

### Primary Sources Analysis Assignment

1. North Vancouver Museum & Archive  
Sharon Proctor Fonds 202  
Series 3 – Research for Express Articles  
[St. Paul's Residential School]

*2. Note: The St. Paul's Residential School file belonging to the Sharon Proctor fonds contained over 30 items including newspaper clippings, photocopies, and printed online resources. For the purposes of this assignment, I selected 5 items from the file.*

Provenance of all items (1-5) are Sharon Proctor's research materials from 2008-2014. All items are copies or printouts of original sources. All images included in the file are photocopies of original images. These items were collected by Proctor as part of her research on St. Paul's Residential School for the North Shore Express.

*Item 1:* Document is black-and-white photocopy of an original photograph. Image is of a brick school building. There is typed information about the image on the right-hand side. The photocopied image is grainy and approximately 2.5 inches by 3.5 inches. The typed information about the photograph includes 'Key', 'Photograph #', 'Title', 'Scope and content', 'Notes', 'Subject', and 'Proper name'. This document states that the original image is of St. Paul's Indian Residential School located at 541 W. Keith Rd, and places the date of the original image between 1898 and 1958.

*Item 2:* Two single-sided pages stapled together, in black-and-white. Document is a printed online resource from Indian Residential School Resources (<http://isrs.ca>), titled 'St. Paul's Indian Residential School – North Vancouver.' Information sheet includes 'Which organizations were involved?'; 'Dates of operation'; 'Location'; 'How many children attended?'; 'Who attended?'; 'Where were most of the children from?'; 'Conditions at the school'; 'Curriculum and daily routine'; 'Family involvement'; 'Arrival at the school'; and 'Contemporary building and community'.

*Item 3:* Single page, hand-written document titled ‘St. Paul’s Indian Residential School,’ with a photocopied photograph, notes (dates and information), and a sketch of a map. On the left side of the document is a photocopy of a photograph of a school building, in black-and-white, captioned ‘1920s NVA #11417’ in blue pen. Faint handwriting in the corner of the original image appears to show: ‘Indian School North Vancouver, B.C.’ To the right of the image are handwritten notes, including dates in black and blue pen ink. At the bottom of the document is a tape-adhered sketch of a map (also in both blue and black pen ink) drawn on lined paper, titled ‘An independent Catholic H.S. open to all religions. St. Thomas Aquinas High School 1965 541 W. Keith Opened in 1959.’ The sketch shows the location of ‘St. Thomas Aquinas High School’ in relation to the ‘Residential School’ ‘Convent’ and ‘Walnut Gardens 601 W. Keith.’ Notes in the document include: “Children who died here interred in the Squamish Band Cemetery, N Van” [sic]

*Item 4:* Single page, three photocopied images on unlined paper. The image in the top left of the document is a black-and-white photocopy of an original photograph of First Nations school children in uniform, accompanied by nuns, boy/girl segregated, standing outside of a building posing. The image below this (bottom left) depicts a school building positioned behind barren trees, in sepia. (Note: this image is the same image as in item 3). In the bottom right corner of the document is a dark, grainy image of a school building. This document includes no further information about the images.

*Item 5:* Two single-sided pages with evidence of having once been stapled together. Document is an online news article printout titled ‘Thousands join Reconciliation Walk in Vancouver to heal wounds of residential schools.’ Article is written by Steve Mertle for the Daily Brew and originally published online on Sunday, September 22, 2013. Article includes three images; a colour photograph taken of a black-and-white photograph of a school building (note: this image is the same image as in item 1); the floor plan for the Indian Day school and an image of the school after its completion (black-and-white); and, a colour photograph of St. Thomas Aquinas Catholic High School.

### 3. Original Function

These items are part of a collection of research materials gathered by Sharon Proctor. These materials were gathered by Proctor for 'Research for Express Articles' on St. Paul's Residential School. It is evident that Proctor intended to compile these items, along with other items in the file, to construct an article about the history of St. Paul's Residential School with references to St. Thomas Aquinas Catholic High School and the contemporary North Vancouver municipality government.

### 4. Inconsistencies

- i. *Name of the school:* The school is referred to interchangeably as "St. Paul's Indian School," "St. Paul's Indian Residential School," and "Indian School North Vancouver, B.C." In item 1, we find the same school being referred to by two different names.
- ii. *Original colour:* For items 1, 3, 4, it is unclear if the original photographs were black-and-white or if this is because of photocopying. This is especially true in noting that the photocopied image in item 3 is the exact image as one of the images included in item 4, however, in item 3, the image is in black-and-white, and in item 4 it is in sepia.
- iii. Across all the items, there is inconsistencies in dates of opening, erection, operation, demolishing, and closure of the school. As well, there are inconsistencies as to when St. Thomas Aquinas Catholic school, located on the grounds of St. Paul's Indian Residential School, opened and began operating.
- iv. *Location:* item 1: "541 W. Keith Rd"; item 2: "Location: Eslha7án, Skwxwú7mesh, Úxwumixw ~ Squamish Nation, Mission IR# 1, North Vancouver, BC"; item 3: "541 West Keith Rd and 541 Keith Rd. W."; item 4: "North Vancouver, B.C."; item 5: "North Vancouver"

