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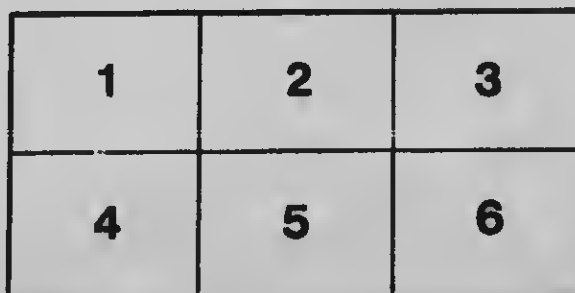
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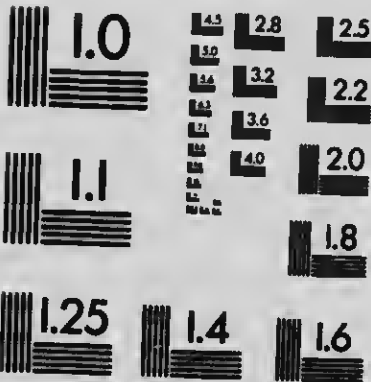
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# SUMMARY OF A SPEECH

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**Honorable Sir Lomer Gouin, K. C. M. G.**

— IN THE —

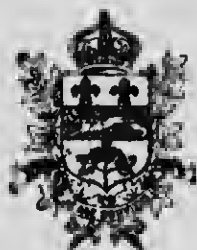
**QUEBEC LEGISLATIVE ASSEMBLY**

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ON THE 26th NOVEMBER, 1912

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*During a debate on the bill respecting Compulsory  
School Attendance among Protestants*

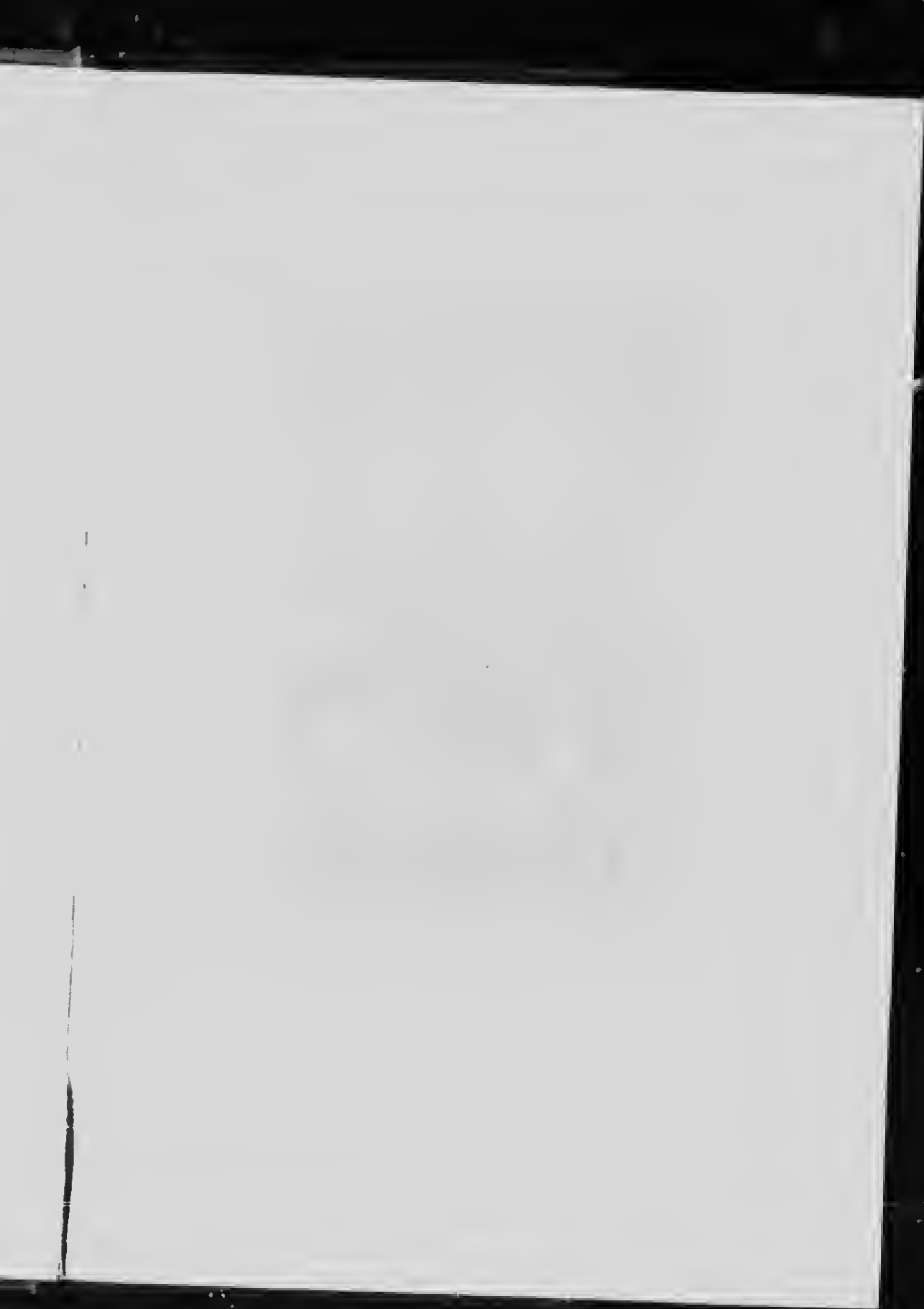


QUEBEC.

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1913











HONORABLE SIR LOMER GOVIN, K. C. M. G.



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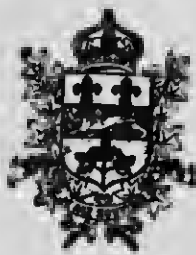
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*Mr. Speaker,*

Let me begin by stating that I have no intention whatever of following the example of the member for St. Louis in seeking to jest at the members of this House who do not share his views on the bill under consideration. Today, as throughout my whole career, I respect honest opinions and sincere convictions.

AN OPEN QUESTION.

The member for St. Louis has pretended that, if the question of compulsory school attendance was left "an open question", the majority of the members would be in favor of it. Well, let me reassure the member for St. Louis. The Government does not intend to force its will upon any one. The question is an "open question", entirely free, and the members who are responsible to the people only will, I am sure, follow the dictates of their conscience as they always do. I desire therefore to simply add that the observations which I am about to make are the expression of my personal opinion only.

A PENAL LAW—AN EXCEPTIONAL LAW.

The bill of my friend, the member for St. Lawrence, tends simply to introduce into our statutes a

new penal law. I have always thought and I think still that legislators are not justified in inflicting harsh penalties save in cases of grave necessity, that is, when imperative needs have to be met and the object in view cannot be attained by less violent methods. So long therefore as we shall not have exhausted all the means at our command, I maintain that we would not be warranted in resorting to so severe a proceeding as that actually suggested.

I see that, by this bill, only *non-Catholic* parents, tutors, curators or guardians are required to send their children or wards to school under pain of a fine of \$5 to \$20 and of imprisonment in default of payment. As will be perceived, this bill proposes not only a penal law, but it also tends to create distinctions between the different classes of inhabitants of this province. If we were to give force of law to such a proposition, we would strip *non-Catholic* parents of a liberty simply because they are not Catholic, while we would maintain it in the case of Catholic parents because they are Catholic. In other words, we would punish a minority, because they do not share the beliefs of the majority, for, it must not be forgotten, it is not the exercise of a right or a privilege that is claimed, but simply the imposition of a penalty.

