

boarding houses in connection with those schools in which they keep the children?

Mr. OLIVER. These vary in different places. There are three classes of schools—the industrial school, the boarding school and the day school. The industrial school contemplates taking a child absolutely away from his home surroundings, from any connection with his parents or friends and placing him in an establishment where he will live as the white child will live, learn what the white child will learn, and, therefore, it was hoped become as the white child when he has grown up. The boarding school is a school established on or adjacent to the reserve from which the pupils expect to be drawn. In that case connection between the child and his parents is not broken and it is not intended to be broken as it is in the case of the industrial school. Provision is made for the accommodation of the children permanently during the term in the boarding school, but they are visited by their parents from time to time, and, I presume, are allowed to visit their parents as well. Then the day school is just as any day school would be; the children come to the school and live at home. The number of day schools is very small because it is only an occasional reserve on which the Indians live close enough together permanently to give a regular attendance to the day schools.

Mr. BARR. To what age are the children allowed to remain in the industrial and boarding schools?

Mr. OLIVER. Until they are 18.

Mr. ROCHE. When the minister spoke awhile ago about the effects of the education of the Indian being largely rendered nugatory by their drifting back to their former environment, did he refer merely to the boarding schools, or did he discriminate between boarding and industrial schools in that regard?

Mr. OLIVER. No, the condition is the same as far as that is concerned.

Mr. ROCHE. Does not the minister think that some scheme might be evolved by means of which those Indians would be placed in some employment and thus utilize the education given by the state rather than that they should drift back to their reserves where conditions became worse than they formerly were, because work on the farm becomes undesirable to them. I would imagine that if the efforts of the department had been directed towards utilizing this education, if the department had gone to the extent of placing them in employment, a great portion of this education would not be lost, but that they would be rendered more valuable citizens.

Mr. OLIVER. Some efforts have been made along the line that my hon. friend

Mr. BARR.

suggests. There seems to have been a very satisfactory measure of success achieved by the experiment of settling pupils in a self-supporting colony under the supervision of the agent. They have, up to the present time, made a very satisfactory showing. This is only an experiment, and as it succeeds it will no doubt be extended. But as to taking a grown up Indian and placing him here, or there, or yonder, if that is the suggestion—

Mr. ROCHE. On, no.

Mr. OLIVER.—that, of course, could not be done, especially when we consider the nature of the Indian. It is not that the Indian will not submit, but he cannot submit. He cannot continue to live under a condition of restraint. He must have liberty of action or he ceases to exist.

Mr. ROCHE. I would not suggest that the state should force the Indians into any particular trade or employment, but if they were afforded opportunities of utilizing this education and not allowed to go back to their reserves it would be in their interest as well as in the interest of the country. I would not force them into any particular employment, but I would have the means afforded so that they could utilize their education if they desired. The trouble is that many of these Indians, after they graduate, if I may use the expression, see nothing in store and they probably have not sufficient ambition to look around for themselves and secure employment. When the minister speaks about many of these trades having been done away with, I would like to ask him if his remark applies to industrial schools or has the teaching of the various trades outside of agriculture been done away with in western Canada?

Mr. OLIVER. In the industrial schools we still teach some of the trades, but there is not the same stress laid on that teaching as formerly, our effort being to get the boys to go out on the land to farm.

Mr. FOSTER. The question of the education of our Indians is a mighty difficult one, and of late years we seem to be in a condition of drift with reference to it. It is only once a year that in parliament we can devote half an hour to a talk on the Indian question when these estimates are being considered. I do not think there is any improvement in the last ten years; if improvement there has been it has not at all been comparable with the progress made by us in other respects. We spend about \$400,000 a year upon Indian schools and that for forty years makes a very large sum of money, for which in the balance we can find no good result. You bring the young Indians to these industrial schools; you teach them and they seem to make progress whilst they are in the school, but