

As school inspectors, you can effectively dispel such prejudice. You can also assist by drawing to the attention of our regional teaching staff the possibilities of extending integrated schooling in your respective areas. The official approach to the local school board, naturally, must come from the Indian Affairs Branch after consultation of the Indian parents. At the time of negotiation the value of your judgement based on actual experience can be decisive.

### Other Types of Schools

I have dwelled on integrated schooling at some length because I am convinced of its importance to the Indians of Canada. I should like to refer briefly now to other aspects of Indian education which come directly under the administration of the Indian Affairs Branch.

First are the 375 Indian day schools operated by the Branch on the reserves, where enrolment has increased in the last decade from 12,511 to 18,076.

These schools are operated in the same way as provincial non-Indian schools. They follow the same curriculum and are visited by provincial inspectors. Where it is not possible to send Indian pupils to schools outside the reserves, day schools are provided in order that Indian children may be brought up in a normal home atmosphere with the love and care that only parents can give.

Next are the residential schools, operated for the Branch by the Roman Catholic, Anglican, United and Presbyterian churches. These are boarding schools for children who must follow their studies away from the home environment. Some are the children of parents who are away on the trapline and want them to have year-round schooling; others are orphans or children who come from broken homes or children whose parents are ill.

A number of these children are from sparsely-populated areas where it is not feasible to build even a one-room day school. Some residential schools also offer high school courses but usually serve as hostels for Indian students attending nearby non-Indian high schools. The conditions which led to the establishment of residential schools are still prevalent but the need for such schools is much less pressing than it was a quarter of a century ago. Enrolment in these schools has been going up but not at the same rate as the enrolment in day schools. In 1948, 9,368 children were attending residential schools; according to the latest report there were 11,109.

Then there are the seasonal schools which are set up in remote areas for children whose parents still follow a nomadic way of life, hunting, trapping and fishing. Often these bands congregate for a few months at one location and it is possible to open a temporary school for the period of their stay.