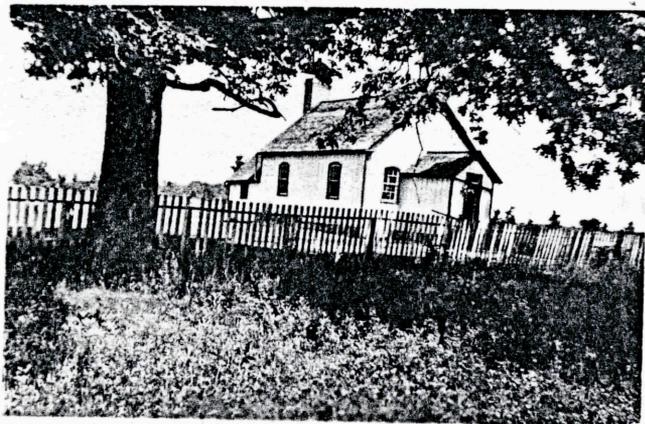


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History of Education on the Six Nations Reserve.

1. Early History.
2. Six Nations' Schoolboard-Operations from 1878-1934.
3. Involvement of the Methodist Church.
4. Interim period 1935-1946.
5. Reorganisation of schools from 1946-1984.
6. History of Thomas school from:
 "Echoes of the Past" by Julia Jamieson.
7. The Mohawk Institute.
8. School days in the 20's and 30's.
9. Six Nations Teacher's Organization.
10. Tribute to Mr. Webster, Public School Inspector.

NO. 8 SCHOOL



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History of Education on the Six Nations' Reserve.

In the mid 1870's the New England Company made a plea, that the Six Nations should be more involved in education and contribute more funds to the schools. They pointed out that the Reverend Robert Lugger had been appointed as missionary to the Grand River Indians. Before 1829 the Reverend Abraham Nellis took over the work. The company built four schools, on the northeast bank of the Grand River, and also teacherages for these schools. In a thirty year period the budget increased from 750 pounds to 1300 pounds.

In the period 1865-1877 expenses rose to 4000 pounds annually. It is not clear whether this amount included the upkeep of the churches as well; as will be seen, the total budget was 4000 pounds. The company stated that the forcible removal of the Indians to the southwest bank of the Grand River had made necessary the building of nine new schools and teacherages. The council had partly contributed to the construction of five schools. At first, their plea met little success. The company stated that, "it was a fruitless attempt to bring the chiefs to an appreciation of their duties".

However, in 1875, another committee was appointed to induce the chiefs to maintain several schools. The council passed a motion to assume responsibility for all the schools. This offer did not seem exactly what the company expected. They stated some misgivings about Council's inexperience in managing the schools. The company then presented their counter plan - a joint management. The board would consist of (1) the superintendent, (2) three band members, (3) three officers of the New England Company. The company would also contribute \$ 1,500 dollars annually. Indian Affairs then offered to contribute \$ 450 for teachers salaries if the company would put up \$ 1,500.

The band council then moved to re-form the school districts and to equip three schools, provided there was Indian control. The New England Company objected to this proposal on the grounds that such an offer would have unsatisfactory results.

They reiterated that their plan of reorganisation was a fair one and further asked council to contribute \$ 1,500 a year.

At last on March 1., 1878, the Six Nations council came to an agreement. The first three trustees were chiefs John Hill, Moses Martin and Richard Hill. A longtime early secretary was chief Josiah Hill.

The following is a partial record of the constitution of the board.

- (1) The new name is 'School Board of the Six Nations Reserve'.
- (2) The structure of the board is as previously proposed.
- (3) Five members form a quorum.
- (4) The presiding officer of the board is to be called chairman.
- (5) The secretary is to discharge his usual duties.
- (6) The board has full authority over school sections, buildings, and teachers, including their appointments.
- (7) Salaries are to be paid by the board with funds to be posted in the bank of Montreal at Brantford.
- (8) Division of expenses: New England Company \$ 1,500.-
Six Nation Council \$ 1,500.-
Federal Government \$ 1000.-
Total \$ 4000.-

Further directives for teachers:

- (1) School is to be open at 8.45 a.m. and 12.55 p.m.
- (2) Children are to avoid useless activities - to do reading, needle-work etc.
- (3) Children to be constantly employed in studies.

Other sections deal with treatment of children, keeping of registers, care of school property, outbuildings etc.

Records until the turn of the century tended to be rather scanty. However here is some information for 1882.

The staff at No.2 Miss F. Maracle, No.3 Miss L. Lewis, No.5 Wm. Russel, No.6 Miss E. Hill, No.7 Miss A. Jones, No.8 Miss L. Davis, No.9 Wm.N. Monture, No.10 Wm. Martin. All staff except Miss Hill were Indian.

Teachers 1883 - 1884

Thomas School	John Miller
R.L.S.	Miss Annie Cross
No.3	Miss Sarah Davis
No.7	David Hill
No.10	Peter Martin
Stone Ridge	Mr. Cross
No.2	Miss Floretta Maracle
No.8	Miss Maggie Davis
New Credit	John Scott
No.9	Claybourn Russel
No.5	Miss Bella Latham

Teachers 1885 - 1891

No.1	Miss Hyndman
No.2	Miss Floretta Maracle, Miss Katherine Maracle
No.3	Miss Sarah Davis, Mrs. Wetherell
No.5	Miss Emily Goosey, Mrs. Tobicoe
from 1890-1900	Mr. Elam Bearfoot
No.6	Mr. Benjamin Carpenter, Mr. Thomas Miller
No.7	Miss Elisabeth Johnson, Miss Sarah Russel
No.8	Miss Maggie Davis
No.9	Mr. Claybourne Russel, Mrs. Scott
No.10	Miss Annie Foster, John Lickers Miss Sarah Davis
No.11	Miss Frances Davis
Thomas School	John Miller
R.L.S.	Miss Annie Cross
Stone Ridge	Adam Sickles, Miss Elisabeth Hyndman Joseph Monture
New Credit	Alexander Scott, Miss Murray, Miss Meehan.

The following is a summary of a visit made by M.J. Kelly, M.A., Inspector of schools Brant County in June 1886. The following schools are listed:

Board School - Council House, Ohsweken; teacher Miss Floretta Maracle
Thomas School - Mr. John Miller
Red Line School - near Grand River church - Miss Cross
No.8 near Kanyenga church - Miss Maggie Davis

No.6 in a grove on the Tuscarora side near Caledonia-

Benjamin Carpenter

No.10 Mr. John Lickers

No.5 Mrs. E. Tobicoe

Stone Ridge Schoolhouse - Miss Hyndman

No.3 Miss Susan Davis

No.7 Miss Elisabeth Johnson

No.9 Claybourn Russel

The Inspector comments on the performance of the pupils, equipment, school buildings and school grounds. He stated that no advance notices had been sent to the teachers, thus the comments about the preceding categories would be representative overall. Most buildings are in fair shape. Finally this quote "I have nothing further to say of the Tuscarora schools, except I think they might with advantage be placed on the same footing as the public schools of Brant County."

Budget 1882.

Carried over from 1881	\$ 1205.25
New England Company	\$ 1500.-
Six Nations Council	\$ 1500.-
Ottawa	\$ 400.-
Total	\$ 4605.25

Teachers salaries \$ 1947.80. This would be an average salary under \$ 250.- per teacher. There was a proposal for new schools at No.5 and No.10. In 1897 the company proposed to restrict their operations in Eastern Canada and to withdraw their annual grant of \$ 1000.-. By 1899 they had no further involvement on the reserve.

If the last two decades of the nineteenth century could be compared to very still waters, the first part of the twentieth century is a swift flowing, turbulent river with a number of obstacles. There was a growing spirit of self-assertiveness as will be seen from the following events. There were six main concerns, each like separate strands woven into one fabric. They were dealing with better school buildings, staffing, inspection, improved curriculum, attendance and secondary education.

Perhaps an early evidence of this assertiveness was

a motion by council in 1899 asking for full control of education as the band was paying the whole cost of maintenance; also teachers were fully capable of instructing the pupils. On March 6, 1900 Ottawa sent a telegram supporting such a request. They said the Indians were sufficiently advanced to support such a board. Further if Indians are kept in 'leading strings they cannot develop any interest in educational matters'. So often Indian Affairs are accused of being reactionary, bureaucratic etc. They seem rather advanced in this case. On August 19./1900 it was moved by A. Hill, seconded by A. Jamieson that schools use the Ontario programme of studies. The Indian superintendent E.D. Cameron stated that it would be ruinous to education on the reserve if education were left in the hands of the chiefs. Qualified Warriors would never be appointed as trustees. The superintendent would have further contrary arguments later.

The early years was an era of school-building. The following schools were constructed: No.3, 1904; No.7, 1906; No.4, 1911; No.1, 1912; No.10, 1914; No.5, 1915; The highlight, however was the new school at Ohsweken, dedicated in 1902. The dedication speech was found in the cornerstone when old No.2 was torn down. The school was in complete control of the Six Nations Council, who also had charge of the Thomas school. J.S. Johnson, Richard Hill and Hilton Hill were in charge of the new school, while Albert Hill, Augustus Jamieson, and Peter Jamieson were trustees for the other schools.

Once again the Six Nations Council appealed to Ottawa for full control of their schools. They again argued that they were paying full costs of the schools but white members voted against them. Standards of education had been raised through qualified teachers.

A different set of by-laws for the new school was drawn up in 1903. This is rather a voluminous section with only the highlights here.

- (1) The standards of the school are almost at par with Ontario schools.
- (2) It is to be called the Ohsweken public school and open to all pupils on the reserve.

- (3) Trustees are appointed by the Six Nations Council.
- (4) The inspector is to see that the school is conducted under regulations of the minister of education, to report on teachers, and to have charge of examinations. The inspector at this time was the Rev. Isaac Bearfoot. The head-teacher is to have charge of instruction, to assign pupils to proper grades, to keep a proper register, regulate attendance etc.
- (5) Teachers are to have knowledge of subjects, to render studies pleasant as well as possible. Teachers are to practice discipline as a kind and judicious parent. To show proper behaviour on the grounds and in the village. To promote harmony, respect and honesty among pupils.
- (6) Pupils are to be examined daily for proper dress and cleanliness. There is to be no chewing or spitting in the class, to have no tobacco or cigarettes in the rooms or yards. There are not to be any injurious weapons or firearms in the yard, etc.
- (7) General flags are to be hoisted on public holidays including 'Lundy's Lane'. Prayers will be said at school opening and closing.
- (8) A rather detailed curriculum was drawn up for first and second year high school. It is not known whether such classes were ever held.

Superintendent Cameron presented more arguments against using the Ontario curriculum. He stated that of 1000 children on the list, the school enrolment was 470, with an average daily attendance of 188 or about 18%. Therefore it is preferable to concentrate on the 470 pupils rather than the four who were taking entrance courses. The Indian children would be better off to have special Indian curriculum which was more suitable. He further stated that Indian children were not on a parallel with whites. Educators and psychologists have done much research on intelligence since then. It is certain that no racial group as a whole has a monopoly on intelligence. We should remember, however, that even now streaming is used in our high schools.

In further educational discussion it was proposed that the reserve be divided into sections and that trustees run for election. This measure would give Indian people more experience in responsible government. In what was termed 'flexing of muscles', teachers reports went first to the band council.

In an aside winners for high school entrance were in 1903 Mary Jamieson, 1904 Festus Johnson. Records of winners are only mentioned a few times.

Indian Affairs, this time supported the superintendent, in typical 'officialese'. They gave the following arguments. The present programme was not designed for Indian pupils to go to high school. Indian Affairs would have to study all phases, before any further measures be taken. The chiefs would have to take their own measures to improve attendance. There were ample opportunities at the Mohawk Institute for further advancement.

The following is the school staff as of June 1905: No.1 D.M. Hubbard, No.3 Walter Davis, No.5 John Lickers, No.6 Elam Bearfoot, No.9 Rosa Russel, No.11 W.T. Draper, No.7 Mabel Styres, No.10 vacant. Teachers salaries averaged \$ 350.--. In this year also a committee was set up to revise the old bylaws. The new draft brought out in 1906 was very much like the first one in 1878.

In October 1905, the school-board presented another petition to Indian Affairs. This was an eloquent appeal written in flowing handwriting by the secretary Josiah Hill. There were three major pleas. The first was that a certified inspector carry out visits to all schools. This would have a stimulating effect on the teachers, and there would be a comparison of standards against provincial schools. The petition stressed the importance of qualified teachers, who would all hold at least 2nd. class certificates. The minimum qualification had been high school entrance. The time had gone when just anyone could teach Indian children. With some insight they realized the importance of primary education and the primary teacher. They also appealed for the same curriculum as the Ontario schools. There was no good purpose served by separating Indians from the system around us.

There is a sense of achievement in open competition. There was also a request for standard Ontario textbooks. The board also felt that involvement of parents would improve attendance in schools. In looking forward and back, this is a landmark in Six Nations education. The petition was signed by Rev. James Strong, Albert E. Hill, Peter Jamieson, Augustus Jamieson.

In December 1905, Indian Affairs proposed one school board consisting of five Indians and three non-Indians. They were A.G. Smith, Joab Martin, Peter Jamieson, Rev. Jacob Johnson, Alexander Hill, Rev. Ashton, J.L. Strong, J.P. Hoag.

At this time, the board received support from the Six Nations Rights Association. This group supported the major aims of the board, previously cited. We hear the expression 'Power of the Press'. They presented their case to conventions of the Anglican church and the Methodist church in Ontario. Their arguments also received coverage in the newspapers of the time. Again Indian Affairs objected with the following arguments. The old curriculum was good enough. It was impossible to hire qualified teachers. These people are agitators, the chiefs are satisfied. The Mohawk Institute would supply Indian teachers. After all this discussion, the demands were granted in 1906.

