

schools and the results have been most satisfactory. Only a few days ago samples of work performed in the sewing-class of a school on Manitoulin Island were forwarded to the Department to show what was being accomplished. This work was highly creditable and could not be surpassed by white children of the same age. About the same time samples of canned fruit and vegetables prepared by the girls of a school in the Bruce Peninsula, from the products of their school garden, were received. There can be no doubt of the value of this practical education to the Indian youth. The academic aspect is not neglected and there are, in all the provinces, Indian schools that compare most favourably with the white rural schools. An Ontario public school inspector recently stated in an official report, that the Indian schools in his inspectorate, in respect to buildings, equipment and general work were superior to many of the white schools within his jurisdiction. It may here be said that the Indian schools in Ontario, Quebec, Nova Scotia and Prince Edward Island are inspected by the Provincial Inspectors, while in the other provinces and districts the work is performed by officers of the Department. In all day schools, systematic instruction is now given in calisthenics and hygiene, and good results are anticipated.

Whenever possible, qualified teachers are engaged, but owing to the dearth of teachers during the past few years and the fact that many of the Indian schools are situated remote from white settlements, it is not always possible to secure teachers with certificates. Nevertheless, many of the teachers without professional training, imbued with a missionary spirit and a desire to uplift their dusky brethren, are performing for the state valuable service. The results are, that in the older provinces there are few Indian children who have not received

at least an elementary education. A number of progressive boys and girls may be found in our higher institutions of learning (colleges and universities) where they compete successfully with the white pupils. The Department gives, where necessary, financial aid to worthy pupils to enable them to follow these advanced courses. As a consequence, there are to be found, in mercantile and professional life, representatives of the race, successful in their chosen callings and respected in the community.

In the outlying portions of Ontario, Quebec and the Western Provinces, where the Indians largely follow the chase for a livelihood, the only practical means of education is the boarding school, where children are clothed, fed and educated while their parents are absent from their homes.

The residential schools, boarding and industrial, have also, during the current year, received special attention at the hands of the Department and the churches under whose auspices institutions of this kind are conducted. These schools are all situated in Ontario and the western provinces and districts. They are, with one exception, managed by one or other of the various churches or missionary societies and are paid a per capita grant by the Department. Efficient teachers are in charge of the class-rooms and as an evidence of the work performed, it may be mentioned that five pupils from one of these schools in Ontario tried the prescribed entrance examination to the high school in June last. All were successful and, as reported by the Public School Inspector, took a high standing.

In addition to the class-room work, the boys are given instruction in agriculture and the more useful trades, while the girls are thoroughly drilled in all branches of domestic work.

A special feature of this branch of