

care for this stock and pay in services, by caring for the school herd, for feed and pasture. At the end of a reasonable period, they gradually return the breeding stock loaned them. A similar plan should not be impossible in Canada.

23. *Incentive of jobs and positions should be provided.*

There is too little incentive for the Indian to train himself for professional or executive positions. In order that education may be carried beyond the schoolhouse and into the arena of action, it is important that the incentive of jobs and positions be coupled with any educational scheme. Teachers, social workers, and industrial instructors should, wherever possible, be recruited from the ranks of Indians themselves. There is also no reason why the professions should not claim Indians among their incumbents, this having proven successful by the American practice. So long as Indians remain wards of the Government, no Indian proving worthy of higher education should be deprived of the means to enable him to qualify for professional or executive positions.

24. *Additional grants, for higher education.*

For those Indian children who may desire higher education as an opportunity to enter some gainful occupation or profession, there should be no barrier. A number of grants are provided by the Indian Affairs Branch for this purpose but these are difficult to obtain and too inadequate to serve their necessary purpose. The chances for the Indian to work himself through college are, needless to say, negligible.

Indians who have been able to obtain higher education have been as successful as the average white man and often more successful, and this Organization can point with pride to the amazing record of Indian doctors, lawyers, nurses, teachers, ministers who have absorbed an academic education in the United States of America.

25. *Vocational training should be established on all reserves.*

A system of adequate vocational training should be established on all reserves. This should amount to more than a mere perfunctory training in manual arts. It should be connected with the characteristic industries of the region, whether they be farming, ranching or other occupations. The school should provide a training that will establish ground work for future entrance into skilled trades.

26. *A program of adult education is needed on all reserves.*

This Organization recommends that a program of adult education be carried out on all Indian reserves and submits that the following benefits would ensue:—

- (a) The Indians could study and equip themselves for the duties and responsibilities of self-government.
- (b) Basic English would assist Indians in their relations with the white and would foster self-confidence.
- (c) The Indians could be equipped to take an active part in their own program of health and educational advancement.
- (d) Leadership would be developed among themselves.
- (e) Opportunities would be provided for social intercourse and discussion with fellow tribesmen. Selected Indians could help to carry out a program of adult education after preparatory instruction in such subjects as to the following:—

Personal responsibilities in health maintenance, basic English, constructive suggestions on industries and occupations; skilled handicrafts and their market value; duties to families, neighbours and country, revival of tribal history, legends, etc.