

SUPPLEMENTARY REPORT

ON THE

PUBLIC SCHOOLS OF BRITISH COLUMBIA,

BY THE

SUPERINTENDENT OF EDUCATION,

FOR THE YEAR

1872.

SUPPLEMENTARY REPORT.

To His Excellency the Honorable JOSEPH W. TRUTCH, Lieutenant-Governor of the Province of British Columbia.

MAY IT PLEASE YOUR EXCELLENCY:—

I now have the honor to forward, for the information of Your Excellency, my Supplementary Report on the condition of the Public Schools, and the state of Education, generally, in the Province of British Columbia.

In the first place, I propose to complete my District Report; then give a summary of the very meagre and incomplete Statistical Tables that have come to hand; and, afterwards, offer a few remarks on the general features of the educational work in the Province, with a view to further development and greater efficiency.

WILLIAMS CREEK SCHOOL DISTRICT.—Formed June 28th, 1871. Boundaries:—"All that piece of land included within a circle, having a radius of three miles from the Court House, at Richfield." Visited the District on the 9th September; School had been discontinued since the close of the late teacher's term of office, in June last; since which the school-going population has very materially decreased—there being only ten children of school age in and around Barkerville. With so few children, it became a question as to whether the school should be re-opened; but finding there a comfortable and well-furnished little school house, in good order, and much anxiety expressed on the part of parents, that their children should not lose all the advantages accruing from the faithful year's work rendered by Mr. Mundell, it was thought advisable to do so; and, on the recommendation of the School Trustees, Mrs. J. Hall was temporarily appointed teacher, subject to the approval of the Board of Education, at a salary of \$50 per month. The school was accordingly re-opened on the 15th September.

CLINTON SCHOOL DISTRICT.—Formed June 25th, 1869. Boundaries not defined. Visited school on the 18th September; Miss McWha, teacher; salary, temporarily, \$40 per month. School opened on 4th September. Found 12 children in attendance, all beginners; classes just commenced in geography, grammar, and arithmetic. The teacher is evidently industrious, and painstaking; and, under favorable circumstances, would conduct the school in an orderly manner. Present school room is an upstairs apartment, kindly given by Mr. Wadhams for the purpose; no accommodation for writing, nor are there any of the necessary requisites for a school room. The acting Trustee Board have, however, decided on erecting a school house at once, so that, probably, by the time winter sets in, the teacher and pupils will be comfortably provided for.

LILLOOET SCHOOL DISTRICT.—Boundaries:—"All that piece of land included within a circle, having a radius of three miles from the Court House." Visited on 20th September. Although declared a School District, October 22nd, 1870, no school has as yet been opened. There are 16 children of school age, within a few rods of the Court House, and as many more in the surrounding District, several of whom would be sent to a school, were one established.

LYTTON SCHOOL DISTRICT.—Formed November 20th, 1869. Boundaries:—"A radius of two miles from the Court House." Visited on 23rd September. The school formerly held was discontinued more than a year ago. As there are about 17 children that can conveniently attend, it was considered advisable to re-open the school, and Mrs. J. B. Good received the appointment of teacher, temporarily; salary, \$50 per month.

YALE SCHOOL DISTRICT.—Formed June 25th, 1869. Boundaries not defined. Mr. John Pleace, teacher; certificated by Board of Education; salary, \$60 per month. Visited school 4th October; found 16 children in attendance—11 boys and 5 girls—most of them but little advanced in their studies; reading, in lower classes, not very good; writing, middling; in arithmetic, found two pupils as far as fractions, and one in simple interest; geography and spelling, backward; grammar, somewhat better; dictation, not creditable. School house and premises in good repair, and well furnished with maps and charts; blackboards required, and porch outside of front door.

HOPE SCHOOL DISTRICT.—Established February 24th, 1871, and includes—"All that piece of land, comprised within a circle, having a radius of three miles from the Court House." Visited the school, taught by Mrs. Lethbridge, October 5th; nine children in attendance—6 boys and 3 girls. Reading and spelling, tolerably good; arithmetic, geography, and grammar, just commenced. School very well regulated. Children neat and orderly—mostly half-castes. For some time past, the school has been held at the residence of Mrs. Dewdney; the Trustees, however, are about fitting up a room elsewhere.

