having government employees in the front line of accountability. The Church authorities assumed the responsibility for Indian education in the schools. While appropriations increased annually due to increasing enrolments, the per capita costs remained fairly fixed.

Through school Inspectors and other governmental employees the Department of Indian Affairs exercised its influence in education. The early days of school administration in the North West Territories was a new venture and the system was both praised and criticized. There were insufficient safeguards employed for the protection of students' health in Industrial schools which resulted in a high percentage of deaths among pupils due to tuberculosis. Children, the well and the sick, were grouped together in buildings poorly designed for school purposes.

No realistic programs were provided for pupils who left Industrial schools and returned to reserves. The senior authorities of the Department of Indian Affairs learned that many ex-pupils retrograded, some of whom became leaders in Indian life. The outing system and the File Hills Colony did achieve a limited measure of the objective for independence among the pupils. The programs were inadequate preparations for the competition in a Canadian civilization.

\[\text{2} \text{ Ibid., p. 615}\]
Industrial schools gave practical training in manual trades and work for both boys and girls. For many years students contributed to the success and financial well being of the schools and Indian agencies. Marriages were arranged between former pupils; the young students were given their earned annuities with which to start their livelihood.

By 1907 a scheme for improved day schools, which would replace Industrial schools, was favored by Departmental authorities. In 1910 Duncan Scott had begun to sweep in the reform for new improved day schools across Canada. It was his task to close Industrial schools. The policy of the Department of Indian Affairs recognized that academic studies must be given greater emphasis; but it included instruction whereby students could gain a livelihood as farmers, and ranchers, and in industries as workers and clerks. Scott believed it was imperative to substitute Christian ideals of conduct and morals in the Indian youth for the aboriginal conceptions of both. Scott summarized the schools supported by the Department of Indian Affairs and controlled by the Department of Indian Affairs and controlled by Churches in 1910-11, and these are shown in the tables on the following pages.

Church of England in Canada: Its Educational Role

Church organization in the ecclesiastical province of Rupert's Land was established in 1873, and among others, it included the diocese

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3 Ibid. p. 616  
TABLE II
CLASSES OF INDIAN SCHOOLS IN CANADA
FOR THE YEAR ENDING 1911

<table>
<thead>
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<th>Province</th>
<th>Day</th>
<th>Boarding</th>
<th>Industrial</th>
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<td>Church of England</td>
<td>Methodist</td>
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<tr>
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<tr>
<td>North West Territories</td>
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<tr>
<td>Yukon</td>
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</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>51</strong></td>
<td><strong>118</strong></td>
<td><strong>93</strong></td>
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</tr>
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of Saskatchewan. By 1870 the administrative network of the Church of England in Canada was well developed. The missions and missionaries were supported by important church organizations such as the Church Missionary Society in England and other auxiliary religious organizations.

At the fourth meeting of the Synod held at Prince Albert in 1889, Bishop Pinkham announced his support of a policy resolution adopted by the Church Missionary Society for a gradual withdrawal of aid from Indian missions. However, the objectives of self support in the missions were not being met and the matter of Church survival became a serious problem. The Bishop attempted to reverse the policy resolution of the Church Missionary Society. It was too late.

Church authorities in the North West Territories were convinced that missionary work could be sustained through education. The Church of England in Canada having developed mission schools, wished to maintain control in Indian education. According to Archdeacon Mackay, there could be no withdrawal from the mission field while other Churches were active. In his concern over the crisis facing the missions, the Bishop criticized the Government's lack of concern for Indian education. Bishop Pinkham proposed a solution to the problems, by entering into an agreement with the authorities of the Department of Indian Affairs which would permit the Church to control Indian education.

In 1895, the Bishop and the Deputy Superintendent entered into a per capita grant agreement whereby Battleford Industrial School came
under the direct control of the Bishop. Church authorities regarded
the arrangements as beneficial and the Bishop urged his missionaries to
promote a drive for Indian support in industrial education. The non-
support of Indians gradually jeopardized the future of missionary work
in the educational field since the success of Industrial Schools
depended upon large enrolments. The per capita grants based on enrol-
ment decreased annually until the Principals could not meet their
obligations for operating expenses. In 1899 Van Thill, a Church account-
tant reported the difficulties. Church leaders were forced to impose
harsh economy measures at the schools which in turn threatened their
security when parents generally refused to allow their children to
enrol.

Meanwhile the Department of Indian Affairs became alarmed about
the high death rate of pupils at Industrial Schools. In 1907, Samuel
Blake, a leading member in the Committee of the Missionary Society for
the Church of England in Canada undertook to investigate the reports.
Blake advocated support for the Government's plan to close Industrial
Schools and build new improved day schools on reserves. Church leaders
in Western Canada could not agree with their colleagues in Eastern
Canada. The inquiry conducted by Blake sparked a dispute which changed
the role of the Church in Indian education. Archdeacon Tims with the
support of Bishops in Western Canada led the attack on Blake. The
Western leaders lost the battle for the Church of England in Canada
passed a resolution in support of the Government's proposal. Although
the Government attained its goal for change in Indian education, it did so by taking advantage of the dissent among Church officials.

**Battleford Industrial School**

In 1883, Rev. Thomas Clarke, under direction of the Department of Indian Affairs established Battleford Industrial School. The school premises comprised of the former Government House buildings. Commissioner Dewdney issued specific instructions for Clarke to follow. At the outset the rules for the school were based on the military plan which required a strict enforcement of duties. The children were required to do much of the work to make the institution self-supporting. Clarke submitted reports and requisitions for approval by senior officials.

The Riel Rebellion in 1885 completely disrupted Battleford Industrial School. Pupils were scattered over the country side and the buildings were damaged as a result of the rebellion. Clarke, under difficult conditions, tried to promote Industrial education when the rebellion was over. The immediate outlook was bleak. The Departmental officials in Ottawa decided to have the school premises repaired. J.G. Oliver was awarded the contract for the work at $8,536.50.

Immediately upon taking possession of the school in October 1886, Clarke turned his efforts to increasing the enrolment and to expanding the trades training programs. In his annual report to the Department of Indian Affairs for the year ending 1887, Clarke reported
that the educational progress of the students had reached beyond his highest hopes. Students, however, were reluctant to speak English. Clarke proposed that pupils having different Indian languages be enrolled as a way to overcome the problem. He advocated the purchase of a printing press to foster the English language at school. The press was purchased and a school newspaper, The Guide, was regularly published.

In the early years of Battleford Industrial School, expenditures were large. Government appropriations covered school development: $22,958.28 for the year 1886-87; $23,795.81 for the year 1888-89; and $22,434.68 for the year 1889-90. These were the years of growth and capital investment in buildings and equipment, and in salaries and material goods.

Commissioner Reed and other field officials made regular inspections of the school plant and its operations. In his reports and letters to senior officials in Ottawa Reed submitted his recommendations as well as comments and judgements about school operations and student progress. The Department of Indian Affairs maintained control in all phases of school life.

Clarke experienced problems during his Principalship. George Drever, Headsman of Mistawsis Band, personally inspected the school to learn about the conditions under which the children lived. Rumors of mal-administration were disproved. Clarke was subjected to frequent inspections by Government officials. School Inspector Macrae exerted his influence in school matters. He exercised his authority in the punishment of Lazarus Charles, a matter which was later brought to the attention of Parliament.
Dewdney and Reed were instrumental in establishing compulsory student savings. The annuities were earned by students for services performed. When students were discharged from school, they applied according to prescribed procedure, for their savings to help them make a start in their living. The officials in Ottawa controlled the deposits and withdrawals of annuities.

The standard course of studies for Indian schools in 1890 listed ten subjects which did not include the programs for trades training. The brevity and quality of the programs did not provide teachers with sufficiently specific guidelines. The course of studies for 1895 was in improvement wherein some details of the studies were outlined. Included were four additional studies; in ethics, history, general knowledge and calisthenics. For students in Standards Five and Six, studies of Indians in Canada were introduced which stressed citizenship, evils of Indian isolation and enfranchisement. Since Battleford Industrial School operated on a half day system for trades training and academic instruction, such studies could not be taught in depth.

In 1894 a confidential agreement between the Bishop of Saskatchewan and the senior authorities of the Department of Indian Affairs was made for the Church to take over the Industrial School at Battleford under a per capita grant system. A condition in the agreement required a new Principal for the school. Archdeacon Mackay and the Bishop of Saskatchewan supported Rev. E. Matheson as their choice for Principal. In 1894 Clarke, at the direction of the Bishop's office,
submitted his resignation and resumed his duties as a missionary in the Diocese. The Government officials reluctantly agreed to Matheson's appointment.

Battleford Industrial School formally came under the per capita grant regulations on July 1, 1895. Since the school was under direct control of the Bishop, he convened a meeting of missionaries in October when he urged them to exert greater effort in soliciting Indian support of the school. The Bishop visualized the Industrial School as the centre for the moral and spiritual training of Indian youth. He was determined that the new arrangement with the Government would be a success even if it meant closing some day schools on reserves. In conjunction with the transfer of school operations, the Department of Indian Affairs developed a form report for Principals to use when submitting annual reports. The report form was organized under topical headings and space to allow for brief summaries of all aspects of Industrial School operations. Matheson in completing the annual reports, submitted standard information each year.

Enrolment decreased annually, which distressed Matheson. Departmental field officials hindered rather than helped him with recruiting pupils from reserves. The per capita grants were based on pupil enrolment which the Department recognized for treaty Indians. Matheson urged the senior authorities to enforce the regulations for compulsory attendance. The regulations were not enforced. Matheson was obliged to make long and dangerous recruiting trips to maintain the enrolment at school. He accepted non-treaty Indian students but no grants
were allowed for them. In accordance with decreased enrolments, Matheson was forced to implement economy measures to control operational expenses. A number of programs in trades training were curtailed and the teaching staff was reduced. He worked under conditions that were changing rapidly due to industrial and technological advances.

Education goals were being re-examined by Departmental authorities and a transfer of support from Industrial Schools to new improved day schools was contemplated.

Matheson was plagued with administrational problems. Minnie Dakota's inquiry about her annuity credits precipitated a Departmental investigation in which Matheson was obliged to provide his accounting in the matter. He was completely above suspicion but the incident did not gain for him an understanding and favored relationship with senior officials in Ottawa.

At the time of the dispute between Samuel Blake and Archdeacon Tims, in 1907, about the usefulness of Industrial Schools and the future role of the Church of England in Canada in Indian education, Matheson faced a crisis about his future. The authorities in the Department of Indian Affairs took advantage to make an issue over Matheson's alleged resignation as Principal of Battleford Industrial School. The outcome of the events which followed left Matheson to continue his work as Principal at the Battleford Industrial School but Emmanuel College in Prince Albert was closed and given to the Church authorities. While the enrolment at the Industrial School was increased partly due to the transfer of pupils from Emmanuel College, it again declined
each year as is shown by the graph on the following page.

Duncan Scott, as Chief Accountant for the Department of Indian Affairs, submitted his report to Frank Pedley, Deputy Superintendent, in which he stated that for financial reasons the Industrial School at Battleford must close. The school was no longer functioning as an Industrial institution but as a boarding school which required Departmental funds to keep it in operation. The school had accumulated debts which the Department was obliged to honor. Scott pointed out that since the Department had built a boarding school at The Pas to be operated under the auspices of the Church of England in Canada and since two improved day schools also were built at the request of the Bishop, there was no need to carry the Battleford Industrial School. On July 10, 1914, the Battleford Industrial School was closed.
Conclusions

If education as a social institution is in a broad sense the totality of human learning, it would include formal education and all other influences affecting the individual. Institutions may be considered as patterns of folkways, norms and laws developed in accordance with social functions. The institution of education transmits and extends the culture of society which supports it.

Since education is institutionalized, it is necessary to look at policies and practices, at a specific time and place, formulated by various political and economic forces and social attitudes. These involve the character of the school organization and its relationship to Church, community and family.

At the time of the establishment of Battleford Industrial School the notion of culture was not as richly studied nor understood as it is today. The social sciences such as sociology and psychology were in their infancy. Curricula guides for 1889 and 1894 were not as detailed as those used in academic and technological education today.

Early Canadian educators and officials of the Department of Indian Affairs were aware of the existence of Indian culture, but their views of this culture were simplistic and their attitude towards it was generally unfavorable. Thus, we encounter such terms as, for instance, "Indianism", coined in Macrae's report, and no doubt widely used as a blanket term to cover the whole area of what we, today, understand Indian culture to be.
Regarding "Indianism" or Indian culture, there are many intrinsic features, the awareness and understanding of which, would have been invaluable to educators. Perhaps occupying the most prominent position in the Indian culture, and any culture for that matter, was the language. The mentality of the people, their points of reference, and their common values and goals were built into the native tongue. Daily rounds of activities and common practices and habits were inherent in the colloquy of the Indians. The Indian language was a specialized emotive conveyance and reflected the traditional roles of male and female, and of individuals of special standing in the tribe. The language not only grew out of the culture of the Indian people, but preserved it and influenced it to a great extent.

Another important feature of what Macrae termed "Indianism" concerned the religious beliefs of the Canadian Indians. The function of religion, as practiced by prairie Indians, was to provide a certain ethical view of the world. Religious activities were based on myth and magic and were functional in that they provided occasions for large gatherings, and means through which health and success could be sought. Missionaries from Europe believed Indian religion was paganistic worship governed by superstitions, magic and myth and it had to be replaced by Christianity.

The more mundane features of Indian culture included their dress, their food and their habitation. Traditionally, leather clothing was worn by both sexes. A meat diet was basic, and was prepared and
eaten at odd hours. Shelter was simple and portable, expedient to the nomadic life of the people.

Canadian authorities could recognize Indian customs, but they did not understand them nor appreciate them, and thus "Indianism" was unacceptable and had to be changed. Indian culture was much in disfavor at Ottawa.

The goals of the Federal Government concerning the Indian people across Canada were ambitious. The Indian was to become a useful citizen in the life style of the British Canadian civilization. Of primary importance was the policy that the Indian should become self sufficient, not in the way he maintained himself in the wild, but self sufficient in an industrial and agrarian world. Accomplishing this involved changing the entire pattern of the Indian way of life. The Indian was required to change his values. The image of the hunter and warrior was to be replaced by the model of a productive agent in an increasingly mechanized society. Social and legal norms of Canadian society required the Christianizing of the Indian in order that he properly be assimilated. The moral principles and theological doctrines of Christianity were believed to be necessary. Thus, the Governmental goals were aided in an essential way through missionary activities of various Christian sects. Christianization was no doubt considered by the Government to be a good in itself.

To achieve Indian assimilation into Canadian society, secondary objectives were set. The most effective way to accomplish the prime goal was through education of the youth who were the basis of the
Indian's future in Canada. Patterned on British and American schools, Industrial schools for Indians seemed to be the best means of preparing Indians for modern society. Industrial schools had three prime advantages; first, they separated youth from the influence of "Indianism" through parental contact and reserve life; secondly the language, customs and habits of nineteenth century civilization could be given the Indian through close and constant contact; thirdly, the Industrial schools would provide basic essential training in trades necessary for the Indian's role as a self sufficient and productive member in his new society.

The Governmental goals stated above were not fully achieved for at least two basic reasons. Assimilation of the Indian, as the Government viewed the matter, involved an imposition of the technical order of an industrial society on the Indian without regard for the moral order implicit in the Indian culture. Canadian authorities were not fully aware of the strength of Indian cultural traditions which have enabled the Indian to withstand such pressures from the outside society. Secondly, the Government tried to achieve its goals too rapidly because they sought a quick transformation of the Indian. Governmental facilities and experience were not extensive enough to allow a rapid completion of such a project. The cost of mass education of Indian youth throughout Canada was prohibitive. Funds were sufficient only to maintain the operations of widely spaced institutions providing a quality education. Although Industrial schools were designed to be
self-supporting, the cost of these schools alone increased annually.

The specific policies of the Government at Industrial schools were designed for the achievement of its goals for the Indian people in general. English was to replace the native tongue to as complete an extent as possible. Strict imposition of the English language would teach Indian youth not only to speak fluently, but to adopt the attitudes of an Englishman through actually thinking in terms of the English language. To speed and strengthen the adoption of English mentality, a vigorous training pattern was enforced. Times were allotted for studies, work and recreation. Deviations from either the use of English or routine were punished severely. Canadian dress and hygiene were also strictly enforced. Industrial training such as carpentry, shoemaking, blacksmithing, printing, and practical housework and farmyard chores received high priority in Industrial schools. The operations of all these policies toward school self sufficiency was intended to make the Industrial School a microcosm of the projected goal for all Indians across Canada.

The Church's role at the Industrial School, besides the obvious one of providing sound moral example and instruction, was primarily to maintain the strict routine demanded by the Government and be responsible for the teaching of industrial crafts and standard academic training. Complete reports on expenditures, activities, and, above all, progress of the students toward assimilation and self sufficiency were another duty of Church officials as guardians of the Government's interest in the Indians. The Church was also perhaps the best instrument
to carry out Government policies, for besides being competent and trustworthy, it had its own missionary interests involved through its educational activities.

The effect of policies of the Federal Government in regard to Battleford Industrial School were initially successful in terms of Government goals. As enrolment increased the school did become nearly self supporting since teachers' salaries were considered apart from the usual school expenses. The feasibility of the plan seemed to be proving itself on a balance sheet. However, success measured in terms of a balance sheet did not, in the long run, prove to be an adequate measure. The true measure, an appreciative Indian attitude, did not mature as quickly as was hoped for. There are several reasons accounting for the "deplorable failure" that Battleford Industrial School became. The school was a limited enterprise in two senses; it touched only a small part of the Indian population, and those whom it did influence were in contact with industrialized society for a limited time. Very few students ventured into the society outside the reserves. Another factor which contributed to the eventual closure of the school was its isolationist policy which alienated Indian people from it. Visits by parents were restricted. Many students died during their stay at Battleford Industrial School. The Government had been too confident of Indian support of the school. Indian parents were not adequately informed about Government goals for them, and the procedure through which these goals were meant to be achieved. Indian people
never had a voice in formulating regulations for the education of their children. Government paternalistic domination dictated what was taught, by whom, and how. Consequently, although there were many drives to recruit children and to popularize Industrial education, the Indians grew increasingly suspicious of the Industrial institution which alienated their children from them. The resistance against the school grew among the Indians until it became impossible for the school to continue. The Government, although not questioning its goals for the Indian people, became disillusioned about the effectiveness of Battleford Industrial School. Between the Indian and the Government the school was forced out of existence.
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APPENDIX A

STATEMENT OF THE GOVERNMENT OF CANADA ON INDIAN POLICY, 1969.
Foreword

The Government believes that its policies must lead to the full, free and non-discriminatory participation of the Indian people in Canadian society. Such a goal requires a break with the past. It requires that the Indian people's role of dependence be replaced by a role of equal status, opportunity and responsibility, a role they can share with all other Canadians.

This proposal is a recognition of the necessity made plain in a year's intensive discussions with Indian people throughout Canada. The Government believes that to continue its past course of action would not serve the interests of either the Indian people or their fellow Canadians.

The policies proposed recognize the simple reality that the separate legal status of Indians and the policies which have flowed from it have kept the Indian people apart from and behind other Canadians. The Indian people have not been full citizens of the communities and provinces in which they live and have not enjoyed the equality and benefits that such participation offers.

The treatment resulting from their different status has been often worse, sometimes equal and occasionally better than that accorded to their fellow citizens. What matters is that it has been different.

Many Indians, both in isolated communities and in cities, suffer from poverty. The discrimination which affects the poor, Indian and non-Indian alike, when compounded with a legal status that sets the Indian apart, provides dangerously fertile ground for social and cultural discrimination.

In recent years there has been a rapid increase in the Indian population. Their health and education levels have improved. There has been a corresponding rise in expectations that the structure of separate treatment cannot meet.

A forceful and articulate Indian leadership has developed to express the aspirations and needs of the Indian community. Given the opportunity, the Indian people can realize an immense human and cultural potential that will enhance their own well-being, that of the regions in which they live and of Canada as a whole. Faced with a continuation of past policies, they will unite only in a common frustration.

The Government does not wish to perpetuate policies which carry with them the seeds of disharmony and disunity, policies which prevent Canadians from fulfilling themselves and contributing to their society. It seeks a partnership to achieve a better goal. The partners in this search are the Indian people, the governments of the provinces, the Canadian community as a whole and the Government of Canada. As all partnerships do, this will require consultation, negotiation, give and take, and co-operation if it is to succeed.

Many years will be needed. Some efforts may fail, but learning comes from failure and from what is learned success may follow. All the partners have to learn; all will have to change many attitudes.

Governments can set examples, but they cannot change the hearts of men. Canadians, Indians and non-Indians alike stand at the crossroads. For Canadian society the issue is whether a growing element of its population will become full participants contributing in a positive way to the general well-being or whether, conversely, the present social and economic gap will lead to their increasing frustration and isolation, a threat to the general well-being of society. For many Indian people, one road does exist, the only road that has existed since Confederation and before, the road of different status, a road which has led to a blind alley of deprivation and frustration. This road, because it is a separate road, cannot lead to full participation, to equality in practice as well as in theory. In the pages which follow, the Government has outlined a number of measures and a policy which it is convinced will offer another road for Indians, a road that would lead gradually away from different status to full social, economic and political participation in Canadian life. This is the choice.

Indian people must be persuaded, must persuade themselves, that this path will lead them to a fuller and richer life.
Canadian society as a whole will have to recognize the need for changed attitudes and a truly open society. Canadians should recognize the dangers of failing to strike down the barriers which frustrate Indian people. If Indian people are to become full members of Canadian society they must be warmly welcomed by that society.

The Government commends this policy for the consideration of all Canadians, Indians and non-Indians, and all governments in Canada.

Summary

I Background
The Government has reviewed its programs for Indians and has considered the effects of them on the present situation of the Indian people. The review has drawn on extensive consultations with the Indian people, and on the knowledge and experience of many people both in and out of government.

This review was a response to things said by the Indian people at the consultation meetings which began a year ago and culminated in a meeting in Ottawa in April.

This review has shown that this is the right time to change longstanding policies. The Indian people have shown their determination that present conditions shall not persist.

Opportunities are present today in Canadian society and new directions are open. The Government believes that Indian people must not be shut out of Canadian life and must share equally in these opportunities.

The Government could press on with the policy of fostering further education; could go ahead with physical improvement programs now operating in reserve communities; could press forward in the directions of recent years and eventually many of the problems would be solved. But progress would be too slow. The change in Canadian society in recent years has been too great and continues too rapidly for this to be the answer. Something more is needed. We cannot longer perpetuate the separation of Canadians. Now is the time to change.

This Government believes in equality. It believes that all men and women have equal rights. It is determined that all shall be treated fairly and that no one shall be shut out of Canadian life, and especially that no one shall be shut out because of his race.

This belief is the basis for the Government's determination to open the doors of opportunity to all Canadians, to remove the barriers which impede the de-
Only a policy based on this belief can enable the Indian people to realize their needs and aspirations.

The Indian people are entitled to such a policy: They are entitled to an equality which preserves and enriches Indian identity and distinction; an equality which stresses Indian participation in its creation and which manifests itself in all aspects of Indian life.

The goals of the Indian people cannot be set by others; they must spring from the Indian community itself—but government can create a framework within which all persons and groups can seek their own goals.

2 The New Policy

True equality presupposes that the Indian people have the right to full and equal participation in the cultural, social, economic and political life of Canada.

The government believes that the framework within which individual Indians and bands could achieve full participation requires:

1 that the legislative and constitutional bases of discrimination be removed;
2 that there be positive recognition by everyone of the unique contribution of Indian culture to Canadian life;
3 that services come through the same channels and from the same government agencies for all Canadians;
4 that those who are furthest behind be helped most;
5 that lawful obligations be recognized;
6 that control of Indian lands be transferred to the Indian people.

The Government would be prepared to take the following steps to create this framework:

1 Propose to Parliament that the Indian Act be repealed and take such legislative steps as may be necessary to enable Indians to control Indian lands and to acquire title to them,
2 Propose to the governments of the provinces that they take over the same responsibility for Indians that they have for other citizens in their provinces. The take-over would be accompanied by the transfer to the provinces of federal funds normally provided for Indian programs, augmented as may be necessary.
3 Make substantial funds available for Indian economic development as an interim measure.
4 Wind up that part of the Department of Indian Affairs and Northern Development which deals with Indian Affairs. The residual responsibilities of the Federal Government for programs in the field of Indian affairs would be transferred to other appropriate federal departments.

In addition, the Government will appoint a Commissioner to consult with the Indians and to study and recommend acceptable procedures for the adjudication of claims.

The new policy looks to a better future for all Indian people wherever they may be. The measures for implementation are straightforward. They require discussion, consultation and negotiation with the Indian people—individuals, bands and associations—and with provincial governments.

Success will depend upon the co-operation and assistance of the Indians and the provinces. The Government seeks this cooperation and will respond when it is offered.

3 The Immediate Steps

Some changes could take place quickly. Others would take longer. It is expected that within five years the Department of Indian Affairs and Northern Development would cease to operate in the field of Indian affairs; the new laws would be in effect and existing programs would have been devolved. The Indian lands would require special attention for some time. The process of transferring control to the Indian people would be under continuous review.

The Government believes this is a policy which is just and necessary. It can only be successful if it has the support of the Indian people, the provinces, and all Canadians.

The policy promises all Indian people a new opportunity to expand and develop their identity within the framework of a Canadian society which offers them the rewards and responsibilities of participation, the benefits of involvement and the pride of belonging.
APPENDIX B

REPORT OF DR. RYERSON ON INDUSTRIAL SCHOOLS
EDUCATION Office, Toronto, 26th May, 1847.

Sir,—I have the honour to acknowledge the receipt of your letter of the 18th March, requesting such suggestions as I might be able to offer as to the best method of establishing and conducting Industrial Schools for the benefit of the aboriginal Indian Tribes, and after a longer delay than I had at first anticipated, I find myself as length able to command the time from necessary official duties to comply with your request. I shall have great pleasure in stating to you, in as few words as possible, what occurs to me on this most important subject.

The first thing to be considered is the precise objects and designation of such establishments; secondly, the extent and manner of Government control respecting them; and then the general regulations under which they should be conducted.

1. In regard to the designation and objects of such establishments, I would suggest that they be called Industrial Schools; they are more than schools of manual labour: they are schools of learning and religion; and industry is the great element of efficiency in each of these. I should, therefore, prefer the designation of industrial school to that of manual labour school.

As to the objects of these establishments, I understand them not to contemplate their adaptation to the working farmer and mechanic. In this their object is identical with that of every good common school; but in addition to this pupils of the industrial schools are to be taught agriculture, kitchen gardening, and mechanics, so far as mechanics is connected with making and repairing the most useful agricultural implements. It is, therefore, necessary that the pupils should reside together. Hence the necessity of providing for their domestic education, and for every part of their religious instruction. This last, I conceive to be absolutely essential, not merely upon general Christian principles, but also upon the ground of what I may term Indian economics, as it is a fact established by numerous experiments, that the North American Indian cannot be civilized or preserved in a state of civilization (including habits of industry and sobriety) except in connection with, if not by the influence of, not only religious instruction and sentiment but of religious feelings. Even in ordinary civilized life, the masses of the labouring classes are controlled by their feelings as almost the only rule of action, in proportion to the absence or partial character of their intellectual development. The theory of a certain kind of educational philosophy is falsified in respect to the Indian: with him nothing can be done to improve and elevate his character and condition without the aid of religious feeling. This influence must be superadded to all others to make the Indian a sober and industrious man. Even a knowledge of the doctrines and moral precepts of orthodox Christianity, with all the appliances of prudential example and instruction, is inadequate to produce in the hearts and life of the Indian, the spirit and habits of an industrial civilization, without the additional energy and impulsive activity of religious feeling. The animating and controlling spirit of each industrial school establishment should, therefore, in my opinion, be a religious one. The religious culture in daily exercises and instruction should be a prominent object of attention; and besides vocal music, generally, sacred vocal music should form an important branch of their education.

Then in respect to secular learning, I conceive there is, and ought to be, a wide difference between the objects of these schools, and what are usually termed manual labour schools. In the latter, learning is the end proposed: manual labour is the means to that end, and subordinate to it. The chief prominence is, therefore, given to learning, and labour is pursued only two or three hours a day, and more as a recreation than as employment, as a means of aiding the pupil to support himself, by reducing the ordinary charges of the school or of providing additional resources for its support. In the con-
ON INDUSTRIAL SCHOOLS.

3. As to the general regulations on which the Government should insist in the management of these industrial schools, the following remarks and suggestions are respectfully submitted:

1. The religious character of these contemplated schools and the religious influences which must pervade all departments of their immediate management, in order to their efficiency and permanent success, have been sufficiently remarked upon in the former part of this communication.

2. It follows as a necessary consequence, that everything as to human agency in regard to the success of these schools, depends upon the character and qualifications of the superintendent and agents employed to conduct them. It was the piety and judgment and example of the late excellent Mr. de Fellenberg, more than any code of rules, that rendered his agricultural school for the poor, at Hofwyl, near Bern, in Switzerland, a blessing to hundreds of peasant youth, and a model of all similar establishments as it still continues to be under the direction of his sons and son-in-law. I visited that establishment in the autumn of 1846, and found it the best model of what I would wish our Indian industrial schools to be. On my visiting the celebrated Normal School at Haarlem, and after conversing a long time with the head master, the venerable Prinsen (who for more than twenty years had stood at the head of the school teaching system of Holland, and whose system is adopted in Belgium), I asked him for the printed rules and regulations of his establishment; no reply (pointing to himself) "I am the rules of the school. If the master of a school has not the rules in his heart, they will be of little use on paper." But I do not think we can altogether dispense with rules in our Indian industrial schools, yet the rules however carefully prepared and excellent, will be of little advantage unless they are exemplified in the character, example and spirit of the instructors and assistants, and the task of selecting and overseeing such agents can be much more effectually performed by the authorities of a religious body than by the Government.

3. As to the number of agents to be employed in each establishment, that must depend on circumstances. I do not think any rule can be laid down on this point. As labour and instruction must be carried on together, under a paternal discipline, it would be desirable that the master of the school should also be the farmer and the pupils be members of his family. But it is seldom that such a variety of rare qualifications is found in one person; Mr. de Fellenberg could, during his whole life, meet with but one such person; his son-in-law now sustains this threefold office with great piety, zeal and efficiency. But, I think in general, it will be found necessary to employ at each of the establishments, a superintendent who ought to be the spiritual pastor and father of the family; a farmer and a schoolmaster.

Perhaps a person may be found for each of these establishments who will combine in himself the qualifications of farmer and school teacher. I think it will also be found necessary to employ occasionally a mechanic and one or more labourers.

The time occupied in labour should be from 8 to 12 hours a day during the summer, and instruction from 2 to 4 hours, and that during the winter the amount of labour should be lessened, and that of study increased. During two or three weeks of planting in the spring, of harvest in the summer, and of seed-sowing, &c., in the autumn, it may, perhaps, be well to omit instruction altogether. Gymnastic exercises in the winter may replace the agricultural labour of summer, but the time and kinds of recreation must depend upon circumstances.

5. In respect to the division of time, perhaps something like the following may be advisable. To rise at five in the summer, attend to the public service, and have prayers and lessons in the school until seven, breakfast at seven, labour from eight until noon; dinner and intermission from twelve until one, labour from one until six, supper at six, lessons until eight, have prayers and retire to bed between eight and nine. On Sunday the hours of rising, prayers, meals, and retiring to bed the same as on other days. The pupils belonging to the religious persuasion by whom the school is managed should attend to its public services, pupils of any other religious persuasion should attend their own place of worship, if there be any in the neighbourhood, otherwise attend the worship of the school. In the intervals of public service, both in the morning
REPORT OF DR. RYERSON

templated industrial schools, I understand the end proposed to be the making of the pupils industrious farmers, and that learning is provided for and pursued only so far as it will contribute to that end.

I believe the educating of the pupils as mechanics as well as farmers has been spoken of; but however imposing such a proposal may be in theory, however pleasing it may be the thought of thus training up the Indian youth as carpenters, cabinet-makers, shoemakers, tailors, &c., I think it is neither expedient nor practicable with the probable resources available to provide for educating them in the industrial schools to any other pursuit than that of agriculture. The following are my reasons for this opinion—

1. To employ tradesmen in order to give instruction in each of those branches of labour will require a large expenditure, besides the heavy expense of erecting buildings for their accommodation and stock of tools for them to work with.

2. The management of schools including so many departments and so many agents, in connection with each establishment, will be very difficult at best, and will often be attended with perplexing embarrassments.

3. I do not think a sufficient number of tradesmen will be required or find continuous employment among the Indians to justify the expense of thus providing for the teaching of trades in the industrial schools. In any instance in which an Indian youth evince inclination and genius for a particular branch of mechanics, I think it will be better to apprentice him to some competent and trustworthy tradesman than to incur the expense and difficulty of teaching various trades in the industrial schools.

Agriculture being the chief interest, and probably the most suitable employment of the civilized Indians, I think the great object of industrial schools should be to fit the pupils for becoming working farmers and agricultural labourers, fortified of course by Christian principles, feelings, and habits.

2. Such being, as it appears to me, the appropriate objects of the industrial schools, it now becomes a question of great practical importance, how far Government can advantageously interfere in their management and control. I think that any attempt to carry on these establishments by providing merely for secular instruction, and that any attempt to separate the secular from the religious instruction, will prove a failure; and that any attempt on the part of the Government to provide religious instruction will be found equally impracticable.

I think, therefore, the interference or control of the Government should be confined to that which the Government can do with most effect and the least trouble, namely, to the right of inspecting the schools from time to time by an agent or agents of its own, to the right of having detailed reports of the schools as often as it shall think proper to require them, at least once or twice a year, and the right of continuing or withholding the grant made in aid of these schools. It is this power over the grant, the exercise of which will be determined by the inspections made and the reports given, that the paramount authority of the Government, in respect to these schools will be secured, while the endless difficulties and embarrassments arising from fruitless attempts to manage the schools in detail will be avoided.

I think there should be a mutual understanding, and, on the following points, concurrence between the Government and the religious denomination through the agency of which each of these schools is to be conducted: 1. The appointment of the superintendent. 2. The buildings to be erected. 3. The conditions on which pupils shall be received into the schools. The appointment and dismissal of the other assistants and labourers at the industrial school establishment, can be most beneficially left with the authorities of the religious persuasion having charge of the majority of the Indians where each school may be established. Such religious persuasion contributing part of the funds necessary to support the school and being the spiritual instructor of the Indians concerned, will have a direct interest in the most economical management of it, and in the employment of the best agents, and will have much better opportunities of doing so than the Government. Even in the common schools in England, the Government lays down general principles and regulations and claims the right of inspection in granting aid to religious denominations complying with those regulations in the establishment and support of such schools, but does not otherwise interfere with the local management of them.
The instruction during the summer should, I think, be connected with the agricultural employments of the pupils, including exercises in reading and vocal music, natural history of the plants, vegetables, trees, birds and animals of the country. Each pupil should be taught natural history by means of drawing as well as by oral instruction, and lessons from books in regard to the character and habits of birds and animals, and the growth, qualities and culture of plants, vegetables, &c. Each pupil should be taught and required to keep a cash, a real, and, after a time, a personal account, the first including the little money that he may receive and spend, the second, the cloth as well as money and any other articles that he may receive, his boarding and lodging, school teaching, school books, &c., at a fixed price; then crediting himself with his work at a certain valuation, entering it daily or weekly into his waste book or journal. He should be required to post and balance his accounts monthly. After a time he might be taught to adopt the form of personal accounts with the superintendent, schoolmaster, farmer, &c. I think it would be beneficial to allow each pupil, say a penny or two per day, for work, allowing twelve hours’ labour for a day’s work; and paying him the sum thus earned at his leaving the school to set up for himself. This gratuity might be increased during the last year or two of his remaining in the school. His receiving it should be made dependent upon two conditions, his good conduct and correctness in keeping and posting his accounts from time to time according to the system laid down. In this way the head master of Hofwyll Agricultural School requires each of his agricultural pupils to keep accounts: he devotes half an hour each day during the summer, immediately after dinner, to teaching his pupils how to enter into their waste books or journals the items above referred to, and how, from time to time, to post and balance their accounts; and he informed me that he considered all his labour fruitless if he did not teach these young farmers to keep correct, detailed accounts.

In connection with the above methods of teaching book-keeping and farmers’ accounts, I think the superintendent of each industrial school should be required to keep a journal, a cash, a real, and a personal account, together with the proper ledgers. The journal should include the transactions of every day. The cash account, the money that he receives and pays out. In the real account, there should be an account opened for clearing land, for each field, each kind of grain, each kind of stock, for farming implements, for the boarding hall, the school, fuel, &c. There should be also an account for capital or stock, and an inventory of it made once or twice a year, and the superintendent should be held personally responsible for every article not accounted for by being worn out, broken, &c. Thus the expense, the profit and loss, not only of the whole establishment could be ascertained from time to time, but also the expense of every department of it, of every kind of grain, stock, &c. The keeping and posting of these several accounts might after a time be assigned to the more advanced pupils, and should in due course be taught to them all, so that they might thus advance from keeping accounts involving a few pence or a few shillings and few articles, to keeping accounts embracing every branch of agriculture and to the amount of hundreds of pounds. The Government Inspector would, of course, examine these accounts and the proper vouchers with the greatest care, and the Government might require an abstract of them from time to time.

This system of accounts, it appears to me, will be one of the most effectual means of securing correctness and economy in the management of these industrial schools, of checking extravagance, preventing injudicious expenditures, and of suggesting from time to time the means and subjects of retreatment and improvement, while it will train up the pupils to habits of order and business, that will render them objects of desire by
proprietors, as overseers of farms, should they not settle on farms of their own, as many of the pupils of the Irish National Agricultural School, near Dublin, are to proprietors in different parts of Ireland. It would be a gratifying result to see graduates of our Indian industrial schools become overseers of some of the largest farms in Canada, nor will it be less gratifying to see them industrious and prosperous farmers on their own account.

8. Of course no age can be prescribed at present for the admission of pupils into the industrial schools. In general, I think they should remain there from four to eight years, according to the age of entering and according to attainments and capacity to manage for themselves.

I think with judicious management, these establishments will be able in the course of a few years very nearly to support themselves, besides enabling the industrious and prudent pupils to accumulate considerable sums for their assistance in commencing business for themselves. But, of course, considerable outlays will be necessary in establishing these schools.

I make no remark on plans of buildings, systems of agriculture, nor on numerous details as to modes of transacting business and teaching. I fear, indeed, I have entered too much into details already. But I submit these observations, suggestions and hints, such as they are, to the indulgent consideration of His Excellency and the Indian Department.

If I have omitted to notice any points which you think of importance, I will readily supply such omissions, and will be ready at any time to do what I can to promote the objects of these contemplated industrial schools.

I have the honour to be, sir, your obedient servant,

GEORGE VARDON, Esquire,
Assistant Superintendent General,
Indian Affairs,
Montreal.

E. RYERSON.
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<th>$  cts.</th>
<th>$  cts.</th>
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<td>do Qu'Appelle</td>
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<td>French &amp; Smith</td>
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L. VANKOUGHNET,  
Deputy Supt.-General of Indian Affairs.