I may be mistaken, perhaps, but I have always understood that the penal laws in this province and in this country should apply to all citizens without

distinction of origin or creed. I call upon the members for St. Louis and St. Lawrence to cite the case of a single country in the world wherein a law similar to the one proposed to us has been passed and is in force.

#### PUBLIC OPINION

But it will, no doubt, be said, why do you oppose this bill, seeing that it reflects the opinion of the majority of the Protestants in this province?

I have followed the debate with a good deal of interest and I note that, so far, only one Protestant member of this House, the mover of the bill, has declared in favor of its adoption, while three have pronounced against it. I am therefore warranted in assuming that in the opinion of the majority of the Protestant members of this House, this law is not opportune, that it is premature and, above all that it is not in the interest of the Protestant population of this province.

A moment ago, a resolution adopted by the Protestant Committee of the Council of Public Instruction was mentioned. Now, I ask myself whether it is a law of this kind that the members of that committee desire. Judge this from the tenor of their resolution:

"It was moved by Prof. Dale, seconded by Mr. McBurney, and resolved: That the Committee desires to express its approval of the principle of compulsory attendance at



school for the Protestant children of this Province ; and its hope that the Legislature will, so soon as it is found possible, embody this principle in the laws of the Province”.

*Mr. Lavergne :*

Did not the Honorable Provincial Treasurer vote for that resolution as a member of the Protestant Committee. I see that his name figures.

*Honorable Mr. Mackenzie :*

As a matter of fact, I was in Quebec on that date, but, as I had to spend nearly in all my time the different Committees of the House, that resolution was adopted without my knowledge.

*Honorable Sir Lomer Gouin :*

It is claimed, Mr. Speaker, that our Protestant fellow citizens are unanimous in asking for this exceptional law. But it appears to me that the opinions of newspapers like the “Herald” and the “Witness” should count for something and yet these two papers have criticized the bill of the member for St Lawrence. The “Witness” even calls attention to the act that the Ontario law, upon which this bill is modelled, has been ineffective in about 200 districts owing to the indifference of the population, and that the duties of school police, added to those of

municipal constables, have never been taken seriously, Then, Mr. Speaker, has the principle of compulsory school attendance been passed upon and approved of by the electorate of this province? Is there a single member of this House, except perhaps the member for St Louis, who submitted this question to the electors at the last or at any previous general election?

NOT A QUESTION OF RELIGION.

In the course of his remarks, the member for St. Louis observed that the question under consideration is not one of religion. I agree with him on this head. But it is precisely because it is not a question of religion that there is no reason why we should create a distinction between those who practise the Catholic faith and those who do not, and why I maintain that the distinction established by this bill is repugnant to reason, cannot be supported and should not be introduced into our legislation. If we are ready to enact a regime of coercion we should do so for all; otherwise we would not be law-makers worthy of the name. For it is not as Catholics or as Protestants that parents should send their children to school, but as fathers and as such alone can they be compelled to have them educated.

I formerly voted for a bill authorizing the cremation of bodies in this province, but the question was

not the same and I cannot see how any analogy whatever can be found between it and the one now at issue. With the other Catholic members of the House at the time, I said to myself: if cremation is not contrary to Protestant doctrine, what interest would we have in refusing this law to the Protestants?

#### THE ECUADOR CASE.

The member for St. Louis told us about Garcia Moreno, who imposed upon the inhabitants of Ecuador the regime of compulsory school attendance, but he said nothing about the difference existing between the republic of Ecuador at that time and the province of Quebec of our days. This difference, Mr. Speaker, is that Ecuador had a large population of illiterates, while in our case, whatever may be thought to the contrary by those who seek at all costs to speak ill of their province, we have a population quite as intelligent and quite as educated as that of any other province of the Dominion.

#### JUVENILE OFFENDERS.

The member for St. Louis also cited the opinion of Judge Choquet, who appears to have stated that 50 per cent of the juvenile offenders brought before his court were children who refused to attend school. For my part—and I say it without any ambiguity

whatever,—I would have no objection to pass a law providing either for confinement in the reformatory or the infliction of any other reasonable punishment <sup>(1)</sup> in the case of any child refusing to obey its parents and not attending school.

MERCIER'S OPINION.

The member for St. Louis sought also to revive already far-off memories by recalling a word of Mercier's. Now, Mr. Speaker, I knew Mercier too intimately, I knew too well his generous tone of thought to believe for a single instant that he ever dreamt of passing a law as unjust and vexatious as the one we are now considering. Moreover, Mercier sat in this House as Prime Minister and was all powerful in it, besides influencing the opinion of all men of good will in the province. Did he ever propose the adoption of a bill like that of the member for St. Lawrence? Did he ever attempt to impose upon parents, Protestant or Catholic, the obligation of sending their children to school under the threat of fine or imprisonment? Mr. Speaker, as long as I shall occupy this seat, which was Mercier's, I shall respect the opinion of the electorate of this province, and, in so doing, I shall be inspired by the generous example of that great patriot.

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(1) The act 3 George V, chap. 39, just sanctioned by the Lieutenant Governor, provides that a father or mother may bring before a magistrate a child refusing to go to school.

MY FORMER DECLARATIONS.

The newspaper edited by the member for St. Louis has more than once asserted that, in order to be consistent with the declarations already made by me before my former electors of St. James, I should uphold the principle of compulsory school attendance. Mr. Speaker, what I said before my electors of St. James and what I have on many occasions asserted, I do not fear to repeat in this House: I am and I remain in favor of educational improvement in its plenitude, but I refuse to establish in this province the system of coercion, in the first place because it is repugnant to the majority of our population and also because in my opinion we have at our command other and more effective means than that of compulsion to encourage school attendance.

THE EXAMPLE OF FOREIGN COUNTRIES.

The example of progressive countries which have adopted compulsory education has just been cited and we have been told that we should not be afraid of innovations. As far as I am concerned, innovation does not frighten me, but I note that the system proposed to us is not an innovation and it is interesting to ask what results this system has produced in the countries which have adopted it and what opinion is held of it by those who have been in a position to judge its working.

I remark in Godts " *Les droits en matières d'éducation* " (Rights in matters of Education), volume 3, page 1152, the following passages which bear on the bill of the member for St. Lawrence :

" 3. In fine, this law is ineffective, as proven by the official statistics of nearly all the countries in which it is in force. (1) Suffice it to cite the competent testimony of Mr. Levasseur, which is not open to suspicion. This member of the French Institute, after years of research, published in 1897, a large volume of over 600 pages, all filled with official statistics relative to primary education in the civilized countries. He observes that : " The principle of compulsion has made great progress in fifty years ". But he is forced to make this humiliating admission as regards the modern State : " One aspect of the question, which is more obscure, is the effectiveness of a law of this kind. In fact, there are States, which have enacted compulsory laws and in which nevertheless education is but poorly diffused as in Spain, Greece and Turkey, while there are others in which education is widespread without any compulsory

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(1) Jansen. Nos 222-228. In Hungary, compulsory education exist and nevertheless the school attendance only amounts to 55 per cent. (Woeste 1 c p. 86. note). In the United States, the obligation exists ; but it works nowhere. In Connecticut, the proportion of absentees to those who are present is over 40 p. c. (Ibid. p. 89) In Denmark, there is hesitation in enforcing the penalties decreed by the law (Ibid. p. 90). In Portugal, in Spain, in Italy, compulsory education is proclaimed by law, it does not exist in fact (Ibid. p. 91).

enactments. This is because custom is more powerful than laws (1)

Mr. Speaker, when Jules Ferry proposed a compulsory school attendance law, he stated that a country with an average of 10 per cent of children receiving no instruction is not a civilized country. Now, in 1889, French statistics showed that the average had increased from 10 p. c. to 11.70 p. c., a difference of 1.70 p. c. in 7 years. (See speech of Count Albert de Mun, volume 4, page 178).