The Theme of low attendance appears from time to time. In 1906 people in one section of the reserve presented a petition against compulsory attendance. At another time the superintendent compared school enrolment with band lists. He found that a significant number of pupils aged 12-14 were not registered in reserve schools. He could only surmise that their families were living and working on farms off the reserve.

Mr. Standing, the public school inspector also became the I.P.S. for the Six Nations schools in 1907 at a salary of \$ 200.- a term. There was a certain amount of controversy over the dismissal of the Rev. Isaac Bearfoot but the board had demanded a properly qualified educator This is a summary of Mr. Standing's first report to the board. There should be more play-ground equipment and better sanitary facilities. Lighting and

ventilation could be improved. Most important is the role of the good earnest teacher. He also suggested more blackboard space and desks. There was also the need for a truant officer. Teacher assessment was given privately to the teacher.

By 1915 it is perhaps time to review activities of the board. If the first twenty years can be compared to a calm pond, the period 1900-1915 is a turbulent stream. The schools are using the Ontario curriculum. We might term it a three R course of studies. The present educational programme is far in the future. A qualified educationist who seemed to work well with the board remained for some years. School attendance and teacher qualification will remain a problem. There will also be a growing concern for secondary and post-secondary education. The problem of non-Indian trustees is to be a 'thorn in the flesh' for a few years.

From time to time, as general interest, the names of Indian trustees and teachers will be listed. Trustees 1910- A.G. Smith, Joab Martin, David John, J.S. Johnson, A.H. Lottridge.

Teachers at No.3 James Moses, No.4 John Miller, No.5 Miss Sharp, No.6 John Lickers, No.7 Miss Blakely, No.9 E.J. Lyon, No.10 Miss E. Anderson. The Misses Julia and Mary Jamieson, also Festus Johnson, but no school is listed. A.G. Smith was truant officer.

In 1909 the first local convention of teachers is mentioned. Proposals for No.4 school is given elsewhere. Again in 1910 there was a proposal to remove a clergyman from the board. The Rev. John Carpenter gave a spirited defence. He said there was a lack of appreciation and confidence to manage the schools. There is much ill-will and strife in competition for salaries. There is a general misunderstanding of the role of white trustees. Duncan C. Scott at Ottawa supported the arguments.

In 1911, the board asked to have entrance examinations in Ohsweken - approved by council, who also refused to dismiss the non-Indian trustees. William Jamieson was the new truant officer.

In that same Year, superintendent Smith asked Ottawa for a raise in grants to \$ 100.- per school, which was given. There were also proposals to have high school students board at the Mohawk Institute, or that the New England Company provide board and lodging for needy students at the Brantford Collegiate.

The principal at the Mohawk Institute disagreed with the above suggestions. There were many younger children on a waiting list. The influence of children in home training would be derogatory to discipline (his words). There would be jealousy between privileged and less privileged children. There would be less reward for Mohawk students who earned the privilege of attending high school.

The Rev.Strong wanted a model school at Mt.Elgin to train Indian teachers. Qualified white teachers wanted higher than average salaries to teach in reserve schools. The usefulness of the Mohawk school should be extended. Nine Indian teachers had gone through the public system. There was further concern about the turnover of white teachers. Medalwinner was Thomas Jamieson.

The first entrance tests were held at Ohsweken in 1912. These were the successful pupils - Clayton Miller, Elwood Hill, Mina Martin, Oron Miller, Wilfred Davis. Indian Affairs proposed a grant of \$ 100.-, providing work was satisfactory. This is the first mention of what would be termed 'Government grants'. The truant officer was dismissed with the trustees being asked to take over.

In 1914 there was a further proposal to have elections of trustees by districts. Trustees did not live in the district represented and did not have knowledge of the children. Parents had no say in the management of schools. Trustees were not always selected for fitness. The petition was signed by a number of well known residents of the reserve.

The following response to a reporter will sum up the ownership of the schools. Schools are maintained by bandfunds plus \$ 100.- from Indian Affairs for each teacher. There have been no contributions from the New England Company since 1897.

Again there were demands for the resignation of white members of the board. This time a defence came from Missionary J.F. Parks. He stated that the non-Indians served from a sense of duty and without remuneration. There would be injustice and irregularity without them. He gave two examples of board members. The members of the 1915 school board were H.M. Hill, A.G. Smith, P.Jamieson, Harry Martin. The following is a list of teachers and pupils:

<u>Teachers</u>	<u>Pupils on register</u>
No.1 Miss Mary Jamieson	67
No.2 Mr.Elmer Jamieson	94
Miss Ethel Alexander	
No.3 Mrs. C.E. Scragg	57
No.4 Mr. Sam Anderson	27
No.5 Mr. James Moses	30
No.6 Mr. John Lickers	33
No.7 Mr. Garland Churchill	71
No.8 Mr. Harold Parker	40
No.9 Mr. Jess Moses	50
No.10 Miss Julia Jamieson	55
No.11 Mr. Victor Ellis	62

At this time Milton Martin, Elmer Jamieson, Frank Churchill and James Moses enlisted in the Great War.

Attendance had improved to 66% . The first high school scholarships were awarded to the children of Augustus Jamieson, Robert Martin, Mary Davis, Thomas Hill, Almea Martin. James Moses was killed while serving in the airforce. Milton Martin was to have a distinguished military career, and became an educator in later years.

In 1917 two families were charged with non attendance and given a small fine in Cayuga Court. Later, fines were taken from interest moneys. More drastic measures were taken later to enforce school attendance.

In 1925, council agreed with a proposal to send truants to Chapleau. There were also complaints from principals of area high schools concerning non-attendance. There are rather severe proposals about truancy still in the Indian Act.

At a public meeting in 1918, the audience asked for election of trustees by districts. At the same meeting the following were elected officially - Andrew Staats, Albert Hill, Elliot

Moses, Clayton Monture, William Smith. Indian Affairs refused to recognise the election. They said that while they appreciated the abilities of the men, the chiefs on the board were the legal members.

In 1918 it was noted that attendance had greatly improved. Teacher's salaries ranged from \$ 550.-to \$ 800.-a year. There were eleven candidates for high school entrance. Highest marks went to Miss Violet Curley.

At this time, an organisation called the Six Nations Moral Association presented a petition asking for moral uplifting and social advancement on the Reserve. Their slogan was "jon kwo riwah" or united we stand. They were especially concerned with the moral purity of the young people. Children were to be taught that they were under God's laws - the Ten Commandments. There was special concern with the seventh commandment: Thou shalt not commit adultery. Children were to be taught to shun evil companions. The group also protested the racial origin of several teachers. A few years later, there was a protest and counter protest against the same teachers.

Trustees for 1919 were Andrew Staats, Peter Isaac, Peter Claus, Dan McNaughton, Asa Hill. Staff for 1919: No.1 Mary Jamieson, No.2 N. Alexander, No.3 Nora Jamieson, No.4 Julia Jamieson, No.5 John Lickers, No.6 Grace Martin, No.7 Arthur Anderson, No.8 Wilma Smith, No.9 Minnie Martin, No.10 Sam Anderson, No.11 --Hargreaves.

In 1921, the new truant officer was John Lickers. This position seemed to be the most visible and controversial of any in the system. Officers worked too hard or did not work hard enough.

There were sixteen candidates for entrance and thirty students attending high school. Male teachers received up to \$ 950.-, female teachers \$ 850.-. The inspector still commented on poor attendance. There is a lack of appreciation in the home. Families are employed on off-reserve farms. Missionary representatives were finally ousted from the board. This came from a motion by the council and was approved by Indian Affairs.

For the first time, financial troubles showed up. The Six Nations Council had approved a grant of \$ 9000.- in 1920. The board had asked for \$ 2000.- extra, although the deficit was \$ 400.-, Indian Affairs paid for the overdraft from general funds. The teachers also drafted a salary schedule.

<u>2nd.class</u>	<u>Male</u>	<u>Female</u>
	1,200.-to 1,500.-	1000.-to 1,400.-
<u>3rd.class</u>	1000.- to 1,200.-	900.-to 1,200.-
<u>unqualified</u>	800.- to 1000.-	700.-to 950.-

Report of Col.Thompson 1923.

"There can be no doubt that the Six Nations have made very substantial progress in the matter of education during the last twenty-five years. They are quite as capable of education as are the white fellow citizens. A large number of the Indians both men and women are keenly alive to the benefit of education and are willing and ready to make sacrifices to obtain it. He also commented on sanitary conditions. Drinking cups should be provided for each pupil. Lavatory facilities are inadequate. He recommended the appointment of a health nurse to make periodic visits to the schools."

There was also the question of secondary education. Most pupils have to board near the high schools or make their way some distance by horse and buggy, or walking. He recommended the grant of \$ 100.- be increased.

There was some suggestion for a continuation school at Ohsweken. He says that Indians themselves were of the opinion that it was advantageous to attend white schools and mingle with the white children. One Indian remarked "We do not wish to be a people apart, we want our children to grow up good Canadians like the rest". He felt that Indians cannot live entirely as an independent community. There is no critical comment or refutation of his findings available. Col. Thompson would observe many changes from his observations in 1923.

By March 1924 there was an overdraft of \$ 1248.81.-. There was the problem of paying teachers salaries of \$ 10,200.- from \$ 9,000.-. It was proposed that the council pay \$ 6,500.-

and Indian Affairs \$ 3,700.- which Ottawa refused.

In 1928 the Six Nations Council passed a motion censuring the board for passing resolutions on financial matters without submitting them to council. On August 14/1928 council passed a motion thanking Indian Affairs for taking over education expenses. They promised to meet all expenses including upkeep of buildings. The schoolboard would be continued. There is no record of any discussion or negotiation which must have taken place.

In 1925, a motion was passed for an addition to No.11 and a new school at No.6. They passed new regulations for the truant officer. He was to visit each school twice a month and could call on the trustees for help. Trustees for 1926 were Noah VanEvery, Hardy Miller, Wm.Loft, Arnold Moses, Elliot Moses. Teachers for 1926 were No.1 Miss Julia Jamieson, No.2 Charles Richard, Lawrence Carter, No.3 Miss Ruby Smith, No.4 Miss Elva Miller, No.5 Miss Mildred Froman, No.6 Ewart Peters, No.7 Harold English, No.8 Miss Mina Hill, No.9 Miss Emily General, No.10 James Wilkinson, No.11 Winton Loft, Miss Hazel Keffer.

November 3/1927 Indian Affairs refused to grant high school students extra funds for textbooks, stating the \$ 100.- should be enough. Col.Morgan disputed this statement, saying that a student, and ultimately the parents had other expenses.

In 1929 the board passed a motion compelling teachers to attend school fairs and other competitions. Teachers were granted holidays and they should take sufficient interest in this type of activity. This rule was in effect for many years after this. Indian Affairs also protested a proposal to pay the trustees an honorarium of \$ 250.- a year. Their reason was crude and blunt. In white settlements it was an honour to serve without remuneration or even expenses. Since Indian Affairs were paying the whole cost, band members should be willing to render such a slight service. In response the superintendent tried to make a rebuttal. He argued that conditions on an Indian reserve are not like white communities. There are large areas to supervise. There were no telephones. The attitudes of parents were

at times obstructive and stubborn towards sending their children to school. Trustees had to act as janitors, making small repairs. The council offered to bear the cost themselves. However Indian Affairs did not relent at all.

Medal winners for entrance in 1927 were -Marjorie Anderson, in 1928 - Hubert Smith.

In 1930, the board passed a motion that the Ontario Department of Education rules for general guidance of pupils and teachers be accepted, if there was no conflict with the 1906 regulations already mentioned. The inspector also mentioned a need for better libraries in the schools. In 1932 Mr. Standing retired, Mr. Joyce became the new inspector.

The staff for 1930 - 1931 were:

No.1 Miss Julia Jamieson, No.2 Miss Vera Davis, Miss Nora Jamieson, No.3 Miss Sylvia Jamieson, No.4 Miss Elva Miller, No.5 Miss Mildred Froman, No.6 Winton Loft, No.7 Reg.Hill, No.8 Clarence Dunseith, No.9 Garnet Atkins, No.10 Melvin Johnson, No.11 Miss Violet Hill, Miss Mina Hill.

This is the final schoolboard for 1934 who carried on little business - Charles Smith, Clifford Styres, Ambrose Hill, Fred Montour, Archie Lickers. The superintendent objected to the members and wished two earlier ones to be retained. Indian Affairs refused to act on his suggestions. They also stated that it was not the policy to dismiss qualified white teachers for inexperienced Indian teachers.

Statement of expenses for 1931-1932; 1932-1933.

1931 - 1932 day schools	\$ 17,225.17
65 tuition grants secondary school	\$ 7257.-
and secondary school fees	\$ 5972.14
1932 -1933 day schools	\$ 16,258.42
52 tuition grants secondary school	\$ 5979.97
and post secondary fees	\$ 4530.15

In the fall of 1933 came the first suggestion of abolishing the board. The superintendent said there was juggling for political purposes. It was also claimed that the

Indian Act of 1886 had never provided authority for appointment of a board. The following statement came from Ottawa March 31/1934. From the clerk of the privy council: "Therefore the deputy of his Excellency the governor-general in council on recommendation of the superintendent general of Indian Affairs is pleased to order that the order in council of 1906 with regulations for management of schools is rescinded and that the schoolboard be abolished as of December 1933."

Colonel Morgan said there was a need for a body to fill the void caused by the dismissal of the board. There was sure to be adverse criticism and hostility. He suggested the old board be replaced by two school supervisors for schools 5, 6, 7, 9, 10, 11 and one for 1, 2, 3, 4, and 8. Supervisors were to be paid \$ 12.- a month for their work. Ottawa stated there were no plans for any replacement by supervisors. There were sufficient authorities to maintain school discipline on the reserves. The superintendent requested teachers cheques to be sent to the Indian Office in Brantford. In that way he could retain personal contact with the teachers.

Six Nations Council - September 5/1935.

Moved by James Martin, seconded by Titus VanEvery requesting Indian Affairs to reinstate the schoolboard because of the large numbers of schools to be supervised. The government refused the request.

