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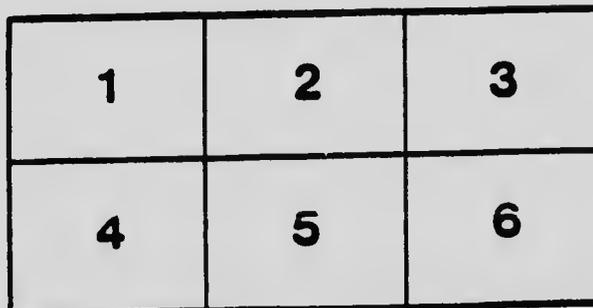
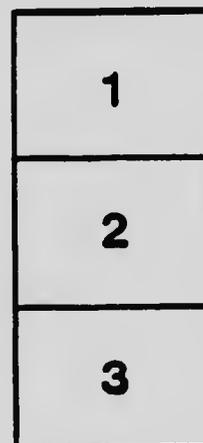
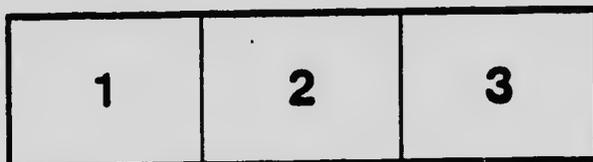
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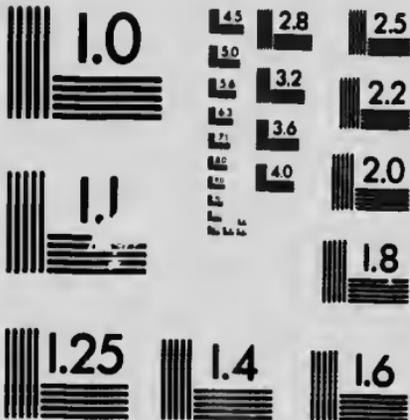
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EDUCATION
IN THE
PROVINCE OF QUEBEC



QUEBEC
DEPARTMENT OF PUBLIC INSTRUCTION

—
1914

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PREFACE.

THIS pamphlet was undertaken, in the first instance, to provide the answers to a series of questions submitted by the Education Department at London, England, to the departments of education throughout the Empire, as a means of obtaining authoritative accounts of the educational systems prevailing in the Empire. For special and perhaps obvious reasons the answers were desired to be given somewhat closely in the order in which the questions were asked. For this reason the arrangement of the matter is not exactly that which would have been followed if the writers had been called upon simply to give a general description of the Quebec system. On the other hand the questions, even when they have been answered negatively and also when they have been answered by mentally changing their form, have served to bring out more clearly the features which particularly differentiate the Quebec system from other systems on this continent and elsewhere.

The need of the pamphlet has been made apparent in recent years by the many inaccurate statements regarding education in Quebec which have appeared in English, Canadian and United

States newspapers, reviews, books and encyclopaedias. It has also been rendered necessary owing to the growth of a remarkable spirit of enquiry with regard to Education, which is not merely inter-provincial and inter-imperial but also international in its scope.

The pamphlet has been prepared by Dr. G. W. Parmelee, the English Secretary of the Department of Public Instruction, with the collaboration of Mr. J. C. Sutherland, Inspector-General of Protestant schools and special officer of the Department. Chapters on the Province of Quebec and the History of Quebec Education precede the general account of the educational system of the Province. Unless otherwise stated, the statistics given are the latest published, namely, those of the school year 1911-12.

Quebec, 1914.



THE PROVINCE OF QUEBEC

♦

QUEBEC is the oldest province of the Canadian confederation, European settlement having begun in 1608, when Champlain founded the city of Quebec. It is also the largest province, the vast territory long known as Ungava, and now officially called New Quebec, having been added in 1912 to the former limits. The northern part of the province has now, therefore, an extensive coastline bordering on Ungava Bay, Hudson Straits, Hudson Bay and James Bay. The narrow strip of the northeast coast, known as Labrador, is claimed by Newfoundland. Previously to 1912 the area of the Province of Quebec was 351,873 square miles; it is now 703,653 square miles. It is therefore more than double as large as France and the British Isles together. In population it is second to Ontario. By the census of 1901 Quebec's population was 1,648,898 and in 1911 the figures were 2,002,712. As these numbers show, there has been a substantial growth in the last decade. It is also a growth largely due to natural increase, as the eastern provinces of Canada only receive a small proportion of the yearly immigration from Europe. Ever since Canada came under British rule in 1760, the French-Canadian population, which constitutes the majority in the province, has increased at a steady rate. Nor is this increase represented by the provincial figures, as for half a century and more there has been a large overflow into the other provinces

and into the New England States. The total number of French-Canadians in 1760 was not much more than 60,000. In Canada and the United States they now number between three and four millions. This expansion shows that in one respect, at least, the French-Canadians have strongly differentiated from the people of France. In Quebec, early marriages and large families are the rule both in town and country. To this may be ascribed the fact that in the decade from 1901 to 1911, Quebec increased its rural population while Ontario, Nova Scotia and New Brunswick diminished theirs. From each of the four provinces there had been a movement of the rural population to cities and to the Canadian West, but Quebec alone had been able, not only to make up this loss but to increase the rural population by 39,951 souls. The urban population of the province increased by 313,863 in the same period. The greatest growth of urban population was in the city of Montreal, the increase being in some measure due to the annexation of adjacent municipalities. The census figures of 1911 gave the population of the city at 470,480. In the present year (1914) the figures are not less than 600,000. Montreal is the largest city in the province and in the Dominion.

The other cities of the province, and their populations, are Quebec (78,190), Hull (18,222), St. Hyacinthe (9,797), Sherbrooke (16,405), Sorel (8,420), Three Rivers (13,691) and Westmount (14,579). There are also 64 towns, varying from

less than 1,000 to over 15,000 in population, and 167 villages.

Of the physical features of the province which influence the industrial development of the people, the first in importance is the great St. Lawrence river, affording large harbors for ocean traffic at Montreal and Quebec, and many smaller harbors for local traffic along its whole length. Other navigable rivers of industrial and commercial importance are the Ottawa, the Richelieu, and the Saguenay. Important industrially, also, are the rivers from the Laurentian highlands on the north and the Appalachian highlands on the south, which empty into the St. Lawrence and which afford power for local industrial development as well as for electrical transmission to other and larger manufacturing centers. Some of these rivers, particularly those from the Laurentian highlands, are of considerable length, and widen into numerous lakes or natural reservoirs in their course. Millions of horse power are thus available for development at a comparatively moderate cost.

The mountain ranges form a dominant physical feature of the province. The Laurentian highlands of Quebec are a part of the vast pre-Cambrian rock system described as the "Canadian Shield." It extends from the Atlantic ocean and the Gulf of St. Lawrence, northwestward over more than half of the Dominion, and constitutes an area of something over two million square miles throughout Canada. The Laurentian highlands occupy about fourteen-

fifteenths of the Province of Quebec. It is only along the Labrador coast, however, that the Laurentians attain considerable elevations. There they have peaks of over 6,000 feet, but in general they seldom rise above a thousand feet, and in the greater part of their area they form simply an elevated plateau or a peneplain. Some portions of the plateau are covered with unassorted *debris* of the glacial period, while extensive areas towards the southern margin are mantled with the clays and sands deposited in the period of submergence beneath the sea which followed the glacial epoch. The clay areas are highly suitable for agriculture.

The pre-Cambrian rocks are complex, but much of the area in Quebec consists of gneiss, penetrated with vast masses of plutonic intrusions such as anorthosite. One of these intrusions covers an area of over five thousand square miles. Palaeozoic rocks also sometimes overlie the Pre-Cambrian as in the Lake St. John district. The mineral wealth of the Laurentians is only now being explored, but it promises to be considerable, particularly in the northern portions.

The other mountain range of the province is the extension of the Appalachians which enter the Eastern Townships from the United States, and extend on the south side of the St. Lawrence to Gaspé. They are known as the Notre-Dame mountains in general, with the specific name of Shickshocks in Gaspé. They are nowhere of great elevation, the highest being in Gaspé (3,500 feet). In

the Eastern Townships they seldom rise above 2,000 feet, and are often cultivated to their tops.

Between these two ranges, the Laurentians and the Appalachians, lies the great plain of the Lawrencian lowlands. From the city of Quebec it widens out westward to Montreal and beyond. It is a remarkably level plain, underlain by horizontal sedimentary rocks of Palaeozoic age. It forms the most extensive agricultural area of the province. The soil is uniform, and is the sorted material of the submergence period. This plain is broken, in the western portion of it, by eight isolated hills or mountains known as the Monteregians. They are intrusive "necks" which have been left standing by the denudation of the softer Palaeozoic rocks which in early geological ages surrounded them. Mount Royal at Montreal is one of these Monteregian hills.

Of the industries directly connected with the natural resources of the province, the first in importance is agriculture. Mixed farming prevails. The yield of hay in 1911 was valued at \$58,000,000; of root and fodder crops at \$99,467,000; creamery butter at \$9,961,723; cheese, \$6,195,254. The production in beef, cattle, eggs, poultry, fruit, maple syrup and maple sugar is also very large. In the ten year period from 1901 to 1911 the production of creamery butter was doubled, while the production of cheese diminished by over one and a half million dollars. No part of North America is better suited for dairying than the Province of Quebec, and a

large development of this industry is confidently expected.

Lumbering has long been an important industry. The resources of the province in the woods suitable for pulp making are enormous. The white pine is also present in vast quantities. The other important trees are the spruce, hemlock, maple, elm, birch, balsam, fir, poplar, and cedar. Pulp and paper making is, consequently, a leading manufacturing industry of the province, and large mills have been erected within recent years, some of them far back on the borders of the great Hinterland of New Quebec. The production of pulp in 1911 was \$3,168,565 and of paper \$10,971,446. Forest conservation is now an active subject in the province. The Government of the Province has established a forestry service, under capable forestry engineers, and has created reserves of Government lands, in different parts of the province, which aggregate over 165,000 square miles. The matter also receives attention from the large pulp and paper companies. The St. Maurice Forest Protective Association, which includes the several companies in the extensive St. Maurice valley, expends some \$25,000 annually in this service.

In general manufacturing, the Province of Quebec more than doubled its production in 1911 as compared with 1901, and the amount of capital invested in manufacturing industry was also more than doubled. The production in 1911 amounted to \$285,367,508, and the capital invested was \$249,-

892,475. These figures are for the cities, towns and villages of 1,500 population and over. Among the larger industries are those of boots and shoes, car works, cement products, cotton goods, electrical supplies, foundries, iron and steel works, and tobacco. In the city of Montreal particularly, almost every line of manufacturing is represented.

The mineral wealth of the Province of Quebec has only begun to be developed to any large extent in recent years. Copper and slate had been worked sixty years ago and more, but the first impetus to general mining was received by the development of the asbestos deposits of the Eastern Townships. In 1900 the total value of the mineral production of all kinds was \$2,546,076; in 1912 it was \$11,187,110. Of this latter sum, asbestos was represented by \$3,059,084. The rocks of the pre-Cambrian system north of the St. Lawrence contain gold, silver, lead, nickel, copper, iron, zinc, phosphate, mica and granite. The development of the region conterminous with the Cobalt district of Ontario has not begun.

The fisheries of the province for the year 1911-12 yielded \$1,868,136, the largest separate items being codfish, lobster, herring, salmon and mackerel. The fishing population is chiefly on the Gaspé coast.

The distribution of the English-speaking population of the province is important to an understanding of the educational conditions. Although form-

ing but one-seventh of the total population they are more or less spread over the whole province from Gaspé, in the extreme southeast, to Pontiac in the extreme northwest. Between those points, however, there are considerable areas where no English speaking people are found. The chief groups of the English minority are found in the cities of Montreal, Quebec, Sherbrooke, and in the counties of Sherbrooke, Richmond, Stanstead, Compton, Brome, Shefford, Megantic, Huntingdon, Chateauguay, Argenteuil, Labelle, Ottawa, Hochelaga, Jacques Cartier, Gaspé and Bonaventure. There are Protestant schools in forty counties of the province, but in some of these there are only one or two Protestant schools.

Under the British North America Act the provinces of the Dominion have local government with exclusive control over specified subjects. One of these is Education. The city of Quebec is the capital of the Province of Quebec. The Lieutenant-Governor is appointed by the Dominion Government. The Legislature consists of two Houses—a Legislative Assembly whose members are elected by the people, and a Legislative Council, whose members are appointed for life by the Lieutenant-Governor-in-Council. As this term is sometimes misunderstood outside of Canada, it may be explained that it is synonymous with the Executive government or provincial cabinet. The cabinet consists of the Premier, Attorney-General, Provincial Secretary, Provincial Treasurer, Minister of

Public Works, Minister of Agriculture, Minister of Colonisation and Mines, Minister of Lands and Forests, and Minister of Roads. British constitutional practice and methods prevail in the Legislature and in public business generally in the Province. Municipal organization and procedure is also similar to that of the other provinces of the Dominion.

The Province of Quebec is well supplied with railroads, the great lines being the Grand Trunk, Canadian Pacific, Intercolonial, Canadian Northern, and the Transcontinental.

The climate of Quebec is most favorable, in spite of the long winters. As a matter of fact the long winters are regarded by many as a favorable feature. The prolonged period of sleighing is of great advantage to the lumbering operations, and the heavy mantle of snow is most helpful to the subsequent vegetation. The change from winter to spring is rapid, and the earth is covered with verdure before the last isolated heaps of snow have melted away.

The natural resources of Quebec, which have been briefly indicated above, and the industrial development of the last half century, give just confidence to the people in the future of the province. There is also a growing appreciation of the truth that the best guarantee for the development of the natural wealth is the general diffusion of sound and modern knowledge among the people. The agricultural

resources, and those of the forest and the fisheries, can only be truly conserved when the principles of science are widely and rightly known among those classes which are engaged in these industries. One of the problems of public education in the province is to follow the rapid development of industrialism in the remote parts with efficient schools, and another is that of meeting the requirements of the English population where this is scattered in isolated groups.

HISTORICAL SKETCH

◆

THE extent and character of popular education in Quebec under the French régime (1608-1759) has been the subject of some controversy among historians for about half a century. English and American readers are most familiar with the picture drawn by Parkman in the concluding chapters of "The Old Régime in Canada." The impression that has been generally taken from Parkman is that extreme illiteracy prevailed, and the quotations given by him from French observers were not calculated to lessen that impression. As a matter of fact, however, that careful historian affords the corrective facts in the very chapters referred to, and moreover, directly asserts that in the eighteenth century there was a decided mental improvement in the population. He draws, it is true, a strong contrast between the character of education in New France and in New England, but the fact of educational activity in the former is fully acknowledged. The essential difference between the two colonies was the respective importance attached to religious and secular studies.

"Under the old régime the real object of education in Canada was a religious and, in far less degree, a political one. The true purpose of the schools was: first, to make priests, and secondly to make obedient servants of the Church and the King."

From this statement of Parkman French Catholic writers do not in substance differ. They point out, however, that this policy met the needs of the small population, and that the moral and religious education that was afforded has borne fruit in the general character of the people in the present times—a fact which was eloquently acknowledged by such a rigid critic as the late Goldwin Smith. For a full statement of the ecclesiastical position on this question, as well as for an extensive account of the schools which existed in that period, and an examination of the illiteracy charges, the reader is referred to the admirable contribution of Monseigneur Gosselin, Rector of Laval University, Quebec, to "Canada and Its Provinces", vol. xvi. (Constable & Co.) on the subject of "Education in Canada Under the French Régime." (1)

On the question of illiteracy Monseigneur Gosselin has made extensive researches into original records. He concludes that the early settlers had received a fairly good education in France, and were generally able to write. Leaving out those of distinguished personages, he found during the early period 800 signatures of men, mostly in the district of Quebec, where they were particularly counted. This is a large proportion, considering that in 1663 the total population was only 2,500 and in 1681 only 9,677.

