

their parents, as they cannot be provided for in the day schools. Day school children, at the best, are, therefore, learning for three months, and forgetting for nine. Is not this a psychological absurdity? To pay a staff for the whole year, when they are really efficient for a very small part of it, looks like an economic fallacy.

The average attendance of pupils in any kind of boarding school is always more than double that of the day schools, and this solely because the children are provided for. To this add the fact that the average number of pupils in the day school is only 13, as compared with the boarding school, 36, and the industrial, 48, and we see that the day school, with less than a third of the pupils, and less than one-half of the average attendance, is not one-sixth as efficient as the others; this along the line of numbers and attendance only.

When we think of the larger range of subjects in the boarding schools, and still more of the home influences along the lines of cleanliness, neatness, order, industry, truthfulness, and honesty, as well as the flood of new thought that becomes possible through a mastery of the English language, and through contact with intelligent and refined English people, there should be no stopping until the boarding-school has taken the place of the day school, except in very small villages.

An industrial pupil costs four times as much as a day pupil, and a boarding school pupil two and a half times as much. Were there a uniform system of boarding schools, and compulsory attendance as among white children, the cost would be reduced to not more than double. A few industrials only would be required, as a kind of university head to the system.

The Indian Department should take over the entire educational system and