

Mr. RICKARD: It is the same thing in regard to teachers for white people. You have not got them to-day. They are going into war industry, war work.

Mrs. NIELSEN: Are you satisfied with the idea of residential schools? For my own part I have a feeling that a lot of these Indian children put in residential schools stay there for so many years, their lives become very ordered and they are more or less divorced from their homes. Were these children in a day school they would absorb certain things about nutrition and diet and they would go home and talk it all over with their mothers. They would be taught little things about cleanliness. They would go home and tell it to their mothers. With a day school system a great deal of the education which we are giving to the children would go out at the same time to the parents instead of having children go from residential schools back to these awful hovels. You would educate the parents and the children together. I am very much in favour of the day school in preference to the residential school. I do not like residential schools at all. They segregate the children and lose a great deal of the value of the education. I do not think they are half as good.

Mr. HOEY: I have tried to keep an open mind on the Indian day and residential school. People who perhaps have not had as much to do with both as I have can dismiss the matter just in a sentence that the residential schools are no good, but they use language considerably more forceful than that. We have \$12,000,000 invested in residential schools. I have been losing schools at the rate of one a year, the Alberni school, File Hills school, Caughnawaga. I have not got the replacements, but what is the use of worrying about it? For the time being I am primarily interested in getting the Indians to schools, day or residential schools. With the few years I have I think that is my task. I think we are outgrowing our Indian residential schools. We have been discussing the advisability of closing the Mount Elgin residential school.

Mr. MACNICOL: Then what would you do?

Mr. HOEY: Establish day schools as Mrs. Nielsen says.

Mr. MACNICOL: A public school under the control of the government, take it from the church?

Mr. HOEY: Oh no, not necessarily; I cannot see much advantage in that. If you will read the Act it is a separate school system. We are not permitted to send non-Catholics to—

Mr. MACNICOL: To a public school?

Mr. HOEY: If you will read the Act you will see what it is.

The CHAIRMAN: You do not send non-Catholics to a Catholic school?

Mr. HOEY: And vice versa. I hope I am not expressing government policy. I should like to see residential schools slowly and gradually closed as the Indians outgrow their need for them. I think you will always need a few for orphans and children from disrupted homes. I should like to take a number of them like the Brandon residential school and perhaps the Sault Ste. Marie school and turn them into high schools for the education of Indians from twelve onward to twenty.

Mr. MACNICOL: Now you are talking.

Mr. HOEY: And vocational instruction, elementary agriculture, domestic science and the like. Then, I should like to establish day schools on a little different basis to the basis on which they operate now. I should like to put a man and his wife in charge of an Indian day school with a good residence, but I would not call him a day school teacher at all. I would say, "You are a welfare and training worker; you are going to work here not ten months in the year but twelve months in the year less your three weeks holidays". I would make him a civil servant.

Mr. MACNICOL: Why only three weeks holidays?