But there is something still more conclusive :

" The last statistics of Primary Instruction, which are for 1902, supply very precise information with respect to the effective attendance of the children in the public schools of France on the dates of December 2nd and June 3rd, selected for a sort of roll call. The best school attendance was found in the department of Mayenne, where on the 2nd December, 1902, of 100 pupils enrolled, 16 only were absent. The proportion of absentees, much larger everywhere else, reached on the 2nd June, in certain regions, a really disheartening figure; on that date, of

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(1) L. c. p. 545. In many countries, custom has rendered education general without the aid of the law. At Geneva, for instance, every one before 1874 knew how to read and write, although there was no compulsion. It was the same at Frankfort before its annexation to Prussia; it is also the case of Scotland and some parts of Belgium. " In half of the province of Luxemburg, said the Governor in 1871, there is no longer a person between the ages of 15 to 22 years, who does not know how to read and write, and in the other half of the *communes* illiteracy is an insignificant exception ". (Ibid, p. 99.)

100 pupils on the lists there were 45 in the Haute-Alpes, 48 in the Haute-Loire, 49 in the Lozere, who knew no other school than that of the truant. Inspector General Cazes' sadness was therefore singularly legitimate when, in 1904, he wrote.

"At present the situation is nearly about the same as it was before the application of the law of 1882: an average of 5 per cent of children in the rural districts and of 10 per cent in the populous centres, not attending any school, and, what is still more serious, 95 per cent attending in a wholly inadequate way (Goyon— *L'Ecole d'aujourd'hui*.—volume 2, page 16).

Mr. Speaker, I do not fear to affirm that there is probably not a single country in the world where this compulsory school attendance law has been seriously enforced. Let me refer, for instance, to what has happened in Franco.

Mr. Aristide Briand, former Prime Minister, and a statesman whose Liberalism the member for St. Louis cannot suspect, laid before the French Chambers on the 24th January, 1907, a bill to amend the law of the 26th March 1882. The House will kindly permit me to recall a few of Mr Briand's remarks in bringing down the bill.

"On the other hand, we do not think that the relative progress revealed by these statistics (from 1882 to 1900) can be wholly credited to the law of 1882. Save in a very limited way, it cannot lay claim to it, as the measures devised to assure its enforcement have, as we have seen, remained ineffective and inoperative.



" In the first place therefore it must be attributed to the progress of the public customs themselves, to that invincible faith in the virtue of education which characterized the years that followed the Ferry law, and also to free instruction, as well as to the multitude of public and private schools which were established on the passage of that measure.

" Every year, the reports of the Academy inspectors reveal in the case of most of the departments irregularity in the school attendance and further the insufficient length of the period of school attendance.

" What is responsible for this defective state of things ?

" A double cause, it seems : firstly, the inefficiency of the measures instituted by the law-makers of 1882 to secure a good attendance and then to the liberty left to parents to shorten the period of compulsory schooling as soon as the child has successfully passed the examination for a certificate of study.

" The legislators of 1882 had enacted two series of measures in order to compel parents to assure the punctual attendance of the child at the school : penalties in the case of neglectful or culpable parents and help in that of the families too poor to send their children to school.

" To attain this twofold object, two institutions were created : School boards and school benefit funds.

" To the school boards the law entrusted the task of preventing and repressing all shortcomings in the school attendance.

" To the managers of the school benefit funds was allotted the mission of discreetly assisting indigent families and

also of stimulating the zeal of the children by prizes awarded to the more punctual pupils.

"Unfortunately however, these institutions did not produce the expected results.

"Almost everywhere the school boards did not fulfill their task. They could rarely be formed in 14,000 *communes* out of 36,000. Where they existed, at least in theory, they ceased as a matter of fact to carry on their functions.

"The check as far as the school boards are concerned seems to have been due: 1. To the method of recruiting the members composing them; 2. to the defective system controlling their working.

"In fact, formed, in the majority, of men elected by universal suffrage and presided over by the mayor, they did not possess the independence essential to the enforcement of the penalties. Through fear of having trouble thrown upon them and of quarrels with parents who were in some cases their customers or their neighbors and nearly always electors, they most of the time took advantage of the weaknesses and omissions of the law and resorted to the plan of never holding a meeting."

*Mr. Laverque :*

I must state that my opinion on this question is not yet formed. Will the Prime Minister allow me to ask if Mr Briand abandoned the idea of compulsory school attendance?

*Honorable Sir Lomer Gouin :*

No, but he formally acknowledged that the law of 28th March, 1882, had not produced the result expected.

Further, Mr. Marcel Sembot wrote in the "*Lanterne*", on the occasion of a speech delivered by Mr. Briand, at the International Congress of Primary Instruction at the Exposition of 1900 : "The state of mind disclosed by the Prime Minister's statements is humiliating to us, republicans, free-thinkers, socialists, in that we have failed even to awaken throughout France elementary concern for juvenile education".

(Article by the Count de Mun in the *Figaro*, 3rd February, 1907).

ONTARIO'S EXAMPLE.

But it is unnecessary, I think, to travel through the countries of Europe in order to realize the inefficiency of such a law. Let us return to America ; let us rather take a look at the provinces around us, which have enacted penalties against parents, whose children do not attend school.

The province of Ontario has, in its statutes, a compulsory school law. Now, according to the last report of the Minister of Education, the school attendance is far from being what it should be and

the results are anything but satisfactory. On page XI of that report, I observe the following :

"As the population grows the school attendance increases, but it is greatly to be feared that in certain portions of the Province the enforcement of the law requiring compulsory attendance leaves much to be desired. In 1910, as will be observed in the statistical tables, 215 urban school centres out of 287 sent in reports of the truancy officer. There appear to be 72 towns and villages which have no such officer, or, at last, neglect to make reports. In most of the rural areas the local authorities have not appointed such officials, although empowered by the Act to do so. The economic conditions affecting farm labour may account in some measure for irregular attendance of boys and girls at school, but, whatever the cause may be, the result is not satisfactory. The enactment of more stringent legislation to improve matters is, at best, a doubtful remedy, unless there is a strong public opinion to enforce it, but some method of withholding a portion of the legislative grant in cases where attendance is found to be neglected may have to be devised". (Report of the Minister of Education, Province of Ontario, for the year, 1911).

#### SCHOOL ATTENDANCE IN QUEBEC.

Mr. Speaker, facts and statistics prove beyond question that the progress made by our province in the matter of education is constant and rapid and that there is hardly any need of a compulsory law to realize it. The province of Quebec stands favor-

able comparison with the other provinces of the country.

In 1901-02, the percentage of the average school attendance, in the case of our elementary and model schools and our academies, was 74.28 per cent, while in 1910-11, it was 77.53 per cent.

In 1901-02, the number of pupils attending our model schools was 82,102 and our academies 36,220, making a total of 118,322. In 1910-11, the number of pupils in our model schools had reached the figure of 106,386 and in our academies it had risen to 56,299, or a total of 162,685. The difference in favor of the year 1911 was therefore 44,363 and an increase of 37 per cent.

