

EXTRACT FROM REPORT OF JAMES F. WHITE, INSPECTOR OF
INDIAN ROMAN CATHOLIC SCHOOLS, ONTARIO.

There are in all eighteen schools in my district ; some of these I have been unable to visit on account of distance or lack of facilities for reaching them. Four schools are taught by members of religious communities, viz. : Mattawa, Wilwemikong (boys and girls) and Port William, each of these has two or more teachers, and the attendance has been more regular than in the average Indian school. No special examination is required of teachers in the schools inspected by me as they are all denominational schools. However, the clergy satisfy themselves of the fitness of the teachers and make the appointments in connection with the Indian agent. The preference is usually given to those having some acquaintance with the Indian tongue ; as the salaries are low and the positions not always the most desirable there is little competition for places and in fact it is difficult to secure teachers at all qualified for the work. There are ten of the teachers having some acquaintance with the Indian language, three of them being whites. These teachers have a decided advantage over the others especially in regard to the younger pupils who know nothing of English at first and have to receive instructions and commands in their own tongue. The teachers who do not understand Indian have to give explanations through the medium of the older children ; but this method is unsatisfactory in its results, and the pupils' progress is very slow as the teacher fails to gain the confidence and sympathy. Many of the schools have charts of Indian words and phrases, some with the English equivalent following. A few have Indian books from which the teacher or pupils read and translate. These means have greatly assisted the children to learn English especially where the teacher has employed writing as well as speaking to show the English equivalent. Object lessons are also used, though not so commonly as they should be ; lists of familiar objects and of common expressions are also given with beneficial results. If the teacher's knowledge of Indian would permit him to make more frequent use of these means I am convinced that a much better knowledge of English would follow, and that it would be less common to hear pupils reading pretty fluently from an English book, subjects of which they did not know the meaning. About half an hour daily is devoted to religious instruction, the pupils learning their prayers in their mother tongue when the teacher is competent so to teach them.

LETTER OF INQUIRY TO MR. McCAIG, INSPECTOR OF INDIAN
SCHOOLS FOR ALGOMA, AND HIS REPLY.

My Dear Sir,—

TORONTO, Dec. 21st, 1889.

As Inspector of Indian Schools you would oblige me very much if you would report in regard to the following :—

- (1). How many teachers in Indian schools are capable of speaking the Indian language ?
- (2). Do the Indian Agents, with whom the appointment of the teachers mainly rests, prefer a native Indian ?
- (3). Are any text books in the Indian language used in the Indian schools ?
- (4). Is the Indian language ever used by the teacher in giving instruction or in giving orders to his pupils ?
- (5). Are the pupils taught to read and write in the Indian language ?