CHILLIWACK SCHOOL DISTRICT.—Visited on 7th October; teacher, Mr. J. McDonald, duly qualified, and recently appointed; salary, \$50 per month. Found but six pupils in attendance—four boys and two girls—all in first reader. School house new, and comfortable, but without maps or blackboards; it is about to be removed to a more convenient site, near Chilliwack River, after which the attendance will, probably, be doubled.

SUMASS SCHOOL DISTRICT.—Formed October 13th, 1871. Boundaries:—"On the north, the Fraser River and Atchelitz Reserve; on the west, the north-eastern boundary line of the Sumass Lake and the Sumass River, to its confluence with the Fraser; on the south and east, the base of the Sumass Mountain Range." School taught by Mr. A. Peers; visited on 7th October; found eleven children in attendance—seven boys and four girls. Third readers acquitted themselves very creditably in reading and spelling; in geography, grammar, and arithmetic, considering that all the children commenced almost with the alphabet less than a year ago, they have made rapid improvement. A new school house is in course of erection, which, when finished, will be large, commodious, and comfortable.

At the close of the year, ending July 31st, there were 14 schools in operation; the aggregate attendance, when visited, being 201; number on Registers, 286; of those, 117 were boys, and 84 girls.

I will now lay before Your Excellency a short summary of the Statistical Tables; and, in doing so, it is necessary to remark that the figures in most of them, being made up in September, are above what they ought to have been, as the increase in attendance, &c., for August and September, is taken into account.

TABLE A.—PUPILS ATTENDING THE PUBLIC SCHOOLS.

1. School population, including children between the ages of five and sixteen years, 534 returned. Assuming that there are 750 children of school age in Victoria, together with 247 not included in any district, and 305 in districts from which no returns under this heading have come to hand, there are about 1,768 in the entire Province.

2. Pupils, between the ages of five and sixteen, attending the Public Schools on the returns, 399; from districts that have not sent in returns, 115; of other ages, 10; leaving 1,244 not attending the Public Schools. Approximately, there are 350 children who go to the different private and denominational schools. There are, therefore, fully 900 children not attending any school; of these, more than 200 are in the Upper Country, where, at present, there are no schools within their reach. To the list of those not able to get to any school, may be added another 100 from Vancouver Island and the Lower Fraser, leaving 600 children,* or nearly one-third of the entire school population who, although provided with schools, from various causes, derive no benefit therefrom.

3. Number of boys attending the Public Schools as per returns, which are very incomplete, 250; girls, 162.

4. From returns sent in, there are 95 pupils in first or lowest reading class; 71 in second class; 78 in third class; 43 in fourth class; 22 in fifth class; 207 in arithmetic;

* This number has since been reduced nearly one-half by the opening of the Victoria Schools in August.

109 in grammar; 134 in geography; 44 in history; 6 in book-keeping; 4 in mensuration; 16 in algebra; 9 in Euclid; 11 in natural philosophy; 54 in vocal music; 196 in writing; 107 in dictation; and, 10 in other studies.

TABLE B.—PUBLIC SCHOOL TEACHERS AND TRUSTEES.

1. Of the sixteen teachers engaged in the Province, on 31st July, twelve were English; two Canadian; and two American.
2. Eight held certificates from Board of Education, and eight were teaching under temporary arrangements.
3. The highest salary paid was \$100, and the lowest \$40, per month.

TABLE C.—PUBLIC SCHOOL HOUSES.

1. I have to report twelve school houses in the Province as public property, including one in Victoria; of these, nine are wooden or frame buildings, and three log. Nine buildings have been occupied on sufferance, or at a nominal rent, and one (Sumass) at a rental of \$5 per month.
2. Only three schools appear to have had any visitors' books; in one of these (Salt Spring Island) no visits were recorded; in another (New Westminster) six were recorded; and, in the third (Sumass) eight.

TABLE D.—BOOKS, MAPS, APPARATUS, BLACKBOARDS, &C.