All of the schools which existed were, of course,

(1) The same volume contains the history of French Education in Canada from 1760 to 1913 by the Rev. Abbé A. Desrosiers, and of English Education for the same period by G. W. Partridge.

under the control of the Church. State control in the modern sense was unknown, although Louis XIV. sent considerable money aid. The elementary schools were parish schools in the full sense of the phrase. Secondary education existed mainly for the purpose of training a native priesthood, but a slight beginning of technical training, chiefly in the principles of navigation, was made in the Jesuits' College of Quebec (founded 1635). An Agricultural and manual training school, conducted by priests, flourished at St. Joachim. The girls of the colony were trained in the convents. The two great teaching orders were the Ursulines and the Sisters of the Congregation. Monseigneur Gosselin, it may be added, dissents from the frequent statement that the women of New France were better educated than the men, and offers statistics which may point in that direction. His general conclusion on the general state of education is as follows:—

"We do not claim that, taken as a whole, education in Canada was as general or as well developed as in the Mother Country at the corresponding periods; but it is none the less true that it was much more so than was long believed, and that, allowing for the newness of the country and the circumstances of climate, remoteness, paucity of means, etc., it is really astonishing that the colonists were able to do so much and so well." (p. 393, *Op. cit.*)

In the foregoing paragraphs we have omitted the many interesting details of the history of the early

schools, not merely because they are accessible to students in the pages of Monseigneur Gosselin and Parkman, but also because it is essential at the outset of this brief historical sketch, to give special emphasis to the fact that the schools of New France were above all things religious in their purpose. It is, indeed, a necessity that this should be fully realized before a proper grasp is possible of the history of education in the province under British rule.

The supreme importance attached to religious education, and to Church control, is the key to the history of the long efforts which finally resulted in the present system. On the ground that it does not make for national fusion, the separate school principle is frequently deplored in Canada, and the adoption of the common school system which prevails in the United States is sometimes spoken of as a thing which might have been readily adopted at Confederation (1867). An intimate study of the political history of Canada from 1763 to 1867, and of the Confederation Debates (1865), will readily dispel that idea. The separate principle was too firmly fixed in the minds both of the clergy and the people. As to the practical working of the system, in so far as it affects the English minority, we deal with that question in another part of this pamphlet.

From 1763 to the present time the history of education in the province is divided into two parts, that of French education and that of English education. For some time efforts were made by

the British Government to take the lead in providing the schools for the people, but they failed. The Royal Institution for the Advancement of Learning was the chief means adopted. The act provided for the establishment of an elementary school in every parish, and a model school in the chief town of each county. Children were to be taught in their mother tongue, and the control of religious instruction was ensured to Catholic curé and Protestant minister. The appointment of masters, however, rested with a Protestant committee, which also had control of the courses of study and the choice of text books. On these grounds the Royal Institution failed in the matter of French education, and for other reasons it failed in the English sections of the province although a number of English schools owed their origin to it. The Royal Institution, however, flourishes to-day as McGill University.

The next legislative step, and in this connection it is to be remembered all along that responsible government had not yet been adopted or obtained in Canada, was the law of the "Fabrique schools" passed in 1824. By this act the fabriques were permitted to expend one-fourth of their incomes for the foundation of one school in each parish, or of two in parishes of more than 200 families. They were given authority over the erection and management of the schools, the choice of masters, the selection of the course of studies, and the fixing of salaries. The law of 1829 brought in the principle of election of trustees, authorized the Legislature

to pay half the cost of new school buildings up to £50, secured the right of control and inspection by members of parliament, and introduced the Lancastrian method of pedagogy.

In 1836 the first steps were taken in the direction of dividing the province into school municipalities. The first legislative provision for normal schools was also made in that year. One was to be opened in Montreal and one in Quebec. In 1837 the Montreal Normal School was started, and lasted five years.

In 1841, the first year of the legislative union between Upper and Lower Canada, a large step forward was taken when a Department of Education was established. The principle of the taxation of all landed proprietors was also then adopted. But the new act made the school boards subordinate to the municipal authorities (and these were appointed by government and not by local election). It also gave authority to the general superintendent of education to fix the courses of study, choose books and make the regulations.

In 1845 the compulsory rate was replaced by voluntary contribution. This, of course, was repealed the next year, but it is mentioned to indicate that the public mind was in a somewhat disturbed state with regard to education at that time.

In 1846 the act was passed which is the basis of the present School Law of Quebec. The develop-

ment of such features as the Council of Public Instruction came later, but, in the words of Abbé Desrosiers, "the legislation of 1846 gave people, clergy and government an equitable control over the public schools." Into the details of that law it is not necessary to enter here, and the design of the subsequent pages is to describe the present system. Students who wish for fuller details of the educational history of the province are referred to the authorities already quoted. An extended study of that history serves at least to bring out clearly the great progress that has been made in recent times, and to afford hope for the future.

ADMINISTRATION AND INSPECTION

✱

IN the Province of Quebec there is no Minister of Education, but the oversight of educational matters is assigned to a Superintendent of Public Instruction who is appointed by the Crown and is continued in office during pleasure. While he is the chief officer of the Department of Public Instruction and ranks above deputy-ministers, he is a member of the civil service and thus occupies a permanent position.

His duties and powers are pretty clearly defined by the law, but when they are not so defined he receives directions from the Government through the Provincial Secretary who is made responsible before the Legislature for all matters concerning education, or from the Council of Public Instruction, to which reference is made hereafter. He is thus, in the exercise of his duties, brought into close relations with two other authorities whose functions in educational matters are exceedingly important. Each of these deserves a special reference, in order that the somewhat complex system may be understood.

A Superintendent, who is the permanent chief of the Department of Public Instruction, is appointed as such with the idea of excluding political con-

siderations from the administration of education. It is plain, however, that this exclusion must not be such as to absolve the Governments and the Legislature from an active interest in a department of the public service that is as important as the education of the people. Without the initiative, or at least the concurrence of the Government of the day, the Superintendent can neither effect reforms that depend upon a change of law nor bring about the progress that depends upon the encouragement given by legislative appropriations.

Education is therefore a subject that excites the active sympathy of the Governments and one that, in recent years particularly, has been discussed with great profit on the floor of the House. As each political party here and on the hustings points with pride to what it has done for education, promises to do even more in the future and reproaches the other party with not doing enough, it can reasonably be assumed that the question is not likely to become political in the bad sense of the term.

Thus, although there is no independent ministry of public instruction, the activity of the Governments of the present and of the future is assured in this question that more nearly touches the people as a whole than does any other branch of the public service.

The other authority to which allusion has been made, under the name of the "Council of Public Instruction", has relations with the Superintendent

of Public Instruction which, although differing in character from those he has with the Government, cannot be regarded as less important in a province where the population is divided by both race and religion.

This Council consists of all the Roman Catholic Bishops, or Vicars Apostolic, whose dioceses, or parts of whose dioceses are in the Province of Quebec (1); an equal number of Roman Catholic laymen appointed by the Crown and holding office during pleasure; an equal number of Protestants similarly appointed.

The Superintendent of Public Instruction is President of the Council. This Council is divided into two Committees, one composed of Roman Catholic members, and the other of the Protestant members. The Roman Catholic Committee has, in addition to the full members of Council, four associate members, "two of whom, being priests, shall be principals of normal schools in this province, and two of whom shall be laymen, officers of primary instruction." They are appointed for a period of three years. The Protestant Committee has six associate members, elected by the Committee, and one elected annually by the Protestant Teachers' Provincial Association. Associate members of the Protestant Committee have the same powers as the other members of the Committee, but they do not form part of the Council of Public

(1) Fifteen now, 1914.

Instruction. School questions in which the interests of Roman Catholics and Protestants are collectively concerned are decided by the whole Council, but ordinarily the Committees meet separately and have independent and final jurisdiction over schools of their own faith. (1) *Or*, to be more definite, neither committee submits its acts or its proceedings to the whole Council for approval.

It is the duty of each Committee to make regulations, with the approval of the Lieutenant-Governor-in-Council:

- (1) For the organization, administration and discipline of public schools;
- (2) For the division of the province into districts of inspection and for establishing the boundaries of such districts;
- (3) For the government of normal schools;
- (4) For the government of boards of examiners;
- (5) For the examination of candidates for the office of school inspector;
- (6) For determining the holidays to be given in schools.

Inasmuch as these regulations include courses of study and provisions for religious instruction, and inasmuch as each Committee approves of the text-books for use in the schools of its own faith, ample

(1) The term Protestant in school law applies to the Jews as well as to the other non-Roman Catholic religious bodies.

guarantee is thus given to the Protestant minority that in vital matters the control of Protestant education will remain in Protestant hands, and at the same time the Roman Catholic church is assured that religion in accordance with the tenets of the church shall continue to be inculcated as the basis upon which true education rests.

As to departmental administration, it is to be observed that the school law provides for an English and a French deputy head, who have charge respectively of the Protestant and Roman Catholic interests. But all correspondence in English, whether it be Roman Catholic or Protestant, is dealt with on the English side, and all correspondence in French, whether it be Protestant or Roman Catholic, is dealt with on the French side. Furthermore, when either side deals with correspondence of the opposite religion, the replies are prepared without reference to the other side if mere matters of fact are concerned. If advice is asked for, the correspondence is referred to the side representing the correspondent's religion. All of the correspondence, however, is signed by the Superintendent, or in his absence by either of the deputy heads "for the Superintendent."

It is also an unwritten law of the Province that all important matters affecting Protestant education, and requiring the sanction of the Lieutenant-Governor-in-Council, are referred to the Protestant representative in the Cabinet for approval.

The Department of Public Instruction is a branch of the civil service. Its chief officer is assisted by the necessary staff including two deputy heads, one French and one English, termed respectively the French and English Secretaries of the Department. The Superintendent of this department is responsible for the administration of the schools of the province in accordance with the terms of the school law and of the regulations of the two Committees. He is required also to carry out the instructions given to him by the Government, or by either of the Committees, in regard to all matters not specifically assigned to him by law or by the regulations.

The Superintendent is further assisted by a staff of forty-nine inspectors, who are, except in one instance, separate from the administrative staff. There is also an Inspector-General of the Roman Catholic schools, and an Inspector-General of the Protestant schools, both of whom have their offices in the Department of Public Instruction.

There are no provisions by which inspectors may exchange duties with the officers of the Department of Public Instruction. However, one of the chief officers of the Department spent some years as an inspector, and another has visited every district with the Protestant inspector thereof in order to learn the local conditions and needs at first hand.

The two Inspectors-General, whose offices were

created in 1911, also visit various sections of the province for the same purpose.

With one exception, inspectors visit all grades of public schools. There is, however, an inspector of Protestant secondary schools who is at the same time a special officer of the Department of Public Instruction.

Each French inspector has, in the rural parts of the province, about two counties under his oversight, while the English inspectors have several counties, or parts of counties, each. Each inspectorate has about one hundred and thirty-five (135) schools, with an average of about 6,500 pupils. In the cities, the classes are considerably larger than in the rural districts.

The Department of Public Instruction has no powers in regard to the creation and closing of schools, nor does it have anything to do with the appointment or dismissal of teachers.

There are no arrangements in existence by which exchanges may be made between the teaching staff on the one hand and the inspectorial and administrative staffs on the other, nor are there any for the exchange with teachers or other officers from other parts of His Majesty's Dominions.

Local Authority

All local authority is vested primarily in a board of school commissioners, consisting of five members who are elected by the votes of their fellow rate-payers to serve for three years. However, in any school municipality any number of proprietors, occupants, tenants or rate-payers professing a religious faith different from that of the majority of rate-payers of such municipality may withdraw from the control of the school commissioners in order to form a separate corporation and to establish schools of their own. Having withdrawn they elect three trustees, who stand in the same relation to them as the commissioners bear to those who have not withdrawn. When two-thirds of the minority in a municipality dissent, the rest are dissentient by law, except such persons as may be sending their children to the schools of the commissioners. The school board is responsible for all grades of education from the lowest to university matriculation. Its financial powers are great. It imposes and collects taxes annually in amounts sufficient for the needs of the schools under its control. The law places no limit upon the rate of taxation, but naturally a board could be restrained from imposing a rate that would produce more than would be needed for legitimate expenses.

In the cities of Montreal and Quebec the boards are appointed, not elected, and in the former city the rate of taxation is fixed by provincial statute.

In all cases the local school board appoints its own teachers at various salaries and dismisses them when necessary, without the intervention of any other body.

The local school board cannot delegate its powers to any smaller bodies. In municipalities in which there are many schools it is customary for the school board to appoint a school manager for each school to aid in matters connected with the erection and the repair of school buildings, warming and cleaning thereof, and with keeping in good order the property moveable and immoveable of the school corporation. He has not, however, the right of independent action.

ELEMENTARY SCHOOLS

ORGANIZATION

IT is the duty of every school board to divide the municipality under its control into as many districts as may be necessary for the convenience of the pupils, and to erect a school house and employ a teacher for each one. These schools are maintained from a common fund without regard to the amount of the contributions thereto of each district. The revenues of this common fund are provided by a uniform rate of taxation upon all real estate within the municipality belonging to adherents of the board concerned, by the Government grants, and by the monthly fees. The Province of Quebec is somewhat exceptional in placing the control of all the schools of a "township" under one school board. A rural board sometimes has as many as 30 schools under its control. The principle is growing in favour in the United States, as it renders consolidation, as a rule, easier. The boundaries, however, of the municipal township and the school municipality are not always exactly the same.

When there are two boards representing the Roman Catholics and the Protestants respectively in one municipality each board acts independently of the other and provides for its own supporters. The Government grant is paid to all school boards,

whether commissioners or trustees, in proportion to school attendance.

There is properly speaking no separate management of individual schools. The school board is responsible for all the schools, but, as already stated in the previous section, is assisted by managers in the various districts when necessary.

There is not in the Province anything that may be called a system of "aided" schools. Out of 5,789 elementary schools only 37 are classed as "independent", which is an equivalent term. Generally speaking these schools are situated in the remote parts of the Province amongst a fishing or a colonizing population which has not yet reached the stage of municipal life that enables them to organize school boards according to law. Government aid is given to these schools as liberally as possible upon the reports of the inspectors, which contain information as to the needs and deserts of the various localities. In the course of time they will nearly all be regularly organized elementary schools.

Inasmuch as there is no uniform examination of the elementary schools there is no classification of them for the whole province. However, each inspector classifies the municipalities in his district annually upon the following basis.

- (1) The length and arrangement of the school year;
- (2) The condition of schoolhouses, closets and grounds;

(3) The supply of apparatus, blackboards, authorized school journals, maps, etc ;

(4) The use of the course of study ;

(5) The use of a uniform series of authorized text-books ;

(6) The salaries of teachers and the method of payment ;

(7) Rate of local taxation.

To encourage and reward special effort, the Government has given for a few years with good results five prizes in each inspector's district to the municipalities that have made the greatest progress during the year according to the judgment of the inspector.

The elementary schools are classified in the statistical reports as Roman Catholic or Protestant, which, broadly speaking, is equivalent to a classification as French and English respectively, both as to race and language. The Irish Catholic element in the Province is an important part of the population although small in number compared with their French co-religionists, but the educational statistics place them amongst the Roman Catholics without distinguishing them as to language.

Including the independent schools already mentioned there are 4,960 Roman Catholic elementary schools in the province and 829 Protestant elementary schools. These are attended by 193,591 and 35,643 pupils respectively. There are no statistics

available to show how many of these schools are for boys only, or girls only. As a matter of common knowledge, however, co-education is universal in the rural elementary schools, and is the rule in the village and town schools. In the larger cities where hundreds of children assemble under one roof it is usual to teach the boys and girls in separate classes.

Schools for the blind, deaf and defective children have long been established and efficiently conducted. They owe their origin to the charity and devotion of religious orders and to private endowment in the case of the Roman Catholics and the Protestants respectively. The Government, has, however, made their continuance possible by annual appropriations from the public funds. In 1911-12 there were 550 pupils in residence in these institutions. It should be said, however, that proper provision is still lacking for the training of children who, while not imbecile, are still mentally defective, but capable of receiving instruction to advantage if treated in special classes.

The reform and industrial schools of the province are not administered through the Department of Public Instruction but are under the control of the Provincial Secretary. The sum of \$60,000 a year is expended from the public funds for the education and reformation of juvenile delinquents. Recently the experiment of training them to farm life has been tried with the promise of good results.