Standing back and looking at the more than a half century of the board, there are several observations. It was one of the very few only Indian schoolboards in Canada. A fair amount of the minutes are very routine, the nuts and bolts acts of organisation. Yet if anyone has served on any committee, group or band council, that group has to manage what it is supposed to do - pay bills, hire workers allot funds etc. Like other organisations, a small number run these groups year after year. On the whole the band had an understanding of their mandate and acted accordingly. There was cooperation with a trained educator - the inspector of public schools. It was unfortu-

nate that there was a controversial finale to the Six Nations school board. What would the reactions be if they could observe the Million Dollar plus budgets of educational programs, educational structure, transportation of students, teacher qualification of today.

Involvement of the Methodist Church in 1822.

Starting around 1822, the Methodist church became involved in bringing Christianity to various reserves in Southern Ontario - among them chiefly the Mohawks of the Grand River. Originally, the Gospel was to be carried to the white settlers first. One study says that the mission was not begun "professedly for the Indians", but then it was hoped that this campaign would be a "stepping-stone" to the native people. The belief was that Christianity should follow not precede the civilizing of the Indians.

The Apostle Paul had a vision in which a man from Macedonia said "come over and help us". The Mississaugas at this time felt themselves a fast disappearing group. They saw the only way to survive was to deal with the white man on an equal basis in his culture - hence in part the request for Christianity which would enable them to stand up to such pressures. The Methodist church became a major contributor to Indian education. There became almost a total involvement through living among the Indians, bringing the Gospel at camp meetings, and training native teachers and preachers.

In 1824 the first school for the Mohawks was established at Davisville, a few miles north-west of the Brant's ford on the Grand River. The year before, Seth Crawford, an American Missionary had arrived to teach the Indians. As no building was available, chief Thomas Davis offered the use of his own house and moved to a cabin in the woods. The school was started that fall, and by spring the Indians under supervision of Peter Jones and Seth Crawford had erected a new log building, serving also as a chapel. This was the first Methodist effort among Ontario's Indians. The first trustees were Augustus Jones, John Jones and J.Parker.

In 1829 a second school was built at Salt Springs. There was some delay because of opposition from influential groups. Two early teachers were G.Johnson and a Mr.Martin.

One early account lists 10 pounds spent for board, books and clothing for two boys.

Instruction was under the 'Pestalozzi' system. There were two principles: instruction through play and self-help. Another precept was that the curriculum was to be parallel to the white schools. This was far in advance of a special Indian curriculum many years later. Basic subjects were the three R's , grammar and domestic science. Pupils were also taught good manners, cleanliness, and avoidance of bad language and conduct. Schools were to begin and end with prayer. Some rudiments of farming were also given. There are no records of any agricultural schools on the reserve.

A current study claims that the overall effect of such education was to isolate the pupils from both their own culture and that of the white community. "Under the European form of education, the Indian child was turned into a submissive or passive recipient of imparted skills and knowledge based on an economic, political, religious, and social expectation which the Indians did not understand". To the Indian education was a lifelong, active process. The child was totally immersed in knowledge which was practical and suitable for the culture in which he or she lived. Both the government and the churches understood education was to lead to total assimilation to the white population. Peter Jones and the Mississaugas and a number of Six Nations did not exactly share this view.

Later information is rather scanty, with no reports on these schools in various years. In 1845-1846, a report said Indians were tolerably supplied with schools, mostly built by the New England Company. Records also show 550 children 5-16 years of age; only 120 to 130 were in school.

By 1946 Indian Affairs had assumed full control of direction and administration of all Indian day schools. It had become responsible for maintenance of school buildings and employment of teachers.

A look at the records from 1940-1949 would bear this out. The superintendent's name is everywhere on the correspondence. He dealt with and passed on application for grants for both secondary and post-secondary students. He received reports from area high schools about attendance and performance at school, and paid the tuition fees. The minutes also show that the Six Nations Council paid the tuition of pupils who had to repeat their year in high school or for pupils with insufficient standing to enter high school. The year 1948 marked a critical point in education. In that year, legislation was passed providing for bus transportation to high schools. Transportation rates were 36 cents a mile. Pupils were bused to Hagersville and Caledonia. Records show a total of 59 high school students.

1946 also represented another landmark in education on the Six Nations Reserve. Mr. J.C. Hill, a native of the Reserve, became the supervising principal of all the elementary schools, including the New Credit school, marking the integration of that school under one supervisor. Mr. Hill was the first supervising principal of Indian schools in Canada.

In 1966 Mr. Hill was given the title district superintendent. The supervising principal had gradually been assuming some of the role of the Indian superintendent since 1946, thus formally taking over full responsibility for education in most phases. An early study said, "The agents, as representatives of the department have the full responsibility of the day schools. With a multitude of other administrative duties, they either cannot give sufficient attention to the schools, or lack the training for such responsibility.

Except for school maintenances the superintendent's duties included the following: "Meeting needs in primary, secondary and adult education; selection of teachers, inservice training, and approval of their work. The superintendent also controls all aspects of finance and administration. Through the guidance staff there is a follow-through programme of education and vocational guidance and placement".

The following material is an overview of the present administration, with a special look at the curriculum of the J.C.Hill senior school and also a look at recent educational policies.

Grades 7 and 8.

Around 1947-1948 boys in grades 7 and 8 were bussed, one half day a week, for Industrial Arts training. The senior girls took Home Economics just a little later. This was a first step in the restructuring of the grade 7 and 8 programme. In the fall of 1951 all of the two senior grades were bussed to temporary buildings at Ohsweken. In 1952-1953 Indian Affairs constructed a four-room Central school with space for Science and Auxiliary Education.

"This intermediate Central school housed the between-age pupils from eleven to fifteen years of age. It offered a more concentrated treatment, through guidance and selected activity of the early adolescent pupil".

Around 1962-1963 construction of the present Central school was started. A later addition was made around 1969-1970. The first building contained six class rooms and a gymnasium. In the second round of construction, four more class rooms, a library, education office, staff rooms and washrooms were added. In 1976 two more class rooms, an Industrial Arts and a Home Economics space were added. There is a line of audio-visual equipment provided - projectors, video tape machines, and computers.

Grade 7 and 8.

The Language, Arts and Mathematics programmes are more structured and based on guidelines set down by the Ministry of Education documents. Earlier Mathematics programmes can be symbolized by a square. The four sides of equal value are computational mathematics, problem solving, mensuration, and number systems.

The English course has certain buzz words - think, listen, speak, read, write and value. This is further expressed in the general aims found in a 1977 guideline:

1. To encourage the use of language as a means by which the individual understands personal and societal goals and acquires such qualities as initiative, responsibility, decisiveness, self-discipline, perceptiveness, and integrity in the pursuit of those goals;
2. to nurture the student's growth in awareness and appreciation of both personal identity and the diverse values of people as reflected in Canada's multicultural society and literature;
3. to promote the student's appreciation and enjoyment of literature and language;
4. to develop language proficiency by increasing the student's conscious understanding and practical application of the principles and processes by which language operates;
5. to increase the student's general use and mastery of language by developing the particular language skills required throughout the curriculum;
6. to familiarize the student with representative contemporary and classical works and the various literary genres;
7. to develop the student's critical skills and help him apply them in responding to material transmitted through the various media.

The following is a look at the Science programme:
introduce students to certain techniques and principles of science;
validate for themselves certain scientific beliefs;
try to emphasize as much as possible an investigative - hands off - approach.

- try to make students think and apply some of the ideas that they have learned or discovered;
- encourage students to make their own observations and deductions;
- to expose students to a wide variety of material - to produce their own reports, tables and notes;
- to help our students in making predictions, in making deductions, in making value judgements and in relating science to his or her world.

Industrial Arts:

Mr. Dennis Davey has taught this subject since 1977. Pupils work with a variety of materials such as wood, acrylic, veneer, metal and leather. The I.A. room has the following power equipment:

drill press, jigsaw, band saw, table saw, wood lathe, grinder, belt and disc sander, and radial arm saw. There are also portable powertools such as jigsaws, drills and sanders. The new equipment has helped to make an interesting and challenging programme.

Safety is the number one concern. Everything is approached with the idea of safety. The department of health has conducted dust and noise tests. There is a new dust collector as dust levels were too high. Mr. Davey is involved with the Ontario Industrial Arts Association and also has contacts with other I.A. teachers in Brant County.

Recently a unit entitled 'Our Reserve Community' was developed and is currently being used in schools across Ontario as a pilot programme.

At J.C.Hill School a great deal of time is devoted to Native Studies, not only in the classroom but valuable field trips as well. We feel this is an on-going process to promote cultural awareness and pride of a people whose background is so enriching and whose future so promising.

Intermediate Family Studies:

The Intermediate Division family studies guidelines were issued in the fall of 1973 as an interim document. It superseded Home Economics 1:6 in September 1976. The family studies guideline is a concise statement of the philosophy, aims,

and concepts upon which our developed programs at J.C.Hill School are based. We now include material on family and child development, management of family resources, and housing.

A major goal in the family studies curriculum is to include teaching our cultural heritage throughout the programme.

The main goal of the family studies guideline is "to develop fundamental competences that are effective in family living". The aims focus on the family environment, including the development of family members, personal relationships and decision-making, and the acquisition of the traditional skills involved in clothing and feeding family members. Our family studies course includes material on family and child development, housing, clothing, food and nutrition. Our curriculum encourages a natural awareness through the study of traditional Iroquois foods, lifestyles and crafts.

Expressive Arts:

Music:

- study and review of music theory
- study of the characteristics of music styles
- exposure to and appreciation of different types of music with emphasis on Canadian music
- study of musical instruments or bands for recognition
- singing and listening for enjoyment
- singing will be done in English and Indian (Indian hymns plus Indian songs that are done for Iroquois dances - with help from members of the community).

Art:

- creative expression developed by the use of different media and various techniques always with a native theme
- study various styles of art
- art appreciation with emphasis on native art
- native craft work with knowledgeable members of the community as teachers
- exposure to native art by visiting and touring the Woodland Centre and Native American Centre for the Living Arts.

Native theme is emphasized as Native Arts and Crafts perfection and interest can provide an income to the future native artists and native craftsmen.

Social Studies:

Social Studies is comprised of History (Canada 1800's to present) and Geography (Southern Continents). This course has undergone many revisions over the years, relating to content as well as teaching strategies and methodologies.

We have progressed from a rote approach to that of 'inquiry' whereby students are exposed to techniques of questioning discussion, data collecting, assessing, expressing and evaluating conclusions.

Music Teachers on the Reserve.

The first music instructor was Mrs. Alice (Monture) Edward who taught from October 1937 to May 1942 under the title Itinerant Music Teacher. In 1938 the New Credit school was added to the itinerary. Employment was from Indian Affairs with a salary of \$ 100.- a month for an eight month period. Miss Monture covered 250 to 300 miles a week, depending on passable roads.

The music curriculum was that required in Ontario schools. The following is a list of topics taught: musical theory, sight reading, tonic-solfa system, part singing and chorus work, folk dancing and music appreciation. The year ended with a gala concert at the Ohsweken community Hall.

Other music teachers since 1942 have been-not necessarily in exact order - Birdie Rose, Rev. J.P. Pryse, Elaine Marr, Peggy Sanderson, John Moses, Susan Froman, Patricia Jamieson, Mrs. Dwight Strain, Mr. Runnacles.

Special Education.

Special Education is allowing the students in this program the opportunity to achieve at their own level and progress to the best of their ability. It is very important to diagnose and assess the students to permit them to work to their greatest potential. This allows the students to raise their self-esteem and look forward to greater achievement. Making the student feel that he/she is an important person of worth in your eyes is extremely important.

Occupational Guidance.

The dictionary defines the word exceptional as being out of the ordinary, unusual, or uncommon. The term exceptional children is used by the Ministry to denote children of beyond average ability as well as those with various mental or physical handicaps. The term just does not seem to fit these classifications.

The first classes started in 1955 in the basement of old No.2 school. Later the pupils were in a room at old Central. At one stage they were sent back to regular classes, at another time students were totally segregated; at other times they took subjects such as writing and art in the regular class rooms. In retrospect there seems an ambivalence in educational policy. Educationists say that partial segregation is preferable. The pupils need to be part of the school community. Yet it is difficult to give the needed time for the skill subjects in a normal classroom. The extremely slow learner will accomplish four month's work in ten months. At present there is a lack of capital and staffing. There is only one formula for staffing where as off-reserve schools have special funding.

In 1964, an occupational programme beginning at the grade 7 level was initiated. This programme had a two-fold purpose, (1) to give the child success which he had not previously experienced. (2) Within the limitation of our facilities to provide an occupational programme which would lead into the programs in secondary schools.

Vocational Guidance.

In 1964, the first Indian Guidance Counselor was appointed. Previously, elementary guidance was the responsibility of the teachers and principals concerned; and the High school guidance the responsibility of the supervising principal. A second Indian member was appointed to the guidance staff in 1966. A third staff member is tentatively appointed for 1984. The New Credit reserve also appointed a separate counselor in 1984, because of the same understaffing situation.

The Educational and Vocational Guidance programme introduced in 1964 is a vital part of the system. Its aim is to "give direction, purpose and value to the childrens education. It involves knowing the child's background, his abilities, disabilities and readiness to learn. The child is to know his strength, weakness, and his needs." The programme also provides educational assistance at High school, University and Adult Education levels.

Kindergarten Programs.

The Kindergarten Program started in 1969. At present there are classes at Central, No.8, No.11 and New Credit. The program is funded by treasury board approval, separate from the other classes. There is some discussion about the future role of Kindergarten as it is not provided for on a secure basis.

Froebel, the founder of Kindergarten stated that the idea of education was to lead people to a full consciousness of the unity of all things. He believed that children should develop naturally in happy and harmonious surroundings with trained guides and helpers. The following are areas of study - language, arts, number work, picture making and handcrafts, health and phys.-ed.

Some achievements are development in listening and social skills.

