

By the CHAIRMAN:—

Q.—Then you have French classes and English classes? A.—Our teachers in nearly every case are able to speak both French and English. When such is not the case we have two classes, one in French and the other in English.

By Mr. HEAKES:—

Q.—Do you impart any knowledge of algebra or mensuration? A.—Not at all. We do not take up those questions.

Q.—Do you not consider them essential to the education of a mechanic? A.—I can scarcely say that I do consider algebra essential to the education of a mechanic. I think a mechanic who has a good knowledge of the four elementary rules of arithmetic can make his way fairly well.

By Mr. FREED:—

Q.—What is the duration of your evening classes? A.—Two hours, and sometimes two and a-half hours.

By Mr. ARMSTRONG:—

Q.—Do you think if the working hours were shortened these classes would be better attended? A.—I do not think it has any effect whatever on the attendance. As you have brought up that question, I may say, that I think in large establishments it might be very desirable indeed, where young operatives are employed, to have classes in those establishments for instruction, because very often those children have very little education and very little inclination to obtain education. I think where a large number of children are employed, or a large number of operatives, there ought to be some provision made for a certain portion of their time being employed in schooling in a certain portion of the workshop.

By Mr. FREED:—

Q.—Have you knowledge of that system having been carried on in Canada or elsewhere? A.—I do not know of it ever having been carried on in Canada. I know that in many portions of Europe such a system is carried out. In England and Scotland, boys and girls who work in establishments a portion of the time are called half-timers; that is, a portion of their time is spent in the workshop, and another portion in the school or in the place where the factory is placed. I know also that in France there are a great many establishments that support schools for the education of the people who work in them.

Q.—Do you know whether that system is satisfactory or not in its results? A.—It has given very excellent results indeed. I can bring before the Commission instances where this system is in existence at the present time, and where very excellent results have been obtained from it.

Q.—You propose to bring those facts before the Commission on some future occasion? A.—Yes.

By Mr. COTÉ:—

Q.—How many pupils are there in attendance at these classes? A.—About 500.

By Mr. FREED:—

Q.—Do you know how the employers look upon these schools? A.—It is very hard to answer that question. If I must give my own experience I find that employers of labor take, as a rule, very little interest in the education of those they employ. If it had been otherwise we would have found active steps taken by the employers to do something in this matter of educating the workmen: I have seen very little of that sort. There is a notable exception to that in the case of the