

SETTLEMENT OF OLD CLAIMS SOUGHT

It is against this background that I want to say a few words on the policy we have instituted. We are moving ahead to have the grievances of the past settled by giving Indian bands an opportunity to present their claim for final determination by an impartial commission...Your recommendations and all others submitted have been considered, and revisions to the Bill will be presented to Parliament as soon as this can be arranged. New ground will be broken here and we will have to await the results. Having provided a way for their historic claims to be settled, we can hope that the Indians will turn their attention more and more to the contributions and achievements they can make in the future.

To do this, they must have the best possible education and be able to compete on equal terms with their non-Indian neighbours. We believe that, by having Indian children and other Canadian children grow up and play together in the same school year, they will work together better in later life. Today, over 22,000 Indian pupils, or more than 40 per cent of the school population, are receiving their education with other Canadian children, but there are practical limits to the kind of arrangements we have been making unless new ways are found. While there is still a great deal to be done, the fact remains that many Indian reserves are remote from other settlements and there is no neighbouring school for the children to attend.

AN EDUCATIONAL EXPERIMENT

An experiment in northern Alberta which is proving quite successful indicates a new direction which may have increasing significance for the future. This is the Northlands School Division set up by the Alberta Department of Education to provide more adequate education for children in northern Alberta. With the general agreement of all concerned, my Department entered into an arrangement with the province through which Indian communities in the Northern Schools Division participate in the educational programme. Where feasible, Indians attend school with non-Indians in neighbouring communities, but, where a reserve is too isolated to make this practical, the building previously used as an Indian Day School is operated as part of the provincial educational system. I am pleased to say that the Indians have a voice in local educational matters through representation on school committees.

Preparation for employment is considered a necessary part of education, and we are expanding our efforts in this field. We have established a Vocational-Training and Placement Unit to accelerate the vocational-training programme and to co-ordinate it with the placement of Indians in employment. We also have expanded our guidance programme, which helps Indian students to choose wisely the courses and occupations for which they are best suited. While we are not changing direction, we are going to give this much more attention.

In the area of social and economic development, I cannot emphasize too strongly the barriers to be removed before the Indian communities as a whole

can be said to share equally with others the benefits of Canadian life. There is a great and obvious need to overcome the basic causes for the poverty that is all too evident in many Indian communities. The resources of the Indians, governments, local and private agencies must all be mobilized in a real effort to overcome the problems facing each community. How is this to be done? How can we encourage Indian leadership and concerted community effort? These are some of the questions we have been asking ourselves.

COMMUNITY DEVELOPMENT PROGRAMME

One way, and this seemed to offer the best chance of success, was to develop a well-planned Community Development Programme. My colleagues and I decided to adopt this approach, and last July I announced the details of a programme designed to provide Indian communities with encouragement and technical assistance to help them to make their own decisions and attack their own problems. Some \$3,500,000 will be invested in this aspect of Indian development.

If the Community Development Programme is to succeed, it must be understood by everyone, including its administrators and the Indians whom it is designed to help, that it is not something the Government is doing *for* Indians but *with* the Indians. The aim is not to tell Indians what is best for them but to assist them in introducing their own plans for development and helping them with technical advice and obtaining the resources necessary to implement their decisions. Some field officers of the Indian Affairs Branch have previously used community-development techniques to advantage - but this has always been in addition to their other duties, and it was seldom possible to spare a man to do this type of work exclusively. We will now be able to employ a good many trained people who can devote their full time to it. During the first three years, we plan to employ some 60 community-development officers and 50 assistants to work on reserves.

REFURBISHING CULTURAL HERITAGE

I am sure you know that the Community Development Programme involves every aspect of the Indians' community life, and not just economic and managerial efficiency. It is concerned, among other things, with promoting a higher group morale and community pride in the Indians' great heritage. To this end, the Department's Community Development Programme will include the encouragement of cultural and other community activity. We believe it is of particular importance to draw the attention of everyone, including the Indians, to the great worth of their traditional art forms and their role in building the country. Too often in the past there has been a lack of pride in their historical and cultural background; this should not be so, for we know that the Indian peoples have contributed greatly to the totality of our *Canadiana*. A special cultural-affairs section is being established, therefore, to promote pride in the Indians' heritage and to assist the

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