

habits are fairly well ingrained into their minds. The Canadian Government have at a great expense built and maintained large industrial schools where trades are supposed to be taught. But if one half of them were turned into the less expensive boarding schools, and the other half compelled to confine themselves to teaching only such trades as carpentering, blacksmithing, &c., and the money thus saved used to build and maintain boarding schools, where now day schools only are provided, the money so spent would do more than five times the good now accomplished.

If the Government and the Church wish to see Indian boys entering the higher professions, it would be better for them to offer yearly a number of Scholarships to Indian boys to enable them to enter into the public schools and colleges. They should reserve the higher branches of education to those only who, by diligence and concentration, have shown themselves fit for such. The bulk of the energy and the funds should be expended upon the great mass of Indian children in the day schools and boarding schools. It must not be forgotten that we do teach all children in boarding schools to work as well as read and write.

They are compelled to work so many hours daily, gardening, milking, wood chopping, &c. The girls and boys learn to sew and knit. All the house work is generally done by the girls, and also the cooking, baking bread and making butter. So that a boy or girl from a boarding school at eighteen years of age, or even under that age, is fairly well trained in all that they will ever need to know as servants or housekeepers on their own account.

It is a pity that so much of the Church's money has been asked and expended in the past in giving a few Indian children expensive education in trades and professions which they do not follow after they become their own masters. The Church is called upon to preach the gospel for all, and not to provide trades to a favoured few, to the end that the great mass of Indian children are left almost in heathen ignorance, not only of general knowledge but of the Gospel itself. It is therefore to be hoped that not only will there be forthcoming more liberal means for Indian work, but that the means now provided be expended to the best advantage of the greatest number. That certainly will be in the direction of multiplying boarding schools and increasing their rolls so as to include all Indian children except those who, having proved themselves fit in mind and body, are passed on to the higher grade schools and colleges, or to industrial schools where trades are taught. The Church can help to bring this about by refusing to support any of the expensive technical schools. The Church would be perfectly justified in such a course, as Christian education can be given even better in the boarding schools, and as the boarding schools do not pretend to do more than they can reasonably perform, they do not raise false hopes in the minds of their pupils. By raising false hopes we mean, that the industrial schools teach trades that Indian boys will never follow, in some cases for want of work in those trades,