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HISTORICAL STATISTICAL SURVEY OF EDUCATION IN CANADA

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PREFACE

The following report constitutes a historical statistical survey of education in Canada, compiled as the result of eighteen months' study of the education statistics of the country and including the more important available statistics from the beginning of the century. It is intended to serve as an introduction to a series of annual statistical reports based upon the operation of the new scheme of co-ordinated statistics of education approved by the Conference of Dominion and Provincial Officials on Education Statistics, held in October, 1920. (The report of that conference may be obtained on application to the Dominion Bureau of Statistics.) In the present report the aim has been to achieve the maximum of comparability of the past and present education statistics of the provinces. It was the realization that this comparability was at best partial that led to the preparation of the scheme submitted to the Conference on Education Statistics for more comparable and really national statistics of education in the future.

The report is in eight parts. Part I contains a necessary explanation of the varying terminology employed in the several provinces in regard to education, and a summary of provincial educational legislation and practice. In Part II will be found a general summary of Canadian education statistics, attention being specially directed to Table I, a statistical summary of Canadian education for 1919. Part III contains an analysis of the distribution of pupils by grade, sex and age, its statistics thus having an important bearing on the questions of acceleration, retardation and elimination of pupils. The statistics of teachers, their qualifications, experience and salaries, are treated in Part IV. Statistics of the education of adolescents in secondary and technical schools are given in Part V, which also includes a treatment of the growing movement for consolidated schools. The cost of education in the publicly controlled elementary and secondary schools of Canada is given by provinces in Part VI. Part VII, after a short treatment of the movement for medical inspection, furnishes statistics of the education of the blind and of deaf-mutes, and Part VIII gives the statistics of higher education in Canada, an interesting feature being Table 117, which classifies the students in Canadian universities and colleges by their provinces of residence.

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PART I.—DEFINITION OF TERMS AND SUMMARY OF EDUCATIONAL LEGISLATION AND PRACTICE.

SCHOOL UNITS.

The smallest school unit is of course the classroom, by which is meant here a school room in charge of a teacher who keeps the register and in which pupils assemble for registration of enrolment. The term classroom has a special meaning in New Brunswick; when a school has an enrolment of from 50 to 60 pupils a room called the "school room" must be provided, sufficiently large to accommodate all the pupils at one time. This "school room" is in charge of a "teacher." Attached to this room is a small room called a "classroom", in charge of a "classroom assistant," into which a portion of the pupils is withdrawn from time to time, usually for the purpose of being drilled on the lesson that the "teacher" has just taught. When the enrolment is between 80 and 100 one "school room" and two "classrooms" are provided; when the enrolment reaches 100 there are two "school rooms" or "departments" with two "teachers" with or without classrooms and the school is an "advanced graded school."

Classroom.

The term "department" is used by every province except New Brunswick in almost the same sense as classroom, that is, a classroom of a graded school in charge of a teacher, but in British Columbia it is called a "division." Department is also used in another sense; a teacher in a high school is usually a specialist in some subject such as history, science or manual training. This specialty is the teacher's "department." Each full time teacher has one classroom of which he keeps the register. The part time teacher, who is usually a specialist in technical or special subjects, has a register to keep, but his pupils may be already enrolled on the registers of the academic teachers. In some western cities the music, art and other specialists are more or less itinerant; that is, they teach in one institution during one part of the day and another during another.

Department.

Division.

In Nova Scotia, New Brunswick and Saskatchewan, a classroom in charge of a teacher is designated by the term "school." For example, a graded institution with eight teachers, each in charge of a grade or class, would be said to consist of eight schools.

School.

The term "classroom" will be used in this report when possible in its usual non-technical sense; when the term "school department" is used it will be in strict adherence to provincial terminology, or because there is some uncertainty as to whether it is or is not a classroom. The number of classrooms in a province, in conjunction with the number of pupils, will indicate the school accommodations provided, but will not necessarily correspond to the number of teachers, partly because of the existence of the more or less itinerant specialists already mentioned, and partly because owing to the frequent changes of teachers, the number of teachers in a province during the year will not be the number teaching at one time.

The smallest legislative school unit (or, strictly, rural school unit) is called a "school district" in all the provinces except Nova Scotia and Ontario, where it is called a "school section." As in nearly all the provinces the organization of a rural district is different from that of an urban, it will be necessary to describe the practice of each province in detail. The one definition that is of

School District.