In 1901-02, the total enrolment of pupils of all degrees from the elementary school to the university was 333,431; in 1910-11 it amounted to 410,422, leaving a difference of 76,991, equal to an increase of 23 per cent.

The number of pupils in our universities, classical colleges, normal schools, special schools, in 1901-02 was 12,143; while in 1910-11 it was 21,299, an increase of 9,156, equal to one of 75 per cent.

Pupils following the training courses in the normal schools in 1901-02, 353; in 1912, 852; an increase of 499 or 141 per cent.

In 1901-02, there were 166 academies in the province of Quebec and in 1910-11, 223, an increase of 57 or 34 per cent.

We had only 5 normal schools in 1901-02; in 1912, their number was 13, an increase of 8 or 160 per cent.

Number of children from 7 to 14 years in 1910-11:

Catholic schools.....	252,185
Protestant schools .....	34,989
Total.....	<u>287,174</u>

Number of pupils from 7 to 14 years enrolled in the schools in 1910-11 :

Catholics.....	249,148
Protestants.....	81,731
Total.....	<u>280,879</u>

A percentage respectively of 98.8 per cent and 90.7 per cent.

As will be seen only 6,295 children were not enrolled in the schools.

#### A FEW COMPARISONS

Percentage of pupils per 1,000 of population :

*Quebec :*

Population in 1911.....	2,002,712
Pupils enrolled.....	389,123
Say 19 per cent or 190 per 1,000.	

*Ontario :*

Population in 1911.....	2,523,274
Pupils enrolled.....	458,474
Say 18 per cent or 180 per 1,000.	

AVERAGE ATTENDANCE AT SCHOOL.

Comparison with the other provinces of the Confederation is far from being to our disadvantage :

*Saskatchewan :*

Rural schools.....	53.06 per cent
City and town schools.....	52.30 per cent

*Ontario :*

Schools of every degree.....	60.84 per cent
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*Nova Scotia :*

Schools of every degree..	64.30 per cent
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*New Brunswick :*

Schools of every degree.....	69.33 per cent
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*British Columbia :*

Schools of every degree.....	71.27 per cent
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*Alberta :*

Schools of every degree.....	52.08 per cent
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*Quebec :*

Elementary schools.....	73.82 per cent
Model schools ... ..	81.85 per cent
Academies.....	84.82 per cent
All primary schools.....	77.53 per cent

It should be observed that, in Ontario, the average attendance is calculated for pupils of 5 to 21 years of age of all categories from the elementary to the High School, while, in Quebec, the average attendance is calculated only for the pupils of the three primary degrees, pupils from 5 to 16 years of age. In the Province of Quebec, if the average attendance in universities, classical colleges and normal schools be added, the percentage of attendance would be greatly increased.

Pupils of school age enrolled in the schools .

*Quebec :*

Of school age :

Catholics.....	395,216
Protestants.....	52,403
	<hr/>
Total.....	447,619

Out of this number 82,644 are children between 5 and 7 years of age.



Enrolled in the schools :

Catholics.....	340,024
Protestants.....	45,033
Total.....	385,057

*Ontario :*

Of school age.....	599,541
Enrolled.....	459,145

PUPILS NOT ENROLLED IN THE SCHOOLS.

*Quebec :*

There are 62,562 out of 477,619 or 14 per cent.

*Ontario :*

There are 140,396 out of 599,541 or 23 per cent.

Let us once more add that, in Ontario, the school age is from 5 to 21 while, in Quebec, it is from 5 to 16 years.

LATEST DATA.

And now, on page 217 of the last report of the Superintendent of Education, laid on the table of this House, I find data which warrant me in saying that attendance at school in this province is becoming more and more satisfactory every day.

"The school attendance generally is good. Mr. Bergeron states that out of 7,795 children of school age, 82 only

could not go to school. Mr. Turcotte says that out of a total of 5,076 children between 7 and 14 years of age, 513 did not attend the primary schools. If one considers that among these children there are a good many at college or at special schools, it will be admitted that the children between 7 and 14 years who do not attend school are an almost negligible quantity.

"In Mr. Levesque's division the average attendance has increased by 215 which, as he says, shows that the people are becoming more and more alive to the importance of education.

"In connection with the average attendance at school, seven inspectors: Messrs. Bergeron, Curot, Boily, Hébert, L. A. Guay, Belcourt and Lefebvre, estimate it at 80 % and over according to the roll-call; two, Messrs. Turcotte and Beaumier at 79% and a fraction; seven, Messrs. Roy, L. P. Goulet, Primeau, Levesque, Tanguay, Longtin and J. O. Goulet, at from 75% to 79%.

"But the strongest proof that real progress has been made in connection with the duration of attendance at school is the considerable number of applications made to the Catholic Committee to have schools made model schools and academies. The inspectors' bulletins sent in during the inspection in the spring of 1912, alone show that 33 elementary schools deserved to be classed as model schools and that 34 of the latter were entitled to be called academies."

Mr. Speaker, these data and statistics, taken from official sources, show that we can attain the end we have in view without having recourse to harsh mea-

tures. Beyond a doubt a good crusade should be preached, parents should be convinced of and be made acquainted with the growing needs of education. But, once more, I say that until we have exhausted every means at our disposal to increase school attendance, we are justified in rejecting the bill introduced by the honorable member for St. Lawrence.

#### PARENTS AND SCHOOLS.

I was born and I have lived in one of our modest country parts of the Province of Quebec. I remember my native village and the school where little children to which I went, I remember, as if it were but yesterday, the faces all my young class-mates; I remember also the houses from which they started every morning with joyful hearts to seek, near the teacher's desk, their share of learning and knowledge. I say to the honor of my province that I cannot remember a single father or mother who deliberately denied the benefits of education to any of their children. I know what life in the small towns of our province is, because I have lived there; I have lived in the metropolis; I have lived and hope to long live in the capital, and I say that nowhere have I found parents unnatural enough to keep their children from school without reason or without serious need. On the other hand, I have been in a

position to judge the value our people attach to education and what sacrifices parents make for it, and I know that there is not a single father or mother who does not do his or her best to send the children to school. Love for study and desire to learn are rapidly growing with us and I have no hesitation in saying that no province in this country, no State in North America, possesses a population more eager for education than ours.

SUCCESS OF OUR ENGLISH-SPEAKING FELLOW  
COUNTRYMEN

This afternoon I heard the member for St. Louis state that the English, although in a very small minority, are nevertheless leaders in the trade and industry in this province and at the head of most of our financial institutions. Now, is not that statement a fresh argument against the bill before us and does it not show that it is not necessary to have compulsory school attendance to train men of action, useful men, for where have our English-speaking fellow-country men obtained their education if not in the schools of the province ?