Inspection.

One of the early requests of the Six Nations school board around 1906 was for a qualified school inspector. At that time, the Rev. Isaac Bearfoot, an Anglican minister on the reserve did the inspection. In 1907 Mr. Standing, already the inspector for Brant County was hired for the sum of \$ 200.- a year. Except for one short period, he retained this position until his retirement in 1932. He was succeeded by Mr. Joyce who left in 1942. He was followed by Mr. J.C. Webster who still has some involvement. He has been concerned with some of the developments in recent education such as revised grade systems, supervising principal, the modern era of school construction.

At present teacher inspection is carried out in the local system. Educational staff state their own goals. The school principal inspects the teachers. The superintendent inspects the principals.

On November 27/1971 the 'Association of Iroquois and Allied Indians' (of which the Six Nations at that time was a founding member), presented a position paper at the Cultural Centre. The paper expressed various views and concerns, among them education. It was written into the British North American Act under which Indians and lands reserved for the Indians was placed under the sole jurisdiction of the federal government. It is imperative that this unique position be maintained. Also economic, educational and cultural programs can be carried on within the framework of the existing legislation.

Specifically the Association made the following statements; "Elementary students should attend schools on the reserve. The child must not be forced to leave his native reserve until he has completed grade 8. Secondary school students are far more capable of handling a 20 mile bustrip to school each day". The Association also made a number of other proposals, some of which have been carried out.

In 1972 the National Indian Brotherhood presented a policy statement on education to the Minister of Indian Affairs. The paper called 'Indian Control of Indian Education' was given cabinet approval. The paper concerned itself with responsibility, programs, teachers, facilities etc. It stated, among other matters, that band councils should have total or partial authority for education on reserves. Transfer of educational jurisdiction to provincial and territorial governments without approval of Indian people is unacceptable. Other proposals dealt with actual programs.

In 1982 Indian Affairs put out a publication 'Indian Education, Phase 1. The department states responsibility to provide (1) funding to the band membership for the information gathering and decision making process. (2) Discuss with the band membership the role and responsibility of the department before, during and after transfer. (3) Be prepared to attend meetings, provide information and act in advisory capacity when requested.

- (4) Receive and accept the band membership decision on local control.

There are proposed phases two and three. All phases seem pointed to ultimate full control by a local band authority.

The following is a summary of the Six Nations Council's reaction to phase one, afore mentioned. In March 1983 this paper was presented to the band council by Education Superintendent E.G.Caffin and Education Counselor Mr.Ron Thomas. Further discussion took place in May 1983.

The council noted Indian Affairs "admitted deficiencies in the delivery of education". A- school facilities are substandard; B- reduction in already inadequate person-year requirements; C- classroom consultants and support services are virtually non-existent; D- special education needs are not met; E- lower salary levels of federal band operated schools. The solution is simply to devolve education to Indian bands or Indian education authorities under jurisdiction of band councils.

Position of Six Nations Band Council
on Education Program.

"The band council has no intent of accepting control of education in the manner in which the department prescribes. The Government of Canada must recognize its trust and responsibility for education which was clearly defined and formerly guaranteed by the British North American Act. We shall remain firm in our position until the Government of Canada constitutional amendments which provides the same guarantees to native people as were formerly given by the B.N.A. Act.

While we will not accept financial control, we do insist on the right to be informed and to veto programs which conflict with our philosophy of education".

The following is a summery of changes which band council asked for:

- (1) Increase of three teaching positions to meet the nationally recommended average.

- (2) The hiring of four additional counselors to meet the federally recommended ratio of 1 + 300 students.
- (3) The same scale of pay for language teachers as other positions.
- (4) Library budget restored to provincial standards.
- (5) Better school facilities.
- (6) Adequate classroom consultants and curriculum supervision to be secured immediately.
- (7) Reinstatement of adequate education budget.
- (8) Adequate transportation.

In bringing this history to a conclusion, let the facts speak for themselves.

Post - School Program.

Post-Secondary students	1970- 71	1975- 76	1980- 81
Grade 12 completed year	19	62	170
Total expenditures	\$35,700	\$157,500	\$ 407,700
Occupational skills less than Grade 12 completed year	47	115	92
Total expenditures	\$12,500	\$81,000	\$ 134,300

Post-secondary funding is non-discretionary and the Department is obliged to help all students under the E 12 program. The occupational skills is non-discretionary and funding remains as long as money is available. The available money is not adequate for the training needs of occupational skills. The sum of \$ 121,500 was made available for both school years 1983-1984 and 1984- 1985.- such funding by treasury board minutes.

The following headlines also appeared in recent issues of 'Tekawennake': "Attendance in a number of schools passes 90% for year," 118 students graduate into high school.

The History of Thomas School.

The first Six Nations School under the full control of the Council of Chiefs of the Iroquois Confederacy came into existence in 1837 approx. It was known as the "Thomas School House" and went by that name after a lay preacher whose name was David Thomas. He faithfully conducted religious and funeral services there, singing and preaching in the Mohawk language.

According to old records, the original owner of the land on which the school was built was Isaac Thomas in 1847. Later the land was transferred to John Green who donated a half acre of land for the building and other purposes such as having a well dug.

The historical building was erected by having old-fashioned "Bees", displaying real community spirit and effort. Parents and children freely participated in the project. The women in the community supplied delicious, invigorating meals for the hard-working volunteers.

In the construction of this building, the rafters, logs, flooring, walls etc. were donated by the people from the products of their forests. The teacher's table with a drawer, pupils' benches and desks, book-cases and cupboards were all handmade.

The Confederacy Councillors had to purchase the shingles for the roof, siding for the outside walls and nails and last but not least, the school-bell.

An outside porch was attached to the front of the building for the children's clothes and lunches and also served as a shed for wood. Later a little barn was built for the teacher's horse. This building had a manger for hay and a box for oats. School boys did the chores.

Children from far and near attended this school but teachers were scarce. The Mohawk Institute graduates came to the rescue. Some of the first teachers were George E. Bomberry, Julia Jamieson, aunt of the late Venus Jamieson. She was also Miss Susan Hardie's teacher.

Worthy of mention, Catherine Burning, a close relative of Pauline Johnson, and a grandmother of the children of the late Venus Jamieson, was one of the early teachers at this school.

The last teacher was Mr. John Miller of Onondaga, who had to cross the Grand River daily and walk to school. For over twenty-five years, he was the teacher in this class-room. During the winter months it was nothing unusual for him to have sixty students daily under his control. He was regarded as a wonderful character builder, bringing home a lesson through every story that he related.

He tactfully taught punctuality, orderliness, neatness, honesty, respect and kindness to every living creature. Through these traits that he taught, one can easily detect that his aim was to make good members of society.

Some of the graduates of this school went to a Continuation School in Ohsweken, Ont. and from there to Caledonia High School or Brantford Collegiate. Others stayed at home and helped with farm-work. One young man became an outstanding farmer in Brant County. He owned a large tract of land across from the Thomas School. The teacher used this land as a lesson in Science, showing the pupils how land was cultivated and what kinds of implements were used- such as plough, disc, harrow, roller and drill for seeding, all drawn by horses, and how the farmer has to depend on rain and sunshine to get a good crop. They also were told that there must be a rotation of crops. Sometimes the whole field was turned into a hay crop and afterward turned into pasture for cattle when a windmill was erected to pump water for them.

Students from the school followed different vocations, some became doctors, registered nurses, public school teachers, dressmakers and housekeepers. Quite a number of men died courageously in the battle-field during the first World War.

History of No.4 School.

A traveller around the reserve today, will notice a number of white frame schools of similar shape and construction. These buildings were erected in the early years of this century under the supervision of the Six Nations building superintendent Augustus Jamieson.

Rome was not built in a day. The discussions and negotiations about No.4 could have taken place on a much larger scale, in Toronto, Brantford or any large city. There were delays, disputes over location, changed specifications and costs. In 1903 following the construction of No.2 there was a petition to build a new school one concession north of the old Thomas site. Many children would have to walk great distances to No.2. The dimensions of the building were to be 27' x 32' x 18'. There was to be a chimney with double flues, an entry hall or outside porch.

Five years later, on August 10/1908 the board made a motion to move the Thomas school to Elliott's Corners, also a second motion to purchase one acre of land from lot 48. On October 26/1908 council accepted plans and specifications for the new school; the inspector to call for tenders. The lowest bid was from John Russel and Austin Graves of Brantford - \$ 2387.-. The work was to start in 1909, but then the contractors wanted \$ 300.- more as they claimed they underestimated the size of the footing.

After some dispute there was a proposal to erect a school not to exceed \$ 1000.-. In 1910 council proposed a school at Capton's Corners - the present site - the cost not more than \$ 1200.-. The successful tender was from Thomas J.Thomas, a lo-Indian builder for \$ 1184.-.

1910 - S.L. Honey, 1913 - Sam Anderson, 1917-1918 Mr.M.Williams,
1918 - Miss Minnie Martin, 1919-1923 Miss Julia Jamieson,
1923 - Miss Florence Green, 1925 - Peter Ferguson,
1926 - Mr.Wm.Brown, 1926-1933 Miss Elva Miller,
no complete list available,
1956-1980 Mrs.M. Green, Mrs.Wilma Smith.

The Mohawk Institute.

The annual reports of the New England Company, founded by the Long Parliament in England in 1649 include the history of Indian education in the Grand River area.

Prior to the Company's involvement two day schools were carried on as early as 1828.

The first Mohawk Institute was built in 1831 by the New England Company. It was built on a tract of land in the Eagles Nest area of Brant township. In 1835 the Indians surrendered the land and the Governor General granted the land to the New England Company. The Mohawk Institute lot was about ten acres in size. It was just across from the Mohawk Chapel. The first school in 1831 was for ten boys, and in 1834 for four girls, to instruct children in formal education, as well as in domestic and farming skills.

Early in 1840 it was necessary to enlarge the facilities. By 1859 it was found necessary to build a new school, but this building was destroyed by fire in 1903. In 1904 the present building was constructed, with a new wing added in 1922.

One of the early principals was Mr. Robert Ashton, who came out from England to take over the position. There do not seem to be any available records until about 1922 when the Department of Indian Affairs took over the running of the school.

An agreement was made between the New England Company and His Majesty King George the Fifth, as represented by the Superintendent General of Indian Affairs, Mr. Russel Ferrier. The New England Company leased to the Department their tract of land in Eagles Nest for the sum of one dollar, payable on the second day of January of every year. This was the tract of land on which the Mohawk Institute was located.

Some of the terms were that the Department of Indian Affairs maintain the school as an educational institution for Indian boys and girls, and that the pupils be drawn as far as possible from the Six Nations. The pupils were to be trained in the teaching and doctrines of the Church of England, and the principal must be a clerk in Holy Orders.

The New England Company contributed one thousand pounds per annum toward the running of the Mohawk Institute.

According to Miss Evelyn Johnson's public letter, when the Rev. Robert Ashton retired, his son Nellis took over as principal of the Mohawk Institute. Later another record showed that Rev. Nellis Ashton was succeeded by C.M. Furnell, but there are no records of his term of office.

Some time in 1921 the principalship was assumed by Mrs. Alice Boyce who was a sister of Nellis Ashton. Mr. Sydney Rogers was the assistant principal. During her tenure as principal, Mrs. Boyce sent bi-monthly reports to the Department concerning Church services, Recreation, Health, Farm work, Improvements, Incidentals, and sometimes Discipline problems. These reports give a good idea of life at the Mohawk Institute but not much was reported of the classroom studies.

On December 12/1923 Mrs. Alice Boyce and Mr. Sydney Rogers were married in the Cathedral in Hamilton. She then resigned as Principal, recommending that Mr. Rogers be appointed Principal with herself as lady principal.

At this time Russel T. Ferrier was Minister of Indian Affairs. Duncan Scott was Deputy Minister, and Mr. Gordon J. Smith was the Indian Agent in Brantford. Reports went to the Department through Mr. Smith's office, and he himself visited the Mohawk Institute, and made his reports as well.

Mohawk Institute records show various reasons why children were entered at the school. Some were orphans, some were listed as having a father killed overseas, or a mother who died leaving children in the care of a grandmother.

In 1921 a letter to the Department listed the number of all neglected or orphaned children attending the school as one hundred and fourteen. A letter from Ottawa written in April 1921 mentions an increase in the grant of 80.- per capita which had to be assumed, "on account of the New England Company having withdrawn the greater part of their assistance". They wanted this increase in cost to be borne by the bands. But the letter states "as the bands have expressed their unwillingness to have any amount taken from their funds for the above purpose, and also as

the general vote for Indian education is ample to pay the per capita grant in full for the maintenance of all Indian children in attendance; I would advise that the full per capita grant be charged to the vote, and the band funds be not held responsible for the amount of the cost for the maintenance of the school during the past fiscal year". This letter was signed by G.D. Sutherland.

Bands listed as having children enrolled at the school were: Moravian of the Thames, Bay of Quinte, Mississaugas of the New Credit, Chippewa of Muncey, Oneida of the Thames, and the Six Nations.

A bi-monthly report for March and April 1921 submitted by Mrs. Boyce to Duncan C. Scott, Deputy Superintendent of Indian Affairs, submitted through the hands of Gordon J. Smith, Indian Affairs Brantford, goes into great detail. Following are some of the things reported:

For Easter the room was decorated by the pupils with flowers, plants, and the Church Cross. Apparently in cold weather the church services were held in the school, as the report goes on to state "on April 10th it was warm enough to commence having service in the church, and it had been arranged that service be held at ten a.m. for the season".

Recreation- It was reported that the boys showed great enthusiasm for Cadet Corps drills, and were busy preparing for annual inspection day. To relieve the monotony of drilling under the same instructor Mr. Rodgers arranged for the sergeant-major of the local regiment to train the boys in certain work and they had responded well. Much time was spent at the river fishing, and ball games occupied most of the short recesses.

