

school system. I should say that one of the great weaknesses of the residential school system is that there is a lack of contact with the Indian home. The Indian day school has that contact and its influence is brought every day to the Indian home. I am not suggesting that Indian residential schools should be done away with. They still have a place to fill in the Indian education and welfare but I should say that the system has probably reached its peak. I do not presume to speak for those in charge of the branch but just from my own experience over the years.

The day school, as the residential school also, requires properly qualified teachers. I think that it can be said that we are looking after some of the problem cases of the church in the matter of our schools. There is a lack of proper qualification in evidence from time to time. I think we should insist on our teachers being properly qualified.

Mr. MacNICOL: I agree.

The WITNESS: I recall discussing the matter with a principal on one occasion who said to me that a certificate was but a piece of paper. I suggested to him that it was more than that, it was the evidence of qualification. I cannot conceive of great progress being made in the matter of education of Indian children until we place in our schools those who have the necessary qualifications for such important work. A little while ago I mentioned that one of the obstacles to Indian progress was the attitude of white people generally, despite the fact, of course, that the people of Canada individually and collectively, have a responsibility in the matter and they have formed a great trusteeship for the Indian. There are other things of course in the way of progress. One is the supply of liquor to Indians.

Mr. MacNICOL: The supply of liquor to Indians, did you say?

The WITNESS: Yes, liquor to Indians.

The CHAIRMAN: L-i-q-u-o-r, not our counsel.

The WITNESS: Yes, the results of which, of course, frequently lead to the debauchery of Indian womanhood, domestic difficulties in the home and neglected children, with the consequent heavy cost to the people of Canada in the way of medical and hospitalization services. Indian children given a fair chance can make progress as quickly as white children of similar ages. That has been demonstrated on various occasions. One of the examples we have in British Columbia at the present time is the splendid showing of the class in provincial recreation activities made before the citizens of Vancouver a short time ago in a provincial-wide competition. St. Mary's school carried off most of the honours and they were competing with children from the high schools and elementary schools from all over the province. I should say that it must have been somewhat embarrassing for the provincial minister of education to find that most of the prizes had to go to Indian children of St. Mary's school.

The CHAIRMAN: Were these academic prizes?

The WITNESS: No, they were not.

The CHAIRMAN: They were for physical culture?

The WITNESS: Yes, sir.

That is all I have to say to you gentlemen but I am prepared to answer any questions.

The CHAIRMAN: Now as to procedure. I notice a great many members have made notes of the questions they would like to ask. Shall we proceed one by one or shall we just ask questions at random?

Mr. MacNICOL: I would suggest, as you say most of the members have made notes, that when we proceed this afternoon we will proceed with one line of questions and finish that before we go into another. It would look out of