QUEBEC IS NEITHER ASLEEP, NOR BACKWARD

The member for St. Lawrence concluded his speech by saying that the aim of his bill was to awaken sleepers and recall backward ones to a

sense of the reality. Mr. Speaker, I deny this assertion that we are asleep and that the Province of Quebec is settling into the grooves of routine. As I have already had occasion to say here, I visited last summer the various provinces of the Dominion from Halifax to Victoria. Now I assert in all sincerity and without fear of contradiction that the Province of Quebec, so unfairly belittled, can compare to advantage with any other province as regards schools. What province, Mr. Speaker, possesses universities as distinguished as those of Laval and McGill? What province possesses, like ours, 20 classical colleges and can boast of such seats of learning? What province has, like ours, 500 convents, 200 Brothers' schools and 13 normal schools? What province has a polytechnic school such as ours, a dairy school such as that of St. Hyacinthe, technical schools better laid out and fitted than those of Montreal and Quebec, better agricultural schools than the MacDonald school and those of Ste. Anne de la Pocatière and Oka, a forestry school, schools of house-keeping and dress-cutting, night schools and schools of arts and manufactures better managed than ours? These institutions are a credit to our population and, in its name, I protest against the calumnies of those who belittle it. No! The Province of Quebec is not asleep, neither are the ratepayers nor the Government. A glance at the statistics will show that the Government neglects

nothing and that parents are nobly doing their duty. The Government's contribution to the improvement of education increases yearly : the appropriation for education which is now \$1,334,577 10, was only \$389,550.76 in 1896. The school taxes which, in 1897, brought in only \$1,988,000.00, yielded \$3,702,000.00, in 1911. In 1897, the value of our school houses was \$1,300,000.00, it is now \$30,000,000.00. In 1906, there were 19 counties where the female teachers' average salaries were under \$100.00 ; there are only two now, and the number of rural school municipalities not paying salaries of at least \$100.00 to each of their teachers was only 100 in the year 1910-11 while it was 268 in 1908-1909. The Province of Quebec asleep ! Why it excels its sister provinces as regards classical education through its seminaries and colleges. The Province of Quebec backward ! Mr. Speaker, one must not know it to criticize it so unfairly. No, while still far from the goal which we must strive to attain, we can say that our educational system is at least on a par with those of the other provinces. What we have unfortunately in our midst and what the others have not ; what we have too much of and what we hope they will never have, is professional disparagers who think they are doing their province and their race a service by writing the most villainous calumnies against them.

A WORD TO MR. LANOLOIS

The member for St. Louis, while stating that he did not wish to be disagreeable to me, repeated his arguments written as a journalist and declared that if we had millions to spend on a jail, on a school of higher commercial studies and on technical schools, we might at least encourage public instruction more. What we are doing, we wish to do well and consequently we have built a jail and schools worthy of a metropolis whose population is continually growing. But the member for St. Louis need not put himself out; when he has anything to say to me, let him to do so from his seat in the House, face to face, and not in the "Pays" behind the mask of a fictitious name.

APPEAL FOR UNION

Mr Speaker, there is no province in the Confederation whose population is more united than ours. The greatest harmony reigns among the various races that inhabit it. What interest could we have in setting them at variance? Never have we had here those burning school questions which do so much harm, have caused so much unrest in most of the provinces of this country. Why should we raise up one?

I ask all, the Protestant especially, whether there is any province where the rights of the minority are

better respected? Is there any province where the minority enjoy greater liberty and fair play? Yes, I ask the Protestant members, I appeal to them in the name of all they hold most dear, to spare us those school troubles from which people have suffered and still suffer elsewhere.

#### FREEDOM AND GENEROSITY

I believe in freedom whose convinced, thoroughly imbued and unswerving partisan I am; but I have always considered and consider more than ever that liberty is not a principle to be swayed by circumstances or which can be violated according to the caprice of the hour, and I am still of opinion that, before compelling parents to send their children to school, we must exhaust every means that can enable us to attain the end we have in view. To those who are continually uplifting both hands to protest against the present system, I say: lower one to the level of your heart and put the other in your pocket to help the poor and those of slender means to freely benefit by the gifts of education; you will then be sure to find willing aid in every home.

Mr. Speaker, I again declare that the question before us is an open one. For my part, I will vote against the bill of the member for St. Lawrence for the reasons I have just given.





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## APPENDIX

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## An Act respecting Compulsory School Attendance

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**H**IS MAJESTY, with the advice and consent of the Legislative Council and of the Legislative Assembly of Quebec, enacts as follows :

**1.** Chapter third of title fifth of the Revised Statutes, 1909, is amended by inserting the following section after section first :

### " SECTION 14.

#### COMPULSORY SCHOOL ATTENDANCE IN CERTAIN SCHOOLS.

**"2815a.** In this section :

(a) "Principal" shall mean the head teacher of a public or a private school " ;

(b) "Regulations" shall mean regulations made under the authority of the Protestant Committee of the Council of Public Instruction of the Province of Quebec ;

(c) "School" shall mean a public school or a private school at which instruction is given regularly in reading, spelling, writing, grammar, geography and arithmetic.

**"2615b.** Every child between seven and thirteen years of age shall attend school for the full term during which the school of the district in which he resides is open each year, unless excused for a reason hereinafter mentioned.

**" 2615c.** A person who has received into his house another person's child who is at least of the age of seven years and is under the age of thirteen, who is resident with him or is in his care or legal custody shall be subject to the same duty with respect to the instruction of such child during such residence as is a parent, and shall be liable to be proceeded against as in the case of a parent, if he fails to cause such child to be instructed as required by this section ; but the duty of the parent under this section shall not be thereby affected.

**" 2615d.** A parent, guardian or other person shall not be liable to any penalty imposed by this section in respect of a child if :

(a) The child is under efficient instruction at home or elsewhere ; or if

(b) The child is unable to attend school by reason of sickness or other unavoidable cause ; or if

(c) No conveyance is provided at the expense of the school board and there is no public school which the child has the right to attend within two miles measured by the nearest highway from such child's

residence, if he is under ten years of age, or within three miles if he is over that age ; or if

(d) The child has been excused, as hereinafter provided, by a justice of the peace, or by the principal of the school which the child is entitled to attend or if

(e) The child has passed the entrance examinations prescribed by the regulations or the third grade model (intermediate) or a course which gives him an equivalent standing ; or if

(f) The child is absent on a day regarded as a holy day by the church or religious denomination to which he belongs.

**" 2615e.** 1. No child to whom this section applies, who has not a valid excuse under this section, shall be employed by any person during school hours, while the public school of the district in which the child resides is in session, and any person who employs a child in contravention of this article shall incur a penalty not exceeding twenty dollars for each offence.

2. Where, in the opinion of a justice of the peace of the district in which the child resides or of the principal of the school attended by any child, the services of such child are required in husbandry or in urgent and necessary household duties, or for the necessary maintenance of such child or of some per-

son dependent upon him, such justice or principal may, by certificate setting forth the reasons therefor, relieve such child from attending school for any period not exceeding six weeks during each public school term

**"2615f.** 1. The Protestant school board in any school municipality in a city, town and village, shall, and the Protestant school board in any municipality of a township or parish may annually appoint, control and pay one or more truant officers for the enforcement of this section.

2. A truant officer shall, for the purposes of this section, be vested with the powers of a peace officer, and shall have authority to enter factories, workshops, stores, shops and all other places where children may be employed or congregated, and shall perform such services as may be necessary for the enforcement of this section.

3. The body making the appointment may make rules not inconsistent with the provisions of this section or the regulations, for the direction of the truant officer.

4. Notice of every appointment made under this article shall be given to the Superintendent of Public Instruction.

5. Every truant officer shall report monthly to the body appointing him and annually to the Superintendent according to the forms prescribed by

the Superintendent or by the regulations of the said Protestant Committee.

6. A truant officer shall perform his duties under the direction of the Superintendent.

“ **2615g.** Every truant officer shall examine into all cases of truancy within his knowledge, or when requested to do so by the Superintendent or by a school commissioner or trustee, teacher, other truant officer or rate-payer, and shall warn the truants and their parents, guardians or other persons under whose control they are, in writing, of the consequences of truancy, and shall also notify the parent, guardian or other person having the charge or control of a child between the ages of seven and thirteen years not attending school as required by this section, to cause him to attend some school forthwith.