### Is there anything that surprises you?

Item 5 includes floor plans for the Indian Day School, "which was built to replace St. Paul's Indian residential school." In the upper left hand corner of the floor plans is an image of the Indian Day School after its completion. Below this we are provided with an image of St. Thomas

Aquinas Catholic High School as it exists today – it appears that the Indian Day School and St. Thomas Aquinas are the same building.

**Does it make an argument?**

These items do not make an argument – they provide images, dates, notes, and information about St. Paul’s Residential School and brief mentions of St. Thomas Aquinas Catholic school.

**5. What does the item(s) reveal about period in which it was created?**

The file is dated between 2008-2014, therefore all materials were either gathered or created by Proctor during this time. All items show use of technology in their creation (e.g. typing, printing, photocopying), evidencing a recent time period. Items 1, 2, and 5 have direct evidence of computer use (typing and printing) and items 1, 3, and 4 have evidence of photocopier use. As well, the printed news article is dated Sunday, September 22, 2013. Therefore, the creation (printing) of item 5 dates from 2013 to 2014 (when the file was closed).

**6. What research questions could the item(s) answer? How could the item(s) be used in a research project? What research topic, problem, or question could the item (s) be capable of shedding insight into or enriching our understanding of?**

These items could answer research questions regarding the history of St. Paul’s Indian Residential School. These items could be supplementary to research on the history of residential schools in North Vancouver, and of Greater Vancouver; the history of the grounds of St. Thomas Aquinas Catholic High School; and the history of First Nations experiences in Vancouver under colonization. Using these items to answer questions about St. Paul’s Indian Residential School, research would be supported with school population demographics, photographs and other information such as addresses and dates – however, exact dates are unclear.

**7. How might you work with the item(s)? Describe the methodological approach and methods (e.g. descriptive statistics, content analysis, coding, close reading, etc.) you would propose using and why.**

In analyzing the manifest content, one might use the method of coding. By systematically going through each of the items, finding terms or phrases to categorize chunks of data, and organizing

the data into a form the researcher can work with these items could be coded by names, dates, addresses, and school population demographics, as well as word repetitions, key-words-in-context, and searching for missing information (van den Hoonard 202). Here, coding would be more useful than other methods because of the similarities present in each of the items.

Individually, items 1 and 4 (photocopies of photographs) might be analyzed through content analysis, discourse analysis, and ethnographic analysis (Holm).

van den Hoonard suggests that “maps provide a strong example of the sort of documents that represent not ‘reality’ itself but a translation of reality.” (124) To analyze the map in item 3, a researcher should be aware of what is missing and interpret meaning from this (van den Hoonard 124). In analyzing the news article, one might use content analysis to “as a data reduction technique...to break down lengthy text material into more manageable units of data.” (Hall)

### **8. Presentation of findings: How would you share your research findings – e.g. research paper, pamphlet, book, website, display, poster, etc.? In turn, why are you proposing this form of presentation?**

The research findings might be presented as a pamphlet on the topic of the history of St. Paul’s Indian Residential School. A pamphlet is the appropriate presentation of findings for research on these items because the items do not contain an abundance of information and the content focuses on one topic. By definition, a pamphlet is “a small booklet or leaflet containing information...about a single subject.” (Oxford Dictionary) In deducting information and analysis of St. Paul’s Residential School from these items, the researcher is left with a small amount of specific aspects and facts. The appropriateness of the pamphlet format is furthered in noting that two of the items contain images with no other information. These images could be used as a visual aid in the pamphlet.

### **9. What else would you like to know about the item(s)?**

I would like to know the dates of the original photographs in items 1, 4 and 5, who took these photographs and the original purposes of the photographs (note: one image appears to be a postcard). I would also like to know accurate dates for St. Paul’s Indian Residential School. There was no information about Proctor in the file. Upon Googling Proctor, I learned that she is

the author of *Time Travel in North Vancouver* (2010). I would like to know if the items were eventually used in Proctor's article and or published book, and if so, how she discerned which dates were accurate and which information she incorporated. Further, I would like to know what the 'Express' for which the items were gathered to be researched is or was.

**10. Building on your answers to questions 6 through 9, provide a list of at least 5 specific examples of secondary and tertiary sources \* you could consult in order to help you better contextualize and analyze/comment upon your materials?**

#### Works Cited

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