All school buildings are constructed in accordance

with plans that are provided or approved by the Superintendent of Public Instruction. When finished they must be inspected and approved before use, by the school inspector. His duty it is to see that the plans and specifications have been followed, especially in respect to provisions for sufficient air space, ventilation, lighting, heating, furnishing and sanitation. As schoolhouses are public buildings they are subject also to inspection by the Government inspector of public buildings and to the regulations that are made by the Provincial Board of Health. The regulations of both Committees of the Council of Public Instruction antedate those of the said Board of Health, but there is no conflict of authority as might be expected. School boards are subject to both sets of regulations and whenever there is a difference they are obliged to satisfy the greater demands. Moreover, there is a general statute which requires that fire escapes be provided for all schools, factories and other buildings so constructed or used as to need them.

In the rural parts of the Province there are practically no private elementary schools, and in the towns and cities very few.

School attendance is not compulsory. The subject, however, is much discussed in public, and at the 1912-13 session of the Legislature a bill proposing to make school attendance compulsory upon the Protestant population was introduced by a Protestant member. It was defeated practically on two grounds. The first was that it would be

improper to make a distinction between the two religions of the Province in this respect. The other was the contention that without the aid of compulsory laws the school attendance compares very favorably with other provinces and countries possessing such laws. It was also held that the abolition of school fees, and the provision of free text-books, would have to precede a compulsory law. Against the adoption of the principle, also, is the fact that many leading authorities of the Roman Catholic Church in the province declare themselves opposed to it on the ground that compulsory school laws usurp the rights of the parents and of the Church.

As for the attendance in the rural parts, the great majority of the children from 7 to 14 years of age are registered as pupils, but some of the inspectors complain of irregularity of attendance. In the city of Montreal the question has been complicated during the last few years by the large increase of the foreign population. Recent figures go to show that many of the children of school age in this population are not attending school, but it does not follow that a compulsory law is the one thing needful to meet the situation. As a matter of fact the real explanation is that schools cannot be built rapidly enough to accommodate the exceptional increase of population.

School age is generally understood to be from 7 to 14 years, but children have the right to enter at 5 years of age and to continue till 16 years of age.

However, before the latter age they have either completed their education or have entered the intermediate or the secondary schools.

The following table gives in the first column the number of children in the Province as shown by the annual census, and in the second column the total number enrolled in the schools during the same year :

	Census.	Enrolled
Boys from 5 to 7 years of age..	49,436	37,460
“ “ 7 to 14 “ “ ..	148,978	142,377
“ “ 14 to 16 “ “ ..	35,799	11,145
“ over 16 (1)	—————	2,314
Girls from 5 to 7 years of age..	47,341	39,370
“ “ 7 to 14 “ “ ..	147,638	146,607
“ “ 14 to 16 “ “ ..	33,831	16,279
“ over 16 (1)	—————	4,484
Totals.....	(2) 463,022	400,036

(1) The census does not include children over sixteen years of age.

(2) This total includes pupils enrolled in intermediate and in secondary schools. There are in addition 22,579 pupils in the universities, classical colleges, normal schools and special schools.

(3) The numbers given in the second column are not taken on a given fixed date, but they include all the names inscribed on the register of attendance during the year.

The percentage of average attendance is computed by establishing the relation between the possible attendances during the school year and the actual attendances of the pupils who were enrolled upon the register at any time during that year. Upon this basis the percentage of average attendance for the year ending on the 30th of June, 1912, was as follows :

In elementary schools.....	74.95
In intermediate schools.....	81.93
In secondary schools.....	86.31

School Economy

There is a regular programme of study obligatory on all Catholic, and another obligatory on all Protestant elementary schools, of which copies are attached hereto. The time allotted to each subject is not fixed by regulation, but an approved time-table is printed in the authorized school registers as a guide to the teacher. The time-table for the individual school is posted in a conspicuous place in the school room and is examined by the inspector from time to time.

Religious Instruction

In all schools religious instruction must be given to all pupils whose parents do not object in writing to such a course. This means in practice that every pupil receives religious instruction from the teacher with the exception of the few Roman Catholic

pupils who attend Protestant schools and vice versa, and the Jewish children.

In the year 1912, 1,768 Roman Catholic elementary pupils attended Protestant schools, and 453 Protestant elementary pupils attended the Roman Catholic schools. Similar figures appear for the Roman Catholic and Protestant model schools and academies, and these are largely explained by the desire of English and French pupils to learn the second language thoroughly.

The Jewish children of the Province nearly all reside in Montreal and Quebec, and some Jewish teachers are employed by the school board of Montreal.

The religious teaching laid down in the regulations of the Roman Catholic Committee is strictly church or denominational teaching, and includes prayers, catechism, sacred history and manners. The work in each of these divisions of the subject is carefully detailed for each year, and sound pedagogical directions are given in the regulations, in order especially to see that the significance of all the words is fully understood and that the pupils are prevented from learning simply by rote.

Although these observations are made in reference to elementary schools it is worth while to say that religious instruction is carried on into the intermediate and secondary schools. In the higher grades the course in sacred history is extensive and

the catechism receives a personal and reasoned study, and forms the basis for a course in apologetics.

It is hardly proper to say that there is any teaching of morals in the Roman Catholic schools as apart from religion. The subject is in fact an integral part of religious instruction. In fact in all the courses of study appear the words "Moral and Religious Instruction," which shows that the whole subject is treated as one. Nevertheless even if morals are based upon religion they must frequently, for pedagogical purposes, be treated as a special phase of the general question. This is recognized in the course of study and in the special directions concerning the teaching of "manners." In all schools instruction, not so much in set lessons as in frequent informal and illustrative directions, is given to the pupils with a view to impressing on them the idea that "politeness and good manners have their foundation in the Christian virtues of charity and respect." Although rather minute rules of politeness towards parents, relatives, superiors, servants, the aged, priests, the poor, strangers, &c., are given there is no attempt made to inculcate the nicer and somewhat changeable rules of etiquette that are known to good society. The teaching under this heading is so broad that it must be regarded as moral as well as conventional. The effect of paying attention to this subject for generations is plainly discernible in the manner and bearing of the French-Canadians generally, no matter how humble their origin.

So far, these remarks in regard to religious instruction apply only to the Roman Catholic population. It is necessary to cover the same ground somewhat more briefly in regard to the Protestants and their attitude to the subject of religious instruction in schools. They as a whole desire definite religious and Christian instruction as a part of the school course. Equally with the Roman Catholics they hold that morals cannot be effectively inculcated without the religious sanction. Although the teacher is expected to make use of the frequent occasions that arise in secular subjects for exercising the child's mind in the forming of moral judgment, it cannot be said that "Morals" is a subject by itself. The regulations of the Protestant Committee declare that "the first half hour of each day is to be devoted to the opening exercises, Scripture reading, singing and prayer, instruction in Scripture as below, and in morals, including readings and lessons upon Godliness, truthfulness, honour, respect for others, good manners, temperance, health, kindness to animals, &c."

As this paper is written chiefly for those who dwell beyond the borders of the Province of Quebec it is necessary to raise and to answer questions that are sure to suggest themselves to students of educational systems. A perusal of the previous pages has probably made it clear that the Roman Catholic majority and the Protestant minority work harmoniously by dividing the educational regulations and administration into two separate parts in

regard to all matters that would give rise to a conflict of opinion between them. It is obvious, too, that there are *many* difficulties in regard to religious instruction in the Roman Catholic schools. All the faithful accept the dogmas and the teaching of the church and of course the bishops and priests are unanimous in their interpretation of doctrine.

The Protestants, however, include Anglicans, Presbyterians, Methodists, Jews, and a few smaller bodies. How can they agree upon uniform religious instruction for all Protestant pupils? In the first place the problem was originally simpler than it is now. Even twenty years ago the Jews were so few in number as to be entirely negligible, excepting in so far as it was necessary to give them exceptions under the conscience clause. Now when their number over 30,000 in the city of Montreal their claim for Jewish teachers in classes that are entirely Jewish has been acceded to. But for the Protestant classes, all denominations have for many years been agreed upon the principle that religious instruction could be distinctly Christian in its character and yet not contain anything objectionable to any denomination. Accordingly a scheme of Bible study was devised upon such a plan as to carry the instruction through the different grades by a series of reading of the passages of the Bible that relate the facts that are to be taught. This scheme was revised some twenty years ago in order to have the Old Testament and the New Testa-

ment work go on concurrently. As an illustration of the plan, the work of the first year is here given :

"Events connected with birth of Christ, Luke I., II., 1-7; Visit of Shepherds, Luke II., 8-20; Visit of Magi, Matt. II., 1-12; Flight into Egypt, Matt. II., 13-23; Jesus and the Doctors, Luke II., 41-52; Baptism, Luke III., 15-23; Matt. III., 1-17; Death and Burial, John XIX.; Resurrection and Ascension, John XX., and Acts 1, 3-12.

"Outlines of chief events to the end of the life of Joseph.

"To be committed to memory: The Lord's Prayer; the Beatitudes; six special texts, viz: Psl. iv., 8, Psl. li., 10-11, Matt. xi., 28, John iii., 16-17."

It may seem strange that difficulties should not arise through the zeal of some teacher who might give a denominational turn to her teaching, or through the questions of the pupils themselves. As a matter of fact the teachers recognize the conditions under which they must do their work and have enough good sense to act reasonably in so delicate a situation, and as all teachers know, young pupils do not concern themselves overmuch as to questions of church polity.

Drawing

Drawing is required by law, as well as by the regulations, to be taught in all the schools of the Province. Both Committees of the Council of

Public Instruction specify the work to be done in each grade and provide pedagogical directions for the teachers. Special attention is being given to the subject at the present time. The Government has appointed a Director of Drawing whose duty it is to supervise the work in the Roman Catholic schools of the Province. Speaking of this appointment, the Superintendent said in his annual report of 1912 :

“The development of manufacturing, the establishment of great commercial houses in cities, the construction of railways across the continent and the progress made in the fine arts render the existence of technical schools, and the teaching of drawing to young children, more and more necessary. The latter branch especially is needed in our Province, as elsewhere, and the time had come for organizing a methodical method of teaching it in the schools under proper and experienced guidance.”

A Summer School of Drawing for Protestant teachers has also been organized at McGill University.

Both Committees recognize that improvement in this subject can come only through the better qualification of the teachers and in consequence are now strengthening the course in drawing in the Normal Schools.

Music

This subject is optional in the Roman Catholic schools, and is enjoined upon the teachers as a necessary subject in the Protestant schools. However, in rural elementary schools, teachers choose generally to neglect the subject or to teach it by rote.

In the city of Montreal the Protestant Commissioners have for the past thirty years employed a specialist who has achieved much success as a teacher of singing by the Tonic Sol-fa notation. He has trained the teachers who have an aptitude for this work and has supervised the singing classes in the various schools. He has been instructor in the Protestant Normal School during the same period.

In all the Roman Catholic Normal Schools (Training Colleges) the practice and theory of singing are compulsory on all pupils, the staff notation being used.

In the schools under the control of the Roman Catholic Commissioners of Montreal special teachers are employed who have produced good results. They have used the staff notation entirely, in preference to the Tonic Sol-fa system.

Physical Exercises

Physical exercises are declared by the regulations of the Protestant Committee to be a part of the school course. With the same results they are

enjoined upon the teacher in the general remarks which accompany the Roman Catholic course of study, while they are not regarded as obligatory.

In 1911, the Strathcona Trust established its annual aid in this connection, the terms and conditions of the Trust having been accepted by both Committees of the Council of Public Instruction. The Syllabus of Physical Exercises, furnished by the Strathcona Trust, was distributed to all of the schools of the Province. Special courses of instruction have also been provided for all teachers who may wish to take them. As a consequence, there has been a renewed interest in the subject. In the rural schools the progress so far has not been very marked, but as the true purpose of physical exercises is better realized a wider appreciation may be looked for. The encouragement of prizes, in the form of books suitable for the school library, is offered to the Protestant schools, and a special certificate is issued to the teachers whose schools have won these prizes.

They must secure the harmonious development and promote the vigour of the bodies of their pupils and at the same time see that their pupils become able to teach others.

Military physical exercises are practised by the members of Cadet Corps who number over 10,000 and are principally organized in the Roman Catholic colleges. There are also Cadet Corps in some of the higher Protestant schools.

McGill University has an important Department of Physical Education, and all the Normal Schools give a thorough training in the subject.

Manual Instruction

Manual instruction has to make its way into the elementary schools of this province against the inertia of popular misapprehensions. So little has been done in comparison with what might be expected that the writers fear that anything they say on the subject may be misleading. It must be said unequivocally that nothing is done in the way of manual instruction in any of the rural elementary schools. In a few of the secondary schools in the towns, which are organized from the elementary departments upwards, and in the city schools, there are well equipped and well taught manual instruction classes. The instruction is correlated to the general work of the school and is found really to be of advantage to that general work. The teaching is not done in all the city schools but at centrally situated ones, which admit pupils from neighbouring schools for this work.

This subject received its first impulse under the encouragement of Sir Wm. Macdonald, Quebec's greatest educational benefactor, who some years ago equipped some six or seven class rooms in different parts of the province and provided trained instructors from England whom he paid for three years. At the end of that time the school boards were expected to continue the work.

These remarks must not be understood as a condemnation of the character of the work in this subject. Wherever it is undertaken it is carried on with efficiency, and in harmony with the best educational practice. It is the fewness of the schools that gives dissatisfaction.

In the Macdonald School for Teachers a course is given in manual training which, while not very extensive, is intended to prepare the ordinary teacher to teach some form of handwork in the class room when a specialist is not employed .

Cookery, laundry work, household management and dairy work form no part of the compulsory course of instruction in the public elementary schools, and yet much is accomplished in all these subjects.

In the many convents of the province most of the pupils are in residence and are required to follow a thorough and practical course in cookery, laundry work, cutting, sewing, knitting, drafting of patterns and designs, mending, &c. In 1911, the Roman Catholic Committee authorized a most extensive programme of work for their Normal Schools of Housekeeping, including not only the foregoing subjects, but also a full range of agricultural subjects such as the dairy, aviculture, horticulture, apiculture, &c. Frequently in villages where there is a convent the school boards make arrangements whereby the Roman Catholic girls of the place are received as day pupils. These pupils have instruction in these special subjects like that

given to the resident pupils so far as the different conditions will permit.

In some of the Protestant schools of Montreal and in one in Quebec city domestic science courses are provided, but attendance is optional.

The subject is obligatory in the girl's department of the Roman Catholic Normal Schools, and forms a separate branch at the Macdonald College. Here the course is so extended that the pupils may continue until they fit themselves to act as domestic science teachers.

Instruction in dairy work as such is practically unknown in the schools in the Province.

During the last twenty-five years the co-operative system of butter and cheese factories has entirely displaced the individual dairy methods. Butter making and cheese making are now the work of trained experts who are able to produce an article of uniform quality and to place it upon the market in large quantities to the advantage of the farmer and the consumer. In fact it is quite certain that very few farmers' wives or daughters, relatively speaking, in the province could make a cheese at all.

Gardening or Ruralized Education

Although there are no special regulations laid down by authority in regard to this branch of instruction a natural growth in the number of school

gardens has taken place through private initiative and enthusiasm.

In the French primary schools the first gardens were begun in 1903, under the direction of the Sœurs de Ste. Croix in Laval County. At about the same time Sir Wm. Macdonald engaged a thoroughly trained specialist to give all his time to the supervision of five school gardens in an English section of the province.

During the past six years, under the enthusiastic direction of Mr. O. E. Dallaire and the Department of Agriculture, the movement has grown so that there were in 1913, 234 school gardens in connection with French schools, with upwards of 7,740 pupils at work in their little plots. In the Macdonald School for the Training of Teachers a teacher of elementary science has charge of nature study and every teacher cultivates a small plot in the early summer. It is the intention by means of this instruction to enrich the elementary course of study without in any way neglecting those features that must always remain as the basis of a sound education, no matter what may be the pupil's future life.

