

Board to transfer Grades 7 and 8 students to the city schools. The following year Grades 5 and 6 were transferred and, later Grade 4. The children continue to board at the Shingwauk school and it is planned to discontinue all classes at that point in the next two years. Pupils of Grades 4 and higher living at the Edmonton Residential School now go to Jasper Place public schools. Jasper Place separate schools take all but Grades 1 and 2 pupils from the Stony Plain Reserve. At Port Alberni in British Columbia children at the residential school are gradually being absorbed into the town schools. Within a short time some 300 Indian youngsters will be taking lessons with non-Indian students at Port Alberni.

I know that occasionally the fear is expressed that the Government may be going too fast in this direction. I sincerely believe that there is no cause for anxiety on that score.

Integrated education is carried out in two ways. First, there is the formal agreement between the Indian Affairs Branch and the local school board for the operation of so-called "joint schools". Such agreements are negotiated when the school board must expand its facilities to accommodate Indian children. The Federal Government not only pays its share of construction costs, but also the regular tuition costs for each Indian child. There are now 57 joint schools covered by 76 agreements: 22 in British Columbia and the Yukon; 12 in Ontario; 8 in Quebec; 6 in Manitoba; 5 in Saskatchewan and 2 each in Alberta and the Maritimes.

In other cases the Indian Affairs Branch pays straight tuition costs for Indian pupils. This is usually the case in places where the local board has room for additional children or where there are only a few Indian pupils.

The Indian Affairs Branch has at times met opposition in the field of integrated education. It has come in part from the Indian parents themselves who do not fully understand the objective of integrated schooling. It must be made clear that no Indian child is forced to attend an integrated school if his parents object. Sometimes the opposition has stemmed from local school boards, usually pressure has come from non-Indian parents. On the whole, the opposition to joint schooling flows from lack of understanding. Some non-Indian parents, for example, are frightened that their children may contract tuberculosis by sitting with Indian children. Obviously, they are unaware of the great advances which have been made in the field of Indian health and the virtual eradication of TB among children. Some believe that because the Indian comes from a different cultural background, he may become a drag on the progress of the rest of the class. Such misapprehension ignores the advancement of the Indian in the past few years, his improved social conditions and his broadening horizons through newspapers, radio and television.