

not that of an instructor, and consequently those apprentices and workmen come to our classes to gain the knowledge that they cannot obtain either in the day school or the workshop. Statistics in regard to similar schools established in Europe show that very often a boy will acquire as much in three months in such a school in regard to a practical knowledge of a trade as he will obtain during three years in a workshop, where there is no regular system of training, but where he has to pick up what knowledge he can get.

Q.—How long have these schools of yours been in existence? A.—About fourteen years here.

Q.—Are you able to give any idea of the results you have occasionally achieved? A.—We have no statistics of the results. The pupils when they get through with us go to different parts and we are not able to always keep track of them. We try to do so, but many instances come to us where pupils have improved their positions in life, very much indeed, from the knowledge they have obtained from us.

Q.—They are able to take superior positions than would otherwise have been the case? A.—Yes, and receive higher wages.

Q.—What is the length of time during which the pupils attend your classes? A.—On an average I think they attend for about three years, the majority of them attend about that length of time.

Q.—How many hours a day do pupils who attend the classes work at their trade? A.—Most of them about ten hours.

Q.—Are they not so fatigued at the end of the ten hours work that they are unable to give that attention to their studies that you would like them to give? A.—I have not remarked that. I think most of them regard the instruction as a sort of agreeable change from the manual labor in which they have been engaged and do not find it irksome.

Q.—In imparting this instruction do the teachers find that new ideas are put into the minds of the pupils as to the nature of the work, and the requirements of the work? A.—Undoubtedly they do. Very often a pupil picks up an idea in those classes of the work in which he is engaged, that sets him thinking and leads to important results.

Q.—Do you require of pupils entering your classes any previous mathematical knowledge? A.—None whatever.

Q.—Do you impart any? A.—We do in some of our schools: we give instruction in geometry.

Q.—Do you give instruction in textiles? A.—None whatever.

Q.—Do you intend to extend your classes at all? A.—We are prepared to do so as soon as the want makes itself felt for additional classes and when we can be sure we can get efficient instructors, who are very rare indeed in this country in these subjects.

Q.—By whom are those classes maintained? A.—They are maintained by the Government of the Province of Quebec.

Q.—Does the municipality give any assistance? A.—We have no assistance from the municipality of Montreal. In some of the municipalities throughout the province assistance is given; premises are provided and assistance is given for the maintenance of the classes.

Q.—What fees do you receive from the pupils themselves? A.—In nearly every instance the classes are entirely free. In some instances, though, we have made a charge which is entirely nominal, a charge of perhaps \$1.00 for a course of lessons during the year. The desire of the Government is to make the instruction free, but we find in many instances, in fact it is my own opinion, that it is better to make a charge, because as a rule people appreciate more what they pay for than that which is given to them for nothing.

Q.—Is instruction given in French or English? A.—In French and English—both languages.