1. It will be seen from this table, that nine schools are using the Canadian or Ontario series of Readers; but several of the schools reported, obtained their Readers since 31st July. In other studies, text books are various. The next Annual Report will, however, show a great improvement in this respect, as the authorized text books were only distributed late in the month of August.

2. Only six schools are properly furnished with maps; four partially supplied, mostly with very old ones, and for political geography, worse than useless; while six were without maps of any description. In all the school houses there is a great want of blackboards.

The returns under Table E. have, with one exception, that from Barkerville, been sent in so incomplete, that only an approximation could be made as to the sum of money expended in each district. Out of the "School Fund" of \$40,000, \$8,346 05 had been expended up to July 31st. Of this sum, \$2,258 were grants for school building and repairing purposes, namely:—\$1,303 for Victoria City; \$250 Esquimalt; \$285 Metcho-sin; \$320 North Cowichan; and, \$100 Salt Spring Island. A grant of \$200, made last year to Sumass, in aid of building, and \$55 for repairing Nanaimo school room, were paid out of the present "School Fund." A further sum of \$3,229 27, was expended in payment of teachers' salaries for 1871-2, up to 31st March, so that, in reality, the current expenditure up to July 31st, for four months of the year, was \$4,961 78.

Although this Report is not supposed to be made up to a later date than July 31st, yet, for Your Excellency's information, I may just state that the amounts expended, and granted for School building purposes but not yet paid, for seven months of the school year, to November 1st, are as follows:—

Salaries of Teachers and Superintendent	\$7,823 53
School house building and repairing	9,620 25
School books, maps, stationery, &c.....	1,140 25
Rent, fuel, and sundries	563 43
Travelling expenses of Superintendent.....	498 00
Arrears of Salaries for 1871-2, to March 31st	3,229 27
TOTAL.....	\$22,874 73

A large portion of the item for books, &c., will be reimbursed as they are charged to Teachers at the fixed price. At the close of December, all accounts for books will be settled as far as practicable.

The following statement shows the increase of the amount of Teachers' Salaries from April to October, inclusive:—

April.....	\$ 500 00
May.....	515 00
June	580 50
July.....	645 00
August.....	1,212 50
September.....	1,510 00
October.....	1,695 00

EDUCATION IN THE INTERIOR.

The question as to how the educational wants of the interior of this Province are to be supplied, is one that I approach under a deep sense of the responsibility involved in attempting to deal with it. There are 402 children, of all ages, scattered along the Fraser, from Yale to Quesnel; the waggon road from Lytton to Barkerville; the Thompson, south and north branches, from Cache Creek to Shuswap and Clearwater; from Duck & Pringles, along the Okanagan Lake, down to Osoyoos; along the Nicola Valley and Similkameen. Of these, 287 are of school age, that is from 5 to 16; and 115 under five years. Dividing them into whites and half-castes, there are 105 of the former of school age, and 61 under; of the latter, there are 182 of school age, and 54 under. The families to which these children belong, with the exception of a few in Lytton, Lillooet, and Clinton, are living from two or three to twenty-five or thirty miles apart. They are, therefore, so isolated as to render it almost impracticable to get more than from six to ten together at any one point. It is obvious, that *all* those children cannot reach school in the ordinary way, and to meet the difficulty, a general Boarding School, or system of Boarding Schools, is proposed.

Before estimating the cost, and examining the feasibility of such a scheme, I wish to place before Your Excellency the approximate cost of supplying the interior with the means of Education under the present Act. As the children are too scattered to form regular School Districts, aid can only be granted under Section 6, sub-section 4 of the School Act. This aid, to Districts, could scarcely be less than \$500 per annum, to each, which would sustain a school, with more or less efficiency, for a portion of the year. Were schools established under this clause, at Van Winkle, Quesnel, Soda Creek, Williams Lake, Lake La Hache; two on the Fraser, above Lillooet; one between Lillooet and Lytton, the Bonaparte, Cache Creek, Savona's Ferry, Kamloops, Okanagan; one above Duck & Pringles, Nicola Valley, and Boothroyd's, in addition to those already established in Barkerville, Clinton, Lillooet, and Lytton, twenty in all, the wants of that part of the Province would be pretty well supplied. Were the settlers to provide their own school rooms, till regular School Districts could be formed, this would cost, with \$1,000 for contingencies, \$11,000 per annum. It is not likely, however, that more than six or eight of such schools would be established during the incoming year, unless pressure be brought to bear upon the settlers, in some form or other, to induce them to take the necessary steps for obtaining such aid. Should the School Act remain as it is, therefore, probably not more than \$2,500 or \$3,000* would be required to meet educational expenditure, for the year next ensuing, east of the Cascade Range. This plan, even should it be properly carried out, would necessarily be inefficient, as the two or three families uniting to obtain the aid, could scarcely supplement it sufficiently to procure the services of a competent teacher for the whole year. The building of School houses, under this arrangement, would be a gradual process, as it is not proposed to erect them till School Districts be formed under the Act.

