

The aim of the Department is to provide educational facilities for every Indian child, and to that end a large-scale building program, has been undertaken. The success of this program is indicated by a marked increase in the number of classrooms provided and by a rise in school attendance of over one-third since 1947.

Educational survey committees have been established to investigate requirements on Reserves and regional areas; as a result, decisions are made with regard to the size and type of school to be erected and also its location. Where day schools are not feasible, due to the nomadic habits of the Indians concerned, residential schools are erected. Three such schools are now under construction, all in isolated parts of Canada. One is at Lower Post near the Yukon-British Columbia boundary, another is at Hay Lakes in northern Alberta, and the third is at Seven Islands on the north shore of the St. Lawrence River.

An entirely different problem from that of providing a basic elementary education for northern Indians is presented by the changing needs of the school system on Reserves located close to white communities. The Parliamentary Committee on Indian Affairs recommended that Indian children be educated, wherever and whenever possible, in association with other children. To this end, negotiations have been carried on with local School Boards and Provincial Departments of Education. There are now 1,180 Indian children in elementary grades in such schools. This is a growth of 255 pupils in one year. In 1934, about 200 children were enrolled in provincial schools.

The increase in the number of Indian pupils in schools and the improvement in methods has resulted in a steady trend towards higher education. In 1949, there were 661 pupils attending classes above Grade VIII; this represented a considerable increase over 1948. In 1950, there were 834 students attending secondary classes. Many of these young students are following vocations which will be of assistance to their fellow people, and as many as possible are being encouraged to train for teaching or nursing careers. Many of the day schools are staffed by qualified Indian teachers. On the Six Nations Reserve the supervising principal and the 18 teachers in charge of classrooms are all Indians.

**Welfare** (*See also Chapter VII*).—A housing program, in effect for four years, is being continued and on many Indian Reserves visible progress is evident. Wherever feasible, the lumber used is cut on the Reserves by Government-owned portable sawmills. This economy in basic cost, together with the fact that labour is contributed by the Indians themselves, results in very substantial progress for the amount of public funds expended. A total of 2,271 homes were repaired and 1,197 new homes were constructed during the year ended Mar. 31, 1950, at a cost of \$1,033,608. A number of Indians are assisted under the provisions of Section 94B of the Indian Act in the form of "Revolving Fund" loans for the purchase of farm machinery, live stock, fishing-boats and equipment, sawmills and logging equipment, operation of community farms, and a co-operative project for the purchase and resale of Indian baskets. The "Revolving Fund" provides a source of funds for the financing of many worthwhile endeavours which could not otherwise be undertaken.

In September, 1948, a cash allowance of \$8 per month was authorized for Indians 70 years of age or over. This cash allowance, provided in addition to other relief assistance, was intended to enable the aged person to purchase small amenities not available through ordinary relief. In July, 1950, the amount of the allowance was increased to \$25 per month and ordinary relief assistance on behalf of the