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Indian Education.

The Work of a Little-Known Branch of the Civil Service and its Encouraging Results.

With the exception of those directly interested, it may be said that the public generally have little conception of the efforts put forth by the Department of Indian Affairs to provide educational facilities for the children of the Indians of Canada and of the great development that has taken place. The raising of the Indian from his primitive state to that in which we now find him has been largely the result of the co-operative work of the missionary and the teacher. In the early days of our history, the missionary, who was the pioneer in Indian work, was the teacher. The first organized effort to establish schools was made by the missionaries among the Indians on the Grand River, where an industrial training school was established in 1830. A number of day schools were also conducted, and in a report dated 1837, we are told that many of the Wyandot Indians in Upper Canada were able to read, as 1826 a school was opened at Caughnawaga, where today there are seven schools, all conducted in buildings, erected within the last five years, on the most modern plans.

The first funds available for Indian education arose from the commutation by certain bands of Indians of their annual distribution of ammunition. This contribution began in 1848 and ended in 1862. The first grant by Parliament, was made in 1875-6, when several day schools were opened in Ontario, Quebec and

the Maritime Provinces. In 1879-80, the first appropriation for education in Manitoba and the Northwest Territories was made. The first school established by the Department in the West, was at Battleford in 1883. At that time there were 134 day schools in operation throughout Canada and four industrial schools in Ontario.

In 1882 a policy of expansion was pursued, as shown by the expenditure for Indian education. In 1878-79, the expenditure was \$16,000; in 1888-89, \$172,980; and in the year 1910-11, \$539,145.53.

The returns show that during the year last mentioned there were in operation 251 day, 54 boarding and 19 industrial schools, with a total enrolment of 11,190 pupils and an average attendance of 6,763. These schools are situated throughout the country, from Prince Edward Island to the far away Yukon and Mackenzie River District.

During the past three years a vigorous policy of improvement in conditions of both day and residential schools has been pursued. On several reserves an improved system of day schools has been established in which the children are educated by competent teachers. Instruction is given the girls, and in some instances also the women in their homes, in domestic science, sanitation, etc. A mid-day meal, prepared by the girls, under supervision of the teachers, is given. Gardens are also conducted at some of these