Good Friday was a holiday after the service, and all Easter Monday. On Easter Day all pupils had eggs for breakfast, and candy eggs for supper.

Health - An epidemic of pink eye was reported, also a case of uremic poisoning, one case of erysipelas, and one of scarlet fever which was sent to Isolation Hospital. One girl was reported with tubercular trouble in the hand, she was Xrayed; the Doctor advised amputation below the wrist but the father took the girl away for home treatment.

Several pupils visited the dentist and an oculist. Changeable weather was blamed for sore throats and rheumatism.

Incidentals - Among the incidentals reported were: the apple house having been broken into one night, the chicken house locks damaged - strange men had been reported being about the buildings on several occasions.

On April 22nd. heavy rains flooded man holes and one caved in. The river and creek flooded the flats.

Improvements - Several were mentioned: Brick steps replaced wooden ones in front of gardener's cottage, chicken runs were fenced, furnace chimney rebuilt, papering and painting were done.

Farm and Garden - It was reported that early spring rains made farming difficult, but beginning March 21st. they spring ploughed sixty acres of the Gleebe lot. On April 4th they began working the low lands and sowed oats. On April 13th. they began fencing the flats and picking up stones after the floods. On April 22nd., they planted the first potatoes, began setting out fruit bushes, transplanted strawberries, and sprayed trees. The spraying was hindered because the sprayer was working badly. Green houses and hot beds were filled to capacity, much of the work being done by the girls.

On April 26th. barley was sowed, and they commenced working the rest of the land. Farm teams hauled coal from Grand Trunk station, removed ashes, manured land, and much wood was cut. The ice house was resingled and sundry other roofs were repaired. A frost on April 16th. did a good deal of damage. They killed three pigs for school consumption.

A cattleman and an assistant gardener were engaged for the season on April first. They set the incubator in the Hospital with good results.

It was reported that Mrs. Ashton died suddenly on April 13th. The funeral was held on Sunday, April 19th. The boys acted as a Guard of Honor and the older girls sang in the service - very sweetly. Mr. Lee, a longtime Missionary at Cayuga, and Mr. Jeakin took the service. The church was beautiful with Easter lilies and ferns.

In the early 1920's Miss Hardie received a letter from a former pupil who confessed that while he was a pupil at the school a stranger stopped him on the street, and gave him a dollar to buy something for the boys at the school, instead he spent the money on himself. Now years later, he sent four dollars to be spent in any way they saw fit.

Duncan Scott, commenting on the report said it spoke well for the training the boy had received.

Reports stated that the boys were often complimented on smartness and drill on Regimental Church Parade, and other appearances. They distinguished themselves in sports days as well as in ploughing matches.

As a result of their industry a report in the fall of 1921 reports their harvest as follows: 262 bags of potatoes, 1400 bags of mangolds and turnips, 2000 heads of cabbages, 3000 heads of celery, as well as squash, pumpkins, citrons and beets. They threshed 235 bushels of rye, 118 bushels of wheat, 153 bushels of barley, 174 bushels of buckwheat and 1492 bushels of oats. They had 89 tons of hay. They filled their silo from the corn crop, and had a large quantity over. They also had a surplus of straw and baled 18 tons to sell.

It was reported that all was accomplished without any boy neglecting lessons or missing school.

During the early spring of 1922 concern was expressed by a minister on the Reserve, since he had heard rumours of a girl of thirteen who was said to be pregnant. Several Chiefs were concerned as well and advocated closing the school. An investigation was suggested. The Bishop of Huron sent a copy of the letter to General Secretary of the Missionary Society of the Canadian Church in Toronto, who wrote to Duncan Scott, Deputy Minister of Indian Affairs, suggesting the M-S.C.C. assume responsibility of the Mohawk Institute. After being assured by the Department of Indian Affairs that they considered conditions at the Mohawk Institute highly satisfactory, the M-S.C.C. accepted the explanations and "thought it inadvisable to make any changes" and the Mohawk Institute remained in the charge of the

Department of Indian Affairs.

In a letter in March 1922 to the Minister of Indian Affairs Mr. Ferrier, concerning a proposed visit to the Reserve, Mr. Gordon J. Smith, Indian Superintendent comments on travel conditions on the Reserve. He said "if frost is out of the ground and there is a season of dry, windy weather, the roads will be suitable, but if rain comes during the night before, a motor could not be used as the clay roads will be too slippery". He suggested they could travel by team and take in the schools in the southern part of the Reserve in one day, spend the night in Hagersville, visit the remaining schools the next day, and return at night to Brantford.

During 1923 several visitors to the school were reported. Mrs. Morgan stayed three weeks at the school when her health was not good, and during her stay Col. Morgan had meals with them some time during each day of her stay.

Bishop Williams of Huron Diocese and Rev. C. Owen lunched there, and the Bishop spent some time inspecting the whole school, and expressed himself as pleased.

On June 10th. Mr. Whelan who was touring Canada lecturing on the United Nations, paid a visit to the school. He told of listening to Levi General in Geneva, and Mr. Rogers reported that he thought Mr. Whelan had a wrong impression, and "needless to say he was soon convinced the Mohawk Institute was not as bad as painted.

Later that June groups of Rotarians visited the school and church and also a group of the D.A.R. (Daughters of the American Revolution.)

A report by Public School Inspector T.W. Standing on November 7/1923 states that the attendance of boys was unsatisfactory. They run away, and no action was taken to send them back.

His report went on to say that girls were given good practical training in sewing, cooking and general housework, and the boys, some work with the gardener, and on the farm.

He stated: "there is nevertheless no systematic instruction in the principles of household science, manual training or agriculture. It would be desirable if heads of departments were qualified to teach the principles of these subjects".

Mr. Standing went on to say that "in the Junior division teachers have changed too frequently to admit of steady progress. A well trained primary teacher is desirable although it may be difficult to retain a suitable one in this position".

In this connection Mr. Rogers reported that of their last four Junior teachers two left because of ill health and two to get married. He reported the new teacher Miss Knowles was working very well, and had started 'Girl Guides' in the school.

In the fall of 1924 Miss Evelyn Johnson, sister of Pauline Johnson, in a letter which was printed in the Expositor, and the Toronto Star made a bitter attack on the management of the Mohawk Institute. In her letter she said "the whole Indian population on the Reserve is at variance with the system of this institution and its executive head. Indians are asking for better education".

In forty years not one single pupil passed the entrance examinations to High School. Yet one single school conducted by the Council has passed a number of scholars. During the summer more than twenty children have run away. All of them claim they are hungry and the Indians are angered. Further excerpts "Robert Ashton was sent out from England by the New England Company to take charge of the Mohawk Institute in the early seventies. So harsh and overbearing was his conduct that many boys ran away and when brought back they were at once garbed in clothing similar to that of convicts, one trouser leg blue denim, and the other one brown denim, with a coat similar in design".

In 1903, some of the boys burned the Mohawk Institute to the ground. The Rev. Isaac Bearfoot, missionary, and his wife told me it was nothing more than expected. The boys were arrested, tried and sentenced to Mimico reformatory which they said they liked better than the Mohawk Institute.

After Robert Ashton retired as superintendent his son Nellis Ashton took over.

Three girls ran away. When they were returned their hair was cut off and they were shut up in the "dark room" or "cell" and fed on bread and water.

Chief George Miller brought action against Nellis Ashton for the treatment of his daughter. His action was backed by Council. A Brantford Jury of twelve returned a verdict of four hundred dollars damages against Nellis Ashton".

One or two other letters were received by the Department of Indian Affairs but as the Mohawk Institute received regular reports from Mr. Sydney Rogers and as frequent visits of inspection were made, Col. Morgan was instructed to write a letter to the Expositor stating, that the Department was satisfied with the present condition at the Mohawk Institute.

An article appeared in the Brantford Expositor on December 20th.1924. It had a picture of the Mohawk Institute with the heading: "Brantford's Oldest Educational Institution". Part of the article read as follows: An active life. The inmates lead a strenuous, active but healthy life, and are a fine example of budding manhood and womanhood. They rise at 6.00 A.M., and the girls prepare breakfast, the boys doing the Morning chores. Breakfast is at 6:45. At 8:15 those whose turn it is to attend school stop work. The remainder carry on in the various occupations that a big household, and a large farm need. Dinner is at 12:15 and judging from the preparations going on in the kitchen it is ample and inviting. Samples of their own home made bread, tea cakes, and sundry dainties were tempting and really artistic, altogether a fare more substantial and toothsome than that to which city children generally sit down. At 1:30 there is another school session lasting until 4 pm. Work in domestic matters and chores goes on until 5:45 which is supper time.

The staff consists of lady principal Mrs. Rogers, five lady teachers, five men teachers and Principal Mr.Sydney Rogers.

There was no indication of who had written the article for the Expositor.

Later reports of visitors who joined the pupils at meals, said they had liver, potatoes, turnips and buns. Another meal was mutton hash, potatoes boiled in the skins and three apples per head.

Trouble arose between Col.Morgan, Indian Superintendent in Brantford, and Mr.Rogers Principal of the Mohawk Institute. Col.Morgan complained that Mr.Rogers did not consult him about certain actions beforehand. Mr.Rogers resented what he thought of as Col.Morgan's interference in the affairs of the Institute.

The reply from the Department stated that Col.Morgan was responsible for monthly inspection of the Institute, and reports. He was told to make suggestions, not requests. One gets the impression that the Department considered Col.Morgan to be a bit too autocratic.

One of the arguments was about the unveiling of the War Memorial in the Mohawk Chapel. Neither Col.Morgan nor the Six Nations Council had known of the plans beforehand. Council refused to attend the unveiling because they had not been consulted about it. The Department told Col.Morgan the Memorial was not a Six Nations project, but for the pupils of the school and it was to be placed in the Chapel.

Later that year mention is made of the opening of the Lady Willingdon Hospital in October by their Excellencies Lord and Lady Willingdon, Governor General of Canada. The Girl Guides and Cadets attended the opening, and were complimented by their Excellencies.

On Monday November 26. at Brantford's Thanksgiving Day Road Race, three pupils brought honor to the Mohawk Institute. Three pupils finished among the first five. Miles Isaac came in first, Harry Lickers was second and Norman Lickers was fifth. The race followed the Tutela Heights Road.

In May of 1929 Mr. Scott , of the Dept. of Indian Affairs had an investigation made of rumours concerning Mr. Rogers. One rumour was that he had purchased a farm. It was found that Mr. Rogers had purchased a farm of eighty-eight acres of which fifty acres were under cultivation. This farm adjoined the Mohawk Institute, and it was Mr. Rogers plan to work the farm, using school machinery, and labour from school employees and pupils. He intended to buy his own seed and share the proceeds.

Another rumour concerned intemperance on the part of Mr. Rogers. Mr. Rogers admitted to being arrested on a certain occasion, but claimed he was falsely accused.

Since the Department of Indian Affairs did not think Mr. Rogers could devote as much time as necessary to the affairs of the Mohawk Institute, as well as run his own farm, they decided to choose a new principal.

The Bishop of Huron was asked to find a replacement. On June 12/1929 he appointed the Rev. N.W. Snell, B.A. of St. Paul's Church, Stratford. Rev. Snell had been brought up on a farm, and had teaching experience. Mrs. Snell was to act as Matron. They were to begin on August 1st. 1929.

Very few records of Rev. Snell's term in office seem to exist. Classes were still run on a half day basis, with farming and housekeeping chores occupying the rest of the day. The income from the farm helped pay expenses at the school. Reports to the Department mentioned repairs that were necessary from time to time, for buildings and machinery.

For a while in the early 1940's the Diocese of Huron had considered the possibility of assuming responsibility for the Mohawk Institute. Negotiations were conducted with the Department of Indian Affairs and with the New England Company, but nothing came of their discussions.

The lease which the New England Company had granted to the Department of Indian Affairs expired January first 1943. A new lease was signed on January first 1946, for a further

period of twenty-one years, in which the Department again paid one dollar a year to the New England Company.

A change in the terms of the lease allowed pupils to be drawn from bands other than Six Nations, New Credit and Caradoc but pupils were not to be of the Catholic Church. Pupils were to be trained in the teachings and doctrines of the Church of England, under supervision of the Chaplain of the Mohawk Church, if the parents so desired.

In 1945 criticism was again levelled at the Mohawk Institute. This time it was begun by a visit of the Local Council of Women to the Institute. They reported the children (as starving?), as needing blankets and clothes, and again rumours and reports were blown up out of proportion to the problem. So much furor was caused that a Grand Jury visited the school in March 1946 and reported "that considerable criticism has been made against this institution but we did not find any evidence to warrant criticism".

At the end of Mr. Snell's tenure much discussion was held, concerning a successor. The Bishop of Huron did not want to see any other than a clergyman as principal, as that was so stipulated in the original contract. The Department wished to find someone who was more of an administrator. In the end, the Bishop of Huron submitted three names. These men were clergymen with both teaching and farming experience. The Department chose the Rev. John Zimmerman as the new Principal. He took charge of his new office on August 27th 1945.

In the years following the war many of the army buildings were removed from the Glebe-lot and used as extra classrooms on the Reserve and many were converted into homes.

In 1948 Col. Randle in a report to the Department said that two of those army huts from the Glebe-lot were converted into classrooms for the Mohawk Institute. They were located just inside the entrance gates. Other buildings were converted to other uses as well. These buildings were used until the new school was built in the year 1959 or 60. The new school had a gym as well as a home economics room and work shops.

At this time too, a residence was built for the Principal, so that the old Mohawk Institute was able to house the students and staff more comfortably, and with many important fire safety improvements.

With the extra classroom space in the old army buildings and then in the new school, the pupils went on a full day system instead of a half day. Farming still went on but in a more limited way.

With the help of family allowances, more Social Services such as Children's Aid and Indian foster homesthere was less need for Six Nations' children to be placed in a residential school. This was when Cree children from the North came to the Mohawk Institute. There were always Cree house-parents and supervisors who came with the children, as many of them did not speak any English.