“ **2615h.** 1. A parent, guardian or other person having the charge or control of any child between the ages of seven and thirteen years who neglects or refuses to cause such child to attend some school, unless such child is excused from attendance as provided by this section, shall incur a penalty of not less than five dollars and not more than twenty dollars.

2. The court may, instead of imposing a penalty, require a person convicted of an offence under this article to give a bond in the penal sum of one hundred dollars, with one or more sureties to be ap-



proved by the court, conditioned that the person convicted shall, after the expiration of five days, cause the child to attend some school as required by this section.

“ **2615i.** Every truant officer shall institute proceedings against a parent, guardian or other person violating any of the provisions of this section within the limits of the school municipality for which such officer is appointed.

“ **2615j.** 1. The teacher or the principal of every public and private school shall once in each month of the school year report to the truant officer of the municipality in which the school is situated, the names, ages and residences of all pupils on the school register who have not attended school as required by this section, together with such other information as the truant officer may require for enforcing the provisions of this section.

2. The teacher or principal, as the case may be, shall also forthwith report to the truant officer every case of expulsion.

“ **2615k.** Where any of the provisions of this section are violated by a corporation, proceedings may be had against every officer or agent of the corporation who is a party to such violation, and such officer or agent shall be subject to the same penalties as any other person similarly offending.

" **2615l.** Every person and officer charged with the duty of enforcing any provision of this section, who neglects to perform the duty imposed upon him shall incur a penalty not exceeding ten dollars for each offence.

" **2615m.** The penalties imposed by this section shall be recoverable under the provisions of part XV, of the Criminal Code respecting summary convictions.

" **2615n.** No conviction or order made in any matter arising under this section shall be subject to appeal.

" **2615o.** Where a person is charged with an offence under this section in respect of a child who is alleged to be within the ages of seven and thirteen and the child appears to the court to be within such ages, the child shall, for the purposes of this section, be deemed to be within such ages unless the contrary is proved.

" **2615p.** The Protestant Committee of the Council of Public Instruction may make, amend or repeal regulations for the carrying out of this section.

" **2615q.** This section shall only apply to those who are not of the Roman Catholic faith."

**2.** This act shall come into force on the day of its sanction.

## II

Article 2615<sup>m</sup> of the Finnie Bill says that : “ the penalties imposed by this section shall be recoverable under the provisions of part XV of the Criminal Code respecting summary convictions.”

That provision of part XV of the Criminal Code, as amended by the Act 8-9 Ed. VII, chapter 9, is as follows :

“ 739. Whenever a conviction adjudges a pecuniary penalty or a compensation to be paid, or an order requires the payment of a sum of money whether the act or law authorizing such conviction or order does or does not provide a mode of raising or levying the penalty, compensation or sum of money, or of enforcing the payment thereof, the justice, by his conviction or order after adjudging payment of such penalty, compensation or sum of money, with or without costs, may order and adjudge,—

- (a) That in default of payment thereof forthwith, or within a limited time, such penalty, compensation or sum of money and costs, if the conviction or order is made with costs, shall be levied by distress and sale of the goods and chattels of the defendant, and, if sufficient distress cannot be found, that the defendant be imprisoned in the manner and for the time directed by the act or law authorizing such conviction or order or by this act or for any period not exceeding three months, if the act or law

authorizing the conviction or order does not specify imprisonment or does not specify any term of imprisonment unless such penalty, compensation or sum of money and costs, if the conviction or order is made with costs and the costs and charges of the distress and of the commitment and of the conveying of the defendant to gaol are sooner paid ; or

- (b) That in default of payment of the said penalty, compensation or sum of money and costs, if any, forthwith or within a limited time, the defendant be imprisoned in the manner and for the time mentioned in the said act or law or for any period not exceeding three months if the act or law authorizing the conviction or order does not specify imprisonment, or does not specify any term of imprisonment, unless the same and the costs and charges of the commitment and of the conveying of the defendant to jail are sooner paid.

"2. Whenever under such act or law, imprisonment with hard labor may be ordered or adjudged in the first instance as part of the punishment for the offence of the defendant, the imprisonment in default of distress or of payment may be with hard labour".

Thus, in default of payment, a father may be sentenced to imprisonment.

### III

## The Government and Education

Appropriations voted for education :

1895-96.....	\$ 389,550 76
1904-05.....	483,460 00
1905-06.....	534,460 18
1906-07.....	538,949 50
1907-08.....	561,960 00
1908-09.....	737,600 00
1909-10.....	783,592 88
1910-11.....	969,390 09
1911-12.....	1,177,2.
1912-13.....	1,334,597 10
1913-14.....	1,373,355 00

An increase of, from

1896 to 1905.....	\$ 93,909.24 or 24%
1905 to 1914.....	879,895.00 " 182%
1896 to 1914.....	983,804.24 " 252%

The fact must be not overlooked that the appropriations for 1913-14 do not include all the amounts voted for educational purposes. To have the exact

amount the following sums distributed by the various departments should be added :

Agricultural schools.....	\$ 23,000 00
Veterinary schools.....	5,500 00
House keeping schools.....	11,000 00
Dairy schools.....	8,000 00
Forestry school.....	5,000 00
Reformatory and industrial schools....	76,500 00
Total .....	\$ 129,000 00

#### VARIOUS APPROPRIATIONS

For 30 years and over the amount voted for public schools was \$160,000.00. In 1912 the Government increased it to \$200,000.00.

To aid rural municipalities and induce them to pay better salaries to their female teachers, an additional appropriation of \$50,000.00 was voted in 1908 for rural municipalities paying a salary of at least \$100.00 to each female teacher. This appropriation was increased to \$75,000.00 in 1909, to \$100,000.00 in 1910 and to \$125,000.00 in 1911.

Moreover in the first session of 1912, two other appropriations were voted : one of \$60,000.00 for municipalities paying a salary of at least \$125.00 to each of their female teachers and another of \$40,000.00 for those which pay a salary of \$150.00 and over to each of such teachers. The result was that

in 1907-08, the rural municipalities received \$0.09<sup>17</sup>/<sub>16</sub> per head of their population; in 1911-12 they received \$0.24 and next year they may get at least some ten cents more by complying with the conditions.

Since 1907, there has been a special appropriation of \$150,000.00 for elementary schools.

In 1905, the special appropriation for model schools and academies was \$41,823.17.

In 1911, the Gouin Government increased it by \$24,149.23 and, in the distribution made by the Council of Public Instruction, the Catholic model schools received for 1910-11 an amount of \$66.40 each and the Catholic academies \$99.60 each. At the last session of the Legislature this appropriation was again increased by \$5,197.90.

In 1911, the Government also voted a fresh appropriation of \$10,000 for rural municipalities employing male teachers in their boys' model schools and academies; 65 rural municipalities benefited by this fund and each of them received \$163.00. This appropriation has just been increased to \$12,000.00.

In 1908 the Government had a new appropriation voted for education to encourage the building and maintenance of commercial academies for boys.

During the fiscal year ended on the 1st July last, over forty municipalities shared the total sum of \$78,500.00.

The Gouin Government also increased the grants for poor schools. In 1897 the sum of \$13,558.33 was spent to that end ; in 1912, the amount expended was \$25,000 besides a sum of \$97,154 out of the share of elementary schools.

In 1906, the Government established bonuses of between \$30.00 and \$60.00 for the most deserving municipalities. During the past five years it distributed, under this head, \$45,000.00 among 1042 municipalities.

