

STATEMENT of Expenditure on account of "Construction," through the Department of Public Works, of Schools mentioned up to 30th June, 1896.

70

Schools.	Up to 30th June, 1895.	For Fiscal Year ended 30th June.										Total up to 30th June, 1896.	
		1895.	1896.	1897.	1898.	1899.	1900.	1901.	1902.	1903.	1904.		1905.
Manitoba—	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Brandon.....						294 94	336 53	16,095 19	16,642 75	224 00			27,683 29
St. Boniface.....					8 25								8 25
St. Paul's.....			9,222 10	15,586 79	603 00								25,565 05
North-west Territories—													
Bathford.....	3,382 00												3,382 00
High River.....	21,635 94												21,635 94
Qu'Appelle.....	21,687 47	11,512 97	11,562 49										44,762 93
Red Deer.....						3,134 67	11,369 19	2,625 75	792 00				17,355 61
Regina.....			4,872 54	20,316 84	19,329 63								44,519 03
British Columbia—													
Kamloops.....			65 00	9,217 75									9,282 75
Kuper Island.....			2,655 50	5,653 56									8,309 06
Totals.....	46,680 41	11,512 97	26,779 38	66,874 85	11,623 96	3,419 56	11,645 72	18,186 19	11,624 75	224 00			207,675 06

INDIAN SCHOOLS IN THE DOMINION.

APPENDIX A

REPORT

OF

DR RYERSON

OR

INDUSTRIAL SCHOOLS

Indian Affairs. (RG 10, Volume 2952, File 202,239)

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EDUCATION OFFICE, TORONTO, 26th May, 1847.

SIR,—I have the honour to acknowledge the receipt of your letter of the 18th March, requesting such suggestions as I might be able to offer as to the best method of establishing and conducting Industrial Schools for the benefit of the aboriginal Indian Tribes, and after a longer delay than I had at first anticipated, I find myself at length able to command the time from necessary official duties to comply with your request. I shall have great pleasure in stating to you, in as few words as possible, what occurs to me on this most important subject.

The first thing to be considered, is the precise objects and designation of such establishments, secondly, the extent and manner of Government control respecting them; and then the general regulations under which they should be conducted.

I. In regard to the designation and objects of such establishments, I would suggest that they be called Industrial Schools; they are more than schools of manual labour: they are schools of learning and religion; and industry is the great element of efficiency in each of these. I should, therefore, prefer the designation of industrial school to that of manual labour school.

As to the objects of these establishments, I understand them not to contemplate anything more in respect to intellectual training than to give a plain English education adapted to the working farmer and mechanic. In this their object is identical with that of every good common school; but in addition to this pupils of the industrial schools are to be taught agriculture, kitchen gardening, and mechanics, so far as mechanics is connected with making and repairing the most useful agricultural implements. It is, therefore, necessary that the pupils should reside together. Hence the necessity of providing for their domestic education, and for every part of their religious instruction. This last, I conceive to be absolutely essential, not merely upon general Christian principles, but also upon the ground of what I may term Indian economics, as it is a fact established by numerous experiments, that the North American Indian cannot be civilized or preserved in a state of civilization (including habits of industry and sobriety) except in connection with, if not by the influence of, not only religious instruction and sentiment but of religious feelings. Even in ordinary civilized life, the mass of the labouring classes are controlled by their feelings as almost the only rule of action, in proportion to the absence or partial character of their intellectual development. The theory of a certain kind of educational philosophy is falsified in respect to the Indian; with him nothing can be done to improve and elevate his character and condition without the aid of religious feeling. This influence must be superadded to all others to make the Indian a sober and industrious man. Even a knowledge of the doctrines and moral precepts of orthodox Christianity, with all the appliances of prudential example and instruction, is inadequate to produce in the heart and life of the Indian, the spirit and habits of an industrial civilization, without the additional energy and impulsive activity of religious feeling. The animating and controlling spirit of each industrial school establishment should, therefore, in my opinion, be a religious one. The religious culture in daily exercises and instruction should be a prominent object of attention; and besides their vocal music, generally, sacred vocal music should form an important branch of their education.

Then in respect to secular learning, I conceive there is, and ought to be, a wide difference between the objects of these schools, and what are usually termed manual labour schools. In the latter, learning is the end proposed; manual labour is the means to that end, and subordinate to it. The chief prominence is, therefore, given to learning, and labour is pursued only two or three hours a day, and more as a recreation than as an employment, as a means of aiding the pupil to support himself, by reducing the ordinary charges of the school or of providing additional resources for its support. In the con-



and in the afternoon, they should have lessons in sacred music, the catechism, &c. The hours of rising might be made an hour later in winter than in summer.

