

want? Well, if we are to have history in our public schools—and I would not like to say we should not—I answer:

1st. We want one uniform text-book for all the schools of the Province. This book should be the guide of both examiner and teacher. The teacher may supplement it if he wishes, but no examiner shall go outside this text-book in selecting questions for the entrance papers.

2nd. We want this duly authorized text-book to be confined to one brief period of English or Canadian history. The present reign, we think, would be a very suitable period. It is certainly the most important to us, and the one with which we ought to be best acquainted. Being well informed in the leading features of this part of our history as a nucleus, we might work our way back, epoch by epoch, as opportunity presented itself, in our High Schools and Universities, till the whole subject was embraced. Some may say, this is beginning at the wrong end of the subject. I am not sure of that. The reign of Queen Victoria should be of more value to us than the battles of Julius Cæsar.

3rd. We want this book at least to be a somewhat readable book. It is not to be a mere bundle of dry facts, names and dates, placed side by side, like beads on a string, but a book giving of course the facts, but giving them in such a manner as to command the attention and excite the curiosity of the reader. But what if such a book cannot be had? Then, I would say, let us have the driest thing possible, a mere nomenclature of events, names, and dates, which we can commit wholly to memory. But we must insist that even this driest possible affair be, nevertheless, the sole guide of both examiner and teacher.

EDUCATION OF THE INDIANS.

To the Editor of the Canada School Journal.

SIR,—I have already, in the columns of your Journal, called attention to the efforts which are being made to place education within the reach of the Indian tribes in some of the outlying districts of this Province.* It is gratifying to know that these efforts are being systematically followed by the Indian Board of the Department of the Interior, and directed to those parts of the Dominion where Indian tribes or bands exist.

In a report which I prepared on the "Educational Features of the Centennial Exhibition" in 1876, I pointed out what was being done for the education of the Indians of the United States by the Department of the Interior there, and under the direction chiefly of various religious bodies.†

It may be interesting to note that the Indian population and schools of the Dominion at present, according to the report of the Minister of the Interior, are:—

		Schools.	Pupils.	Boys.	Girls.
Ontario	15,941	52	1695		
Quebec	12,054	10	327		
Nova Scotia	2,126	3	78		
New Brunswick	1,433	0			
Prince Edward Island	266	1	25		
Manitoba and N.W. Territories	30,277	10	376		
Arthabaska District	2,498	0	214		
British Columbia	85,152	11	615		
Rupert's Land	3,770	0			
Total	109,367	94	3230	1853	1377

Of these 94 schools, nine are supported either wholly by the Methodist Church in Canada, or partly by that Church and from

the Indian Fund; three by the Church of England, either wholly or in part; three by the New England Company (also Church of England), either wholly or in part; twenty-eight from Indian funds and other sources, and the remaining fifty-one wholly from Indian funds. Seven of these schools are either wholly or partially industrial in their character. Most of the schools, however, report nothing more taught than the "Catechism," "singing, Scripture and Catechism," "Scripture and needlework," "dictation, needlework and drawing," "Scripture talks and recitations," "Catechism and English," "Catechism and French," etc. In the various branches of secular learning there are (of the 3,230 pupils on the rolls) 3,137 reported in reading and spelling; 2,974 in writing; 1872 in arithmetic; 673 in grammar; 625 in geography and 161 in drawing."

From the report of the Minister of the Interior for 1879, the following interesting extracts are given. Speaking of the general condition of the Indian in our Dominion the Minister says:—

"The condition of the aboriginal inhabitants of the Dominion is on the whole not only satisfactory, but gradually and surely improving. In the other provinces they have in many cases attained to an intellectual standard not second to that of their white neighbors, engaging with much success in agriculture, mechanics, commerce and the learned professions, and taking a creditable part in social and religious life, and in the political government of the country.

Speaking of the condition of the schools in the various provinces the Deputy Superintendent-General (L. Vankoughnet, Esq.) says:

Ontario.—"An increased interest is apparently taken by the Six Nations in education. The school buildings are better constructed, and more competent teachers are employed. . . . On some of the reserves in the Central Superintendency (Hastings) there are as many as three or four teachers in operation in each, and in Tyendenaga a fourth school-house has been built. In the Northern Superintendency new schools were established. On the Missionary Reserve, on Blind River, north shore of Lake Huron, from the reserves at Henby Inlet and Sawanaga, in the Parry Sound district. At the Pic, on Lake Superior, a commodious school-house has also been erected by the Indians, and they have applied for a teacher. Near Sault Ste. Marie, a new industrial institution for Indian girls was brought into operation by the Rev. Mr. Wilson, the well-known and successful Principal of the Shingwauk Home—an industrial institution for boys at that place; and three boys, having acquired the trades respectively of tinsmithing, bootmaking and carpentering, left the latter institution and obtained employment at their trades elsewhere; while a fourth boy from the same institution was sent to fill the position of school teacher on Garden River reserve. At Wikwemikong, Manitoulin Island, increased facilities have been afforded to Indians desirous of placing their children at the Industrial Schools there to be educated, through the extension of the buildings during the past year. The well-known and long established Mohawk Institute, near Brantford, has also been greatly improved by a large addition to the main building, and the number of resident pupils now at that institution is ninety. At Christian Island, Georgian Bay, a good school-house has been erected during the year."

Quebec.—Mr. Vankoughnet says:—"Schools are established upon each of the reserves in this Province, and returns are regularly received therefrom; but it is to be regretted that they do not, with one or two exceptions, indicate much progress in the education of the pupils."

Nova Scotia.—The report states that "the few schools that have been established in Cape Breton are reported to be making favorable progress."