40.-Indian Lands and Property, by Class and Province, Year Ended Mar. 31, 1953

		Property						
Province or Territory	Un- cleared and Un- cultivated	Cleared but not Culti- vated	Under Culti- vation	Total Area of Re- serves ¹	Private Houses	Church-	Council Houses	Saw- mills
	acres	acres	acres	acres	No.	No.	No.	No.
Prince Edward Island Nova Scotia Nova Scotia New Brunswick Quebec Ontario Manitoba Saskatchewan Alberta British Columbia Northwest and Yukon	22,677 33,158 138,461 1,194,691 308,969 469,363 545,783	820 1,463 1,122 11,516 105,897 156,700 605,300 767,841 243,569	200 786 288 5,658 38,849 25,173 150,518 148,766 39,075	2,741 19,492 37,727 179,619 1,559,349 524,346 1,203,953 1,516,654 821,090	50 509 409 2,057 5,564 3,728 3,189 3,136 6,848	1 10 6 23 113 73 58 35 165	1 1 2 4 52 16 17 19	20 11 20
Territories	3,538	45	15	5,620	161	2	1	
Totals	3,192,573	1,894,273	409,328	5,870,591	25,651	486	204	7

¹ Includes areas under water and waste land.

41.—Live Stock Owned by Indians, by Province, Year Ended Mar. 31, 1953

	Horses			Cattle				
Province or Territory	Stallions	Geldings and Mares	Foals	Bulls	Steers	Milch Cows	Young Stock	
	No.	No.	No.	No.	No.	No.	No.	
Prince Edward Island. Nova Scotia. New Brunswick. Quebec. Ontario. Manitoba Saskatchewan. Alberta. British Columbia. Northwest and Yukon Territories.		9 57 28 334 1,786 1,667 4,793 6,685 5,283		1 9 -23 85 21 65 240 209	7 -53 320 273 720 1,836 3,880	7 62 6 833 2,797 758 1,791 7,987 5,313	3 31 427 1,331 384 1,008 6,090 3,383	
Totals	289	20,660	1,446	653	7,089	19,554	12,658	

Education.—The proportion of Indians who have become satisfactorily adjusted to modern conditions is, of course, greater among those who have taken full advantage of the Federal Government's educational program. Residential schools are available to Indian children from broken homes, orphans or those who, because of isolation or the nomadic way of life of their parents, would otherwise be unable to attend school. For children who can live at home, the Federal Government operates day schools in Indian communities. Alternatively, where conditions are favourable, arrangements are made with local educational authorities for Indian children to attend non-Indian schools. An increasing number of Indian children in the elementary grades have been admitted to schools where other children are enrolled and the majority of Indian children attending secondary school and college classes are educated in association with non-Indians. The Federal Government pays the charges for school fees and books, necessary transportation and, for some students who must live away from home, part or all of the cost of room and board.