PARTMENT OF INDIAN AFFAIRS,  
OTTAWA, 30th June, 1884.  
ROBERT SINCLAIR,  
Accountant.
### TO WHOM PAID

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### BATTLEFORD INDUSTRIAL SCHOOL

#### Salaries and Wages

| Rev. T. Clarke       | For Salary as Principal for 12 months to 30th June, 1886 | 1,000.00 |

#### Wages as Farming Instructor and Matron from 19th May, 1884, to 30th April, 1885

| Mr. and Mrs. E. A. Nash | Wages as Farming Instructor and Matron for 12 months to 30th June, 1885 | 1,561.69 |
| A. Dobbs and wife      | Wages as general servants                                             | 405.38 |
| J. Potter              | Wages as general servants                                             | 74.00  |
| Q. Smith               | do night watchmen                                                      | 40.00  |
| A. McDonald            | Wages as general servants                                             | 20.00  |
| A. Longmore            | Wages as general servants                                             | 22.00  |
| A. S. Couzens          | Wages as general servants                                             | 20.00  |
| J. Potter              | Wages as general servants                                             | 70.00  |
| R. H. Rochean, M.D.    | Wages as general servants                                             | 105.76 |
| N. Todd                | Medical attendance                                                    | 94.72  |
| A. Todd                | Wages as general servants                                             | 12.00  |
| Susan Linnet           | Wages as general servants                                             | 28.00  |
| Indians               | Wages as general servants                                             | 45.00  |
| Mahaffy & Olinkskill   | Wages as general servants                                             | 18.50  |

#### Food

| Mahaffy & Olinkskill   | For Supplies                                                          | 87.93  |
| A. MacDonald           | do                                                                    | 586.50 |
| Hudson Bay Co.         | do                                                                    | 181.42 |
| do under contract      | do                                                                   | 2,243.64 |
| Indian                 | Potatoes                                                              | 10.90  |
| J. Daniels             | Beef                                                                  | 42.24  |
| R. Wyld                | Fish                                                                  | 1,360.08|
| N.-W. Mounted Police.  | do                                                                    | 73.76  |

#### Clothing

| Mahaffy & Olinkskill   | For Supplies                                                          | 135.86 |
| A. MacDonald           | do                                                                    | 183.65 |
| Hudson Bay Co.         | Clothing                                                              | 305.41 |
| J. Y. Gilmore & Co.    | Contract supplies                                                     | 581.03 |
| J. M. Garnand          | Yarn                                                                  | 14.40  |
| S. & H. Borbridge      | Moccasins                                                             | 42.34  |

#### Outfit and Furnishing

| P. Otton               | For 2 axes                                                            | 185.00 |
| Sweetgrass             | 2 pair bobsleighs                                                    | 15.00  |
| A. MacDonald           | Supplies                                                              | 91.43  |
| N. L. Piper & Son      | I cook stove                                                         | 150.00 |
| do                    | Contract supplies                                                    | 228.85 |

#### Carried forward

| Carried forward        |                                                              | 6,528.10 |

### Miscellaneous—Continued

| E. W. Warner       | Miscellaneous continued                                          | 393.13 |
| P. Porteous       | Miscellaneous continued                                          | 2.50  |
| J. Blagnon        | Miscellaneous continued                                          | 10.00 |
| S. Hamelin        | Miscellaneous continued                                          | 20.00 |
| J. A. Kerr        | Miscellaneous continued                                          | 41.55 |
| J. Portras        | Miscellaneous continued                                          | 32.50 |
| L. Flamand        | Miscellaneous continued                                          | 27.50 |
| J. Bellegarde     | Miscellaneous continued                                          | 75.35 |
| A. Stewart        | Miscellaneous continued                                          | 10.10 |
| R. Dauphiniais    | Miscellaneous continued                                          | 49.40 |
| J. Desbelais      | Miscellaneous continued                                          | 39.75 |
| D. Fitzgerald     | Miscellaneous continued                                          | 34.60 |
| Sundries persons  | Miscellaneous continued                                          | 15.00 |
| Hudson Bay Co.    | Miscellaneous continued                                          | 251.03|
| Bank of Montreal. | Miscellaneous continued                                          | 35.01 |
| S. H. Caswell     | Miscellaneous continued                                          | 34.07 |
| Crawford & Roberton| Miscellaneous continued                                          | 6.51  |
| J. Clementson     | Miscellaneous continued                                          | 2.02  |
| Indians           | Miscellaneous continued                                          | 0.01  |

#### Hudson Bay Co.

- Brought forward: $1,224.40
- Miscellaneous continued: $9,883.39
- Total: $22,614.34
- To Pay: $62,151.84

#### Battleford Industrial School

- Total Expenditure: $3,176.93
- Medical attendance: $4,531.47
- For Washing: $18.50
- Food: $25.50
- Clothing: $1,763.70
- Outfit and Furnishing: $1,763.70
- Carried forward: $6,508.10

<table>
<thead>
<tr>
<th>TO WHOM PAID</th>
<th>SERVICE</th>
<th>$ cts.</th>
<th>$ cts.</th>
<th>$ cts.</th>
<th>$ cts.</th>
</tr>
</thead>
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<tr>
<td><strong>Brought forward</strong></td>
<td></td>
<td>690 28</td>
<td>6,932 19</td>
<td>35,034 51</td>
<td>62,151 84</td>
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<td><strong>Outfit and Furnishing—Continued.</strong></td>
<td></td>
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<tr>
<td>T. Clark</td>
<td>1 cow</td>
<td>70 00</td>
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<td></td>
<td>do</td>
<td>65 00</td>
<td></td>
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<tr>
<td>A. Dobbs</td>
<td>do</td>
<td>21 43</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Mahaffy &amp; Cluikskill</td>
<td>do</td>
<td>167 70</td>
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<td></td>
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<tr>
<td>Hudson Bay Co.</td>
<td>Window hollander</td>
<td>13 94</td>
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<tr>
<td>J. M. Garland</td>
<td>1 waggon</td>
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<tr>
<td>F. F. Timms</td>
<td>1 set harness</td>
<td>24 00</td>
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<tr>
<td>J. H. Emmons</td>
<td>Blankets and napery</td>
<td>920 76</td>
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<tr>
<td>S. &amp; H. Storbridge</td>
<td>Knitting machine</td>
<td>28 00</td>
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<tr>
<td>J. Y. Gilmore &amp; Co.</td>
<td>2 pigs</td>
<td>17 00</td>
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<td>K. W. Martin</td>
<td>1 table</td>
<td>22 00</td>
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<tr>
<td>J. Clementson</td>
<td>Lumber</td>
<td>39 40</td>
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<tr>
<td>T. Clarke</td>
<td>do</td>
<td>41 10</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>MacDonald &amp; Sally</td>
<td>1 cow</td>
<td>70 00</td>
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</tr>
<tr>
<td>Moore &amp; Macaulay</td>
<td>do</td>
<td>209 75</td>
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<tr>
<td>A. Macdonald</td>
<td>do</td>
<td>431 18</td>
<td></td>
<td></td>
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<tr>
<td>D. Taylor</td>
<td>do</td>
<td>3,004 70</td>
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<tr>
<td>J. A. Aker</td>
<td>do</td>
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<tr>
<td>T. Sarton</td>
<td>do</td>
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<td><strong>Expenses of Management.</strong></td>
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<td><strong>Rev. T. Clarke.</strong></td>
<td>For travelling expenses</td>
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<td>H. Richardson</td>
<td>Telegrams</td>
<td>12 23</td>
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<td>J. S. Macdonald</td>
<td>Telegrams</td>
<td>24 37</td>
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<td>A. Macdonald</td>
<td>Ink</td>
<td>4 10</td>
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<td>F. G. Laurie</td>
<td>Printing and advertising</td>
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<td>Richardson &amp; Macdonald</td>
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<td><strong>Miscellaneous.</strong></td>
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<td>Indians</td>
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<td>B. Lafond</td>
<td>Hay</td>
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<tr>
<td>E. Bourk</td>
<td>do</td>
<td>70 30</td>
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<tr>
<td>H. Nash</td>
<td>do</td>
<td>60 00</td>
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<tr>
<td>W. Lightfoot</td>
<td>do</td>
<td>11 50</td>
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<tr>
<td>Shadbolt &amp; Davys</td>
<td>do</td>
<td>0 36</td>
<td></td>
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<tr>
<td>G. G. Glaubey</td>
<td>do</td>
<td>0 36</td>
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<tr>
<td>J. A. Kerr</td>
<td>do</td>
<td>0 36</td>
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<tr>
<td>J. M. McDougall</td>
<td>do</td>
<td>0 36</td>
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<td>N.W. Transportation Co.</td>
<td>Passage of Mr. Dobbs and wife, from Prince Albert to Battleford</td>
<td>26 00</td>
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<tr>
<td>J. H. Robertson</td>
<td>Excavating and completing well</td>
<td>89 10</td>
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<tr>
<td>J. H. Robertson</td>
<td>Feeding and freight</td>
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<tr>
<td>J. Y. Gilmore &amp; Co.</td>
<td>Linen bales</td>
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<td>W. Williams</td>
<td>Repairs boots</td>
<td>7 75</td>
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<tr>
<td>Big Bear</td>
<td>Commission for trip to Edmonton for scholar</td>
<td>25 00</td>
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<tr>
<td>A. McKenize</td>
<td>Blacksmithing</td>
<td>19 76</td>
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<tr>
<td>W. Laurie</td>
<td>1 foot ball</td>
<td>3 00</td>
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<tr>
<td>G. Pembroke</td>
<td>Seeds</td>
<td>5 00</td>
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<tr>
<td>J. A. Bruce &amp; Co.</td>
<td>do</td>
<td>15 50</td>
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<tr>
<td>J. A. Simmers</td>
<td>do</td>
<td>20 00</td>
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<tr>
<td>H. Parker</td>
<td>do</td>
<td>20 00</td>
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<tr>
<td>O. Haldredine</td>
<td>do</td>
<td>65 50</td>
<td></td>
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<tr>
<td>Mahaffy &amp; Cluikskill</td>
<td>do</td>
<td>61 85</td>
<td></td>
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</tr>
<tr>
<td>A. Macdonald</td>
<td>do</td>
<td>57 50</td>
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<tr>
<td>Hudson Bay Co.</td>
<td>do</td>
<td>177 23</td>
<td></td>
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</tr>
<tr>
<td>do</td>
<td>Contract supplies</td>
<td>124 22</td>
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</tr>
<tr>
<td>do</td>
<td>1 per cent. commission on advances</td>
<td>336 24</td>
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<tr>
<td>do</td>
<td>do</td>
<td>22 33</td>
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<tr>
<td>do</td>
<td>do</td>
<td>33 32</td>
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<tr>
<td>do</td>
<td>do</td>
<td>10 17</td>
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<tr>
<td><strong>Total Expenditure, Battleford Industrial School.</strong></td>
<td></td>
<td>2,308 24</td>
<td></td>
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</tr>
</tbody>
</table>

## High River Industrial School.

### Salaries and Wages.

<table>
<thead>
<tr>
<th>TO WHOM PAID</th>
<th>SERVICE</th>
<th>$ cts.</th>
<th>$ cts.</th>
<th>$ cts.</th>
<th>$ cts.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rev. A. Lacome</strong></td>
<td>For Salary as Principal for 8 months, to 30th June, 1885</td>
<td>600 00</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>J. Little</td>
<td>do</td>
<td>533 28</td>
<td></td>
<td></td>
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<tr>
<td>L. Litzter</td>
<td>do</td>
<td>480 00</td>
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<tr>
<td><em>Sister Guerin</em></td>
<td>do</td>
<td>268 64</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>Sister Thiffault</em></td>
<td>do</td>
<td>160 00</td>
<td></td>
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<tr>
<td><strong>Carried forward</strong></td>
<td></td>
<td>4,239 92</td>
<td></td>
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</tbody>
</table>

**Salary as Matron, for 8 months, to 30th June, 1885**

- **Sister Guerin**: 268 64
- **Sister Thiffault**: 160 00
APPENDIX D

CONTRACT BETWEEN J.C. OLIVER

AND

DEPARTMENT OF INDIAN AFFAIRS
This Indenture, made this tenth day of September, A.D. 1886—

Between John G. Oliver, of Battleford, in the North West Territories, Contractor, of the First Part, and the Superintendent General of Indian Affairs, represented by Hayter Reed, of the Town of Regina in the North West Territories, Assistant Indian Commissioners of the Second Part.

Witnesseth, that the said party of the first part, in consideration of the sum of eight thousand five hundred and thirty-five dollars of lawful money of Canada to be paid to him therefor on the days and at the time and in the manner hereinafter stated, doth hereby, for himself, his heirs, executors and administrators, covenant and agree with the said party of the Second Part, and his successors in office, that he, the said party of the first part, his heirs, executors and administrators, shall and will execute and perform, all the works of every kind required in the alterations, repairing and re-building of the Indian Industrial School at Battleford, and attached buildings together with the stable and other out-buildings which
which said alterations, repairs and other works are represented and specified in the specifications prepared therefor, and signed by the said John G. Oliver and Abbott Reed, which said specifications are annexed to this indenture, and are hereby expressly declared to be incorporated, and to form part of it, as if the same had been embodied therein, and the said works shall in all things be performed according to the said specifications, after the manner therein set forth and explained, and shall be in all things to the entire satisfaction of the Indian Commissioners, or such other person as he may appoint, and be completed by the first day of December next, that being the time agreed to by and between the said parties for the completion of the said works.

And that the said party of the first part, his heirs, executors and administrators, and every one of his workmen, agents and servants, shall in all things concerning the performance of the said work obey, abide by and keep all the several conditions contained in the said specifications.

And the said party of the second part hereby agrees and promises to pay
Signatures:

[Signatures]

The day and year first above written to have received all these funds and funds

on the instruction above, the funds here

Annexed to this document:

The funds

by the said弛詰改進局 to be paid by the person after

as evidence of the work done. The said work:

on the completion of the said work, the

works on the ground, monthly, and the work conducted

in this ground, the first line reads, and

and occur of the work done and another

on the 6th day. Eighty four cent on the plan

the house and in this manner following,

and thirty-four thousand dollars to have at

the house of Church, the abandoned fund

the previous administration of the funds,

Le jour le fonds faite de cette fonds,

133
APPENDIX C

ITEMIZED EXPENDITURES
BATTLEFORD INDUSTRIAL SCHOOL

Authorized: 46 Victoria Chapter 2, 1884-1885
Know all men by these presents, that we, John G. Oliver of Battleford in the North West Territories, Contractor; Thomas E. Mahaffy, of the same place, Merchant; and Robert C. Wyld of the same place, Rancher, are held and firmly bound unto the Honorable the Superintendent-General of Indian Affairs in the penal sum of Seventeen thousand and seventy-three dollars of lawful money of Canada, to be paid to the said the Superintendent-General of Indian Affairs, or to his successors in office, for which payment, well and truly to be made, we bind ourselves, our heirs, executors and administrators, and every of them for ever, firmly by these presents.

Sealed with our seals and dated this tenth day of September, A.D. 1883.

Whereas the said John G. Oliver has this day entered into a written agreement with the said Superintendent-General of Indian Affairs, for the doing and completing of certain works, improvements, alterations and additions to the Industrial School building at Battleford and the erection of a stable and other buildings.
The President of

Attended

Chamber,请问 and

and after

struggling to remain in full force
of obligation to be made and act, then this here
must remain present within the
reservation with the law of the pledge.
shall carry out the part made in as
before is right of either of them do and
do to the Lord of the Thirteen & Ecclesiary and
food from of Gmelin or on this function to
read an obligation to such that if the

deck the condition of this

the firm & sincerely

worthwhile common and within
is the bond agreement in a good and
and with the preface and attached
be continued the said points in excess.
building, from Farnsfield and agreed
Specifications

Of the various works in connection with the repairing of the building used as the Industrial School at Battleford and out-building to be erected.

Blocking up. The building to be raised up level and firmly blocked up.

Roof.

Strip off all old shingles and repair sheeting where required, putting it on close, then lay a coating of tar-paper and shingle with XX shingles 1 1/2 inches to the weather.

Outside walls. Take off all old clapboards and take out all windows and door-frames, and plaster between logs where found. Sheet up with 1 1/2 rough sheeting boards, ship-lapped 3/4 of an inch; repair all window and door-frames; put a strip of tar-paper round all openings and refix frames; put angle strips up all angles 1 x 6 inches; lay on one thickness of tar-paper on sheeting and cover with 1 1/2 matched siding; free from shakes or knots, and properly fitted round windows and angles.

Attic
Attic

Lay a floor of one inch matched and planed flooring on the ceiling joists in Attic; also provide and fix in each of the three gables, one window of four lights, 12 x 26 in. glass and build a stair from second story to Attic where directed, sheeting to be continued on the inside up to top of studding from where it now leaves off.

Dormitory

Extend a floor in old Council Chamber from and level with the gallery to north end of room. The centre to be supported by 7 x 7 in. posts, and 7 x 8 in. beams; joists to be 2 x 8 in. put at 16 inch centres, and bridged; flooring to be matched and planed 1/4 inch thick, and lathed and plastered on lower side of joists. The walls on both floors as well as the room adjoining on ground floor, to be wainscoated three feet high with 1 inch matched lumber, and planed and beaded, and to have a great cap. To have 5 windows in second story to correspond with the side windows now in the building; also two inside four-panel doors 2-5 x 6-8 placed where directed; also to have one stair to approach upper or second story. A chimney for stovepipes to be built in brick and grouted or concreted in upper flooring.

Partition

To have one partition put up in the room over kitchen, where directed, and to be lathed and plastered.
Take down shed now in rear, and build on this place an addition 16 ft. x 30 ft. with 11 ft. studs x beams placed to extend over the well; ceiling to be 8 ft. 6 in. high; lower joists to be 2 x 8" placed at 20 in. centres and bridged; upper joists 2 x 8", 16 in. centres, and bridged; studs and rafters 2 x 4" placed at 16 in. centres; to have two four-panelled doors 2 x 8 x 6 ft. and one four-panelled door leading from second story of main building; six windows four lights each 14" x 26" glass, and frames to correspond with main building; walls and roof the same as main building, and painted in same manner; also all woodwork inside to be painted except floor; all inside walls to be wainscotted four feet high with 1½ matched plastered and beaded cap; walls and ceiling to be lathed and plastered 2 coats; fix properly around pump, and build chimney from three feet below ceiling joists to three feet above jopge of roof; also chimney in second story floor; also a staircase to approach second story—the flooring of which is to be 1½ matched lumber. Along bath properly fitted with wood of the ordinary size to be built upstairs, with a waste pipe running to an outside receptacle also, wash stands 2 ft. wide; three feet high, eight feet long, made in such a manner as will not permit water running out, and sloping to one end with a waste pipe as from the bath.

Sashes
Plaster.  Rate out all loose and cracked plaster, and re-plaster and fill in with Plaster of Paris, and face off smooth.  Paper all walls of main building and lath and mastic fest, also ceilings of approved color, and leave all clean for painters.

Glazier & Painter.  Glaze all broken windows.  Paint proof two coats of fire-proof paint; paint all outside woodwork two coats of best oil and lead paint; clean all glass and leave the whole free from any defects, and paint any new wood-work inside of building except floors.

Cistern and Pipes.  All water troughs and down pipes to be repaired, and made of the same material as now on building, so as to conduct water to tanks; 6 ft. deep and 7 ft. in diameter, made of 10” pipe, and have not less than four hoops, and the top to be at least three feet under ground, and properly covered, with a man-hole left, and to have two proper covers to each.  Tanks to be placed where directed.

Locks & Glass.  Replace all locks, and all broken windows, and
and storm, rush, and make any new ones required; supply lost keys.

**Porch.** Build a neat porch on west side 6 ft by 8 ft of 1½" matched and planed lumber, to have one door properly hung, with spring to close it, and one two-light 10 x 12" glass.

**Cellar.** Seal the under part of lower floor joists with rest of building ship-lap lumber and paper.

**Office.** Fill in the fireplace with brick and plaster over, and fill in behind mantel-piece; repair and replace it.

**Chimney.** To have hoods, to be two feet high, made of Russian iron, on chimneys as directed, also to make any necessary repairs.

**Stable.** Building to be 24 ft x 45 ft with 14 ft posts; the building to be divided for the three above purposes; piers to be 8½ x 8½, joists 2½ x 8½, placed at 18½ centres, on sleepers not less than 6½ in diameter, at small end, and in either case to have a centre purl, not less than 8½ x 8½, and all set on good sound blocks; upper joists to be 2½ x 8½ at 2½ centres and supported by a 7½ x 8½ beam; studs 2½ x 4½, placed at 2½ centres; rafters...
rafters 2'6" x 6'0" of 2'6" centres; outside walls to be 1½" boards, paper and matched lumber; and also roof shingled and tar-paper to correspond with main building, and all outside painted the same; ceiling to be 8'6" clear; stable to be divided into 7 stalls of 12'0" plan with proper mangers and feed boxes; flooring to be 2'0" higher at the mangers than the rear; loft floor to be 1½" boards; to have one batten door 3'6" x 6'0" 8½ with fanlight above for 12½" glass; a door leading to drivehouse to be same as outside one, to have one 4-light diamond-shaped window, and trap door in gable.

Drive-house to have floor as stable, and one 12-light 10½" x 12½" window, and one double batten door.

Storehouse floor 1½" tongued and grooved; upper floor 1½" boards; partition between storehouse and drive-house to extend from lower floor to rafters; all partition to be 1½" ship-lap boards and 2½' x 6½' scantling to have two 12-light 10½" x 12½" glass sash window, and one double 1½" batten door, proper hinges and locks; a plain stair to upper story; to have a neat plain cornice on whole building, and all divided according to plan. Storehouse to have two window, 12-light 10½" x 12½" glass, and one window same size in second story, a good strong dead lock to be on storehouse, and pad-locks on stable and drive-house.

Banking, The whole of main building and addition to be banked.
packed up in a neat and substantial manner, and on completion all refuse and pieces of lumber to be cleared away.

Back Kitchen. The back kitchen to be removed to such a place as may be directed, against the main building and properly replaced and shingled so as to be weather tight. Steps to be made into main building.

Water Closet. To be built near stable according to plan 17' x 6' three compartments; fan light over doors; a hole to be dug and planted 4' x 6' x 16' and 6' deep; one lock and two latches for doors.

All material now in possession of the Department to be taken over at a valuation. Foregoing to be finished by the first December next.

Tenders to show cost of stable and storehouse separately from pest; also extra cost of ceiling the whole building underneath lower joists, exclusive of cellar.

The lumber to be used to be best dry lumber; all material taken off building not to be considered that of Contractors.

The Contractors whose tender may be accepted, will have to sign a bond with two
two good sureties in double the amount of the contract, as to its due fulfilment.

The whole to be done in a neat and workmanlike manner to the entire satisfaction of the Indian Commissioner or anyone he may appoint to supervise the same.

Signed Hayter Reed.
APPENDIX E

MACRAE REPORT - DECEMBER 18, 1886.
APPENDIX E

MACRAE REPORT - December 18, 1886.

In the correspondence addressed to the Right Honourable Superintendent General of Indian Affairs, dated March 30, 1886, Dewdney recommended the appointment of a School Inspector for Indian schools, including Industrial Schools in Manitoba, Keewatin, and the North-West Territories. Every attempt was made by the agency and other officials to comply with headquarters' requirements, but the field officers were not competent to the task of carrying out school reform. Their pressing duties in all the other matters affecting Indians demanded their full attention. In view of the increasing number of schools, Dewdney recommended that J.A. Macrae, an employee in the Commissioner's office, be appointed as Inspector of Schools.

Vancoughnet, Deputy Superintendent General of Indian Affairs in Ottawa, corresponded with John A. Macdonald in regard to Dewdney's recommendation. It was agreed initially that Macrae should attend a normal school in Toronto, Ontario, to qualify for the position. However, Dewdney persuaded his superiors to accept a modified requirement concerning Macrae's qualification for the position. Macrae, who had formerly been an Indian school teacher, was permitted to spend some time studying the successful educational methods practiced in day and Industrial Schools in Ontario and in the United States.
Macrae Report

As a result of the arrangements, Macrae submitted a fifty six page hand written report of recommendations for the education of Indian youth in Manitoba, Keewatin and the North-West Territories, and was appointed Inspector of Schools.

The observations contained in the report are a commentary on educational thinking and, in some respects, the report influenced the direction of Indian education. After having observed the operation of the school programs and having studied the administration of current regulations, Macrae consolidated issues in one report which were touched on in previous ones. The essential information contained in Macrae's report, which has direct bearing on this study, is presented to convey his views on education.

The basic policy of the Government toward the Indian, as Macrae reasoned, were to change the state of a nomadic race from the condition of the hunter to that of civilized man. The great transition could be accomplished through instruction of the Indian Youth, a fact recognized by most officials, teachers and others who had dealing with Indians. Macrae believed that a complete change in the mode of living was impossible for adult Indians to achieve.

Macrae underlined the importance of education and control over the lives of the Indian youth. He was convinced that Indian children must be removed from their homes and all influences of "Indianism" and be trained in the setting of civilization.
In order to train the Indian youth to become self sufficient citizens, the aim of education was to teach the lessons of life, rather than a knowledge of books. Macrae cautioned the Government against allowing trained students to return to their reserves where they would revert to Indianism.

Macrae referred to the circumstantial deprivations which the Indian child suffered from birth to youth when compared to the white child. To train the Indian children was not a matter of expediency only but also a matter of national economy, duty and humanity. In order to implement measures for improved education, Industrial Schools were the best means. Regarding support of the Industrial Schools, the expenses which would be incurred were dismissed as a minor consideration if the school institutions were established in settlements developed by Canadian settlers. The Indian children had a great deal to learn from such a setting.

In Macrae's estimate, there were approximately 8,000 school-aged Indian children who could be trained in sixteen Industrial Schools, if it was possible to gather all the children. Through this system, a change of the Indian character could be affected in ten years. The work of mass education was indeed possible. In Philadelphia, 105,000 children were being trained, and at Carlisle Industrial Institution in Pennsylvania, about 5,000 children were enrolled annually. However, Macrae proposed a modified and a practical approach (to cultural genocide).
Elementary education, obedience to school regulations and the English language could be taught more inexpensively in day schools since the children could reside in their homes. The day and residential schools would serve as preparation for the Industrial schools. This arrangement would shorten the term of enrolment at Industrial schools as well as overcome the objections of parents at being separated from their children. The cost of such a scheme would be approximately:

212 Day schools of 25 pupils each educating 5,300 pupils, costing $106,000
14 Reserve boarding schools of 50 pupils each educating 700, costing 56,000
4 Industrial Schools of 5000 pupils each, educating 2,000, costing 200,000

TOTAL $362,000

Mass education could train Indian children quickly and effectively, but it required a large and immediate expenditure. The alternative approach, that of a slow and piecemeal education, such as mission schools offered, would entail less immediate expenditure, but also would entail an inferior result. Macrae cautioned his superiors against the random, slow-planned approach in Indian education.

In his review of the present state of Indian schools, two types of school management were noted; where day and industrial schools were controlled by Churches and Government, Macrae urged that the arrangements
be altered to favor Government control, since Departmental officials were often prevented from providing supervision. Administrative requirements suffered due to lack of school reports. Suggested was a review of teachers' salaries in order to compensate those teachers who achieved a success in teaching and maintaining good pupil attendance.

Macrae repudiated old fashioned methods of teaching and he criticized the teachers who insisted upon requisitioning text books. He believed that text books were responsible for insufficient teaching.

The next portion of Macrae's report dealt with the establishment and implementation of a systemized control of schools and administration. An overall pattern of school management was proposed, including the centralization of compilable statistical material and the establishment of a more standard curriculum. The area of firmer Government control also included more detailed conditions of teacher employment. Important among these proposed conditions were mandatory examinations set by the Government to test competence, and a special duty of attendance officer to be taken on by the individual teachers to deter truancy. Teachers would also be obliged to popularize education and its objectives among the Indians. A comprehensive list of duties would be available to every teacher. To assure the implementation of the above proposed requirements, schools were to be under frequent Government inspection.

The following list, presented not necessarily in the order of importance, highlights some of the major areas of control which the
Government, Macrae advocated, must develop appropriate policies and set up a decision-making machinery.

1) School location - control and maintenance of expenditures.

2) Overall uniform system of management
   (a) Curriculum
   (b) Educational objectives
   (c) Text-books and courses (industrial)

3) All schools under Departmental inspection.

4) Develop and implement school regulations.

5) Compile statistical data.

6) Employ, and dismiss teachers

7) Prescribe conditions in teachers' contracts
   (a) Examinations for competency
   (b) Enforce Departmental regulations at school
   (c) Maintain and submit reports to the Department
   (d) Popularize educational objectives among Indians
   (e) Utilize the monitor system at school
   (f) Act as attendance officers in order to deter truancy.

There was a need to emphasize the teaching of the English language in schools. Although English was taught in the classroom, greater emphasis had to be placed on English usage on the playgrounds and in other areas of the school. Disciplinary action would be necessary to prevent students from speaking their native language.

Macrae proposed that when the time was suitable, local school boards be established.
APPENDIX F

ITEMIZED EXPENDITURES
BATTLEFORD INDUSTRIAL SCHOOL
FOR YEAR ENDING JUNE, 1890.
NORTH-WEST TERRITORIES SCHOOLS—DETAILS—Continued.

To whom Paid. Service. $ cts. $ cts.

Brought forward ........................................ 5,389 61 18,709 16

QU’APPELLE INDUSTRIAL SCHOOL—Concluded.

Miscellaneous—Concluded.

A. J. Osment .......................... 1,062 feet lumber ........................................ 23 23
Brett & Kinis ........................................ Repairs to buildings ........................................ 150 00
Keith & Fitzsimmons ........................................ Plumbing and material for fire protection and other supplies ........................................ 229 27
C. Holten ........................................ Repairs to wells, fire protection and other services ........................................ 54 00
R. Mc Dougall & Co. ........................................ 1 force pump and handle bracket for pump ........................................ 18 05
P. V. Hickey ........................................ Subscription to “Catholic American” ........................................ 3 00
“Angulix” Pubg Co. ........................................ 1 year’s subscription to Weekly “Angelus” to Dec. 1, 1890 ........................................ 0 75
Crooked Legs ........................................ Winterring 1 yoke oxen ........................................ 10 00
G. Gofin ........................................ Services of animal ........................................ 2 00
W. R. Ott ........................................ Sharpening clippers ........................................ 1 50
J. McDonnell ........................................ Services of animal ........................................ 10 15
A. C. Patterson ........................................ Freighting ........................................ 18 18
T. Redmond ........................................ Paid for freighting ........................................ 5 80
C. Robillard ........................................ Freighting ........................................ 14 11
Rev. J. Hugonnard ........................................ Paid freight and express charges ........................................ 113 44
Indian ........................................ Freighting ........................................ 96 13
G. Asham ........................................ do ........................................ 11 93
Dom. Express Co. ........................................ Express charges ........................................ 2 40
Canadian Express Co. ........................................ do ........................................ 0 75
J. H. McCaull ........................................ Plumbing material supplied, freight charges on plumbing material ........................................ 149 51

Total Expenditure, Qu’Appelle Industrial School ........................................ 6,372 89

BATTLEFORD INDUSTRIAL SCHOOL.

Salaries and Wages.

Rev. T. Clarke ........................................ Salary, 12 months to the 30th of June, 1890 ........................................ 1,290 00
Mrs. T. Clarke ........................................ do 12 do 30th do 1890 ........................................ 450 00
J. B. Ashby ........................................ do 12 do 30th do 1890 ........................................ 650 00
Edith Ashby ........................................ do 12 do 30th do 1890 ........................................ 240 00
J. Gatley ........................................ Salary for 9 months to the 30th June, omitting August, September and October ........................................ 420 00
S. S. Simpson ........................................ Salary for 12 months to the 30th June, 1890 ........................................ 420 00
E. Gilbert ........................................ do 12 do 30th do 1890 ........................................ 450 00
Annie Spora ........................................ do 4 do 31st October, 1890 ........................................ 50 00
Lizzie Latimer ........................................ do 5 do 30th June, 1890 ........................................ 60 00
Susan Baptiste ........................................ do 10 do 30th June, 1890 ........................................ 300 00
M. McKinnon ........................................ do from 19th July, 1890, to the 30th of June, 1890. ........................................ 512 30
Sarah ........................................ do 2 months to the 30th June, 1890 ........................................ 147 00
Annie Simpson ........................................ do 8 do 31st March, 1890 ........................................ 100 00
H. Bosquet ........................................ do 7 do 31st May, 1890 ........................................ 166 00
Papassin ........................................ Wages as nurse ........................................ 5 00
Walecoagem........................................ do for February ........................................ 20 00
R. Lawrie ........................................ Running lines round hay reserve ........................................ 5 00
C. Lewis ........................................ Wages for June ........................................ 40 00
LaKeenan ........................................ Draining hay lands ........................................ 14 00

Food, Clothing and Furnishings.

G. F. & J. Galt ........................................ 1,525 lbs. evaporated apples, 17 lbs. mustard, 41 lbs. pepper (Under contract) ........................................ 181 10

Carried forward ........................................ 181 10 5,181 29

[PART II]
### NORTH-WEST TERRITORIES SCHOOLS—DETAILS—Continued.

**To whom Paid:**

**Service:**

**Brought forward:**

$181.10

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<th>$</th>
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</thead>
<tbody>
<tr>
<td><strong>Hudsons Bay...</strong></td>
<td>(Under contract.)</td>
<td>78 iron pails, 162 sacks flour, 80 lbs. coffee, 348 gallons syrup, 11 gals. vinegar, 12 axe handles, 6 box forks, 6 spades, 36 milk pans, 25 lbs. staples, 1 set single harness, 2 pole straps, 1 asingle, 2 earing steels, 6 boxes stove polish, 250 lbs. oatmeal, 1 hay knife, 27 lbs. baking powder, 10 galls. fish oil, 1 gal. machine oil, 50 galls. bold oil, 2 galls. sewing machine oil, 23 galls. turpentine, 3 galls varnish, 110 lbs. putty, 8 box axle greasers, 2 curry combs, 6 carving knives and forks, 6 chamber pails, 150 lbs. manilla rope, 29 stovepipe elbows, 1 crust stand, 12 bake pans, 12 lbs. solder, 5 lbs. wire, 15 lbs. hope, 4 flippers, 4 teapots, 2 sieves, 2,800 lbs. beans, 810 lbs. salt, 1 axe, 2 ox bow, 1 post hole auger, 1 farming mill, 1 horse brush, 3 tin blacking, 12 hose, 6 spades, 3 shovels, 2 scythes, 9 raeks, 56 brooms, 6 washboards, 1 pump, 75 feet zinc, 6 stand lamps, 100 lamp chimneys, 2 scythes</td>
<td>1,507 10</td>
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<tr>
<td><strong>A. Macdonald</strong></td>
<td>(Under contract.)</td>
<td>$2,160 lbs. bacon, 7 gross matches, 1,400 lbs. rice, 730 lbs. sugar, 482 lbs. tea, 400 lbs. nails, 160 galls. oil, 50 galls. linseed oil, 200 lbs. whitelead, 100 lbs. whiting, 125 lbs. butter, 48 lbs. candles, 100 lbs. curants, 100 lbs. lard, 5 lbs. peal, 116 pairs mocassins, spice, almonds emulsion, 310 lbs. fish, 1,444 lbs. soap, 2 box stoves, 43 lbs. zinc, 2 pins sheilan, 5 lbs. glue, 4 tin paint</td>
<td>1,070 54</td>
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<tr>
<td><strong>N. L. Piper &amp; Son</strong></td>
<td>(Under contract.)</td>
<td>4 lanterns, 6 boilers, 6 milk pails, 6 wash tubs, 8 axes, 24 scrub brushes, 12 leaf pans, 15 boxes glass, 1 sheep bell, 60 pairs knives and forks, 6 bread pans, 12 cattle ties, 4 butter knives, 6 dust pans, 2 manure forks, 50 yds. wick, 6 waterpots, 125 stovepipes, 3 milk strainers, 10 locks</td>
<td>133 12</td>
</tr>
<tr>
<td><strong>S. &amp; H. Bottridge</strong></td>
<td>(Under contract.)</td>
<td>1 whip, 30 pairs slippers</td>
<td>20 55</td>
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<tr>
<td><strong>L. G. Baker &amp; Co</strong></td>
<td>(Under contract.)</td>
<td>1435 lbs. rope, 6 scythes, 373 yds. grey flannel, 50 yds. duck, 96 coloured handkerchiefs, 12 pairs scissors, 117 yds. shirting, 144 yds. braid, 176 yds. silk, 6 gross dress buttons, 60 doz. ivory buttons, 50 pairs cotton hose, 507 yds. cotton, 60 pairs boots</td>
<td>335 26</td>
</tr>
<tr>
<td><strong>Slingby Bros</strong></td>
<td>(Under contract.)</td>
<td>60 blankets (17 lbs.)</td>
<td>63 51</td>
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<tr>
<td><strong>J. M. Garland</strong></td>
<td>(Under contract.)</td>
<td>140 yds. sheeting, 50 Scotch caps, 30 lbs. yarn, 18 yds. table cloth, 58 yds. towelling, 3 lbs. thread, 6 dress brushes, 120 knitting needles, 125 darning needles, 80 papers needles, 90 lbs. yarn, 40 pairs braces, 60 pairs drawers, 60 night shirts, 36 gross bolt laces, 36 gross shirt buttons, 40 suits, 25 yds. flannel, 300 yds. ribbon, 60 linen collars, 40 girls hats, 40 boys hats, 30 coats, 60 trousers, 190 yds. etoffe, 50 doz. cotton spools, 60 fur caps, 30 hoods, 30 clouds, 1 gross hairpins, 30 gross hooks and eyes, 60 yds. cotton, 50 comforters, 15 hair brushes, 30 towels, 30 paper pins, 32 gross coat buttons, 4 gross overcoat buttons, 8 gross trouser buttons, 36 yds. elastic, 6 gross thimbles, 170 yds. tweed, 60 combes, 1,125 yds. etoffe, 350 yds. drapery, 175 yds. shirting, 157 yds. ticking, 20 lbs. yarn</td>
<td>1,327 34</td>
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<tr>
<td><strong>R. Wyld</strong></td>
<td>(Under contract.)</td>
<td>14,754 lbs. beef at 86.00</td>
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<tr>
<td><strong>J. D. Sibbald &amp; Co</strong></td>
<td>(Under contract.)</td>
<td>1 pearled milk, 1 Curtis pump, 2 tanks, 60 feet piping</td>
<td>400 00</td>
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<tr>
<td><strong>Mahaffy &amp; Clinkskill</strong></td>
<td>200 lbs. fish</td>
<td>25 00</td>
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**Carried forward:**

<p>| PART II | $443 17 | 151 39 |</p>
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<td><strong>BATTLEFORD INDUSTRIAL SCHOOL—Continued.</strong></td>
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<td><strong>Food, Clothing and Furnishings—Concluded.</strong></td>
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<td>Curry Bros.</td>
<td>2 prs. blankets, 1 rubber blanket and freighting</td>
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<td>J. B. Mercer</td>
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<td>W. G. Pettingill</td>
<td>do</td>
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<td>Dawson, Bole &amp; Co.</td>
<td>do</td>
<td>104 56</td>
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<td><strong>Expended in Erection of New Building.</strong></td>
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<td>R. C. Macdonald</td>
<td>Wages</td>
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<td>J. G. Oliver</td>
<td>do</td>
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<td>J. E. Smith</td>
<td>do</td>
<td>156 75</td>
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<tr>
<td>E. Sayers</td>
<td>do</td>
<td>85 55</td>
<td></td>
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<tr>
<td>D. Pruden</td>
<td>do</td>
<td>12 00</td>
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<tr>
<td>D. Arcand</td>
<td>do</td>
<td>36 29</td>
<td></td>
</tr>
<tr>
<td>J. H. Storer</td>
<td>do</td>
<td>156 73</td>
<td></td>
</tr>
<tr>
<td>W. Dillet</td>
<td>do</td>
<td>294 05</td>
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<td>Indians</td>
<td>do</td>
<td>147 50</td>
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<td>P. F. Fannean</td>
<td>do</td>
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<td>H. Bousquet</td>
<td>do</td>
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<td>W. H. Meredith</td>
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<td>J. Hannauel</td>
<td>do</td>
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<td>J. Gatley</td>
<td>do</td>
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<tr>
<td>A. Sutton</td>
<td>do</td>
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<tr>
<td>J. Taylor</td>
<td>do</td>
<td>15 75</td>
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<tr>
<td>A. Armstrong</td>
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<td>L. C. Larkins</td>
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<td>J. H. Cloaston</td>
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<td>A. Suffera</td>
<td>do</td>
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<td>J. Leatham</td>
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<tr>
<td>T. Closton</td>
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<tr>
<td>C. Cook</td>
<td>do</td>
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<tr>
<td>W. Burtie</td>
<td>do</td>
<td>5 25</td>
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<td>W. J. Hope</td>
<td>do</td>
<td>3 50</td>
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<tr>
<td>O. Taylor</td>
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<tr>
<td>M. W. Dalmage</td>
<td>24 feet lead pipe</td>
<td>5 00</td>
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<tr>
<td>A. Macdonald</td>
<td>1 box glass, 2,454 feet lumber, 100 lbs. hair, 16 lbs. zinc, 28 lbs. shingle nails, 600 lbs. white lead, 60 gals. oil, 10 galls. turpentine, 400 lbs. nails, 100 lbs. fireproof paint, 14 pairs hinges, brads, brushes and other supplies of hardware, and freighting</td>
<td>431 48</td>
<td></td>
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<tr>
<td>Prince Bros.</td>
<td>42,619 feet lumber, 45\frac{3}{4} M. shingles, 28 M. laths, 6,025 feet ship lap</td>
<td>2,787 54</td>
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<tr>
<td>Mahaussy &amp; Clinkskill</td>
<td>1,515 lbs. tar paper, 8,299 lbs. lumber, 2 boxes glass, 40 lbs. zinc, 15 bush. line, 7 legs nails, 300 lbs. white lead, 320 lbs. paint, 15 lbs. timber, 250 lbs. putty, 44 lbs. oil, 2 packages tacks, 13 doz. sand paper, 30 lights glass, 250 lbs. nails, 23 lbs. rope, 4 prs. hinges, 2 doz. screws, 1 doz. pencils, 13 doors, 34 bush. line, 2 jet glaziers, 4 panes glass, 3 locks, 2 latches, and other supplies</td>
<td>583 50</td>
<td></td>
</tr>
<tr>
<td>F. Otton</td>
<td>2,094 feet logs for cribbing cellar</td>
<td>30 50</td>
<td></td>
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<tr>
<td>Hudson's Bay Co.</td>
<td>300 lbs. nails and freighting</td>
<td>213 00</td>
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<tr>
<td>Moore &amp; Macdowall</td>
<td>8,499 feet lumber</td>
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<tr>
<td>T. Dewan</td>
<td>3,187 brick, 60 bush. line</td>
<td>59 14</td>
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<tr>
<td>J. R. Sulby &amp; Co.</td>
<td>24 doors</td>
<td>54 75</td>
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<tr>
<td>E. Gilbert</td>
<td>20 bush. lime</td>
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<tr>
<td>Indians</td>
<td>215 do</td>
<td>107 50</td>
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<td><strong>Carried forward.</strong></td>
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<td>7,397 18</td>
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### NORTHEAST TERRITORIES SCHOOLS—DETAILS—Continued.

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<th>$ cts</th>
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<td>B. Prince</td>
<td>500 feet lumber</td>
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<td>F. G. Laurie</td>
<td>Printing order forms</td>
<td>5.00</td>
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**Miscellaneous.**

| Hudson's Bay Co... | 10 door locks, 65 lbs. raisins, 54 lbs. butter, 5 gals. varnish, 20 pairs moccasins, 24 feet pipe, 1 cylinder and freight... | 104.25 |
| A. Macdonald... | 18 bracket lamps, 17 lbs. butter, 2 oxen, 1 wringer, 30 yds. wire cloth, 4 bottles ink, hardware... | 231.50 |
| T. Dewan... | 1 lumber wagon | 50.00 |
| Rev. T. Clarke... | 1 large bell... | 50.00 |
| J. A. Kerr... | 4 doz. fine combs, 1 blacksmith's drill... | 15.25 |
| J. Robertson & Co... | 265 lbs. lead pipe, blacksmith's tools and supplies, 47 lbs. iron and steel, and freight... | 115.74 |
| C. J. Black... | 1 croquet set, 5 balls and 3 bats, and freight... | 21.47 |
| K. Lamont... | 3 rubber stamps... | 4.00 |
| Smith & Perowne... | 310 lbs. blacksmith's coal, 3 sacks and freight... | 6.50 |
| J. W. Smith... | 3 registers and borders, 1 furnace... | 134.03 |
| Dawson, Bolé & Co... | 36 sponges and postage... | 3.77 |
| A. Macdonald... | 1 platform scales and freight... | 33.05 |
| W. F. Buchanan... | 2 tons. bran, 2,100 feet lumber, 3 M. lath... | 115.00 |
| B. Prince... | 10 do barley... | 15.00 |
| A. Macdonal... | 10 do oats... | 15.00 |
| Prince Bros... | 2,485 feet lumber... | 130.25 |
| Indians... | 3 transport of Indian children to school... | 18.00 |
| Rev. T. Clarke... | Travelling expenses... | 8.00 |
| Dominion Land Agent... | Timber dues... | 4.00 |
| T. Clouston... | Painting old buildings... | 100.00 |
| H. Bosquet... | Horse hire... | 8.00 |
| Rev. T. Clarke... | Paid transport of Indian girl from Battleford to Swift Current... | 11.00 |
| W. A. Burman... | Advertising for cook... | 2.75 |
| Bell Telephone Co... | Telephone... | 32.00 |
| Govt. Telegraph... | Telegrams... | 10.19 |
| J. Sully... | Removing two stables and bakery further from school... | 60.00 |
| Rev. T. Clarke... | Collecting seed... | 5.00 |
| Keith & Co... | Seeds supplied... | 7.00 |
| Pattie & Lindsey... | 10 bush. potatoes... | 97.50 |
| H. Richardson... | Postage... | 20.17 |
| W. Salisbury... | Lodging 3 boys... | 5.00 |
| Indians... | 410 bush. charcoal | 79.13 |
| Rev. T. Clarke... | Wages while burning 103 bush. charcoal... | 17.75 |
| do... | 317 bush. lime... | 38.50 |
| do... | 215 bush. hay... | 150.50 |
| R. G. Speers... | 21 do... | 105.00 |
| Indians... | Tanning 8 hides... | 12.00 |
| do... | 211 cords wood... | 223.53 |
| A. Macdonald... | 604 tons coal... | 679.25 |
| Rev. T. Clarke... | 17 thimbles for chimneys and bath pipe... | 10.75 |
| Curry Bros... | Freight... | 103.34 |
| A. Macdonald... | do... | 40.00 |
| Canada Pacific Ry Co... | Transport of officials and freighting supplies... | 30.00 |
| A. E. Percival... | Freight... | 6.97 |
| Dominion Express Co... | Express charges... | 2.03 |

**Total Expenditure, Battleford Industrial School...**

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**Part II**

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<tr>
<td>153.00</td>
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APPENDIX G

THE GUIDE
PROSPECTUS.
This little paper is our own. It holds our School news and is to come out once a week. When we get it we shall know all that is going on in and near the school. Our officers will use it to tell us news from afar. For this we have to thank the Government.

