

Indian much attention, and though the evidence is strong that the influence of many of the agents is morally contaminating, instead of helpful to the degraded aborigines.

The first and main question is that of education, which in this case means civilization. There are, of course, school teachers and farm instructors on some of the reservations, but if these are accomplishing anything great, they are doing it so very quietly and unobtrusively, that the public know little about it. Some of the denominations, especially the Presbyterians and Methodists, are showing a commendable interest in the Indians and doing what they can for them. But, so far as appears, it would require many generations to complete the work of civilization with the present appliances; and there is reason to fear the date of its completion would correspond with that of the putting of the last Red man beneath the soil of his native prairie.

The question of Indian education involves two great issues. First, to what extent can success in the work of education be hoped for under this present policy of keeping the Indians on the reserves set apart for them? On this point we naturally turn to the experience of our neighbors at the South. The condition and treatment of the Indians in the United States is being now studied and discussed as never before. The conscience of the nation seems to be at last aroused, and there is much reason to hope that a brighter day is dawning for the wretched children of the soil. An interesting discussion was recently had in Congress, in regard to the effect of the Eastern schools at which young Indians are being educated. *Intelligence* says:—

"These Indian schools are at Carlisle, Pa., Hampton, Va., and Lincoln, Pa., and it is proposed to close them on the ground that it is cruel and useless to give the Indians a three or four years' schooling at the East and then permit them to go back to their tribes; for it is alleged that while they acquire a certain shrewdness, they invariably return to the habits and spirit of their savage life, and that their last state is worse than their first. If this were true, the remedy would clearly be, not to refuse them an education, but to stop sending them back to savagery; but there is good ground for saying it is not true. The best authority states that the percentage of relapses in the number of returned Indians is small. Reports from the graduates of Hampton in quite a large section of Indian country, including 132 in all, show that 4 are wearing blankets—that is, gone back to the outward signs of savagery; 9 are wearing citizens' dress, but behaving badly; 40 are doing fairly well; 72 are doing very well. Apparently no reports are in hand from the other seven."

"A little leaven leaveneth the whole lump," and these figures make it sufficiently clear, that a good work may be done in this way, even under the reserve system. Is it not a reproach to Canada that we have not yet established such schools for our young Indians?

But in the opinion of many there is a more excellent way. The second great issue is that of distribution of the Indians, as opposed to the reservation plan. The best public opinion in the United States is verging rapidly towards the conclusion that the

Reserve System is a huge mistake; that it is condemning the tribes to long continued if not perpetual barbarism, instead of hastening the day of civilization and citizenship; that the true way to make men and citizens of Indians as of other people, is to give them the rights, privileges and responsibilities of full manhood and citizenship. Let the Indians be settled on farms of their own, and mixed up with the white population, and all the surroundings of their daily lives will then be so many educating and civilizing influences. It may be well for us in Canada to watch for a little this new movement amongst our neighbors. In the meantime every educational appliance should be brought to bear upon the younger Indians of our reservations, for it is through the children that the work must mainly be done.

Since the foregoing was written we have read with great pleasure an account of what Bishop McLean, of Saskatchewan, is doing and proposing to do for Indian Education, through the medium of Emmanuel College. The *Prince Albert Times* says that it is now proposed to train as large a number of Indians as possible in the college, not simply, as heretofore, for Mission work, out in the ordinary English branches, and in Agricultural Chemistry. The college possesses two hundred acres of good land, and also a good chemical laboratory, and for the last four months lectures on chemistry have been delivered daily, accompanied with experiments.

"The pupils are taught how plants grow—what substances in the soil and atmosphere form their food—how different kinds of crops withdraw from the soil different constituents or different proportions of the same constituent; how therefore the soil becomes impoverished and in need of replenishment from manure; how especially ordinary farm manure ought to be treated as best to preserve its ammonia in full fertilizing vigour, and generally whatever relates to an intelligent cultivation of the soil."

This is as it should be. It is to be hoped that other denominations will not be slow to follow so excellent an example.

The indications seem to be that the projected Teachers' Union for Ontario will become an accomplished fact at an early day. At several important Associations not only have resolutions in favor of such an organization been passed unanimously, but the more practical step has been taken of appointing delegates to attend any meeting that may be called for the purpose of organization. There can be no doubt whatever, that there is a good work for such a union to do, and that, properly conducted, it could be made very useful both to the teachers themselves and to the cause of public education. In fact the two interests are identical. Whatever tends to elevate the status of the profession, by securing better remuneration and greater permanency, cannot fail to improve the character of the work done in the schools, and *vice versa*. Not the least of the many benefits to be expected from such an organization would be the strengthening of the *esprit de corps* amongst teachers. It is to be hoped that every Association will follow the example of those which have already taken the matter up, and that the work of organization may be proceeded with at an early day.