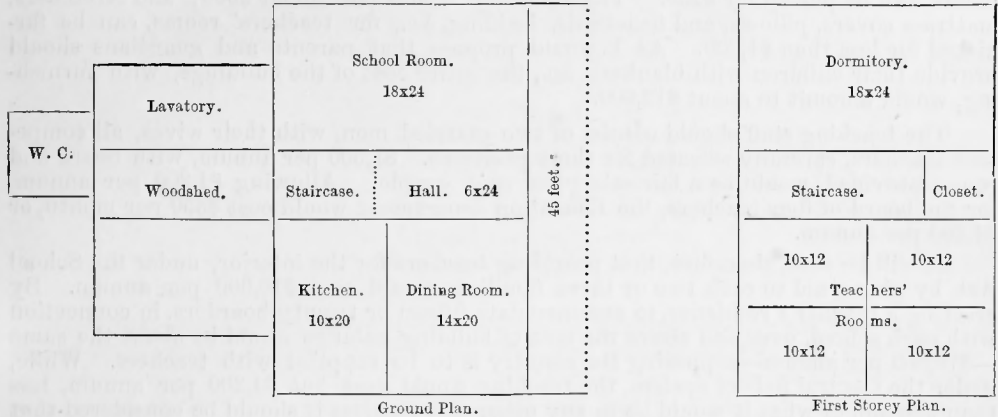
I therefore submit, that the probable cost of Education in the above-mentioned Districts, under the School Act, without a compulsory clause, for the ensuing year, will be \$3,000. Dividing the country into sections, and giving aid to each, it would be about \$11,000.

A system of Schools, combining the Day and Boarding, might be considered practicable; each District to embrace an area of from forty to one hundred miles. A school house, large enough for the District, and a teacher's residence, capable of accommodating a few boarders, in addition to those children who might attend as day scholars, or board with the settlers contiguous to the school, to be built by the Government. The teacher to be a married man, who, with his wife, should take the management, responsibility, and expense of the Boarding department, under certain restrictions and super-

* Not more than half this sum will be expended during the current year, inclusive of \$750, grant for building School house at Clinton.

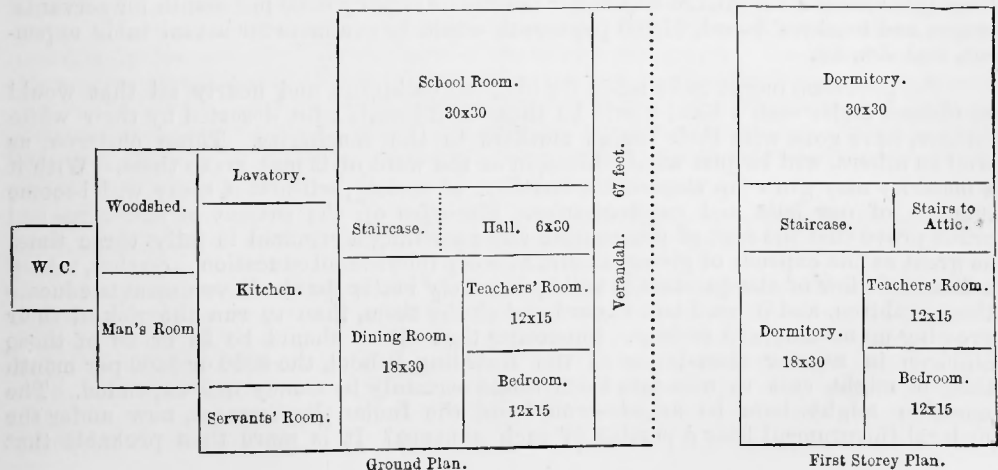
vision, and look to parents and guardians for a fair remuneration. About *nine* of those establishments, located at Quesnelmouth, Soda Creek, Lake La Hache, Clinton, Lillooet, Lytton, Kamloops, Nicola Valley, and Okanagan, would be required to meet the educational wants of the Upper Country; and these, were all the children that ought to be at school gathered into them, would have an attendance of about thirty each.