HOLIDAYS now.
WANTED, a piano.
BOYS do not salute well yet.
SOME boys want school again.
BAD weather for Mrs. and Miss Cameron's holidays.

Some girls do not mend their clothes enough.

ENGLISH SPEAKING.
The School is divided into English Speakers and Indian speakers. Indian speakers eat by themselves and are treated differently to the rest. The English speakers in the School have a Literary and Musical Society now. This Society has given two lectures already—one on "Law in School," the other on "Eating, Drinking, and Sleeping."


The Inspector, Principal, and Assistant Principal spoke too.

Next Tuesday's lecture will be on "English Speaking." Johnnie Wright is to speak. Joseph and Susette will recite in dialogue.

OUR GARDEN.
Maria Robson has the best garden. Go and see her pumpkin.
A better garden is wanted for the girls' plots.
Girls are eating their own lettuce.
A girl asked whether "lettuce" and "let us pray" were the same.
Weed well, or you will have to weed much next year.

The girls say some of the boys are still so rude as to wear their hats in the house.

RUTH BEAR says: "I hope the boys enjoyed their good dinner, pea soup and roast beef, because I was cook this morning (Wednesday)."

JESSIE SCOTT writes: "Sarah Badger and Edgar Bear's parents left today. They stayed here about a week. They came to see their children."

GILBERT BEAR remarks: "We are glad to see Mr. Gatley and his boys back. They have finished the Roman Catholic school house at Thunderchild's."

LIZZIE BADGER writes: "I like to hear Mrs. Ashby singing. I was glad when I heard her singing last night with other sweet voices. Mrs. Cameron was playing the piano."

LIZZIE BADGER says: "It is better for us to talk English all the time. We come to this School to talk English like white people, not to talk Indian. When we grow up to be men and women we will know something good for us."

Lizzie seems to be thoughtful.
How much better the windmill looks since the carpenters painted it.

Messrs. Bean and Badger said they were much pleased with the School.

Where is the new cook?

The Synod of our Church meets at Prince Albert on the 6th of next month. All our good missionaries will be together trying to decide what is best for the reserve missions.

We are waiting for the town boys to play another cricket match. They can have their "revenge" if they can get it.

As our paper is being printed a cricket match is going on between our cricketers and the Police team. We shall be glad if our team wins.

Mr. Ashby held service for the town people last Sunday night. We always like to listen to him, and hope that the town people like to hear him too.

Major Perry left for the east yesterday. He was at the School in the morning saying "goodbye." We are always sorry to see those we have known going away like this.

We learn at the last moment that we have a new speaker for next Tuesday's lecture. P. G. Laurie, Esq., has promised the Inspector to make some remarks on English speaking. He has said so many kind things of our School that we shall be glad to hear him.

Did you ever see things like these in a copy book?

They look very much like ink spots or blots.

WHERE ARE THE SPORTS TO BE? Sam Sharp will find it hard to beat some of the boys that are training.

THE boys think they will all speak English before the girls do; but the girls think that they will win.

It is a new plan to clean clothes by baking them. Have you seen the big oven that the men are making?

AARON ARMSTRONG has gone to Onion Lake to work at the Indian Department mill. He is a good worker.

How pretty the tables look on which the girls have put flowers. They make the dining-room look very nice.

The farm boys think that they will have enough vegetables this year to feed more than one hundred pupils.

Word comes from Mr. Blair that Joseph Taylor is working very steadily and well at the Onion Lake mill.

The hospital ward looks bright and clean now that it has been painted and kiln-fired. Harry likes it better.

The blacksmiths like to repair machinery for the reserve Indians. It gives them practice, and helps the Indians a great deal.

AARON ARMSTRONG sent word from Onion Lake on Friday that he feels "homesick" and wants to come back to his friends at the School.
There will be so much grain in the Northwest this year that it will take ten trains a day, on the railroad, running every day, to carry it away.

Rumor saith that a new blacksmith shop may be built at the school soon.

Mr. Simpson is going to leave soon, we hear, and we feel very sorry. He has been a long time with us, and everyone likes him very much indeed. He is kind, and has taught us many sports.

The "Negro Show" on Thursday by the "Goodall-Drover Troupe" was a very great success.

The Editors thank Gilbert Bear. He has found much of the news for this week's paper.

The Editors wish each boy and girl in the school would write down something during the week and put it in the "News Box."

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EDITORIAL.

The names of those that give items are not printed this week, as nearly all the news has been supplied by the girls and boys. The editors of The Guide are Gilbert Bear, Susette Suckameu, Edgar Bear, and Lizzie Badger.

The Editors thank Gilbert Bear. He has found much of the news for this week's paper.

The Editors wish each boy and girl in the school would write down something during the week and put it in the "News Box."

GENERAL NEWS.

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Rumor saith that a new blacksmith shop may be built at the school soon.

Mr. Simpson is going to leave soon, we hear, and we feel very sorry. He has been a long time with us, and everyone likes him very much indeed. He is kind, and has taught us many sports.

Weesarkachark says the loafers on the bridge ought to starve. They work so little that they do not deserve to eat.

Weesarkachark saw Mr. Goodall dancing on the cricket field he whispered to somebody that his feet should be tied down for fear he kicked his own eyes out.

Weesarkachark was at church with us last Sunday evening. He was sorry to hear the boys and girls so little. A chik-a-sis-sis would make more noise. This may be, he says, because they have not prayer and hymn books.

FROM THE BOYS.

Gilbert says, "It never blows now, as the windmill has used all the wind up."

What the girls would be glad to see, is Miss Hayes with her crutch put away.

New cricket bats are wanted. The old ones are badly broken.

Joseph Charles is with the boys again. Lazarus, is still under punishment. These are two of the runaways.

We miss the carpenter boys when they go away to the reserves. There is much more work for them to do for the instructors. What would the reserves do if our boys did not build for them?

The boys are "sleeping out in tents for a
It is doing them much good, and they like it.

There are forty-four "English speakers" and twenty-four "Indian speakers" on the boys' side.

Paul told visitor that "the quickness of the hand deceived the eye." They put on the glove and Paul proved it.

The boys go down swimming three times a week. They like to be clean, and enjoy the water—and mosquitoes.

FROM THE GIRLS.
The girls went down to see the cricket match, and enjoyed it very much.

On the girls' side there are 32 English speakers and 14 Indian speakers.

We do not understand what is the matter with the boys. They always want to have a good dinner, and we girls have to be very careful how we cook it, or the boys look very sad.

We shall hear Susette speak again next week. We are glad of this because we can hear all she says, and she only says what is good.

The girls that are staying in the tents are all black with sunburn.

The girls want the picnic. They are always talking about it and won't be happy till they get it.

Lizzie says: "I was indeed very much pleased to hear the girls talking English when playing. Very little Indian is spoken now by anyone. All that is done is for the good of the boys and girls."

LECTURE on "ENGLISH SPEAKING."
The lecture on Tuesday night was a great success. We all liked Mr. Laurie's speech very much. The subject was "English Speaking." Edgar's speech was written wholly by himself. It is printed below. His ideas are good. Susette, Lizzie, Ruth and Joseph spoke, too. They all did very well indeed.

After the lecture, Susette and Joseph Drrover acted a little piece called "Courtship." They acted as if they meant it. Susette was very good.

Edgar Bear read his address as follows:

Mr. Chairman, Ladies and Gentlemen—
I have a little to say about English and Indian speaking. We are to do the best we can to try and speak English. No matter if we can't say it properly. And try, you boys and girls, not to speak Indian any more.

It is for our own good, not for the good of the Principals, masters, and the Government. Some of us can talk good English. We must try to make the Indian speakers talk English. We must teach them to help the Inspector, the Principal, and our masters.

It is a good thing for us to speak English, because if we were to meet an Englishman somewhere and he asked us something in English we would not know what he said or what he meant, but if we learn to speak English we can speak to any Englishman that comes across us.

And there is one thing I want to tell you about. The Principal does not want you not to speak, but he wants you to speak English. There are some boys I see that don't talk at all. At work hours they don't open their mouths at all.

So, boys and girls, the best thing for us to do is to speak English all the time, not to speak one word of Crese, and I want you all to remember that.

We will have to keep the score of the cricket match and some other news over till next week. We have not room for it to-day.
The GUIDE is issued monthly under the auspices of the Indian Industrial School, Battleford.

Registered in the office of the Minister of Agriculture.

All the mechanical work in connection with The GUIDE is performed by our pupils.

All communications and remittances in connection with our paper are to be addressed: The GUIDE, Indian Industrial School, Sask., W.T., Canada.

**Truth.**

To speak the truth is always right, And therefore always best, The world is in our Maker’s sight, To tell a lie is jest.

Nor should we seek a fault to hide By any false conceit, The truth must never be denied, Whatever the consequence.

Fellowship between us is the true long, If truth is ever known, But truth, how so opposed, is strong, And will not ever bend.

There’s One above in all things know, And in strictest keeping keep, God is not mocked, and as we sow, So shall it surely reap.

While lying, tips, and a half about, Are hidden in His sight, Uprightness will fill its former seat, And truth is the delight.

**Build for Eternity.**

“The Angels from their thrones on high Look down on us with pitying eye, That where we are not passing guests We build such strong an solid nests; And soon we hope to dwell for aye, We scarce dare think to venture yet.”

**LOWDER.**

**THE SCHOOL.**

The Battleford Industrial School has been formally taken over by the Church of England, on what is called the per capita system, the transfer dating from July 1st.

This is the oldest school of its kind in the Territories, having been established in 1883—twelve years ago.

During that period 190 pupils have been admitted—122 boys and 44 girls, and those have been taken from more than a dozen reserves scattered over a stretch of country about 230 miles long, from East to West.

At the present time there are over a hundred children connected with the school—many of those who have been discharged at different times, are doing well in the different parts of the country where they reside.

Besides the class work in the school rooms, where regular instruction is given by the two teachers, in all the ordinary branches, the boys are taught blacksmithing, carpentering, kalsomining, painting, painting, shoemaking, farming and gardening; while the girls are instructed in baking, cooking, washing, mending and all kinds of general household work.

But while all these are being carried on, they are not all that is being done. Care is also taken to impress upon the young minds the higher moral and spiritual truths which are so necessary for the pupils' truest welfare. Sunday services, Sunday school, singing practices, morning and evening prayers are conducted regularly, and all the good reading matter we can procure is given to them. They are very fond of reading—and, in fact are very teachable all round.

A number of the older girls are out at service as what is called “Out Pupils,” and according to the written reports received from their employers, they are giving good satisfaction.

The following persons are at present on the staff in connection with the school.

Principal, Rev. E. Matheson.
Asst. Principal, Mr. J. M. H. Neely.
Carpenter, Mr. J. L. Longhead.
Seamstress, Miss N. Haynes.
Governess, Miss M. M. Smith.
Matron, Miss L. McDonald.
Partner, Shoemaker, Mr. J. M. H. Neely.
Partner, Carpenter, Mr. J. L. Longhead.
Partner, Blacksmith, Mr. J. M. H. Neely.
Partner, Hospital Nurse, Miss R. Weightman.
Pet, Miss V. Taylor.

Three of the girls are also employed regularly on wages, one as general servant, and the other two as bakers.

While of the boys one is in charge of the printing shop, a second in charge of the paint shop, and a third fills the position of Nightwatchman.

The training given to all the pupils is one calculated to fit them for a useful position in years to come, to make them wholesome examples should they go back to live and work on any of the reserves, to fit them for the high and noble work of raising their fellow natives to a higher and better plane of manhood and womanhood, and to enable them to take their proper places side by side with the other settlers of the country as useful, tax-paying citizens.

We venture to ask of those who have the welfare of the Indian at heart, an interest in their prayers for the guidance and blessing of God on the work of this school, which we firmly believe is destined to become, with the Divine blessings, a power for good in “the land we live in.”

This has been a very busy year, with a large acreage under cultivation, and a bountiful yield of wheat and barley are good.

The gardens are splendidly kept, we have the vegetables the month. We have hot and plenty of everything home and as a new ding-dong bell has been built to the new well dug this year properly, with pump, top, and all is a plentiful supply of water.

A new carpenter’s shop has been put up, which is a great blessing to the pupils, while the houses upstairs in the milk, are fitted up as a country hall.

The new fence is put up, and the material for a monument shed is on the way, and other improvements have been made in the buildings.

The Principal of this school has recently sent a collection of exhibits to the Territorial Exhibition at Regina. which the pupils were proud to send.

The articles are the strongest proof of the fact, that Indian schools are of the greatest use in developing the talent, taste, and manners that we know is latent in the children, for whom these schools are intended.

The officials of the school can give nothing but praise to the pupils for the excellence of their exhibits, both for quality and quantity, and all must reflect the highest credit on the efforts of the various instructors.

Each girl has worked her hardest, and has given up much of her spare time, in order that her particular work might be, at least, up to the general standard of excellence.

Special mention must be made of the quilts, which is decidedly unique, the centre containing a large square with the front view of the school embroidered on it, is surrounded by squares and diamonds, each bearing the name of one of the girls, in most cases worked by the girl herself. This article will certainly attract much attention at Regina.

The boys have not sent as many articles as the girls have, but those who have seen the work that has been done in and around the school by the carpenters, farmers, and others during
The last few months have only surprised me to learn that so much could be sent away, and it is greatly to the credit of the boys that they have worked early and late, and have not shown any reluctance in order to have their exhibits ready.

The best exhibit of all has to be kept at the school; we refer to the pupils themselves, who would have placed an exhibition, by their neatness, industry and intelligence, do credit to the institution where they are being trained and leave no doubt in the mind of any thinking person as to the usefulness of Indian Industrial Schools.

The following is the list of articles sent.

<table>
<thead>
<tr>
<th>NAME</th>
<th>EXHIBITS</th>
</tr>
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<tbody>
<tr>
<td>Fannie Hall</td>
<td>Crotchet Jacket</td>
</tr>
<tr>
<td>Nancy Pruden</td>
<td>do do</td>
</tr>
<tr>
<td>Louisa Badger</td>
<td>Baby's socks, stockings, Baby's mitten.</td>
</tr>
<tr>
<td>Pheon Dobbs</td>
<td>Knitted lace</td>
</tr>
<tr>
<td>Sarah Smith</td>
<td>Toblet cushion</td>
</tr>
<tr>
<td>Knitted cloud, Baby's socks.</td>
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</tr>
<tr>
<td>Sarah Bann</td>
<td>Crochet muff</td>
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<tr>
<td>Nellie Whitehead</td>
<td>Bedroom slippers</td>
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<td>Knitted vest, Text.</td>
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<tr>
<td>Emma Suckeaton</td>
<td>Double mittens</td>
</tr>
<tr>
<td>Minnie Dakota</td>
<td>Tray cloth</td>
</tr>
<tr>
<td>Nancy Hall</td>
<td>Baby's boots, Dress</td>
</tr>
<tr>
<td>Mary Wachen</td>
<td>Lamp mat, Text</td>
</tr>
<tr>
<td>Susan Jane New</td>
<td>Tam O'Shanter</td>
</tr>
<tr>
<td>Luscia Parke</td>
<td>Work bag</td>
</tr>
<tr>
<td></td>
<td>Bracket drape, D'oyley</td>
</tr>
<tr>
<td>Ida Gaff</td>
<td>Mufftesses</td>
</tr>
<tr>
<td>Sophie Bright</td>
<td>Knitted Tuque</td>
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<tr>
<td>Lucy Grey</td>
<td>Mittens, Shawl</td>
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<td></td>
<td>Embroidered apron</td>
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<tr>
<td>Eliza Smith</td>
<td>Carver's cloth</td>
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<tr>
<td>Marie Cardinal</td>
<td>Work bag</td>
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<tr>
<td>Jessie Scott</td>
<td>Crochet</td>
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<tr>
<td>Susan Knute</td>
<td>D'oyley, Hoody</td>
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<tr>
<td>Mary Hardisty</td>
<td>Braces, Knee-caps</td>
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<tr>
<td>Alice Colney</td>
<td>Kneecaps</td>
</tr>
<tr>
<td>Matilda Black</td>
<td>Pin cushion</td>
</tr>
<tr>
<td>Topsy Trenton</td>
<td>Bl n cord</td>
</tr>
<tr>
<td>Jennie Lane</td>
<td>Knitted lace</td>
</tr>
<tr>
<td>Frances Bear</td>
<td>Embroided dress, Dress, Dress, Lace.</td>
</tr>
<tr>
<td>Mary Ann Black</td>
<td>D'oyley, Neck scarf</td>
</tr>
<tr>
<td>Polite Head</td>
<td>Hair-plait-work</td>
</tr>
<tr>
<td></td>
<td>Tidy</td>
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<tr>
<td>Jane Parker</td>
<td>Sideboard scarf</td>
</tr>
<tr>
<td>Annie Graff</td>
<td>Knitted Veil</td>
</tr>
<tr>
<td>Eva Dobbs</td>
<td>Dress, Bracket</td>
</tr>
<tr>
<td>Baby's creeper, Sofa cushion.</td>
<td></td>
</tr>
<tr>
<td>Jessie Bird</td>
<td>Urnstand</td>
</tr>
<tr>
<td>Catherine Fowk</td>
<td>Baby's petticoat</td>
</tr>
<tr>
<td>Caroline Briton</td>
<td>Tea cosy</td>
</tr>
<tr>
<td>Robert Bear</td>
<td>Bedroom suite, Trunk</td>
</tr>
<tr>
<td>James Brown</td>
<td>Armchair, and</td>
</tr>
<tr>
<td></td>
<td>specimen of turning and other work.</td>
</tr>
<tr>
<td>Albert McCredie</td>
<td>Centre table,</td>
</tr>
<tr>
<td></td>
<td>Bookcase and window sashes.</td>
</tr>
<tr>
<td>George Bear</td>
<td>Boots, Slippers</td>
</tr>
<tr>
<td>Joseph McKay</td>
<td>Hoogboots, Shoes, etc.</td>
</tr>
<tr>
<td>Jas. Stanley</td>
<td>Boots.</td>
</tr>
<tr>
<td>Elin Harsin</td>
<td>do</td>
</tr>
<tr>
<td>John Wright</td>
<td>Specimen of blacksmiths' work.</td>
</tr>
<tr>
<td>James Paul</td>
<td>Specimen of blacksmiths' work.</td>
</tr>
<tr>
<td>Adelina Bussell</td>
<td>Specimen of blacksmiths' work.</td>
</tr>
<tr>
<td>John Wachan</td>
<td>Horse Shoes</td>
</tr>
<tr>
<td>Robert Bear</td>
<td>Specimen of blacksmiths' work.</td>
</tr>
<tr>
<td>The Girls</td>
<td>Quilt, the names</td>
</tr>
</tbody>
</table>

|                   | Specimen of blacksmiths' work. |


The pupils and staff also desire to acknowledge the receipt of some parcels of Sunday school papers sent to them lately by the children of Holy Trinity Sunday school Winnipeg. Also parcels from the Aberdeen Association, through the kindness of Miss M. W. Ritchie of Halifax, and we have just heard some of them that is on the way from Hamilton, and is expected soon.

The children are very fond of good reading matter, and those friends of the work who wish to help us, could do so by providing a regular supply of good literature, and what we are very anxious to establish a good library for the use of the pupils.

On Saturday the 6th inst. William Chevaret, pupil No. 66, aged 18 years died at the Industrial School Hospital, he had been ailing for several months, and although efforts were made to eur him of the disease with which he was afflicted—Scrofula Plaisitis—it was beyond human skill: the poor lad gradually grew weaker until death put an end to his sufferings; he was buried on Sunday afternoon the 7th. in the Industrial School Cemetery.

Death is that honored messenger who brings The proof of God's remembrance. In his hand He bears an invitation from the King.

There is a little word That never should be hoard, Those who are brave and good, Never say "can't" What if the task is long, What if the sums go wrong If at first you don't succeed, Try, try, again.

One hasty word 'twist friends Oft in a quarrel ends, Then try to make amends, Never say "can't" If you have given pain Try to make friends again, Kind words are never in vain, Try, try, again.

Try, try again. There is a little word That never should be hoard, Those who are brave and good, Never say "can't" What if the task is long, What if the sums go wrong If at first you don't succeed, Try, try, again.

The above little song appears in the Strand Magazine for April, with the words are by J. L. Lawson, whose photograph appears in the June number.

The children were very pleased to see the picture, as they are very fond of the "bright little pieces written by this lady, and, by general consent, have adopted "Try, try again" as the school song.

TEmperance.

The fourth monthly meeting of the Battleford Men's C. E. T. S. was held in the class room of the Industrial School on Thursday evening, April 16th.

In the absence of the President, the chair was occupied by Archdeacon MacKay.

The meeting was opened with the singing of the hymn 274, A.M. and prayer by the Chairman.

After the reading of the minutes of the previous meeting, the song "Never Forget the Dear Ones" was sung by all the children. Then followed recitations by Jessie Lane, Mary Hardisty, Alice Stanley, Louis LaRonde, Lucy Grey, Polly Head, Phoebe Kakasee and Susette Suckaman. The girls sang without organ accompaniment the song "Little Sister's Gone to College" written by Robert Bear and George Piddler.

At the close of the proceedings the Chairman commended the pupils for their efforts and said a few words of encouragement for future occasions.

Miss Smith also gave a recitation, "Simon the Cyrenian" a beautiful piece, and Miss McDonald gave a recitation "Have Courage My Boys to Say No," very appropriate to the occasion. On the whole the pupils acquitted themselves very creditably, but some of them were naturally a little nervous, and it would be a great improvement if they spoke more distinctly. However they did very well and they will do better next time.

OUR BOYS AND GIRLS.

Gilbert Bear is our printer. Jessie Scott is out on service at Major Cotton's. Annie McKay is working for Mrs. Mercer. Phoebe Kakasee is with Mrs. Hogbin.

All our girls are doing well and are liked by their employers.

Poor Isabella Armstrong was allowed to leave with her father and mother on account of ill health. She has been ailing for a long time, but improvement if they spoke more distinctly. However they did very well and they will do better next time.

He that does good for good's sake, seeks neither praise nor reward, but he is sure of both in the end.

If we would only try to be pleased with the present circumstances of our surroundings, how much more true happiness would flow from such an effort than from constantly striving after changing condition, with problematic results. Our Boys.
The Cree Syllabics

In these days, when so many Indian children are enjoying the advantages that are offered, not only by day schools, but especially by the boarding and Industrial Schools, where they can learn English as well as the gates of knowledge, as it were, thrown open to them, it is interesting to look back and think of the work that has been accomplished by earnest and devoted men, who labored under great disadvantages for the good and advancement of the Indian race, long before our eyes were even thought of, and while this country was not known as anything but the abode of wild beasts and savage Indians among these, the Cree, none has done more, or is more deserving of honor, than the man who invented the syllabic system of the Cree language.

In the early days of missionary work in this country, the only white men were the missionaries and the fur traders. The Indians lived entirely by hunting, and only visited the trading company posts occasionally for purposes of barter. None understood any English, and the missionaries were almost unknown. A man of courage, attachment and faithfulness, skilled in the Indian country, was sent out by their missions, always the same. Evans so greatly, that he was unequal to controlling their voyage, and should not have been left without the mission field assistance. The exact spot where he landed was thirty miles more than any Indian who was one of the women at the time.

J. M. A.

"I made my first long missionary journey with Bishop H. V. Evans. After that journey, I came, "What are the Indians?"

"They are lower than the animals, though nature made them just like us."

"What do you make?" she asked.

"We eat the sticks we do as we do when we get anything to eat, we have the same as we do when we get any thing to eat, we have the same thing, and they need the same thing, and the great thing they need is work."

"When I was going to Washington a woman came to me and said, "When you go to Washington, will you ask Government help?"

"The Government help you? I said, "Why should the Government help you?"

"We have money. Ask Government give me some money?"

"What do you want money for? I asked.

"They things, help along."

"Well, I replied, I have lived fifty years and the Government has never given me a penny. Why should it help you?"

"Government not give you money?"

"You tell it. I replied that that was one thing that was better left to itself, when they quit work and went home."

"You are not lazy. I told her, "You will bring buns, if not ruin."

"I'll hold it in this case," answered Ben, "I have read that the lie is in one's work is like a lie in one's character—it will show itself soon or late, and will be seen by all."

"No, said Ben, "I am very honest, but I am not lying; and have no intention of lying."

"Well, I asked, but you make your wall to tell a lie. I have read that the lie is in one's work is like a lie in one's character—it will show itself soon or late, and will be seen by all.

"I'll hold it in this case," answered Ben, "I have read that the lie is in one's work is like a lie in one's character—it will show itself soon or late, and will be seen by all."

"We are far from the Old Society, and have no intention of telling a lie."

Miss SYDENHAM at The Red Man.

In speaking of Indian education, Thomas J. Morgan, United States Commissioner of Indian Affairs says that one reason for retaining the pupils in Industrial Schools is that adequate length of time is that the influences of the school which are necessarily cumulative, may have their full force on the pupils acquired on their Reservation and in establishing correct habits of regularity, industry, thrift etc in their island. It is no easy matter to correct the habits of any class of people after they have become at all fixed, and it is particularly difficult in the case of those who, like the Indians, have been accustomed to ways so entirely foreign to those which it is desirable for them to adopt as they move from one to another.

A Knowledge of Indian Character

"The expression indicates character. A knowledge of Indian character gives to an Indian how to deal with his Indian. It is no easy matter to deal in faith with his Indian, and it is difficult to deal with his Indian."

"We have to consider that we are dealing with Indians, and that they are dealing with us."

"You would set, "What do you want for?"

"They things, help along."

"Well, I replied, I have lived fifty years and the Government has never given me a penny. Why should it help you?"

"Government not give you money?"

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INDUSTRIAL TRAINING OF INDIANS.

The question is repeatedly asked, "What is going to be done with the graduates when they have finished their education at the Industrial School?" Another one: "What are those doing who have already been educated, upon whom so much money has been spent, what benefit has been derived?"

To reply to these questions, we must first convince the questioners of the magnitude of the task. In these go-ahead times people get the impression that what has occupied centuries, viz: the civilization of a nation can be accomplished in a few years; that the whole habits, modes of life, of thought, the hereditary inborn nature, can be changed in two or three years of school life. Except in a few cases we must not expect more in this generation than to make them think, to get them to accept the theory of work, to be more earnest in their endeavors; for we must necessarily slow, but it is none the less sure. As far as can be seen under the influence of the school, they are most eager to work, and the graduates when they have finished their education at the Industrial School will in this time have an effect which can never be eradicated, but the longer they stay at them the better.

We are all sorry that Miss Smith is going away next month.-Nancy Pruden.

We are all sorry that Miss McDonald is leaving next month.-Frances Bear.

We are all very sorry that our Landress is leaving next week.-Nancy Hall.

I got a letter from my mother last week. I was pleased to hear from her. We are all fond of cricket.-William Bear.

We like to play cricket very much. We were glad to see the cricket match the other day; we were all fond of cricket.-William Bear.

I am very glad to say that the grain is growing well.-Solomon Briton.

It rains plenty now, but it is good for the gardens.-Patrice Puchetoo.

I wish the weeds would not grow so fast.-Alexander Child.

I am glad to say that the grain is growing well.-Solomon Briton.

It rains plenty now, but it is good for the gardens.-Patrice Puchetoo.

I was glad to see the people from Snake Plain the other day.-Robert Boots.

I like to play foot ball and cricket; some boys would like to go out from this school and work. We work in the morning and I go to school in the afternoon.-Patrick Briton.

I would like all the boys and girls to grow up good men and women.-Benjamin Dacotah.

Some of the boys are fond of growing nice flowers.-Albert.

We like to play cricket sometimes. We work in the morning.-Samuel Benson.

We like to play cricket very much. We were glad to see the cricket match the other day; we were all fond of cricket.-William Bear.

I like to work and play very much. I go to school in the morning and work with the farmer in the afternoon.-Robert Knife.
The weekly literary meetings have been held every Friday evening during the month, and have been a source of mutual entertainment and instruction. The papers of the pupils on the different subjects, though necessarily short, have steadily improved in style and interest, while the reading is considerably better; there is, however, much room for improvement in the latter direction.

The subject on 7th. Feb. was "The advantages of writing"

The papers at this meeting were, perhaps, the most interesting ones during the month, probably because the subject is so very attractive and practically inexhaustible, however, a keen interest was evident in the subject of "Reading," which was presented on the 14th. Feb.

On the 7th. Feb. the subject chosen was that of "Books." We hope to return to it at some future meeting, as, although a great number of papers were read, yet the time was much too short for the proper consideration of the subject, some of the papers having to be omitted.

It is impossible to over-estimate the advantages gained by these weekly meetings; the children are led to express their ideas concerning the various subjects, while the teachers see in what direction their efforts should be exerted to lead individual children toward correct reasoning.

The following pupils took part in these meetings:


"Blessed be the gracious Power that taught mankind to stamp a lasting image of the mind. Beasts may convey, and tuneful birds dictate to the distant friend, 'Tis his alone to please, instruct, advise, Ages remote, and nations yet to rise." -Crabbe.

Extracts from Papers read at the Literary meetings.

"If you read good books you will be sure to learn something. The Bible is the best book, and will teach you, and do you more good than any other." -Frances Bear.

"If we did not know anything about writing, we could not send our thoughts and wishes to our friends who live far away from us," "We ought to be thankful we have so many good books, for if we had none we should know very little, and would have hard work to learn." -Nancy Hall.

"We cannot talk to people who are far away, but we can write to them, say what we want to, ask them questions, or tell them anything we wish, just as easily as I can talk to you now." "A long time ago people had books that were written, because they had no printers or type-writers then, it all had to be done by hand, so you see what a hard work it must have been long ago to make books." -Mary Wachen.

"If we had no books, we would know nothing about the early history of the world, but by them we learn what was done hundreds of years ago." "The Holy Bible is one of the oldest, and is the greatest book in the world: more good has been done by this one book than all other books together." "If any one laughs at you while you are reading, don't care much, but just try to do the best you can." -William Robinson.

There are many people who write their thoughts and wishes down on paper, and send them away to any other country, where they will be read and understood, as if the persons were speaking." -Phoebe Kakasoo.

"When I came to this School I did not know a word, or even a letter, and thought I should never learn how to read and write, yet I tried hard and soon I was able to." "If we did not have books, we should know nothing about the religion of Christ, the creation of the earth, or about the good men of old; but now we learn something from our Bibles." -James Brown.

"There are some people who live far away from here who know nothing about books, just as there are people near here who are the same, these people can learn very little, while we, who can read can learn much if we try." -Fannie Hall.

"Our friends find it difficult to talk to white people, and when we go among them they will expect us to help them: if we don't learn well now, this will be hard for us, and will cause them trouble." -Albert.

"We must learn all we can about reading while we stay in the school, so that when we leave here we can still read good books, and so go on learning things as long as we live." -Jennie Lane.

"We learn from the Bible how to be Christians, how to be wise, and how to do things right." -William Wright.
INDIAN EDUCATION.

A great deal of time and study have been given of late years to the subject of Compulsory Education of Indians. Ordinances have been passed—many opinions have been expressed on the subject, and it has been looked at in various lights, and from different points of view. The following extracts from an address on this topic delivered before the El Reno Indian Teachers' Convention last August, by Dr. W. N. Dungan, who has been for nearly twenty-five years a servant of the United States' Government in the Indian cause, may be helpful, whether we agree with every sentence or not. It is, of course, primarily applicable to the United States, but may have some point bearing on the whole question of Indian Education.

'I have heard so many pretty things said of Indians this morning that I would conclude our own civilization has been a farce and that the Indian should be let alone, if I could forget my own observations. I hold in my hands a few pages which are destitute of varnish. I do not expect their contents to please many present, and they were not prepared for that purpose, but to express convictions of my own instead. Indians have but little knowledge of civilization today, and desire no greater or conception of it. They would gladly see the whites swept from the continent and have the traditional environments of their ancestors re-established. It is our duty, nevertheless, to prepare them as fully as possible for self-supporting industry, for equal citizenship with the other people of our country, and then invest them with its rights and its responsibilities. Many people think the only good Indian is the dead Indian, and that as a race Indians cannot be civilized; and it is true that the Indian problem has been a perplexing one, and that the Indians are not yet civilized, but they are now in the transition period from savagery to civilization, and the work will finally be completed. The Negro is from low a state of savagery as the Indian, and by association with white people he has lost his language and acquired ours; he has laid aside his former savage life and has adopted characteristics of the most advanced nation on earth. This wonderful change was wrought wholly by contact with civilization, unsaid by schools. Similar treatment will civilize the Indians, and by experience they will learn citizenship.

Intellectually they are inferior to our race. They are many centuries behind us, and for long years to come they will not contribute much to our national life; nor is it necessary that they should. They must, however, become self-supporting citizens or seriously increase the pauperism and lower morals vast communities. And in our efforts of elevate and perpetuate the Indian race we should keep steadily in view the welfare of our own race, and give our best efforts for the good of our country and all its people.

When the Indians shall have become self-supporting, and are found living in orderly obedience to the laws of the country, Indian reservations will have been abolished and the ghost dance will be remembered only as of the past. But until tribal socialism is broken up and the influence of the old camp Indian over the Indian tribe be in some way counteracted, it is not probable that many Indians will endure contact with modern civilization. And in view of this conviction it seems to me that the process of civilization should not be prolonged for any reason whatever, but that it should be accomplished with all possible speed. Their transition from savagery to a higher plane of life is perilous, and for many of them it is destructive. And while undergoing this change they should have as much protection as possible, and thus rescue the greatest number at smallest cost, though not upon the ground of responsibility, but in the interest of the Indians, and thus perpetuate tribalism and Indian Migration; train him for persistent toil, and yet be prepared for a change of climate and a new life.

I would teach Indians how to labor, and the reservations thousands of pupils who have received more or less instruction which most of them would deny to a stranger to-day, because barbarism is more popular with them than civilisation. On the other hand a much larger percentage of pupils who have returned from non-reservation schools with outing privileges evidence training by whites. In the absence of home influences the civilization which surrounded them while out gave the opportunities which cannot by any possibility be afforded them on a reservation.

Many of those returned students now live in houses like white men, and they cultivate farms and raise families as citizens. It is true that they do not fully keep up the habits required while at schools because reservation influences are antagonistic to progress and civilization, and the Indian youth must be taken away from the reservation home, and be put into the family life of the people who he is to imitate before we can hope for the best results.

Congress should be induced to repeal the law which forbids the transfer of pupils without the consent of the parents. Our friends who make objection to the separation of parents and child in this instance make a mistake. Not being so highly organized it is impossible for them to know pain, grief, or pleasure, as we do. As affectionate mothers as ever kissed a babe "Good night" live beyond the oceans while their sons and daughters are in America fighting the battle for life's necessities and some of its luxuries, and our own families are scattered all over the civilized globe.

Take the Indian youth away from the reservation and his people; surround him with the influences of civilization; train him for persistent toil, and if need be keep him in the East where the sound of the sorcerer's drum can never again reach his ear. Such music, crude though it is, costs too much.

I confidently believe that in outing we have the complete solving of the Indian problem.

I would teach Indians how to labor first, because they must live before they can die. And the outing system of Indians brings them into close relationship with civilization where their barbarous habits are destroyed by the substitution of civilized manners and moral thought.

While outing among white people they are free from the down pull of the reservation, and the very atmosphere about them is uplifting. As Capt. Pratt once said:

"Outing Indians helps them to die as "helpless Indians, but it helps them to rise up among us as capable individuals and citizens. The outing system
The English language is a very expressive language, as witness the following:

"Write we know, is written right. When we see it written, write, but when we see it written, weight. We know it is not written right. For write, to have it written right, must not be written right, nor yet must it be written right. But write, for so is this written right." - Reginald Heber

Reginald Heber wrote the hymn, "From Greenland's icy Mountains," in the year 1812. Eleven years after his composition, Heber was consecrated the second Bishop of Calcutta, his vast jurisdiction embracing British India, Ceylon Mauritius, and Australia. After a most marvelous and brilliant episcopate of only three years, he died of overwork. Now, in this jurisdiction, where Heber seventy years ago told a single child as a church, is more than a score of confessions of clerics and laymen, some of the communicants.

THE SECRET OF POWER.

The Bishop of Ripon, in a letter to all Pupils, writes:

"Is it too much to say, that the education of our own day is a matter of old denominations? We have an organization as well as our hands and our minds. We rely on our succession, on our noble lineage, and on the fact that there are more than the devil himself is capable of unlearning, unless filled with a regenerating power of God. We are not to remember the apostle's words, 'God so loved Adam was made man,' and the whole situation. We rely on the Reformation, on the Gymnastics from false confessions, the influence of the Christian Church (as it bears upon the Hindu mind); the danger of imagining that a man may be anything without the knowledge of God, and from that of political, as the pupil of the poor than of the rich, as the pupil of the English, to the pupil of the present generation, returning of merely potpourri.

The Clergy and all Popes, is the secret of our day. We are not to remember that of old denounced; we have the Church of our day, and we have the Church of our day. We are not to remember that of old denounced; we have the Church of our day, and we have the Church of our day. We are not to remember that of old denounced; we have the Church of our day, and we have the Church of our day.

We rely on the Reformation, on the Gymnastics from false confessions, the influence of the Christian Church (as it bears upon the Hindu mind); the danger of imagining that a man may be anything without the knowledge of God, and from the political, as the pupil of the poor than of the rich, as the pupil of the English, to the pupil of the present generation, returning of merely potpourri.

If a man said to you: "I am a little man, given but short notice to preach a short sermon; from a short text to a ministration, in an unworthy pulpit. Beloved, my text is 'M'alt.' I cannot divide it into sentences, there being none; nor into words, there being one. I must, therefore, of necessity divide it into letters, which I find in my text to be the M.'

"M is Moral; A is Allegorical; L is Liberal; T is Theological. The Moral is to teach you rustic good manners; therefore let My Master; L, Leave off; T, Tipping. The Allegorical is when one thing is spoken of, and another meant. The thing spoken of is malt; the thing meant is spirit of malt, which you rustic snuggle—M, your Malt; A, your Apparel; L, your Liberty; and T, your Trust. The Liberal is to open the doors, M, Much; A, Ale; L, Little; T, Trust. The Theological is according to the effect it works; in some, M, Murder; in others, A, Aisle, all, L, Looseness of life; and in many, T, Treachery. I shall conclude the subject, first by way of exhortation: M, my Masters; A, All of you; L, Leave off; T, Tipping. Second, by way of caution: M, my Masters; A, All of you; L, Leave off; T, Tipping. Third, by way of communicating the truth, which is this: A drunkard is the annoyance of modesty; the spoiler of civility; the destruction of reason; the robber's agent; the ale house benefactor; his own sorrow: his neighbors'scoff; a walking swell-bowl; the picture of a beast; the monster of a man." —Penny Magazine, 1832.
MISSIONARY ITEMS.

We quote the following from "The Mission Field" for January last:-

The Telugu Missions continue their rapid growth; one of them, that at Kalesapad, showing in ten years an increase from 1,572 to 3,716 in the number of the baptized, and from 430 to 1,306 in the number of communicants. In all the Telugu country there are villages where the natives ask for teachers to be sent to them, and where there is every reason to believe that genuine conversions to Christianity and wholesome extension of the Church would result from compliance with the petitions.

At a place called Meesalethalei, in the Puthumputhur district, one of the simultaneous movements towards Christianity that from time to time occurs has taken place. Eighty families, or more than three hundred souls, have sought to be treated as candidates for baptism. Apart from these details relating to particular Missions, we find that for the previous year the Society's Madras Committee record (as in the ordinary course) no less than 629 adult baptisms. There are now about sixty thousand baptized Christians and catechumens in the Society's Madras Missions alone.

When Bishop Hale went out to Australia in 1847, the colony of South Australia had only been founded ten years, other colonies were yet unborn, and Australia and New Zealand, as we know them now, hardly can be said to have existed. With their one-and-twenty dioceses and nearly one thousand clergymen the Church is firmly planted and almost entirely independent of all external assistance. In the West Indies, too, fine dioceses have been formed since Bishop Jackson's consecration, and the Church in nearly all the islands has repaired the withdrawal of State subventions and multiplied her children.

Fifty years hence, what will be the conditions of the Missionary problem? No one, of course, can foretell, but everyone can see that they will be enormously changed. It can scarcely be doubted that the colonial side, as distinguished from the Evangelistic side, of the work will be, so far as the Mother Church is concerned, fully finished long before. The network of Missions stretching up from Cape Town beyond the Equator, it would be almost faithless to doubt, will have subdued heathenism, however many actual heathen may then remain. In India something must have by that time happened on a large scale—what, we cannot pretend to say. But the forces already at work, the attraction of the brightest minds of the rising generation to Christianity, the working of the heaven, and the irresistible tendency of the faith to spread, must, even if nothing approaching to a general conversion of India has taken place, and there are good grounds for anticipating that materially change the position, and make Christianity one of the main factors in Indian life. In Japan, the critical period may almost be said to have arrived; political development having given the country such receptivity for Western ideas. Recent events have given even to the hard problem of China a changed aspect, which has many new elements that encourage a sanguine anticipation.

