

(6). To what extent does it appear to you, that the Indian language can be used successfully as an aid in the introduction of a better knowledge of English?

(7). Were the schools inspected by you connected with any religious denomination, and if so, what, and what time was given to religious instruction?

An early reply to the above will much oblige.

Yours truly,

(Signed) G. W. ROSS.

D. McCAIG, Esq.,
School Inspector,
Collingwood.

COLLINGWOOD, Dec. 26th, 1889.

TO THE HON. G. W. ROSS,
Minister of Education.

Dear Sir,—

Referring to your letter of inquiry of the 21st instant *re* Indian schools. I have to state in reply, taking your questions in order. (1). Among the eleven teachers of Indian schools under my jurisdiction, about six understand the Indian language fairly well, and all do make use of it in teaching, as both the Indian and its English equivalent word, must be cognizant to both teacher and pupil before there can be any intelligent teaching. I therefore insist on new teachers who do not know Indian, beginning at once by learning the Indian name for all objects, the names of which occur in the lessons, and if possible presenting the objects themselves to the pupils.

I consider that some knowledge of the Indian language is absolutely necessary to successful teaching.

(2). Indian Agents do not at all encourage the appointment of native or Indian teachers, as they believe Indian teachers have no control whatever over their pupils, and as far as I have seen, I agree with this view. During the past four years however, there has been only one Indian teacher employed for about two months in all the Indian schools above referred to, so that, I am not prepared to write with any great certainty on this point; but I believe the agents are right.

(3). No books in the Indian language are used in giving instruction in any of the schools under my jurisdiction. In some instances teachers obtain a dictionary and perhaps a testament from the Indian missionary usually in the neighborhood to help them in their work, and I am confident it would be a great advantage if a dictionary and a few simple Indian books were supplied to all Indian teachers. I do not think it is of so much importance in the case of the pupil. Indian children know neither the scrip nor print of their own language. It is therefore almost as easy for them to begin with the signs of the English word as the Indian word. The teacher though ought to be able to connect the English word with its Indian equivalent. To enable him to do this such Indian books as I have referred to would be a great advantage.

(4). In a few schools (altogether the most successful) the Indian equivalent of every English sentence used is repeated in Indian, in giving lessons, and where a supply of proper objects has been secured, (a museum) pupils are taught to use these objects by commands given in both Indian and English (see my report of the Garden River Schools).

(5). Pupils are not taught to read and write in Indian in any of the schools in Algoma. In the best taught schools however, the Indian and English names of objects are often written together upon the blackboard, chiefly, however, to show the connection