I am indebted to Mr. Chas. Hayward, of the firm of Hayward & Jenkinson, for the following estimate of the cost of buildings such as would be required for the carrying out of this system. The following, or any other plan of equal cubic contents—



With a substantial foundation of stone, a large stone chimney, tongued and grooved floors, rough inside lining, color washed, weather-boarded outside; lower rooms 12 feet high; upper rooms, 11 feet high; shingle roof, and completely finished with convenient doors, windows, staircase, etc., will cost from \$3,200 to \$3,400. Supplying the interior with buildings of this description for school purposes must be a question of time, as under very favorable circumstances not more than two could be erected annually. Salaries of teachers in these schools would have to be at least \$1,200 per annum. Should this system be adopted, I would recommend that two buildings be erected forthwith—one at or about Soda Creek, and the other in the vicinity of Kamloops. As each could be made to accommodate about 50 scholars, the means of education would thus be provided for nearly one-half of the children of the interior without the Department having anything to do with boarding arrangements. But the pupils must necessarily be both male and female in the same establishment.

Another scheme for meeting the educational wants of the Province East of the Cascades is to erect, at some point, say near Cache Creek, a large Central Boarding School, or two, male and female. A building to accommodate 100 pupils, according to Mr. Hayward's estimate, finished in the same style as smaller buildings, containing about the number of rooms shown in the following plan—



with attic available for bed rooms, if necessary, would cost, say a little under \$6,000. Rough lumber is estimated at \$40 per M. feet, delivered; shingles at \$8. The rest of the materials, the location would not seriously affect. By making the kitchen and other offices common to two such buildings, one for boys, and the other for girls, the entire establishment would cost about \$10,000. It will be observed, that the sexes would have no communication with each other, either at meals or in school; and a saving of at least \$2,500 in building and furnishing would be effected. I would further state, for the information of Your Excellency, that the cooking apparatus, complete, for both these departments, can be put up for \$250. The crockery would cost about \$500; and stretchers, mattress covers, pillows, and bedsteads, bedding, &c., for teachers' rooms, can be furnished for less than \$1,000. As I would propose that parents and guardians should provide their children with blankets, &c., the entire cost of the buildings, with furnishing, would amount to about \$12,000.

The teaching staff should consist of two married men, with their wives, all competent teachers, carefully selected for those positions. \$1,500 per annum, with board and rooms provided, would be a fair salary for each couple. Allowing \$1,200 per annum, for the board of four teachers, the Education department would cost \$350 per month, or \$4,200 per annum.

It will be seen, therefore, that providing teachers for the interior, under the School Act, by giving aid to each two or three families, would cost \$10,000 per annum. By erecting a teacher's residence, to accommodate fifteen or twenty boarders, in connection with each school, over and above the cost of building, salaries would be about the same—\$10,000 per annum—supposing the country is to be supplied with teachers. While, under the Central School system, the teaching would cost but \$4,200 per annum, less than one-half of what it would be in any other way; unless it should be considered that *two* of the smaller establishments would answer for the present, in which case, the salary item would be less than \$3,000 per annum.

Besides the staff of teachers, there would, probably, be required in the domiciliary department of a Central Boarding School, a matron, house-servant, cook, washerman, and a man of all work; whose united wages would amount to \$200 per month. All these could obtain help from the senior boys and girls, in rotation, under judicious regulation, so that the duty of some of them, at least, would be partly that of supervision. Of course it would require a much larger staff of domestics than has been enumerated, should the buildings be erected separate from and independent of each other. I am basing my calculations, therefore, on the servants' premises being common to the male and female departments.