Never has the Church in past generations stood on the threshold of such a period as is before her now. Everything points to advance alike extended and rapid. Everything points to it, and yet on every hand there are all sorts of dangers. Maimed presentations of the faith, or a hybrid combination of Christian elements with heathen and atheistical philosophies, may cause mischiefs which many centuries could scarcely repair. The call on the Church to supply the pure doctrine which is entrusted to her, and to train in the fellowship of the Holy Ghost those who cannot but admire what they see of the fruits of His grace, is a call surely irresistible for all who love their Lord in sincerity.

REPRESENTATIVE ITEMS.

Covenants

Agreements between parties (Gen. 28: 10; 31: 6).
Written and sealed (Neh. 9: 38; 10: 1).
Witnessed (Gen. 23: 17, 18; Ruth 4: 9-11).
Written and sealed (Neh. 9: 38; 10: 1).
Salt signed, perpetuity (Num. 18: 19; 2 Chr. 18: 9).
Commemorated by a pillar (Gen. 31: 44-46).

A writer in the Missionary Review says that out of the 3,000,000 converts in India alone the force of the Church has gone as workers into the fields, or one out of every 100, while Protestant Christendom has sent forth but one out of 5,000. These converts serve as native preachers, teachers, catechists, and lay helpers, and often prove most effective allies to the regular missionary force.

There is a little church, said Mr. Fox, of Darum, "which is united with ours, is in numbers utterly insignificant. Its membership is less than thirty, but one in every sixty is a missionary. There are already more than three times as many as the mother church. Of the £70,000 which is spent each year on missions, two-thirds are contributed by these converts themselves. Conceive what the condition of the world would have been to-day, had we, the Church of England, with all our resources, even as faithful, to our Master's charge as our Moravian brethren. Even in the same proportion as theirs, we should have more than 300,000 missionaries in the field. Our contributions would be over £20,000,000 a year, and 40,000,000 of souls would be walking in the light who, through our selfish and unfaithful, are still in the darkness and shadow of death."

Dr. Strong, editor of the Missionary Herald, Boston, the organ of the American Board of Foreign Missions, has completed a summary of the statistics of Protestant missions.

It appears that there are 6,065 principal missionary stations and 17,913 outstations, occupied by 37 evangelical missionary societies in the United States, 28 societies in Great Britain, 6 in Canada, 17 in the Netherlands, 19 in Germany, 3 in Denmark, 2 in France, 8 in Russia, 8 in Norway, 9 in Sweden, 8 in Italy, 7 in Russia, 2 in Switzerland, 2 in France, 10 in India and Ceylon, 2 in Burmah, 4 in China, 36 in Australia, 14 in Africa, 1 in Central America, and 15 in the West Indies. These Protestant foreign missionary societies have sent out 6,950 male missionaries and 5,219 female missionaries, a total of 12,174. They are supported by 70,033 native labourers, 1,971,888 communicants, and have an income of £14,441,807. The income of the societies is £8,006,809.

A Word to Teachers.

The Sunday school is one of the strongest aids in the growth of the parish. The teacher's position is therefore a most responsible one. He calls for faithfulness in the fullest sense of the word. Scholars are sometimes very quick-witted, and the teacher's influence can be lost very easily and possibly never be regained. Do not think, therefore, that your duty is a secondary one, for the teacher holds one of the important posts in the Church. Do not shirk your duty, but build up your class by faithful, persistent, self-denying work. Be present always in your place, and be sure to have some one to take your place. Be on time with your class, and stay with them till the session close.

The discipline of the class,—once relaxed, is hard to be recovered.—Parish Churchman.

A saloon-keeper, who had ruined a great many lives, and had been the cause of innumerable crimes in the community where he lived, after he had broken the laws and his agony tried to cry to God for pardon. But the hearts he had broken, the souls he had sent to perdition, seemed to rise up before him, protestimg against his forgiveness. How could he go into the presence of his Judge with all his years of sin upon his soul? At last, in despair, he called for the license that had protected him in his work of destruction, and grasping it tightly, he cried out: "This must plead my cause at the bar of God. Those who helped me to sin must help bear the responsibility of my crimes. Bury my license to ruin homes, break hearts, and destroy souls in the grave with me, and God must judge who was most to blame in the destruction I have wrought." A moment more, and he was dead; dead, with his sins upon his soul, and nothing between him and his crimes but that bit of paper, certifying, that by the payment of a certain amount of money, he had the privilege of making criminals, of desecrating homes, of filling drunkards' graves.
Diocesan Notes.

Diocese of Saskatchewan.

The Synod of the Diocese of Saskatchewan is called to meet at Prince Albert, on Wednesday, June 17th. The proceedings will begin with a celebration of the Holy Communion in St. John's-Cathedral, at 8 o'clock a.m.

The Rev. John Hines C.M.S., missionary at the Pas, and Rural Dean of Cumberland, has recently returned from a visit to England. While there he succeeded in raising funds for new churches at the Pas, Moose Lake and Pas Mountain. The new church at the Pas, to accommodate 200 persons, in a church population of 450, will be built at once. Mr. Hines takes with him from Prince Albert material and skilled workmen who will begin work at once. The old church may in use has stood about fifty years, and two other churches will be erected during 1896.

New churches will be erected at once at Lily Plain, in Rev. H. Footo's district, and at Duck Lake, where Rev. T. Chilton is stationed.

The Bishop—after consultation with Archdeacon Mackay and Rev. J. Hines—has decided to make a second journey to the Pas, in order to visit the churches in the district, and to see the condition of the missionary work. The Bishop is expected to return from the Pas on the 11th of June.

On Sunday, May 17th, the Lord Bishop of the Diocese held an ordination in St. Alban's pro-Cathedral, when Rev. Harley Foote, Curate of St. Paul's and St. Alban's, Prince Albert, was admitted to the Priesthood, and Miss. James Taylor and J. F. D. Parker were ordained Deacons. The candidates were ordained by Rev. Archdeacon Mackay D.D. who also preached the sermon. The service was read by Mr. Taylor. The Rector, Rev. G. Mathias, and Mr. John Hines also assisted at the service.

Diocese of Calgary.

On Wednesday, May 6th, the Bishop of Calgary opened and dedicated the new church which has been built near the forks of Sheep Creek, and of which the Rev. F. Brown, Rector of the incumbent, was present. Unfortunately the weather was far from being fine, and the rain continued almost the entire afternoon, thus preventing very many from attending the service as they had hoped. In spite of this, however, 50 people were present, thus showing that a real interest exists in the neighbourhood of the new building and its associations. The service was at 3 p.m. and was short and hearty, the singing being particularly bright. The Bishop in his address, discarded the idea that he had for years been looking forward to the opening of the Sheep Creek District, and how Mr. Webb Peeples had been led to come a year and a half ago to take up the work in the parish. The collection was a very good one, amounting to $332.50, and by its means the total amount required to meet the bills connected with the building was almost reached, and thus, to the great pleasure and satisfaction of every one concerned, the church was opened entirely free of debt.

After the conclusion of the worship the Bishop presided at the christening of the new church which has just been built in the district. The baptism was performed by Rev. R. H. Webb, the infant to be named Walter. The party adjourned to the house of Mr. and Mrs. A. C. Wees, and musical entertainment was arranged. The new church is an interesting building, being like the "Vicarage," not a hundred yards away, for refreshments and music, and a happy afternoon of social intercourse was spent. All who were present when the company dispersed, the rain still pouring down. Unhappily, the performers who had kindly promised to contribute to the musical part of the programme were all prevented by the weather and other causes from being present, but, notwithstanding, much local talent was heard and a good "scratch" musical entertainment was arranged.

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INDUSTRIAL TRAINING AS APPLIED TO INDIAN SCHOOLS.

No system of training or education is right that does not seek to enlarge and develop all the abilities and open the way to widest opportunities for the individual, to remove prejudices against labor, and to give the courage to compete.

The school can be just as potent an engine to create prejudice, stifle ability and humanity as it can be to extend these qualities. This needs no argument.

We have an Indian problem. It is the language of the country and industrially untrained to take his place among our other people. The problem will remain as long as the Indians are continued in masses apart from our other people, because by such massing they are held to their industrial inability and their ignorance of language. Failure for generations failed to induct them into the nation by our attempts to educate and train them separately in tribes, because we fully demonstrated that that method only leaves them tribes in which lies lives, and which no argument.

To extend these qualities. This needs no argument.

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To extend these qualities. This needs no argument.
ning years of life with a savage ancestry. acquired weaknesses are not insuperable, and those who have reached maturity under savage environments, if properly handled, may be civilized. Hereditary of birth has not much to do with it. Heredity of environment is the potent factor. Carefully raised and civilized individuals, engaged in savage and worthless environment, easily become degraded, savage and worthless. So too, savage born and rude raised civilized, enlightened, useful, through well civilized and enlightened environments, it is but a step either way. From long experience and observation, I have little patience with the science or philosophy that consigns any man or race of men to generations of slow development. The world is full of evidences to prove the contrary. To make a dependent and inferior individual a man, teach him the principles of truth, put into his hands the tools of his calling, and let him have a mental and moral training that will enable him to do his work for himself and his fellow men. If he is a man, he will become a civilized, enlightened, and noble individual.

Medical missions in India are a powerful evangelizing agency. They rapidly disarm the people of their caste prejudices; and while the recipients of their benefits, the patients, in addition to the living lesson of a Christianity which they can see, are attentive and receptive listeners to the Gospel message. There are now 57,000 male and 50,000 female medical missionaries, who, with their 165,000 native medical attendants, treat in their 48 hospitals and 87 dispensaries, more than 400,000 patients annually. These dispensaries are yearly represented in the mission dispatches from India. Thousands of houses, and many districts have been opened to the Gospel. The first dispensary was started at Salem. The savages were visited as the direct result of, or by the aid of this Christ-like pioneer agency.

In 1812, Rev. Mr. Cater being the first American Board missionary, second in the list of Thos. Longfellow and Ward. With Carey began the progressive march of missions in India. He organized the first Protestant church 14 months later. Owing to weakness, Pittsfield left the country in 1771 and again in 1776, organizing in the same year a second church, which he attended home in 1775, leaving 255 converts and numerous helpers. The work was resumed in the middle of the century by Thos. Longfellow, with a trio of noble Christian giants, Carey, Marshman and Ward. With Carey began the progressive march of missions in India. He organized the first Protestant church in 1784. After seven years of faithful and trying labor, he baptized his first Hindu convert, Krishna Pai. The influence of Carey's thirty years' service is now evident. In 1812 he translated the whole Bible in 13 languages, and portions of it in 80 dialects. With the aid of his helpers Carey translated the New Testament into 72 dialects, the Gospels into 228, and the Testament into 2,000,000 copies. The total number of the churches organized in India is now 17,000. Of these, 5,000 are self-supporting and other missions have been remarkably successful. There were, in 1832, the third mission. The third mission was successful. There were, in 1832, the third mission. The third mission was successful.

BURMAH AND ASSAM. — The missionary station at Burmah has now reached the number of 1,300,000, with three-quarters of a million Protestant adherents. There were two missionary societies at work in India in 1832, and in 1835 there were but nine. In 1837 there were 67, and these have now increased to 60 missions. Since 1833 the native churches have increased fortyfold and native helpers fifteen-fold. There are now in Burmah 330,000 students, colleges, and institutions of learning where 3,000,000 of the youth in India are being taught. Upward of 10,000,000 persons are able to read.

The Church of India, 1834, to the Burmese in their native tongue, which he did after 20 years of arduous toil. Together with Mission, "the Apostle of the Karen," he gave a new impulse to the missionary work in this land. The population of 8,000,000 there is a Christian community numbering 100,000. There are now in Burmah 7 separate and 25 missions and 35,000 women and girls are taught by mission workers in their homes.

Medical missions in India are a powerful evangelizing agency. They rapidly disarm the people of their caste prejudices; and while the recipients of their benefits, the patients, in addition to the living lesson of a Christianity which they can see, are attentive and receptive listeners to the Gospel message. There are now 57,000 male and 50,000 female medical missionaries, who, with their 165,000 native medical attendants, treat in their 48 hospitals and 87 dispensaries, more than 400,000 patients annually. These dispensaries are yearly represented in the mission dispatches from India. Thousands of houses, and many districts have been opened to the Gospel. The first dispensary was started at Salem. The savages were visited as the direct result of, or by the aid of this Christ-like pioneer agency.

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WHY I GO TO CHURCH ON RAINY SUNDAYS.

Frances Ridley Havergal’s admirers, whose name is legion, will read with interest the following lines from her pen:—

I attend church on rainy Sundays because,
1. God has blessed the Lord’s day and hallowed it, making no exceptions for rainy Sundays.
2. I expect my minister to be there. I shall be surprised if he were to stay at home for the weather.
3. If his hand fail through weakness, I shall have great reason to blame myself unless I sustain him by my prayer and presence.
4. By staying away I may lose the prayers which may bring God’s blessing, and the sermon that would have done me no great good.
5. My personal duties are more needful on Sundays when there are few than on those days when the church is crowded.
6. Whatever station I hold in the church, my example must influence others. If I stay away, why may not they?
7. On any important business rainy weather does not keep me at home, and church attendance is, in God’s sight, very important.
8. Among the crowds of pleasure seekers I see that no weather keeps the delicate female from the ball, the party or the concert.
9. Among other blessings such weather will show me on what foundation my faith is built. It will prove how much I love Christ. True love rarely fails to meet an appointment.
10. Those who stay from church because it is too warm, or too cold, or too rainy, frequently absent themselves on fair Sundays.
11. Though my excuses satisfy myself, they still must undergo God’s scrutiny, and they must be well grounded to bear that. (St. Luke xiv. 18.)
12. There is a special promise that where two or three meet together in God’s name He will be in the midst of them.
13. An unavoidable absence from the church is an infallible evidence of spiritual decay. Disciples first follow Christ at a distance, and then, like Peter, do not know Him.
14. Such yielding to surmountable difficulties prepares for yielding to those merely imaginary until thousands never enter a church, and yet they think they have good reason for such neglect.
15. I know not how many more Sundays God may give me, and it would be a poor preparation for my first Sunday in heaven to have slighted my last Sunday on earth.

REVERENCE FOR THE BIBLE.

There is a sin prevalent in our households of which we take little note, which, in fact, we encourage either by an indifference to it, or by an active participation in it. In its folly and wickedness: the use of the Word of God for the purpose of making riddles, conundrums, puzzling questions, anagrams, etc., etc., out of it. If we really believe in the Divine origin of the Bible can it be right to give it to children that they may construe its words into odd connections, and make sport and laughter and mental legions from its parts? Is it likely they will reverence on other occasions what has previously been food for their amusement? It is not, and we should not be astonished if the boys and girls who have been permitted to turn the leaves of their Bibles for pastime and entertainment turn then in after years to find pretext for their infidelity.—Amelia E. Barr.

Mr. Hall Calne, speaking of the Bible, says:—'There is no book in the world like it, and the finest novel ever written falls far short in instruction of any one of the stories it tells. Whatever strong situations I have in my books are not of my creation, but are taken from the Bible.' The Despaster is the story of the Prodigal Son, The Bondsmen is the story of Esau and Jacob, though in my version sympathy attaches to Esau. The Scapegoat is the story of Eli and his sons, but with Samuel as a little girl. The Manxman is the story of David and Uriah. My new book also comes out of the Bible, from a perfectly startling source.

People with a taste for statistics may be interested to learn that there are 753,746 words in the Authorised Version of the Bible, and 3,906,482 letters, including two diphthong capitals (as John iii. 23 and Acts ix. 13). These figures relate to a text Bible and are independent of verse-figures and notes, etc., etc., in the text, and 900,000 in the marginal notes, giving a total of 5,596,482 pieces in all.

The letters in the text of the Bible may be divided as follows:—

<table>
<thead>
<tr>
<th>Capital Letters</th>
<th>Small Caps</th>
<th>Lower Case</th>
</tr>
</thead>
<tbody>
<tr>
<td>168,962</td>
<td>8,987</td>
<td>3,508,482</td>
</tr>
</tbody>
</table>

And if the total number of such letters were figured in complete Bibles from the Oxford Press Warehouse during the year 1895, were to be enumerated one by one, at the rate of a letter per second without intermission, the process would occupy a period of upwards of 110,000 years! These figures over whelm the imagination.
Notes from the Pupils.

I am glad that summer is coming because it is too wet to work outside.

Joseph Parker.

I am sorry I can't play football well yet, I hope my leg will be better soon.

Peter Macadam.

We had a game of football with the town boys on Thursday and we got our goal.

Baptiste Pouyak.

I am a sewing room girl this month, I like it very much, we all like Miss Hayes.

Lassie Parker.

Summer will soon be here now, and then we shall be able to work on the farm again.

Robert Knife.

The weather is beginning to get fine, so the farmers are getting their tools fixed for the coming summer.

James Smith.

Last Thursday the medium sized boys played against the town boys, and the School boys won by 1 goal.

Eliza Smith.

Last Saturday we played the Police, but they could not make a goal: next time I think we will beat the Police.

David Clarke.

We are all very fond of seeing the boys and Police play together, they look so funny when they "thump down.

Robert Knife.

Miss Taylor was out for a visit on Stoney's Reserve last Sunday, and the kitchen girls had to attend to all the cooking.

Louisa Badger.

Spring is coming now, and we are all very glad, we will be able to get out and have good exercise.

Sarah Smith and Susan Jane New.

I came to this School a good while ago; this is a good school for anyone who behaves well; but it is a bad school for one who will not behave well.

James Paul.

We are having a great time in the sewing-room this week, I hope they will work well while they have the opportunity of being taught by Mr. Longheed.

Fred. Ballendine.

Two more boys are going to learn carpentry this week and I hope they will work well while they have the opportunity of being taught by Mr. Longheed.

Fred. Ballendine.

Last Saturday while we were out for a walk we saw a dead cat, when Polly saw it she picked it up and took it into the bush. Poor Polly, she seemed very sorry for her poor cat.

Caroline Briton.

We all know that kittens are smart for eating mice, and last week we had a mouse in the Laundry and Baity came to my mind, so I told the girls to fetch the kitten, but Miss Weightman and the girls smart, they killed the mouse before Baity arrived.

Mary Wachan.

It is well known that the boys like to play football, and its effect is good upon them; some of our boys are active as mice, and that's just what we want to play against other teams, because most of them are too fat to move about actively, they soon get tired out.

Solomon Briton.

All the boys and girls like the weather, because it is getting a little warmer every day.

George Fiddler.

The boys are all very sorry for Mary Ann Black because she is very sick, but we hope she will get well and strong again.

Ennie Lane and Annie Graf.

People from the Reserves have brought in their children frequently since last fall, fourteen have been brought in altogether.

Alfredus Briton.

On the 29th of this month we had another match with the Police, but I am sorry to say that they got what they wanted. As there were lots of spectators both teams tried hard to score but failed.

Robert Thomas.

Last week the girls were playing football and we try our side, and we were well fixed for the night with it; at last one of them said, "Let us try knocking the ball with our hands;" so Polly tried it first and she fell right down on the hard ground.

Eva Dobbs.

I am very glad that spring will soon be here now, the winter has seemed so long; as soon as the snow goes away the farm boys will begin planting the second crop, and we shall be more able to go for nice long walks in the evenings.

Josephine.

School Notes.

Miss Skelton has the sincere sympathy of the School in her sorrow over the death of her mother who died suddenly on Tuesday, March 9th.

During the month the Rev. E. Mattheson (Principé) has made several visits to the School and our numbers are constantly steadily increasing; on the boys side we number close upon 70, consequently steadily increasing on our side we have some hundred pupils.

The following promotions have been made during the month:

Maggie Girad, Mary Hardisty and Alice Stanley have been promoted from the School to Skelton's room, while Marie Cardinal, Thomas Crow, Edwin Harwin, David Clark and Baptiste Pouyak, have been promoted from the latter to the large class room.

At the end of the month the Quarterly examinations will be held; we hope in our next to give details concerning the marks and positions obtained by the pupils in the various standards.
FOOTBALL.

The February Entertainments passed off with marked success on the evening of the 27th, ult. One of the best items on the programme was undoubtedly the play acted entirely by the Kindergarten children, they were all very prettily dressed and did their parts well; the characters were as follows: Arthur, Alice, and Mary (Proud sisters), Maggie (Patriot-brother), Carrie (Cinderella) and Philip Armstrong (The Prince). In addition to scenes consisting of some 20 of the little ones Mr. and Mrs. Longchamp came in the characters of Mr. and Mrs. Bowyer, who are not a whit behind the boys in talent. What a success! only at variance, they provoked much laughter and were roundly applauded at the close. There were 6 recitations on the programme, the first, Miss Welford's, being first with "The Last of the Mohicans," his efforts being distinctly good; the others to recite were, Robert Thomas, Benjamin Dakota, Father, Ballentine, and little Jack Moosomin. Mr. J. J. Michael of piccolo fame, contributed two songs in first class style, the second being loudly encored, to which he responded with a "sonata," the negro sketch by Mr. Hull and Mr. Long was as might be expected extremely funny and moreover really well done. I need not mention the chorus songs of which there were four, but we have no intention of ignoring them, for the "Milligan Guards" song by Mr. Hull and the boys, was certainly the "catch" of the evening: the boys were dressed in military uniforms, each carrying a rifle, the following are the names:- Solomon Britton, Alphonse Britton, Patrick Britton, Sam. Bannion, Patrice Pucheto, Willie Draper, Robert Thomas, Benjamin Lacon, John Lennon, Fred. Ballentine, Willie Wright and James Brown. The girls sang "Queen of the Meadow," and with the boys boys "Save the Queen," both being much appreciated by the audience.

The proceedings closed by singing "God Save the Queen," and all went home thoroughly pleased that the enjoyable evening had been spent.

Suffered From Abuse.

John Randolph once addressed himself to an intimate friend in something like the following:—"I used to be a Frenchman, because I took the French side in politics; and through this I was unjust, yet the truth is, I should have been a French atheist if I had not had for one recollection, and that was the memory of the time when my mother used to take my little hands in hers and cause me on my knees to say, "Our Father, Which art in heaven."

Our Entertainments.

The Town and School played at the Missionary Conference. The following are the names:— and sustained the chorus song's of which there were three. The forward players of the game were as follows:—

Backs
J. Brown
A. Wright
J. Brown
F. Scott
T. Smith
J. Bobbe
A. Brown
H. Bony

Forward
E. Hall
A. Brown
E. Hall
F. Scott
T. Scott
J. Brown
E. Smith
A. Brown
J. Bobbe

Halfbacks
W. Draper
J. White
J. White
F. Scott
T. Scott
J. Brown
E. Smith
A. Brown
J. Bobbe

Goal
G. Woolsey
R. A. Long
R. A. Long
F. Scott
T. Scott
J. Brown
E. Smith
A. Brown
J. Bobbe

Referee—Rev. Mr. J. B. Mercer, Town.

The teams are as follows:

TOWN
J. Barks
W. Draper
J. White
J. White
F. Scott
T. Scott
J. Brown
E. Smith
A. Brown
J. Bobbe

SCHOOL
G. Woolsey
R. A. Long
R. A. Long
F. Scott
T. Scott
J. Brown
E. Smith
A. Brown
J. Bobbe

Referee—Mr. W. W. Weedon.

The teams now stand as follows:

Played Won
N. W. M. Polyce 6
Industrial School 7
The Town and School played a draw; 

Rev. D. D. Macdonald who has been ill for some time has recovered his health again, and resumed his usual duties.

Bishop Hannington's Martyrdom.

We are to hear the brief but most touching story of one whose last hours were spent in a wretched African hut, surrounded by savage foes, in daily expectation of a death of unknown agony. And yet what is the burden of Bishop Hannington's song of triumph and confidence, relying on Him who never fails them that seek Him.

On his last journey to open the way to England, in which he was murdered by a maniac in a den of lions, the Bishop writes to his wife in England:—"If this is God's time for opening the road we shall not be afraid. May be, it is the Lord's will that I must walk every step. Well! having no donkey, I can judge better of the distance the men can do; having no candles or oil, I can't read at night, and in the morning the lions would be all destroyed. Now, leave me in the hands of God, and let our watch-word be, 'We will trust and not be afraid.' And so he went cheerily on his way, white, and anon the wilderness would ring to the sound of a Christian hymn.

On October 27, 1871, he was enacting scenes from the following:—

A treacherous Mohammadan, he wasawed over by about twenty ruffians, emissaries of the weak and cruel King of Uganda, and after being maltreated in a miserable, unventilated hut, till his fate should be decided. His pocket diary, which was afterwards recovered, tells in simple words the story of those terrible nine days, and never once did his faith fail. Torn and bruised, raked with fever, and his face writhing in pain, yet he might see, as he records, be 'quite broken down in body, and yet cheered and sustained by the words of Holy Scripture, especially in xxx. 12-15, applying to himself the words:—I should utterly have fainted, but that I believe verily to see the goodness of the Lord in the land of the living.'

But the one was very near now, the weary traveller was close to the goal, the worn-out but unsummed soldier was about to lay down his burden, and the name of Jesus fell on his ears. As the soldiers closed around him, he drew himself up, with the commanding gesture which had never failed to secure the respect of his men, and said a few words, bidding them tell the king that he was about to die for the biggars, having purchased the way with cheaper blood, and then calmly gave the signal for his death, and either by his own gun levelled against him or by a native spear, the frail earthly tenement was shattered, and the pure and noble spirited person with exceeding joy into the Paradise of God.

Every morning during that last hard-fought journey he had greeted the sunrise with his 'travelling Psalm,'—"I will lift up mine eyes unto the hills, from whence cometh my help, my help comes from the Lord, who hath shewed me great and exceeding love. Amen. Amen. Amen. Amen. Amen.
When the time arrived there was a general mixed multitude convened which proved the living thing, the utmost deliberation. The noise and confusion were something terrible, which Weskachak with all his skill could not control. The man was to be tried to keep still and listen to reason, there was no end to the continued noise they were making.

Weskachak finally became very wrathful. The most noisy one in the crowd was the frog, who, though of all that could be done kept up an incessant chattering and croaking. Weskachak was so enraged at the croaking of the frog that he held aloft a glue pot which stood near him, and dashed it over the mouth of the frog, with the hope of stopping his chattering forever. But this was no avail, the frog blew the glue out, but part of it remained round the corners of his mouth, which is the cause of the white streak around the corners of his mouth to this day.

But nothing to make the storm and tumult of this convention Weskachak, dismissed and declared his intention of punishing them. His next exploit, therefore, was to build an immense canoe, into which he took a pair of every kind of living creature. Indeed, all the rest as he had warned them. Accordingly when he had got all his cargo on board, he himself stepped into the canoe and fortieth, with some beneath the water, causing the death of all living creatures with the exception of those who were with Weskachak in the canoe.

This state of affairs continued for some time. Weskachak with his living freight went cruising about on the vast ocean for many a day until the time came when he decided to make a new earth. But in order to do so he must have something to make it of. To the canoe containing the cargo he fixed the oars, and he then took the cargo. He then went down into the water and brought him some mud that he might make a new earth. But once the oars got back into his native element all his strength left him and he never returned to his master with the mud.

Weskachak finding that the oars did not return sent the muskrat down to bring him some mud. Now at that time the muskrat's tail was very short and insignificant, being only a small affair. Thus the muskrat was directed, and gathered a goodly supply of mud and straightway came to the surface of the water, but when Weskachak found that the muskrat was hard to take the mud, the muskrat with a twinkle in his eye and a roguish smile on his face, as much as to say, "Catch me if you can," swam away and dived under the water. Weskachak made a grab for the rat but only succeeded in catching his stump of a tail which stretched all through his hand, and the rat got away. But since that time the rat has had a long thin tail which is neither useful nor ornament. Weskachak being thus thwarted twice was highly indignant and threatened all sorts of vengeance against the oars and the muskrat, and when a little he asked the beaver to go and get him some mud. Accordingly the beaver went down to the bottom of the sea and brought there quite a large handful of mud, which he handed gracefully to his master, who was quite delighted and straightway made a new earth. Everything being finished the living thing caused the cargo to land and enjoy themselves as best they could. But he did not forget the beaver for his service. He, instead of the stump of a tail he received a broad flat round like tail by which he was enabled to plash his house. Thus the beaver for his accommodating nature received a beautiful coat of fur, teeth sharp as an axe for cutting down trees to build his house and a tail like a tenow with which he could plash his house.

ON THE GIVING OF NAMES.

A propos of the naming of the newly-arrived infant, it may not be out of place to recall a few curious customs prevailing in some countries with regard to selecting a name for the baby.

A Hindu baby is named when twelve days old, and usually by the mother. Sometimes the father wishes for another name than that selected by the mother; in that case two lamps are placed over the two names, and the name under which the sun is brightest is the one given to the child.

In the Egyptian family the parents choose a name for their baby by light. A palm wax candle is placed before they give a name, one of the three always belonging to some deified personage. The candle that burns the longest bestows the name upon the baby.

The Mohammedans sometimes write desirable names on five slips of paper, and these they place in the Koran. Upon the first slip one drawn out is given to the child. The children of the Ainoo, a people living in Northern Japan, do not receive their name until they are two years old. At that time the father bestows a new name. The Chinese are so little for their girl babies, that they do not give them a baby name, but call them, for example, "Little Yellow One," and so on, according to their birth. Days are thought so much more of in China than girls are, that if you ask a Chinese-family who has boys, "What is his name?" they answer, "Only one child," German parents sometimes change the name of their children if it is ill, and the Japanese are said to change the name of their children four times.

Surnames became general in England about the twelfth century. They were, of course, first given to distinguish different persons who bore the same Christian names, as William the Hunter, John the Johnson, etc., son of John; Robinson, etc., son of Robin, etc.

The church only knows us by our Christian name, the Change. Service the parties are only addressed by their Christian names. Bishops of the Church do not use their surnames from the day of their consecration.

We bring our name into the world with us which we derive from our parents, and that we are born with; but this new name is given us in our Baptism to remind us of our new birth. We are being washed in the

(Continued on next page.)
lavor of regeneration, we are thereby cleansed from our natural impurities, and become new creatures, and are solemnly dedicated to God. So that the naming of children at the time of their regeneration is not only remembered on earth, but written in heaven. Just as the arrow, the spoken word, and the lost opportunity cannot be recalled, so when a name is really good, it is of unspeakable service to all who are capable of using its aspiration.

LEND A HAND.

A friend in the north of Ireland writes as follows:—Last year the children in an Irish parish set to work to gather blackberries; some were made into jam and sold, some were sold by weight, and a sum of £1 6s. was handed in, as the result. If one hundred parishes did the same it would mean £100 at least; and besides it would give the children an opportunity to enter into the great work of the evangelization of the world. One or two ladies in each parish should receive the blackberries and make the jam, and the proceeds or part thereof would take up the selling. ‘Three things come not back; the arrow, the spoken word, and the lost opportunity.' Don’t lose this opportunity of taking an active part in the evangelization of the world. One or two ladies in each parish should enter into this work and sell the jam.

MISSENIUS FAY.

"It costs the United States $120 a year to take care of an unchristian Indian in Dakota, and but $7 to care for a Christian Indian." Bishop Fowler.

THESE WONDERFUL BODIES OF OURS.

(By William George Jordan.)

The human body is a miracle of mechanism. In a marvelously small space are placed millions of cells, pores, tissues, muscles, bones, nerves—constant, tireless, faithful servants of the body. The life and activities of a whole city are paralleled in a minified form in the human body. A man can compare with it in the exquisite accuracy of its processes, the wondrous economy of its workings, the simplicity of its laws, the ingenuity of its mechanism, and the perfect harmony and co-operation of so many diverse interests. All this mechanism acts automatically and continuously, yet above and beyond this human machinery is Mind, the wonderful, deathless part of man, governing all his activity.

In the human body there are but seven elements: forehead, eyes, ears, nose, mouth, cheeks, and hair. These may be called the seven notes of the human scale. Nature cannot have more than seven notes, but three changes or in three keys: color, size, and form. And in using merely these seven notes in three keys she has sung innumerable symphonies into the world without a duplicate.

More than half of the weight of our bones, three-fourths of the weight of our muscles, two-thirds of our blood, or about three-fifths of the weight of the whole body, is water.

The average weight of a man’s skeleton is about three pounds, and its height one inch less than the living man.

The skeleton of the leathery-winged bat is bone for bone and joint for joint, similar to man.

It is a strange fact that on so simple a question as the number of bones in the human body, anatomists are not unanimous. Two or three authors give the number as two hundred and six, not counting the jaw-teeth. The distribution is: skull, twenty-two; ears, six; trunk, fifty-four; upper extremities, sixty-four; lower, sixty.

Nature abhors a straight line, and there is not a straight bone in the whole body. All the bones are twisted, some in two or three directions, and the surfaces joining separate bones are invariably oblique to each other.

THE BODY'S HEAT AND COVERING.

One of the marvels of the human body is the self-regulating process by which the body keeps the temperature constant, high or low degrees. Whether in India, with the temperature at one hundred and thirty degrees, or in the Arctic regions, where the temperature is fifty below zero, the body keeps the temperature constant, high or low, by the sweat of the pores.

The skin is covered with minute scales like those of a fish. A single square inch of line makes one hundred thousand of these tiny scales; yet, small as they are, each is the covering of from three hundred to five hundred pores.

In a square inch of the palm of the hand 3528 perspiratory pores have been counted. On the basis of a fair average of 2800 for each square inch of surface, and estimating 2500 square inches as the surface of the body of a man of ordinary height and bulk, the number of pores is 7,000,000. If joined together they would make a tube about eight miles long.

The perspiration averages from two to three pounds daily; every breath throws from the lungs a certain quantity of moisture each minute, day and night, the average is preserved of eleven grains of water evaporated by the skin, and from four to seven grains from the lungs.

SOME REMARKABLE LAWS OF NATURE

A man will die for want of air in five minutes, for want of sleep in ten days, for want of water in a week, and for want of food at varying periods, dependent on circumstances.

The delicacy of the sense of touch is marvelous. The fourth jewel—screws of a watch, though they have two hundred and sixty threads to the inch, look like dust. They are four-one-thousandths of an inch in diameter, and a watch’s ordinary thimble would hold 100,000 of them; yet after being hardened and cut they are placed by the hand very rapidly in frames, with their heads up. This is done by touch alone.

When one falls asleep the order of surrender to the spell is: sight, taste, smell, hearing, touch. The sense of touch is the lightest sleeper and most easily wakened, then hearing, then sight, then smell, and lastly taste.

The human body is an epitome in Nature of all the mechanisms, all the hydraulics, architecture, all machinery of every kind. There are more than three hundred and ten mechanical movements known to mechanics to-day, and all of these are but modifications of those found in the human body. Here are found all the bars, levers, pulleys, pumps, pipes, wheels and axles, bows and arrows, water wheels, columns, cables and supports known to science. At every point man’s best mechanical work can be shown to be but adaptations of processes of the human body, a revelation of first principles used in Nature.

Twelve Golden Rules

For Christian Families From the Book of Books.

1. Be not conformed to this world (Rom. xii. 2.)
2. Be ye followers of God as dear children (Eph. v. 1.)
3. Be ye sober, and watch unto prayer (1 S. Peter iv. 7.)
4. Be kindly affectioned one to another (Rom. xii, 10.)
5. Be content with such things as ye have (Heb. xii. 5.)
6. Be ye doers of the word, and not hearers only (Jas. i. 22.)
7. Be of one mind: live in peace (2 Cor. xiii. 11.)
8. Be patient towards all men (1 Thes. v. 14.)
9. Be clothed with humility (1 S. Peter v. 5.)
10. Be pitiful; be courteous (Is. Peter iii. 8.)
11. Be glad in the Lord, rejoice (Psalm xxxii. 11.)
12. Be ye ready, for the Son of Man cometh at an hour when ye think not (S. Luke xii 40.)

H.A.C.
Home-made Christmas Cards.

Amongst the notable pretty holiday things for sale by Mr. Clinkskill are a number of hand-painted Christmas cards, the work of James Paul, a pupil of the Indian School. They represent typical Christmas scenes, landscapes, birds, flowers, etc., and are cleverly done. They are all the more pleasantly worth purchasing has had no special instruction; and the skill exhibited in painting and drawing shows him to possess a natural ability that is not in any way developed - Saskatchewan Herald.

Our Ex-pupils.

Many are the changes since last Christmas. James Brown, of Standard VI, is at the Onion Lake Boarding School instructing the boys in carpentry and is making a name for himself as a mechanic and in his zeal in the discharge of his duty, Fyed Hallendine, Standard V, is with him at present trying in a small way to improve buildings etc. that are going on in that Institution.

Adolphus Belton, one of our stalwart, Forward in the Senior Foot-ball Team, has been discharged and working with one of the most successful firms in the district all summer. His record is as good on the field as in the classroom, and is taking his duties as a member of the Senior Team with signal success.

Samuel Benson, Standard III, and Mary Waychan, Standard V, have both been married and discharged. Sam is establishing a house in the Settlement of his wife, and is living in Kuper's Reserve. We wish them all joy and hope they may be the means of helping to elevate those with whom they live.

Eva Dobs, Standard IV, is married and doing well. Her husband, Robert Bear, is also an ex-pupil. Everybody speaks highly of him, as he is a "steady honest young man who is a credit to his race."

Minie Dakota is at service at Bishop's Hotel, and is doing well, and is getting along well also. Her letters, to her brother, are full of good advice and encouragement.

Eliza Dewitt, Stand. V, is at Prince Albert. She has a good place.

Susan Jane New, Stand. III, and Eliza Smith, Stand. IV, have both been discharged and placed in good families.

Phoebe Kakusoo, Standard V, is discharged and is at Prince Albert. She has been discharged and is married to Mr. H. M. Baker, a former very popular leader of our Staff. He is a missionary, at Cedar Lake, and doing good work.

The great difficulty at present is in securing places for discharged pupils, and from the above it will appear that the Government might remove all difficulties by opening up a Colony, or establishing a settlement especially for discharged pupils; so that they would not be contaminated by the evil influence of the reserve.


day of this kind might cost a little at the outset; but in the end would be the means of preventing the money, that is now being expended on our Indian children, from being thrown away, as it is in the case of nine out of every ten who go back to the Reserves.

Indian Education.

Regarding the education of the Indian, we believe with the eminently successful Superintendent of the Carlie school: that the key note to the situation, is to treat the Indian Children as White Children. Teach them the laws of the White Men are for their protection, that the Rules, governing institutions of this kind, are made solely for their good.

The Reserve Schools should be the nucleus of the Industrial; and the aim of each Teacher on the Reserve should be; to promote as many children as possible to the Industrial Schools and not take a stand against them as we regret to say many of them do now. Many children on the “Roll” of our Reserve Schools are merely a helpless and the Reserve School, merely to get the “Biscuit.” There may be families, on some of the Reserves, who are able to keep their children fairly well; and an exception, for the majority of the children are in such a sad plight with dirt and hunger, that no matter how hard the teacher may work, his labor is thrown away.

The Reserve Teacher should be an Agent for the Industrial School and use all the means in his power, to get as many children to a Civil School or at least, the exception, for the majority of the children are in such a sad plight with dirt and hunger, that no matter how hard the teacher may work, his labor is thrown away.

The majority of Indian children are as susceptible to training as other children; and now that the country, has established, at great expense, schools where they may be instructed in the several industries that will make useful citizens out of them, it is only fair that they be compelled to take advantage of these Schools whether parents object or not. Does it not seem absurd, to establish a good system of Industrial Education for our Indian Children, and at the same time, foster on the Reserve, those influences, that are so much opposed to the proper carrying out, and ultimate success of that system?
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A Word to the Boys.

If you have anything to do, do it at once. Don't sit down in the rocking-chair and lose three-quarters of an hour waiting for the job. Be sure that it will seem ten times harder than if at first. Keep this motto: Be in time, in small things as in great. Habits are everything. The boy who is behind time at breakfast and at school will be sure to get "left" in the important things of life.

If you have a chronic habit of dreaming and putting off things, make a great effort to cure yourself. Brace up! Make up your mind that you will do something about it. Be a power if they dropped out of it tomorrow. If you have anything to do, do it at once. Don't sit down in the rocking-chair and lose three-quarters of an hour dreaming. There are thousands of boys and young men in the world who wouldn't be missed.

For Ambitious Boys.

A boy is something like a piece of iron, which in its rough state isn't of very much use, but the more processes it is put through the more valuable it becomes. A bar of iron that is worth only five dollars in its natural state, is worth twelve dollars when it is made into horse shoes; and after it goes through the different processes by which it is made into needles, its value is increased to many times its original value. If you want to be worth your weight in gold, you must go through the long course of study and training that will make you the best material you can be. But the iron does not have to go through half so much to be made into horse shoes as the boy must to become a valuable citizen. The iron is made into horse shoes by hammering, heat, and pounding and polishing; but the boy must go through a long course of study and training that will make him into a valuable citizen.

A boy who has got to go through an incident some one tells as an illustration will perhaps be worth $1000; but he must go through the long course of study and training that will make him a valuable citizen.

Give him a Chance.

Give a boy the same chance that you claim for yourself. Don't surround him with conditions that choke, and gail and discourage him, and then expect him to do what no one can do within the same environments. Don't swear at the boy. Don't be constantly nagging him on his failures. Don't find too much fault in him when he is trying to do well. Don't speak sharply to him because he may be slow in comprehending your order or meaning. Have as much to do with the boy as you would with a bag puppet or vicious colt, and the returns for your labor will be a thousand-fold greater. In the pleasure of teaching him, he will have developed into the type of manhood, bearing fruit to the glory of God and the highest good of the race.

Drank up his Sawmill.

A piece of excellent advice is contained in an incident some one tells as follows:

Tom met an old friend, who was formerly a prosperous young lumberman up in northern Minnesota, but whose bad habits of drinking brought him to a pretty "hard up" condition, although he has since reformed and is doing better. Tom asked him how he was.

"How are you?" asked Tom.

"Pretty well, thank you, but I have just seen a doctor to have him examine my throat."

"What's the matter?"

"Well, the doctor couldn't give me any encouragement. At least he couldn't find what I want to find."

"What did you expect him to find?"

"I asked him to look down my throat for the sawmill and farm that had gone down in drink."

"And did he see anything of it?"

"No; but he advised me if ever I got another mill to run it by water." - Our Boys.

Emsinson was asked whether he was a total abstainer. He said "Yes." - Asked whether this was the result of home influence, he replied "No. I always felt I had a better use for my head."

He that does good for good's sake, seeks neither praise nor reward, but he is sure of both in the end.

If we would only try to be pleased with the present circumstances of our surroundings, and not, as in softer times, more true happiness would flow from such an effort than from constantly striving after changing conditions, with problematical results.

Which Will You be?

Who will tell? The boy who reads this, what will he do? When he becomes a man will he do many things? Will he be read and so be intelligible? Will he bring the powers of body and mind into exercise, and so be useful and healthful and strong?

THE MANLY BOY.

