

The Vital Question.

We repeat,—One of the most vital questions in the Indian School service is the transfer of pupils from the Reservation to the Non-Reservation schools.

As to how this is to be accomplished, it is easier, much easier to say than to do.

We had a scholastic test, which was established some eight or ten years ago, but that grading served to debar more pupils from broader opportunities, than it benefited. We mean that it was used, when other means failed, as a bar to their transfer.

"Why he, or she, has not completed the course in our school?"

The writer speaks from twenty years experience, both in visiting agencies soliciting pupils for Non-Reservation schools, and as an Agency School Superintendent for five years. As Superintendent I desired the transfer of my pupils, but was informed by my agent as above,—and that too at times when my school was crowded to overflowing. What has been my experience has been the experience of others.

We could be personal and give names and dates of many, MANY instances in the past where employes who were paid by the government to uplift the Indian, did all they could to prevent children being transferred to Non-Reservation schools, children who as a result of this opposition have lapsed and lost what little they had gained.

We do not mean to even insinuate that our reservation friends are as a class untrue to their trust (because I have been a reservation school employe myself,) but we do say that at some agencies there are some people who retard the educational advancement of the Indian, and these few do more to pull down and back than many can do to upbuild.

The literary part of our education should be secondary, and when a young Indian reaches the age of 15 or 16 he should be transferred, whether he is in the first or the ninth grade. In the case of girls the ages might be 14 or 15, or even younger, especially at those agencies where they are married by their parents during the summer vacations, as young as 12 or 13 years.

Our reservation schools, many of them

can and do take the pupil as high in a literary way as our Non-Reservation Schools; but they are not supplied with INDUSTRIAL facilities and are not in touch with that broader civilization, which our pupils receive in our Non-Reservation schools, located, as they are, in the heart of Civilization,

W. P. C.

The Child Life.

As the most important thing in plant life is the seed for in it lies the hope of the future, so the most important thing in all nature is the child: and when we realize this, we shall be more able to do our duty by him.

Under the prevalent grade system each teacher must cut her forty or fifty distinctly individual pupils, out, to fit one pattern; never thinking how almost impossible it is for a cube to fit comfortably into a cylinder or allowing any chance for individuality to express itself.

The movers in this world, the men who have accomplished things, have been the men with one idea: but how is the poor rising generation to have one distinct idea, when every little boy and girl is supposed to know a little of everything?

Child nature varies, and there is no more engrossing study, for there is none fuller of promise: when each little peculiarity under certain conditions produces astonishing results if one is but patient and gives it room to grow.

When the teacher is given fewer children, fewer cast iron rules and measures to cut out by, and the school room is an enlarged home with plenty of love to make the little human flowers expand, then will come the millenium, and not only in the school but in the outside world when these little men and women shall take their places as our lawmakers and homemakers.

M. S.

WORK.—Find something to do boys! Keep yourself employed and you will be happy. An idle fellow usually soon becomes a lazy fellow, but a busy man or boy has too much to do to allow himself to spend a lazy minute.