

break out into the worst features of barbarism. Where, however, the poor Indian has been brought face to face with polemics and settlements are divided, or think they are divided, on metaphysical niceties, the school should be, as at the White Earth Agency, Minnesota, undenominational.

(7.) Some distinction should be made between the treatment of parents who send their children regularly to the day-school, and of those who are either careless whether their children go to school or not, or who are wholly opposed to their children attending school, as some are. To the first, an additional ration of tea and sugar might be given.

(8.) Where practicable, some inducement of a special nature should be held out to the child.

(9.) As Bands become more amenable to the restraints of civilization education should be made compulsory.

(10.) The character of the teacher, morally and intellectually, is a matter of vital importance. If he is morally weak, whatever his intellectual qualifications may be, he is worse than no teacher at all. If he is poorly instructed or feeble in brain, he only enacts every day an elaborate farce. It must be obvious that to teach semi-civilized children is a more difficult task than to teach children with inherited aptitudes, whose training is, moreover, carried on at home. A teacher should have force of character, and when he presides over an industrial school should have a knowledge of farming. Such a man must be adequately paid. The advantage of calling in the aid of religion is, that there is a chance of getting an enthusiastic person, with, therefore, a motive power beyond anything pecuniary remuneration could supply. The work requires not only the energy but the patience of an enthusiast. The teacher's appointment to an industrial boarding school should be made by the Government, after consultation with the religious body immediately interested, and the whole machinery should be carefully guarded against the suspicion of having any character of religious endowment, or any likelihood of issuing therein.

(11.) In order to secure that the education given would be efficient, there ought to be competent inspection. Failing this, when industrial boarding schools come to be widely established, large sums will be thrown into the sea. The education given in Indian schools is, as a rule, of a very poor sort, mechanical to the last degree.

(12.) Where boys or girls, whether Indians or half-breed, show special aptitudes or exceptional general quickness, special advantages should be offered them, and they should be trained to become teachers and clerks in connection with the Department, as well as fitted to launch out on commercial and professional careers.

(13.) The salary of a teacher must be such as will induce good men to offer themselves. The teacher should be paid according to his qualifications. In the future, when the manual labour boarding school is an established insti-