The following extract from the Macdonald Training School Prospectus sets forth the purpose of the work more fully :

"NATURE STUDY."—All the studies in this department will be based upon observations and

experiments made by the students themselves in the garden, field or laboratory.

"The economic side of the work will converge in and radiate from the school garden, and will touch upon the relations of air, soil, and water to plant and to human life.

"A spirit of enquiry will be encouraged in all the classes, and much practice given in scientific methods of research applied to problems within the reach of the general student, the teacher in the common school, and the ordinary citizen.

"An appreciation of the beautiful in nature will be cultivated, and applied in the study of approved methods of beautifying home and school buildings and grounds.

"Those forms and phenomena which appeal most strongly to the young will receive special attention. The best methods of using the natural surroundings of children as a means of education will be studied and illustrated in the work of the department."

The Protestant Committee has recommended that the elementary schools should each have a garden with an area of about ten perches square. It is felt, however, by both Committees that regulations cannot yet be made to require school gardens everywhere, but at the same time the idea is kept before the teachers and the local authorities with the promise of much more success in the future.

Civics

In the Roman Catholic course of study for elementary schools this subject has the advantage of special mention accompanied by pedagogical suggestions as to the manner of teaching it. The instruction is naturally of an elementary character and at first consists simply of familiar talks on the municipal corporation, the school board and the schools, the parish, the vicar, the curate, the diocese, the Bishop, the ecclesiastical province, the Archbishop, tribunals, the Government, the Federal Parliament, the Provincial Legislature, the electoral district, elections, suffrage. In the highest grade a text-book may be used dealing especially with the general political organization of Canada, or accounts to be given by the pupils. Throughout the work facts with which the pupils are familiar are used to arouse their interest and to lead to a consideration of the functions and utility of various social and political institutions. All teachers whether in training at a Normal School, or preparing for a diploma otherwise, must pass an examination in this subject. The course of study for Protestant elementary schools contains no reference to civics as a separate subject. It is left entirely for the intermediate and secondary schools and is taught there only in an incidental way in connection with history and geography.

School Grades

In the elementary schools there are four standards or grades, in the intermediate three, and in the secondary three. The course of study is a continuous one for these three classes of schools in the rural parts that are organized simply as elementary schools generally carry on one or two years of the intermediate course. Similarly, the intermediate schools carry on the work of the first, and when properly equipped as to staff, the work of the second grade of the secondary schools. The intermediate and secondary schools are all organized from the lowest elementary grade. That is to say, they do the work of the lower schools in separate classes under the same roof. In the Roman Catholic schools the system is completed in eight "years."

The pupils are promoted in the elementary schools solely upon the examinations that are conducted by the teacher and upon the general character of the year's class work as shown by the class records.

There is no leaving certificate except that which is given at the end of the complete (secondary) school course. Promotion certificates in city schools are given at the end of each year.

The average number of children to each teacher in the Roman Catholic elementary schools is 33, and in the Protestant elementary schools it is 27. According to the regulations of the Committees

when the average attendance exceeds fifty (or forty in the Roman Catholic intermediate schools) it becomes necessary to engage a second teacher. The statistics do not give the number of overcrowded classes that are reported from year to year, but the maximum number of fifty is rarely reached except in the cities. There the ordinary attendance remains constantly near the limit just mentioned.

Free Education

In the city of Montreal elementary education is free to the Protestant and Jewish children in the schools of the Protestant Commissioners. In nearly all other elementary schools in the province fees are charged at a rate that cannot exceed fifty cents a month, nor be less than five cents, but school boards may, by resolution, abolish the monthly fee. The average monthly fee is probably about a half of the maximum. It is noteworthy that this fee is exigible for each child from seven to fourteen years of age whether he attends school or not. However, school fees cannot be exacted from indigent persons, or for insane, deaf, dumb or blind children, or for children absent on account of prolonged illness or to attend certain schools elsewhere.

In a certain sense this fee is a poll tax rather than a fee. It is collected by the treasurer of the of the school board, generally along with the ordinary tax on real estate. In no case is a teacher

allowed to receive it from the pupils, and the law declares, moreover, that no child from seven to fourteen years of age shall be excluded from school for non-payment of monthly fees. There are in practice but few cases of remission of fees on account of indigence, and these cases are not reported.

Roman Catholic Secondary Schools (Including Intermediate)

These schools are provided by the ordinary school boards and maintained by taxation, fees, and Government grants, or they are "independent" and are supported by fees, Government grants and, in some cases, subsidies from school boards. As a condition of receiving Government assistance they all are subject to Government inspection, are required to follow the authorized course of study and generally to observe the regulations of the Roman Catholic Committee.

The intermediate schools occupy a position plainly designated by their name, but they are treated in the school law as belonging to the secondary rather than to the elementary class of schools. As they must be mentioned in any account of general education in the Province of Quebec it seems best to deal with them here, but still to distinguish between them and the secondary schools proper.

There are 507 of these intermediate schools that

are controlled by school boards, attended by 92,083 pupils and 126 "independent" attended by 11,715 pupils. The board schools are almost invariably mixed, while many of the independent variety are either for boys or for girls.

The secondary board schools are 80 in number and have an attendance of 30,116, while the "independents" are 134 with an attendance of 23,533. Most of the schools of this latter category are boys' schools under the direction of friars, or girls' schools under nuns. In fact, many of the school boards employ the religious rather than the lay teachers. In these two classes of schools 4,646 religious teachers are employed with 905 lay teachers. This is a fact to be remembered when the cost of education per pupil is calculated for the Province of Quebec.

Roman Catholic Classical Colleges

If it is not easy to classify the intermediate school it is more difficult to classify these institutions, which appear to be peculiar to Quebec in many of their most striking features.

They are 20 in number with an attendance of 7,818 and are staffed by 663 religious and 29 lay professors. They are all under the control of the bishops of the various dioceses, and are carried on with some slight assistance from the Government. They are residential colleges which boys may enter at twelve years of age while doing their

elementary work and in which they may continue until they fit themselves for the B.A. or B. Sc. degree, or for entrance upon the study of the learned professions. They do elementary, secondary, and even university work, the degrees being conferred, however, by the University of Laval to which they are affiliated. Although they are classical colleges they provide commercial courses which are taken by about a third of the total number of their pupils. The reports show the following numbers arranged as to age:—From 7 to 14, 2,280; from 14 to 16, 2,929; over 16, 2,980. Total, 8,189.

It may safely be said that these classical colleges have always been the pride of the French-Canadian race, and that they have furnished the leading Frenchmen of the province for many generations with an education that has well fitted them for professional and public life. The courses of study and the teaching are especially strong in the humanities, philosophy, history and belles lettres.

There are no reports upon which to base a statement as to the qualifications of teachers in the Roman Catholic secondary schools and classical colleges as shown by certificates. All members of the clergy, and all members of religious teaching orders are empowered by law to teach in any public school in the province without diplomas from training colleges.

Protestant Secondary Schools (Including Intermediate)

These schools (1) are provided by the ordinary school boards and are supported in the same way as are the elementary schools. In times now long gone by there were many of these schools that were governed by special bodies of trustees that had been entrusted with their management by the benefactors who endowed them. A few had their origin in the efforts of religious bodies. However, the difficulty of maintaining them upon the school fees and the interest of the funds that had been accumulated by endowments, or had been collected in small sums from contributors, became so great that one by one these academies, as they were called, passed under control of the public school boards, and became a charge upon the taxes. Even the Royal Grammar School of Montreal, which was founded by the Imperial authorities nearly a century ago, has for a half of that time been a part of the ordinary school system.

The intermediate schools number 50 and are attended by 3,977 pupils, the co-education of the two sexes being the invariable rule.

The secondary schools are 33 in number, of which only one is termed independent. The 32 are supported by taxation, fees and Government grants.

(1) The model schools (intermediate) maintain the elementary classes, and the academies (secondary) the elementary, model and academy grades.

while the one independent is maintained by fees, endowment revenues and Government grants. The central authority maintains no secondary or other schools, either Roman Catholic or Protestant, in the province.

The Protestant secondary schools, with only five or six exceptions, receive boys and girls into the same classes. The pupils number 9,378.

In the Protestant intermediate and secondary schools 451 teachers are employed with an average of 30 pupils each. Of the teachers 423 hold diplomas granted by competent authority, but the statistics of the province do not show how many are graduates of a British university, or of a normal college. However, for upwards of fifteen years the highest grade of diploma has been granted only to graduates in arts in some British university, who have taken professional training.

School boards may abolish fees in secondary schools if they wish, but no advantage has yet been taken of this. However, many scholarships are provided in Montreal and Quebec.

In 1816 two Royal grammar schools were established in what is now the Province of Quebec, one in Montreal and one in Quebec. The teachers were sent from England and all expenses were paid by the Imperial Government. The history of these schools need not be followed here further than to say that eventually their cost was assumed by the Government of Canada, and later a fixed grant

was made by the Province of Quebec after Confederation, this grant giving the Lieutenant-Governor of the Province the right of nominating fifty free scholars for the higher classes of these two high schools, which are recognized as the legitimate successors of the original grammar schools. The grant continues to the present day, and there are always in attendance at these two schools fifty free scholars, including what are called Government Scholarships.

The Protestant School Board of Montreal offers yearly for each year in its lower schools scholarships that entitle the holders to free tuition in the High School, whose course carries them to university matriculation. These scholarships are not absolutely limited in number, and now are about fifty in all.

A similar plan is followed by the Quebec High School, but the scholarships are fewer in number.

The Government scholarships are awarded to assist promising sons of widows, and others in straitened circumstances, to acquire an education befitting their position in life. While these free scholars must do good work in order to continue in their classes as such, they are neither appointed nor re-appointed on the results of competitive examinations, as is the case in respect to the other scholarships just mentioned.

There are only a few Protestant boarding schools in the province. One is the Grammar School at

Lennoxville, which is organized and conducted on the plan of the English public schools, the headmaster and the whole staff being, in fact, generally brought from England. This school is one of the few secondary schools not controlled by a school board and not following the course of study laid down by the Protestant Committee of the Council of Public Instruction for secondary schools.

In Montreal there are also a few boarding schools for boys, but they receive no Government recognition and are attended by sons of the wealthy class.

At Stanstead there is a residential school attended by upwards of 200 pupils, of both sexes, mostly boarders. The school is controlled by the Wesleyan Methodist Church, but it receives a Government grant, follows the course of study prepared for secondary schools, and is inspected by the inspector of secondary schools.

The Anglican Church has one boarding school for girls at Compton, and there is another such school at Dunham, which until recently was under the same church authority. Neither institution now receives a Government grant.

The regulations as to religious and moral instruction in Roman Catholic or Protestant secondary schools do not differ in any way from those already given in regard to the elementary schools. Naturally the courses of study are different, but the practice is the same.

The ordinary course in the intermediate and secondary schools extends over six years and the average size of a class is thirty. Generally speaking pupils are promoted from class to class by the teacher in the Roman Catholic and Protestant schools alike. However, for the Protestant schools the inspector of secondary schools prepares and distributes the questions for all grades, except the highest, in the month of June. The answers are written simultaneously and are valued by the inspector and his assistant examiners. The papers of the highest grade are prepared by a board made up from the professors of the two Protestant universities and are examined and valued by them. The results are accepted by the Department for its purposes, and the universities themselves rank the successful students as matriculants.

A leaving certificate is issued by the Department which is accepted in provincial and in extra-provincial universities for matriculation.

During the course it is necessary to have one written examination a year on all subjects, but it is customary to have several at the option of the headmaster of the school. No pupils are entered for examinations conducted by English examining bodies. In fact it is many years since even one pupil has taken the university of London matriculation examination.

The only scholarships available from these

schools for the purpose of study at some place of higher education are those offered by the universities. They are generally awarded on the results of competitive examinations.

The secondary schools being practically all under control of school boards are subject to and receive Government inspection, the Roman Catholic schools being visited by the inspectors of the elementary schools and the Protestant schools by a special inspector. The classical colleges are not inspected at all. Neither the universities nor other organizations have any part in the inspectorial work of the province.

Teachers

The pupil-teacher system has never been known in the Province of Quebec. Teachers are trained in what are known as normal schools, or in the universities, or not at all. The training means simultaneous academic and professional preparation, but it is never begun before the pupil reaches his seventeenth year. He has, therefore, completed, or nearly completed, the high school non-professional work before entering on his training.

There were in 1912 eleven normal schools for the training of teachers in the Province of Quebec, with an attendance of 836. These normal schools are maintained by the Government at a cost of about \$120,000 a year. The expenses of the Protestant normal school have all been assumed by Sir Wm. Macdonald on condition that the money so

saved to the Provincial exchequer should be otherwise used for Protestant education in the rural districts.

Teachers in Secondary Schools

In the Roman Catholic normal schools the secondary teachers receive their training along with those of the lower grades. It must be remembered, however, that the many friars who teach in the secondary schools receive their training in their own religious orders and do not attend the normal schools at all. They are indeed provided only for the preparation of lay teachers.

There are no special training colleges on the Protestant side for secondary teachers, but McGill University has a recently founded chair of Education. Undergraduates in arts may take a course in education, pass an examination thereon, do practice teaching under the supervision of the Professor of Education and receive diplomas after graduation.

Bishop's University has similar powers, but not having a chair of education the lectures are given by the Principal and several of the professors. All the expenses are borne by the two Universities.

With a view of giving some professional stimulus to the teaching body a convention lasting a week is held annually in the Roman Catholic dioceses in turn. Normal School professors and other educationists give a course of lectures. The expenses of the convention are borne by the Government.

Moreover, every school inspector is obliged to hold at convenient centres in his district an institute, (conference pedagogique) lasting one day annually. Attendance is obligatory upon the teachers, but their expenses are paid by the Government.

General

The number of teachers in each grade employed on a given day is as follows :

ELEMENTARY SCHOOLS.

Roman Catholic	Male lay teachers.....	38
"	" Female lay teachers.....	5,136
"	" Male teachers in orders .	136
"	" Nuns teaching	567
	Total.....	5,877
Protestant	Male lay teachers.....	32
"	Female lay teachers.....	1,298
"	Male teachers in orders.....	1
	Total.....	1,331
	Grand total.....	7,208

 INTERMEDIATE AND SECONDARY SCHOOLS.

Roman Catholic Male lay teachers.....	259
“ “ Female lay teachers.....	646
“ “ Male teachers in orders..	1,327
“ “ Nuns	3,319
	<hr/>
Total.....	5,551
Protestant Male lay teachers.....	85
“ Female lay teachers.....	366
	<hr/>
Total.....	451
	<hr/>
Grand total.....	6,002

In addition to these there are 1,468 professors and teachers in the universities, colleges, normal schools and special schools of the province, thus making the grand total of teachers of all grades 14,678.

Teachers being engaged by the local boards have not the status of civil servants. Even the normal school principals, professors and teachers, who are appointed and paid by the Government, have not this status.

There is no fixed scale of salaries for the province, but the salaries are everywhere altogether insufficient. The salaries offered in the new western provinces have been so much in excess of those prevailing in the Province of Quebec that they have

attracted hundreds of the best teachers and are still doing so. The following table will give a fair indication as to the actual state of affairs in regard to salaries in the Province of Quebec :

Average salary of female lay teachers in Roman Catholic elementary schools in towns.....	\$ 217.00
Roman Catholic elementary schools in the country.....	138.00
Protestant elementary schools in towns..	437.00
Protestant elementary schools in the country.....	281.00
Roman Catholic intermediate and secondary schools in towns.....	265.00
In Roman Catholic intermediate and secondary schools in the country.....	159.00
In Protestant intermediate and secondary schools in towns.....	738.00
In Protestant intermediate and secondary schools in the country.....	381.00

The salaries of male lay teachers in the intermediate and secondary schools are better. They are :

For Roman Catholic schools in towns....	\$ 781.00
And in the country.....	449.00
For Protestant schools in towns.....	1,206.00
And in the country	1,013.00

The male teachers in purely elementary schools are so few that statistics in regard to their salaries

would be misleading without explanations that are of no general educational value.

A native of the Province of Quebec when setting forth the main features of the educational system for the information of strangers is inclined to touch lightly upon the question of salaries, for the treatment of teachers in this respect is not creditable to people of intelligence and of a high average of wealth.

