

aries stand in the way of men who could be got to do their duty.

SCHOOLS.

Next I would ask your attention to the educational facilities, if I may so call them, afforded the Indians. As already shown, the Government is pledged to provide schools. The system followed, until very lately, has been to induce the Indians to erect the log walls of the school houses, and then for the Government to provide \$100 to complete the building. The \$100 is not sufficient to finish the building, and so the building lies unfinished. This is a sample case. Between the scylla of Indian negligence and the charybdis of the Government system the school is lost. No wonder the agent in 1883 has to report as follows: "Mawintopeness, handing me a copy of the treaty, said that if I could show him where they were required to build school-houses, that he would give that new house (pointing to a building on the bank of the river) for that purpose, but that if there is nothing about their building school-houses in the Treaty, he will never do so, so long as the sun courses in the heavens." Any lawyer would, in reading the treaty, agree with the chief that the Government is bound to erect the school-house and carry on a school. The Government, considering the trifling cost of a log school-house, should have erected one on each chief reserve. I am told that now the Government admits the necessity of immediate attention to the matter. Public opinion should urge the erection of a school-house on every reserve where say ten children may be gathered with any degree of regularity, and then should insist on the maintenance of a school.

NUMBER OF SCHOOLS

So far as I can find there were only 17 schools among the 10,000 Indians of the treaties spoken of in 1883, and only 36 in operation among the 34,500 Indians in the seven treaties. If I am rightly informed there are now 41 school houses built in Treaties 1, 2, 3, 5 and 24 of these at present occupied. Is that a faithful carrying out of the treaties, some of them made 10 and 12 years ago? Surely not. We have in Winnipeg Government buildings and Government House, and the second post office going up, magnificent brick structures costing hundreds of thousands of dollars, of which part of the ornamental stone work would have furnished log

school houses for the poor neglected Indians.

TEACHERS.

Probably the saddest part of this whole matter is the utterly miserable character of many of even the few teachers supplied the Indians. The teachers are supplied in two ways. Where missions exist the teacher may be employed by the mission authorities, and then the Government pays \$12 per annum for each individual pupil of the yearly average. If the school is a Government school the Government pays \$300 per annum to the teacher, and if the school reaches 42 yearly average, he may receive as high as \$504, but no more. It will be noted that scarcely any Indian school teacher reaches above 25 of an average, so that \$300 is practically the salary. Now I give my deliberate opinion that reasonably good teachers cannot be got for such salaries. Indian schools have a very low average. Look at Ontario, where the Indians have been under constant training for from 50 to 100 years, where roads are good, where the Indians are settled down and are better clothed and fed, and in the 65 Indian schools of Ontario the yearly average is only 16 while of the 65, 18 schools do not average above 9. Now take 16, which is I am sure a larger average than the bona fide average in Northwest Indian schools and what have you, the teacher of the mission school receives the annual pittance of \$192, and the Government teacher is a long way from reaching any higher sum than his \$300.

THE CONSEQUENCE.

Chiefly in consequence of the poor remuneration, many of the Indian teachers are utterly unworthy. Among those who have been teachers within the last three years I can point you to one who has not the most remote idea of what a noun is in grammar; to another who is frequently intoxicated; to another who led an utterly impure life; to another whose attainments are contemptible; to another whose knowledge of arithmetic showed itself only in making up fraudulent averages; to a number of others thoroughly unfit for any position requiring ordinary intelligence, and this among only 20 or 30 teachers all told. I am told there has been some kind of certificate required. What the certificate can have covered judging by the individuals certificated one is completely at a loss to imagine. Upwards of 40 per cent. of the sch