

17. *Residential schools should be continued on certain reserves.*

Valuable services have been rendered by the residential schools on large reserves and on reserves which cannot support an educational program for its population. Upon large reserves, the residential school has been a centre, not only of educational, but of religious life. Upon reserves of little economic value, or of undeveloped resources, the school has enabled Indian children to receive the only education possible, for schools cannot follow the trap-lines of the fishing camps. In areas where residential schools are desired by the Indians themselves, they should be retained, but the schools must be properly equipped, adequately financed and efficiently staffed to provide the highest possible type of education.

18. *Part-time labour requirements should be abolished.*

The part-time labour requirements for students in residential schools should be abolished and the amount of time devoted to such work should be spent on essential studies, physical exercise and organized games.

19. *A semi-residential school should be established in certain areas.*

In areas where geographic factors make the day school impossible and where the Indians do not desire a residential school, semi-residential schools should be established. The children in such schools would be permitted to spend week-ends and school holidays of short duration, e.g., Christmas and Easter vacations, with their parents contingent upon the co-operation of the parents in returning their children at the close of these holidays. Here again an urgent appeal is made for proper and up-to-date equipment and efficient staffs.

20. *A follow-up program is needed for the post-school years.*

A program to follow up the school graduate is necessary if the students are to retain and apply the training and skills acquired during years of schooling. The period following school is often the ruination of many a promising Indian boy or girl. Pupils often find themselves returned to reserve life without the opportunity of practising whatever training they have been given. They are at once brought into conflict with the older generation and many pupils simply drop into the older ways and customs as they are unable to fit themselves for life in a modern world. In many cases they cannot farm because they cannot obtain equipment for modern farming. They have not the facilities for home-making that they have been taught to use, and they must do the most menial jobs if they are to earn a living.

21. *A trained welfare worker is needed on every reserve.*

A trained welfare worker could help guide these ex-pupils into suitable occupations, could help supervise their re-adjustment to reserve life and could act as a liaison officer between the pupil and the outside world in assisting them to obtain employment. A welfare worker could help to avoid many of the moral disasters that too often befall the young Indian. This Organization states that every reserve should have a trained welfare worker, either attached to the school staff or to the agency.

22. *An economic establishment scheme should be provided for the ex-pupil.*

Some scheme of economic establishment should be made available to the graduate. This would vary according to the geographic location of the reserve. Some livestock or fishing and trapping equipment might be made available for the boys; some household goods might be given to the girls. At an Indian school in North Dakota where grazing lands are the chief asset of the reserve, boys are loaned breeding stock while they are still in school. They are trained to