

THE INDIAN OF TO-DAY.

THE Indian of to-day is changing with the changing times. He is commencing to appreciate the fact that he must become civilized, must learn the white man's way, or perish from the face of the earth. He cannot sweep back with a broom the flowing tide. The forests, where he was wont to echo forth his war-whoop, have been felled; the game on which he lived has disappeared; the war path has been obliterated, and he is hemmed in on all sides by the white population. He no longer possesses the opportunities to display his nobler traits. On the war-path, and in the chase he was heroic, all activity, patient of hunger and fatigue, cool headed. But, says a well-known writer, "when the chase was over, when the war was done, and the peace pipes smoked out, he abandoned himself to debauchery and idleness. To sleep all day in a wigwam of painted skins, blackened with smoke, adorned with scalps and hung with tomahawks, to dance in the shine of the new moon to music made from the skins of snakes, to tell stories of the Great Spirit, to gamble, jest, and boast of his achievements in war, to sit at the council fire, constituted his most serious employment. His squaw was his slave. With no more affection than a coyotte feels for its mate, he brought her to his wigwam to minister to his wants. She brought the wood for his fire, the water for his drink, plowed the field and sowed the maize." These were the conditions of the Indian's existence in the past; but the tables are turned. Bravery and endurance, on the war path or in the chase, are things of the past. He must now be educated to labor. Idleness and debauchery belong to the days gone by. He does not need the higher education that the white is striving for, but he does need the virtue of industry and the ability of the skilful hand. All the schools for the Indian race should give instruction in the use of agricultural implements, the saw and the plane, the trowel, the needle and the awl. And not only should he be taught to work, but that it is his duty to work; that labor is necessary to his well-being. Personal independence should be inculcated, and delight in individual effort fostered. Let him be imbued with the idea that he contributes to the general welfare; that he is no longer a dependent on, but a part