It is expected that parents and guardians will contribute a reasonable sum monthly, for their children's board, in money, cattle, or farm produce; and keep them comfortably and respectably clothed, and properly supplied with bedding, &c. Twelve dollars per month for each child—not an exorbitant sum—would almost, if not altogether, defray the expenses of the Boarding department. Assuming that, under a compulsory clause, there would be at least 150 *paying* scholars in the two departments, there would be from this source a revenue of \$2,100 per month. Allowing \$300 per month for servants' wages and teachers' board, \$1,800 per month would be available for actual table expenses, fuel, &c., &c.

But provision ought to be made for indigent children; and nearly all that would be classed under such a head would be those half-breeds who, deserted by their white fathers, have gone with their Indian mothers to the rancheries. Those children, as well as others, will be just what education or the want of it may make them. With it a majority may grow up respectable members of society, without it many will become inmates of our jails and penitentiaries. Statistics on the subject of education and crime prove that the cost of prosecuting and punishing a criminal is fully three times as great as the expense of giving a child a good public school education. So that, taking a financial view of the question, it will be infinitely better for the Government to educate those children, and if need be to board and clothe them, than to run the risk of their growing up nuisances in society. Supposing that there should be 25 or 30 of those children in regular attendance at the Boarding School, the \$250 or \$300 per month that it might cost to maintain them would certainly be money well expended. The question might here be asked—would not the Indian Department, now under the Federal Government bear a portion of such expense? It is more than probable that

such would be the case; as those children with no other training than the Indian could give would grow up troublesome and expensive to the Department. This consideration, leaving out of sight the moral and social gain that would be accomplished, should, and no doubt will, induce the Superintendent of Indian Affairs to take a favorable view of the matter.

A large majority of the settlers east of the Cascades will avail themselves of the earliest opportunity of sending their children to a Boarding School establishment, rather than to either public or private schools in the lower country. An intelligent farmer on the Upper Fraser, with a large family, remarked that he wished his children "to grow up and obtain their education in the interior." Though well able to send them below, he would not do so, because they might acquire a distaste for the occupations he wished them to follow, namely, farming and stock raising. Another settler, the father of a half-breed family, would support a Boarding School in preference to a Day School, even if one could be established within his reach, for the reason that his children would be under favorable auspices for learning the manners, usages, and amenities of cultivated society. A third was of opinion that a year at such an establishment would be of more service than two years at a common Day School, as the pupils would have nothing to do but to attend to their lessons, beyond necessary exercise, which might be utilized in the institution and lessen the cost of hired help; as of course, irregular attendance and want of punctuality would be unknown.

By the adoption of any one of the schemes thus imperfectly outlined, the educational wants of the interior would be provided for; and the Legislature would be in a position to insert a **CUMPSULORY CLAUSE** in the School Act; which certainly will become a *necessity* as soon as the means of education can be placed within the reach of every family; and ought even now to be applied to all districts where, at great expense to the General Revenue, public schools are established and maintained.

That the Boarding School system in its application to British Columbia will be an experiment is readily conceded; but that it will be a successful one scarcely admits of a doubt. The vast territory, east and north of Yale, so sparsely populated and from the nature of the country not likely, for many years at least, to become thickly inhabited is an exceptional one, and exceptional means must be adopted to meet its educational wants. Many objections will, no doubt, be raised to this scheme; that there will be numerous difficulties to meet, some of them perhaps unforeseen at present, is not unlikely; but, with a steady determination to overcome them, they will not seriously interfere with its ultimate success.

The religious question will probably give rise to some discussion, and be a difficult one to settle, unless approached in a thoroughly catholic and conciliatory spirit. Where such a large number of children, teachers and others are collected together, on Sundays as well as during the week, some form of Sabbath service should certainly be adopted. When several hundred men, belonging to a variety of religious denominations left Ontario, Quebec, and other Provinces of the Dominion on exploratory surveys in connection with the Canadian Pacific Railway, a number of clergymen, including one belonging to the Roman Catholic Church, met in Ottawa and adopted a form of service that has been used by all the surveying parties east of the Rocky Mountains. Could not some such form of worship, in conjunction with reading and expounding the Scriptures in Sunday School, be devised that would not be distasteful to any sect? Clergymen of all denominations would no doubt be allowed to officiate in the institution; but children whose parents might object to any particular form of worship would certainly not be obliged to attend such services.

