

Q.—Are you able to speak of the common schools, the public schools of Montreal? A.—I am not in a position to speak very much in regard to that.

Q.—I understand you desire to speak more particularly in regard to technical education? A.—Of course, I have a fair knowledge of the work done in the common schools.

Q.—What is the school age in the Province of Quebec under the law? A.—I do not think there is any special age defined, up to which children must remain at school.

By Mr. WALSH:—

Q.—At what time are they received? A.—There are so many different educational institutions in the province and under so many different controls that children are received sometimes at a very early age. Children are received as young as seven years by some of the communities and other establishments.

By Mr. FREED:—

Q.—At what age are children received in public schools? A.—The age will be about seven years.

Q.—Are you able to state what proportion of children between seven and fourteen years are regularly in attendance upon schools? A.—I am not able to state that.

Q.—Do you know where those statistics are kept in the province of Quebec? A.—I do not think there is any place where such statistics can be obtained.

Q.—You have given a good deal of attention, I believe, to technical education? A.—I have given considerable attention to it.

Q.—Would you rather give us your views in narrative form in your own way, or would you prefer to have questions asked? A.—To-day I shall be happy to answer any questions you put to me, but I would prefer to come before the Commission again, with my views prepared in writing, and lay them before the Commission. I would then be in a better position to give evidence than I am to-day, for I did not expect to be called at so early a session of the Commission.

Q.—What is the nature of the technical education given in the schools under your superintendence? A.—The classes we have are intended chiefly for apprentices and workmen who have left the common schools and gone to work. The education which they received in the schools which they attended is supplemented by the instructions we give them in evening classes, and which relates chiefly to the occupations in which they are engaged, the basis of all of it being drawing. Within the last two or three years we have endeavored to have the instruction applied. We have made a commencement at that. We have for instance classes in carpentering and stair building in Montreal. Workmen who have not had an opportunity of learning stair building come to our classes and they first receive instruction in drawing; then they make drawings, then they construct, in the school, stairs from the drawings they themselves have made. We also have a class for plumbers which was recently opened, and we also have a class for pattern making for boot and shoe manufacture which we have recently opened. We find that a very large number of people have presented themselves to these classes—in fact in every instance more than we were able to accommodate.

Q.—Are those pupils boys or men? A.—They are both, boys and men. The boys and men come to those classes chiefly, I believe, for the reason that they get instruction that they do not get in ordinary day schools. Day schools at present make no profession of instructing in the practical work which men have to perform, and in the workshops the employer does not take the trouble to instruct them. He considers it is his interest to get the most work out of a boy. In cases where boys are employed with journeymen, the journeymen as a rule take very little interest in instructing them. The journeyman considers his function is that of a workman and