

federal policies and to obtain Indian views on matters of policy, proposed legislation, federal-provincial agreements, new programs and proposals to change existing programs. A National Indian Advisory Board has also been formed as a means of bringing together Indians representing all regions. It is made up of 18 representatives who are named by the Regional Councils on a population basis. The function of the Board is to advise the Department on matters of national importance to the Indian people as distinct from matters of regional interest. In addition, Federal-Provincial Co-ordinating Committees have been established and are in operation in most provinces. They meet fairly regularly, some as often as once a month, and perform an important function in guiding the plans and programs of the federal and provincial governments in relation to Indians, and in establishing effective liaison between the governments and a better understanding of their respective objectives, policies and programs.

Education.—This major key to continued Indian progress receives ever-increasing support from Indian parents, from their school committees, from non-federal governments and from professional groups specifically concerned with classroom instruction of Indian pupils. The Indian Affairs Branch maintains and operates a number of schools for Indians, but 29,355 of the 61,395 Indian elementary and secondary school population attend non-federal schools. Attendance of Indians at non-federal schools has been arranged, for the most part, through agreements between the Branch and individual school boards. In 1964, however, an agreement was concluded with the Province of Manitoba to provide for a uniform tuition fee to be paid by the Branch for Indian pupils attending schools under the jurisdiction of that province. Manitoba also passed legislation to give Indian children the right to attend any non-federal school.

There are three types of federal schools, all operated at the expense of the Federal Government. On many 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 for other reasons, are unable to attend day schools. The third type of school gives instruction to children confined to hospital. All standard classroom supplies and authorized textbooks are used in federal schools, which follow generally the curriculum of the province in which they are located. Financial assistance for pupils attending non-federal schools varies from payment of tuition fees to full maintenance. Promising senior students are awarded scholarships to attend university or vocational school and scholarships are given to those who show promise in the arts.

25.—Enrolment of Indian Pupils in Elementary and Secondary Schools classified by Type of School and by Grade, School Years Ended 1962-66

Year and Type of School	Grade				Special	Absent from Reserve ¹	Total
	Pre-1	1-6	7-8	9-13			
	No.	No.	No.	No.	No.	No.	No.
1961-62.....	3,560	32,746	5,698	3,381	739	1,616	47,740
Federal.....	3,403	24,256	5,361	596	759	—	32,355
Non-federal.....	157	8,490	2,337	2,785	—	1,616	15,385
1962-63.....	3,759	34,035	5,772	3,330	590	1,924	49,910
Federal.....	3,407	24,262	3,004	797	590	—	32,000
Non-federal.....	352	9,773	2,768	3,093	—	1,924	17,910
1963-64.....	3,897	35,453	6,161	4,065	770	4,575	54,921
Federal.....	3,675	24,791	3,089	760	508	—	32,711
Non-federal.....	222	10,662	3,072	3,315	264	4,575	22,210
1964-65.....	4,027	36,229	6,758	4,781	804	4,686	57,265
Federal.....	3,422	24,067	3,292	768	509	—	32,058
Non-federal.....	605	12,162	3,466	3,993	295	4,686	25,207
1965-66.....	3,660	38,929	7,107	5,220	1,013	5,466	61,395
Federal.....	3,093	24,566	3,203	716	462	—	32,040
Non-federal.....	567	14,363	3,904	4,504	551	5,466	29,355

¹ Pupils (and parents) living off the reserves in communities with educational facilities usually attend non-federal schools but school records are not maintained by the Indian Affairs Branch.