The supposed difficulty of white children and half-breeds getting along quietly and harmoniously together will, under proper *surveillance*, be obviated.

Want of medical aid in cases of sickness might be considered another objection; but this could be overcome, to a considerable extent at least, by selecting for one of the teachers a man with some knowledge of medicine, who, with an experienced nurse for Matron, would be quite competent to treat most of the ailments incident to childhood and youth. At any rate the children would be no worse off in this respect at school than they would be at home, where, with but few exceptions, they are almost beyond the reach of a physician.

Since Confederation became an accomplished fact no question has arisen upon which such remarkable unanimity exists, in those parts of the Province particularly interested, as upon this question of boarding schools. At meetings held in Barkerville, Clinton, Lillooet, Lytton, Nicola Valley, Kamloops, Yale, Hope, Chilliwack and Sumass, Langley, Granville, and Moodyville, no opposition whatever was made to the principle involved, as the following resolutions will fully show :

Copy of a Resolution passed at a Public Meeting, held at Barkerville, September 9th, 1872.

“Moved by J. S. Thompson, M. P., seconded by John G. Barnston, M. P.,

“That, in order to meet the Educational wants of the sparsely populated Districts of this Province, it is the opinion of this meeting, that one or more Boarding Schools should be established in some convenient locality, or localities; the buildings to be erected, and the Educational department provided, by Government; parents and guardians to contribute a reasonable sum for defraying their children's board.—Carried unanimously.”

Copy of a Resolution passed at a Public Meeting, held at Clinton, September 18th, 1872.

“Resolved, That in order to give this whole District an opportunity of educating their children, we deem it advisable to have a Boarding School erected and maintained by the Government; parents paying certain rates for support and clothing of children.

“F. W. FOSTER, Chairman,
“E. A. WADHAMS, Secretary.”

Copy of a Resolution passed at a Public Meeting, held at Lillooet, September 20th, 1872.

“Moved by A. W. Smith, seconded by D. W. Milligan.

“Resolved, That it is the opinion of this meeting, it would be advisable for the Government to establish Boarding Schools at convenient points on the Mainland.”

Copy of a Resolution passed at a Public Meeting, held at Lytton, September 23rd, 1872.

“That, it is the decided conviction of this meeting, that provision be made, without delay, for meeting the Educational wants of the more scattered portions of the population of the Province, by the erection, at cost of Government, of Central Boarding Schools, suitable for both sexes, where all might enjoy the privilege of sending their children to be educated at the lowest possible rate; cases of indigent children being specially provided for.

“J. B. GOOD, Chairman,
“THOS. R. BULE, Secretary.”

“NICOLA VALLEY, September 25th, 1872.

“We, the undersigned, settlers of Nicola Valley, do agree that the centralization Boarding School system be adopted in this part of the Interior.

“JOS. BLACKBURN, Chairman,
“JAS. CHAPMAN,
“SAMUEL MOORE,
“F. MICKLE,
“JOHN GILMORE,
“EDWIN DALLEY, Secretary,
“ROBERT LETTICE,
“MARTEN STEINEEK,
“R. CHARTER,
“J. P. MOORE.”

Copy of a Resolution passed at a Public Meeting, held at Kamloops, September 28th, 1872.

“Moved by Mr. McIntosh, seconded by Mr. Wilson:

“That, whereas the present system of Day Schools has been found inefficient, on account of the sparsely settled population of the District, we are of the opinion that a central locality should be decided upon, and that Boarding Schools should be erected and maintained to meet the requirements of the public.

“Resolved, That in case the Boarding School system should be adopted, that Kamloops, on account of its central locality, and its facilities for cheapness of building, living, &c., &c, should be chosen as the proper place for the erection of the necessary buildings.

“JAMES MCKENZIE, Chairman,
“W. B. WILSON, Secretary.”

