

at a time in their villages. In the summer season they almost all go to the salmon fisheries on the Fraser River, taking their children with them. When the fishing there is over they are in the habit of migrating to Puget Sound, to earn a little money by picking hops. Then they come home for a short time, to dig up their potatoes and other root crops; and when that is accomplished many of them move about, from place to place, fishing for their winter's supply of food, or to make dog-fish oil, or seek employment at saw mills, on the railroad, or among the white settlers. Their children are with them wherever they go.

Again, it is a fact pretty well known that few Indian parents take much interest in the education of their children, or care to send them regularly every day to a day school (if there be one near them), during the short period in which they remain each year in their villages. The natural result is that hardly an Indian boy or girl learns to write even their own name, or to read more than words of one syllable.

I would also remark that with the exception of a very few places—such as Cowichan—there is no large body of Indians resident even for a short portion of the year in any one settlement. Their villages are the “headquarters” to which they return periodically for a brief sojourn.

If an industrial school were started on a small scale, say, with about twenty or thirty pupils of both sexes, the number of officials required for their care and instruction would, in my opinion, be three. For a smaller number of pupils perhaps two persons only would be necessary. There should be a matron, able to give ordinary school instruction, teach plain needlework, the cutting out and making of clothes, and also look after the internal management of the household. 2nd. There should be an intelligent man to work a small piece of land and train the boys in gardening, farming, &c. 3rd. A stout, active servant girl might be needed, at least for a short time, until some of the Indian girls be taught to do her work. The services of a matron could probably be secured for \$600 a year and board, a good man for the same, and servant girl for about \$20 or \$25 a month. I do not know what would be the cost of clothing and food.

The pupils would need two suits of clothes each, besides changes of undergarments. After a year or two the girls would probably be able to make all the clothes, and the boys to raise potatoes and vegetables, which would go largely to their support. But for a year or two both clothing and food would have to be purchased.

Kuper Island is central for the district extending from Sooke to Comox. It is remote from any white settlement or any large Indian village. Therefore the pupils in a school located there would not be much exposed to the vices of white men or the examples of gambling and other bad habits of Indians.

If the New England Company would take a part in the support of such a school, their sloops would be useful in conveying supplies from Chemains, Nanaimo, Victoria, &c.

I have written to the company on the subject; also to Robert Ashton, Esq., Superintendent of the Mohawk Institution, near Brantford, Ont.

Should I receive any information from them, I shall be happy to communicate it to you.

I am, dear Sir, yours very sincerely,

ROBERT JAMES ROBERTS.

Lieut.-Col. POWELL, Superintendent of Indians in British Columbia,
Victoria, B.C.

NEW WESTMINSTER, 30th January, 1885.

MY DEAR SIR,—I have the honor of acknowledging the receipt of your letters of 22nd November and 15th December. The proposals of the Government are very welcome, though coming so late. I have been occupied some years in an endeavor to interest the Department in the question of education of Indians; and at length, in despair of success, I established last year, on my own responsibility, two institutions,