

The Joint Committee presented its final report to Parliament on July 8, 1961, which includes the following general statement:—

"It became quite evident early in the proceedings, not only from the content of the briefs and submissions made but as well in the quality and manner of presentation, that the winds of change have been blowing through the ranks of Indian people and that there is also a growing awareness and recognition of their problems and needs amongst the non-Indian population.

"The time is now fast approaching when the Indian people can assume the responsibility and accept the benefits of full participation as Canadian citizens. Your Committee has kept this in mind in presenting its recommendations which are designed to provide sufficient flexibility to meet the varying stages of development of the Indians during the transition period.

"It is the view of the Committee that the Government should direct more authority and responsibility to Band Councils and individual Indians with a consequent limitation of ministerial authority and control, and that the Indians should be encouraged to accept and exercise such authority and responsibility.

"Your Committee believes that the advancement of the Indians towards full acceptance of the responsibilities and obligations of citizenship must be without prejudice to the retention of the cultural, historical and other economic benefits which they have inherited."

The findings of the Joint Committee, which will shape the course of Indian Affairs in the years ahead, are being thoroughly studied by the federal authorities concerned.

Education.—More than 43,000 Indians are enrolled in schools throughout the country. Nearly one-quarter of these attend provincial and private schools, the cost of tuition being assumed by the Federal Government. As a further encouragement to the integration of Indian children in non-Indian schools, grants are made toward the cost of any new or supplementary construction required by their admission.

There are four types of Indian schools, all operated at the cost of the Government. On most reserves, day schools have been established to provide education for children who live at home. Residential schools are operated to care for orphaned children, children from broken homes, and for those who, because of isolation or other reasons, are unable to attend day schools. Seasonal schools have been established for the children of migratory families, particularly in the Far North. The fourth type of school gives instruction to children confined to hospital.

All standard classroom supplies and authorized textbooks are provided in Indian schools. Financial assistance for pupils attending non-Indian schools varies from payment of tuition fees for some to full maintenance for others. Promising senior students are awarded scholarships to attend university or vocational school and scholarships are given to those who show promise in the arts.

5.—Enrolment of Indian Pupils, classified by Type of School and by Grade, School Year 1960-61

Classification	Grade				Technical	Professional	Total
	Kindergarten	1-6	7-8	9-13			
	No.	No.	No.	No.	No.	No.	No.
Day school.....	2,234	16,204	1,698	86	—	—	20,222 ¹
Residential school boarders attending classes at residential schools.....	480	6,748	1,112	567	—	—	8,907
Day pupils attending classes at residential schools.....	197	1,751	214	11	—	—	2,173
Seasonal school.....	...	...	...	...	...	...	698
Hospital school.....	...	...	...	...	...	...	293
Provincial, private or territorial school.....	—	6,522	1,727	2,021	438	114	10,822 ²
Totals.....	2,911	31,225	4,751	2,685	438	114	43,115²

¹ Includes 393 resident boarders attending Indian day schools. for whom full information is not available.

² Excludes 2,363 children of school age