These salaries are paid wholly by the local boards and while there has been an agitation from time to time in favor of making some legislative minimum to the salaries of teachers the Governments have been reluctant to interfere thus in matters of contract. For the past few years, however, there has been a tendency to improve the condition of the teacher by offering bonuses for length of service. At present every certificated teacher receives from the Government, independently of his salary, an annual cash bonus of \$15, \$20 or \$25, if he has taught ten, fifteen or twenty years respectively in schools under control. Other bonuses averaging about \$25.00 each, are given to ten per cent of such teachers as a reward for most efficient work during the year as determined by the inspectors. The rural school boards are also encouraged to increase the salaries by means of special grants. Every rural board which pays every one of its teachers not less than a certain sum participates in these grants. In 1908, \$50,000 was expended on this principle; in 1909, \$75,000; in 1910, \$100,000; in 1911, \$125,-

000; in 1912, \$225,000. The benefits of these grants have been much greater in many parts of the province than appears from the advance in average salary.

Pension Fund for Teachers

Under an act of the Legislature a pension fund for teachers was established in 1880, the main provisions of which are here given in a general way, unimportant details being omitted for the sake of clearness of expression. Every teacher, normal school professor and school inspector is obliged to contribute annually to the fund two per cent of his salary whether he wishes to participate in the benefits of the fund or not, but the act does not apply in any way to teachers in holy orders or to nuns.

Teachers having no legal certificates must contribute, but they can never become pensioners unless they qualify by taking a certificate in the regular way. A male teacher may contribute three per cent of his salary, and should he predecease his wife she may receive a half pension during widowhood.

A pension may be demanded for either of two reasons, ill-health or age. In the former case the applicant must have contributed to the fund for twenty years or more, and must prove by physician's certificates that he is unable to continue to act as teacher. When the cause for which the pension was given is removed the pension ceases.

In the second case the applicant must have taught at least twenty years and have reached the age of fifty-six years. He has then the right to his pension. Every teacher who ceases to teach for any other reason than ill-health or age forfeits all payments he has made to the fund, and every teacher who ceases to teach before giving ten years of service forfeits all payments even if the retirement is brought about by ill-health. In any case a return to teaching revives the credits in the books of the pension fund. A person who has taught more than ten, but less than twenty years may, if obliged to retire because of ill-health, withdraw all his payments without interest, but cannot receive a pension. He may re-establish his rights to qualify for a pension if he recovers, returns to teaching, and refunds what he has withdrawn.

The amount of the pension is, for a man, as many fiftieths, (not exceeding thirty-five) of his average salary as years he has served as teacher. Or in other words since he has paid into the fund two per cent or 1-50 of his salary each year he receives an annual pension equal to the sum of all his contributions.

A woman's pension is calculated on the same basis and is then increased one-half, but may not exceed 90 per cent of her salary. In neither case can the maximum pension exceed \$1,050.00 per annum and when a pension, calculated on the legal basis, falls below \$75.00 it is raised to that amount. Thus a man and a woman upon equal

salaries would in a given number of years contribute exactly the same sum to the coffers of the pension fund, but the woman's pension would be fifty per cent greater than the man's in this case. This discrimination in favor of women did not appear in the original act, but was introduced into it in the session of the Legislature of 1909. It is an illustration of the feeling that while the local boards fail in their duty in regard to women's salaries the Government should alleviate their lot by every means plainly open to it. As the Government itself assumes all the additional expense caused by this increased pension the position of the men contributors to the fund is in no way jeopardized.

The revenues of the fund are various. At the institution of the fund old teachers were allowed to pay back stoppages for their early years of service and these stoppages were deposited with the Government in trust and bear interest at the rate of five per cent per annum. This interest is now \$9,695.90 a year. The Government contributes \$29,366 a year which will increase automatically to \$35,000 as another fund becomes extinct. The local boards contribute the sum of four per cent on certain of their Government grants, this contribution now amounting to \$8,000 annually. And finally the largest revenue comes from the stoppages on the salaries of the teachers themselves.

It must be understood that years of service beyond the limits of this province cannot be

reckoned in calculating pensions, nor can any service be counted if given in provincial schools that are not under control of school boards. However, the law empowers the Superintendent of Public Instruction to permit teachers who have been contributing to the fund for a length of time to continue to do so if they engage temporarily in a private school. The permission is given to those who offer satisfactory reasons, such as a desire for light work and short hours owing to indifferent health after many years of work in the public schools. It should perhaps be said here that university and college professors, and all teachers in special schools not under control of school boards are excluded from the operation of this act as well as all ecclesiastics (including clergymen and nuns) no matter where they teach.

Last year 773 pensioners received \$93,587.04 from this fund.

Finance

The annual cost of inspection is \$90,000 and the cost of administration including the salary list and the expenses of the Department of Public Instruction is about \$40,000. This does not include the salaries of the secretary-treasurers of the local boards.

No building grants are made by the central authority, each board erecting its school buildings and paying for them from a special tax that is levied for the purpose. In the year 1912-13 the De-

partment of Public Instruction approved 269 plans of new school houses, and the cost of construction amounted to \$849,593. This figure does not include the cost of any but buildings used for elementary, intermediate and secondary schools under control.

It is impossible, owing to special features of the Quebec system, to separate the cost of education in the various grades of schools under the control of local boards. It may be well here to repeat that every secondary school and every intermediate school is organized from the lowest elementary grade to the highest grade of its own rank. Moreover, a village or town may include, for school purposes only, surrounding municipal territory in which there are rural elementary schools. The school board of the composite school municipality is obliged by law to pool its taxes and to pay the expenses necessary for the maintenance of each school from a common fund without regard to the contributions of the various districts. The idea is to extend to school districts the principle upon which individuals are taxed, *i.e.*, to compel the wealthier districts to aid the weaker. The working out of this system results in large groupings of the costs of education, but it likewise makes it impossible to classify the cost under various heads as may be done when the different grades of schools are under separate management.

The Schools for Blind, Deaf and Defective Children, four in number, receive Government

grants to the amount of \$23,140 annually, and various sums by public subscription. The three Roman Catholic institutions are under ecclesiastic control, and in consequence there is practically no salary list to provide for in them. It follows that no estimate has been made as to the cost of educating this unfortunate class. The *Mackay Institute* (Protestant) receives its share of the Government grant just mentioned, but the principal cost is met by the endowment of the founder and by public subscriptions. The pupils in these four schools are 550 in number.

The Reformatory and Industrial Schools are supported by the province at a cost of \$60,000 annually, but as in previous instances the expenses cannot be classified.

The average cost of education for all classes of schools excepting those for the Blind, for the Deaf and Dumb, and the Industrial Reformatory Schools, amounts to \$14.25 per annum for each registered pupil, or \$18.60 for each pupil in average attendance. This expenditure falls considerably below that in the Northern and Western States of America, where the cost of living is the same as in the Province of Quebec, but at the risk of a charge of iteration attention must again be called to the fact that all the Roman Catholic classical colleges and many of their secondary and elementary schools are taught by priests, friars and nuns on nominal salaries. As a consequence there seems to be no

ready way of comparison of our systems on the basis of expenditure.

Text-Books

There is no provision for the state production of text-books, but all books that are used in the public schools must be authorized by one of the Committees of the Council of Public Instruction. The authorized list in both cases contains several books, or sets of books, in each subject. The local boards are obliged to choose from this list one book, or one set of books, in each subject, these to be used in the schools under their control, respectively, to the exclusion of all others. These lists are revised once in four years and every book struck from the lists at the revision may remain one year longer in use. This is, therefore, really a combination of state and local authorization of books. The Protestant Committee has now adopted the principle of uniformity of text-books, so that the local boards will not be obliged in future to make a choice.

There are no specific conditions prescribed as to paper, type, style of printing or binding, but books are not considered at all in manuscript form. They must be presented for examination in their final form with the retail price printed on the cover. If they are not satisfactory in any of the respects just mentioned they are, naturally, rejected. Books once authorized must be supplied during a quadrennium in a quality as to make up equal to that of the specimens originally submitted.

It may be well to mention that the Government has supplied, free of charge for some ten years, a primary book in French to the school boards that apply for it. It still forms, however, an inconsiderable proportion of the books actually in use in the province.

Consolidation

So far, the policy of consolidation has been urged wholly in connection with the Protestant rural schools of the Province. The Roman Catholic schools are usually well filled with pupils, owing to the fact that the French-Canadian farmer generally has a large family. The need, therefore, of consolidation, for economic reasons, is not so marked in the case of the Roman Catholic rural schools as it is in that of the Protestant rural schools. The latter, however, have frequently not only a small number of pupils but are kept open shorter periods of the year than the required ten months. To these small short-term schools competent teachers cannot be attracted at any ordinary salary, and hence for obvious economic reasons it is advisable that three or four such schools should be closed and united in a central one which can be kept open the full school year period. For twenty years the Department has urged this policy, and it has been adopted on a small scale in a number of cases, but only in a few instances have the school boards undertaken the essential work of providing conveyance for the pupils. In most cases they

have simply made certain allowances to the parents, equal to remission of taxes and fees, and have required them to be responsible for the conveyance of their own children.

Such a system is never satisfactory, at least never so satisfactory as when a team, hired by contract with the school board, is certain to call daily for all the pupils along a given route. Hence the Government of the Province has now provided a special fund from which grants may be made for the consolidation of the Protestant rural schools, wherever that policy may be advisable. This fund becomes available in the school year -1914-15. From the point of view of the school boards and the rate-payers the practical effect of these grants will be to ensure that consolidation will not entail extra expense beyond that which may be needed in providing better accommodation in a central school. It has been the policy of the Department to encourage the establishment of schools of higher rank (usually the Model) when consolidation takes place, if the local conditions are favorable.

Consolidation is also urged as the best means for obtaining satisfactory work in the rural schools in connection with the teaching of agriculture.

The school law gives authority to the school boards to adopt consolidation, to close one or more districts of the municipality for that purpose, to

contract for conveyance, and to purchase the wagons if necessary. The fact that a single rural school board has the authority over a number of schools makes it easier to consolidate in this Province than if the "single district" plan prevailed. Nevertheless, the conservative attitude towards the policy which has marked the other older provinces of the Dominion has hitherto prevailed in Quebec. At the present time, however, a much more favorable attitude is manifest, and it is expected that the encouragement of the Government grant will result in many consolidations in the near future.

At the moment of final revision of this pamphlet, several important consolidations have taken place, as the result of the new grants.

University Education

There are three Universities in the Province (1) *Laval* having the mother house in Quebec and a practically autonomous branch in Montreal, and being a French and Roman Catholic institution. (2) *McGill University* in Montreal, English, non-sectarian, but national rather than Provincial in its aspirations. (3) *The University of Bishop's College*, Lennoxville, an Anglican Church institution, quite without denominational bias in its arts course, and requiring residence within the walls of the College.

These three Universities are teaching institutions and confer degrees only upon graduates who follow the lectures given in the Universities or in affiliated colleges.

The tables given in Appendix E. on page 121 give some idea as to the extent of the work of the universities.

The Protestant Universities, McGill and Bishop's, entered into an arrangement, some twenty-five years ago, by which they undertook to co-operate with the Department of Education in the examination of the pupils of the secondary schools. Under this arrangement there is a University School Examining Board, the examiners being professors of the two Universities. They prepare papers which in the month of June each year are sent to all the secondary schools, and the answers are returned to the Board for valuation. These papers are for the final year only and relate exclusively to those subjects that are continued into that year. A successful examination ensures a certificate, formerly known as the A.A., (Associate in Arts) which gives the holder the right of entrance into the various faculties of the Universities. This certificate is generally accepted as a matriculation vidence and is now called "The Leaving Certificate." (Allusion is made to this on page 44 of this report.) This arrangement has proved satisfactory and beneficial both to the secondary schools and to the Universities. It cannot be said that the Uni-

versities have any other special relationship to the secondary schools of the Province.

There are no colleges of university rank excepting the nineteen Roman Catholic Classical Colleges previously mentioned on page 73.

It is well, however, to supplement here the previous reference to these Classical Colleges by saying that their University work is carefully supervised and controlled by Laval University. The papers set in the various subjects, and for the various years, are prepared or passed by a board upon which there is at least one representative from each college. The answers are received and valued by the same board. Thus weakness in any subject in any college is noticed and remedied. The effect of this joint system has been to raise the standard of work everywhere to the character of that done in the best equipped institutions, and to give a uniform value in the public mind to the degrees conferred by Laval.

Technical and Agricultural Instruction

For many years schools under control of a special board called the Council of Arts and Manufactures have been carried on in different manufacturing centres of the Province with much success considering their limitations. In the first place only evening classes have been provided, and in the second the expenditure has been modest. The cost of maintenance to the extent of \$16,000 is borne by

the Government and the balance is provided by the local authorities. The average attendance of pupils for the past year was 5,247 and the classes were conducted in 49 school municipalities. The ages of the pupils vary from 16 years upwards, no one wishing to take a special course being excluded for reason of age. The courses vary from the extensive work provided in Montreal to mechanical and linear drawing in a few small places. In Montreal classes are formed in the following subjects:—Freehand, architectural and mechanical drawing, decorative painting, modelling, lithography, joinery, plumbing and heating apparatus, making shoe patterns, cutting and sewing and music. Although this work has been good so far as it has gone it has been felt that it should be supplemented to meet the needs of a rapidly growing population in manufacturing and industrial centres. One of the first steps was taken when three years ago the Protestant School Commissioners of Montreal erected a large building for a Commercial and Technical High School for day classes alone. This school has an attendance of 1,400.

Soon after the Montreal Technical Institute was formed by public spirited citizens of that city and received a charter for the purpose of instituting courses in technical subjects for the benefit of those engaged in industrial pursuits and desirous of advancing themselves in their work.

“In 1908 the Protestant Board of School Commissioners agreed to co-operate with the Institute, to

the extent of granting the free use of the Commercial and Technical High School building for evening classes, and of assuming the management of the course of instruction outlined by the Institute.

"Classes were opened for work on the 21st of September, 1908. The large initial enrolment, and the interested and successful work of the students, have fully justified the continuance of the joint management and the opening of the classes for another session on a more extended scale."

"The courses offered will consist of a preparatory course in the ordinary English branches to meet the needs of those students who are not sufficiently advanced in their studies to undertake the higher work of the technical classes proper; a course in practical mathematics, including technical arithmetic, mensuration, algebra, trigonometry, practical plane and solid geometry; courses in freehand and mechanical drawing; industrial designing; chemistry, elementary and advanced; elementary woodwork, pattern-making and carving; metal work and electricity; and in cookery, needlework, dressmaking and millinery for women."

However creditable these efforts have been to those responsible for them they are still recognized as entirely inadequate to the needs of a province with a population of over 2,000,000 and with one city of 600,000 people in which there is one system of railway shops employing 8,000 men. This recognition of inadequacy was plainly made by the action of the Legislature in 1907 when it enacted

the foundation of a technical school in Montreal and another in Quebec, the former to cost \$750,000 with its equipment and the latter \$350,000. The two institutions accommodate 1,500 pupils and are adapted to day and evening class. Both buildings are now completed and are supplied with competent and experienced instructors. The courses of study are comprehensive and especially related to the local industries. It is the declared policy of the present Government to regard these schools as only a beginning of better things and to increase the number of them as fast as they are needed. These two schools are supported jointly by the Provincial Government and the city councils, the charter of Montreal providing for an annual expenditure of \$25,000 from its funds for the maintenance of the Montreal school.

The other technical colleges of the Province are the Science Department of McGill University and the Polytechnic School in affiliation with Laval, which are referred to on pages 78 to 80. The former has a wide reputation as an institution which can bear comparison in all respects with any similar institution in the world, while the Polytechnic, which is naturally less known, beyond the borders of the Province, is justly valued by the French constituency which it serves. A technical school has also been built and equipped by private benefaction at Shawinigan Falls—an important manufacturing centre—and it is of the type needed in similar towns.

