

Mr. MACNICOL: That is not the whole story, Mr. Chairman. I have visited many of these reserves. I am thinking of the one that was referred to at Muncey. That is one of the brightest. It is a fine big school. I visited the Muncey school; whether it was graduation day or not, but anyway the day I was there, there were a number of girls leaving the school. One of the teachers said to me, "Look at that young woman there. She is going back to her home on the reservation this afternoon." I said, "Why?" She said, "She is finished here." I said, "Where does she live?" Well, she told me where she lived but I couldn't find the home. Then I went to the chief, and the chief told me where she lived. I went to her home. When I got to the cottage, the girl was there by that time. She had got home before I arrived, for I had gone to the council hall and talked to the chief and some others. To my terrific amazement, there was the girl that I had seen perhaps two hours earlier in the residential school, and she now had come home to a house that I do not believe was over fifteen by eighteen at the outside and only one storey. The father and the mother were there, and I have forgotten the exact number of children; perhaps there were four or five other children. There were two bunks in this small place. I suppose the parents slept in one bunk and all the children slept in the other one. That girl would have to go from a nice bedroom in the college to perhaps sleeping on the floor when she got home.

Mr. MACNICOL: I ask myself what can we do from the point where they finish school? It is the same at the school Mr. Ross has been talking about. I talked to the Reverend Mr. Staley. It is capital S-t-a-l-e-y, is it not?

Mr. ROSS (*Calgary East*): I am not sure how he spells his name.

Mr. MACNICOL: He said, "What are we going to do when they leave here and go back to the reservation?" Is there nothing we can do to send those who are eligible say to a business school to learn shorthand or filing so as to give them, as Mrs. Nielsen has said, an opportunity to live as the rest of us live. It seems to me like a waste of money for them to go back to the reservation.

Mr. RICKARD: Suppose she had an opportunity to go on to higher education. Would she have been inclined to do it?

Mr. MACNICOL: She might not. There might be one out of ten who would be inclined to do so.

Mr. RICKARD: She would be more inclined to go back to where she started. From what I can gather that is the attitude of the Indian. I may be all wrong.

Mr. MACNICOL: Take the next reservation west of that, Moraviantown. I take an interest in Moraviantown and I am going to take much more interest in it. The Moraviantown band of the Delaware Indians have an excellent and successful teacher, one of the best I have come across in all my travels, Mr. Fred J. Dodson, who is tremendously interested in Indian education. There were two girls left that school and became nurses. They are both in Detroit nursing. I ask, "Why are they not here in Canada nursing? Can we not get them into some of the Indian hospitals or would they go into Indian hospitals?" That I do not know, but does the department follow up a case like that where an Indian girl trains to be a nurse?

Mr. HOEY: Dr. Moore will answer that, but we have had twenty-two Indian nurses graduate within the last three years. I think there is only one in the service now, and Dr. Moore is not sure that she is in. They simply leave and get married. You cannot keep them in the service. We had a very brilliant student from the Six Nations who graduated in veterinarian science. He had specialized in the diseases of sheep, and immediately following his graduation he got an offer from the New Zealand government. We refer to the Indians as wards of the government. I think the term is to a great extent misleading. They are not wards of the government. They have all the