

(a) Government Reports and judgments of Government officials. The Government Blue Book for 1909 opens with a plea for the development of day schools, and has therefore been quoted (though without just reason) as if it depreciated residential schools. But pass from the introductory portion to the body of the book and what do we find? Day schools closed—especially in Manitoba, Saskatchewan and Alberta—sometimes no doubt from lack of a teacher, a fault which might be remedied by improved schools, but much more often because the children do not attend. In Manitoba there are 1922 Indian children between the ages of 6 and 15; 1024 are nominally enrolled in day schools, but the average attendance is only 455. We find page after page of reports like these: Norway House Reserve. "A boarding school and three day-schools. In the day schools, progress is slow on account of irregular attendance, but the boarding school is more successful." (p. 104). Cross Lake Reserve; "There are two day schools...but there is not a sufficiently regular attendance to secure the best results (p. 104). Portage la Prairie Agency (p. 106); "There are two (day) schools in this Agency, but it seems very difficult to get the children to attend regularly, and the progress is very slow. There is also a boarding school at Portage la Prairie which receives a grant for 30 pupils and is always full." Thunderchild Reserve (Sask.); "There is a day school here which is conducted by the Church of England authorities. The attendance is very small. There is also a boarding school...under the management of the Roman Catholic Church...the whole institution is conducted in the most excellent manner; the attendance is up to the full number authorized, and could easily be doubled. The intellectual, moral and industrial training which is given to these children...makes this school a very valuable adjunct to the Agency" (p. 129). Birtle Agency (Man.); "There is a boarding school at Birtle with an attendance of 48 that is doing good work; and a day school...that has a very irregular attendance" (p. 120). Gordon's Band (Sask.); "The Gordon's Boarding School...is kept filled to the limit of its capacity" (p. 161). Moose Lake Band (Sask.); "There is a day school on the Reserve, but the attendance is irregular, owing to the Indians taking their children with them on their hunting trips" (p. 150). Pasqua Band (Sask.); "Most of the children...attend either the Qu'Appelle Industrial School, or the Regina Industrial School. No difficulty is experienced in getting the parents to send their children to school; they take them quite willingly" (p. 157). Instances might be multiplied to the same effect; and though in some cases high praise is given to day schools, such cases are in a minority; and are mostly confined to small and compact reserves, and to places where civilization is older, and the Indian a generation or so more advanced.

As to official judgments, I content myself with quoting one. Mr. Logan, Indian Agent for Manitowapah says (p. 108) "Children can receive more benefit in one year at boarding schools, than they would probably receive in their whole childhood, in their irregular attendance at the day school."

(b) The practice of the Roman Catholic Church. Whoever may deny our Roman brethren the "harmlessness of the dove," few will dispute their claim to possess the other Apostolic requisite; and whatever we may think of their doctrines, we may learn much from the excellence of their organization. How then, on this question, do they act and speak? As to their action: in Saskatchewan they have for years past been closing their day-schools and building residential schools. (They have now, I am told, only nine day schools in the whole province of Rupert's Land.) In the striking phrase of the Rev.