Copy of a Resolution passed at a Public Meeting, held at Yale, October 4th, 1872.

It was moved, seconded, and carried, “That from the great distances at which many children are now living from the present schools, and their consequent inability to receive necessary

instruction, it is the opinion of this meeting that one or more Boarding Schools be established by the Government, in suitable localities, to meet this want.

“B. BAILEY, Chairman,
“JOHN PLEACE, Secretary.”

Copy of a Resolution passed at a Public Meeting, held at Hope, October 5th, 1872.

“Moved by Mr. Murphy, seconded by Mr. Bowes:—

“That, it is the opinion of this meeting, in order to meet the demand for Education for the children of the Interior, who cannot in any case reach the now existing Public Schools, the Government erect suitable Boarding Schools in one or more places in the Interior, and place a sufficient sum on the Estimates for support of the same.

“This received the unanimous support of the meeting.

“A. PLEACE, Secretary.”

Copy of a Resolution passed at a Public Meeting, held at Chilliwack and Sumass, October 5th, 1872.

“That, in the opinion of this meeting, a Boarding School be established in the Interior of this Province; and, that the present School Act be amended, so as to enable the Government to support the same.

“A. C. WELLS, Chairman,
“J. McCUTCHEEN, Secretary.”

Copy of a Resolution passed at a Public Meeting, held at Langley, October 8th, 1872.

“Moved by Mr. Gibbs, Seconded by Mr. Morrison:—

“Resolved, That considering the scattered nature of the population in the interior Districts of this Province, it is the opinion of this meeting that the work of educating the young would be more economically and efficiently done were a system of Boarding Schools established in central localities. Parents and Guardians to contribute to the institutions sums equivalent to what it would cost to board their children at home.

“A. INNES, Chairman.
“J. McKIE, Secretary.”

Copy of a Resolution passed at a Meeting held at Granville, Burrard Inlet, October 10th, 1872.

“Resolved, That this meeting is in favor of the establishment of a system of boarding schools in central positions, believing that to be the only means at present of meeting the educational wants of the interior of British Columbia. A vote of thanks to the Chairman was then passed and the meeting adjourned.

“RICHARD H. ALEXANDER, Secretary.”

Copy of a Resolution passed at a Public Meeting, held at Moodyville, Burrard Inlet, October 11th, 1872.

“Moved by P. W. Swett, and seconded by J. Van Bremer:—

“Resolved, That it is the opinion of this meeting that a system of boarding schools should be established in the interior portions of this colony.”

The “School Act, 1872,” so far as it has yet been tested, with but few exceptions, works very satisfactorily. I beg to suggest, for the consideration of Your Excellency, that a Compulsory Clause be added, applicable to all Districts provided with the means of Education. Also an additional clause empowering the Superintendent to appoint an Acting Superintendent during prolonged absences on duty. That Section 7, Sub-section 8, be amended so as to give Trustees in the Day School Districts the power to select their own teachers, always from among those duly qualified; and, with the consent of the Superintendent and Board of Education, to discharge them, leaving the fixing of salaries, as at present, in the hands of the Board of Education.

Sub-section 13 of same Section. Four members of the Board to form a quorum for the transaction of business instead of five.

Section 30. Reports of Trustees to be sent in made up to 31st July, instead of up to December 31st.

Section 32, to read after the word District, "held part of the day or year in one portion of the District, and during the remainder of the day or year in another portion of such District."

Section 7, Sub-section 6. Provision should be made for renewal of certificates.

In concluding my report I have only to remark further, that, in view of the Canadian Pacific Railroad being soon located, and the control of the Public Lands devolving upon the Provincial Legislature, the time has fully arrived when School Reserves should be set apart in every District already formed, where at all practicable, as well as in those portions of the Province not yet established as School Districts.

The fact, too, that British Columbia will soon require a Provincial University, capable of conferring degrees in arts, law, and medicine, should not be lost sight of; and public lands in aid of such an institution should be granted at the outset of our career, as an integral portion of the Dominion of Canada.

I have the honor to be,

Your Excellency's obedient, humble servant,

JOHN JESSOP.

Education Office, Victoria, November 13th, 1872.