As more schools were built in the North it was no longer necessary to bring the children so far away, and the need for a residential school such as the Mohawk Institute was no longer there. It was closed as a school in 1970.

The Mohawk Institute during its years in operation fulfilled a great need. In the very early days it offered an opportunity for an education, when opportunities were rare.

It provided food, shelter and a chance for an education to many who were homeless.

It offered many opportunities in learning to any who wished to take advantage of them, and many did. All any school can do is to provide the opportunities for learning. It is up to the individual whether or not he makes use of them.

Miss Hardie's History of the Mohawk Institute.

The first building of the Mohawk Institute was situated just east of the cottage opposite the Church, His Majesty's Chapel of the Mohawks.

The present site was chosen in 1859 when a square, white brick building was erected.

Sometime before 1872 when Mr. Robert Ashton became Principal a wing at the back of the building had been added, where the Senior schoolroom, the pupils' dining hall and the boys' dormitories were located.

In 1886 a wing for the Principal's residence was added to the northwest of the new building. In 1891 a large wing was added to the southeast of the main building and here the Junior school, the girls' dormitories and the girls' play room were located.

On April 19th. 1903 the whole building was destroyed by a fire set by some of the boys of the school. On May 7th. they also set fire to the barns and on June 19th. they set fire to the boys' play house.

The number of pupils was reduced, leaving about one hundred fortyfive girls and forty boys.

Miss Hardie had completed a list of some of the former pupils of the Mohawk Institute. The following are some of the graduates who taught on the Six Nations Reserve. Jessie VanEvery attended Collegiate for one year, left in 1910, and taught at No.8 school for two years. Naomi Latham graduated in 1895, taught at No.7 for three years, then moved to Chicago with her sister. She had a second class teacher's certificate. Edith Styres graduated in 1901. She was appointed Jr. officer in the Mohawk Institute, then was sewing teacher for two years. She married Hardy Miller. She has kept one of the good homes on the Reserve, and educated her children. Mary Monture passed her entrance, attended Brantford Collegiate, graduating in 1886; she taught at No.9 for years, then married Andrew Scott.

Susan Hardie was admitted as a pupil to the Mohawk Institute on March 20/1878 at the age of eleven. She passed her entrance at the Mohawk Institute, then attended Brantford Collegiate, and obtained a second class teachers certificate. She took a Model School Course, graduating in 1886. She taught at the Mohawk Institute for one year, then attended Normal School in Toronto for one year, obtaining a professional second class certificate. She taught at the Mohawk Institute until her retirement in August 1936. The New England Company granted her a small pension at her retirement.

In June of 1929 a picnic was held at Ohsweken in honour of Miss Hardie, and her years of teaching. It was attended by many of her present and former pupils. An address was presented by the Council and she was given a chair.

In later years, one of the beautiful stained glass windows in the Mohawk Chapel was dedicated to her memory. Sarah Latham passed entrance, attended Brantford Collegiate, graduated in 1887. She taught at No.6, then went into service in Buffalo.

Anna Jones attended Brantford Collegiate from the Mohawk Institute, graduated in 1879, and taught at No.7 for several years.

Lydia Lewis passed her entrance, graduated from Brantford Collegiate in 1880, taught at No.3 for several years, and then married Robert Brant. Their son was Lieut.Cameron Brant. Sarah Davis obtained the highest number of marks at her entrance exam. She attended Brantford Collegiate, graduated in 1880, and taught at different schools on the Reserve for more than twenty-five years. Her influence was great and her example good on the Reserve. She was a great reader and a well informed woman. She died in 1923.

Catherine Maracle passed her entrance, graduated in 1880. She taught at St. Regis, Bay of Quinte, and at Six Nations No.2. She married Jacob Miller.

Floretta Maracle passed her entrance, graduated in 1881, taught at No.2 for a while. Then she held a position with the Indian Department for many years. She retired on a pension. She married Allen Johnson.

Arnold Moses left in 1913 after attending the collegiate for three years. He taught at No.7, then enlisted in World War 1. After the war he became a successful farmer.

Christopher Monture left in 1885. He passed entrance, attended Collegiate for a short time. He was awarded a scholarship. He taught school on the Reserve for a while, then went working out.

John Lickers left in 1885. Had passed his entrance, been awarded a scholarship, attended Collegiate. He taught school on the Reserve for many years, then became a truant officer.

Peter Adams left in 1893. He passed his entrance, took training as a teacher and taught on the Reserve for many years.

Clabron Russel left in 1880. He taught at No.5 school for three years, then went to Chicago.

Elam Bearfoot left in 1882. He passed his entrance, attended Collegiate, and taught school at Six Nations for twenty years. Then he worked on a fruit farm for seven years, having total charge for the last two years. Then he worked at Cockshut Plow Works having charge of one of the Departments.

Rev. Isaac Bearfoot graduated from the Mohawk Institute, taught in Six Nations schools, then attended Toronto Normal School. He was appointed as a teacher at the Mohawk Institute in 1869 and taught nine years. He took charge of the Mohawk Institute while the Principal Mr. Ashton was in England for two months. Then he attended Huron College in London and was ordained as a clergyman. He was the incumbent at St. Johns and Christ Church on the Six Nations Reserve for many years.

School Days.

Back in the nineteen twenties when I went to school, all but two of the schools on the Reserve were one room schools. No.8 was the smallest of them all. There were only two windows on each side of the school and one window at the back. The lower panes of the windows were coated with white paint to discourage anyone from seeing anything of interest that might be outside.

At the back of the room was a big box stove surrounded by a jacket as a safety measure. The stove pipes ran the length of the room, and disappeared into a brick chimney built into the wall at the front of the room. The stove jacket was a good place to dry wet mittens in winter if you could find space on it. The mittens would then be warm and dry, when you put them on.

If you were big enough to reach inside the jacket, you could toast your lunchtime sandwich on top of the box stove. Nobody minded a few ashes or cinders.

Besides the teacher's and pupils' desks the only furniture in the room was a big double-doored cupboard that sat on the floor against one wall in front, and a small cupboard that hung on a wall at the back. A big round-faced school clock hung on the front wall and its swinging pendulum ticked away the minutes and hours of our school days.

A door at the front of the room led into the woodshed. It was always an interesting place in which to climb and play, especially toward the end of winter, when the piles of wood were dwindling and there was more room to climb around.

Wood was delivered once a year, usually in the Spring, and it was the teacher's responsibility to see that it was neatly piled in the yard, and armed with a yard stick, to check to see if the required number of cords were there. Later in the Fall the wood was moved into the woodshed.

Pupils did not usually start school until they were

seven years old. Very often they started at Easter and the period between Easter and June was spent in the Primer class. On my first day at school I was given a scribbler and a pencil, and shown certain moves my pencil could make, that made a word that said 'tree'; make a straight line down, make a little bridge and two curly pig tails, put a little line across on the first line - that says tree. I filled several pages with 'trees' and felt that I was on my way to higher education. I think the next day I wrote 'cat'. I don't remember much else. The younger children went only until two o'clock, and then were dismissed. Between the 'two o'clock kids' and the 'four o'clock kids', there was a great gulf fixed, and when you finally became a 'four o'clock kid', you felt you were almost grown up.

Our first reader was the Primer of the Ontario Readers. The first story in it was written in longhand. It was the story of the 'Little Red Hen'. On the next two pages words phrases, or sentences appeared in longhand with the printed version underneath. After that everything was in print. It was a collection of nursery rhymes, little verses and simple stories.

When we read our Primer books it would be hard to tell if we were reading or reciting because we soon learned most of the simple verses or stories off by heart. Instead of grades we went up by classes, Primer, First and Second Class, Junior and Senior Third, and Junior and Senior Fourth. Because all the classes were in one room, it was possible to listen in on other classes, and most pupils of average intelligence could cover a junior and senior class in one year, until Fourth Class. Senior Fourth was the "Entrance Class". In June it meant a trip to No.2 School in Ohsweken where the Entrance Examinations were held. It took two days to write all the papers and if you passed you were given a certificate which meant you could go on to High School.

There was no sports equipment except for a bat and ball which we were given in the spring. Girls played games such

as hide and seek, Tag, Red Rover or singing games such as "Here we go gathering nuts in May" and "King William". We could always find a piece of rope for skipping; draw a diagram on the sidewalk with chalk for Hop Scotch, or even scratch out one in the dirt.

One game that the whole school played together was Anti, Anti Over. All you needed was a sponge ball. There were two teams, one on either side of the school. The Ball was thrown over the school as you called "Anti Anti Over". If someone caught the ball, the whole team came rushing around the ends of the school. The person who carried the ball touched or hit as many players of the opposite team as he could and then they would be on his team.

We did not have many library books in the school but we had a set of books called "Highroads of Literature" and one called "Highroads of History". There was also a set of books "The Andrew Lang readers" which were mostly fairy stories.

Schools always had Christmas Concerts, and since most of the No.8 pupils belonged to St.Pauls' Church, our concert was always held in St.Pauls' Parish Hall as a combined school and Sunday School Concert.

Early in the fall, the Minister would suddenly appear in our class room, and to us it was the first sign that Christmas was coming. He would seat himself at the teacher's desk, and peering from under bushy white eyebrows would hand out recitations, which were usually cut from the 'Family Herald'. That was the extent of his involvement. From then on, under the direction of our teacher, we began practising carols, dialogues, and drills for the concert. We did most of our rehearsing at school, but as the night of the concert drew near we would have a couple of afternoon practices in the Hall. We straggled across the fields, all the older pupils carrying a big stick of wood, for we had to start a fire in the big box stove to heat the Hall before we could begin.

Christmas Concerts were wonderful occasions to us

in those days, and believe me we usually 'played' to 'packed houses'. The best part, of course, were the gifts from the tree and the bags of candy that were handed out when the programme was over.

We celebrated Valentine's Day very much as our children do now except that most of our Valentines were homemade.

Another big day for us was Arbor Day. It was on the first Friday in May. We came to school armed with pails, soap, scrub rags, and dust cloths, and cleaned out cupboards and desks, washed blackboards and windows all morning. The boys cleaned up the yard, and dug flower beds. Often roots or cuttings of shrubs were brought from home flower gardens to plant around the school.

In the afternoon we had a trip to the woods to look for wild flowers. Sad to say we often picked too many to bring home. They soon wilted and died. We had not been told how long it takes wild flowers to grow, and how easily they can be killed out. There were a lot of "Wake Robins" in the woods then, "Jack-in-the-Pulpits" and a flower called "Dutchman's Breeches" that are not often found now.

There were two outdoor toilets set back along the fence. One was for girls and one for boys.

A pump in the school yard supplied drinking water. In winter a pail of water was brought into the school but it was impossible to have individual drinking cups. It was share and share alike, and that included coughs, colds, sneezes, and sniffles, as well as measles and chickenpox.

Many people complain about the old one room school houses, but where there were books and a teacher you could learn as much as you wanted. Many chose to learn as little as possible. Children to-day have many advantages and many more learning tools. But unless they are eager to learn and willing to put time and effort into getting an education, all the extras that they have will not give them any better an education than we had in the "old days".

Playground Equipment.

In the early 1920's and 30's any type of playground equipment was non-existent. Children made up their own games and the necessary equipment. Boys' games were shinny - a form of hockey played either on ice or packed snow. Not all boys had skates or regular sticks - they simply cut a tree branch which had the right shape. A tin can or hard lump of snow or a piece of ice took the place of a puck, if necessary. Another of the boys' games was "Dingballs". This game was played in summer. A long sock was stuffed at each end and tied to form a round ball at each end. A stick with a hooked end was used to pick up the dingballs by the unstuffed centre. Some boys developed great skill in throwing, passing and catching. A couple of sticks at each end of the field made goal posts.

Girls' games were for the most part singing games. One ball game was played by bouncing a rubber ball against a wall and catching it. The next time you had to clap your hands before catching it, the next time, turn around. There were a variety of actions, each more difficult than the last. If the ball was missed then it was the next person's turn. When it was your turn again you had to start over again at the beginning. Another game, somewhat similar, and which was played by boys and girls was called "Knife". You sat on the ground with a jack knife with an open blade. You tossed it and tried to make it stick upright in the ground. Again there were different steps in tossing the knife, each one more difficult. The object was to go through all without missing.

Tag and Spot Tag were also played. Spot Tag was a variation. Where a ball was thrown to tag a person in Squat Tag a player squatted on the ground could not be tagged. Some children were very clever at thinking up variations or new rules to make their usual games more interesting. Red Rover, May I, Bull in the Ring, Pick the Crow were names of some of the other games played.

In spring and summer ball games were played at noon and recess. Someone would bring a ball and the bat was often a stick. Gloves were practically unknown. When there were not enough pupils for two teams "scrub" and "moving up" were played.

If a school had a good team, it might challenge another school, but there was no definite schedule of competitions until about the late 1930's.

By then schools were issued bats and balls, usually not more than one bat and ball per school. Sometimes there was one set for the boys and one for the girls. If you broke the bat or lost the ball you were out of luck unless one of the pupils brought one, or the teacher did. There were no backstops at the schools.

In the 1940's the Teacher's Organisation was in charge of the Sports programme which was carried out on the 24th. of May. The teachers drew up a list of events which was made up of dashes, jumps, relay races, hurdles and so on for the various age groups.

Each school entered their best pupil or team in each event and at the end of the day individual championships were declared in Senior Boys, Senior Girls, Intermediate Boys and Girls and Junior Boys and Girls, as well as an overall school Championship. A ball schedule had been drawn up and the Championship game was held in the afternoon.

The Field days continued until the Central School at Ohsweken took the sevens and eights out of the outlying schools and made school championship difficult. Pupils were often bused from one school area to another which further complicated things. The teachers, too, realized that they were entitled to a holiday on the 24th. of May and decided to have a Field Day of their own instead of running the Sports programme on the 24th.

With more classrooms, with some small and some large schools, School Competitions became harder to arrange so instead

of a Field Day, Play Days were organized. Sometimes two schools of equal size competed, or more often one school arranged events for teams within their own school.