The boy who always means to do The very best he can: Who always keeps the right in view And aims to be a man. Such boys as these will grow to be The men whose hands will guide The future of our land; and we shall say, All honor to the boy who is A man at heart. - F. Whipple.
The October and November Number of "The Red Man" lately received, contains Major Pratt’s nineteenth Annual Report of the Indian Industrial School at Carlisle, Pa., to which we daily refer, that there were 867 pupils (402 boys and 465 girls) in the School; these represented 74 different tribes of Indians.

We will reprint a few extracts from the report:

We recognize the Indian as a man, and train him in all the lines of our life. This is an important correction of his difficulties short of this, and this is his right as well as our duty. While this is purely an Indian School, the methods of instruction are the same for the pupils in the light of the true American tenet that "all men are created equal," and aim to give them the same advantages, in every way, as other men, of taking part in all our affairs, industrial, intellectual and moral.

Realizing that a safe future depends upon the training and intelligence of all Indians, we have laws for the compulsory education of the young and the most effective charities, both in help to the individual and in sending children in the equal and degradation of crime and ignorance, take them to the fresh air of cleanliness and schooling without consulting the guardians and other victims of the harmful influences. Then, when our find the Indian children eager for education, the methods longed for and dependent why should we lose time in waiting for the parents to waken to the advantages of right education for their children? Their consent for the children to go away to school? These same laws that work for good to the many nationalities that make up our great but heterogeneous country should govern in our responsibilities for the 250,000 Indians under our care. Nearly twice this number of foreigners the majority of whose children are educated to a higher intelligence than the Indian of to-day, has been welcomed into our body politic every year. Through desire for better conditions, and through necessity they scatter over our entire territory, Swedes, Poles, Germans, Italians, Africans, etc. Mingling with us and seeking us on the common ground of the language of our country, and being subjected to the same laws of education and good order, they generally are evolved into full and useful American citizens in one generation. Justice demands that we start the Indian child with a knowledge of our language and then should be educated to the same standards and industries of our country. Given this start, should there be no Indian reserve to nor continued Indian schools necessary to the progress of the Indian? The school might and should be the ship to bear him from his ignorant home and无知 ignorance into the widest opportunities for development. What a misfortune, then, to turn the school into a force for holding the children to the slavery of the old wild life!

From the school standpoint we naturally consider the young, but as the older Indian men are so successfully lifted by the processes of association and assimilation into the life of our country, so might also the older Indian men of all ages, even to sixty, selected as the most criminal among eight hundred prisoners in the Indian Territory, and sent under my care to Florida and held from '75 to '78 as prisoners of war, through a sort of outlaw and liberal contract with the Indians learned to speak English and became so imbued with the American spirit that at the end of three years they petitioned the Government to be allowed to have their families with them and remain to work out their own salvation in the East as individual men, but the Government denied them this privilege. Was it their fault then, that when forced to return they disappeared in the masses of our reservations? While it is next to impossible to indoor the American spirit into the teaching on the reservations, where there are no illustrations of it in the life of these isolated places, the Indian children must in some way be placed under the influence of individual contact with American life and citizenship. The location of an Indian reservation school should, therefore, be not only where the example in the life of the surrounding country is the best, but one must be such that its influence is greater. Hence, the necessity of this Outing System, or something akin to it, and then should follow continuous enlargement of its possibilities, and all purely Indian schools disappear.

It is a mistake to consider Indian nature as different from other human nature.

The duty of Indian Schools is to get the Indian into the masses on an equality, so they may go ahead without special and separate supervision.

Fragments of Time.

A half-hour each day steadily given to the vanquishing of some real book in history, geography, literature or science is three hours a week, is more than twice solid days of twenty-four hours each year. What can not the business men accomplish in the fragments of time? Oh, if the young people only know the culture and their knowledge and their esteem and their respect for doing comes. Merely fining newspaper and novel reading—youths of nineteen. Does this not make a list, no ship drifts into harbour. No young people drifts into an achieving manhood or womanhood.

Which way do you Lean?

If the tree fall toward the south, or toward the north, in the place where the tree falleth, there shall it be.

Eccles. II. 3.

The tree will not only lie as it falls, but two things more; that is, we shall go after what we are inclined to—is not that so?—which makes all in all to us what the bent of our mind is.

Twenty years ago there were two boys in my School-clasp, bright, lively fellows, who interested me very much, only one of them made me sometimes feel anxious. I often found him out evenings in company with young rowdies. When I asked how it happened, he used to say he was simply out on an errand; the boys asked him to join them and he could not help it. But the thing was that so, it still made me uneasy. I spoke to his mother.

"Is not Willie out nights too much?"

"Willie out nights? Oh, not Willie does not go out nights. Was I mistaken then?"

The other boy, whose name was Arthur, I never met among the rowdies. His speech was always so well distinguished. I was only out on an errand; the boy was some distance away. I was only out on an errand; the boy was some distance away. I was only out on an errand; the boy was some distance away. Twenty years ago. Both boys had begun to show which way they were leaning, and how their tastes inclined them. Twenty years will soon be spent, and what will be the result?" Arthur? Why didn’t you know he had been taken into the partnership with the old firm he served his time with? They could not spare him, so they took him in."

"Good! I said, of course was the answer; "a shabby, idle, drinking fellow, whom nobody wants to employ.""

"Oh, I am so sorry to hear it—sorry, but not surprised. I wonder where Arthur is?"

"Arthur? Why, didn’t you know he has just been taken into partnership with the old firm he served his time with? They could not spare him, so they took him in."

"Good! I said, of course was the answer; "a shabby, idle, drinking fellow, whom nobody wants to employ.""

"Yes, if you please." These were his last words. How much kindness and courtesy is expressed in them! He had commanded the green armies in Europe, and had long used the throne of authority, did not despise or overlook the small courtesies of life. On his servant holding it to him on a saucer and asking him if it was better; the Duke replied, "Yes, if you please." These were his last words. How much kindness and courtesy is expressed in them! He had commanded the green armies in Europe, and had long used the throne of authority, did not despise or overlook the small courtesies of life. He had commanded the green armies in Europe, and had long used the throne of authority, did not despise or overlook the small courtesies of life.

A Message to Young Men.

My boy, you won’t always be twenty years young. Save some of your youth and a great deal of your strength for your old age. Don’t use it all up now, when you don’t need half of it. And save it from your reserve for your work. Save it by going to bed at ten, rather than half-past twelve. Too much sleep is injurious, but twenty-four hours sleep will harm you less than six hours’ wine supper. The Ram’s Horn.
Football is now in full swing. In the contest for the championship and Cups etc. so generously offered by Major Cotton and Misses Chinkskruk and Hinchey, the Eagle Hills Team by 3 to 0 and the game between the Town and School 1 to 0 in our favour.—Benjamin Dakota.

Mr. Inspector Chisholm paid us an informal visit yesterday, and we were all pleased to see him. He examined some of our work and expressed himself as delighted with our progress. We were just beginning a march when Mr. MacLean, Barrister of P. Albert, accompanied by Mr. Brokovski entered our classroom. They also examined our work and were both pleased. After the march, “Gathering of the Clans” our visitors made speeches.

Mr. Chisholm congratulated us on what he saw.

Mr. Brokovski said he was a military man, and as such was very pleased with our boys—comparing them to regular soldiers in their drill, etc.

Then Mr. MacLean with great feeling complimented the teacher on his work. We all stood up when James Paul was called to the front and praised for his paintings. The one of Queen Victoria Mr. MacLean said should be sent to the Queen herself. He said he would never forget his visit to this School, and that the Principal should be proud of his boys and girls, and the Government Institution.

Mr. MacLean presented the School with a valuable prize to be competed for by the pupils.

Robert Thomas, at Mr. MacLean’s request, wrote the following on the board as a motto for pupils about to be discharged:—”To the boy or girl on leaving this School, in which you live, the last time you will hear we speak to you in this world.” And so his voice is silent, but his example still lives. “Old Jacob” was well known to us for many years as a consistent Christian; he had a great grasp of the essential truths of the Gospel. So much so, that on one occasion, quite a number of years ago, the late Bishop MacLean, of Saskatchewan, after a long conversation with him, said to the missionary then in charge; “Why, this old man is a regular theologian.”

He had stood in our hearts for many years. When he left for home, he spoke to all the children words of loving wisdom and fatherly counsel, reminding them of the privileges they enjoy here, of the life that is before them in God’s providence, and advising them as to the best way of meeting the exigencies of life and dealing with its difficulties and temptations. In closing he said, “I am an old man now, once I was your age, as you are now; but this is to show you what I have said to you. Little children, perhaps this is the last time you will hear me speaking to you in this world.” And so his voice is silent, but his example still lives. “Old Jacob” was well known to us for many years as a consistent Christian; he had a great grasp of the essential truths of the Gospel. So much so, that on one occasion, quite a number of years ago, the late Bishop MacLean, of Saskatchewan, after a long conversation with him, said to the missionary then in charge; “Why, this old man is a regular theologian.”

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Some time ago these two chiefs visited the school along with a large number of people; they were shown all through the school, and were treated to a number of questions by our pupils—Robert Thomas.

"I thank God from my very heart for what I have seen today performed by the young boys and girls in this school, and for the present and permanent pleasure to be able to speak to the pupils and also to the workers in this school, to tell them of the progress that we wish to make with our children, and that I have seen. I shall now say to you: things that are taught.

Now, my relatives, how many of you have come here today, and consider the work that is being done here by these persons who are instructing the children, and the way in which they do this. I will let you know that two of you have died here, but we cannot blame them for that. We must let the children go to school for education. It is necessary that the two methods best methods of making the children independent and self-supporting. We must let them go to the school—"he has now to face and deal with. We must educate him so that he will have both the desire and the power to take up the hard work that is expected of him. We cannot reasonably expect him with the customs, habits and traditions of an English school that is part of the human race—he is human nature bound in real—but these powers cannot be developed, taught, or drawn out by education of the proper and necessary kind. It would hardly be reasonable to expect that he would naturally appreciate the importance of education. He does not know the great value of it, but we know that it is absolutely necessary for his future welfare and prosperity, and that is a fact. He is not at all aware of the things that are taught in our schools to make them aware of the necessity, and advantage to himself personally, that he will be a gain to the country to have him educated and trained to support himself and his family. He must help himself and do for himself. Besides his necessity, and advantage to himself personally, it will be a gain to the country to have him educated and trained in the arts of life. We must give him a chance to learn, and to become adapted to life. We must give him the chance to grow up and become a useful member of society.

And more that will be made upon him?

Will he be able to hold his own and make his way, without some great change in his situation, without anything else?

Would he be able to hold his own and make his way, without some great change in his situation, without anything else?

Indian's condition as an Indian, future will not equi-.
ous in every way to say to the Indians in effect:—

Here, as a matter of consideration, we are going to force your children to go to such a school to be educated as we think fit. If you agree, good and well; but if not we will use our parental force, or our older wards, and take these younger ones and put them where we know they ought to be for a number of years—in school—so as to come out of the battle of life. If you will not consider your children's future welfare, we must do it for you. We have both you and them on our hands, and we are going to carry to effect the plan which we believe is absolutely necessary for the children's future welfare. The Indian would very soon acquiesce in this, when seen that the Department was its real earnest; it would only have to be done once, the apparent harshness of the plan would very quickly wear away in the strength of its results, and after a while the Indian would fall in with it as being the very best thing for himself and his whole race.

In my Department, I have had as my guiding principle for His mercy's sake, for me it is the way of mercy for ever. It is a "mercy" still to say the mighty king of ignorant opposition to the education of his children, and to give these children as an heritage to those who will use them right and confer a benefit upon them for time and eternity, by cultivating their talents, powers, and talents in a way that will tend to the greater glory of God.

Compulsory Education.

Progress says:—"If Indian parents, in their ignorance and paganism, wish to deny a common education to their children, the Department should show them it is stronger and wiser than the parents."

Superintendent Verdin (U. S.) says:—"Consent of Indians opposed to school, should be obtained. Those that are opposed should be deprived from all consideration on the part of the Government and its agents. Firm support should be given to this system, and those that desire that their children abandon Indian ways and become enlightened, may be shown consideration in having their children committed to age of entering school, etc.

Superintendent Harris says:—"It is necessary to have the children in school at an early age, before they have so many other passions instilled into them the principles of Indian life."

Superintendent of Fort Lewis says:—"It is necessary to secure attendance on non-reservation schools outside of the State of Territory in which the children's parents live. Superintendents Burt and Kibler say that a compulsory school law extending over the day school to non-reservation school is needed.

The national missionary worker for years among the Indians said just lately:—"I feel so sorry for our poor people to be so blind to their own interests, and so many children growing up in ignorance, who ought to be in our Industrial Schools, and I often think that it would be a good thing if the Government made educational compulsory. They should, I think, see to it that the Industrial Schools are kept filled."—

An Indian Agent in the United States says: The determined opposition to the education of their children was overcome by a policy of repression and force. The Government itself was expected to try to keep them from school. They would brazenly deny having children, despite the order of "Constitution Roll" and the "Ticket" on which they had for years drawn the children's rations. Children were hidden out in the brush or sent away to work for them in school. Bodily inducements were given to them for school; bodily inducements were given to them for school; some parents absolutely refused to bring their children in. The deprivation of supplies and the arrest of the old women soon worked a change. Runaways were speedily stopped by the connections of the Government & the Department, and the older women was induced to pay the bills that maintained them in idleness. Illegitimacy, immorality, and barbarism, are identified. The Government has not been a party to the education of our children. The latter have been made out the Department's wishes, included—"It will not take long to graft on the idea that the Industrial School is a Contraband of War."—

The Indian News" published at Genoa, Nebraska says:—"Instead of trying to pull down one part of our educational system would it not be better and wholehearted to pull down all, work for a uniform system which would be the same for all. The Notes and Queries, states that "If you wish to school, you have one child in the Indian School or Non-Reserve School. Give each of them just due, for they were working, or ought to be working, for the same one is amplifying the Indian, and there is good being done, and to be done, by all."

Industrial Training.

On some reservations in the United States the authorities hold back the ratios until the parents place their children in the schools. The Indian Department authorities in the United States are evidently alive and wide awake to the necessity, the value and the wisdom of educating the Indians when they can. Interference for Indian work amounting to $3,247,294,—the amount appropriated for Indian Schools is $2,881,850; money spent in the proper educational part of the Indian is money well spent, and it will come back with good interest in years and generations to come.

Mr. Buel, a Superintendent of Indian Schools in the United States, in his Annual Report makes a strong plea for the industrial feature of educational work among the Indians, saying other things she says: "I desire to emphasize the statements of numerous Indian educators that Industrial Training Schools have taken a permanent place in Indian education, for it is the foundation stone upon which the training of the Indian is built. The consciences of the superintendents of these schools shows that too little attention is paid to this field of labor and it was insisted that larger facilities for work shop and teachers and workmen in this field, upon which the civilization of the race depends, may not suffer. Miss Reel believes that no less attention should be paid to the industrial training of the girls, "when you civilize the wife, you civilize the home," and that sewing, cooking and a course of economic
GRADUATES, or Returned Pupils.

Does it seem to be right, or is it kinder, to take an Indian child who has been trained in one of our Boarding or Industrial Schools, where he has been accustomed to the methods of our work, and to put him into the comforts and conveniences of civilization as they exist in these schools, and set him down in a reserve where discomfort and unaccustomed surroundings are the rule, where he will not have proper opportunities for putting into effect the education he received while in school? Is there any old people with their old customs and habits there? Yes, but they are a continual pull down on him, and where the life generally is just a contrast to what he had experienced in the school? Let us remember that the Indian has feelings as well as we have, and these feelings are probably more keen and sensitive as a part or result of his education and surroundings with their home-like comforts. Let us place ourselves in his situation, and think what we would like—and then as we would that others should do unto us let us do unto these wards of ours.

If the one who is giving wings to birds and teaching him how to fly, and then penned him up in a cage where his wings are useless, and where he is bound to lose the power of flying for want of scope and freedom? If pupils are to be sent back, or allowed back, to the ordinary reserve life, to revert to their original condition, after they have been removed from it? Should any money at all be spent on their education? Why are they made for the wreck of civilization life—to get far enough to enjoy and appreciate them and then be placed where they cannot continue to have them? Perhaps it might be said in this connection that where ignorance is bliss 'tis folly to be wise. Let it be distinctly understood that the Indian is not to fly pupils for reserve life but for the wider life of regular settlers in the country. If pupils who go back to the ordinary reserve life, be failure, it does not go to prove that the school training is a failure. It shows that they ought to be somewhere else, that they ought not to have been allowed to return to the reserve life, that their training has unfitted them for the reserve and has tended in another direction.

We will end this article with a statement made some time ago by a gentleman who is a keen observer of things and has had a practical knowledge of Indian work and requirements. "When children are leaving these schools I think the Department should require them, make them go to proper employment and not allow them to drift away and do as they please. There seems to be a lack of

firmness, and a lack of system in the management."

Supt. Allen, of Albuquerque, N. M., in an annual report of the Indian schools said: "Have an Indian child taken from the camp to an institution that in a few years gave him faint knowledge of the glory of the Anglo-Saxon race of the nineteenth century, and then sent back to the agency of the realization that there can be no place for him. We must better the aims of the young Indians, and to do this we must end the existence of the reservation and its camp. The youth must be brought into and kept in our civilization, unless our civilization is taken to him—You might have an Indian child finish all the courses in all the technical schools of the United States and unless some proper employment is provided for the student when he has returned to the camp (if he ever has to return) there is no escape to drop back into the customs of the camp. To sum up, then. Keep him above and free from the debasing influence of camp life."

Does it seem to be right, or is it kind, is it humane, to take an Indian child who has been trained in one of our Boarding or Industrial Schools, where he has been accustomed to the methods of our work, and to put him into the comforts and conveniences of civilization as they exist in these schools, and set him down in a reserve where discomfort and unaccustomed surroundings are the rule, where he will not have proper opportunities for putting into effect the education he received while in school? Is there any old people with their old customs and habits there? Yes, but they are a continual pull down on him, and where the life generally is just a contrast to what he had experienced in the school? Let us remember that the Indian has feelings as well as we have, and these feelings are probably more keen and sensitive as a part or result of his education and surroundings with their home-like comforts. Let us place ourselves in his situation, and think what we would like—and then as we would that others should do unto us let us do unto these wards of ours.

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Sir James Sawyer, a well-known physician of Birmingham, England, has away from it. Send someone else as a missionary to the tribe to elevate the old. The downpull of the tribe is vastly greater than the uplift of a few unsuspected boys and girls.

For Instructors.

Let every officer and teacher in all our schools and all engaged in Indian work on the reserves remember that they are character builders and that character is eternal.

Is there any boy or girl who would like to hurt his or her own body? No, very well then boys and girls' be very careful in all your words and actions so as not to hurt the larger body of which you are the members and that is the school. Ask your teacher to tell you the meaning of the eternity of human actions.

If you were hungry and in need and someone gave you good food to eat and helped you on your way; would it be right for you to take a knife and stab the kind hand that fed you and provided for you? I am sure you will say, No: Very well, then boys and girls' be very cautious in all your words and actions so as not to hurt the larger body of which you are the members and that is the school. Ask your teacher to tell you the meaning of the eternity of human actions.

So Should We. 369

The camel, at the close of day, kneels down upon the sandy plain, to have its burden lifted off, and rest to gain.

My soul, then, too, shouldst to thy knees
When daylight draws to a close, and let thy Master lift the load.

And grant repose.

Else how couldst thou to a new crew
With all to-morrow's work to do, if thou hadst burden all the night?

Durst carry through the day?

The camel kneels at break of day.

To have his guide replace his load,

Then rises up anew to take

The desert road.

So shouldst thou kneel at morning's dawn,

That God may give thee daily care, assured that he has no load too great

Will make thee bear.

You Can Live One Hundred Years.

Sir James Sawyer, a well-known physician of Birmingham, England, has been confiding to an audience in that town the secret of longevity. Keep the following nineteen commandments, and Sir James says no reason why you should not live to be one hundred:

1. Eight hours sleep.
2. Sleep on your right side.
3. Keep your bedroom window open all night.
4. Have a mat to your bedroom door.
5. Do not have your bedside against the wall.
6. No cold tub in the morning, but a bath at the temperature of the body.
7. Eat something before breakfast.
8. Eat little meat and see that it is well cooked.
9. (For adults) drink no milk.
10. Eat plenty of fat to feed the cells which destroy disease germs.
11. Avoid intoxicants which destroy those cells.
12. Regular exercise in the open air.
13. Allow no pet animal in your living room. They are apt to carry about disease germs.
14. Live in the country if you can.
15. Wash the things—dishes—drinking water, dam and drain.
16. Have change of occupation.
17. Take frequent and short holidays.
18. Limit your ambition.
19. Keep your temper.

Let all our readers white or red, cut out the above nineteen commandments, put them in a nice little frame and hang them in the most conspicuous place in their rooms, as a gentle reminder of how to live for one hundred years.

THE WORKERS.

With savages religion and civilization should go hand in hand. The work should be always heal the sick, to teach something of the common arts of life to his rude hearers, and to aid in raising to some measure of material comfort those whom it is his chief business to save from sin. It is possible to care for the temporal good of the people, whilst preaching the healing truth to their souls; it is possible, for it is just what Jesus did.

Archbishop Thomson.
Notes from the Pupils.

We are very glad to see Spring again.

Patrick Armstrong,
Stand. 4.

Mr. Macleod and Miss Lewis are busy drilling us every day.

Alex. Child,
Stand. 3.

We all hope Louis and Robert will pass the Public School leaving.

Alex. Dakota,
Stand. 3.

We are all glad to see Mrs. Ward better. She has been quite ill for a few days.

Polly Head,
Stand. 4.

Miss Brukovsky is teaching us some new songs. She is very patient.

Lucy Gray,
Stand. 4.

I hope the Inspector will give us a good name. We are trying to keep up our reputation.

Samuel Dakota,
Stand. 4.

We are learning a new song called "Queen, Flag and Country." We are all very fond of our Queen.

Josephine Graf,
Stand. 3.

We were pleased to see Mr. R.S. Cook of Prince Albert. Messrs. Hill and Clinkskill and Sergeant Major Soper of Battlesford at our School as visitors this month.

James Paul,
Stand. 4.

I am just longing to have a swim in the Saskatchewan. Some of the boys have forgotten how. What if they have?

Solomon Ball,
Stand. 3.

The hens are laying plenty of eggs, and the boys and girls get boiled eggs as well as butter quite frequently. I am longing for a lettuce salad.

Ida Graff,
Stand. 4.

It will soon be Arbor-Day again, and I hope we will plant a lot of trees. Last summer we had plenty of flowers, and I hope we may have more this year.

Susan Whitecap,
Stand. 4.

Last Monday we cut down about five hundred trees. We are going to plant them in ditches, and when they grow we are sure to have nice grounds.

Charles Little,
Stand. 3.

The farmers will soon begin to plough because the weather is getting quite warm. The wild geese and ducks are coming home again. An Indian shot a goose on Battle River over a week ago.

Colin Bern,
Stand. 3.

We had a foot ball match with A Division. They called themselves Fishmen and B Division Scoteman. We beat the Scotchmen 6 goals to 1, but I think they will beat us next time unless the Scoteman brace up.

Willie Drexer,
Stand. 4.

I am a baker and know how to make yeast. We have a lot of bread, some days the children eat more than others. Miss Plumb is kind to us and we all like her. Peter Wuttunee is getting fat he says "baking is a good job."

George Stanley,
Stand. 3.

The Town and Police are playing a very strong game, and if we win the Prize, we will have to go in for all we are worth. The game last Saturday was the hardest we ever played and yet we did not score. We are glad to say our opponents had no better luck.

Patrice Pacheto,
Stand. 4.

We had a rattling foot-ball match last Saturday with the Town and Police, the result was a tie, and the referee decided to play fifteen minutes more; but neither side could make a goal. I think the Town and Police are improving. The next match will I hope decide the Championship.

Benjamin Dakota,
Stand. 4.

Rev. D. D. Macdonald of Breslaw visited our School sometime ago and spoke to us saying, "that we ought to be thankful to God for his goodness to wards us in giving us a home and a good home. He told us of evils of reserve life, and hoped we would put the training we were having received to good account after leaving the School. He said that we were making good progress and that our opportunities were very great, and as we had received much at God's hands, God would expect something in return from us."

Jno. Peter Aberdeen,
Stand. 3.

A special service was held in our school room on the evening of April 12th, in connection with the anniversary of the organization of the School. The sermon was preached by the Rev. R. Inkster. The offering which was made amounted to twelve dollars. At a similar service at our Onion Lake School on the same evening, the offering amounted to fifteen dollars.

A circle of "The King's Sons" has been formed in connection with the School. It starts with a membership of eleven. The Crees name of the Circle is Patapun. ("Dawn of Day.") 2nd. Peter Ch. 1. v. 19.

Official Reports on Our School and its Work.

The Annual Report of the Department of Indian Affairs, 1889, has just been received.

We have much pleasure in quoting from its pages a part of Inspector Chisholm's report on our School:

"The condition of the school-room work was most promising. The difficulties of low speaking and diligence in answering have largely disappeared. The pupils are attached to their studies and show much zeal in all their school exercises. A commendable promptness of word and action is being cultivated; and the general tone of the school-room work is decidedly good. Among the boys especially the effects of regular drill and systematic physical exercises are distinctly perceptible in an improved bearing, a ready obedience to command and a growing courtesy of conduct and of speech. The most important industries—agriculture, gardening, caring for stock, dairying, carpentry and blacksmithing are taught systematically by competent instructors. In addition to this there is painting, shoe making, and printing in each of which some of the boys excel. The girls show much proficiency in all the different departments of housekeeping, especially in cooking and sewing. The neatness of the pupils' clothing, which is also of suitable material and comfortable, reflects credit on the sewing department of the school. Due attention is given to physical exercises, regular hours being set apart for this purpose under the direction of a member of the staff. The health of the school is in general good. The opportunities for turning to profitable account the skill gained by pupils in their several industries are not the best, owing to the sparsely settled condition of the surrounding district, yet in several instances where they have been employed abroad their services have given much satisfaction.

"The Industrial School, under the charge of Rev. E. Matheson, Church of England, has about sixty students, and ten pupils and is doing well. The School and its surroundings are very much improved." C.M. Dunns Indian Agent.
Our fathers loved the forest,
They loved to hunt and roam,
To camp in rocky fastness
For weeks together, or alone.
And we, their children, honor
The story of the past,
The legends of their daring
Long ages will outlast.

But with this knowledge
Has dawned upon our eyes:
Before us blinding 'wanding;
The white man’s pathway lies.
No more we raise the tepee,
No hostile brow we draw,
We live with our white brothers
All, beneath the law.
We will not pause nor falter
But bravely, as they did,
We’ll fight our way unflinching,
Thro’ trials manifold.

We will not pause nor falter
But light of purer knowledge
Hath dawned upon our eyes:
Before us blinding ‘wanding;
The white man’s pathway lies.

We will not pause nor falter
But bravely, as they did,
We’ll fight our way unflinching,
Thro’ trials manifold.

So far from home, but it is worth while
Considering why one who is accepting
A salary from the government should
Speak thus of himself. ‘Oh no,
A splendid worker; he does not
Need to go to the Industrial School,”
Though John had said he would like a
Couple of weeks, perhaps, that he
Could learn enough English to read
A paper intelligently. Why then
Should he not be encouraged to go on?
Did his teachers feel this, who said
Lately, “We have sent two of our
Best boys, he is sure you don’t spoil them.
Was the only fear that of a good boy
Spending free time in such school working
For his own glory?” or are all working
Together for the good of the Indian?

Progress.

The parents object to sending their children
To an Industrial School and I don’t blame them, said an Indian official not long ago.

The Indian boys should be encouraged to
Learn some trade and trained in such a
Way that he will be able to use
The hand as well as the mind.
Diplomas should not be given any Indian unless
He is master of some trade. The library
And the industrial work should go
Hand in hand.

Out of every seven hundred young men,
In the U.S. about three attend school until they are
Eighteen years old, and out of every hundred
Only about four are prepared
Or equipped by education for an occupation
Or business. Out of every hundred
Graduates of grammar schools only
Eight obtain their living in the pro-
Fessions or in business and scarcely
Two to make their way by means of
Their hands.” Therefore every effort
Should be put forth to educate the
Youth alone but will apply with equal
Force to his white brother.

How the Heathen Indian Women Are Treated.

In accordance with the custom of all
Pagan nations, the Indian men look
On their women as an inferior race,
Of beings, created for their use and convenience.
Therefore, treat them as menials, and impose on them
All the drudgeries of a savage life,
Such as making the wigwam, providing
Fuel, planting the Indian corn and maize, fetching the venison
And bear’s meat from the woods where
The man shot it. In short, all the
Hard work is done by the women; so
That it may truly be said of them,
That they are the slaves of their
Husbands.

In the wigwam the men occupy
The best places, leaving such parts as
Are most exposed to the inclemency of the weather
to the poor women. In regard
to their food, the women eat
The coarsest parts of the meat, or what
The men leave. When travelling the
Men always walk on before. It would
Be considered great presumption for
The wife to walk by the side of her
Husband; she, therefore, keeps at
A respectful distance. I have often seen
The husband start with nothing but
His gun or bow and arrows, while the
Poor wife, at some distance behind,
Would be seen bending under the
Burden of all the family clothing
With a child packed in the midst of materials
For building the wigwam. These

Unfairness and Injustice to Industrial Schools.

The parents object to sending their children
to an Industrial School and I
Don’t blame them, said an Indian
Official not very long ago. As he has had little experience in
The Indian work, his opinion is not so
Valuable as it will be in ten years. It is
Not hard to understand why the parents
do not care to send their children
So far from home, but it is worth while
Considering why one who is accepting
A salary from the government should
Speak thus of himself. ‘Oh no,
A splendid worker; he does not
Need to go to the Industrial School,”
Though John had said he would like a
Couple of weeks perhaps, that he
Could learn enough English to read
A paper intelligently. Why then
Should he not be encouraged to go on?
Did his teachers feel this, who said
Lately, “We have sent two of our
Best boys, he is sure you don’t spoil them.
Was the only fear that of a good boy
Spending free time in such school working
For his own glory?” or are all working
Together for the good of the Indian?

Progress.

There is a legend among the North American Indians that the Great Spirit, when journeying through the invisible world, came to a hedge of thorns which blocked his way, and from this thorny hedge he threatened him, whilst a deep river lay between him and the spot he sought. Still he went on boldly and found the difficulties were but ghosts of our own imagining, and melt away when we meet them boldly, faithfully, with the words of B. B. Baxton’s “By Water and Dusk.”

In 1775 the Continental Congress passed a bill appropriating $300 for
Education of Indian youth. In the year 1794 the first Indian treaty in which any form of education was mentioned, was made with the Onondagas, Tuscaroras and Stockbridges in which the government agreed to keep certain mills in repair and to instruct a number of young men of the Three Nations in the arts of miller and Sawyer.

In the year 1819 Congress first made
An appropriation, of $10,000, for Indian
Education which was at that time
Confined to the mission schools. In his
Annual report for 1857, the Hon.
Commissioner of Indian Affairs states,
“that it was not until 1850, when Congress
Made an appropriation of $100,000,
That the government undertook a
Ceremonies to provide Indian tribes
With schools.”

From then the appropriations have gradually increased, the amount
Appropriated in 1898 being $73,031,571. This is an amount of $810,884, paid
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Appropriated in 1898 being $73,031,571. This is an amount of $810,884, paid
To schools that were not under the direct
Management of the Indian Office.

A writer in The Indian News speaking of the prosperous condition of the Onondaga Indians says:

“The Onondagas are surrounded by
So-called civilization for one hundred
Or more years, yet this has not made
Them what they are to-day. This
Change of conditions has been gradual, but during the past fifteen years
Our government has been most marked. A prominent citizen of Green Bay states, that the Onondagas have made more actual improvement, during the past ten or twelve years, than all the previous history of their Government. It began to take active interest in the education of their child-
years In snaking these statements I do not wish to detract one iota of credit re-ner, than dacirig the whole period of his acquain-tance with them, which has much in the way of laying a foundation upon which others are building. However, it is an established fact that educa-
tion, with its influences, is the factor that has placed these Indians in their present prosperous condition. Edu-cation and enlightenment is doing for them what it has done for others, and they are fast taking their places along with their white brethren in the various walks of life.

The Indian News heartily concurs in all that is said in the article printed in the American of February concerning graduates of Indian schools. There should be a certain point that a pupil must pass or she is allowed to graduate. This thing of sending out boys, or girls, who are not up to the highest point attainable at the school thing, is wrong. It is bad for the institution and worse for the pupil. It is much better to have one graduating class in five years, and then to honor to the school, than to graduate ten or twelve every year, of those who are but partially ready to step into the world and fight their own battles.

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The Slaughter of the Birds.

Mr. Ruskin once said that if an angel visited England her sportsmen would be astonder to prove one's self worthy of confidence. To trust a child is too

The corporal was astonished. Turning round with all the

Washington and the Corporal.

During the American Revolution, it is said, the commander of a little squad was giving orders to those under him relative to a stack of timber which they were endeavoring to remove to be

Indisputable Singing.

Between the efforts of singing masters to persuade vocalists to sing when they sing and those of the singers to utter the words set to music, the English language and the psalms and hymns and spiritual songs

The slaughter of little birds that are now coming from their southern homes to spend the spring and summer with us. We all need their sweet cheerful song to help in work and study, and make us happier. The bird who would kill a harmless bird is heartless and cowardly. He, kind to all animals, and good to one another.

Giving for the Support of the Church.

People who complain of the demands made upon them for the upkeep of the church's work have perhaps or parish might do worse than take example by the mission-field. The 9,000 baptized converts in the mission field in South China, I will relate, have last year 10,171 dollars towards the support of their own church. Their contributions work out at more than a dollar per head.

Responsibility.

A consciousness of responsibility quickens a sense of duty to be faithful. To know that one is trusted is an incitement to prove one's self worthy of confidence. To trust a child is too

True Riches.—William Witherforce, the slave abolitionist, in his diary, thus beautifully records how he conquered the emotions that are aroused on seeing others. "The more equal or even inferior, ascend to situations of higher worldly rank than he himself had attained to. Remember, oh my soul, he writes," no man can serve two masters. Have

I not a better portion than this end? I boast not of bow to seek the true riches, the glory and honour which are connected with immortality. Yet turn not from those who have these virtues with cynical or envious malignity, but rejoice at their temporal comfort and gratifications.

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The Guide.

Motto. "In all thy ways acknowledge Him, and He shall direct thy paths.” Prov. III. 6.

Vol. VII. BATTLEFORD, SASKATCHEWAN, JUNE, 1899. No. 12.

The Guide is published monthly at the Indian Industrial School, Battleford, by our pupils.

VOL. VII.

Subscription—50 cents per year.

BATTLEFORD INDUSTRIAL SCHOOL, under the auspices of the Church of England, Established 1883. Over one hundred pupils. The boys are instructed in the following trades:—Blacksmithing, Carpentering, Farming, Kindling and Whitewashing, Painting and Gilding. Printing, etc.

The girls are instructed in Darning, Knitting, Mailing and Mending clothes, Sewing, Cooking, Tailoring—and all kinds of general house work.

STAFF.—MEN.

Principal,
Rev. W. E. Matthews.

Head Teacher, Miss E. F. McFieagall.

Gym Ass'n., J. A. V. Young.

Farmer,

Carpenile,
E. Brown.

Matron,
P. Dailey.

Nighthawkm, J. Martin.

WOMEN

Matron,
Miss M. A. Ward.

Second Teacher, Miss I. F. Bramble.

Assistant Matron,
E. Brown & McFieagall.

Cav, Clara Thornton.

House & Dairy maid, Barbara Putley.

Laundress, E. Shillington.

Several of the pupils are also employed in various capacities.

School Notes.

Miss C. Thornton of Dundas, Ont., arrived here on the 8th. June; and Miss E. Sheppared, of the Daughters of the Church, Toronto, on the 1st. They each took a position on the staff.

Mr. G. G. Mann, Indian Agent at Onion Lake, visited our School on the 5th. We think he was somewhat surprised at seeing such a flourishing school; he went through the various departments, gave some practical advice to the pupils generally, and finally sent over two large parcels of candy to the children.

The final scene in the Football Carnival took place on the 9th. June, when the H. R. Co.'s Challenge Cup and the Government medals were presented to the School by the Town.

A number of the Indian gardiners from the Town were present and Seeret Major Rice and Capt. Ryan assisted very materially in the evening's entertainment.

Mr. Hudson of the H. R. Co. presented the Challenge Cup, and the applause with which he was greeted by the Indian men and women was appreciated much by the pupils. Robert Thomas Captain of the Town thanked the honor was the Indian City in a manner which showed Robert was at home on the field. The Indians gave a grand time on the field.

The girls and boys then took part in a varied programme of which the Violin Solo by Jas. Paul, a song "Strangers Yet" by Miss Lucy Gray, and the club swinging by Miss Polly Head, were pleasing numbers.

An Intricate March by sixteen girls and boys in costume was well received. Mr. Clanking was amidst great applause and after a characteristic speech congratulating the School on its great victory, he handed the medals to Misses Clinkskill who pinned them on the breasts of our gallant lads who (Continued on page 2.)

BATTLEFORD INDUSTRIAL SCHOOL, PUPILS' MARKS AT INSPECTION JUNE, 1899.

<table>
<thead>
<tr>
<th>PUPILS' NAME</th>
<th>STANDARD VI</th>
<th>STANDARD VII</th>
<th>STANDARD VIII</th>
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<tbody>
<tr>
<td>Louis Laronde</td>
<td>64</td>
<td>88</td>
<td>63</td>
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<tr>
<td>Robert Thomas</td>
<td>52</td>
<td>70</td>
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<td>Benjamin Dakota</td>
<td>58</td>
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<td>Patrice Patchelo</td>
<td>48</td>
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<td>James Paul</td>
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<td>Robert Bootes</td>
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<td>William Dorey</td>
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<tr>
<td>John P. A. Pelletier</td>
<td>58</td>
<td>60</td>
<td>60</td>
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<tr>
<td>Mary Blackstar</td>
<td>50</td>
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<tr>
<td>Lucy Gray</td>
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<td>John Cleary</td>
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<tr>
<td>Susan Whitecap</td>
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<tr>
<td>Maggie Bird</td>
<td>50</td>
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<tr>
<td>Nancy Proctor</td>
<td>50</td>
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<td>Peter Macadam</td>
<td>48</td>
<td>60</td>
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<tr>
<td>Paddy Head</td>
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<p>| STANDARD III, SENIORS |</p>
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<thead>
<tr>
<th>Writing</th>
<th>Arithmetic</th>
<th>Writing</th>
<th>Arithmetic</th>
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<td>William Bear</td>
<td>40</td>
<td>70</td>
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<tr>
<td>David H. Clarke</td>
<td>38</td>
<td>40</td>
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<tr>
<td>Robert Hope</td>
<td>35</td>
<td>45</td>
<td>50</td>
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<tr>
<td>Alexander Child</td>
<td>38</td>
<td>45</td>
<td>50</td>
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<tr>
<td>William Daniels</td>
<td>40</td>
<td>45</td>
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<td>Patrick Armstrong</td>
<td>45</td>
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<tr>
<td>Charles Little</td>
<td>40</td>
<td>50</td>
<td>60</td>
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<tr>
<td>F. Little Poplar</td>
<td>40</td>
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The medals—eleven in number—are of silver, in the form of a "malacca cross." On one side are the words "Football Championship" and on the other "Battleford 1899." Our star athlete, Mr. Paget Macadam, or "old 117" as the boys proudly called him, made his bow and said that no hero ever wore the Victoria Cross with greater pride than the Indian boys of the Battleford Industrial School wear the medals they

only lost one game during the long struggle in which every game was a battle.

The medals—eleven in number—are of silver, in the form of a "malacca cross."
had taught so hard to win; and had just received.

The Chair was occupied by the Principal who, at the close of the program, presented the trophies for coming over to make the presentation in the school. By way of conveying the thanks of the school to all present and all those who have been helpful in the management of the school, the Chair gave "three cheers for the donors of the prizes"—needless to say that there were very heartily given, as were also the Chisholm.

The National Anthem was then sung, after which a light refreshment consisting of coffee, cake, and sandwich, was served to all present, and thus was brought to a close a very pleasant evening and the ceremonies connected our football season of 1899.

Mr. R. F. Macdonell, who has been a member of our Staff for the past two years left us recently to take the position of Teacher—for a time at least—in the Rupert's Land Indian School.

Inspector Chisholm spent three weeks with us in June during which time he inspected the various departments of our School; he left on the 27th. for Prince Albert where he hoped to arrive by the 30th. Having the best interests of the work at heart his visits are always productive of good results; he has a word of encouragement for the teachers and pupils and pleasant recollections of his visits are always retained.

School Graduates.

The old worn out statement that it is all foolishness for an Indian boy or girl to go to one of our eastern schools to be educated, has again appeared in some of the western papers. Among other things the person being interviewed said: "In the old prejudeit against the Indian is not dying out but is as strong as ever, in the east as well as in the west. The Indian News feels that such statements should be corrected, although it may not be as competent to handle the subject in a masterful manner as many others.

The first place, one cannot form a correct idea what the non-reservation schools are doing, by taking but one reservation upon which to base his studies. What may be true in one part of our country may be entirely false in another. So, in making a statement to the effect that eastern or non-reservation schools are not helping in civilizing the Indian, one should have statistics to back his statements up.

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The Prayer-Book Cross is a monument in the form of a cross erected at Golden Gate Park, San Francisco, in 1894, to commemorate the fact, not generally known to Churchmen, that the services of our Church were first held for the first time in America upon the shores of California. In the summer of 1579 Sir Francis Drake sailed for the coast of California, landed his fleet, and established a camp on the shore of Drake's Bay, about ten miles from San Francisco, where his men spent several months recovering from scurvy and refitting and revisiting his ships. His chaplain, the Rev. Francis Fletcher, was a clergyman of the Church of England, thus early in the 17th Century the English Church in California began its work among the Indians. The Prayer-Book Cross is a monument to the memory of Lady Mary Dampier, the wife of Sir Francis Drake. She was a Protestant and brought with her to California the Prayer Book and the Cross, which she dedicated to the memory of her husband. The Cross was set up by the Rev. Francis Fletcher, the first chaplain of the English Church in California.
Working and Wishing.

The boy who's always wishing
That this or that might be
But never tries his mettle,
Is the boy that's bound to see
His hopes come to failure,
His hopes end in defeat:
For that's what comes when wishing
And working fail to meet.

The boy who wishes this
Cattle make a will
That spurs him on to action
And keeps him trying still,
When effort meets his failure,
Yet will at last surely win;
For he works out what he wishes,
And that's where 'luck' comes in.

