

the establishment and operation of Indian day schools rather than residential schools. I made that statement having in mind how difficult it would be to secure a permit for the establishment of a new residential school.

Q. I have one more question, Mr. Chairman; in the case of these new day schools, is the school built and then the building turned over to the Indians for them to operate?

Mr. HOEY: The day schools, no. Major MacKay might perhaps be misunderstood. The day school is built by the government at government cost and it is wholly under the control and direction of the department. And now, about fifty per cent I would say of the Indian school teachers are appointed by the department, appointed by us and paid by us. In the case of the other fifty per cent a nominal recommendation is made by the church; if the Catholics are in the majority and the schools are being operated for Catholic children, the Catholic church would make a nomination and send it in to Mr. Phelan, chief of the training division, giving the name of the individual nominated to take charge of that particular Indian school. However, we are not obliged to accept these nominations. Mr. Phelan's branch is not under any obligation to accept the nomination of the church. So that in the operation of the Indian day schools the department has more control than the provincial department of education. We have complete control in the case of the Indian schools.

Mr. BLACKMORE: Would you describe the course of education undertaken?

Mr. HOEY: We follow a provincial curriculum with certain slight modifications. And there is an obvious advantage in our doing that, and we will not depart from it to a very great extent, that is that we want our boys and girls to be up to grade VIII standard, and unless they are up to that standard they cannot proceed on to grade IX. A great many of them want to go on to be teachers and professional people of one kind or another, which makes that almost a necessity. On the other hand, it would be a great hardship for them to provide a course which is not recognized by the provinces, because after all the provinces are in the saddle in so far as educational recognition is concerned. So we do not depart in our Indian schools to any great extent from the provincial curriculum, or the provincial course, the elementary course as recommended by the province. If we depart from it at all it is in the realm of vocational instruction; remodelling of clothing, dressmaking, cooking, minor matters of that kind. It is difficult to provide vocational instruction in day schools. It is much easier where we are able to send them in to what we call a consolidated school; and they get a better opportunity for vocational training in a residential school.

The CHAIRMAN: Just a moment, gentlemen, I am afraid we are getting away from the purpose of this meeting to-day, that is to hear Major MacKay. If we could confine our questions so far as we can to Major MacKay so that we can be prepared to dismiss him, then we will proceed later on with the other provinces, and we can call Mr. Hoey at any time.

*By Mr. Charlton:*

Q. How many teachers have you in the day schools in British Columbia?—

A. We haven't any Indian teachers in our day schools at the moment.

Q. Are there any qualified teachers there who could be employed?—A. I do not know of any. At the moment we have a young man from the Kootenay Indian Reserve whom we are assisting through normal school. He taught for a while, but at the moment he is in the provincial normal school in Vancouver and I suppose on graduation from there he will resume his position as teacher; but he lacked the necessary qualifications and in order to assist him in securing them the department assisted him financially in attending the normal school. A few years ago we had another chap by the name of Kelly in charge of one