

of Indian families in frontier communities associated with the mining industries, providing counsel and other assistance. Approximately \$1,200,000 was spent in 1963-64 under the Community Employment Program, which provides employment on reserves through financing projects to develop and improve public assets on the reserves. Indian bands are encouraged to become directly involved in the planning and operation of these projects and thus assume greater responsibility in developing their communities and natural resources. In mid-1964 it was announced that the community development program would be intensified and an additional \$3,500,000 provided over the next three years to assist in raising the living standards in Indian communities. This program will be conducted by the Indian Affairs Branch in association with provincial and other agencies.

Certain provinces co-operate in renewable natural resources development programs. Slightly higher fur prices have stimulated interest and activity in trapping and there are indications that 1963-64 will be the best fur season in 15 years. Recent emphasis on tourism has resulted in several successful projects on reserves; through training and promotion, more opportunities are available in guiding and a preference for Indian guides is being shown in many areas. Participation by Indians in commercial fishing continues to increase and in some areas this occupation surpasses trapping in economic importance; during 1963, Indians earned close to \$7,000,000 from trapping and more than \$5,500,000 from commercial fishing operations. Forestry operations on the reserves, as well as in areas adjacent to the reserves, provide considerable employment for Indians; they produce about 90 p.c. of the annual reserve cut. The sale of forest products brings more than \$7,000,000 annually to band funds, and timber dues add about \$700,000. Indians are given assistance in the operation of lumber mills, fence-post peeler and treatment plants, and charcoal kilns; reforestation projects and forest fire-fighting provide further income. The annual revenue to band funds from the exploitation of mineral resources on reserve lands averages about \$2,000,000 a year, most of it from oil and gas resources in Alberta.

During 1963, Indians made and sold about \$900,000 worth of handicraft items. To encourage this important part-time occupation, the Indian Affairs Branch maintains a marketing service and provides basic materials and other types of assistance on a repayable basis. Indian farmers are eligible for assistance under the Prairie Farm Rehabilitation Act, the Prairie Farm Assistance Act, and other federal statutes of general application. In addition, the Branch provides financial assistance to encourage young Indians to engage in farming and to help those already so engaged. The Branch is prepared to help Indians to finance co-operatives and small businesses when competent management is provided and the Indians concerned are familiar with the business principles and practices involved and have a financial stake in the enterprise.

Indians maintain a number of projects through their band funds. During the year 1963-64, \$41,500 was used to provide cattle for Indian farmers on a repayable basis. Agricultural assistance, nearly all of which was repayable, totalled \$102,200 and machinery was provided at a cost of \$90,100. Other expenditures included \$589,000 for roads and bridges and \$6,300 for reforestation. In addition, 52 band loans from capital funds, almost all of which were for the purchase of cattle and machinery, totalled \$38,721.

Education.—More than 50,500 Indians are enrolled in schools throughout the country. Approximately one third of these attend provincial and private schools, the cost of tuition being assumed by the Federal Government. As a further encouragement to the attendance 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 three types of Indian schools, all operated at the expense of the Government. On most reserves, day schools provide education for children who live at home. Residential schools care for orphaned children, children from broken homes, and for those who, because of isolation or other reasons, are unable to attend day schools. The third type of school gives instruction to children confined to hospital.