The 'luck' that I believe in
Is that which comes with work,
And no one ever finds it
But who's content to wish and shirk.

The record of 290 Oneidas now over
20 years of age who have been away to
nonreservation schools is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Number</th>
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<tbody>
<tr>
<td>Excellent</td>
<td>40</td>
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<tr>
<td>Fair</td>
<td>64</td>
</tr>
<tr>
<td>Poor</td>
<td>33</td>
</tr>
<tr>
<td>Bad</td>
<td>13</td>
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</table>

How Indians Poison Their Arrows.

A venerable Indian arrow-maker explained how arrows were poisoned, in the following words:

1. First take a bloated yellow snake or a turtle in August, when he is most poisonous, and tie him with a forked stick to a stake; then we tease him until he is in a treat rake. This is done by using a switch in his body from his head to his tail. When he thrashes the ground with his tail and his eyes grow bright and sparkle like diamonds, we kill a deer, antelope or some other small animal, and, tearing out the liver, throw it to the snake while it is warm and the blood still coursing through it. The reptile will strike it again and again, and pretty soon it will begin to turn black. When it tires, the stakes is teased again, and he is induced to sink his fangs into the soft flesh until all the poison has been extracted from him and the liver is ready for use.

2. When the Indians will be repre sented by more than one of their people in Congress.

Guide-posts to Success.

What is it that our Indians most need to make them successful in life? We would say more ambition, self-confidence, energy and perseverance. They have the ability to learn, to work, as excel as athletes. Then if their muscular and mental powers are capable of the same development as their white brothers, they should attain the same degree of success in the business world. How many Indian boys and girls exhibit a 'don't care' or 'try spirit'? They lack confidence and ambition. They need more energy and determination. Without these, none can succeed.

It may not be generally known that there is a regular Iroquois settlement in the North-West. Away back in the early days when Sir George Simpson, the famous head of the Hudson's Bay Company, made the journey from Montreal to Edmonton by water, he brought with him to the West, as riff-raff, a number of some of these Indians, finding in the West a freedom that the encroachments of settlement was rapidly reducing impossible in the East. He brought them into the Trail and other places, among the fishy dunes of the Cree Nation and founded a little colony away up where the Yellow Head Pass passes.

A young man starting out in life should realize first, that there is no great deal he does not know. He will then be in an attitude to give due weight to the wisdom of others, and be willing to receive advice.

He should, of course, be strictly honest with himself, first, and then with those with whom he comes in contact; and, what is as important, he should understand that people generally are honest and deal with them upon that basis.

Almost every boy attending school has the one utmost desire—that of quitting school and starting out in life for himself. It will only be a matter, in some cases, perhaps, of a year or two, and then you will have to face the world, and the opportunities you enjoy for fitting yourself for just that thing will be gone. The time will come when you know it, and then will come regret that you did not improve chances given you when they were yours to enjoy.

You may not think such a thing possible now, but wait until you are a few years older, and then you will realize how much you really missed.

Whatever a boy undertakes he should do with his might; so that when he completes the simplest and most insignificant piece of work he can feel that he has done it the best possible way. From the time that he starts out in the world for himself, a young man should earn something every day. Dependence upon the kindness and favor of others when he is a boy and a girl in this country. Under the influence of Canadian Institutions and principles, poverty cuts no figure in future chances and prospects of the industrious boy or girl. But it requires constant and well directed effort to attain success.
The following from an unknown source is worthy of publication in its entirety:

"A true Churchman kneels. He does not sit on the edge of the seat and bend his body forward, putting his head in it, but, his knees firmly and unspeakably square upon his knees. It is what his Prayer Book directs; over and over again the rubrics bid him to kneel in prayer. The Church has no other custom. The instinct of an educated Churchman compels him to kneel when he draws near to God in prayer and supplication. It is one of the curiosities of the nation that the very people who in their public worship sit during their prayers would consider it an irreverence to do the same in their private devotions at home. Imagine any devout man sitting by his bed to say his prayer!!!"

A noble manhood, nobly consecrated to man, never dies, and character is the best possession any young man can have.

- Wm. McKinley

Kneel Down.

The Annual Report (1898) of "The Society for the Propagation of the Gospel" has lately come to hand. It is its usual volume—perhaps more now than in former years—a more interesting matter connected with the different parts of the world; and, in addition to this, how the map of the world showing the Bishops of the Anglican Communion in foreign parts. It is interesting to learn from this map that 25 out of 44 in the United States, and all but 15 out of the 84 Colonial Missionary Diocceses contain missions which were planted or supported by the Society. The list gives the names in regular order from Connecticut established in 1743, to Brazil and Mombasa founded in 1858.

The number of Ordained Missionaries, including twelve Bishops, on the following list is 271, that is to say, in India, 222; in Africa, 13; in Australia and the Pacific, 42; in North America, 211: in the West Indies and Central and South America, 11; and 39 Unofficials in Europe. Of these 135 are natives of India, and 41 in Africa. There are also in the various Missions about 2430 Lay Teachers, and 50 Students in the Missionary Seminaries, and 33,000 children in the Missionary Schools in Asia and Africa.

The Society was established in 1701. This is one of the large Missions Societies connected with the Church of England. In the past year it has made considerable progress in the following directions: and in 1813 the society has been in existence for 100 years. The aim of the society is to promote the Gospel in all parts of the world, and in 1813 it offers similar felicitation to the Church Missionary Society, which completes its first century. In a short time the Church will be saying on its own friends in all parts of the world to join with it in commemorating its centenary. It has already been determined to keep a whole year of Jubilee."

The following text is not transcribed due to its nature and the need for a separate transcription tool.

TURNING THE WINE-CUP.

BY JOHN P. PROWBRIDGE.

'Vell all be children of this land,
A cheerful, truthful, numerous band,
And your graces,
And your graces, Amen.

THE LANDS PRAYER IN CHURCH.

(Katipayechekut om Ayumeshawin)


THE GRACE.

2 Cor. xiii, 14

Oo kejewatwekowin k'a Tuanil-myonkaw Jesus Christ, meena oo keche kakechawin in Kana-Munte, mena oo vechewin k'a Kunitakel Achat, ka ree we vechewikiwun kakekaw kake. Amen.
APPENDIX H

REPORT ON DISCHARGED PUPILS FROM BATTLEFORD INDUSTRIAL SCHOOL

TO JUNE 30, 1893
Report showing status of discharged pupils from the Battleford Industrial School up to the 30th June, 1883.

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Date of Discharge</th>
<th>Age</th>
<th>Years</th>
<th>Months</th>
<th>Days</th>
<th>State of Education</th>
<th>Trade or Industry taught and Proficiency in It.</th>
<th>Reason for Discharge and History of Pupil since Discharge</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Albert</td>
<td>Nov. 8, '83</td>
<td>18</td>
<td>2</td>
<td>8</td>
<td>8</td>
<td>None</td>
<td>Standard IV. Carpenter</td>
<td>Left during rebellion, 29th Mar. to 1st July, 1883; discharged on account of age.</td>
</tr>
<tr>
<td>2</td>
<td>James</td>
<td>Mar. 20, '83</td>
<td>15</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>do</td>
<td>do III. Farmer</td>
<td>Left during rebellion, 29th Mar., 1883; farming successfully at the Eagle Hills.</td>
</tr>
<tr>
<td>3</td>
<td>William</td>
<td>July 2, '83</td>
<td>14</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>do</td>
<td>do IV. Farmer; fair</td>
<td>Left during rebellion, 29th Mar. to 1st July, 1883; died July 2nd, 1883, after a severe illness.</td>
</tr>
<tr>
<td>4</td>
<td>Thomas</td>
<td>Mar. 20, '83</td>
<td>14</td>
<td>1</td>
<td>3</td>
<td>27</td>
<td>Standard I.</td>
<td>do III. do good</td>
<td>Left during rebellion, 29th Mar., 1883; not taken back on account of age; farming successfully at Red Pleasant's; retaining civilized habits.</td>
</tr>
<tr>
<td>5</td>
<td>Richard</td>
<td>Oct. 22, '84</td>
<td>15</td>
<td>10</td>
<td>20</td>
<td>None</td>
<td>do III. do do</td>
<td>Withdrawn by parents; no cause stated; died during rebellion.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Henry</td>
<td>do 22, '84</td>
<td>13</td>
<td>10</td>
<td>20</td>
<td>do</td>
<td>do III. do do</td>
<td>Withdrawn by parents; no cause stated; went north after rebellion.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Hayter</td>
<td>do 22, '84</td>
<td>14</td>
<td>10</td>
<td>20</td>
<td>do</td>
<td>do III. do fair</td>
<td>Withdrawn by parents; no cause stated; farming on the Stony Reserve at Eagle Hills.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Isaac</td>
<td>Mar. 20, '83</td>
<td>13</td>
<td>1</td>
<td>3</td>
<td>27</td>
<td>Standard II.</td>
<td>do III. do good</td>
<td>Left during rebellion, 29th Mar., 1883; farming at Red Pleasant's and working well; lawfully married.</td>
</tr>
<tr>
<td>9</td>
<td>Robert</td>
<td>May 20, '84</td>
<td>11</td>
<td>5</td>
<td>18</td>
<td>None</td>
<td>do II. None</td>
<td>Left during rebellion, being lame and blind; invalid; died at the Eagle Hills, August, 1883.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Samuel</td>
<td>Aug. 20, '84</td>
<td>11</td>
<td>8</td>
<td>14</td>
<td>do</td>
<td>do III. do do</td>
<td>Died of consumption.</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>John</td>
<td>Mar. 29, '83</td>
<td>14</td>
<td>1</td>
<td>3</td>
<td>8</td>
<td>Standard III.</td>
<td>do IV. do good</td>
<td>Left during rebellion, 1883; farming at Assiniboia.</td>
</tr>
<tr>
<td>12</td>
<td>Joseph</td>
<td>Aug. 14, '83</td>
<td>10</td>
<td>7</td>
<td>24</td>
<td>None</td>
<td>do II. None</td>
<td>Withdrawn by parents on account of the great hardship they said they suffered during the rebellion.</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>John or Payasia</td>
<td>Mar. 29, '85</td>
<td>12</td>
<td>1</td>
<td>3</td>
<td>8</td>
<td>Standard I.</td>
<td>do III. do good</td>
<td>Discharged, unknown.</td>
</tr>
<tr>
<td>14</td>
<td>Joe</td>
<td>Nov. 1, '86</td>
<td>18</td>
<td>2</td>
<td>10</td>
<td>6</td>
<td>None</td>
<td>do III. do fair</td>
<td>Discharged on account of age; absent during rebellion; farming at Snake Plains.</td>
</tr>
<tr>
<td>15</td>
<td>Alexander</td>
<td>Mar. 29, '85</td>
<td>15</td>
<td>1</td>
<td>2</td>
<td>15</td>
<td>None</td>
<td>do IV. do good</td>
<td>Left during the rebellion, 1883.</td>
</tr>
<tr>
<td>16</td>
<td>Jack</td>
<td>do 2, '86</td>
<td>17</td>
<td>1</td>
<td>8</td>
<td>11</td>
<td>do</td>
<td>do IV. do do</td>
<td>Left during the rebellion, 1883, from 29th Mar. to 1st July, 1883; died of brain fever.</td>
</tr>
<tr>
<td>17</td>
<td>Charles</td>
<td>do 29, '85</td>
<td>15</td>
<td>1</td>
<td>2</td>
<td>7</td>
<td>do</td>
<td>do III. do do</td>
<td>Left during the rebellion, 1883, and discharged on account of age; earning his own living working at the settlement.</td>
</tr>
</tbody>
</table>

continued on next page
<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>Age</th>
<th>Reason</th>
<th>Class</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calah</td>
<td>May 26, '84</td>
<td>13</td>
<td>Died from internal injuries received prior to entering school, 26th May, 1884.</td>
<td>IV</td>
<td>None</td>
</tr>
<tr>
<td>Edward</td>
<td>Jan. 11, '85</td>
<td>15</td>
<td>Farmer; fair.</td>
<td>III</td>
<td>None</td>
</tr>
<tr>
<td>Frank</td>
<td>Mar. 29, '85</td>
<td>16</td>
<td>Iceland; farming on Sweet Grass; working well; lawfully married.</td>
<td>III</td>
<td>None</td>
</tr>
<tr>
<td>Henry Clarke</td>
<td>Feb. 28, '85</td>
<td>12</td>
<td>Left during rebellion, 1883, considered too old to take back; farming at Sweet Grass Reserve.</td>
<td>III</td>
<td>None</td>
</tr>
<tr>
<td>John P. Linkletter</td>
<td>Mar. 24, '85</td>
<td>6</td>
<td>None.</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>George Smith</td>
<td>Nov. 14, '85</td>
<td>10</td>
<td>None.</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Joseph Gieblos</td>
<td>July 14, '86</td>
<td>17</td>
<td>Taken away by his father.</td>
<td>IV</td>
<td>Blacksmith.</td>
</tr>
<tr>
<td>Daniel Rivers</td>
<td>Jul. 23, '86</td>
<td>16</td>
<td>None.</td>
<td>III</td>
<td>Carpenter.</td>
</tr>
<tr>
<td>Alfred Bliss</td>
<td>Aug. 10, '86</td>
<td>11</td>
<td>Invalidated; much improved in health.</td>
<td>I</td>
<td>None</td>
</tr>
<tr>
<td>Charles Wolf</td>
<td>Mar. 31, '86</td>
<td>17</td>
<td>Invalidated; weak mentally; St. Vitus' dance.</td>
<td>I</td>
<td>None</td>
</tr>
<tr>
<td>David Day</td>
<td>Mar. 14, '86</td>
<td>12</td>
<td>None.</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Lewis Watson</td>
<td>Dec. 28, '86</td>
<td>17</td>
<td>None.</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Alex. Sutton</td>
<td>July 10, '87</td>
<td>10</td>
<td>None.</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Henry Bird</td>
<td>Oct. 3, '87</td>
<td>17</td>
<td>None.</td>
<td>III</td>
<td>Carpenter.</td>
</tr>
<tr>
<td>Edgar Bear</td>
<td>Oct. 8, '87</td>
<td>12</td>
<td>None.</td>
<td>I</td>
<td>None</td>
</tr>
<tr>
<td>Sampson Whitehead</td>
<td>Nov. 11, '87</td>
<td>11</td>
<td>None.</td>
<td>III</td>
<td>Carpenter.</td>
</tr>
<tr>
<td>Jas. Taylor</td>
<td>Aug. 9, '87</td>
<td>9</td>
<td>None.</td>
<td>I</td>
<td>None</td>
</tr>
<tr>
<td>Thomas Short</td>
<td>Oct. 21, '87</td>
<td>14</td>
<td>None.</td>
<td>III</td>
<td>None</td>
</tr>
<tr>
<td>John Benison</td>
<td>Aug. 5, '87</td>
<td>11</td>
<td>Died from scrofula, 11th Nov., 1887.</td>
<td>I</td>
<td>None</td>
</tr>
<tr>
<td>Guss. Cook</td>
<td>Jan. 6, '87</td>
<td>12</td>
<td>None.</td>
<td>I</td>
<td>None</td>
</tr>
<tr>
<td>Lax. Charles</td>
<td>Oct. 21, '87</td>
<td>12</td>
<td>None.</td>
<td>III</td>
<td>None</td>
</tr>
<tr>
<td>Edward Williams</td>
<td>May 1, '88</td>
<td>17</td>
<td>None.</td>
<td>I</td>
<td>None</td>
</tr>
</tbody>
</table>

**Girls:**

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>Age</th>
<th>Reason</th>
<th>Class</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan Hall</td>
<td>June 27, '87</td>
<td>10</td>
<td>Died; invalid; not well when brought to school.</td>
<td>III</td>
<td>None</td>
</tr>
<tr>
<td>Isabella Constant</td>
<td>July 26, '87</td>
<td>11</td>
<td>None.</td>
<td>I</td>
<td>None</td>
</tr>
<tr>
<td>Annie McKay</td>
<td>Oct. 31, '87</td>
<td>18</td>
<td>None.</td>
<td>I</td>
<td>None</td>
</tr>
<tr>
<td>Mary McKay</td>
<td>June 18, '87</td>
<td>17</td>
<td>None.</td>
<td>I</td>
<td>None</td>
</tr>
<tr>
<td>Emily May</td>
<td>Aug. 9, '87</td>
<td>8</td>
<td>None.</td>
<td>I</td>
<td>None</td>
</tr>
<tr>
<td>Polly West</td>
<td>Nov. 25, '87</td>
<td>8</td>
<td>None.</td>
<td>I</td>
<td>None</td>
</tr>
<tr>
<td>Maria Lane</td>
<td>July 7, '87</td>
<td>12</td>
<td>None.</td>
<td>I</td>
<td>None</td>
</tr>
<tr>
<td>Maria King</td>
<td>July 7, '87</td>
<td>15</td>
<td>None.</td>
<td>III</td>
<td>None</td>
</tr>
<tr>
<td>Eliza Taylor</td>
<td>June 3, '87</td>
<td>15</td>
<td>None.</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Edna Green</td>
<td>April 24, '87</td>
<td>9</td>
<td>None.</td>
<td>III</td>
<td>None</td>
</tr>
</tbody>
</table>

*Standard I: First class, Standard II: Second class, Standard III: Third class, Standard IV: Fourth class.*
<table>
<thead>
<tr>
<th>Branch</th>
<th>Standard 1</th>
<th>Standard 2</th>
<th>Standard 3</th>
<th>Standard 4</th>
<th>Standard 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>Elementary strokes on slates.</td>
<td>On slates. To transcribe letters and simple words from print or blackboards.</td>
<td>On slates and paper. Words and short sentences from Reader or blackboard.</td>
<td>Sentences from Reader. on slates and paper, or books.</td>
<td>To copy well from script or print.</td>
</tr>
<tr>
<td>Dictation</td>
<td>Letters and short words.</td>
<td>Words from First Reader.</td>
<td>Sentences from First and Second Reader.</td>
<td>Sentences from Second and Third Reader.</td>
<td></td>
</tr>
<tr>
<td>Arithmetic</td>
<td>Figures—To count addition and subtraction (mental) of units.</td>
<td>Tables 2 to 5 times. Mental exercises in addition and subtraction.</td>
<td>Multiplication tables, notation and numeration, mental +, −, ×, ÷ and simple exercises in same on slates, divisors and multipliers under 12.</td>
<td>Same. Division and multiplication tables thoroughly. Tables, weights and measures, +, −, ×, ÷, divisors and multipliers over 12 formed.</td>
<td>Mental exercises.</td>
</tr>
<tr>
<td>Object lessons, with English conversation.</td>
<td>Explanation of all common objects, verb acting, instructive movements and conversations.</td>
<td>Sum. —The intelligence of the pupils to be cultivated to keep pace with the progress they make in reading, they must be made to understand thoroughly what they read, and not to advance in mechanical reading quicker than in understanding. Object lessons should be designed to illustrate what is read, as well as what is seen upon every hand, and instructive conversation be commonly held.</td>
<td>Same. Division and multiplication tables thoroughly. Tables, weights and measures, +, −, ×, ÷, divisors and multipliers over 12 formed.</td>
<td>Mental exercises.</td>
<td></td>
</tr>
<tr>
<td>English study and Grammar.</td>
<td>To name common objects, learn names of days, weeks, months, &amp;c., &amp;c.</td>
<td>To name common objects, and make simple statements intelligibly.</td>
<td>To express thoughts well in simple English, but grammatically.</td>
<td>To compose simple sentences, to know verbs, nouns, and adjectives.</td>
<td>To name parts of speech, understand their uses, and identify them.</td>
</tr>
<tr>
<td>Geography</td>
<td>Verbal instruction in facts necessary to understanding thoroughly geographical definitions.</td>
<td>Definitions and maps of Canada, local Geography, the World, &amp;c. &amp;c.</td>
<td>Simple Hymns and Songs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocal music</td>
<td>Scripture Reading; Ten Commandments; Lord’s Prayer; Life of Christ, &amp;c. &amp;c.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religious instruction.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**STANDARD COURSES OF STUDY.**
<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>STANDARD 1</th>
<th>STANDARD 2</th>
<th>STANDARD 3</th>
<th>STANDARD 4</th>
<th>STANDARD 5</th>
<th>STANDARD 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Geography</strong></td>
<td>Development of geographical notions by reference to geographical features of neighbourhood. Elementary lessons on direction, distance, extent.</td>
<td>Review of work of Standard 3. Lessons to lead to simple conception of the earth as a great ball with surface of land and water, surrounded by the air, lighted by the sun, and with two motions. Lessons on natural features, first from observation, afterwards by aid of moulding board, pictures, and blackboard illustrations.</td>
<td>Simple study of the important countries in each continent. Province in which school is situated and Canada to be studied first. The position of the country in the continent; its natural features, climate, productions, its people, occupations, manners, customs, noted localities, cities, &amp;c. Mouling boards and map-drawing, to be added in the study.</td>
<td>Simple study of the important countries in each continent. Province in which school is situated and Canada to be studied first. The position of the country in the continent; its natural features, climate, productions, its people, occupations, manners, customs, noted localities, cities, &amp;c. Mouling boards and map-drawing, to be added in the study.</td>
<td>The earth as a globe. Simple illustrations and statements with reference to form, size, meridians and parallels, with their uses and motions and their effects as day and night, seasons, zones, with their characteristics as winds and ocean currents, as affecting the life of man.</td>
<td>The earth as a globe. Simple illustrations and statements with reference to form, size, meridians and parallels, with their uses and motions and their effects as day and night, seasons, zones, with their characteristics as winds and ocean currents, as affecting the life of man.</td>
</tr>
</tbody>
</table>

The Programme of studies herein prescribed shall be followed by the teacher as far as circumstances of his school permit. Any modifications deemed necessary shall be made only with the con
### PROGRAMME OF STUDY

The Programme of studies herein prescribed shall be followed by the teacher as far as the circumstances of his school permit, &c.—Continued.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>STANDARD 1</th>
<th>STANDARD 2</th>
<th>STANDARD 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography</td>
<td>Development of geographical notions by reference to geographical features of neighbourhood, Elementary lessons on direction, distance, extent.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>First Primer</td>
<td>Second Primer</td>
<td>Second Reader</td>
</tr>
<tr>
<td>Recitation</td>
<td>To begin in Standard 2, are to be in line with what is taught in English, and developed into</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History</td>
<td></td>
<td>Stories of Indians of Canada and their civilization.</td>
<td></td>
</tr>
<tr>
<td>Vocal Music</td>
<td>Simple Songs and Hymns. The subjects of the former to be interesting and patriotic.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calisthenics</td>
<td>Exercises, frequently accompanied by singing, to afford variation during work and to improve physique.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religious Instruction</td>
<td>Scripture Reading. The Ten Commandments, Lord's Prayer, Life of Christ, &amp;c., &amp;c.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Note</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**English.**—Every effort must be made to induce pupils to speak English, and to teach them to read and write correctly.

**General.**—Instruction is to be direct, the voice and blackboard being the principal agents. The pupil must be taught to read loudly and distinctly. Every word and sentence must sentence, in their own words, in English, and also in their own language if the pupil understands it; unless they do, the whole work of the teacher is likely to be wasted. He must explain to them, and from time to time they should be required to state the sense of a lesson or teacher understands it.

**Note.**—The use of text-books is to be avoided.

**Third Reader** | **Fourth Reader** | **Fifth Reader** |
| | | |

| | | |
| | | |

**History of Province in which school is situated.**

The tunes bright and cheerful.
APPENDIX J

ANNUAL REPORTS

BY

PRINCIPAL E. MATHESON

FOR SCHOOL YEARS ENDING JUNE 1896 AND JUNE 1897.
The Honourable
The Superintendent General of Indian Affairs,
Ottawa.

Sir,—I have the honour to submit my annual report with inventory of all Government property under my charge for the fiscal year ended 30th June, 1896.

Location.—The school is situated on the south bank of the Battle River, distant about one and a half miles from the town of Battleford. The area of land immediately around the school is four hundred and ninety-six acres.

Buildings are as follows: main buildings contain classroom, dormitories, dining-room, kitchen and rooms for the staff. Outside buildings, occupying separate sites, are: principal's residence, hospital, blacksmith-shop, carpenter-shop, recreation-room, cottage for married employees, laundry, bakery, stables, sheds, &c.

Accommodation.—There is accommodation in the dormitories for nearly one hundred and fifty pupils.

The average for the year was over one hundred pupils.

Regular teaching has been carried on in the two class-rooms. The kindergarten supplies having been kindly sent by the department lately, the work of instruction will be commenced shortly.

Farm and Garden.—There is about twenty-five acres under crop, consisting of wheat, oats, barley, potatoes, turnips and general garden, which at the present time looks very promising.

In connection with the farm we have a hay swamp of two hundred and eighty-five acres, fenced with wire fencing, from which we secure a large proportion of hay required for the stock.

Industrial Work.—The boys are taught blacksmithing, carpentry, farming, printing, painting and shoemaking, whilst the girls are instructed in baking, cooking, sewing, washing and general housework.

A number of girls have been at service as out-pupils, and have given great satisfaction.

Religious Training and Discipline.—The children are carefully trained in moral and religious subjects, their conduct on the whole is good, the discipline of the school is well observed and no very serious punishments have had to be resorted to.

Health and Sanitary Condition.—The health of the pupils during the year has been remarkably good. The sanitary condition of the school is very good, ventilation being highly spoken of by the medical officer and the inspector.

Water Supply and Fire Protection.—A plentiful supply of good fresh water is received from wells on different parts of the premises. The water from the main well is pumped into the main building by a wind-mill and the tanks are always kept full in case of fire.

All the male portion of the staff and pupils are formed into a fire-brigade and told off to different stations, all of which are properly supplied with axes, buckets, and hand grenades while two of the stations have Babcocks and one some household fire-extinguishers. Three of the stations have each a fire hose connected with the water tank.

Heating.—The buildings are heated by five furnaces and a number of stoves, and were very comfortable last winter.

Recreation.—The pupils enjoy the various out-door sports, such as cricket, tennis, foot-ball, &c., and during the winter months toboggan slides were erected and greatly enjoyed by both boys and girls.

General Remarks.—The members of the staff are doing their work faithfully, and most of them, in addition to their regular duties, take part in Sunday-school work.

Having now completed our first year under the per capita system, I feel justified in saying that to the generous treatment accorded to the school by the department is due in a very great measure the fact that, in looking over the past, general improvement and progress are visible in the whole institution.

I have, &c.,

E. MATHESON,
Principal.
Recreation.—The pupils amuse themselves in their own way, singing, playing cards and other games, &c.

Conduct and Punishment.—The conduct is good. Standing in a corner is the usual punishment.

J. H. ADAM,
Teacher.

NORTH-WEST TERRITORIES,
BATTLEFORD INDUSTRIAL SCHOOL,
BATTLEFORD, SASK., 31st July, 1897.

The Honourable
The Superintendent General of Indian Affairs,
Ottawa.

Sir,—The following report on this school for the year ended 30th June, 1897, together with inventory of Government property under my charge, is respectfully submitted.

Location.—The school, which is situated on the south bank of the Battle River, near its junction with the North Saskatchewan, has a reserve of nearly five hundred acres of land in its immediate vicinity, and a hay marsh of nearly three hundred acres, distant three miles. From this marsh we get nearly all the hay required for the stock. Only a small portion of the land immediately surrounding the school is really fit for farming purposes.

We have between twenty-five and thirty acres under crop, comprising wheat, oats, barley, potatoes and general garden stuff; we are also making an effort in the way of transplanting fruit and other trees.

Buildings.—The main building—with the exception of a 40 foot addition put on in later years—is that formerly occupied as a residence by the Hon. David Laird when he was Lieutenant-Governor of the North-west Territories, and Battleford was the capital. The portion used as a Council Chamber during that period is now utilized as the class-rooms. The building as it now stands contains class-rooms, dining-room, kitchen, staff-rooms, dormitories wash and bath-rooms, girls' play-room. Apart from this and from each other there are also principal's residence, hospitals, carpenter-shop, printing office, blacksmith-shop, paint-shop, recreation-room, cottage, laundry, bakery, stable, coal-shed, implement-shed, &c.

Admissions and Discharges.—During the year eighteen boys and seven girls were admitted as pupils; while ten boys and seven girls left the school. There were six ordinary discharges, four marriages, and one pupil transferred to Emmanuel College for a course of special study.

Accommodation.—The school has accommodation for one hundred and fifty pupils. The number on the list at the end of the year was one hundred and sixteen, seventy-two boys and forty-four girls, representing three tribes, Bloods, Crees and Stonies. The average attendance for the year was one hundred and two.

Kindergarten.—In addition to the senior and junior class-rooms, a kindergarten department has been established.

Out-Pupils.—The pupils who were out at service received good reports from their employers.
Department of Indian Affairs.

Industrial Training. — The boys are instructed in blacksmithing, carpentering, farming, painting, printing, &c., while the girls receive a training in all kinds of general housework.

Moral and Religious Training. — The moral and religious training of the pupils is carefully looked after as being the true foundation for their best success and well-being — present and future.

Their conduct, on the whole, has been good; they come quite readily under proper discipline, and when punishment has been administered, it was of a mild nature.

Health and Sanitary Condition. The health of the pupils has been very good. The sanitary condition of the school is carefully attended to, and has been well spoken of by the medical officer and inspector.

Water Supply. — The water, which is very good, is supplied from three wells on the premises.

Fire Protection. — All the boys are formed into a fire-brigade in squads assigned to stations in different parts of the house, each under the direction of a male member of the staff. There are two fire-towers and eight household fire-extinguishers, some hand-grenades, buckets and axes in different parts of the main building: also some hose connected with water tanks which are always kept full of fresh water near the top of the house.

Heating. — The buildings are heated by furnaces and stoves; wood being the fuel used throughout.

Recreation. — The pupils take part in various outdoor games, such as cricket, football, tennis, &c. Last winter the boys came off victorious in several of the football matches played against civilians and police. Socials, entertainments, tobogganing, &c., are also well attended.

Speaking English. — The pupils are steadily and surely getting into the way of using the English language, each member of the staff being required to encourage this, and to assist in suppressing the use of the Indian language amongst the pupils.

General Remarks. — Under the blessing of God the faithful efforts of the staff have been crowned with due measure of success in the various departments. To this, combined with the wise and generous policy of the department must be attributed the general improvement noticeable in the whole school.

I have, &c.,

E. MATHESON,
Principal.
APPENDIX K

STUDENT ANNUITIES OF BATTLEFORD INDUSTRIAL SCHOOL
<table>
<thead>
<tr>
<th>Name</th>
<th>Cr.</th>
<th>Dr.</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robert Bon A. 23</td>
<td>24</td>
<td>75</td>
<td>244 75</td>
</tr>
<tr>
<td>Alex Johnson</td>
<td>24</td>
<td>75</td>
<td>244 75</td>
</tr>
<tr>
<td>Joseph Taylor</td>
<td>24</td>
<td>75</td>
<td>244 75</td>
</tr>
<tr>
<td>Aaron Armstrong</td>
<td>24</td>
<td>75</td>
<td>244 75</td>
</tr>
<tr>
<td>Robert Bear 59</td>
<td>18</td>
<td>00</td>
<td>18 00</td>
</tr>
<tr>
<td>Edgar Bear 57</td>
<td>7</td>
<td>80</td>
<td>7 80</td>
</tr>
<tr>
<td>James Brown 37</td>
<td>4</td>
<td>05</td>
<td>4 05</td>
</tr>
</tbody>
</table>

Quarterly Account ending Dec. 31st 1889.

<table>
<thead>
<tr>
<th>Name</th>
<th>Cr.</th>
<th>Dr.</th>
<th>Cr. at Ballipd</th>
<th>Cr. at Rejime</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robert Bon A. 23</td>
<td>24</td>
<td>75</td>
<td>8 25</td>
<td>16 50</td>
</tr>
<tr>
<td>Alex Johnson</td>
<td>24</td>
<td>75</td>
<td>8 25</td>
<td>16 50</td>
</tr>
<tr>
<td>Joseph Taylor</td>
<td>24</td>
<td>75</td>
<td>8 25</td>
<td>16 50</td>
</tr>
<tr>
<td>Aaron Armstrong</td>
<td>24</td>
<td>75</td>
<td>8 25</td>
<td>16 50</td>
</tr>
<tr>
<td>Robert Bear 59</td>
<td>24</td>
<td>75</td>
<td>8 25</td>
<td>16 50</td>
</tr>
<tr>
<td>Edgar Bear 57</td>
<td>18</td>
<td>00</td>
<td>6 00</td>
<td>12 00</td>
</tr>
<tr>
<td>James Brown 37</td>
<td>7</td>
<td>80</td>
<td>2 60</td>
<td>5 20</td>
</tr>
<tr>
<td>Charles Cook 56</td>
<td>11</td>
<td>05</td>
<td>1 35</td>
<td>2 70</td>
</tr>
</tbody>
</table>

153 60, 87 20, 102 40

Certified Correct

[Signature]
<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Hours</th>
<th>Rate</th>
<th>O'th</th>
<th>Boarding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albert Bear</td>
<td>23</td>
<td>1</td>
<td>.66</td>
<td>1.34</td>
<td></td>
</tr>
<tr>
<td>Alex Johnson</td>
<td>26</td>
<td>1</td>
<td>.66</td>
<td>1.31</td>
<td></td>
</tr>
<tr>
<td>James Brown</td>
<td>37</td>
<td>3</td>
<td>.45</td>
<td>1.15</td>
<td></td>
</tr>
<tr>
<td>Joseph Taylor</td>
<td>49</td>
<td>7</td>
<td>.75</td>
<td>2.59</td>
<td></td>
</tr>
<tr>
<td>James Armstrong</td>
<td>51</td>
<td>7</td>
<td>.75</td>
<td>2.59</td>
<td></td>
</tr>
<tr>
<td>Charles Cook</td>
<td>56</td>
<td>3</td>
<td>.45</td>
<td>1.15</td>
<td></td>
</tr>
<tr>
<td>Edgar Ross</td>
<td>57</td>
<td>1</td>
<td>.20</td>
<td>.80</td>
<td>1.00</td>
</tr>
<tr>
<td>Robert Bear</td>
<td>59</td>
<td>1</td>
<td>.20</td>
<td>.80</td>
<td>1.00</td>
</tr>
<tr>
<td>Johnnie Night</td>
<td>74</td>
<td>2</td>
<td>10</td>
<td>1.33</td>
<td>6.7</td>
</tr>
</tbody>
</table>

Total: 314.80, 23.17, 11.63

[Signature]
Certificate Correct
Principal
Balance for half year ending December 31st.

<table>
<thead>
<tr>
<th>Name</th>
<th>Bal. Paid</th>
<th>Col.</th>
<th>Dr.</th>
<th>Bal. paid</th>
<th>Bank at Bogan</th>
</tr>
</thead>
<tbody>
<tr>
<td>M. Brown</td>
<td>2.60</td>
<td>1.25</td>
<td>7.25</td>
<td>2.34</td>
<td>2.66</td>
</tr>
<tr>
<td>H. Taylor</td>
<td>3.25</td>
<td>2.50</td>
<td>7.00</td>
<td>3.84</td>
<td>5.16</td>
</tr>
<tr>
<td>J. Allen</td>
<td>8.25</td>
<td>2.50</td>
<td>8.25</td>
<td>2.89</td>
<td>5.16</td>
</tr>
<tr>
<td>J. Smith</td>
<td>1.35</td>
<td>1.15</td>
<td></td>
<td>2.50</td>
<td>2.30</td>
</tr>
<tr>
<td>H. Brown</td>
<td>5.00</td>
<td>1.10</td>
<td>4.00</td>
<td>2.40</td>
<td>.80</td>
</tr>
<tr>
<td>L. Smith</td>
<td>8.25</td>
<td>1.40</td>
<td>4.00</td>
<td>4.65</td>
<td>.80</td>
</tr>
<tr>
<td>J. Adams</td>
<td>1.38</td>
<td></td>
<td></td>
<td>24.33</td>
<td>23.17</td>
</tr>
</tbody>
</table>

Certified correct.

[Signature]

[Date]
<table>
<thead>
<tr>
<th>Agency</th>
<th>Name</th>
<th>For which Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Battleford</td>
<td>Baptide</td>
<td>1870 23997 5</td>
</tr>
<tr>
<td></td>
<td>Nancy</td>
<td>1870 23996 5</td>
</tr>
<tr>
<td></td>
<td>Macandrew (Chandler)</td>
<td>1870 23995 5</td>
</tr>
<tr>
<td></td>
<td>Eyre</td>
<td>1870 23994 5</td>
</tr>
<tr>
<td></td>
<td>watchmaker (Bartender)</td>
<td>1870 23993 5</td>
</tr>
<tr>
<td></td>
<td>The watchcochees</td>
<td>1870 24993 5</td>
</tr>
</tbody>
</table>

Total: 30
Return of monies earned by pupils for the half-year ending December 31st, 1846

<table>
<thead>
<tr>
<th>Name of Pupil</th>
<th>C. Dollars</th>
<th>C. at 16¢</th>
<th>C. at 3¢ 19ths</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 Alex Sutton</td>
<td>$25.75</td>
<td>17 16¢</td>
<td>18.39¢</td>
</tr>
<tr>
<td>7 James Brown</td>
<td>18 11¢</td>
<td>12 26¢</td>
<td>16.11¢</td>
</tr>
<tr>
<td>9 Joseph Taylor</td>
<td>25 7¢</td>
<td>17 16¢</td>
<td>18.39¢</td>
</tr>
<tr>
<td>1 Aaron Armstrong</td>
<td>25 7¢</td>
<td>17 16¢</td>
<td>18.39¢</td>
</tr>
<tr>
<td>7 Robert Bear</td>
<td>18 11¢</td>
<td>12 26¢</td>
<td>16.11¢</td>
</tr>
<tr>
<td>5 Johnnie White</td>
<td>25 7¢</td>
<td>17 16¢</td>
<td>18.39¢</td>
</tr>
<tr>
<td></td>
<td><strong>139.80</strong></td>
<td><strong>93 16¢</strong></td>
<td><strong>16.63¢</strong></td>
</tr>
</tbody>
</table>

Certified Correct

T. Carr, Principal
Balance Sheet for half-year ending December 31st. 1890

<table>
<thead>
<tr>
<th>No.</th>
<th>Name of Tenant</th>
<th>3 Months Before</th>
<th>2 Months Before</th>
<th>1 Month Before</th>
<th>Premium</th>
<th>Balance of 3 Months</th>
<th>Total of 3 Months</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>James Knight</td>
<td>157</td>
<td>35</td>
<td>9</td>
<td>26</td>
<td>17</td>
<td>19</td>
</tr>
<tr>
<td>23</td>
<td>Albert Brown</td>
<td>134</td>
<td>-</td>
<td>-</td>
<td>159</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>25</td>
<td>Joe, Johnson</td>
<td>234</td>
<td>57</td>
<td>10</td>
<td>93</td>
<td>17</td>
<td>37</td>
</tr>
<tr>
<td>37</td>
<td>James Brown</td>
<td>375</td>
<td>6</td>
<td>15</td>
<td>49</td>
<td>12</td>
<td>36</td>
</tr>
<tr>
<td>49</td>
<td>Joseph Taylor</td>
<td>514</td>
<td>12</td>
<td>43</td>
<td>-</td>
<td>17</td>
<td>39</td>
</tr>
<tr>
<td>51</td>
<td>Alice Armstrong</td>
<td>259</td>
<td>57</td>
<td>11</td>
<td>18</td>
<td>17</td>
<td>33</td>
</tr>
<tr>
<td>55</td>
<td>Charles Cook</td>
<td>250</td>
<td>-</td>
<td>250</td>
<td>-</td>
<td>12</td>
<td>50</td>
</tr>
<tr>
<td>57</td>
<td>Edgar Brown</td>
<td>240</td>
<td>-</td>
<td>-</td>
<td>12</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td>59</td>
<td>Robert Brown</td>
<td>65</td>
<td>18</td>
<td>-</td>
<td>279</td>
<td>12</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>24</td>
<td>33</td>
<td>16</td>
<td>34</td>
<td>89</td>
<td>17</td>
<td>15</td>
</tr>
</tbody>
</table>

Certified Correct
T. Clark
Principal
**Statement of money for labour performed**

For labour performed at High River School:
- Joseph Royalo 19.85 19.85 carpenter
- Allan McGibbon - 2.36 2.36

At Apple School:
- P. O'Farrell 6.25 6.25 blacksmith
- Joseph Canoe 14.00 16.00

For labour performed at Battleford School:
- J. Bear 25 25.00 carpenter
- A. Suttor 54.25 54.25
- J. Taylor 53.25 53.25
- A. Armstrong 56.00 56.00
- Roll Bressett 25.44.35 25.44.35
- G. Bear 19.20 19.20
- G. Brown 29.62.20 29.62.20
- Chat Book 15 15

Total: 328.20

There has been no payment to the Battleford Agency for the year 21st July 1878.

Signed: [Signature]
<table>
<thead>
<tr>
<th>Client ID</th>
<th>First Name</th>
<th>Last Name</th>
<th>Status</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>123</td>
<td>John</td>
<td>Smith</td>
<td>Active</td>
<td><a href="mailto:john.s@example.com">john.s@example.com</a></td>
</tr>
<tr>
<td>456</td>
<td>Jane</td>
<td>Brown</td>
<td>Inactive</td>
<td><a href="mailto:jane.b@example.com">jane.b@example.com</a></td>
</tr>
<tr>
<td>789</td>
<td>Robert</td>
<td>Garcia</td>
<td>Active</td>
<td><a href="mailto:robert.g@example.com">robert.g@example.com</a></td>
</tr>
</tbody>
</table>

**Notes:**
- John Smith is an active client with an email john.s@example.com.
- Jane Brown is listed as in inactive status with an email jane.b@example.com.
- Robert Garcia is an active client with an email robert.g@example.com.

**Additional Information:**
- Client 123 has been active since January 2022.
- Client 456 last contact was in June 2021.
- Client 789 has a 2-month overdue payment.
Indian Industrial School

Battleford

15th November 1891

I have the honor to make application for the withdrawal of money funded in the Post Office Savings Bank in my name for the years 1895 and 1896. Ten Dollars.

Ruth Bear

E. McIvor

Industrial School

Battleford

Att. Indian Agent

Battleford
I beg to forward herewith application, in duplicate, for withdrawal of funded annuity money belonging to ex pupils of the Battleford Industrial School. This money will be judiciously expended, under supervision, in the purchase of clothing, provisions, household goods, young stock, etc.

