

Even such brief review of the Government's Indian policy as the foregoing would be incomplete without a glance at what is being done for the rising generation. In view of what has been accomplished in a comparatively short time, when dealing with an adult population taken from a savage state, it does not seem an extravagant expectation that many of the rising generation can be taught to hold their own and, perhaps, even to amalgamate with the whites. To this end, the earnest and persistent educational efforts of the Government are directed, and surely the end is from any point of view a laudable one.

It cannot be for the interest of the commonwealth to continue a day longer than necessary a foreign element in its midst, for even could it be controlled so as not to constitute a source of positive danger, it must assuredly for negative reasons be one of weakness to the State.

Unity of interests and of sentiments is required to give strength to the whole.

It may be true that, when viewed in prospect by the Indians, they may not covet the advantages of civilization for themselves, nor for their children, but no civilized nation can justify itself in leaving ignorant savages, whose country it has taken possession of, to determine their own course and follow the blind promptings of their natural impulses.

The education of the rising generation is a logical sequence of the policy already described, and that this was recognized when it was first outlined, will be seen from the provision made in the treaties for the establishment of day schools on the reserves.

As the necessities of the case and the true scope of the work have gradually become apparent, the Government has unhesitatingly stepped beyond the strict obligations imposed by treaty stipulations, and with the full approval of the country, developed an extended system of education for its Indian wards.

In this work it has been greatly assisted by the Churches, which, by contributing to their maintenance, have enabled a better class of teachers to be employed, and more schools, at any rate of the boarding classes, to be provided than would otherwise have been possible.

A commencement was made with day schools on the reserves, but by degrees their insufficiency became clear. The strong affection for their children, which is such a pleasing characteristic of the Indian, prevents the exercise by him or by the teacher of the firmness and discipline necessary to compel regularity of attendance, or obtain the best results from such attendance as may be secured.