

and that result which led me to bring this great and serious question to the attention of this honourable body.

In looking over the Year Book for the province of Quebec for the year 1916-17, I find that in that province, where we have not compulsory education, the total number of available children, Catholic and Protestant, French and English, was 543,873. I find that the attendance was 464,447, the difference being 79,426, representing the number of children who never made any pretence of going to school. And of the 155,000 children whom I mentioned a while ago as attending for the first year, there were only 97,000 who turned up for the second year. Now, if you subtract 97,000 from 155,000, you will discover that there is a total of 58,000 children in that province who have never been to school at all or who have gone only for a portion of one year. Can you tell me, honourable gentlemen, that that is fair to the citizenship of the province from which I come? Is there any honourable gentleman in this House who will say that that is a satisfactory situation? I care not what the system is, nor by what it is dictated, nor what its intention is. If we are going to raise the province of Quebec to the standard which I should like to see its citizenship attain, if Quebec is to compete in matters commercial, in works of construction, engineering, and otherwise, if the citizenship of our province is to be what it should be, then I say that we cannot afford to have 50,000, 60,000 or 70,000, or any number of thousands of our children in that province uneducated and deprived of opportunity.

Now let us see. It is a most astonishing fact that, notwithstanding these figures, there seems to be, theoretically, in our province, an opportunity for everybody to go to school. I will give you in a moment a list of the schools that we have. We have increased the expenditure on education in the province of Quebec immensely. In the last few years it has gone from two or three million dollars, up to over thirteen millions, and mostly by the taxation of the people. We have established there—I do not say this is all, but this is what I got from the official record—classical colleges, universities, so-called—Catholic and Protestant, if you like; we have affiliated schools; we have higher commercial studies; we have technical schools, special schools, and primaries, schools affiliated with Laval, special schools affiliated with nothing, agricultural schools domestic science and gardening schools, night and dressmaking schools, dairy

schools, schools for the blind, and schools for the deaf. If you were to take only the printed report of that system in the province of Quebec, and not look into the situation, if you were considering it theoretically, you would say that that province has one of the best educational systems and affords an opportunity for education to everybody. But it does not—that is the trouble. Let us examine that point just for a moment.

Take, for instance, the tax. There is, I believe, no other province where the individual pays the same proportion of taxes as in the province of Quebec. I have not looked into that question in order to make the comparison; but there is no doubt it has been thought, and it has been stated—I have heard my French Canadian friends saying it—that the habitants from away back object to paying this, and object to paying that. Well, when I read the figures I am now going to quote showing the cost of education and the result, you will discover why that very practical man, the habitant—for he is a very practical man—raises objection. The habitant of the province of Quebec is essentially prudent and careful; he is very fond of his family, and of the social life which he leads. We find that the annual tax amounts to \$5,993,185; the special tax to \$554,174; the monthly fees, in addition to the cost of the text books they have to buy, to \$416,133. The contribution of independent subsidized institutions is \$4,923,982. The legislative appropriation is \$2,068,766. The total amounts to \$13,956,220. That is many times larger than it was ten or twelve years ago, as every honourable gentleman knows who has studied this question.

Now, what is the result? If you take the number of pupils—not the first year, and not either the Protestant or the Catholic—whose figures are very misleading—but if you take, leaving out the first year, the total of the five or six years of school attendance, you will find that there are 65,336 school children in our province, on the average, the number going down to only 19,000, both Catholic and Protestant, in the last year. Taking the average of 65,336, the cost is \$210 per head, and the pupils are boarded at home, clothed at home, supplied with books at home, and taken care of at home. Then the habitant wonders, and I wonder, what on earth becomes of the money. According to the Year Book—where the cost is figured as though everybody went to school year after year through the whole course, and where only one year is considered—the cost is \$25.30 per head. That is a big sum of