Yours obediently

Agent

The Secretary,
Department of Indian Affairs
Ottawa
Dear Sir,

I wrote to you to ask you to be so kind as to lend me any money you may have not drawn during this past year so that I may attend the Provincial Agricultural school and the Commercial College at Prince Albert. I want to make a start in order to earn some money so I can buy a set of horses and some tools.

John Knight

Chief

Inland Commissioner

Alex. Waychone
In your reply refer to No. 3114.
Also to the date of this letter.

OFFICE OF THE
Indian Commissioner,

MANITOBA AND NORTH-WEST TERRITORIES.

J

Reg. 19th May 1871

Feb. 3rd, 1891

I have the honour to enclose herewith the sum of ninety three dollars and sixteen cents (93.16) being the amount earned by pupils enumerated on the statement No. 1 to be funded for their benefit.

Statement No. 2 is also enclosed being the balance sheet of pupil earnings for half-year ended 31st December last.

I have the honour to be,

Your obedient servant,

W. J. Wheeler
Commissioner

The Deputy of the Sec. Gen.
of Indian Affairs
Ottawa
<table>
<thead>
<tr>
<th>Name of School</th>
<th>Year of Birth</th>
<th>Class Graduated</th>
<th>Date of Examinations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1866</td>
<td>1885</td>
<td>13 Feb 1894</td>
</tr>
<tr>
<td></td>
<td>1866</td>
<td>1885</td>
<td>13 Feb 1894</td>
</tr>
<tr>
<td></td>
<td>1866</td>
<td>1885</td>
<td>13 Feb 1894</td>
</tr>
<tr>
<td></td>
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<td>1885</td>
<td>13 Feb 1894</td>
</tr>
<tr>
<td></td>
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<td>1885</td>
<td>13 Feb 1894</td>
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<td></td>
<td>1866</td>
<td>1885</td>
<td>13 Feb 1894</td>
</tr>
<tr>
<td></td>
<td>1866</td>
<td>1885</td>
<td>13 Feb 1894</td>
</tr>
</tbody>
</table>

According to the records, the students must complete their course by the year 1894.
OFFICE OF THE

Indian Commissioner,

MANITOBA AND NORTH-WEST TERRITORIES.

Report Dated Oct. 25, 1892.

I have the honor to inform the Department that the Principal of the Battleford's Industrial School has suggested that two pupils, Johnnie Wright and Victor Bear (who are the two oldest as far as aducation is concerned) should be considered as temporary employees of the Institution and be placed in charge of the printing, slaying and printing shops respectively, and receive payment.

I would refer the Department to my letter of the 12th of April last No. 314 respecting payment to pupils farming and as his some remuneration could not be given.
given that two boys, Service B. no.
concerned but that they receive 10 cents
per diem. They are getting on re-
markably well and deserve some
encouragement. The boys at the
barbering trade have opportunities
of earning money that these boys
haven't.

Mr. Caesar was the boy who learned
with Mr. Faulkner and whom he
considered was the smartest
boy he had ever seen in learning
the art of type setting. He is so
wise and the work of getting
out the little newspaper "The Guide".

Your obedient servant,

[signature]

Commissioner.
<table>
<thead>
<tr>
<th>SCHOOL NAME</th>
<th>School Number</th>
<th>NAME OF SCHOOL</th>
<th>NAME OF PARENT OR GUARDIAN</th>
<th>No. of Annuity PayTicket</th>
<th>NAME OF BAND</th>
<th>Amount</th>
<th>OLD OR NEW ACCOUNT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edward Harwe</td>
<td>131</td>
<td>Battleford</td>
<td>Bomboods Head</td>
<td>2</td>
<td>Mosquito</td>
<td>5-001</td>
<td>old</td>
</tr>
<tr>
<td>Andrew</td>
<td>130</td>
<td>140</td>
<td>Bootmoo</td>
<td>52</td>
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List of Pupils in the Battleford Agency for whom no annuity has been funded for 1898.

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<td>Thunderchild</td>
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<tr>
<td>Mary Alexander</td>
<td>Poundmaker</td>
<td>No. 117</td>
<td>&quot;</td>
</tr>
<tr>
<td>Baptiste Paynet</td>
<td>Sweet Grass</td>
<td>No. 90</td>
<td>&quot;</td>
</tr>
<tr>
<td>Tacy Paynet</td>
<td>Sweet Grass</td>
<td>No. 90</td>
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<td>Heli Nezaskaqiky</td>
<td>Poundmaker</td>
<td>No. 15</td>
<td>Duck Lake, No. 14</td>
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<td>William Daniel</td>
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<td>No. 3</td>
<td>Battleford, No. 137</td>
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<td>Pierre Jacob</td>
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<td>Neosmim</td>
<td>No. 100</td>
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<td>&quot;</td>
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<td>Eve Nobbs</td>
<td>Thunderchild's</td>
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<td>Qu'Appelle, No. 0150</td>
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Note.

# It was arranged to fund the annuity of John Edward Wright from his birth.

() The earnings of these pupils have been funded.

% Floyd Tahon, funds transferred from her brother's account, annuity to be funded for 1899.
Statement of Amounts sent in to be funded for the benefit of the undermentioned Indian children.

<table>
<thead>
<tr>
<th>School Name</th>
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<th>Amount</th>
<th>Whether older?</th>
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Battlesford Agency, December 1880.
Statement of Amounts sent in to be funded for the benefit of the undermentioned Indian children.

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<th>Name of Band</th>
<th>Amount</th>
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Total: 400.00
Statement of Amounts sent in to be funded for the benefit of the undermentioned Indian children.

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<th>Amount</th>
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Brought forward 130.00
Statement of Amounts sent in to be funded for the
benefit of the undermentioned Indian children.

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<th>Name of School</th>
<th>Name of Parent or Guardian</th>
<th>No. of annuity</th>
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Total: 235.00
Statement of Amounts sent in to be funded for the benefit of the undermentioned Indian children.

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Total $280.00
Indian Industrial School
at Battleford, Sask.

No. 20.

January 26th, 1899

Acknowledged 3rd Feb. 1899
E.S.M.

Sir,

I enclose with this,

School Cheque No. 550, dated Dec. 22nd,
Accounting to forty seven and 50 cents.

Also Cheque James Climshill, No. 875,
dated Jan. 24th. Amounting to fifty eight and 65 cents.

Amounting to a total of $105.90

Please deposit same to the credit of the following pupils of this School
and the amounts opposite to their respective names as per attached list.

This represents their earning for December 31st, 1898.

Yours obediently,
G. Matheson
Principal

The Secretary
Dept. Indian Affairs.
Ottawa.
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Grand Total: 105.90

*Note: The grand total is 105.90, which matches the sum of all amounts.*

On the letter of 29th June, No. 20.

For non-payment, it is advertised to be forfeited.

J.T.只要你把数字加起来。
Referring to your letter of 10th inst., No. 95833/5, I have to state as follows:

Benjamin Dakota, Samuel Dakota, and Annie Graff, are regular pupils of this School—yet, names have been on the quarterly returns ever since the admission several years ago. They are not known by any other names. They have one Band Superintendent, but were admitted by special authority, perhaps that may account for the Dept. having no account of them.

Patrick Okato, No. 108, is the same who is named "Okato" in your books. I have spelled his name as it is in your books—with the w. I think this is correct, but will try to find out from the Indians the real pronunciation.

Alsey, "Smudahl" is the name who is in your books as "Child". He is "Child" in our admission papers, but is known as "Smudahl"—this being the correct translation of his former Indian name. Shall we both put him in our books, "Smudahl"?

Yours obediently,
E. Matthews
Principal

The Secretary,
Dept. Indian Affairs
I beg to transmit an application from Alex. Haycham, ex-pupil No. 38 of the Battleford Industrial School, formerly No. 117 of Poundmaker's Band, and now No. 142 Mistawasis Band, Carlton Agency, and to submit same to your consideration. This pupil deserted from the Battleford Industrial School and upon the suggestion of the Principal of that school was sent to Emmanuel College, Prince Albert, where having been found to be very insubordinate, he was allowed to leave on the 23rd. of March last.

Your obedient servant,

[Signature]
Indian Commissioner.

The Secretary
Department of Indian Affairs,
Ottawa.
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Form No. 81.
We the undersigned, pupils of the Battleford Industrial School belonging to this agency, respectfully request that the annuity money paid to us in the Post Office Savings Bank, may be withdrawn and be paid to us, to be expended under the supervision of the Indian Agent, for our benefit.

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Form No. 81.
## Statement of annuity money to be funded

for the undermentioned Indian Children of the

BATTLEFORD Agency.

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<th>SCHOOL NAME</th>
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Form No. 81.
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Total: $365.00
Statement of Amounts sent in to be funded for the benefit of the undermentioned Indian children.

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<th>Name of Band</th>
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Battleford Agency, AUG 16, 1900

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for the undermentioned Indian Children of the

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Form No. 81.
APPLICATION FOR WITHDRAWAL OF SAVINGS.

I, the undersigned, hereby make application to the Department of Indian Affairs for the withdrawal of my savings.

James Brown
(Applicant's Signature)

Witness:

1. Applicant's name in full: James Brown
2. Band: Blood, Grand Band
3. Number: 37
4. School: Bethel Industrial
5. Number: 37
7. Proposed expenditure of savings: Carpenter's tools.

Agent's report as to circumstances of applicant and recommendation as to withdrawal:

BATTLEFORD, Agency,
JUL 3, 1901.

This boy, who is now about 22 years of age, is studying for a missionary work and has been in attendance for a year at St. John's College in Regina. He requires carpenter's tools to help him to work in an instruction and recommend for use in connection with his missionary work. The applicant recommends:

J. Cooper
Agent.

To the Secretary,
Department of Indian Affairs,
Ottawa.
APPLICATION FOR WITHDRAWAL OF SAVINGS.

I, the undersigned, hereby make application to the Department of Indian Affairs for the withdrawal of my savings.

WITNESS:

[Signature]

1. Applicant's name in full: Lizette Parker
2. Band: Sweet Grass
3. Number: 113
4. School: Battleford Industrial
5. Number: 060
6. Occupation: (married) housewife
7. Proposed expenditure of savings: furniture, clothing, and household goods.

Agent's report as to circumstances of applicant and recommendation as to withdrawal:

BATTLEFORD, Agency,

JUL 25, 1901

This woman and her husband propose to make their living which they already do, with a fair prospect of success. The money cannot be employed as in the circumstances above. I accordingly recommend the withdrawal be permitted.

[Signature]

To the Secretary,

Department of Indian Affairs,
APPENDIX L

RECOLLECTIONS AND REMINISCENCES

BY FORMER STUDENTS
APPENDIX L

RECOLLECTIONS AND REMINISCENCES BY FORMER STUDENTS

A number of interviews were conducted on reserves and in the city of North Battleford, in the homes of former students of Battleford Industrial School. James Buller kindly gave his time and interest to travel as a companion and to act as an interpreter, where it was required, to Red Pheasant Reserve. James Buller had received his early education at Battleford Industrial School and thus he very ably brought out details during the interviews which otherwise might have been overlooked.

The former students interviewed kindly permitted the discussions to be tape recorded. Editing the interviews was kept to a minimum in order to convey the thinking and feeling as each person recalled and reminisced about the life and times at Battleford Industrial School. The writer thanks all interviewees who generously assisted not only in the information they had given, but also in making available school snapshots and other data, copies of which are illustrated elsewhere in the thesis.
Interview with Sam Benson

Sam Benson preferred to give his interview in Cree and James Buller's assistance here was invaluable. At the time of the interview, Benson, who was ninety years old, appeared to have a keen and alert mind, and a fine sense of humor. He believed that he was the only one living in the Battleford Indian Agency who had attended Battleford Industrial School at the time of the Riel Rebellion. Benson recalled that he was nine years old when he enrolled at the Industrial School in 1888 where he attended for ten years.

Benson remembered that Thomas Clarke was very well liked. In the beginning there were not very many pupils but in time, due to the efforts of Archdeacon MacKay who brought children from the Prince Albert district, the school population increased. Benson further stated that classes were held on a half day basis.

He had learned to be a shoemaker which was his trade while attending school. He did not follow the shoemaker's trade after discharge since no equipment was provided to give him a start. He manufactured many shoes for the pupils to wear. Benson produced an old and faded picture which showed him working at his shoemaker's bench. For a time, when he was 14 years of age, he made coffins for pupils who died at school.

When asked if he was lonely at school, he stated that he was not because he had an older brother and a sister, who had enrolled in 1885, and he attended school with them. He recalled some students had been lonely and had run away.

1 Statement by Sam Benson, Personal interview, June 20, 1969.
Benson also looked after the driving horses. He became so well known for his good work that Indian Agent, Charlie Duanais, asked him to work for the Agency. It was arranged with Matheson who was then Principal of Battleford Industrial School, that Benson could obtain his discharge in order to work as a caretaker of horses and harnesses and, as a driver for Charlie Duanais. He worked for the Agency in that capacity for two years.

Turning his thoughts back to his school days, Benson reminisced about the time of the Rebellion in 1885. There were some children in school who were locked up by Tommy Clarke, that is, they could not go outside of the building. The children were Thomas Wuttunee, Isaac Wuttunee, Peter Owstasis, a Pechowis boy and of course his brother and sister and several others. During the rebellion, Benson related, a Stoney woman went to school to see some of the children and she found the doors locked. The children had opened the upper windows and they spoke to her. She said "I'll get you out. You go and get some lunches and take one blanket each, and I'll get you out." She took a stick and went around to a certain spot and broke all the windows. About ten children went out and they went home.

Some staff members assisted Clarke who stayed on at the school with some other children. Other staff members went to the Fort for safety. At this point in the interview Benson chuckled about the fact that "Tommy Clarke did beat it out of the school too." It seemed that the Principal was afraid of the Stonies.
Benson stated that he had good times at the school. The authorities allowed parents to visit and the school gave food to the visitors who were camped outside the school premises.

The children were not restricted from talking in Cree to each other. Benson believed that the restrictions came into effect later, possibly after he had left. He recalled that the children were allowed to speak in Cree during recesses but they were not allowed to do so in classrooms.
In 1893 when Mary Angus was seven or eight years old, her mother died and due to this misfortune her father decided to enrol her, an older sister and a younger brother at Battleford Industrial School. Mary Angus was known as Susan Whitecap at the Industrial school where she attended for nine years until 1902. She completed her studies in Standard six.

Mary Angus recalled her impressions about the teachers and the Principal, Rev. Matheson.

I had men teachers all the time, except in the kitchen, laundry and other places. I liked to learn what I could. I was not afraid of him (Principal Matheson) or of the other teachers. Canon Matheson was just a principal, he did not do any teaching.

Of the daily routine at school, Mary Angus stated that students were on the half day shift between classes and practical training. The pupils arose at six o'clock in the morning, dressed, washed, recited prayers and ate breakfast before they entered upon the routine.

We did all the work, cleaning up, make the beds upstairs. Some of the girls were washing dishes in the kitchen. After that we go to work. We kept changing work every month. I used to work at the sewing room, another month I go to knitting stockings for the children on the machine, another month I go to the kitchen and another month I go to the laundry. We were changing all the time.

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2 Statement by Mary Angus, personal interview, June 22, 1969.
Older school girls pose for a picture. They are — back row (left to right): Esther Bigears, Queeny Sackman, Sally Charles, Charolette Benson, Flora Flett, Edith Blackstar, Ellen Applegarth, Harriet McDonald. Front row (left to right): Caroline Sackman, Bella Smith, Ida Armstrong.

Pictured above — Back row (left to right): Maryann Daniels, Flett, Dinah Buglar, name missing, Katie Stewart, Mary Dressyman, Maria Cardinal. Centre row (left to right): Elizabeth Wustunee, Miss McArthur, Lena Kruger. Front row (left to right): Alice Wright, Martha Charles, Marian Buck, Annie Peychew.
Asked about school disciplinary measures whether the same type of punishment was administered to both boys and girls, Mary Annus remembered clearly that girls also received corporal punishment.

They strapped girls too. They didn't allow us to talk Cree, and those that talked Cree and got caught talking Cree - they lose all their hair, cut up like men's cut, always straight up (up on the head). That's what they did with you - bald head like. All the hair cut to be as a man, that what they do, for us not to talk (cree). We were afraid of that, to have our hair cut.

Mary Annus stated that there were occasions when the girls had their hair cut by the ladies of the school. Oh they felt very bad. They cried, were afraid and resentful. The boys laughed at them.

The discussion turned to students who deserted from school. Mary Annus recalled that a workman of the school set after the girls in what seemed to them a very large buggy pulled by a team of horses and he would bring them back to school. It was not very often that girls attempted to run away; the boys runaways were more common.

Of her experiences Mary Annus had this to say:

One time I remember 12 or 13 or 16 - about 16 girls, I was the smallest one, big girls mostly all from Fort à-la-Corne ran away to Saskatoon. I knew those girls were getting ready, I think, because we had some grub in a sack. They were taking it from what we could slip from the table. We left one night. We slept out in the bush and when we started heading toward Saskatoon the men came, caught us and took us back to the school. Mr. Matheson told the matron that she should be very strict to us. (Then) he stopped her, (and told her) not to say a word to us. That night we were
in our room. He put us in our room and one by one we went to Mr. Matheson's office to tell what's the trouble. (The girls) didn't like the teacher. He called them names. They were bashful I guess. They were the biggest girls to go to school, the big boys called us caws and he was acting and they didn't like it.

Mary Angus was not of age, that is 18 years old, to be discharged from school but she wanted to leave.

I shouldn't be leaving the school until I was 18. I used to go and ask Mr. Cook and Mr. Matheson to let me go. I wanted to go since I stayed long enough. He said I should learn more. I asked him if I could leave and he asked me what I was going to do. I told him I would work out and earn my own living. That's what I told him. I used to work for Bob Speers, the milkman in South Battleford. I did housework. I worked for Mrs. Storey who lived behind the Hudson Bay Store and for an old man, Mr. Dunbar. He was an old timer, I was about 17 when I started work.

In reference to Matheson, Mary Angus recalled that he was a very kind man. The staff listened to his orders. With regard to his red beard Mary Angus knew that some boys called him red beard, and although she did not elaborate on her thoughts about the beard, it caused her to chuckle.

She remembered that when Inspector Chisholm came to school they were told to be quiet and to read loudly when he called on the students to read.

Mary Angus was asked why she was called Susan if her name is Mary.
My name used to be Susan, but I'm called Mary Angus now. There were so many Marys in school.

Mary Angus believed the old Industrial School had provided a good education. The great weakness of the school as she remembered it was the fact that children had no one to talk with. She had been lucky to have her sister in school. The old folks didn't like Battleford Industrial School (because the authorities took their children away). Mary Angus felt it might have been better to train the children in Industrial pursuits after school in place of the half day system.

Mary Angus stated that she cried and felt sorry when she first heard that the Battleford Industrial School would be closed. She did not know why the school was closed but later she stated:

They had day schools starting up. That is why I think they have to close Battleford Industrial School. My friends felt bad about the school closing.
Sarah Soonias: Red Pheasant Reserve

As a pupil at Battleford Industrial School Sarah Soonias was known as Sarah Wuttunee. Sarah Soonias estimated that she started school at the age of five years around the year 1900 and she left at the age of fifteen years when the school closed in 1914.

Sarah Soonias recalled that both male and female teachers taught the girls in the classrooms. It was customary to place the girls in desks on one side of the room and the boys similarly on the other side of the classroom. There were two classrooms, one for the junior students and one for the senior students. The classrooms were separated by a large folding door. Sarah Soonias remembered once she received a strapping across the palms of her hands from Mr. Denten, a staff member.

I got a good strapping from him because I wouldn't say a word. I got sad, I waited too long, I couldn't speak and I got a strapping. Another teacher was very sorry to strap us. He used to rub our hands. He was soft-hearted.

Sarah Soonias remembered that she never was afraid of Canon Matheson, for he was a familiar figure, with his red beard, around the school. Eleanor Matheson was a deaconess and nurse, and she supervised everything. "We all loved Mrs. Matheson, anyway the girls did."

The school was run by the ringing of the bell. The bell woke the girls. It was then the matron came to see if the girls were up.

3 Statement by Sarah Soonias, personal interview, June 20, 1969.
After bells she came to the dormitory and as soon as she left us we used to jump back into bed. We used to get to business and say our prayers. We went to the bathroom to wash up, made our beds after breakfast.

Buller asked a question about the use of towels and water basins. Sarah Soonias stated that about 100 girls used the same towel.

Yes, and the same water too. We had a roller of towels which were locked and I remember we could never find a clean place to wipe ourselves.

Buller echoed the same sentiment. It was about seven o'clock that the boys came down for breakfast. After breakfast assignments were announced where the boys should go. Buller noted that the "hygiene and sanitation was not very good, at least for the boys dormitory had to use a big pail".

Same here for the girls, replied Sarah Soonias. There were three pails and there were 20 to 30 girls filled them up sometimes overflowing.

Sarah Soonias remembered that the girls assigned to school classes first had to wash dishes and clean the dining room. Those who were assigned to the laundry had to wash clothing by hand. (In regard to soap, she thought maybe the school used Sunlight soap, or some old time brand of big square soap.)

In reference to the sick children at school Sarah Soonias remembered that the girls did not look after the sick. Consumptives lived together all in the same dormitory until they were dying. Too many children died of consumption.
The work she disliked most was scrubbing the large wooden dining room floor on Saturday morning. She was about 13 or 14 when she started to take her turn.

The girls who worked in the kitchen were assigned their duties after breakfast. They washed potatoes which were not peeled and placed them in pots for boiling. The fish was either fried or baked but never boiled. The students had tea without sugar and also drank reheated leftover tea. For dessert, rice pudding, bread puddings or apples were often served.

The children didn't much care for porridge with skim milk. At this point in the conversation Sarah Soonias chuckled as she thought aloud that the staff must have had all the cream. The children also ate bread with soya bean or something soft that was similar to lard. Sarah Soonias believed there was enough to eat for all the children.

The teachers were strict in discipline regarding any children who spoke Cree. Sarah Soonias recalled that the girls would get a strapping if they were caught. When girls were very bad and persisted in speaking Cree, they had their hair cut short as a punishment. The teachers were good, but in Sarah Soonias' opinion they "didn't understand the children". The girls would sneak out to see the boy friends. They (authorities) never knew. Two got pregnant.

The discussion next turned to family visitors, home visits and school walks. The students were allowed, once per month, to go to town. The supervisor lined the girls two by two and accompanied them on an outing to town. On other occasions the girls had evening walks
in the woods after night service and before bedtime. Again the supervisor accompanied the girls to keep them together in a group. There were times when Sarah Soonias was home sick, particularly when treaty time approached. The children who went home for treaty did not look forward to going back to school. The children were brought to school from Duck Lake, The Pas, and other districts. Later, parents would come to visit. In summer the visitors from the reserves came outside the school but in winter they were accommodated and fed in school. Sarah Soonias thought Indian Affairs authorities tried to discourage parental visits and when they had become too frequent school routine would be disrupted and children would become homesick.

The parents didn't like having children attend school classes for only half a day. They objected to having children work at school as a way to learn a trade. The Town of Battleford had academic classes for European children and according to Sarah Soonias "all day school - this was the difference".

In my time we didn't to knitting, others were taught everything: they had knitting machines. We had a seamstress who did all the cutting out for dresses and aprons. The girls did not do the gardening.

In the general discussion about Industrial Schools it was asked whether Industrial Schools were good and if they should be continued. She agreed, "I think that was the best way".

Sarah Soonias, on leaving school, when it closed, worked for Rev. Jones in Battleford for two months and then she returned to her
home to get married. When she heard that Battleford Industrial School was to be closed she expressed a simple and sincere sentiment.

I guess we were all sad. We liked it.
Interview with Peter Wuttunee and James Buller: Red Pheasant Reserve

Peter Wuttunee, who permitted the interview to be recorded at his home on Red Pheasant Reserve, talked with James Buller about old times at school. Questions were asked during their talk and the two men responded in a thoughtful and sincere manner in order to relate the student's point of view. After a gracious greeting and welcome extended by Peter Wuttunee the interview began.

Question: Mr. Wuttunee, did you start school (Battleford Industrial School) as an older boy?

Buller: Gilbert came there in 1898 so you must have been there about two years before.

Wuttunee: Just about.

Lennox: (Lennox is Mr. Wuttunee's son) You went to school here (on Red Pheasant Reserve) - you were about 8 years old?

Wuttunee: Just about 10, I guess.

Buller: You are three years older than I am. I'm approaching 81 and you're 83. I think you came there three years after I did.

Wuttunee: I was still in the school in 1914.

Question: Why did Rev. Matheson suggest you study by yourself - was it because you were too old to go back to school?

Buller: He wanted him to go and teach at Stoney.

Wuttunee: So I was leaving studies at school. In the first place, he sent me to Onion Lake to build that house over there, that was

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Statements by Peter Wuttunee and James Buller, personal interview, June 20, 1969.
for our instructor.

Buller: I was with you then.

Wuttunee: Yes

Buller: Alex (Dakota), you and myself.

Question: What were you teaching?

Wuttunee: Reading, writing and preaching.

Question: You mentioned, in the car, that you went teaching school too.

Buller: Yes, but this was on a permit. I never went to normal. I taught at Thunderchild for one term and then to Grand Rapids. I went in the summer, and I went to St. John's College in the winter.

Question: What kind of teachers did you have?

Buller: That's what I want to talk to him (Wuttunee) about. I believe there were no qualified teachers until you came about 1906. Who was the teacher there?

Wuttunee: Allan ------

Buller: No, later------

Wuttunee: McDouall.

Buller: I came before that. You had been in school on the reserve.

Wuttunee: Supposed to be. I used to play truant every day.

Question: Did you parents send you------

Wuttunee: Me, to make me a new boy.

Buller: Where can we begin?

Buller wanted to talk about the school, its routine and its treatment of students. The conversation did not always follow the pattern of the questions. The questions were intended merely to encourage
recollections.

Question: What grade did you finish?

Buller: We used to have standards.

Question: Standards up to 6?

Buller: That would be public school leaving.

Wuttunee: We had up to Standard 5, from Penina. My diploma had standard 5 in six years.

Question: After standard 6 could you go on to college, say at Emmanuel College or St. Johns?

Buller: If you wanted to be a minister, go in for ministry, you were sent there.

Question: If the boys learned the trades at school, what opportunities did they have to get jobs in town and district, or did they go home to the reserve?

Buller: There wasn't very much. North Battleford came into being around 1905 - Railway. Of course there was a lot of work done. I never worked in North Battleford.

Question: You trained as a carpenter. Did you work?

Wuttunee: Oh yes, I stayed in Battleford for 7 years.

Buller: You followed the carpentry. He worked all over and he still follows it. I did a little bit of it.

Wuttunee: Last time I heard, you were building an elevator.

Question: Was learning a trade a good thing?

Wuttunee: Yes, if you want to make money at it. But like me, I didn't love money - somehow or other I love money now----
Question: Were there many boys and girls going to school? Was school held in July and August?

Buller: We had our holidays, a couple of months.

Wuttunee: Which I didn't have. I don't know why. They seemed to get me to work during holidays.

Buller: Well, you got paid for it.

Wuttunee: No. No. No pay. They just kept me.

Buller: You must have been a large boy.

Wuttunee: No. I was so handy with everything Solomon (James Buller was known as Solomon at School). What I do, I do it right. They can depend on it. So during the holidays they left me alone. I know what I not to do. Duty. For instance, when I built stens, its built like a house.

Question: I understand the boys built many buildings at school.

Wuttunee: Oh sure, look at the pictures. That's the two story laundry building. The picture was taken in 1890. The big building had the dormitories, farm buildings in behind, barn near the school. This is the back side of the school. Girls yard -- there is a fence (that can be seen).

Question: How did they punish students, strap, isolation?

Buller: We were strapped. I can remember being strapped once. I was 12 years old.

Question: Looking back, was it necessary for the school (authorities) to be that strict?
Fuller: Oh, I think it was necessary -- so many -- one hundred boys.

Question: As a result of your experiences (in school) did you encourage your children to go to school? How about you Mr. Wuttunee, did you encourage your children to go to school?

Wuttunee: I sent my daughter and son to Elkhorn School, Manitoba.

Buller: When I was government interpreter, I went around to all the reserves in the Carlton Agency (approximately from 1901 to 1916). That time was Mistawasis Reserve, the Agent lived there, on my sixth round. I saw so much poverty and especially among the children, very unsanitary conditions. We never told you about the Industrial School. We had to use nails in our dormitory. There were outhouses for the day and had to carry them out (the pails). We had a bath every Saturday and we had a water pressure system. How did we warm the water?

Wuttunee: It was warm, we had the pot stove.

Buller: I think maybe 10 boys went to the same water; everybody had different diseases. Scrofula was the worst.

Wuttunee: The same towel, too.

Buller: Yes, we had to use the same towel. That was why I was scared to send my children to school. That's why I left the reserve. I'd be tempted to send them to school. I didn't like it. I never liked it. Some had glaucoma, eye disease, we all went to the same baths.

Question: There were some deaths....

Buller: We used to call it consumption in those days. It was T.B. Most of them died of that. Talking about the cemetery, back of the school - that was for the boys and girls.
Wuttunee: I used to give the sick at school a lot (of care). You remember 127 - Joseph Thunderchild, you know I watched that man all alone for a month or more. Eventually mother and my deceased brother, George, came there (to school) and got after Canon Matheson, over me, you see, because I was keeping sick children all the time. I don't know why they got me to do that work. There was that other fellow, I kept him a long time too. It not my mother and brother put out over the matter and they came over to see Canon. But I kept going.

Question: What did you do to keep them, bring food?

Wuttunee: Oh no, just stay with them in the room, that is to see they were comfortable, and that means missing school too, a lot of the time.

Buller: I was a baker for awhile.

P. Wuttunee: I was two years at it. We had a giant oven.

Question: The bread was hot. - burned fingers.

Buller: Boy, 150 of them (loaves of bread)

The discussion turned briefly to the regulation which prohibited children from speaking in Cree at school. Wuttunee made a significant observation about the effect of the regulation imposed by school authorities.

Buller: Well, they thought that (regulation) was good. Oh, it's got its point all right.

Wuttunee: And now, we create a new Cree. If you know this, it comes
sort of general (gradual) because we never talked a proper Cree
over there you know.

I think you will find it's all wrong when you don't permit a
pupil (to sneak except) what you are teaching him in language.

Now, they kept us from talking Cree at the school. I think it was
one of the worst things they can do. It's a blessed thing when
you can talk two languages, and talk them right.

Question: You mentioned that you were a night watchman. Did you do
this work after you had finished going to school?

Wuttunee: Oh no, anytime, even after I quit school. This was once
in awhile.

Buller: Gilbert did this too, once in awhile. As far as the school
system, I don't know what can be said. Naturally the people (teach-
ers and trades instructors) we had were just ordinary, weren't
trained, to about 1904. I rather think 1905. Somebody might
correct me, and I hope they do, but I think the Normal School in
Moose Jaw was built in 1904 and opened in 1905, the year the
province became Saskatchewan.

Wuttunee related an incident which, over the years, left him
with an unhappy memory and one which would never be resolved. Wuttunee
preferred not to divulge the details, but generally speaking the
incident concerned a staff official punishing a student. Wuttunee
intervened on behalf of the student and tried to stop the dispute which
he did not institute. In the Principal's office Matheson tried to
bring the incident to a close. The following statement indicates that school authorities were resolute in their posture to maintain student control.

He (Matheson) told me he could put me in jail after chasing that man in there. He could give me a strapping before the school. I told him to go ahead. He kept me in till 12 o'clock at night - talking.

This man (school official) said there (in the Principal's office) I tried to make friends with Peter (this was not the case). He offered me his hand and I said no, I'm not shaking your hand before the Principal. That put the Principal and me into trouble. They tried to give me an excuse why he was fired (the school official was fired from school duty and asked to leave the country some three months later). That was no good to me. (They did) not talk to me for a month or so. I should have left the school. Anyway I should have walked out.

Question: But you were waiting for your parents to come.

Wuttunee: No. I was waiting for an honorable discharge, and I didn't get it right up to this day, because the Principal was away in Winninen (after the incident), maybe over a month, and meantime my mother and brother came for me and took me. I walked out.

A child at school is not going to (tell untruths) if possible, if he can no through by telling the truth, he won't tell a lie - on what's going on. It sees to me a person in authority wants to finish his mind about it. He might be 100 miles from the truth.
Question: Some boys and girls were homesick. How did the school handle runaways?
Buller: They went out and gathered them, punished them.

Question: Did the North West Mounted Police go out after the pupils?
Wuttunee: Very seldom.
Buller: Very seldom, if at all.

Wuttunee: Some who ran away a lot, the police had to look after them.

Question: Would you like to see this education today, or should it be given when the students are older, when they have finished....?
Buller: Yes, after they make up their minds on what they should do.

Question: Were you sorry to see the school closed down?
Wuttunee: Well, I was. Really, you know it touches your heart, I was there right through.
Interview with Gilbert Nuttunee

One Sunday afternoon in June, James Buller invited the writer to his home in North Battleford, to meet and interview Gilbert Nuttunee from Edmonton, who also had attended Battleford Industrial School. Gilbert Nuttunee very kindly consented to have his interview recorded and presented here. It was given in a spirit of fairness, honesty and good humor.

Question: In what year did you start school in Battleford?

Nuttunee: In 1898 I turned six years old and I was there for eleven years. I left on my seventeenth birthday. It wasn't a respectable discharge, I just left.

Question: I wonder about the discharge. This was a school, not a military organization. Was the school run like a military set up?

Nuttunee: Quite a bit. It was regimentation right through, even to our language you know, right from the first day we arrived. You went in there, why you weren't supposed to talk Cree, whether you knew a word of English.

Question: They were quite strict about this?

Nuttunee: Very strict about it. They might have been easier on other matters. If you were caught talking Cree you were punished for it.

Question: I talked with Mrs. Angus, the hair was cut short or bald-headed, she expressed children's fear. What happened to the boys?

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Wuttunee: They got a licking. Some came with braids, others had regular haircuts. Some braids were cut off. The boys not only had braids but ear rings too.

Question: What were the earrings made of?

Wuttunee: I don't know, I couldn't tell you - made of little shells. They looked pretty.

Question: The little children, 6, 7 and 8 years old, surely didn't do farm work?

Wuttunee: No, no. They didn't do any farm work or any kind of work until you got to, at that time, standard three, whether you were nine years old or fifteen years old. You stayed in school until you were in standard three. Some of the boys were dumb enough to stay that long, never got a standard three. But I remember I started work any place - on the (school) farm - any place - carpenter shop or anywhere from the time I was nine years old and I never saw another full day of school until I left. I started work pretty early, nine years old. I finished the school as far as I was concerned - I simply left.

Buller: We never had kindergarten as we know it now - what did we do.

Wuttunee: We started right in school. Hell you see, that was supposed to be a trade school and when you got to standard three, you started work. When I went there, quite a lot of things were cut out like printing, shoemaking. There was just blacksmithing and carpentering and farming.
Question: You left about 1909, and the school was closed in 1914. Let's think about this, when you heard the school was to be closed how did you feel about it?

Wuttunee: I was there when it closed. I took over the farm a year or two after I left (studies). I was still there when it closed. I didn't like the idea at all.

Question: The government favored day schools.

Wuttunee: The school got down to 14 boys, enrolment gone down so much. I really felt it was too bad. I always thought we had a good school there. I think we had one of the best schools in the country.

Question: In spite of the fact you had to work half days?

Wuttunee: Yes, yes.

Question: A lot of parents of those days objected to the half-day work.

Wuttunee: Most of the boys were not on the farm. There was a lot of weeding to do. Weeding the garden, looking after the big garden. It's not so much the other crops, wheat and oats, you went at it in the spring and fall. But gardening, the boys who weren't in the carpenter's shop - that was the only job to do, no blacksmith. Mr. Taylor would come once in awhile and do blacksmithing, but he had no students. So there was nothing really but carpentering, and you had no chance. I don't think they picked students according to their inclinations, you know. They just told you, go here, you go there, and that's all there was to it.
Question: Let's get back to the classroom before we get going into trade work.

Muttunee: We took up reading, writing history, but no languages, we didn't have any language.

Question: Were there morals and religion taught?

Muttunee: Very much, very much so, we had lots, in fact, as far as most of the children were concerned, we figure we got too much.

Question: Who did the teaching?

Muttunee: Men and women did. The principal was the preacher. He was Rev. Matheson. The men were inclined to religion. They were teachers if they were good Anglicans and liberals. Every night there were evening prayers and every Wednesday night we had a regular service with the bigger children.

Question: You had studies in Geography, some science study of plants.

Muttunee: We didn't get much science.

Eller: I took botany in school at Battleford.

Muttunee: Yes, well those things, but we didn't get languages, that's one thing we didn't get - we had the general work.

Question: Were you in a band? Were you a musician?

Muttunee: We didn't have a band at that time, we had it before my time.

Question: What about sports, what did the boys have, football?

Muttunee: We had football, well that's (called) soccer now. There was no baseball, it was cricket. We had a bit of lacross, not very much. There was swings and things like that - a sort of outdoor
Question: Was there a school routine of a week or a month. You were grouped into boys and girls, into a shift system where some would take classes at a certain hour of the day while others would be doing work?

Wuttunee: There was shifting. Supposing I went to work one week in the mornings, well the next week I'd be on in the afternoons. If you were a carpenter, you were in the shop all the time. You stayed as a carpenter. I baked bread for two years straight. Just two boys at a time. The girls didn't do any baking except for pastry, pies and so on. We didn't learn that. You just baked bread. Well that was enough anyway. I remember one Sunday we were short of bread and Mrs. Matheson came to me just before the service and asked me if I could bake bannock and have it ready for lunch.

Question: Were you also on detail work of hauling wood for the school with a team?

Wuttunee: Oh sure, we had oxen, we had to haul wood into the school, we had to do a lot of other things. We saved a lot of it ourselves to earn a bit of money. You got 25¢ a cord if you cut the wood in 4 foot lengths, just in half, and 40¢ a cord if you cut it for stove length. All I ever cut was 40¢ and I had to supply my own saw. We used to do it at nights - after supper. There wasn't many that did. Oh we did everything. If we weren't sawing wood in the winter time, we'd be chasing pigs. After supper we were free except
except maybe two or three boys would go and feed the stock at night. We ran a sort of dairy for the school. There were about 4 or 5 horses.

Question: To make the school self-supporting - this was the idea.

Muttunee: Yes, yes. He had to do a lot of things - always had a lot of nips. The only thing we didn't have there was sheep.

Question: How about time off, Saturdays you were allowed to go to town.

Muttunee: No, unless you had permission. We were free to go; we would get down there anyway. I remember I would go away off down by the river, cross the river - I'd sneak off to town and back again - I was a little kid then - watching out for the staff all the time to see if any of them would be around (G. Muttunee chuckled about his little escapades).

Question: There was a good sized staff at the school?

Muttunee: There were maybe ten - you remember (Muttunee spoke to Muller) that staff table in the middle, it was always full.

Question: How was the routine to take children to breakfast, dinner or supper? How was it organized?

Muttunee: I'll tell you. In the summer time we were awakened by the big bell, 6 o'clock in the morning. The first thing we did of course, each boy had a cow to milk. That is maybe 10, 12 or 15 cows, each boy had a cow to be milked and then after we milked, of course the animals had to be fed and so on, barns to be cleaned;
it wasn't often we cleaned the barns before breakfast. Cleaned it after. Well then, the bell would ring again, just before breakfast, the big church bell you know. Then it would ring again for breakfast. You lined up and marched in. After breakfast it rang again at eight o'clock for roll call. (It was) then you had your assignment for which you had to do for the morning.

Question: You had prayers and grace?

Wuttunee: Oh yes, we had that for sure, before and after a meal.

Question: Then you went either to classes or to work, depending on how you were assigned?

Wuttunee: Yes. And then of course, we were controlled altogether by the bell (and by the teachers). At quarter to nine you get ready, the bell rang again, then at nine o'clock we marched to school. They would ring it again at twelve o'clock (for us) to come out, and again at half past twelve.

Question: If some of the boys weren't in their places on time, what happened to them?

Wuttunee: They had to be on time. (6. Wuttunee turned to James Buller)

You remember these two boys, Andrew and Annus, always getting late in the evenings for the prayer meetings for a whole week, in fact they wouldn't get in at all on time; then Mr. Marshall, a kindly hearted man, would fix this up, took them to the principal's office, reported them. Neither one could talk English very well, they would be in there a long time. So first he (Matheson) asked Andrew,
Where were you Andrew? There used to be an old half breed, a butcher, and they would go and visit there in the evenings, he had a young girl, that was the attraction. Where were you Andrew?—Sam knows, what were you doing there? Fishing. Who teaches you, feeds you and clothes you, trying to make a man of you and so on?

Battles Ford Industrial School. Where were you Angus? Same place.

Buller: We had good times.

Wuttunee: We had good times, no doubt about it when you think of it now. You'd think sometimes you wish that you were young again to go through it again.

Question: Mr. Buller told me he had been caught behind the blacksmith building—just finishing rolling a little bit of a cigarette for himself. Somebody tapped him on the shoulder, it was Canon Matheson, right on the spot.

Wuttunee: We used to call him the old sneak, the old fox, just among us boys. Once when I was about twelve, after supper in the winter time, everybody was around there, sitting and standing around. I was trying to light the lantern, we had those old oil lanterns. The old night watchman, that was John Pritchard, he is in Canadian history, was sitting right next me. I wondered why he kept kicking my shins. I was trying to get this lantern lit, and when I would get it lit, the glass would fall down and put it out again, and that happened four times, I guess. It was on the fourth time, I swore. That was why he was kicking me. Mr. Matheson was standing
behind me. That did you say Gilbert? Matheson asked, I told him.
Why did you say that? I told him I was mad. He told me - go in
my office and get mad. (As C. Muttunee related the incident he
saw humor in his embarrassment). Yes, he would do his office work.
He couldn't work it very good, the office was too small. I think
I was a little too fast for him.
Question: Seriously speaking, was Mr. Matheson very well liked by the
students?
Muttunee: Well, at the time ... I think we liked him.
Question: He was an older man in those days.
Buller: He liked him, but not too well.
Question: As you recall, you had your feelings.
Muttunee: Yes, in a way we kind of resented them, anyway - you know.
There was one especially - the farm instructor. We may have had
a certain amount of respect for him but on top of that we also
hated him. He was cruel you know.
Question: Yes, there were several teachers who were cruel, in fact
Mrs. Angus said that Mr. MacDouald was pretty mean. He called
them names and so on.
Buller: I didn't like him.
Muttunee: Of course, I was just a little boy, he soon left after I was
there. I can remember very well the very first punishment I got
was from him. Remember Henry Stanley, we were about the same age.
We were late for school in the afternoon. So when we got in there,
he didn't punish us, that is, he didn't spank us, he made us do
some tricks right in front of the school. We had chairs and he had to jump over them.... It was pretty good after all. I guess all children had to experience this, Indian or not.

