

(CONFIDENTIAL.)

REPORT ON INDUSTRIAL SCHOOLS FOR  
INDIANS AND HALF-BREEDS.

OTTAWA, 14th March, 1879.

To the Right Honourable

The Minister of the Interior.

SIR,—I have the honour to submit the following report on the working of Industrial Schools for the education of Indians and mixed-bloods in the United States, and on the advisability of establishing similar institutions in the North-West Territories of the Dominion.

In accordance with your directions of the twenty-eighth of January, I went to Washington. His Excellency Sir Edward Thornton, the Honourable Carl Schurtz, Secretary of the Interior, and the Honourable E. A. Hayt, the Commissioner of Indian Affairs, secured for me every facility for becoming acquainted with the establishment, cost and practical value of industrial schools among the Indian populations of the United States.

The industrial school is the principal feature of the policy known as that of "aggressive civilization." This policy was inaugurated by President Grant in 1869. But, as will be seen, the utility of industrial schools had long ere that time been amply tested. Acting on the suggestion of the President, Congress passed a law early in 1869, providing for the appointment of the Peace Commission. This Commission recommended that the Indians should, as far as practicable, be consolidated on few reservations, and provided with "permanent individual homes"; that the tribal relation should be abolished; that lands should be allotted in severalty and not in common; that the Indian should speedily become a citizen of the United States, enjoy the protection of the law, and be made amenable thereto; that, finally, it was the duty of the Government to afford the Indians all reasonable aid in their preparation for citizenship by educating them in industry and in the arts of civilization. After eight years' experience of the partial carrying out of these recommendations, the Board pressed for a still more thorough policy; they urged, among other things, that titles to land should be inalienable from the family of the holder for at least three generations. From 1869 vigorous efforts in an educational direction were put forward. But it was found that the day-school did not work, because the influence of the wigwam was stronger than the influence of the school. Industrial Boarding Schools were therefore established, and these are now numerous and will soon be universal. The cry from the Agencies where no boarding industrial schools have been established is persistent and earnest to have the want supplied.