

New Brunswick.—"The Department is negotiating for the erection of a school-house for the Indians owning the reserve on the Tobique River, Victoria County, there being a sufficient number of children of an age to attend school on that reserve. The Indian children on the reserves of Little Falls, Madawaska County, attend the Public School in the vicinity of the reserve. The Superintendent of the Northern and Eastern Counties reports that several of the Indian Boards are anxious to have schools established among them. A contract has been made for the erection of a school-house for the Indians living on the Burnt Church reserve, Northumberland County, there being a sufficient number of children of school age to warrant the establishment of a school there."

Prince Edward Island.—No educational report.

Manitoba.—"The benefit derived by the Indian bands among whom schools have been established is very marked, according to the Inspector's report. Twenty-four schools are in operation within this Superintendency; and the Inspector states that the intelligence disseminated by them makes a gratifying distinction between the Indian who is the recipient of their civilizing influences and his wild untutored brother, whose mind is still enveloped in ignorance and superstition. Returns have been regularly received from schools on the various reserves which receive subsidies from Indian funds; and the Department has furnished the requisite books and other school apparatus for properly conducting the schools to all that have applied for the same."

North-West Territories.—No educational report; but in regard to farming instruction, Mr. Vankoughnet says:—"The satisfaction with which the intelligence was received that the Government had sent them relief, and had appointed persons to instruct them in farming and herding cattle, was great; and the willingness which the Indians expressed to receive instructions in farming and to devote their energies thereto is encouraging. The Indian Commissioner (E. Dawdney, Esq.) reports that the policy of the Government in attempting to make the Indians of the North-West self-supporting, by instructing them in cultivating the soil, herding cattle, etc., will, in his opinion, prove a success. . . . And even should the attempt prove a failure, the establishment of government farms throughout the Territories, with plenty of land thereon, to raise grain and root crops, will contribute largely towards diminishing the expense of feeding the Indians, should it turn out that such a course is inevitable."

British Columbia.—In the report of D. W. Powell, Esq., the Superintendent, there are a few incidental references to the schools established, but nothing of special interest.

Although there are some grounds for satisfaction in regard to what has been done in some places for the education of the Indians, yet the progress made has not been at all equal to what was expected when the report of the "special commissioner appointed to investigate Indian affairs in 1856" was issued. The present system, or probably lack of system, is too desultory and uncertain in its operation. No general plan has been agreed upon, and none, so far as I am aware, has been devised or promulgated by authority. This was probably to be expected in the altered state of affairs as regards the Indians which was caused by confederation. There was also a degree of uncertainty as to the attitude of the Indian tribes in the North-West Territories. Now, however, as things among them have settled down, and a policy in regard to the temporal and physical conditions of the Indians has been agreed to and acted upon, it seems a fitting time that a comprehensive and exhaustive enquiry should be made into the educational and industrial wants of the Indians in all of the provinces. Such an enquiry as that instituted in 1856, to which I have refer-

red, is especially desirable, both in regard to the best interests of the Indians themselves, and for economic reasons. Large sums of money are being spent for the benefit of the Indians, but on no comprehensive plan designed gradually to change the nomadic habits of the Indian to those of the white settler, to furnish them with schools taught by well-trained teachers and conducted in a systematic and efficient manner.

Toronto, May, 1880.

J. G. HODGINS.

Deputy Minister of Education.

*CANADA SCHOOL JOURNAL for October, 1879, pages 237, 228.

†See report, Part xi. pages 96, 98.

To the Editor of the Canada School Journal.

SIR,—I have read Mr. Harrison's views on my rendering of John i. 1, and while I acknowledge his very courteous criticism, I do not think it necessary to enter into any further discussion on the subject. Whatever I might say would probably be only a repetition of the views stated in different words; and as I have advanced all I can advance in defence of the passage, I am content to leave the result to the judgment of your readers. I think, however, that Mr. Harrison must have entirely misunderstood me when he refuses to be guided in the vocal rendering of any literary composition by the explanations of commentators. The commentator is supposed to be learned in all that constitutes the difficulties of a passage. He analyses the thought and the language, and endeavors to throw every light upon what is doubtful and difficult. He may have no knowledge of the laws of elocution; but when more than one meaning can be attached to a difficult passage, the elocutionist will often derive the best help from the well-formed views of a thoughtful and qualified commentator. When, therefore, the commentator explains the exact nature and force of a reading which, like this verse in John, has a special meaning attached to every statement, the elocutionist is then prepared to give such emphasis, intonation and expression as will infallibly convey the meaning which the commentator has sanctioned. For my own part, I confess that I am often under the greatest obligations to commentators on Shakespeare when I have doubts as to the nature of the literary expression; and I must add that as the Bible presents greater difficulties in this regard than any English author, both because it is a translation and because it abounds in mysteries which perplex the profoundest thinkers, able commentaries are invaluable as guides to just delivery. In conclusion, allow me to suggest to Mr. Harrison that he and I, in our two communications, have, in a very humble fashion, been making our commentaries on the verse under discussion. We first comment and then we guide our rendering of the passage according to our commentaries.

Respectfully yours,

R. LEWIS.

CORRECT READING OF JOHN I. 1.

To the Editor of the Canada School Journal.

SIR,—Having read Mr. Lewis's letter and the remarks of J. M. H. Harrison, A.M., on the above subject, I am still of opinion that Mr. Lewis is right, for the following reasons:—

1st. I disagree with Mr. Harrison when he says that "with God" is only a secondary idea to the capital thought "the Word was God," also when he says, "if the Word was God it must have been with God," for, according to Gentile ideas, the Word might have been with God, but not God, or the Word might have been a God, but not the supreme God, that is, he might have been a rival God; but St. John says, the Word was *with* God, and the Word *was* God." Again, you would not say of two persons, "Cain was with Adam, and Cain was Adam," nor of one person, "Jacob was with Israel, and Jacob was Israel," but when the Evangelist wishes to teach the distinct individuality, and at the same time the complete unity of the Father and the Son, he says "the Word was *with* God, and the Word *was* God."

2nd. I consider Mr. Harrison's quotation unfortunate, because, while emphasizing "was," in the passage "In the beginning of this century the British Empire *was* a strong nation," might imply that it is *not* strong now, it could not have that effect with "was God,"