The interview dwelled briefly on the school cemetery and Gilbert Wuttunee confirmed that most deaths of the pupils were due to consumption. There was a rare accidental death. One student ate thorn berries, stones and all. He died and was buried in the school cemetery.

Question: Was there a school nurse? Did she live there or did she visit the school?

Wuttunee: There was a nurse living at school. She became Mrs. Matheson.

Question: Where were the sick children taken.

Wuttunee: We had a dispensary and a sick room. We looked after our sick.

Question: Were you assigned work there? Peter Wuttunee looked after the sick.

Wuttunee: We weren't so much assigned. If you felt like it you did it yourself, I think. I know I looked after Billy Armstrong who died there and I wasn't asked to do it.

Question: How was the general health of the pupils? Did they have scabies, scrofula and so on?

Wuttunee: Yes, there were quite a few. How there's one point that we often talk about. How the sam hill did we survive? You see, they had no sanitary facilities. We had the same towels, same basins, using the same water for bathing, once a week, I think whether they had scrofula or not. Many a time we talked about that. How the hell did we survive that -- you know.
Question: Those were pretty rough conditions. In some ways as you look back now, you wonder how you lived through the times. This was one of the bad features of the school. There weren't proper conditions for the children.

Wuttunee: And then another thing. In the winter time, well any time, summer time too, we would be soaked either working or playing, we would come in at night soaked and no place to dry your clothes. In the winter time you are sliding and so forth, you go in and undress; your clothes are wet, your shoes are wet, your socks are wet. You get up in the morning, they're frozen solid, no way to dry them.

Buller: They had big dormitories.

Wuttunee: Yes, oh they easily hold a hundred beds and then some. The little one alone were ten to fifteen.

Buller: Oh there were over a hundred children - a hundred boys.

Question: In your day the enrolment fell down; there weren't so many boys and girls at school.

Wuttunee: Well, it started to go down I think in the early 1900's.

Questioner: After 1905.

Wuttunee: I think around 1909, 1910.

Question: Parents were allowed to visit the children once in awhile?

Wuttunee: Oh, they could come any time.

Question: They would stay two or three days?

Wuttunee: Oh yes, it depended how far they had to come.

Question: There probably were a few students who ran away from school?
Muttunee: Usually the parents would bring them back. I know mine brought me back.

Question: How big a boy were you in those days?

Muttunee: Well, that was the only time I did run away. My mother brought me back. I was just turning 17. Well they tried to get me to promise to stay. They offered me all kinds of --- they were going to send me to Univ----- and this and that ------ you know.

Question: After ... you didn't go on to further education?

Muttunee: Not at that school.

Question: At any other school?

Muttunee: Yes, I did - that was more or less a private tutor. I matriculated through him at Red Pheasant. The teacher was Mr. Marshall. He was the first one sent out. There were new schools.

That was 1914.

Buller: That was when the government really went all out to teach the Indians.

The discussion turned to the appointment of Rev. Matheson as principal of Battleford Industrial School. Gilbert Muttunee believed that Archdeacon MacKay used his influence to help Rev. Matheson. It was the opinion of some Indian people that Rev. Matheson was a very fine man.

Muttunee: He was too. He can say so now. He was. There was no doubt about it. He was a wonderful man. He must have had all kinds of patience. He didn't think so at the time. We were all scared of
him, the whole bunch of us. He couldn't think too kindly of him at the time. We can see now what they were really. He really had the students at heart, he meant good.

Buller: Up to about 1914, there was no real (effort). The government closed the school. I don't know which to blame. (Mr. Buller's reference here is that the pupils never had a real opportunity for education due to lack of qualified teachers. Did closing Industrial Schools solve the education problem?)

Wuttunee: The reserve schools were absolutely --- you might as well say now -- they were no good. You may have got to the third grade, you can read ... they didn't care whether you got there (third grade) or not. You went to school that was all. I think I was in school on the reserve, for a very little while .. before I was six years old.

Question: How did you get to Battleford Industrial School? Did authorities go around to ask parents to send their children to Battleford?

Wuttunee: No. I think it was just the parents choice. They did go around to reserves.

Question: So, you learned a trade?

Wuttunee: I was a baker. Most of the time I was a farmer.

Question: How did this training help you in your life work? Do you think the school helped you to get along in the world?

Wuttunee: No, I don't think it did; not for me anyway. Mr. Buller here, learned carpentry.
Question: But you never followed it out?

Buller: No.

Wuttunee: Peter followed it out.

Buller: He was a real good one. He was first class.

Wuttunee: I farmed most of the time.

Question: Did you encourage your children to get their own education as a result of your own school experience?

Wuttunee: Well, I guess that's one reason why I left the reserve. One of the main reasons.

Buller: That's why I left the reserve.

Wuttunee: There was nothing, absolutely nothing for a child and there was nothing for us.

Question: Many young boys and girls did go back to the reserves and the government was concerned. The young could not exert an influence, rather their elders influenced them back to Indian ways, and the training was done.

Wuttunee: In fact more so, those that went back were bigger Indians then ever. There was one thing ... it's just the opposite now. You go to these reserves, the little ones don't even sneak Cree any more. Some can't even talk Cree and they are right amongst our own people. It's English now, everywhere. I find that up North.

Question: This is something today's administrators have to look at and consult with the people and make arrangements according to people's wishes to have Cree taught, that is, the language, the stories, and
so on.

Huttunee: Well now, haven't they got it at the University now?

Question: They have it; but what about the schools on the reserves?

Huttunee: I don't understand the restrictions as to language now.

Question: No, they don't but they don't teach the language either.

Huttunee: If there had been no restrictions as far as language is concerned - allowed us to talk our own language and so on, we could have learned English just as quickly without losing that language because you take the white teachers or farmer instructors, if they stayed long enough and they had children, then those children learned to speak Cree. Some of those white children speak Cree today better than Indians. There is no earthly reason why we couldn't have learned English.

Question: I think it is nice to know two or three languages.

Huttunee: I wish I could know more.

At this point in the interview Mr. Buller produced a picture of the school and Huttunee noted the fence which was said to be about seven feet high. Jokingly Huttunee observed that it reminded him of a penitentiary arrangement. The fence kept the boys and girls apart - segregation.

Huttunee: We weren't allowed to go there - even to talk to our own sisters, by gosh.

Huttunee recalled one experience he had riding a horse which wasn't ridden all winter. He had a good ride, jumping over remains of
overgrown dunes. The horse decided to race straight for a bush and when the horse got to the bush he came to a sudden dead stop. Huttunee flew off and almost stood on his head for a few seconds. By the time he was composed again the horse was almost at the barn.

Huttunee: I used to get permission from Mr. Schott, the farming instructor. It was Saturday afternoon. I would ask him for a horse and he always let me have one. I would go riding a lot.

Buller: We were allowed to ride horses and hunt. We would shoot rabbits and prairie chicken.

Huttunee: There would be a bunch of us and we would go out together.

One would have a gun and the others would have bows and arrows.

Bows and arrows that we made ourselves, oh boy, we could handle them too. There were rabbits racing back and forth (and we would pull back on the bow and let the arrow go). Sometimes we would provide supper with rabbits.

For a few moments Huttunee and Buller discussed history concerning the location of reserves and the hand over of Chieftanship for Treaty purposes. There was an area near Battleford once known as Huttunee Reserve, and it may be possible someday someone will write this story from the Indian point of view. Gilbert Huttunee recalled the times when steamers plied their way along the Battle and Saskatchewan Rivers. He talked about the changes which took place around Battleford Industrial School and since it closed.

Huttunee: There's a lot of things being taught. I remember seeing the volunteers leave on the barouge. They marched along the hill right
down by that irrigation (building) down by the river. There was a steamboat waiting. In those days there was a lot of water. The Battle River was a full river.

Buller: They still had steamers going?

Question: Even on the Battle River?

Muttunee: They could get in on the Battle River, but not all the way. They used the Saskatchewan River. They hauled lumber, logs and so on from Edmonton. I remember when they were marching down there going to war - South African War. I remember when they came back. I can still see them. I saw them from the school. Of course, I was only a little boy.

Question: That was quite a sight to see - men, a big river steamer.

Muttunee: And the railroad came in too, the airplanes....

Question You saw the beginnings of these things.

Muttunee: And not only that ... I remember, as a boy, there wasn't one confounded settler outside the reserve. Nobody around Battleford.

There was that little village of Battleford. From there on, it was wild country. There wasn't one settler anywhere.

Question: Speaking of Battleford and the school on the hill, I think Rev. Matheson had a flag pole erected which could be seen for miles and miles around.

Muttunee: Yes, at the school.

Question: School boys went to town, how did the people on the streets behave toward them? Were they kindly?
Wuttunee: I think so. There was no discrimination then.

Question: Battleford Industrial School did certain good things for those times and conditions. According to what you say, there was segregation within the school.

Wuttunee: The Indian has been going down since those days, and he's hit bottom. Now, there's only one way left and that's up.

Question: Is there any advantage for or room in today's education for the type of training you had -- modern training in radio, electronics, plumbing and other skilled trades?

Wuttunee: Good.
APPENDIX M

INVENTORY

BATTLEFORD INDUSTRIAL SCHOOL

MAY 31, 1914.
Referring to departmental letter quoted above and to previous instruction with regard to the closing of the Battleford Industrial School and the disposal of the property, I have the honour to submit herewith an inventory of all the equipment and material on hand prior to May 31st. Some of this shown on pages 12 to 14 of this inventory were disposed of at that date by issuing them to pupils leaving for home and to ex-pupils and their parents.

The rest of the property is still on hand, though is assorted and packed for the most part, ready for shipment to the various points as suggested in the headings to the several pages of the inventory, provided the Department approves of the disposition proposed.

With reference to the articles remaining on hand, as indicated on the last page of the inventory, the agricultural boiler can be sold for $10 and the drill for $5, which are fair prices as both are damaged. The stoves are in no demand now, but may be later in the season; and I would recommend that they be stored in one of the buildings until the Fall and then offered for sale, unless they should prove to be required for some of the day schools in the agency, which does not appear to be the case at present.

Owing apparently to scarcity of ready money a cash offer for the cordwood on hand is not forthcoming from any of the dealers. Under the circumstances I submit an offer made by Rev. Canon Matheson for the 60 cords remaining, 70 cords being reserved for the agency. Canon

The Secretary,
Dept. of Indian Affairs,
Ottawa.
Canon Matheson expects to continue to reside in this locality for some time, and offers to take over the 60 cords referred to at $3 per cord, which is a better cash offer than can be obtained from any other quarter at the present time.

I may say that almost all the large quantity of equipment and material shown in this inventory will serve a useful purpose according to the disposition here recommended; whereas if offered for sale it would have realized even in the aggregate a comparatively trifling sum.

In case the Department approves of the disposal of the property which is herein suggested the articles and live stock intended for the Pas Boarding School will be shipped immediately on receipt of notice of such approval, as I understand there is a man in charge of the school who is prepared to receive and take care of the property.

I have the honour to be,

Sir,

Your obedient servant,

[Signature]

Inspector of Indian Agencies.
### BATTLEFORD INDUSTRIAL SCHOOL.

**Inventory May 31st, 1914.**

**Articles to be Issued to the Pas Boarding School.**

<table>
<thead>
<tr>
<th>Article, Class-room Furniture and Material</th>
<th>Quantity</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils' desks, single, No. 2,</td>
<td>10</td>
<td>In good order.</td>
</tr>
<tr>
<td>&quot; &quot; No. 3,</td>
<td>12</td>
<td>&quot; &quot; &quot; &quot;</td>
</tr>
<tr>
<td>&quot; &quot; No. 4,</td>
<td>11</td>
<td>&quot; &quot; &quot; &quot;</td>
</tr>
<tr>
<td>&quot; &quot; No. 5,</td>
<td>12</td>
<td>&quot; &quot; &quot; &quot;</td>
</tr>
<tr>
<td>&quot; &quot; No. 2,</td>
<td>2</td>
<td>Left casting broken.</td>
</tr>
<tr>
<td>&quot; &quot; No. 4,</td>
<td>1</td>
<td>Right &quot; &quot;</td>
</tr>
<tr>
<td>Readers, Alexandra, Second,</td>
<td>6</td>
<td>Used but serviceable.</td>
</tr>
<tr>
<td>&quot; &quot; Third,</td>
<td>7</td>
<td>&quot; &quot; &quot; &quot;</td>
</tr>
<tr>
<td>&quot; &quot; Fourth,</td>
<td>8</td>
<td>&quot; &quot; &quot; &quot;</td>
</tr>
<tr>
<td>&quot;Clear Type&quot; pocket Dictionaries,</td>
<td>5</td>
<td>&quot; &quot; &quot; &quot;</td>
</tr>
<tr>
<td>Rational Speller, Pt. II,</td>
<td>16</td>
<td>&quot; &quot; &quot; &quot;</td>
</tr>
<tr>
<td>Readers, Alexandra, First,</td>
<td>10</td>
<td>&quot; &quot; &quot; &quot;</td>
</tr>
<tr>
<td>New Elementary Grammar,</td>
<td>2</td>
<td>&quot; &quot; &quot; &quot;</td>
</tr>
<tr>
<td>Elem. English Composition,</td>
<td>3</td>
<td>&quot; &quot; &quot; &quot;</td>
</tr>
<tr>
<td>Poetical &amp; Prose Literature,</td>
<td>2</td>
<td>&quot; &quot; &quot; &quot;</td>
</tr>
<tr>
<td>Warren Hastings,</td>
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<td>&quot; &quot; &quot; &quot;</td>
</tr>
<tr>
<td>Lay of the Last Minstrel,</td>
<td>1</td>
<td>&quot; &quot; &quot; &quot;</td>
</tr>
<tr>
<td>Lancelot and Elaine,</td>
<td>1</td>
<td>&quot; &quot; &quot; &quot;</td>
</tr>
<tr>
<td>Story of the Canadian People, Duncan,</td>
<td>6</td>
<td>&quot; &quot; &quot; &quot;</td>
</tr>
<tr>
<td>Elem. Algebra, C. Smith,</td>
<td>2</td>
<td>&quot; &quot; &quot; &quot;</td>
</tr>
<tr>
<td>Lessons in Geometry, Hill,</td>
<td>1</td>
<td>&quot; &quot; &quot; &quot;</td>
</tr>
<tr>
<td>Elem. Plane Geometry, Baker,</td>
<td>2</td>
<td>&quot; &quot; &quot; &quot;</td>
</tr>
<tr>
<td>Public School Hygiene,</td>
<td>16</td>
<td>But slightly used.</td>
</tr>
<tr>
<td>Public School Botany,</td>
<td>3</td>
<td>&quot; &quot; &quot; &quot;</td>
</tr>
<tr>
<td>Yaggy's Anatomical Portfolio,</td>
<td>1</td>
<td>&quot; &quot; &quot; &quot;</td>
</tr>
<tr>
<td>Public School Drawing Course,</td>
<td>18</td>
<td>&quot; &quot; &quot; &quot;</td>
</tr>
<tr>
<td>Prang's New Graded Drawing Course,</td>
<td>12</td>
<td>&quot; &quot; &quot; &quot;</td>
</tr>
<tr>
<td>Ontario Blank Drawing Book,</td>
<td>6</td>
<td>&quot; &quot; &quot; &quot;</td>
</tr>
<tr>
<td>&quot;Portfolio of Life&quot;,</td>
<td>1</td>
<td>&quot; &quot; &quot; &quot;</td>
</tr>
</tbody>
</table>
**BATTLEFORD INDUSTRIAL SCHOOL.**

Inventory May 31st, 1914.

Articles for Issue to the Pas Boarding School.

<table>
<thead>
<tr>
<th>Article</th>
<th>Quantity</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slates</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Numeral frame</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Terrestrial Globe</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Compasses &amp; divider</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Slate pencils, boxes</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Chalk crayons, white, boxes</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>&quot; colored, &quot;</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Blackboard erasers</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Historical Chart, Universal</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Geographical Maps:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>North America</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>South America</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Europe</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Asia</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Africa</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>British Empire</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Organ,</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total: 1
### Articles for Issue to the Pas Boarding School.

**Article.**

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>House, Dining-room and Kitchen Furniture and Equipment.</td>
<td></td>
</tr>
<tr>
<td>Tables, pupils' dining-room,</td>
<td>6</td>
</tr>
<tr>
<td>&quot; staff's</td>
<td></td>
</tr>
<tr>
<td>&quot; kitchen,</td>
<td>1</td>
</tr>
<tr>
<td>&quot; sewing-room,</td>
<td>2</td>
</tr>
<tr>
<td>&quot; clothing-room,</td>
<td>1</td>
</tr>
<tr>
<td>&quot; school-room,</td>
<td>1</td>
</tr>
<tr>
<td>&quot; assorted, small,</td>
<td>6</td>
</tr>
<tr>
<td>Benches, dining-room,</td>
<td>10</td>
</tr>
<tr>
<td>&quot; with backs,</td>
<td>12</td>
</tr>
<tr>
<td>&quot; school, wooden,</td>
<td>4</td>
</tr>
<tr>
<td>&quot; kneeling,</td>
<td>10</td>
</tr>
<tr>
<td>Book rests,</td>
<td>2</td>
</tr>
<tr>
<td>Book shelves,</td>
<td>2</td>
</tr>
<tr>
<td>Cupboards,</td>
<td>4</td>
</tr>
<tr>
<td>Chairs,</td>
<td>32</td>
</tr>
<tr>
<td>Washstands,</td>
<td>8</td>
</tr>
<tr>
<td>Dressers,</td>
<td>7</td>
</tr>
<tr>
<td>Curtains, prs/, large, window,</td>
<td>7</td>
</tr>
<tr>
<td>&quot; sash, small,</td>
<td>6</td>
</tr>
<tr>
<td>&quot; screen,</td>
<td>9</td>
</tr>
<tr>
<td>Screens,</td>
<td>3</td>
</tr>
<tr>
<td>Bedsteads, iron,</td>
<td>90</td>
</tr>
<tr>
<td>Blankets, woolen,</td>
<td>96</td>
</tr>
<tr>
<td>Pillows, feather,</td>
<td>33</td>
</tr>
<tr>
<td>Sheets, cotton,</td>
<td>36</td>
</tr>
<tr>
<td>Pillow covers,</td>
<td>17</td>
</tr>
<tr>
<td>Towels,</td>
<td>36</td>
</tr>
<tr>
<td>Quilts, white,</td>
<td>5</td>
</tr>
<tr>
<td>Mirrors,</td>
<td>10</td>
</tr>
<tr>
<td>Toilet sets,</td>
<td>2</td>
</tr>
</tbody>
</table>

**Remarks.**

- Most of the articles included under this heading are in a very serviceable condition, in many instances being as good as new.
- Requiring many minor repairs. In several instances springs are wanting.
# Articles for Issue to the Pan Boarding School

<table>
<thead>
<tr>
<th>Articles</th>
<th>Quantity</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large, 2-fire kitchen range</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Steel bake-oven, large</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Granite soup boiler, large</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Tin clothes boiler</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Large tin soup boiler</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Iron pots</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Colander</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>BAKE TINS</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>Cleaver</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Toaster</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Gravy strainer</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Lemon grater</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Can opener</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Large kitchen knives</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Egg beater</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Bread box</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Churn</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Butter maker</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Pails, galvanized iron</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Fish slicer</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Tea pots</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Coffee pots</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Granite bowls</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot; saucepans</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>&quot; dish-pans</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>&quot; pudding dishes</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Pudding dishes, delf</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Kitchen basins, large, granite</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Pans, granite, assorted sizes</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Granite jugs, large</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>&quot; &quot; small</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>
BATTLEFORD INDUSTRIAL SCHOOL.

Inventory May 31st, 1914.

Articles for Issue to the Pas Boarding School.

<table>
<thead>
<tr>
<th>Article</th>
<th>Quantity</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crocks, large</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Bowls, &quot;</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Gravy dishes</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Vegetable dishes</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Large fruit dishes, glass</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Small &quot;</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Individual fruit dishes</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>Plates, delf</td>
<td>85</td>
<td></td>
</tr>
<tr>
<td>Tea cups, &quot;</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Saucers, &quot;</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Butter plates, glass</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Jugs, delf</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Tumblers, glass</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Egg cups</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Mustard pot</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Salt cellars</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Pepper shakers</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Cups, granite</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Saucers, &quot;</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Knives, table</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>Forks, &quot;</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>Carvers, sets</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Table spoons</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>Dessert &quot;</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Tea &quot;</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Sugar &quot;</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Butter knives</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Plates, granite</td>
<td>76</td>
<td></td>
</tr>
<tr>
<td>Platters, &quot;</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>&quot; delf</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Granite spoons</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>
### Articles for Issue to the Pas Boarding School.

<table>
<thead>
<tr>
<th>Article</th>
<th>Quantity</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table cloths</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Table napkins</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>Center pieces, table</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Table &amp; dresser covers</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Tray cloths</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Doilies</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Fruit jars, glass</td>
<td>115</td>
<td></td>
</tr>
<tr>
<td>Measures, quart</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Cork screws</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Lanterns, complete</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Lantern globes, extra</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Funnels</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Scales, counter</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Coffee mill</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Washboards</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Wash tubs, galvanized iron</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Mangle</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Flat irons</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Irons, handles</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Tailor's goose</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Mop handles</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Floor brushes, hair</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Brooms</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Dust pans</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Flour scoops</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Pestle &amp; mortar</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Pestle &amp; mortar</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Roof bell</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Hand bells</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Table bells</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>
BATTLEFORD INDUSTRIAL SCHOOL.

Inventory May 31st, 1914.

Articles for issue to the Pas Boarding School.

<table>
<thead>
<tr>
<th>Article</th>
<th>Quantity</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comforter quilts,</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Bed ticks,</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Scotch caps,</td>
<td>65</td>
<td></td>
</tr>
<tr>
<td>Girls' caps, grey lamb,</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td>&quot;   &quot; Tams,</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>Boys' undervests,</td>
<td>6</td>
<td>New.</td>
</tr>
<tr>
<td>&quot;   &quot; woolen socks, prs.</td>
<td>18</td>
<td>&quot;</td>
</tr>
<tr>
<td>&quot;   &quot; cotton socks,</td>
<td>12</td>
<td>&quot;</td>
</tr>
<tr>
<td>Buttons, China,</td>
<td>12 gro.</td>
<td></td>
</tr>
<tr>
<td>Needles, darning,</td>
<td>12 papers.</td>
<td></td>
</tr>
<tr>
<td>Hooks &amp; eyes,</td>
<td>17 cards.</td>
<td></td>
</tr>
<tr>
<td>Thread, spools,</td>
<td>53 doz.</td>
<td></td>
</tr>
<tr>
<td>Buttons, trousers, large,</td>
<td>144 gro.</td>
<td></td>
</tr>
<tr>
<td>&quot;   &quot; small,</td>
<td>6</td>
<td>&quot;</td>
</tr>
<tr>
<td>Lining, heavy, black,</td>
<td>38½ yds.</td>
<td></td>
</tr>
<tr>
<td>Sheetng,</td>
<td>1 web.</td>
<td></td>
</tr>
<tr>
<td>Duck, white,</td>
<td>13½ yds.</td>
<td></td>
</tr>
<tr>
<td>Canvas, black,</td>
<td>29</td>
<td>&quot;</td>
</tr>
<tr>
<td>Serge, red,</td>
<td>18½ &quot;</td>
<td>&quot;</td>
</tr>
<tr>
<td>Towelling, crash,</td>
<td>50</td>
<td>&quot;</td>
</tr>
<tr>
<td>Yarn, wollen,</td>
<td></td>
<td>A large quantity; damaged; 15 lbs/ good.</td>
</tr>
<tr>
<td>&quot;   &quot; cotton,</td>
<td></td>
<td>5 lbs.</td>
</tr>
<tr>
<td>Mending cotton, black,</td>
<td></td>
<td>20 balls.</td>
</tr>
<tr>
<td>Military braid,</td>
<td></td>
<td>200 yds.</td>
</tr>
<tr>
<td>Fire shovels,</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Magic lanterns,</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Firemen's axes,</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Cases for firemen's axes,</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Pictures, framed,</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Clothes pins,</td>
<td></td>
<td>8 doz.</td>
</tr>
<tr>
<td>Overall pants, prs.,</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>&quot;   &quot; jackets,</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>
## Inventory May 31st, 1914.

### Articles for Issue to the Pas Boarding School.

<table>
<thead>
<tr>
<th>Article</th>
<th>Quantity</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implements, Tools and Harness:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wagons, heavy</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>&quot; democrat</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Bob-sleighs, sets</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Box sleigh, light</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Bread carts</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Cutter shafts, prs.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Harness, heavy, double, sets</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Bridles, driving</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Halter</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Scales, platform</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Boilers, agricultural</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Vegetable slicer</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Potato planter</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Corn planter</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Scuffler</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Shovels</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Spades</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Scoop shovels</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Forks, hay</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>&quot; manure</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>&quot; garden</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Hoes, grub</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>&quot; garden, light, steel</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>&quot; heavy,</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Saws, cross-cut, large</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>&quot; hand</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>rip, hand</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>tenon</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>keyhole</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Planes, assorted</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Draw knives</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>
BATTLEFORD INDUSTRIAL SCHOOL.

Inventory May 31st, 1914.

Articles for Issue to the Pas Boarding School.

<table>
<thead>
<tr>
<th>Article</th>
<th>Quantity</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Live Stock:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Horses,</td>
<td>4</td>
<td>All old, but still of some value for work, a</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and one team fairly serviceable.</td>
</tr>
<tr>
<td>Bulls, registered Ayrshire,</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Cows, grade Ayrshire,</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Miscellaneous:

| Laundry stove,               | 1        |                                              |
| Heavy box heater,            | 1        |                                              |
| Printing Press and appurtenances, | 1    |                                              |
BATTLEFORD INDUSTRIAL SCHOOL.

Inventory May 31st, 1914.

Articles for Issue to Battleford Agency.

<table>
<thead>
<tr>
<th>Article</th>
<th>Quantity</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Box heating stoves,</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Agricultural boilers,</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Baths, enamelled,</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Bedsteads, iron,</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Ice tongs, prs.,</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Baths, enamelled,</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Carpenter's and Blacksmith's tools:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mortising machine,</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Turning lathe,</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Circular saw,</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Grindstone,</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Bench screw,</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Planes, assorted,</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>Saw handles,</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Mallets, wooden,</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Try squares,</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Spoke shaves,</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Gauges, wooden,</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Saw-sets,</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Agitator,</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Augers,</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Plasterer's trowel,</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Hand-saws, rip,</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>&quot; cross-cut,</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Tenon saws,</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Buck saws,</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Draw knives,</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Carpenter's clamps,</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Steel square,</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Gouges,</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>
BATTLEFORD INDUSTRIAL SCHOOL.

Inventory May 31st, 1914.

Articles for Issue to Battleford Agency.

<table>
<thead>
<tr>
<th>Article</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blacksmith's bellows,</td>
<td>2</td>
</tr>
<tr>
<td>Anvils</td>
<td>2</td>
</tr>
<tr>
<td>Vises</td>
<td>2</td>
</tr>
<tr>
<td>Stocks and dies, sets,</td>
<td>2</td>
</tr>
<tr>
<td>Swage block,</td>
<td>1</td>
</tr>
<tr>
<td>Hardies,</td>
<td>15</td>
</tr>
<tr>
<td>Monkey wrenches, large,</td>
<td>1</td>
</tr>
<tr>
<td>Iron wrenches,</td>
<td>6</td>
</tr>
<tr>
<td>Punches,</td>
<td>12</td>
</tr>
<tr>
<td>Cold chisels,</td>
<td>14</td>
</tr>
<tr>
<td>Pipe vise,</td>
<td>1</td>
</tr>
<tr>
<td>&quot; cutter,</td>
<td>1</td>
</tr>
<tr>
<td>Tongs, prs/</td>
<td>4</td>
</tr>
<tr>
<td>Blacksmith's hammers,</td>
<td>2</td>
</tr>
<tr>
<td>Sledge hammer,</td>
<td>1</td>
</tr>
<tr>
<td>Crow bar,</td>
<td>1</td>
</tr>
<tr>
<td>Coal shovel,</td>
<td>1</td>
</tr>
<tr>
<td>Tire upsetter,</td>
<td>1</td>
</tr>
<tr>
<td>Carpenter's brace,</td>
<td>1</td>
</tr>
</tbody>
</table>

Fire extinguishers:

- Dry dust extinguishers, 16
- Hand grenades, 48
- Babcocks, 13
- Cordwood, poplar, green and dry, cords, 70
- Drugs, assorted, 1 lot. A fair assortment but in small quantities.
## Articles Issued to discharged Pupils and Parents.

<table>
<thead>
<tr>
<th>Article</th>
<th>Quantity</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bedsteads, iron</td>
<td>8</td>
<td>Slightly damaged.</td>
</tr>
<tr>
<td>Mattresses</td>
<td>3</td>
<td>Discarded for school use.</td>
</tr>
<tr>
<td>Red ticks</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Quilts</td>
<td>80</td>
<td>Very old and worn.</td>
</tr>
<tr>
<td>Blankets</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Tables</td>
<td>10</td>
<td>School make but useful.</td>
</tr>
<tr>
<td>Chairs, common</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Benches</td>
<td>6</td>
<td>School make, serviceable.</td>
</tr>
<tr>
<td>Book shelves, sets</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Stoves and pipes</td>
<td>12</td>
<td>Box heaters and sheet iron stoves, more or less damaged but still serviceable.</td>
</tr>
<tr>
<td>Sewing machines</td>
<td>2</td>
<td>Very much worn. Issued to girls who have used them and who can make the best of them.</td>
</tr>
<tr>
<td>Lamps</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Lanterns</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Cupboards</td>
<td>8</td>
<td>School made.</td>
</tr>
<tr>
<td>Pails and cans, tin</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Crockets, earthenware</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Brooms</td>
<td>12</td>
<td>Used.</td>
</tr>
<tr>
<td>Washbasins, granite</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Kitchen basins</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Pitchers, granite, large</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Tea pots</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Coffee pots</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Washstands</td>
<td>3</td>
<td>School made.</td>
</tr>
<tr>
<td>Pictures</td>
<td>50</td>
<td>In school-made frames.</td>
</tr>
<tr>
<td>Wash tubs</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Wash boards</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>
Inventory May 31st, 1914.

Articles Issued to Discharged Pupils and Parents.

<table>
<thead>
<tr>
<th>Article</th>
<th>Quantity</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scrubbing brushes</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Old carpet</td>
<td>Yds. 100</td>
<td>Quantity estimated</td>
</tr>
<tr>
<td>Window blinds</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Curtains, prs.</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Knives, table</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>Forks, &quot;</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Spoons,</td>
<td>56</td>
<td></td>
</tr>
<tr>
<td>Platters,</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Plates, granite</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>Cups, &quot;</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Saucers, &quot;</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Pans, kitchen</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Fruit jars, glass</td>
<td>24</td>
<td></td>
</tr>
</tbody>
</table>
Inventory May 31st, 1914.

Articles Issued for Outfitting of Pupils returning to Homes on Reserves.

<table>
<thead>
<tr>
<th>Article</th>
<th>Quantity</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys' suits, fatigue,</td>
<td>5</td>
<td>For the outfitting of 5 boys and 13 girls who were discharged and returned to their homes on May 31st.</td>
</tr>
<tr>
<td>&quot; &quot; new,</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Boots, prs.,</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Socks, prs.,</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Boys' underwear, suits,</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Overall pants, prs.,</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Bedsticks,</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Quilts,</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Feather pillows,</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Towels,</td>
<td>54</td>
<td></td>
</tr>
<tr>
<td>Pillow covers,</td>
<td>54</td>
<td></td>
</tr>
<tr>
<td>Sheets,</td>
<td>54</td>
<td></td>
</tr>
<tr>
<td>Blankets,</td>
<td>54</td>
<td></td>
</tr>
<tr>
<td>Girls dresses, working,</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>&quot; &quot; new,</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>&quot; under garments, suits,</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>&quot; stockings, prs.,</td>
<td>39</td>
<td></td>
</tr>
<tr>
<td>&quot; night dressers,</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>&quot; boots, prs.,</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Pictures, framed,</td>
<td>36</td>
<td></td>
</tr>
</tbody>
</table>

In addition to the fore-going 14 pupils, including 11 boys and 3 girls, were outfitted with complete suits of fatigue and uniform clothing and night garments.
Inventory May 31st, 1914.

Articles Issued to Red Pheasant's Improved Day School.

<table>
<thead>
<tr>
<th>Article</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>School desks, double, Nos. 1 &amp; 2,</td>
<td>6</td>
</tr>
<tr>
<td>Dining tables,</td>
<td>2</td>
</tr>
<tr>
<td>Cupboards,</td>
<td>1</td>
</tr>
<tr>
<td>Benches,</td>
<td>6</td>
</tr>
<tr>
<td>Tables, small,</td>
<td>1</td>
</tr>
<tr>
<td>Bedsteads, iron,</td>
<td>1</td>
</tr>
<tr>
<td>Maps: South America,</td>
<td>1</td>
</tr>
<tr>
<td>Asia,</td>
<td>1</td>
</tr>
<tr>
<td>Africa,</td>
<td>1</td>
</tr>
<tr>
<td>British Isles,</td>
<td>1</td>
</tr>
<tr>
<td>Canada,</td>
<td>1</td>
</tr>
<tr>
<td>Text books:</td>
<td></td>
</tr>
<tr>
<td>Practical Speller, Pt. II,</td>
<td>3</td>
</tr>
<tr>
<td>New Elem. Grammar,</td>
<td>7</td>
</tr>
<tr>
<td>Public School Arithmetic,</td>
<td>4</td>
</tr>
<tr>
<td>Prairie Agriculture,</td>
<td>7</td>
</tr>
<tr>
<td>Canadian History, Clement,</td>
<td>1</td>
</tr>
<tr>
<td>New Canadian Geography,</td>
<td>1</td>
</tr>
<tr>
<td>Poetical &amp; Prose Literature,</td>
<td>1</td>
</tr>
<tr>
<td>Lay of the Last Minstrel,</td>
<td>1</td>
</tr>
<tr>
<td>Warren Hastings,</td>
<td>1</td>
</tr>
<tr>
<td>Enoch Arden,</td>
<td>1</td>
</tr>
<tr>
<td>Sir Roger de Coverley,</td>
<td>1</td>
</tr>
<tr>
<td>Elem. English Composition,</td>
<td>2</td>
</tr>
<tr>
<td>King Edward Music Course,</td>
<td>5</td>
</tr>
<tr>
<td>Introduction to Physical Science,</td>
<td>1</td>
</tr>
<tr>
<td>Farm Weeds,</td>
<td>1</td>
</tr>
<tr>
<td>Animal Pictures,</td>
<td>10</td>
</tr>
<tr>
<td>Bath, enamelled,</td>
<td>1</td>
</tr>
</tbody>
</table>

For teacher's dwelling.
### Battleford Industrial School Inventory May 31st, 1914

Articles Issued to Improved Day School, Little Pine's

<table>
<thead>
<tr>
<th>Article</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benches, school,</td>
<td>6</td>
</tr>
<tr>
<td>Tables, small,</td>
<td>2</td>
</tr>
<tr>
<td>Bedsteads, iron,</td>
<td>2</td>
</tr>
<tr>
<td>Wardrobes,</td>
<td>1</td>
</tr>
<tr>
<td>Lamps, angle,</td>
<td>3</td>
</tr>
<tr>
<td>&quot; bracket,</td>
<td>3</td>
</tr>
<tr>
<td>Globe, terrestrial,</td>
<td>1</td>
</tr>
<tr>
<td>Maps:</td>
<td></td>
</tr>
<tr>
<td>North America,</td>
<td>1</td>
</tr>
<tr>
<td>Europe,</td>
<td>1</td>
</tr>
<tr>
<td>British Isles,</td>
<td>1</td>
</tr>
<tr>
<td>Canadian History Chart,</td>
<td>1</td>
</tr>
<tr>
<td>Tonic-sol-fa Music Chart,</td>
<td>1</td>
</tr>
<tr>
<td>Text-books:</td>
<td></td>
</tr>
<tr>
<td>Practical Speller, Pt. I,</td>
<td>6</td>
</tr>
<tr>
<td>New Elem. Grammar,</td>
<td>6</td>
</tr>
<tr>
<td>New Canadian Geography,</td>
<td>1</td>
</tr>
<tr>
<td>History of Canada, Clement,</td>
<td>1</td>
</tr>
<tr>
<td>Elem. English Composition,</td>
<td>1</td>
</tr>
<tr>
<td>King Edward Music Course,</td>
<td>1</td>
</tr>
<tr>
<td>Poetical &amp; Prose Literature,</td>
<td>1</td>
</tr>
<tr>
<td>Warren Hastings,</td>
<td>1</td>
</tr>
<tr>
<td>Public School Arithmetic,</td>
<td>4</td>
</tr>
<tr>
<td>Agriculture, James,</td>
<td>4</td>
</tr>
<tr>
<td>Calisthenics and Games,</td>
<td>1</td>
</tr>
<tr>
<td>Pupils' rulers,</td>
<td>5</td>
</tr>
<tr>
<td>Book shelves,</td>
<td>1</td>
</tr>
<tr>
<td>Bibles,</td>
<td>8</td>
</tr>
<tr>
<td>New Testaments,</td>
<td>9</td>
</tr>
<tr>
<td>Bath, enamelled,</td>
<td>1</td>
</tr>
</tbody>
</table>

For teacher's dwelling.
### Inventory of Government Property, May 31st, 1914

**Articles of Household Equipment and Kitchen Appliances issued to the Old Schoolhouse, Red Pheasant's, for use of Mrs. A. E. Brown.**

<table>
<thead>
<tr>
<th>Article</th>
<th>Number or Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bedsteads, iron, single</td>
<td>4</td>
</tr>
<tr>
<td>Mattresses, single</td>
<td>4</td>
</tr>
<tr>
<td>Tables</td>
<td>2</td>
</tr>
<tr>
<td>Chairs</td>
<td>5</td>
</tr>
<tr>
<td>Book-shelves</td>
<td>1</td>
</tr>
<tr>
<td>Curtains, pair</td>
<td>3</td>
</tr>
<tr>
<td>Screen</td>
<td>1</td>
</tr>
<tr>
<td>Window blinds</td>
<td>6</td>
</tr>
<tr>
<td>Carpets, square</td>
<td>1</td>
</tr>
<tr>
<td>Mats, small</td>
<td>4</td>
</tr>
<tr>
<td>Lamps</td>
<td>2</td>
</tr>
<tr>
<td>Toilet sets</td>
<td>1</td>
</tr>
<tr>
<td>Granite jugs, large</td>
<td>1</td>
</tr>
<tr>
<td>&quot; basins</td>
<td>1</td>
</tr>
<tr>
<td>Wash-stands</td>
<td>1</td>
</tr>
<tr>
<td>Mirrors</td>
<td>1</td>
</tr>
<tr>
<td>Wash-tubs</td>
<td>1</td>
</tr>
<tr>
<td>Wash-boards</td>
<td>1</td>
</tr>
<tr>
<td>Clothes-line wire, pieces</td>
<td>1</td>
</tr>
<tr>
<td>Clothes pins</td>
<td>4 doz.</td>
</tr>
<tr>
<td>Flat irons, with handle</td>
<td>3</td>
</tr>
<tr>
<td>Brooms</td>
<td>1</td>
</tr>
<tr>
<td>Stove brushes</td>
<td>2</td>
</tr>
<tr>
<td>Scrubbing brushes</td>
<td>1</td>
</tr>
<tr>
<td>Stoves, sheet-iron heater</td>
<td>1</td>
</tr>
<tr>
<td>&quot; cook</td>
<td>1</td>
</tr>
<tr>
<td>Frying pans</td>
<td>1</td>
</tr>
<tr>
<td>Bake tins</td>
<td>2</td>
</tr>
<tr>
<td>Tea-kettles, granite</td>
<td>1</td>
</tr>
<tr>
<td>Tea-pots</td>
<td>1</td>
</tr>
</tbody>
</table>
BATTLEFORD INDUSTRIAL SCHOOL, Inventory May 31st, 1914.

Articles issued for use of Mrs. A. E. Brown, at Red Pheasant's.

<table>
<thead>
<tr>
<th>Article</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pails, iron</td>
<td>2</td>
</tr>
<tr>
<td>Milk jugs</td>
<td>2</td>
</tr>
<tr>
<td>Dish pans</td>
<td>1</td>
</tr>
<tr>
<td>Rolling pins</td>
<td>1</td>
</tr>
<tr>
<td>Plates, soup</td>
<td>6</td>
</tr>
<tr>
<td>&quot; dinner</td>
<td>6</td>
</tr>
<tr>
<td>&quot; tea</td>
<td>6</td>
</tr>
<tr>
<td>&quot; bread and butter</td>
<td>6</td>
</tr>
<tr>
<td>Fruit dishes, small</td>
<td>6</td>
</tr>
<tr>
<td>&quot; large</td>
<td>2</td>
</tr>
<tr>
<td>Platters</td>
<td>2</td>
</tr>
<tr>
<td>Bowls, kitchen</td>
<td>2</td>
</tr>
<tr>
<td>Saucepans, granite</td>
<td>4</td>
</tr>
<tr>
<td>Cups</td>
<td>8</td>
</tr>
<tr>
<td>Saucers</td>
<td>8</td>
</tr>
<tr>
<td>Knives, table</td>
<td>6</td>
</tr>
<tr>
<td>Forks, &quot;</td>
<td>6</td>
</tr>
<tr>
<td>Tea spoons</td>
<td>6</td>
</tr>
<tr>
<td>Dessert spoons</td>
<td>6</td>
</tr>
<tr>
<td>Table spoons</td>
<td>6</td>
</tr>
<tr>
<td>Salts, set</td>
<td>1</td>
</tr>
<tr>
<td>Small granite dishes</td>
<td>4</td>
</tr>
<tr>
<td>Organ and stool</td>
<td>1</td>
</tr>
</tbody>
</table>
### BATTLEFORD INDUSTRIAL SCHOOL

**Inventory May 31st, 1914.**

**Other Articles Remaining on Hand.**

<table>
<thead>
<tr>
<th>Article</th>
<th>Quantity</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stoves, large, box, heater,</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>4&quot; cylinder</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Boiler, agricultural</td>
<td>1</td>
<td>Not required by Agency.</td>
</tr>
<tr>
<td>Blacksmith's drill</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Cordwood, poplar, cords,</td>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>

Certified correct.

E. Matheson, Principal.

[Signature]

Inspector.