The Government likewise paid special bonuses to the most successful female teachers. These bonuses, now amounting to \$16,000.00 per annum, did not exist in 1896.

Moreover, in 1906, the Gouin Government established special bonuses for teachers who have taught at least ten years. During the past five years the sum of \$111,710.00 was also distributed among such teachers.

In 1909, the present Government also increased by 50 per cent the appropriation for the teachers' pension fund. In 1911 it had the law amended so that the pension of a female teacher should never be less than \$75.00. In the first session of 1912 it had an act passed under which the pension of a male teacher was to be increased 50 per cent, but was not to exceed \$300.00.

The Gouin Government, in 1910, also obliged the school inspectors to each pay two visits every year to



the schools in their districts, increased their salaries, and appointed two inspectors-general to manage and control the school inspection.

Since 1905, the Government has founded eight normal schools in the different centres of the province in order to better train young girls for the teaching profession.

It has made a free distribution of maps of the province and of Canada, as well as of planispheres to all the public schools.

Since 1905, it has also distributed free 367,018 copies of "Mon Premier Livre", and this text book is now used in 3,482 public schools.

It has encouraged night schools in the working class centres. In 1896, there were 34 night schools attended by 1762 pupils and the Government grant amounted to \$6,791.00.

In 1911-12, there were 161 night schools, attended by 5,878 pupils and the Government grant had been advanced to \$20,074.05.

In 1911-12, the Government gave \$10,150.00 to the dressmaking schools which were attended by 2,356 pupils. These schools were started in 1898-99.

Until the present year, Laval University, at Quebec, received an annual grant of \$4,000, that at Montreal one of \$8,000 and McGill University one of \$3,000 ; each of these universities will henceforward receive \$25,000 a year. The Lennoxville University which received \$1,200, will get \$2,500.

In 1907, the Gouin Government established a school of surveying at Quebec, with an annual grant of \$5,000.

The Montreal Polytechnic School in 1905 received a grant of \$13,000. To day, it gets one of \$30,000.

The Government also founded a school of higher commercial studies at Montreal, in order to better prepare young men for a commercial career. The Government supports it with a grant of \$50,000 a year, but it must give free education to 75 pupils every year.

The Government further founded two technical schools, one at Montreal and the other at Quebec. These schools are attended by over 800 pupils and receive, the one \$40,000 and the other \$30,000 a year in the shape of grants.

During the first session of 1912, the Government obtained authority to expend annually \$10,000 upon the establishment of industrial courses in the other manufacturing centres of the province.

Since 1907, the Government allows \$5,000 annually to the Montreal Technical Institute, which gives courses of technical instruction at night.

Lastly, the Government generously subsidizes the schools of arts and manufactures, which are attended in the evening by 2,633 working men or apprentices.

Comparison between some of the appropriations  
voted for 1896, 1905 and 1913.

	1895-96	1904-05	1913-14
Universities .....	\$ 4,650 00	\$ 11,200 00	\$ 77,500 00
Polytechnic School .....	10,000 00	13,000 00	30,000 00
School of Higher Commercial Studies .....	Nothing	Nothing	50,000 00
Surveying school, Québec .....	Nothing	Nothing	6,000 00
Higher education (classical col- leges, high schools, acad- emies and model schools) ..	66,577 00	65,431 00	78,757 00
Commercial academies (special for construction) .....	Nothing	Nothing	50,000 00
Protestant academies (special for teaching French) .....	Nothing	Nothing	4,000 00
Boys' academies and model schools (special for those con- ducted by masters) .....	Nothing	Nothing	12,000 00
Public schools .....	160,000 00	160,000 00	200,000 00
Rural public schools .....	Nothing	Nothing	225,000 00
Elementary schools (special) ..	Nothing	50,000 00	150,000 00
Schools in poor localities (special)	10,000 00	13,000 00	25,000 00
Normal schools .....	43,000 00	53,500 00	120,000 00
Technical schools and institutes	Nothing	Nothing	85,000 00
Schools of Arts and Manufactures	10,000 00	15,000 00	10,000 00
Night schools .....	6,791 00	12,000 00	32,000 00
Schools dressmaking .....	Nothing	Nothing	
Schools inspection .....	42,000 00	43,000 00	75,000 00

ropriations

Grants voted for elementary schools, model schools and academies, number of pupils attending these schools and average contribution by the Government for each pupil.

1913-14

\$ 77,500 00  
30 000 00  
50,000 00  
6,000 00

78,757 00

50,000 00

4,000 00

12,000 00

200,000 00

225,000 00

150,000 00

25,000 00

120 000 00

45,000 00

10,000 00

32,000 00

75,000 00

—	Grants.	Pupils.	Contribution per pupil.
1895-96	\$215,220 00	295,584	\$ 0 73
1905-06	314,557 00	341,808	0 92
1911-12	632,200 00 (about)	400,000	1 58
1912-13	742,200 00 (about)	410,000	<b>1.80</b>

Statement showing, for each county, the grants paid to the school commissioners for their primary schools, as well as the grants paid to the model schools and academies.

COUNTIES.	Grants paid to the municipalities for their primary schools.		Grants paid to the model schools and academies out of the superior education fund.		Total contributions paid by the Government for schools.	
	1904-05.	1919-11.	1905-00.	1911-12.	1911-12.	
Argenteuil.....	\$ 2,874 32	\$ 5,712 41	\$ 447 00	\$ 975 00	\$ 8,249 59	
Arthabaska .....	1,883 65	5,018 34	525 46	763 00	10,077 37	
Bagot.....	1,538 28	4,282 43	231 07	630 80	9,050 28	
Beauce.....	3,600 23	9,882 43	851 20	1,746 40	20,618 60	
Beauharnois .....	1,702 27	2,766 94	700 33	982 40	5,442 05	
Bellechasse.....	1,708 73	4,745 86	380 50	966 00	10,624 74	
Berthier.....	1,620 34	4,535 25	309 58	630 80	7,135 07	
Bonaventure.....	3,818 52	8,871 02	556 19	1,326 40	15,042 76	
Brome.....	1,483 22	3,719 77	798 00	906 00	6,154 78	
Chamby.....	939 30	2,000 02	725 62	1,104 80	4,115 37	
Champlain.....	2,916 36	6,859 27	494 93	1,195 20	11,464 45	
Charlevoix.....	2,040 84	2,791 69	462 72	913 20	6,711 74	
Chateauguay.....	1,235 80	2,985 88	468 55	796 80	4,596 71	
Chicoutimi.....	1,844 46	4,443 65	322 49	664 00	9,754 28	
Compton.....	3,210 61	9,011 03	1,524 08	2,810 40	24,602 16	
Deux Montagnes .....	1,224 70	2,924 85	202 47	564 40	4,626 65	
Dorchester.....	1,931 17	5,060 93	226 11	531 20	8,092 27	
Drummond.....	1,488 91	4,337 18	253 97	1,035 60	6,903 69	
Gaspé & Magdalen Islands .....	5,968 25	10,328 75	634 43	735 60	18,071 63	
Hochelaga.....	9,215 18	10,653 32	1,310 82	2,128 60	15,954 98	
Huntingdoo.....	1,081 24	3,426 77	521 37	834 80	4,719 94	
Iberville.....	875 46	1,932 14	288 65	265 60	7,599 01	