Agriculture

There has always been a strong feeling in favour of the teaching of agriculture in the schools of the Province, and the regulations of the two Committees have, for many years, given the subject a place in the courses of study. In 1899 the Legislature added the weight of its authority to the regulations by enacting that "Agriculture shall be taught in all schools in rural municipalities." In elementary schools the subject was included under the general head of "Useful Knowledge," and the teaching was oral, the teacher using a text-book for her own guidance. Until recently the results in the elementary schools were unsatisfactory for a variety of reasons. The teachers were almost entirely women and were not properly instructed themselves, the latter fact being as apparent to the parents as the former. Moreover, it is difficult to interest small children in this subject by any but the best methods of instruction.

At present, however, a change has come over the treatment of the subject. Every teacher who receives her diploma from the Roman Catholic Central Board of Examiners passes an examination in agriculture and in methods of teaching, while even better arrangements prevail in the Normal Schools. The Government engages Mr. O. E. Dallaire, Principal of the Provincial Dairy School and a man of wide knowledge and experience and of much ability, to give a course of ten lectures yearly in each of the ten Roman Catholic Normal

Schools as supplemental to the ordinary course in agriculture.

The Protestant School for Teachers has equal facilities, being a part of the Macdonald College which includes an agricultural department as well as a department of domestic economy. The teachers who have taken their diplomas recently may therefore be regarded as competent instructors in this subject.

Of the institutions that devote themselves entirely to the teaching of agriculture there are four in the Province, including the Dairy School of St. Hyacinthe.

The Agricultural Institute of Oka has recently been affiliated with Laval University, from which academic degrees are received by the graduates who take the full three years' course. It serves the western part of the Province and is carried on by the Trappist Fathers. There are five lay professors, six Trappists who devote themselves wholly to theoretical work, six who have charge of practical work and two who give all their time to teaching and overseeing. There were 57 pupils in attendance last year, but about 100 can be accommodated. If the preliminary education is sufficient pupils may enter at 15 years of age, but the average age of those in attendance is about 18 years. The Provincial Government gives this institute \$5,500 a year and in addition seven dollars a month for each pupil up to the maximum number of fifty. The

pupils are required to follow concurrently with their technical work courses in French, English, arithmetic, composition, domestic and agricultural bookkeeping, hygiene and the elements of civil and municipal law. During the first year special attention is given to general notions of agriculture, including physics, chemistry, botany and zoology as the scientific basis of agriculture, while in the subsequent years the course becomes more essentially technical. The full course includes practical and theoretical work in butter making, cheese making (Cheddar and soft cheese), field culture and what it involves, study of soils, fruit and tree culture, kitchen gardening, breeding and raising of cattle and horses, poultry and bee keeping, dairying, wine, cider and maple sugar making, and the tinning of fruits and vegetables. Short courses are furnished for farmers who wish to take special lectures for a week or more on some phase of their work, but these farmers are not reported as a part of the body of students.

The Agricultural School at Ste. Anne de la Pocatière serves the French population in the eastern part of the Province. The school is under clerical control and follows a similar course of study to that given at Oka. The staff is smaller and the number of pupils is about twenty. Arrangements are actually under way by which this institution will be affiliated to Laval and will enlarge the scope of its work.

The Macdonald College is incorporated with

McGill University and is under control of the Governors of the University. It is organized into three departments, (1) The School of Agriculture, (2) The School for Teachers, and (3) The School of Household Science.

It was founded, erected, equipped and endowed by Sir William Macdonald at a gross cost, it is estimated, of nearly \$7,000,000.

The School of Agriculture is intended not only to provide theoretical and practical work in the several branches of agriculture but also to provide 'for the carrying on of research work and investigation and for the dissemination of knowledge; all with particular regard to the interests and needs of the population in rural districts.'

Pupils may enter at eighteen years of age after an examination to show sufficient education to proceed with the course, higher standards being set for those who take the full course leading to a degree. The ordinary courses extend over two years or four years, the former qualifying for a diploma in agriculture and the latter for the degree of Bachelor of Science in Agriculture (B.S.A.)

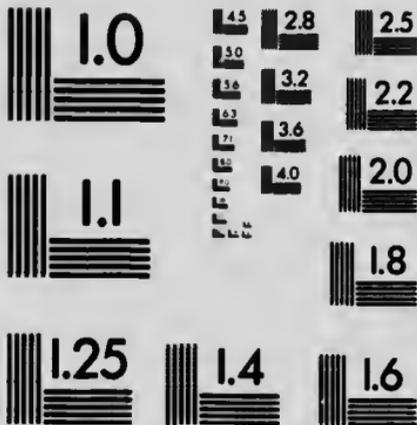
The work of the first year is detailed as follows: Animal husbandry, biology, cereal husbandry, chemistry, drawing, English, farm machinery, history, home dairying, horticulture, manual training, mathematics, nature study, physics, poultry.

In the second year are added bacteriology,



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botany, entomology and geology. This work is continued in the third year while in the fourth students may choose one of the four following courses of study but wish to observe the best methods of agriculture.

At convenient seasons of the year short courses of two weeks duration are provided for farmers and farmers' sons who are unable to take the longer courses of study but wish to observe the best methods of agriculture. The short courses are made as practical as possible and are provided in (1) live stock, (2) cereal husbandry, (3) horticulture, (4) poultry and (5) farm home.

The agricultural residence building can accommodate 175 pupils. The number in residence for the long courses was 124 during the second year of the existence of the College (1912-13.)

So far as the material equipment is concerned as represented by land, buildings, live stock, laboratories, machinery and appliances this institution is almost unrivalled, while the staff of twenty-three professors and lecturers in this agricultural department alone is of such a quality as to guarantee efficiency in all branches of agricultural science.

Macdonald College also sends out College demonstrators. During the past year six of them have been placed in important farming districts. Their work is being rapidly appreciated. In one county alone the demonstrator established six egg circles which are now sending out about three thousand

eggs a week at a price of from three to fifteen cents a dozen more than could be obtained if the farmers sold their eggs at local centres. In some cases, also, the demonstrators visit the schools of their district and give brief talks to the pupils on farming subjects.

The three colleges just described carry on work in a general way in all the subjects of an agricultural course, but there is another institution, the Provincial Dairy School of St. Hyacinthe, which specializes, as is indicated by its name. During the past year 226 men took courses in the Dairy School in order to become butter and cheese makers and expert milk testers.

Valuable experiments have been carried on in homogenization, sterilization and aeration of milk, the results of which are published from time to time.

There are moreover many phases of agricultural education carried on under the Department of Agriculture that need only to be mentioned in such an article as this. For example, there is a staff of ten Provincial peripatetic agricultural lecturers who give addresses to the farmers all over the Province.

Experimental Fruit Stations have been established in some 18 to 20 counties of the Province, the oldest ones having now become splendid orchards.

It should be observed that all the agricultural education, except that in the public schools, is subsidized by the Government and is under the control of the Department of Agriculture rather than the Department of Public Instruction.

An agricultural journal is published under the direction of the Government and principally at its expense and is widely circulated amongst the farmers. Agricultural societies and farmers' clubs, competitions of dairy products and for prizes and medals for the best farms while not coming exactly under the heading of agricultural education are important factors in the dissemination of scientific methods of agriculture. They are all subsidized by the Government.

School of Commercial Studies

In 1907 the Government introduced and passed through the Legislature a bill to establish a school in Montreal to be known as L'Ecole des Hautes Etudes Commerciales, to provide courses in the principles of banking, administration, political economy, and generally such subjects as the name of the institution indicates. The Government contributed the greater part of the cost of maintenance, and La Chambre de Commerce of Montreal assisted also. After several years of operation, during which it was found that the majority of the students were French-Canadian Roman Catholics,

the Legislature passed an act enabling the Government to place this institution under the charge of Laval University, and this transfer is likely to be carried out. McGill University also gives a course in commerce leading to a diploma.

THE SEPARATE SCHOOL SYSTEM



IT has been already explained that while the school law provides in the first instance for a board of commissioners in every municipality, any number of the proprietors, tenants or ratepayers may dissent and form a board of trustees. Further, the school law also provides that boards of commissioners may be formed "for Protestants only" or "for Catholics only," as the case may be. The chief difference between a board of dissentient trustees and a board of commissioners "for Protestants only" or "for Catholics only" is that in the former case there are three members only and in the latter cases there are five. Their powers are practically the same, except as to the mere manner in which the neutral panel (incorporated companies') taxes are collected. But there is this difference in the effect of the erection of a school municipality "for Protestants only" or "for Catholics only." All of the ratepayers within the territory so erected must belong to the board of their own religion. In the case of mere dissent it is only when two-thirds of the religious minority (Roman Catholic or Protestant) have dissented that the rest are deemed dissentient, unless they are sending their children to the schools of the majority.

It is frequently supposed outside of the Province that the Protestant schools are the "Separate" schools. This is doubtless a natural deduction from the fact that the Protestants are a minority in the Province as a whole. But the terms majority and minority in this connection refer to the local municipality; and hence, in the Eastern Townships and elsewhere, the Protestant boards are frequently the commissioners and the Roman Catholic boards the dissentient trustees. As a matter of fact, also, the phrase "separate schools" is seldom used. The local term generally is "commissioners' schools" and "trustees' schools," either of which may be Roman Catholic or Protestant.

In educational language, however, a separate school system is in force, and some account of its operation may be justly expected. On the abstract question of the value of a national system, especially at the formative period of a comparatively young country, there is probably only one opinion, but for reasons which have already been indicated in the chapter on the educational history of the Province, a national system was not adopted in Quebec and is not likely to be for some time to come. But the writers are of the opinion that no part of the world can show a happier working out of the separate system. The dividing lines are language and religion, and the guiding principle is complete religious freedom. This has been indicated in previous pages, but it may be stated once more that the Protestant schools of the Province, whether

under commissioners or trustees, follow the regulations and the courses of study laid down by the Protestant Committee of the Council of Public Instruction, and similarly the Roman Catholic schools follow the regulations and the courses of study of the Catholic Committee.

As an instance of the equable working of the system in general it may be stated that very frequently it has happened in the mixed parts of the Province, such as the Eastern Townships, that a Protestant or a Catholic board of commissioners having a certain number of Roman Catholic or Protestant ratepayers who had not dissented, have provided a teacher of the same religion and language as this minority for the school in the district where they were grouped. Incidentally, also, such instances are a proof of the manifest good-will which prevails between the two races when they meet on common ground in business and other connections.

The only serious difference of opinion that exists regarding the provisions for the separate systems is that concerning the taxes of incorporated companies—the "neutral panel." These are collected by the commissioners and divided between the commissioners and trustees on the basis of school enrolment. It thus happens that while the greater amount of capital invested in an incorporated manufacturing concern in a small municipality may be Protestant in origin, the greater share of that particular tax will go to the Roman Catholic

school. For many years this question has been discussed by representatives of the Protestant minority, and it has sometimes been denounced as unjust. But it is to be remembered that a responsible Chairman of the Protestant Committee, the late Rev. Dr. Shaw, Principal of the Wesleyan Theological College of Montreal, publicly defended it. While the purpose of this pamphlet is not controversial, it seems necessary to state one of the principal arguments advanced by Dr. Shaw. In the very case referred to above, which is typical rather than hypothetical, the manufacturing company employs chiefly French speaking labor—most probably in the same proportion to the English speaking labor as its taxes are divided between the Roman Catholic and Protestant schools. Its duty is to assist, in its proportion, in the education of all the children of its employes, regardless of the school which they may attend. There are some manufactories, supported by Protestant capital, which are so situated that if they were only called upon to support Protestant schools in their municipality they would escape school taxation altogether. In the case of banks and other incorporated institutions, of course, this principle does not apply always in the same way. But the invested capital is very so local in origin, and as it is therefore practically impersonal so far as the local schools are concerned, there is perhaps no better means for the division of the taxes than that which is based upon the enrolment of the schools.

SOME CHARACTERISTICS OF QUEBEC EDUCATION

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THE Province is conservative in educational matters. In some particulars, therefore, it has frequently been regarded as laggard when compared with other provinces. It is more just to say, however, that it is conservative rather than laggard. It has been slow to conform to certain prevailing educational movements of Canada and the United States. By its very principles, Roman Catholic education in the Province could hardly be expected to exhibit any close conformity to the ideas and methods which appeal to English speaking provinces and states of this continent. The Church holds strongly to the principle of large control over the secular education of its adherents, and in assuming this responsibility it devotes much thought to the development of such educational ideas and methods as it believes best suited to the Roman Catholic people of the Province. What is frequently not understood by outside observers is that this conservatism, which may be strictly and firmly maintained as regards surrounding systems, is at the same time perfectly consistent with a spirit of progress within. This progress may not be stated in the same terms, or measured in the same way, as that of other school systems, but its reality

is unquestioned by those who have the means of comparison. Difference in aim and method does not necessarily mean inferiority.

The Province is, then, undoubtedly conservative in educational matters, both among Protestants and Roman Catholics, but in neither case is it to be implied that there is a lack of progressive spirit. For the last fifteen or twenty years there has been a rapidly growing public interest in the question of the schools, and it has been steadily reflected in the Legislature and in the French and English press of the Province. It is reflected also in the rapidly increasing expenditure upon the schools—an expenditure which, if it continues to increase at the same rate, may soon remove the reproach of the small salaries paid to the teachers.

The conservative spirit has, perhaps, its advantages as well as its disadvantages. On the side of advantage it has served for one thing to prevent the courses of study from being overloaded with too many modern subjects. It has also served to prevent frequent change and educational experiment. On the other hand it has served, too, to prevent the adoption, or at least the widespread adoption, of proved means of progress. The idea of consolidation, for example, is only now being approved after years of missionary work in its behalf; and there is practically no real demand for continuation schools outside of the large cities. Hence, also, such recent experiments as that of open-air schools are confined wholly to the city of

Montreal. In saying this much, however, the writers do not wish to convey the idea that modern developments in educational work are unwelcome in the Province. They are not. But the practical effort both of Protestant and Roman Catholic education in the Province has been remarkably independent in its character, and this is best expressed by saying that it has been conservative as compared with educational effort in the rest of the continent.

Another characteristic is that bilingualism, in the full sense of the word, is not a feature in the educational system. That is to say, there is no attempt in the public schools, Roman Catholic or Protestant to use both languages alternately as languages of instruction. In many if not most of the schools the second language, French or English, is taught as a language, but the pupils invariably receive instruction in general subjects in their mother tongue. In some of the classical colleges, however, and other institutions in which French and English speaking Catholic students are gathered, the bilingual principle is followed to some extent. To this fact is to be attributed the remarkable command of the English language, both in speaking and writing, possessed by so many public men and professional men of the French Canadian race. For many years, also, it has been the custom of English speaking Canadians of the Province, preparing for business or professional life, to attend French schools for a period with the view of acquir-

ing a full command of the French language. As for the considerable number, French and English, who have not had the advantage of this special experience, and whose only means of acquiring the second language is that of their own effort, and the opportunity afforded by business contact, the French people learn to speak English in greater proportion and more readily than the English people learn French. It is for this reason, and in view of the practical importance of the second language, that the Protestant Committee has recently laid much stress upon the teaching of French by the oral method and by specialists from the early grades upward. The movement is expected to result in a largely increased number of English teachers who will have a practical speaking knowledge of French in addition to the usual knowledge of its grammar and literature.

GOVERNMENT GRANTS



SEVERAL Government grants have been mentioned in previous pages, and it is now necessary to give a general outline of their nature and amount.

The total sum of the Government grants in 1867-68, the first year of Confederation, was \$256,762; in 1877-78, \$346,710; in 1887-88, \$362,220; in 1897-98, \$447,650; in 1907-08, \$683,350; in 1910-11, \$1,065,229; and in 1911-12, \$1,202,029. The contributions of the ratepayers, in taxes and fees, were as follows:—In 1867-68, \$1,313,149; in 1877-78, \$2,249,574; in 1887-88, \$2,022,898; in 1897-98, \$2,608,121; in 1907-08, \$4,465,537; in 1910-11, \$5,729,101; in 1911-12, \$6,212,440. It will thus be seen that in recent years there has been a very considerable increase both in Government grants and in the direct contributions of the people.