6. The course of instruction should include reading and the principles of the English language, arithmetic, elementary geometry, or knowledge of forms, geography and the elements of general history, natural history and agricultural chemistry, writing, drawing and vocal music, book-keeping (especially in reference to farmers' accounts), religion and morals. The instruction during the summer should, I think, be connected with the agricultural employments of the pupils, including exercises in reading and vocal music, natural history of the plants, vegetables, trees, birds and animals of the country in the first place, together with its geography and history, book-keeping and farmers' accounts. The pupils should be taught natural history by means of drawing as well as by oral instruction, and lessons from books in regard to the character and habits of birds and animals, and the growth, qualities and culture of plants, vegetables, &c. Each pupil should be taught and required to keep a cash, a real, and, after a time a personal account, the first including the little money that he may receive and spend, the second, the clothes as well as money and any other articles that he may receive, his boarding and lodging, school teaching, school books, &c. at a fixed price; then crediting himself with his work at a certain valuation, entering it daily or weekly into his waste book or journal. He should be required to post and balance his accounts monthly. After a time he might be taught to adopt the form of personal accounts with the superintendent, schoolmaster, farmer, &c. I think it would be beneficial to allow each pupil, say a penny or so per day, for work, allowing twelve hours' labour for a day's work; and paying him the sum thus earned at his leaving the school to set up for himself. This gratuity might be increased during the last year or two of his remaining in the school. His receiving it should be made dependent upon two conditions, his good conduct and correctness in keeping and posting his accounts from time to time according to the system laid down. In this way the head master of Howey's Agricultural School requires each of his agricultural pupils to keep accounts: he devotes half an hour each day during the summer, immediately after dinner, to teaching his pupils how to enter into their waste books or journals the items above referred to, and how, from time to time, to post and balance their accounts; and he informed me that he considered all his labour fruitless if he did not teach these young farmers to keep correct, detailed accounts.

7. In connection with the above methods of teaching book-keeping and farmers' accounts, I think the superintendent of each industrial school should be required to keep a journal, a cash, a real and a personal account, together with the proper ledgers. The journal should include the transactions of every day. The cash account, the money that he receives and pays out. In the real account, there should be an account opened for clearing land, for each field, each kind of grain, each kind of stock, for farming implements, for the boarding hall, the school, fuel, &c. There should be also an account for capital or stock, and an inventory of it made once or twice a year, and the superintendent should be held personally responsible for every article not accounted for by being worn out, broken, &c. Thus the expense, the profit and loss, not only of the whole establishment could be ascertained from time to time, but also the expense of every department of it, of every kind of grain, stock, &c. The keeping and posting of these several accounts might after a time be assigned to the more advanced pupils, and should in due course be taught to them all, so that they might thus advance from keeping accounts involving a few pence or a few shillings and few articles, to keeping accounts embracing every branch of agriculture and to the amount of hundreds of pounds. The Government Inspector would, of course examine these accounts and the proper vouchers with the greatest care, and the Government might require an abstract of them from time to time.

This system of accounts, it appears to me, will be one of the most effectual means of securing correctness and economy in the management of these industrial schools, of checking extravagance, preventing injudicious expenditures, and of suggesting from time to time the means and subjects of retrenchment and improvement, while it will train up the pupils to habits of order and business, that will render them objects of desire by

proprietors, as overseers of farms, should they not settle on farms of their own, as many of the pupils of the Irish National Agricultural School, near Dublin, are to proprietors in different parts of Ireland. It would be a gratifying result to see graduates of our Indian industrial schools become overseers of some of the largest farms in Canada, nor will it be less gratifying to see them industrious and prosperous farmers on their own account.

8. Of course no age can be prescribed at present for the admission of pupils into the industrial schools. In general, I think they should remain there from four to eight years, according to the age of entering and according to attainments and capacity to manage for themselves.

I think with judicious management, these establishments will be able in the course of a few years very nearly to support themselves, besides enabling the industrious and prudent pupils to accumulate considerable sums for their assistance in commencing business for themselves. But, of course, considerable outlays will be necessary in establishing these schools.

I make no remark on plans of buildings, systems of agriculture, nor on numerous details as to modes of transacting business and teaching. I fear, indeed, I have entered too much into details already. But I submit these observations, suggestions and hints, such as they are, to the indulgent consideration of His Excellency and the Indian Department.

If I have omitted to notice any points which you think of importance, I will readily supply such omissions, and will be ready at any time to do what I can to promote the objects of these contemplated industrial schools.

I have the honour to be, sir, your obedient servant,

E. RYERSON.

GEORGE VARDOL, Esquire,  
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Indian Affairs,  
Montreal.