Some inter school competitions are still held as lacross teams, hockey teams, ball teams and cross country teams compete for championships.

Six Nations' School Fairs.

Six Nations' Schools, at one time held their own Fair on a day apart from the Agricultural Fair.

The School Fairs were held at old No.2 School in Ohsweken. Exhibits were placed in the two classrooms. Art and writing were hung on the walls, and the other exhibits were set out on the desks. As well as competitions in Art and writing there were competitions in sewing - one year it was a best dressed doll -; baking - cookies or cake; best school lunch, and so on.

For boys there was some form of wood work such as a bird house, or a handmade toy.

Pupils made collections of weed seeds, leaves and plants, which all had to be mounted and correctly labelled. Small glass vials which originally contained ink powder made beautiful containers for seeds.

The Six Nations' Council regularly supplied each school with packages of garden vegetable seeds. They could be planted in a school garden, or given out to the pupils to be planted at home, where they were to be looked after by the pupils. In the fall the pupils exhibited their vegetables at the school fair in much the same way as their parents did at the 'big' fair.

On Fair Day the fences around the school yard were lined with horse and buggy outfits. The horses were tied to convenient fence posts. There were some cars as well. Always an interesting part of the fair was the decorated wagon competition.

The first time our school entered, our teacher who had just started teaching, asked us how the other wagons were set up, but we couldn't give her much help. As a result our wagon was the only one with the racks up like a stock wagon, instead of lying flat like a hay wagon. But it was bravely decorated, and we were very proud of it, as we sat on it and sang songs as we went along. We really enjoyed ourselves.

The wagons most popular with the judges seemed to be those with an Indian theme, and they usually won the prize.

One year under the direction of an enterprising teacher, one school fixed up their wagon in the shape of a zeppelin - the R-100 I think it was supposed to be, since it had figured prominently in the news that year. It was fearfully and wonderfully made, and very timely, but did not win a prize.

There were other 'on the spot' competitions which varied from year to year: Knot-tying; button hole making; recognizing and naming various breeds of cattle, horses, pigs and chickens from pictures were some of the contests that I recall.

A wooden platform was erected on the school grounds, and made a stage for school choir competitions. Some beautiful singing was heard and some beautiful songs. Schools also competed in physical training drills. The pupils stood in rows as if on parade - lines straight and evenly spaced. The teacher barked commands like a drill sergeant "Atten - shun" "With a jump, feet astride - place". It was wonderful to see how still the pupils stood until the final word of command and then twenty or so pupils would move like one. The winners of course were the ones who kept together perfectly.

Some schools had all their pupils dressed alike. The girls wore white Middies and blue skirts and the boys wore white shirts and blue pants. They were a smart looking group.

The school fair lasted for one whole day. Competition was always keen in all classes. A first prize ribbon was considered a great achievement. It was a big day in our lives in spite of the fact that there were no rides, games or hot dog stands. That was for the 'Big Fair'.

The school fair was cancelled one year in the late 1930's, 1937 I think, because of a polio epidemic. When it was held again it was a part of the "Six Nations Agricultural Fair" and has remained so ever since.

Health and Dental Care.

In the nineteen thirties any health or dental care amounted to a visit to the schools once in a while by Dr. Davis. On one occasion he vaccinated the children against small pox. On another occasion he examined teeth, and tested eyes. Reports of problems were sent to the parents and it was up to them to correct any dental or vision problems. There was no following up to see if any problems were corrected.

Pediculosis (head lice) was a continual problem, but beyond sending home a note with the offending child, when other parents complained, nothing was done. I don't think any advice was given to parents in combatting the problem. Anxious parents had to keep vigilant watch, and had to keep a fine tooth comb handy. Some parents attempted to solve the problem by clipping the hair on the boys' heads as close to the scalp as possible.

Around about nineteen thirtynine and early nineteen forties the Department of Indian Affairs supplied cans of cod-liver oil to the schools. This was probably an attempt to combat colds, and improve winter attendance. These cans had screw top lids and were packed in cartons, a dozen to a case. These were stored in the woodshed, the coolest place possible. Each child kept a spoon in his or hers desk and every morning the teacher poured a spoonful of cod-liver oil for the pupil to swallow. Most children protested and made faces. A very few

actually loved the stuff, and asked for a second spoonful. There is no record of whether or not it improved attendance.

The first Health Nurse was appointed in 1946, and was Miss Muriel Davis, a registered nurse who had taken training as a public health nurse. She was the daughter of Dr. Davis. She made regular visits to the schools, checking eyes, skin problems, heads and general cleanliness.

I think the first dentist on the Reserve was Dr. Conway. He came to the schools to check the pupils teeth, and began a programme of dental care in which the children were taken to his office three or four at the time, for fillings or whatever was necessary.

This programme has continued since then with the addition of a dental nurse who visits the schools to give instruction in dental care.

Public health nurses have continued to visit the schools, and as the school population grew there were two public health nurses. Two who served for a long time were Miss Helen Aird and Miss Agnes Whittaker. They were responsible for community health as well as school health.

The cod-liver oil cans had long since disappeared but in the nineteen fifties the Department of Indian Affairs supplied Vitamin pills through the health nurses. Also for a time schools were supplied with cases of Vitamin biscuits, which the children called 'dog biscuits'. They were not bad-tasting, although sometimes stale. These were also known as "Ellen Fairclough biscuits" as she was Minister of Citizenship and Immigration which included Indian Affairs.

The public health nurses started a programme of immunization against all childhood diseases for which there was immunization. This was important in the days when polio was a distinct threat.

As parents became more aware of health care many wished to be more in control of what was given their children, and as they themselves could obtain vitamin pills from

the health nurses, the practice of handing out pills in the schools was discontinued.

High School Attendance.

In the early nineteen thirties pupils wishing to attend the Brantford Collegiate Institute had their tuition paid by the Department of Indian Affairs, and were allowed a grant of one hundred dollars. In most cases the grant was used to pay for board. Many girls chose to find places where they could work for their room and board, and therefore could use the hundred dollars for other things, such as clothes.

Some girls were lucky, and found considerate employers who realized students needed time for study and homework. Many girls found themselves working for employers who tried to entertain a lot. A dinner party could last until nine o'clock or later. A student would find herself at work as soon as she got home from school, helping to get the meal ready, waiting at table, and then washing a mountain of dishes that would take until midnight at least. Often tired, and with little time for study or homework, these students often fell behind in their classes.

There were Indian families living in Brantford who were willing to take students as boarders, and if such a place could be found, the student was lucky. Often these homes were quite a distance from the Collegiate so students got plenty of exercise walking to school, back home at noon for lunch, back again to school, and home again at four.

Some families who had two or three children attending Collegiate, sometimes rented a top floor of a house, or several rooms with cooking facilities, and had the children stay there under the supervision of a grandmother or other family member. Later on several girls attending school would go in together to rent a room, doing their own cooking. In this case they were more or less on their own, and needed to be level-headed to maintain their own self-discipline in the

matter of school attendance and homework assignments.

In all these types of arrangements it was easier for girls to look after themselves. Boys found it necessary to board. There was less opportunity for working and earning a part of their expenses. As a result more girls than boys were able to complete their high school education.

Changes through the Years.

By the time of the formation of the Six Nations' Teachers Organisation in 1937 all the schools were staffed with qualified teachers with certificates from Provincial Normal Schools. All teachers were native born with the exception of Miss Vera Davis, the daughter of Dr. Walter Davis who had lived on the Reserve nearly all her life.

In or around 1937 a new Course of Studies was introduced. The biggest change was the introduction of a course called Social Studies which replaced the separate courses of Geography and History in the junior grades. They also introduced the concept of the project or enterprise as a teaching tool. This involved pupils working together on a topic in which they were interested, gathering information and presenting what they had learned in an attractive form.

The teachers of the Six Nations' Reserve joined the teachers of Brant County in their annual convention which occurred on a Thursday and Friday of the first week in October. It was usually held in one of the County Schools. It consisted mostly of speakers on educational topics.

Around 1950 the teachers became Civil Servants which meant they were on a regular salary schedule and had a pension plan. Teachers had always taken courses to upgrade their qualifications and now these courses enabled them to reach different levels in the salary schedule.

In the early 1950's new School buildings were erected at No.8, No.5 and No.7. These were more modern brick buildings with indoor plumbing. The old frame schools were still used

and gradually had the old wood stoves replaced with oil stoves and a type of indoor chemical toilets installed, it was not until the seventies that they had flush toilets and wash basins installed.

In the late 1950's and 60's many teachers regularly attended the O.E.A.' (Ontario Education Association) sessions held in Toronto during the Easter Holidays. The teachers attended the sessions for teachers of native students, where they met teachers from all over southern and northern Ontario.

The Six Nations teachers were especially proud of the fact that Dr. J.C. Hill was one year named President of the Elementary Section of the O.E.A.

Other changes in more recent years have been the appointment of an English Language Consultant, and Native language teachers. Schools are much better equipped both in the classroom and on the playground. Methods of Education change with changing times, and as time goes on these changes will be more complex.

Addendum. Minister of Education, Thomas Wells, releases
New Indian Culture, History Guideline.

Ohsweken October 27, 1977.- The New Resource Guide "People of Native Ancestry" was officially released at the J.C. Hill Elementary School, Ohsweken on the Six Nations Reserve by Thomas Wells, Minister of Education.

Mr. Wells said the guide "People of Native Ancestry" was for students in Grades 7, 8, 9 and 10. It is designed to help students understand the contributions of native people to Canadian society, and the cultural, legal and economic issues involved in native people's attempt to retain and express their cultural identities.

A large number of people were present at the release of the 61-page guide. The guide includes a bibliography, and lists other sources of information available to teachers and students.

Mr. Wells said the guide is also for teachers, principals, administrators and band councils "who are concerned with

what is taught - and how it is taught - to children of native ancestry in elementary and secondary schools".

He said "People of Native Ancestry" was directly tied with the Ministry's new emphasis on Canadian History and Geography. "We feel that by making native content an integral part of the provincial curriculum, we are attempting to develop positive attitudes and understanding about native people - from an historical perspective, and more important, from a present-day perspective".

"At the same time it is no less important to express the hope that this approach will tend to strengthen the native students' pride in their heritage, to enhance their culture and to facilitate their goals", Mr. Wells said.

Members of the Ministry of Education, the Department of Indian Affairs, the Brant County Board of Education and Robert Nixon M.P.P. attended the release.

The meeting was also attended by Six Nations Chief Councillor Richard Isaacs, New Credit Chief Councillor Frank Laforme and members of the Six Nations - New Credit school committee.

At noon, a lunch was served for the officials at St. Peters' Church Hall in Ohsweken.

The visitors also toured the newly opened Jamieson Elementary School. The school was named after Nora, Mary, Julia, Andrew and Wilma Jamieson who all taught school on the Reserve, for a total of about 140 years.

THE SIX NATION'S TEACHERS' ORGANIZATION

The Six Nation's Teachers' Organization was formed on October 12, 1937 at a meeting of the teachers in a committee room of the Council House. Up until that time the teachers had met only when the need arose such as planning for the school fair.

The purpose of the organization was stated briefly - to help the teachers and to exchange teaching ideas.

The first officers were: President Mr. Oliver Smith, Vice-President Miss Ella Monture, Secretary-Treasurer Miss Sylvia Jamieson. The teachers who were members of the organization were: No. 1 School Miss Julia Jamieson, No. 2 Sr. Miss Vera Davis, No. 2 Jr. Miss Nora Jamieson, No. 3 Miss Olive Hill, No. 4 Miss Mary Jamieson, No. 5 Miss Agnes Hill, No. 6 Miss Ella Monture, No. 7 Miss Helen Miller, No. 8 Mr. Oliver Smith, No. 9 Miss Emily General, No. 10 Miss Sylvia Jamieson, No. 11 Sr. Mr. Joe Garlow, No. 11 Jr. Mr. Harold English. Later on in the year Mr. Joseph Hill of New Credit was invited to join and became an active member.

The first meetings were held at members' homes on the second Tuesday evening of each month.

A music teacher had been added to the staff for the first time. The music teacher was Miss Alice Monture.

Records of meetings show that the teachers were concerned with the biased presentation of Indian History in school textbooks and teachers were asked to gather factual material from as many other sources as they could.

In the March meeting of 1938 the school fair prize list was drawn up and at the April meeting plans were made for the Sports Day on the 24th of May. A schedule of school ball games was drawn up with the championship game to be played on the 24th.

The first meeting of the 1938-39 school year was held on August 15th at the home of Mr. Oliver Smith. Officers elected for the year were: President Miss Emily General, Vice-President Mr. Harold English, Secretary-Treasurer Miss Olive Hill.

The main topic of discussion was the re-assignment of teachers to different schools. Every teacher on the Six Nations Staff had been moved to a different school except one. All the teachers were upset at the change which had been carried out without any consultation and without their consent. A protest was made to Col. Randle but to no avail.

Possible reason behind the move was to present teachers with new challenges and to prevent them from settling into a routine.

Fewer meetings were held during this year. Some were held at the Council House and some at the schools.

At this time the School Fair was held separately from the Agricultural Fair. In this year it was held on Friday, September the 15th at No. 2 School. Some of the things planned for the fair besides Art and Writing were several competitions such as knot-tying, button-hole making, poultry-naming (oral and from pictures), a hobby show and a softball tournament. Teachers and pupils were given Thursday afternoon off to prepare their exhibits.

The executive for 1939-40 was elected after the School Fair. The officers were: President Miss Sylvia Jamieson, Vice-President Miss Vera Davis, Secretary-Treasurer Mr. Harold English. At the September meeting teachers were informed that evening classes in Upper School (Grade 13) Physics would be available at the B.C.I. for those who needed Upper School subjects. Several teachers attended the classes.

This was the beginning of the War Years and in November an Ohsweken Red Cross was formed. Miss Alice Monture became the teachers' representative at Red Cross meetings. Her job was to pick up material at the Red Cross such as wool for knitting and hand it out for teachers and pupils. Finished articles would be brought in to her.