The Government grants include those to the technical schools, night schools, and special schools of various kinds, but the principal ones which require description are those paid to the school boards for the support of elementary and model schools and academies.

There are two funds, voted annually by the Legislature, which are designated Public School

Funds. The first of these has been in existence many years, and was long kept at the same amount, namely, \$160,000. It is now \$200,000. It is subject to a deduction of four per cent for the Teachers' Pension Fund before being distributed, and from it also the deductions on the teachers' salaries, for the same purpose, are made. This latter deduction is not less than two per cent and not more than four per cent. The fund is distributed to the school boards of the Province in proportion to the number of pupils each board has enrolled in the previous year. Consequently, the reports of the secretary-treasurers, giving these figures as well as the teachers' salaries and other required information, must be received at the Department before the distribution can be made. The amount of the pension deduction for each individual teacher is certified on a receipt which the boards may give to the teachers as payment of their salaries to that extent.

The second Public School vote is known as the Minimum Salary Grants. These are paid only to school boards not in towns or cities, and only to those rural or village boards which pay all of their teachers not less than a specified annual salary. This vote has increased from \$50,000 in 1908-09 to \$225,000 in 1913-14. It also is distributed on the basis of school enrolment.

The two next important grants are for superior education and for poor municipalities. That part of the Superior Education Fund which is destined

to the model schools and academies is distributed upon the recommendation of the two Committees of the Council of the Public Instruction for their respective schools. The Poor Municipality Fund is also distributed upon the recommendation of the Committees. In 1911-12, the Catholic Committee distributed \$46,500, and the Protestant Committee \$23,332 to the model schools and academies. The Catholic Committee distributed \$20,881 and the Protestant Committee \$15,835 to poor municipalities. Both the Superior Education and Poor Municipality funds are considerably larger on the Protestant side than the proportion by population could call for, but the difference is caused by the fact that certain other Protestant moneys are added to the sums coming from the Legislative grants. For example, the marriage license fees of the Province are placed at the disposal of Protestant education, because Protestants alone are married by special license, and these fees are divided between the Superior Education and Poor Municipality funds. Again, the sum of \$7,000 has of late years been taken from the Released Normal School fund and added to that of Poor Municipalities, upon the recommendation of the Protestant Committee.

The Released Normal School fund is the annual sum of \$16,866.67, which up to the time of the formation of Macdonald College had been the Protestant share for normal schools. By the terms of the agreement Act between the Province and the

Royal Institution for the Advancement of Learning (McGill University) that amount is continued for the use of Protestant rural education. A portion of this fund is used annually to assist boards not receiving grants from the Poor Municipality Fund.

The next important sum is that based on Arts. 2944 to 2949 R.S.Q., 1909, by which the sum of \$150,000 is at present distributed to elementary schools, on the recommendation of the Lieutenant-Governor-in-Council.

These are the main grants. In addition there are bonuses to school boards for progress, referred to on a previous page, bonuses to teachers for successful teaching, and long service bonuses. In 1912-13 the long service bonuses amounted to \$28,980. There is also a grant of \$4,000 to be apportioned to such Protestant academies as employ qualified specialists in the teaching of French by the modern method. The salaries of these specialists are supplemented by the amount of the grant in each case, usually \$200.

In so far as Government grants are regarded as the reward of and the spur to local effort, it will be noticed that the grants and the local taxation in the Province have since Confederation kept at about the same proportion to each other. As a matter of fact, however, the rural school boards of the Province now receive a much larger percentage of their total expenditure, in the way of Government aid, than they did ten years ago. In many cases the

percentage has increased from five to twenty-five per cent, the minimum salary grants being chiefly responsible for this.

It is worth noting that the two Public School funds, being based on the enrolment of pupils, operate as an incentive similar to that derived from compulsory laws in securing attendance. It is to the interest of the boards to get all the possible pupils at school.

Educational Journals

The Government for many years has purchased from the publishers of two educational journals, one French and one English, a sufficient number of copies to furnish one free of charge to each school, to each school board and to each inspector.

APPENDIX

APPENDIX A
Course of Study for Catholic Schools—ELEMENTARY COURSE

ELEMENTARY COURSE: 4 YEARS		SECOND GRADE: 1 YEAR
FIRST GRADE: 3 YEARS		
SUBJECTS.	1st year	2nd year
MORAL AND RELIGIOUS INSTRUCTION.	Prayers. Catechism. Sacred History. Manners.	Prayers. Catechism. Sacred History. Manners.
	Prayers. Catechism. Sacred History. Manners.	Prayers. Catechism. Sacred History. Manners. Latin Reading.
FRENCH.....	Reading—elocution—recitation of selections. Writing.	Reading—elocution—recitation of selections. Writing. Parsing and logical analysis

	Grammar. Parsing and logical analysis. Dictation—fixed spelling and inflectional spelling. Language lessons.	Grammar. Parsing and logical analysis. Dictation—fixed spelling and inflectional spelling. Language lessons.	Grammar. Parsing and logical analysis. Dictation—fixed spelling and inflectional spelling. Language lessons.	Dictation—fixed spelling and inflection spelling. Oral and written language lessons.
ENGLISH.....		Simple language lessons. Elements of reading.	Simple language lessons. Reading—pronunciation—spelling Recitation of selections. Language lessons. Written exercises. Rudiments of Grammar.	Reading—pronunciation—spelling. Recitation of selections. Language lessons. Written exercises. Rudiments of Grammar.
MATHEMATICS..	Arithmetic	Arithmetic	Arithmetic	Arithmetic. Household and farm accounts.
GEOGRAPHY.....	Introductory lessons.	Introductory lessons.	Introductory lessons. Province of Quebec. Canada.	Introductory lessons. Canada. America. Continents and oceans.

Course of Study for Catholic Schools—ELEMENTARY COURSE—Continued.

ELEMENTARY COURSE: 4 YEARS

FIRST GRADE: 3 years.

SECOND GRADE: 1 year

	1st year	2nd year	3rd year	4th year
Subjects.....				
CIVICS INST.....			Administrative organization of the province of Quebec; introductory lessons	Political organization of Canada and of the Province of Quebec.
HISTORY.....	History of Canada.	History of Canada.	History of Canada.	History of Canada.
DRAWING.....	Drawing.	Drawing.	Drawing.	Drawing.

NATURAL SCIENCES...

Elements of familiar Science—object lessons.

Familiar science—object lessons. Hygiene. Agriculture.

APPENDIX B
Course of Study for Catholic Schools—MODEL AND ACADEMY COURSE

Subjects	Model course (intermediate): 2 years.			Academy course (superior): 2 years.	
	5th year	6th year	7th year	8th year	
MORAL AND RELIGIOUS INSTRUCTION.	Prayers. Catechism. Sacred History. Manners. Latin reading.	Prayers. Catechism. Sacred History. Manners. Latin Reading.	Prayers. Catechism. Elements of Ancient History. Manners. Latin Reading. History of the Church.	Prayers. Catechism. Elements of Ancient History. Manners. Latin Reading. History of the Church.	
FRENCH.....	Reading—elocution —r recitation of selections.	Reading—elocution —r recitation of selections.	Reading—elocution —r recitation of selections.	Reading—elocution —r recitation selections.	

APPENDIX B.—Continued
Course of Study for Catholic Schools—MODEL SCHOOL AND ACADEMY—Continued

	Model course (intermediate): 2 years			Academic course (superior): 2 years.		
Subjects.	5th year.	6th year.	7th year.	8th year.		
FRENCH.....	Writing. Grammar. Parsing and logical analysis. Dictation — fixed spelling and inflectional spelling. Language lessons and composition. Literature—literary analysis.	Writing. Grammar. Parsing and logical analysis. Dictation — fixed spelling and inflectional spelling. Language lessons and composition. Literature—literary analysis.	Writing. Grammar. Parsing and logical analysis. Dictation — fixed orthography and inflected words. Language lessons and composition. Literature—literary analysis—elements of the history of literature.	Writing. Grammar. Parsing and logical analysis. Dictation — fixed orthography and inflected words. Language lessons and composition. Literature—literary analysis — elements of the history of literature.		
ENGLISH.....	Reading—elocution—spelling.	Reading—elocution—spelling.	Reading—elocution—spelling.	Reading—elocution—spelling.		

<p>ENGLISH</p> <p>Recitation of selections. Language lessons and composition. Written exercises. Rudiments of grammar. Parsing and logical analysis.</p>	<p>Recitation of selections. Language lessons and composition. Written exercises. Grammar. Parsing and logical analysis. Literature.</p>	<p>Recitation of selections. Language lessons and composition. Written exercises. Grammar. Parsing and logical analysis. Literature.</p>	<p>Recitation of selections. Language lessons and composition. Written exercises. Grammar. Parsing and logical analysis. Literature.</p>
<p>MATHEMATICS</p> <p>Arithmetic. Commercial book-keeping. Mensuration.</p>	<p>Arithmetic. Commercial book-keeping. Mensuration. Algebra.</p>	<p>Arithmetic. Commercial book-keeping. Mensuration.</p>	<p>Arithmetic. Commercial book-keeping. Mensuration. Algebra.</p>
<p>GEOGRAPHY</p> <p>Europe. Asia.</p>	<p>Canada. United States.</p>	<p>Africa. Oceania (Australia).</p>	<p>America. Europe. Asia. Oceania (Australia).</p>
<p>CIVIC</p> <p>Ecclesiastical and administrative organization of the Province of Quebec.</p>	<p>School organization of the Province of Quebec.</p>	<p>The judicial institutions of Canada.</p>	<p>General organization—political and administrative of Canada.</p>

APPENDIX B—Continued
Course of Study for Catholic Schools.—MODEL SCHOOL AND ACAEMY—Continued

HISTORY.....	History of Canada..	History of Canada.	History of Canada. History of France.	History of Canada. History of England History of the United States.
DRAWING.....	Drawing.	Drawing.	Drawing.	Drawing.
NATURAL SCIENCES...	Familiar sciences: Hygiene. Agriculture.	Familiar sciences: Hygiene. Agriculture. Physics. Cosmography.		

N. B.—The details of the course of study with yearly distribution and pedagogic directions, will be found at pages 37 and following of the "Catholic Teachers' Manual" and pages 32 and following of the "Revised School Regulations of the Catholic Committee," which the Government has distributed in all the schools of the Province.

**COURSE OF STUDY FOR ELEMENTARY SCHOOLS—Appendix C.
AUTHORIZED BY THE PROTESTANT COMMITTEE**

SUBJECTS	GRADE I	GRADE II	GRADE III	GRADE IV.
<p>Historical Knowledge</p> <p>As in previous year together with the Circumcision and Presentation of Jesus. Luke II, 21-28. Preparation at Nazareth. Luke II, 51-52. Choice of Apostles. Luke VI, 12-17. Entrance of the Baptist. Mark VI, 17-29. Death of the Baptist. Mark VI, 21-29. Supper at Bethany. John XII, 2-8. Entry into Jerusalem. Mark XI, 1-12.</p> <p>As in previous year together with the Circumcision and Presentation of Jesus. Luke II, 21-28. Preparation at Nazareth. Luke II, 51-52. Choice of Apostles. Luke VI, 12-17. Entrance of the Baptist. Mark VI, 17-29. Death of the Baptist. Mark VI, 21-29. Supper at Bethany. John XII, 2-8. Entry into Jerusalem. Mark XI, 1-12.</p> <p>As in previous year together with the Circumcision and Presentation of Jesus. Luke II, 21-28. Preparation at Nazareth. Luke II, 51-52. Choice of Apostles. Luke VI, 12-17. Entrance of the Baptist. Mark VI, 17-29. Death of the Baptist. Mark VI, 21-29. Supper at Bethany. John XII, 2-8. Entry into Jerusalem. Mark XI, 1-12.</p> <p>As in previous year together with the Circumcision and Presentation of Jesus. Luke II, 21-28. Preparation at Nazareth. Luke II, 51-52. Choice of Apostles. Luke VI, 12-17. Entrance of the Baptist. Mark VI, 17-29. Death of the Baptist. Mark VI, 21-29. Supper at Bethany. John XII, 2-8. Entry into Jerusalem. Mark XI, 1-12.</p>	<p>The first half hour of each day to be devoted to the following Exercises, Scripture Reading, Singing and Prayer, Recitation in Scripture as follows, and in Morals, including readings and lessons upon Goodness, Truthfulness, Honour, Respect for others, Good Manners, Temperance, Health, Kindness to Animals, &c.</p>	<p>As in previous year together with the Circumcision and Presentation of Jesus. Luke II, 21-28. Preparation at Nazareth. Luke II, 51-52. Choice of Apostles. Luke VI, 12-17. Entrance of the Baptist. Mark VI, 17-29. Death of the Baptist. Mark VI, 21-29. Supper at Bethany. John XII, 2-8. Entry into Jerusalem. Mark XI, 1-12.</p>	<p>As in previous year together with the Circumcision and Presentation of Jesus. Luke II, 21-28. Preparation at Nazareth. Luke II, 51-52. Choice of Apostles. Luke VI, 12-17. Entrance of the Baptist. Mark VI, 17-29. Death of the Baptist. Mark VI, 21-29. Supper at Bethany. John XII, 2-8. Entry into Jerusalem. Mark XI, 1-12.</p>	<p>Life and Words of Christ.</p>

COURSE OF STUDY FOR ELEMENTARY SCHOOLS—Appendix C.—Continued

SUBJECTS:	GRADE I	GRADE II	GRADE III	GRADE IV
Exercises	<p>Outlines of chief events to the end of the life of Joseph.</p> <p><i>To be committed to memory.</i>—The Lord's Prayer, The Beatitudes, Six special texts, viz. Ps. IV, 8, Ps. I, 1, 10, II, MATT. XI, 28.—JOHN III, 16-17.</p>	<p>Outlines of chief events to the death of Joshua.</p> <p><i>To be committed to memory.</i>—The Lord's Prayer, The Beatitudes, The Apostles' Creed.—Six special texts, viz. Ps. XIX, 12-14, Prov. III, 5, MATT. XI, 29, JOHN X, 14, JOHN XIV, 15.</p>	<p>Outlines of chief events to the end of the Judges.</p> <p><i>To be committed to memory.</i>—The Ten Commandments and MARK V.</p>	<p><i>To be committed to memory.</i>—MATT. 23-26.</p>
ARITHMETIC.....	<p>The meaning of words with accents and brightness of tones, fluency, clearness and correctness of pronunciation, and to writing and spelling in all written work.</p> <p>Copying words and sentences, oral and written reproduction. Memorization work. Special attention to penmanship and hand-movements.</p>	<p>Copying words and sentences, Dictation, oral and written. Reproduction, Sentence Composition, Memorization work.</p>	<p>Copying, Dictation, Word Building, Special Study of Simple Selections, from best prose and poetry, with Memorizer work, Sentence Drill, the Parts of Speech.</p>	<p>Dictation, Special Study of Selections, including Definitions, Derivations, Analysis, and Synthesis of Sentences, Parsing, Letter Writing, Accents, Descriptive Composition, and Recitation of selected passages.</p>
	<p>Mental Arithmetic, Addition and Subtraction with objects, and with numbers of two figures. Reading and writing numbers to 100.</p>	<p>Mental Arithmetic, Four Simple Rules to Short Division inclusive, Multiplication Table, Avordupois weight, Long and Liquid Measures.</p>	<p>Mental Arithmetic, Long Division, Simple examples in Fractions and in Compound Numbers in ordinary use, and Review.</p>	<p>Mental Arithmetic, Simple Examples in Fractions, Decimals, Percentages, Interest, Mensuration and Review.</p>

GEOGRAPHY AND HISTORY	Elementary terms Divisions of land and water Map of the school neighborhood.	Outline of the map of Canada	Map of Western Hemisphere, Map Drawing Outline of Canadian History, French Rules,	Map of Eastern Hemisphere, Map Drawing Outline of Canadian History, including points of contact with British History.
OBJECT LESSONS OR USEFUL KNOWLEDGE	Form Study and Drawing, Colour, Size, Weight, Motion, First Notions of Agriculture, (Special attention to the Plants, Animals, Forest Trees, and Minerals of the Province, and their uses)			
FRENCH (Optional...)	Names of objects in conversation	Names of objects familiar	Easy sentences with simple forms of regular verbs	
TEXT BOOKS NECESSARY FOR EACH GRADE	Reading Book, Table-card Slate, Slate-Pencil, Primary Exercises in Arithmetic, Parts 1 and 2.	Reading Book, Table-card Slate, Slate-Pencil, Copy Book, Blank Book, Pen-Ink, Primary Exercises in Arithmetic, Parts 3 and 4, Curtis' Oral Lessons in French, Part I	Reading Book, Slate, Pencils, Copy-Book, Blank Book, Pen-Ink, Arithmetic, Geographic History, Drawing Book No. 1, Primary Exercises in Arithmetic, Part 5 and 6, Curtis' Oral Lessons in French, Part II.	Reading Book, Slate, Pencils, Blank Book, Copy Book, Blank Book, Pen-Ink, Arithmetic, Geographic History, Drawing Book No. 2, Primary Exercises in Arithmetic, Parts 7 and 8, Curtis' Oral Lessons in French, Part III

N. B.—Musical and Physical Exercises are required to form part of School Course.
 Primer—Exercises in Arithmetic were formerly called Grammars.

