

(d) The Association has consistently advocated (Memorial 1, 1944; Memorial 2, 1945; Sub Brief on Education referred to above, 1946) that the per capita grant be raised to at least \$300 per child in order that the Residential Schools be adequately assisted in improving their educational services to Indian children.

(e) The Association advocates a system of "semi-residential" schools whereby children of parents co-operating with the authorities of the schools, and the principals of the schools, in the matters of attendance may have their children spend at home, weekends, seasonal holidays, national holidays, etc., such rights to be dependent upon the good behaviour of the children concerned.

(f) In the day schools at present, or in future established by the Department, the teacher should be of the faith predominating among the Indians attending and representatives of the Clergy should attend these schools daily or weekly as desired by the Clergy, to instruct the children of their faith in the religious principles of that faith, BUT no child of a different faith should be compelled to attend these instructional periods.

16. *Establishment of Day Schools.*

Though this Organization fully recognizes and appreciates the value and service of the residential school, it submits that the educational needs of many reserves to-day can best be served by the establishment of day schools in proximity to the children's homes.

The use of day schools as a substitute for residential schools on many reserves is recommended for the following reasons:—

- (1) Education is a threefold responsibility—school, church and home. Day schools can best serve this principle.

The day school can concentrate on the proper function of the school—academic or vocational training. Instead, at present, language difficulties and the half-time work system deprive children of approximately three years of their allotted school time—from seven to sixteen years of age. Evidence of this unfortunate condition can be verified by the figures on school attendance issued by the Department of Mines and Resources, Indian Affairs Branch. To speak about Indian advancement under such conditions is sheer mockery. The present system encourages educational delinquency, retarded development, and an aversion to education. Practically speaking, it develops a class of people who are unable to be anything more than hewers of wood and drawers of water in the land of their forefathers.

- (2) No child can develop as he should, without the care and affection of family life. The restrictions, discipline, exclusive use of English, etc. in the Residential Schools are now recognized as having a harmful effect on immature minds and bodies.

It is the belief of this Organization that this hiatus in family ties and parental training is at least partially the cause of post-school delinquency. Regardless of how kind and sympathetic the staff of a residential school may be, such a staff cannot replace the average parent.

Where unsuitable home conditions exist, Indian children should be removed from their parents just as white children are, when they are found to be neglected.

Indian parents have an invaluable regard for the companionship of their children and the association of children living at home while attending school is also an invaluable asset towards adult education and the subsequent improvement in home conditions.