The Teachers Organization had built up a small library of books for use in the schools. These had been purchased with funds donated from Ohsweken and Sour Springs Womens Institutes and from the Teachers' funds. A teacher was appointed to be in charge of this "travelling library". Books would be borrowed at one meeting and returned at the next. There was also available professional books belonging to the Brant County Institute. Major Randle was present at one of the meetings to discuss various matters among them the inauguration of Grade 1X work in some of the schools in the next school year.

The Executive for the year 1940-41 was: President Mr. Joe Garlow, Vice-President Miss Emily General, Secretary-Treasurer Miss Agnes Hill. In this year fees were charged for the first time - ten cents for each meeting attended, a fifteen cent fine if absent. A total of \$12.85 was collected for the year. Some fees are still owing.

Because fees were charged and attendance noted the first record of all the teachers and their schools appears for the year 1940-41. No. 1 Miss Vera Davis, No. 2 Sr. Miss Julia Jamieson, No. 2 Jr. Miss Helen Miller, No. 3 Sr. Mr. Oliver Smith, No. 3 Jr. Miss Beatrice Capton, No. 4 Mr. Harold English, No. 5 Miss Nora Jamieson, No. 6 Miss Sylvia Jamieson, No. 7 Miss Mary Jamieson, No. 8 Miss Olive Hill, No. 9 Miss Emily General, No. 10 Mr. Joseph Garlow, No. 11 Sr. Mr. J. C. Hill, No. 11 Jr. Miss Agnes Hill, N.C. Mrs. J. W. Hill, Music Teacher Miss Alice Monture.

In February the teachers held a Patriotic Euchre Party for the benefit of British War Victims. The party was held at the Community Hall. Prizes were War Savings Stamps. Another euchre party was held in March.

Topics for discussion at the meetings were absenteeism, transfer of pupils from one school to another, the travelling library, Red Cross work. Concern and an effort to help obtain tuition fees for children who had lost their grants was a topic for discussion at one meeting.

The Executive for 1941-42 was: President Mrs. Joseph Hill, Vice President Miss Alice Monture, Secretary-Treasurer Miss Emily General. Mr. J. C. Hill and Miss General continued in their offices until 1946, a total of five years each in office. A one dollar fee was charged this year and thirteen dollars was collected from sixteen teachers. Only staff changes shown were at No. 4 where Mrs. Andrew Jamieson replaced Mr. Harold English who had enlisted and Miss Agnes Hill at No. 11 Jr. had changed her name to Mrs. Clifford Lickers. After this year fees were dropped and there were no further lists of teachers and schools.

By now many Indian boys had enlisted and already many were overseas including one of the teachers Mr. Harold English who had joined the R.C.A.F. On March 19, 1942 the Teachers Organization joined with other organizations in a meeting at the Council House to discuss what could be done to cheer and support our boys overseas. An Overseas Committee was formed, made up of the presidents of various organizations, with Miss Sylvia Jamieson as Secretary-Treasurer and Mr. J. C. Hill as Chairman. Their aim was to send cigarettes regularly every month and Christmas boxes to all Indian boys in the armed forces overseas. All organizations helped but it was the tremendous effort put forth by the teachers and pupils of Six Nations schools that made this possible. Regular salvage drives were held in which old bones, bottles, rubber, rags, paper and metal were collected and sold. They raised money at Christmas concerts, Hallowe'en parties, corn roasts and bingos and donated to the fund. The teachers spent part of their summer holidays planning and putting on Garden Parties. Euchre parties were held during the year.

A few days before school started in September teachers were given the responsibility of issuing ration books at the schools.

In an energy saving effort daylight saving time was in effect all year round. School hours were changed from nine A.M. until four p. m. to ten a.m. until five p.m. to enable children to get to and from school during daylight hours in winter.

The school year had been cut from ten months to nine months, enabling both pupils and teachers to help with the harvest during September when help was badly needed. The teachers were very much concerned about the effect on the pupils of the loss of one month's school work especially in the Grade Nine classes. Because of gas rationing teachers' meetings were held only every other month.

Col. W. Joyce had retired as Inspector of Brant County schools in 1942 and the Six Nation's Teachers' Organization had presented him with a cane as a retirement gift in appreciation of his work as inspector in our schools.

New teachers joining the staff at this time were Miss Maude Hill in 1942 at New Credit and in 1943 Miss Gladys Hill at No. 3 Jr., Mr. Graham Smith at No. 7 and Miss Dorothy Moses at No. 5.

Miss Alice Monture had married Mr. Graham Edward in June, 1942 and so there as no longer a Music Teacher. Miss Helen Miller was married in September, 1942 to William Hill Jr. and Miss Vera Davis was married in December and left her teaching position at No. 10 School which was filled by Mrs. Andrew Jamieson.

Teachers' records show that the championships in athletics at the 24th of May Field Day in 1944 were won by Gerald Burnham Sr. boys, Geraldine Burnham Sr. Girls, Wilburn Johnson Intermediate boys, Josephine Sandy Intermediate girls, Carmen Porter Junior boys and Vivian Smith junior girls.

The Teachers Organization was asked to share in planning celebrations for the 160th anniversary of the signing of the Haldimand Treaty on October 25th. Schools were given a half holiday.

During the winter of 1944 no teachers' meetings were held as most secondary roads were snowbound. This was the year of the "big snow" that came in December. Some roads were not ploughed out until late March or early April.

Misses Olive Hill and Dorothy Moses were chosen as delegates to attend the Ontario Education Association meetings held in Toronto during the Easter Holidays.

In the 1945-46 school year teachers' meetings were once again held once a month in teachers' homes. New teachers whose names appear in the minutes for the first time were Mrs. Mildred Hunter, Mrs. Garnette Miller and Mr. Lloyd King. The Six Nations Schools again had a music teacher who was Miss Bird Rose.

With the end of the war the need of an Overseas Committee ceased to exist. The money left in the treasury was taken over by the Teachers' Organization who donated one hundred dollars of it to the Six Nations Young People's Society.

The Teachers' Organization had quarterly report cards printed and distributed to all the schools so that teachers no longer had to make their own.

Since the Six Nations Council had been asked to state grievances before a special Parliamentary Committee, the teachers felt that they too should present some requests such as for a definite salary schedule, civil service status for teachers, and grants to all Indian pupils attending High Schools. At a later meeting, at which Mr. Webster, Public School Inspector, was present, superannuation was discussed. A bus service for High School children instead of grants was also suggested and discussed.

Mr. Norman Lickers, a Six Nations lawyer, attended another meeting and helped draw up a list of recommendations to be presented to the Special Joint Committee investigating Indian Affairs Administration in Ottawa.

Beginning with the 1946-47 school year Mr. J. C. Hill, who had been principal of No. 11 School, was made Supervising Principal of all schools on the Six Nations and New Credit Reserves. Mr. Hill had been president of the Teachers' Organization from September 1941 until June 1946, a total of five years.

The new executive officers for this year were: President Mr. Oliver Smith, Vice-President Mr. Graham Smith, Secretary-Treasurer Miss Gladys Hill. For the very first time the schools received regular visits from a Public Health Nurse. Miss Muriel Davis, daughter of Dr. Walter Davis, had the task of checking the health of approximately seven hundred children and teaching health education to them, along with her work with adults and pre-schoolers.

At a 1947 November meeting when planning the 1948 School Fair prize list, it was decided that instead of the usual competition in specified classes of art, writing and crafts, each school was to arrange a display of the pupils' best work in all areas of study, which had been done throughout the year.

The Teachers' Organization sent Christmas boxes to all Indian servicemen who were still in hospital.

Other suggestions which came up in discussions in regard to the Brief on Education which was being prepared were that teachers' salaries should be paid over a 12 month period in bi-monthly payments; a minimum teachers' salary of \$1,800 a year; and grants for bus service for High School students.

Since 1943 a Women's Literary Club in St. Catharines had offered a yearly prize in History to a Grade 8 pupil. The Teachers' Organization decided to choose a topic dealing with some aspect of Indian History. The first topic chosen was "Six Nations Indians". Some topics in other years were "Joseph Brant", "Settlement of the Six Nations Reserve", "The Contribution of Indian People to Civilization" and "How we Can Improve our Reserve". The winners were not always recorded in the minutes but some of them were Herman Martin, Orma General and Ethel Davis. After 1949 there was no further reference to the essay contest.

Claire Wallace of C.F.R.B. radio station in Toronto offered a scholarship to the pupil who obtained the highest Grade 8 standing in June exams. This scholarship ran for several years.

Mr. J. C. Hill announced in January 1949 that the I.O.D.E. was offering a scholarship to an Indian student with the highest standing entering Normal School.

In 1948 the Six Nations Teachers Organization sent a letter to Claire Wallace thanking her for the Christmas gifts that school children on the Six Nations Reserve had received.

Some events that occurred in 1949 were a visit from Muncey Reserve teachers in May, the adoption of the Teachers Hymn as a regular part of teachers meetings and a course in First Aid conducted by members of the St. John's Ambulance Organization, also the appointment of Rev. Mr. Pryce as music supervisor.

In 1950 Six Nations teachers attended a convention of teachers of Indian Schools at the Kettle Point Reserve.

In the fall of 1951 it became evident that several schools were severely overcrowded. Mr. J. C. Hill made arrangements for the use of the Dining Hall at the Fairgrounds in Ohsweken as temporary classrooms. The Dining Hall was an old Army barracks which had been moved from the Glebe Lot after the war. Several of these buildings were used as classrooms on the Reserve before new schools were built.

The Grade 7 and 8 pupils from several schools were bussed to Ohsweken for classes in the old Dining Hall which had been partitioned to make two classrooms. The buses had already been in use for two or three years taking Grade 7 and 8 pupils to Ohsweken for Manual Training and Home Economics classes. The first teachers at the Dining Hall were Mrs. Helen Hill and Mrs. Mildred Hunter.

The use of the Dining Hall for Grade 7 and 8 classes really marked the end of one room schools on the Reserve. Already there were three Junior and Senior rooms at No. 3, No. 8 and No. 7 as well as at No. 2 and No. 11 which had been two room schools for a very long time. The Dining Hall continued in use until the Central School was built at Ohsweken and was officially opened in the fall of 1953. Central School had four classrooms, a Home Economics Room and a Manual Training Room.

All Grade 7 and 8 pupils attended classes at Central School.

This article has attempted to describe the beginnings of the Six Nations Teachers' Organization and to tell of some of their concerns and accomplishments during the first twenty-six years of their history.

Mr. J.C. Webster.

No history of education on the Six Nations Reserve would be complete without including the work of Mr. J.C. Webster, Public School Inspector from 1944-1971.

His special interests were Mathematics and English. On his visits to the schools he tested Mathematics and Reading levels, especially in the lower grades. He kept records and charts and was happy to point out that the Indian pupils on the Six Nations Reserve schools compared favorably with other Brant County Schools in his inspectorate. To many teachers the "day book" is linked inseparably in their minds with Mr. Webster. He expected it to be available and up to date with lessons and class work for the day outlined.

He came into the class room, not to look for faults but to give help and advice and an encouraging word where it was needed. I don't think he ever left a teacher feeling discouraged, but left instead a feeling of renewed interest, and a desire to do one's best for the pupils, as well as a feeling that what had been accomplished was noticed and appreciated.

Mr. Webster died on May 7th, 1987. The following is an excerpt from a letter to the Expositor from two of his friends:

J. Campbell Webster, affectionately known as "Dan", gave a lifetime to education, most of it in Brant County. After graduating from London Teachers' College, he taught in the city of London, working off his Bachelor of Arts Degree at the University of Western Ontario. He soon became a public school principal in London. When he had completed his Bachelor of Paedegogy degree at the University of Toronto, he became the County Public School Inspector for Prescott and Russel Counties. After two years on the staff of the Ottawa Normal School, he was appointed County Public School Inspector for Brant County in 1942, which position he held until the new county system

in 1969, when he became assistant superintendent of the north area of the county. After retirement in 1972, he continued to inspect the Six Nations Schools and taught reading two afternoons each week at Participation House.

His speciality was mathematics and he co-authored an intermediate mathematics textbook published by Copp-Clark. From 1941 to 1976, he was the executive-secretary-treasurer of the Ontario Municipal and Provincial Education Officers Association and was a life-member of the Ontario Educational Association. In his lifetime he received many honors.

For his work on the Six Nations Reserve, he was made an honorary chief and he was the first recipient of the Brant County Home and School Association's award for his outstanding service in the field of education. He also received the Canadian Silver Jubilee and the 1967 Centennial Medals.

by: B. Wesley Switzer
George F. Pew

He had a great sense of humour, and loved to poke gentle fun at his teachers especially at retirement dinners. Here too, his love of rhyming was given full sway, as may be seen from this song composed for the retirement dinner for Olive Moses and Les Hanna in June 1977.

A Ballad for Retiring Teachers

(Dedicated to Olive and Les) written by Mr. Webster.
To be sung to the tune of "My Bonnie Lies Over The Ocean".
School teaching's a noble profession
There's so much a teacher can do.
But, oh, it's a marvellous feeling
To know that with kids you are through.

No more, no more, no more class teaching to do, to do
No more, no more, no more class teaching to do.

No need to make plans for your day books,
No objectives for Ed to invent,
No memos to read nor to ponder
To tell how your time should be spent.

Your duty is finished forever,
Group meetings a thing of the past;
But cheques will be smaller than usual,
Here's hoping the money will last!

You'll be able to sleep in each morning,
And perhaps you'll have breakfast in bed ?
There'll be no more threshing through snowdrifts,
Just days of relaxing ahead.

Both Olive and Leslie are teachers,
Effective and hard working too,
Tonight we are proud to pay tribute,
And offer best wishes to you.

Ol-ive, Les-lie, we offer best wishes to you, to you,
Ol-ive, Les-lie, no more class teaching for you.

