

teaching talent for this most important work." This dictum of a Massachusetts School Superintendent, contains a truth whose importance is not often sufficiently recognized. The too prevalent idea is, on the one hand, that any one can teach the rudiments of education, and on the other that this work may be done more or less perfunctorily by the skilled teacher in order that his time and strength may be given to higher work. The highest scholastic and professional attainments may be put to excellent use in teaching even the alphabet or the multiplication table. Trustees and parents should remember that the beginning is half of the whole. Let right habits of study and thought be formed, and a love of study implanted at the outset, and the progress of the pupil is assured. And let the teacher never forget that the younger and duller the pupil the greater the need of skillful teaching and the better the test of it.

### EDUCATE THE INDIAN.

With the collapse of our Half-breed rebellion it is to be hoped that the dreaded Indian war may be in a great measure averted. In any case, we in Canada find ourselves face to face with an unsolved Indian problem. Our much belauded Indian policy has broken down in practice. The attitude of the Canadian red man towards the Canadian pale face does not promise to be one of everlasting gratitude and submission. Evidently one of two things must be done. We must civilize the Indian or exterminate him. Civilizing is a big task. It is a multiple of many factors. It includes first of all feeding him while the process is going on. Civilization finds starvation a bad ally. It implies also much careful training and much patient continuance in well doing, until distrust is replaced with confidence and ingrained, hereditary, laziness yields to a spirit of industry.

But however expensive and arduous the task of civilizing, that of exterminating would prove more arduous and expensive. By the time the present little rebellion is finally disposed of, the Canadian taxpayer will need no proof of that. We need not stay to ask which course is more worthy of a Christian people.

If the Indian is to be civilized he must be individualized. He must be educated as a citizen, initiated into the mysteries of civilized handicraft.

After a long and deplorable trial of the killing plan our neighbours to the South seem at last resolved to give the other method a trial. We noted a week or two since the grand vindication of the rights of Indians on the reserves against the avaricious inroads of white invaders. We may now refer to another incident of a very different kind.

One day, week before last, a large and distinguished audience assembled at the Carlisle Industrial School for Indians, to witness its sixth annual examination. The results were surprising and encouraging. We have not space to detail them. Suffice it to say that on every hand were evidences of success. The aptitude of the Indian children for many forms of industry, even skilled industry, was very encouraging. Five hundred Indian children were at work in various industries. Needlework, shoe-making, tailoring, harness-making, tin-smithing, carpenter-

ing, baking, type-setting and printing, &c., were all going on, and evidences of skill and at least imitative talent were gratifying and abundant.

The closing exercises were conducted in the presence of an audience of 2000 people. A neat and cordial welcome was extended by a young Oneida woman. Addresses indicating individual and independent thinking were delivered by several young Indians. A young Pawnee in discoursing on "The Future of the Indian," uttered these pregnant words: "Break up our tribal relations, give us land in severalty, give us citizenship, and in twenty years there will be no Indians, but men like yourselves, free from ignorance and pauperism, and having the same rights of citizenship as the President of the United States."

At the conclusion of the exercises General Armstrong said: "I cannot express my satisfaction at the growth I see here. I have before me what some would call the hopeful and hopeless races, but I recognize no such difference. Though you are the heirs of the ages, these Indians will not fall one whit behind you. Though down-trodden, they have great rallying power, and should have the privilege you enjoy, of electing their own future."

We commend the occasion and these utterances to the consideration of Canadians; of Canadian teachers who have so much to do with moulding the opinions of the coming generation of Canadians. Shall we educate the hands, the brains, the hearts and the consciences of our Indians, on some scale worthy of us and our civilization? Or shall we have them to be half starved on reserves, to be treated as herds, not as individuals, to be cheated by Government Agents, and occasionally to vary the programme with a carnival of murder and scalping? The question demands a speedy and practical answer. The people of Canada may now do themselves immortal honour by making provision on a generous and worthy scale for training the young Indians of the Northwest to habits of industry and economy. Perhaps it is useless to hope to do very much by way of changing the inveterate habits of adults, but surely it is possible by means of proper training at industrial schools to fit many of the next generation to become thrifty and law-abiding citizens.

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### Special Articles,

#### COLLEGE CONFEDERATION.

EXTRACTS FROM A RECENT PAMPHLET BY THE REV. A. SUTHERLAND, D. D.

This idea of a single University has a peculiar fascination for a certain class of minds. They regard it as a universal solvent of educational problems, a panacea for all mental ills; the philosopher's stone that will transmute the baser metal of the Denominational Colleges into gold; a royal mint from which the intellectual coin of the realm will come forth of equal weight and uniform contour, stamped with the image and superscription of the State. They think the *prestige* of such an institution, standing solitary and alone, must be immense; the value of its degrees beyond computation. With an educational system built upon the foundation of