



Métis children at the Dawson City, Yukon, residence. General Synod Archives, Anglican Church of Canada, P75-103-S8-264.

policies that allowed for the admission of Métis children to the schools at various times.¹⁵³ However, from a jurisdictional perspective, the federal government believed that the responsibility for educating and assimilating Métis people lay with provincial and territorial governments. There was a strong concern that if the federal government began providing funding for the education of some of the children the provinces and territories were responsible for, it would find itself subject to having to take responsibility for the rest.¹⁵⁴ When this view dominated, Indian agents would be instructed to remove Métis students from residential schools.¹⁵⁵

Despite their perceived constitutional responsibility, provincial and territorial governments were reluctant to provide services to Métis people. They did not ensure that there were schools in Métis communities, or work to see that Métis children were admitted and welcomed into the general public school system.¹⁵⁶ Many Métis parents who wished to see their children educated in schools had no option but to try to have them accepted into a residential school. In some cases, these would be federally funded schools, but, in other cases, Métis students attended church-run schools or residences that did not receive federal funding.¹⁵⁷

Provincial governments slowly began to provide increased educational services to Métis students after the Second World War. As a result, Métis children lived in residences and residential schools that were either run or funded by provincial governments. The Métis experience is an important reminder that the impacts of residential schooling extend beyond the formal residential school program that Indian Affairs operated.¹⁵⁸