Dorchester .....	1,931 17	5,000 93	226 11	322 47	324 40	4,020 05
Drummond .....	1,488 91	4,337 18	253 97	253 97	531 20	8,092 27
Gaspé & Magdalen Islands .....	5,568 25	10,328 75	634 43	634 43	1,035 60	6,903 69
Hochelaga .....	9,215 18	10,653 32	1,310 82	1,310 82	735 60	18,071 63
Huntingdoo .....	1,081 24	3,426 77	521 37	521 37	2,128 60	15,954 98
Iberville .....	875 46	1,932 14	288 65	288 65	834 80	4,719 94
					265 60	7,529 01

COUNTIES.	Grants paid to the municipalities for their primary schools.		Grants paid to the model schools and academies out of the superior education fund.		Total contributions paid by the Government for schools.	
	1914-05.	1910-11.	1904-05.	1911-12.	1911-12.	1911-12.
Jacques-Cartier .....	1,280 61	2,012 39	688 01	1,082 00	4,531 84	
Joliette .....	1,722 53	4,018 01	238 18	498 00	6,622 87	
Kamouraska .....	1,581 22	4,810 38	419 50	830 00	8,330 82	
Lake St John .....	2,777 01	4,943 34	276 24	896 40	9,412 00	
Laprairie .....	690 84	1,728 00	248 73	464 80	2,667 61	
L'Assomption .....	1,040 10	2,538 97	254 42	630 80	4,469 28	
Laval .....	746 16	1,894 71	97 97	365 20	4,090 73	
Levis .....	2,152 36	5,092 98	863 19	1,095 60	8,056 19	
L'Islet .....	1,382 86	3,913 56	305 39	664 00	5,803 89	
Lotbinière .....	1,701 28	4,659 60	508 16	896 40	10,420 28	
Maskinongé .....	1,289 54	3,313 75	207 29	498 00	6,942 88	
Matane .....	2,517 11	5,367 12	329 78	1,195 20	17,067 09	
McGantic .....	2,748 14	5,819 80	836 38	1,735 80	9,743 34	
Missisquoi .....	1,967 87	4,103 97	1,235 19	2,340 60	9,364 74	
Montcalm .....	1,379 82	3,170 13	325 09	574 20	10,239 59	
Montmagny .....	1,510 07	3,415 37	326 16	863 20	5,223 52	
Montmurency .....	1,234 54	3,301 08	380 27	330 00	10,210 66	
Montreal (old city) .....	15 446 66	13,835 89	2,922 05	2,180 40	129,796 63	
Napierville .....	640 98	1,605 42	157 04	332 00	2,343 40	
Nicolet .....	2,064 31	6,387 13	468 96	1,095 60	10,287 27	
Ottawa .....	9,167 50	19,014 07	1,200 24	2,305 40	31,770 27	
Pontiac .....	2,938 25	6,633 98	894 90	996 00	12,612 12	

Portneuf .....	2,609 37	7,130 98	563 76	1,543 60	10,261 99
Quebec, city .....	5,472 12	5,728 16	3,420 70	1,992 00	50,004 81
Quebec, county .....	2,649 48	6,465 17	682 67	1,102 00	14,663 57
Richelieu .....	1,486 76	3,010 31	470 95	670 86	6,288 21
Richmond .....	2,120 68	4,311 03	883 55	1,784 60	16,106 95
Rimouski .....	1,598 77	3,915 12	561 66	763 60	7,203 04
Rouville .....	1,185 81	3,207 36	301 60	431 60	4,363 08
Saguenay .....	2,824 21	4,732 39	184 88	366 29	6,816 88
Shedford .....	1,936 58	5,131 72	963 98	1,411 40	9,809 26
Sherbrooke .....	1,839 20	3,306 19	1,098 12	1,155 20	12,228 16
Soulanges .....	834 39	2,132 78	285 42	730 40	3,732 06
Stanstead .....	1,573 99	4,860 53	1,993 77	2,607 40	10,782 04
St. Hyacinth .....	1,245 65	3,448 90	837 04	900 00	6,204 50
St. Johns .....	660 67	1,749 12	438 07	831 40	2,936 74
St. Maurice and Three Rivers .....	1,869 33	3,858 87	666 77	537 40	9,469 78
Temiscouata .....	2,855 49	5,658 92	641 73	896 40	9,628 44
Terrebonne .....	2,447 10	5,397 34	514 61	863 20	8,614 47
Vaudreuil .....	1,069 28	2,469 59	279 95	285 80	3,988 95
Verchères .....	885 29	2,165 23	668 41	730 40	3,840 08
Wolfe .....	1,596 62	4,058 20	424 30	632 63	6,360 66
Yamaska .....	1,283 61	4,008 03	361 55	531 20	7,265 86
Totals .....	\$151,396 49	\$314,737 02	\$41,823 17	\$65,972 40	\$750,074 40

The sum of \$105,427.38 paid to the normal schools is not included in the amount of \$750,074.40.

Statistics relative to the girls' normal schools :

	Number of schools	Number of pupils attending.
1896	2	144
1905	3	151
1911	9	507
1912	13	852

Number of female lay teachers with normal school diplomas teaching on the Catholic schools :

1896.....	200
1905.....	291
1911.....	522

Number of counties in which Catholic female lay teachers of elementary schools receive an average salary of less than \$100 :

1897.....	23
1905.....	12
1911.....	none

Amount of the average salaries of female lay teachers with diplomas teaching in the Catholic schools :

1897.....	\$101
1905.....	121
1911.....	143



Number, for each county of the province, female lay teachers, with or without diplomas, who in 1911, received a salary of less than \$100, and number of the female teachers in the same counties who received less than \$100 in 1906 :

	1910-11	1905-06
Bagot.....	4	8
Beauce.....	1	77
Brome.....	1	3
Chambly.....	1	1
Champlain.....	2	52
Charlevoix.....	23	79
Chateauguay.....	1	..
Chicoutimi.....	4	25
Gaspé.....	2	20
Kamouraska.....	2	98
Levis.....	4	37
Matane.....	1	83
Montcalm.....	1	..
Nicolet.....	1	114
Ottawa.....	1	3
Soulanges.....	1	..
Temiscouata.....	40	122
Vaudreuil.....	1	..
Yamaska.....	2	45
Total.....	53	766

Number of housekeeping schools :

In 1897.....	1
In 1911.....	16
In 1912.....	35

Number of school municipalities not paying a salary of \$100 to each female teacher :

1909.....	268
1910.....	100
1912 not more than.....	60

Amount of taxes and monthly payments by the ratepayers :

1896-97.....	\$ 1,448,349
1904-05.....	2,199,371
1910-11.....	3,702,297

Value of school houses, furniture and appliances used for education in the province :

1896-97.....	\$13,150,699
1904-05.....	15,665,418
1910-11.....	30,755,014

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counties who

1905-06

8  
77  
3  
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52  
79  
..  
25  
20  
98  
37  
83  
114  
3  
..  
122  
..  
45

766

Number of school houses built, amounts spent and amounts borrowed for the building or repairing of schools houses.

	Houses built	Expenditure	Loans
1896-97 .....	164		
1904-05 .....	187	263,084	
1905-06 .....	236	397,257	327,533
1906-07 .....	238	692,903	365,986
1907-08 .....	299	688,407	523,992
1908-09 .....	234	882,308	641,270
1909-10 .....	332	576,338	816,512
1910-11 .....	294	.....	1,262,100

Statistics relative to the condition of the school's.

	Houses in good condition	School furniture in good condition
1901 .....	3771	2635
1905 .....	4506	4494
1911 .....	5119	5135

amounts spent  
or repairing

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Loans

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327,533

365,986

523,992

641,270

816,512

1,262,100

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schools.

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of furniture  
in condition

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2635

4494

5135

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