

encounter the difficulties with which they will be surrounded, by the influx of settlers, and fitted for maintaining themselves as tillers of the soil.

—(Morris, "The Treaties of Canada", p. 292.)

The Indians submit that the present facilities for education on the reserves are largely based on the needs existing in the 1880's and do not adequately provide for the training of the Indians "in the habits and ways of civilized life" to-day. They therefore request certain changes in the educational services at present rendered the treaty Indian, and suggest how educational services can be adjusted so that they better serve the needs of the Indian children of to-day and to-morrow.

13. *Commission to study the needs of Indian education.*

A Commission should be set up immediately to study the needs of the Indian Educational system. This Commission should include as members: people experienced in Indian education and familiar with conditions upon the reserves; people trained in modern methods of psychology, educational theory and practices, and finally people who can adapt these newer types of instruction and techniques to the special abilities and needs of Indian students. Furthermore, the members of this Commission should possess the confidence of the Indians and have a complete understanding of their attitudes and psychology.

14. *The Commission should investigate the adequacy of accommodation and establish a proper curriculum.*

This Commission should investigate the adequacy of school accommodation for Indian children.

The Indians of this Organization assert that about one thousand Indian children in this province are without schooling at present. This is due partly to the aversion of Indian parents to send their children long distances from home but chiefly to the fact that there is insufficient school accommodation. Most schools are overcrowded and operating above capacity. If treaty promises are to be respected, it is imperative that additions be made to many of the existing schools without delay.

This Commission should be empowered to visit any or all reserves, recommend changes in curricula so that a curriculum in line with modern standards and adaptable to the needs of all sections of the country may be established.

The elementary curriculum should be on as high a standard as those in non-Indian public schools, but should be modified to include Indian lore, customs, handicraft, vocational training and cultural activities. The language, tradition and culture of the Indian must not be denied free expression, but rather must be developed to the fullest extent so that Canada's first people might be able to contribute to the culture of the nation on a much larger scale than has been possible in the past.

15. *Educational Needs.*

(a) For a detailed report on educational needs of the Indians please see:—

1. Minutes of Proceedings and Evidence No. 15, Tuesday, July 23, 1946, Appendix AC, Page 667.
2. Minutes of Proceedings and Evidence No. 21, Tuesday, August 13, 1946, Appendix AC 2, Page 818; Appendix AC 3, Page 825.

(b) The Association is opposed to taking education out of the hands of the Churches now co-operating with the Government in Indian education.

(c) The Association urges that the Residential Schools be retained upon the reserves as specified in the Brief on Education.