APPENDIX D

COURSE OF STUDY FOR PROTESTANT MODEL SCHOOLS AND ACADEMIES

Authorized by the Protestant Committee of the Council of Public Instruction of the Province of Quebec
1913-14

SUBJECT.	MODEL SCHOOL GRADES.		
	I	II	III
	<p>The Opening Exercises in all (d) Life and Words of Christ. The Gospel of St. Luke. Simple Business Forms, addressing of envelopes, and easy Bills.</p>		
Scripture.....		<p>Grades consist of Scripture Reading and Prayer, with Singing. (d) The Gospel of St. Luke.</p>	
Writing.....		<p>Business Forms, including Pro-missory Notes and short business letters.</p>	
English.....	<p>Dictation, Ont. Pub. S. Speller, pp. 89-116. Renouf's Easy Exercises in English, Parts II and III. The Laureate Poetry Book III.</p>	<p>Dictation, Ont. Pub. S. Speller, pp. 117-114. Renouf's Easy Exercises in English, Parts III, and IV. The Laureate Poetry Book IV; and Miles Standish and other Poems.</p>	<p>(d) The Acts of the Apostles. As in Grade II, and also to make a Day Book and Personal Ledger accounts from easy transactions. Dictation, Ont. Pub. S. Speller, pp. 145-168. West's Grammar for Beginners to p. 69, Analysis and Parsing. The Laureate Book V; and Irving's Sketch Book.</p>
History.....	<p>The Class Reader. (a) Canadian History: — French Regime.</p>	<p>The Class Reader. British History to 1485.</p>	<p>(a) Canadian History to 1763. (b) British History to 1763.</p>

Geography.....	North and South America. Europe with special study of the British Isles.	Asia, Africa and Australia.
Arithmetic.....	Mental and Rapid; Vulgar Fractions. Decimal Fractions, Compound Rules.	Mental and Rapid; Percentage, Interest, Gain and Loss, Time and Work, Square Root, Areas: including triangle, parallelogram and circle.
French.....	Curtis' Oral Lessons, Part III. or Fasquelle's Introductory French Course, pp. 26-80.	Curtis' Oral Lessons, Pt. V.; and Progressive Fr. Reader, Part I, pp. 1 to 31, or Fasquelle's Introductory Fr. Course, pp. 164-242, and Progressive Fr. Reader.
Latin.....	Henderson and Little's New First Latin Book, Lessons 1-30.	Henderson and Little's New First Latin Book, Lessons 1-57, with pp. 276-281. (2) Faculae Faciles—Extracts 21-40.
Science.....	Lessons on Temperance and Health. Out. Pub. Sch. Hygiene. 1-123 See Memo.— Prang's Parallel Course.	.....
Drawing.....	Prang's Parallel Course.	Prang's Parallel Course. or D. C. F.

<p>Arithmetic..... Complete Arithmetic. See Memo.</p>	<p>Mensuration as in Stevens.</p>	<p>Extra Math., Pt. II., (Algebra, Geometry, Trigonometry).</p>
<p>Algebra..... Simple Rules; Easy Equations of one unknown quantity; Easy Factoring</p>	<p>Factoring, Fractions, G.C.M. and L.C.M., Simple Equations and easy Quadratics.</p>	<p>Quadratics, Involutions, Evolution, Fractional Indices and Surds.</p>
<p>Geometry.....</p>	<p>(c) Hall and Stevens, Pages 1 to 55 inclusive.</p>	<p>Hall and Stevens See Memo.</p>
<p>French.....</p>	<p>Progressive Fr. Reader, Part I, Berthou's Gr., Sections 1-97 and 180-198; (d) Exercises, p. 123 and 45-55, or Berthou's Gr., pp. 41-72.</p>	<p>Berthou's Fr. Gram. Coes. 98-148 and 165-238. (f) Exercises, corresponding sections, or Berthou's Gr. to p. 142. Histories Courtes et Longues (Chenaille) Une Joyeuse Nichee (Dent.)</p>
<p>Latin.....</p>	<p>(1) Shorter Latin Course, Part II, pp. 140. (2) Fabulae Extracts 41-100.</p>	<p>Shorter Latin Course, Part II, with exercises; (2) Caesar, De Bello Gallico, II., chap. 1 to 18; (3) Gleason's Ovid, 260 lines, beginning on p. 1</p>

as in S.L.C., Part II., with exercises; (2) Caesar, De Bello Gallico, II., chap. 1 to 18; (3) Gleason's Ovid, lines 1-670; (4) Exercises in unsten Translation.

Course of Study for Protestant Model Schools and Academies—Continued

Science.....	(c) Physics; chaps. I, II, III. or Chemistry, Remsen, chaps. I to VIII., omitting chap. IV. or Drawing. See Memo.	(c) Physics, Chaps. IV and V, or Chemistry: Remsen, chaps. IV and IX-XIII., or Drawing. or Botany:—Bailey, pp. 1 to 250, and the study of a few common plants. Agriculture.	(c) Physics. See Memo; or Botany (Bailey); or Chemistry; or Gage's Introduction to Physical Science, chaps. I to V.
Drawing.....	Prang's Parallel Course (h). or D. C. F.	Prang's Parallel Course (h). or D. C. F.	Special Review of Freehand and Geometrical, or any two of the following: (a) Freehand Object Drawing with shades and shadows. (b) Drawing from east. (c) Elementary Water Color Drawings.

APPENDIX E

LAVAL UNIVERSITY, CATHOLIC—QUEBEC and MONTREAL

Year 1912-13.

Number of Professors.	Quebec.	Montreal.	Tls.	Ttla.
Faculty of Theology.....	9	12	21	
" Law.....	15	16	31	
" Medicine.....	22	59	81	
" Arts.....	30	18	48	
Preparation and Land Surveying School.....	8	—	8	
Polytechnic School.....	—	22	22	
Veterinary.....	—	10	10	
Dental Surgery.....	—	18	18	
Laval Pharmaceutical School.....	—	11	11	
Agricultural Institute of Oka.....	—	12	12	
Superior Schools for girls:				
Male teachers.....	—	31	31	
Female teachers.....	—	20	20	
School of Forestry.....	9	—	9	
Totals.....	93	220	322	322

Number of Students in Quebec:

Faculty of Theology.....	142
" Law.....	72
" Medicine.....	66
" Arts including Seminary pupils.....	95
Pharmaceutical students.....	9
Preparation and Land Surveying.....	27
Forestry school.....	45
Total.....	456

Number of Students in Montreal:

Faculty of Theology.....	251
" Law.....	157
" Medicine.....	144
" Arts—Course of French literature.....	86
Polytechnic School.....	163
Veterinary School.....	50
Dental Surgery.....	119
Laval Pharmaceutical School.....	93
Oka Agricultural Institute.....	115
Superior Schools for girls.....	496
Total.....	1624

Graduates of University:	
Doctors in Theology.....	9
" in Medicine	190
" in Veterinary Medicine	13
Licentiates in Theology.....	8
" Law.....	61
" Canon Law	4
" Philosophy.....	10
Bachelors:—	
" of Theology.....	5
" Law.....	39
" Medicine.....	44
" Veterinary Medicine	28
" Arts.....	126
" Letters.....	49
" Sciences	91
" Applied Sciences.....	15
Civil Engineers	34
Mining Engineers	4
Railway Engineers	1
Architects.....	10
Surveyors attending lectures	9
Forestry Engineers	7
Sanitary experts	8
Housekeeping School:	
Diplomas	5
Teaching domestic science:	
Diplomas	9
Certificates of study	25
Total.....	738
Grand Seminaries affiliated	8
Colleges affiliated	18
Colleges and Schools affiliated.....	11
Total.....	37
The Polytechnic School under the control of Laval University receives from the Quebec Government an annual grant of	
	\$ 30,000 00
Laval University, Montreal, receives from the Provincial Government	25,000 00
Laval University, Quebec, receives from the Quebec Government	25,000 00
Total.....	\$ 80,000 00

PROTESTANT UNIVERSITIES.

McGill College and University.—Founded in 1811 by Honorable James McGill.

Lennoxville College and University.—Founded in 1815 by Bishop G. J. Mountain, of Quebec.

Number of Professors and Lecturers.	McGill.	Lennox- ville.
Faculty of Arts.....	47	9
" Medicine.....	112	
" Law.....	13	
" Science.....	76	
" Divinity.....	60	4
Totals.....	248	13

Number of Students:

Faculty of Arts.....	488	42
" Medicine.....	385	
" Law.....	64	
" Science.....	555	
" Divinity.....	60	16
Totals.....	1492	58

Graduates of University in 1912-13:

Doctors in Divinity.....		
" Law.....	—	2
" Honoris Causa.....	2	
" Medicine.....	62	
" Science.....	1	
" Dental Surgery.....	4	
" Philosophy.....	1	
Masters of Arts.....	12	12
" Science.....	8	
Masters in Dental Surgery.....		
Licentiates in Divinity.....		
Bachelors of Arts.....	61	
" Sciences.....	106	
" Law.....	17	
" Music.....	1	
" Divinity.....	—	2
Totals.....	277	16

McGill University is affiliated to the Universities of Oxford, Cambridge and Dublin.

Colleges affiliated to McGill University:

The Stanstead Wesleyan College, Stanstead, P.Q.
 Vancouver College, Vancouver, B.C.
 Victoria College, Victoria, B.C.
 The Congregational College of Canada, Montreal, P.Q.
 The Presbyterian College, Montreal, P.Q.
 The Wesleyan College of Montreal.
 The Diocesan College of Montreal.

N.B.—The last four are affiliated to the University for the Faculty of Arts only.

	McGill.	Lennoxville.
Grants from the Provincial Govern- ment	\$ 25,000.00	\$ 2,500.00
Receipts	803,961.00	24,295.45
Expenditure	920,965.00(1)	25,776.01
Endowments.....	7,005,639.00(1)	3,185.00
Value of buildings, ground, appar- atus, etc.....	8,840,494.00(1)	295,625.00
Number of volumes in library....	180,000.00	1,300.00

(1) These figures comprise those of Macdonald College of Ste. Anne de Bellevue, P..

APPENDIX F

COMPARATIVE STATEMENT OF EDUCATION MOVEMENT IN THE PROVINCE

Number of	1867-68	1877-78	1887-88	1897-98	1902-03	1907-08	1910-11	1911-12
Elementary schools.....	3,355	4,086	4,640	5,127	5,379	5,504	5,792	5,789
Model	318	200	485	344	555	640	671	683
Academies.....	190	282	149	153	178	201	223	248
Colleges.....	36	40	23	22	19	19	19	20
Special schools.....	2	17	18	15	115	77	90	91
Normal schools.....	3	3	3	3	5	7	11	11
Schools annexed to normal schools.....	.....	.....	.....	.....	6	7	11	11
Universities.....	3	3	4	4	4	4	4	3
Totals.....	3,907	4,701	5,322	5,863	6,261	6,549	6,821	6,856

APPENDIX F.—Continued

COMPARATIVE STATEMENT OF EDUCATION MOVEMENT IN THE PROVINCE

	1867-68	1877-78	1887-88	1897-98	1902-03	1907-08	1910-11	1911
NUMBER OF								
Pupils in Elementary schools.....	156,820	167,034	181,402	204,259	205,057	240,543	246,438	229,274
Pupils in model schools.....	22,700	20,439	70,417	60,832	81,762	97,032	106,386	107,775
“ academies.....	26,010	38,852	.....	30,106	39,334	45,360	56,239	63,127
“ colleges.....	6,189	7,874	3,918	5,557	6,174	6,274	7,110	7,818
“ special schools.....	278	1,866	1,905	1,472	9,506	9,352	8,916	9,051
“ normal.....	256	306	296	348	460	526	810	836
Schools annexed to								
normal schools.....	.....	.....	.....	970	988	690	1,269	1,118
universities.....	584	731	1,193	2,183	2,321	2,804	3,134	3,446
Totals.....	212,837	237,089	259,131	314,737	345,722	372,560	410,322	422,615
Male lay teachers.....	608	626	491	743	937	867	1,148	1,150
“ religious teachers.....	311	593	912	1,415	1,649	1,949	2,124	2,215
Female lay teachers.....	2,969	3,931	4,962	5,903	6,444	6,846	7,584	7,461
“ religious teachers.....	548	1,028	1,804	2,432	2,932	3,477	3,941	4,100
Totals.....	4,136	6,178	8,172	10,493	11,922	13,439	14,567	14,926

APPENDIX C

SCHOOL SAVING BANKS

In 1909, the school law was amended to permit school boards to establish school saving banks in the schools under their control.

In a circular to the Catholic commissioners and trustees on the 26th of March last, the Superintendent requested the secretary-treasurers of the municipalities to inform him of the number of banks established, in their respective municipalities, conformably to the law. This is the list of the municipalities which have responded to the demand of the Superintendent.

MUNICIPALITIES	COUNTIES	NUMBER OF BANKS. (1)	NUMBER OF PUPILS	AMOUNTS DEPOSITED
Ste-Anne-de-la-Perade.....	Champlain.....	1	79	\$110 22
St-Eustache.....	Deux-Montagnes.....	1	90	178 47
Hochelaga.....	".....	2	391	2,193 77
L'Enfant-Jésus.....	".....	1	452 3	2,213 31
Ville St-Paul.....	".....	1	177	77 22
Outremont.....	".....	1	291	1,011 35
Lachine.....	Jacques-Cartier.....	1	395	2,033 77
St-Jérôme.....	Matane.....	1	120	150 97
St-Luc.....	".....	2	90	50 00
Montréal.....	".....	45	6570	6,917 26

APPENDIX G.—Continued

MUNICIPALITIES	COUNTIES	NUMBER OF BANKS. (1)	NUMBER OF PUPILS	AMOUNTS DEPOSITED
Hull.....	Ottawa.....	1	169	1,413 49
Egan.....	".....	1	7	5 93
Monte-Bello.....	".....	1	82	182 60
Dorion.....	Pontiac.....	1	24	225 00
St-Casimir, village.....	Portneuf.....	2	300	150 97
Petite-Riviere.....	Quebec.....	1	20	200 00
Beauport.....	".....	1	111	621 30
Ville Montcalm.....	" Centre.....	1	57	163 30
St-Jos.-de-Sorel, (village).....	Richelieu.....	1	46	116 75
Coteau Landing.....	Soutlanges.....	1	18	56 00
St-Zotique.....	".....	2	32	792 22
Pic-a-Boisvert.....	Saguenay.....	1	15	100 00
Millie-Vaches.....	".....	3	80	113 00
St-Bruno-de-Caugues.....	Temisamingue.....	6	200	175 65
Trois-Pistoles.....	Temiscouata.....	3	60	30 00
	Totals.....	85	13,674	\$15,657 06

(1) In this table, the school saving banks established by the enterprise of peoples' saving banks are not included.

(2) From July 23rd, 1907 to April 30th, 1913.

Further, there are four municipalities where the pupils deposit their saving in the Desjardins Peoples' banks:

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