

freedom you and I have. They can become full-fledged Canadian citizens overnight if they want to.

Mr. RICKARD: You cannot make the government or a department responsible for what they do after they leave school.

Mr. HOEY: Not very well; we have 85 young men and women at high school courses this year, and we have not turned down a single request for a tuition grant to assist a pupil going on to high school or college for the last five years.

Mr. MACNICOL: I wrote for one recently myself, and you did grant it.

Mr. HOEY: I think you will readily appreciate why that grant was questioned by the agent. We have taken the stand that an Indian girl in order to be a success as a stenographer should have at least junior matriculation before she goes into a business college. This girl had only taken grade nine and had not finished it. We doubted the wisdom of making a grant but after you spoke on her behalf we paid the tuition, but we have not refused a single case in recent years. Perhaps our Indian agents should go out into the highways and byways and compel them to go on to high school and vocational courses. I do not know.

Mrs. NIELSEN: You spoke about the Indians having freedom and not being wards of the government. In my opinion they have the same kind of freedom that there is when men are free to sleep under bridges if they wish to do so, or on park benches. I notice in this church brief here they speak about the very poor attendance in the day schools. This is only the Protestant churches, and I do not know about the Catholic at all, but it says that the enrolment in the day schools is roughly 8,427 and the average attendance is 5,949 or roughly 70 per cent. Then, later on I think they have the very best sentence in their whole brief and one which I think is the kernel of the whole problem. They say among Indian people, "There is no pressure of public opinion which looks on illiteracy as a disgrace nor can either the Indian parent or the Indian child be as sure as the white that education is likely to be of any economic advantage". They do not care about education. Many of them feel why should they care, and go back to the reservation. I think that is our fault because we have not made it as easy for them as it is for our own people to get out into ordinary civilized life.

Mr. RICKARD: But the point is what can the department do or the officials of the department in regard to that very thing?

Mrs. NIELSEN: I think it needs a whole change of policy with regard to Indian people, a complete change of policy towards them. Nothing short of that will overcome the difficulty. I think we need to revise it. After all, our ideas and the policy of the government are still in the horse and buggy stage and the rest of the world has gone by. We need to revise government policy on things like this periodically. I have no quarrel with the officials of the department. I think they are doing the best they can under the circumstances, but I think that with an enlarged and advanced policy all government officials would have a marvellously easier time carrying it through. As it is now I think you are stymied. You are on a leash. You cannot do many things you think should be done. I think you need a complete revision.

Mr. HOEY: We have been living in very unusual times. Since 1930 until now we have passed through the depression first of all and now we are in the war. Perhaps the regular services have not received the attention to which they were entitled. Without attempting to speak personally in any objectionable sense I just want to say that my present assignment is the toughest task that I ever undertook, and I would be the happiest man in Canada if I were relieved of it to-morrow. I am not speaking that way for effect.

Mr. MACNICOL: You have done very well before the committee.