

By Hon. Mr. McLennan:

Q. They made raids there?—A. Yes, they made raids; the Indians used to deal in slaves, and they would make a raid and carry off so many slaves, and slaves represented property, and, therefore, these wars continued.

Q. The early Greeks again?—A. Yes. The benefits I have been stressing—one of them is agricultural training, and the present Minister of the Interior and Doctor Scott will bear me out that I stressed this very thing in my address before the committee in Victoria; that is, that we should have such intensive training for the Indians as would enable them to earn a decent living among the civilized people of to-day. That was my big point, and I still stress that point.

By Mr. McPherson:

Q. Do the Indians as a whole—the young people—want that, or is that merely because you know better what they should have?—A. I am not prepared to say the greater majority—yes, I think so; I think the majority of the young Indians want that, and feel the necessity for it to-day.

Q. You will remember the elderly chief who spoke to us only pleaded for one thing, and that was to let them be Indians?—A. With all due respect to that veteran chief—and we all respect him—I do not think he realizes what he is saying; we have always taken that view.

By Hon. Mr. Stevens:

Q. I notice there has been spent on education in British Columbia a considerable amount. I will go back but a few years and give the figures, and then I want to ask you a question on them. In 1920-21 there was spent \$318,000; 1921-1922, \$478,000; 1922-1923, \$354,000; 1923-1924, \$492,000; 1924-1925, \$422,500; and 1925-1926, \$381,000.

Hon. Mr. MURPHY: What are those figures?

Hon. Mr. STEVENS: Figures of amounts spent on the education of the Indians in British Columbia by the Dominion government.

By Hon. Mr. Stevens:

Q. Now, these figures will compare very favourably with the amount spent on the education of the white children by the provincial government, will they not, in your estimation?—A. I think so, because I think a certain part represents capital expenditures; that is to say, putting up permanent buildings.

Q. Very likely.—A. Buildings to the cost of perhaps \$200,000.

Q. That is quite possible, but take it all through since Confederation, there has been spent \$5,500,000, some of it in capital expenditures, no doubt. Now, take these aids to agriculture; they are not very large sums; they only amount to \$6,000 or \$8,000 a year, which is very small. But what I am trying to impress on your mind, or get you to admit, is that these figures compare very favourably with what has been spent for education of the white population, so that if you could tell us where the complaint is—you must admit we cannot spend too fabulous a sum, this seems very generous.—A. I would like to say this, and I would like to make myself clear on this; I think every progressive Indian is grateful for every cent which has been expended on education. I feel that way, and I say that from the bottom of my heart; it has "made me what I am to-day," and we are grateful for it. But after all, is it not a fact that education is the duty of the State to anybody, not just the Indians?

Q. Yes; nobody is objecting to that; do not misunderstand me. What I am getting at is if this is wrongly directed, we would be glad to have a suggestion as to a more proper direction. The amount seems to me to be fairly reasonable.

Hon. Mr. MURPHY: Fairly generous.

Hon. Mr. STEVENS: If it is not being properly expended, we ought to know it.