Section.

Trustee.

universal application throughout the Dominion, except in Quebec (and in the rural municipal districts of Nova Scotia, Manitoba and British Columbia) is that a rural district or section is a legislative school unit governed by a board of three trustees elected by the ratepayers for three years (and in some provinces by the poll-tax-payers as well). This board in its legislative capacity passes certain by-laws at its annual meetings and in its executive capacity hires or dismisses a teacher and generally is responsible for keeping the school in successful operation. All its functions are under the strict supervision and control of the school inspector and the central Department of Education.

Minor District.

In Prince Edward Island, a rural school district must have an area of four square miles or must contain at least 30 children between the ages of 5 and 16. It has a board of three trustees. The town and city of Summerside and Charlottetown each forms one district with a board of seven trustees, four of whom are appointed by the Lieutenant-Governor in Council for four years and three by the city council for three years. If the number of children between 5 and 16 in a district once established falls below 30 and the average attendance below 15, the district is reduced to a "minor district" and the legislative grant to the teacher is also reduced. The annual meeting is held on the Third Tuesday in June.

Section.

In Nova Scotia, a rural school section has a board of three trustees, one of whom may be a poll taxpayer and two, ratepayers. In incorporated towns the board of trustees is called the Board of School Commissioners and consists of two members selected by the Governor in Council and three selected by the town council from its own members. There is another class of "school commissioners" in Nova Scotia who will be described later and are called "district commissioners." If the rateable property of a section has an assessed value of less than \$4,000, or if the section contains less than 12 families and is so isolated that it cannot be united with a contiguous section, it is called a "poor section," and, if it votes not less than 2 per cent of the assessed value of its property, it receives from the Government an extra grant of \$60 a year. The annual meeting in Nova Scotia is held on the last Monday in June or as decided by the council. Any resident has a vote if he has paid his poll tax.

School Commissioners.

Poor Section.

Annual Meeting.

Poor District.

In New Brunswick there is a board of three trustees in rural districts, five trustees in incorporated towns and nine trustees in the city of St. John. A "poor district" means almost the same as "poor section" in Nova Scotia, and is entitled to one-third more Government grant than other districts. The annual meeting takes place on the second Monday in July and ratepayers only may vote.

Board of Commissioners.

In Quebec the organization of a school district is different from that prevailing in the Maritime Provinces. The main legislative unit here is the municipality. The regular school board is called the Board of Commissioners and in rural communities consists of five members. If within this municipality there is a minority of either Catholics or Protestants who maintain a separate school, the board of such a school is called a Board of Trustees and consists of three members. The commissioners and the trustees attend to the assessment of their respective spheres of control except in the matter of taxing corporations, in which case the commissioners levy the taxes and apportion the proceeds to the trustees according to the proportion which the number of children in the separate school unit bears to that in the main district. The usual mistaken impression that the main district is necessarily Catholic and the separate school

Protestant should be corrected here. If a district has a majority of Protestants the main schools are Protestant, and the separate, Catholic. It should be made clear also that one Board of Commissioners may have control of several schools, also called "districts" (sometimes a rural board has as many as 30), a school manager being appointed for each school.

School
Manager.

In Ontario the organization of the rural school district, or section as it is called, is similar to that in the Maritime Provinces. There are four types of rural section: (1) Sections in unsurveyed districts (2) sections in unorganized townships, (3) the rural section proper, that is the school section in organized townships (here the council of the township has power to appoint a board of trustees if the rate-payers fail to elect one), (4) the rural union school section or a section formed by uniting parts of a township otherwise divided for municipal purposes, or adjoining parts of different townships. In the latter case the union section is considered as belonging to the township in which the school-house is situated, or if there are more than one school-house, in the township which has the largest amount of assessed property in the union school section. Each type of section mentioned has a board of three trustees. If the union is between arts of townships and an incorporated village, it is called an urban municipality union section. The next type of rural section is the rural consolidated school section or an amalgamation of two or more schools each of which loses its separate identity until there is a dissolution of the consolidation. This section has a board of five trustees.

Section.

Union School
Section.

Urban
Municipal.

Rural
Consolidated
Section.

The urban school section has a board of six or more trustees in incorporated villages and two trustees for each ward in towns and cities. The high schools are organized by "districts" with a "High School Board" or a "Collegiate Institute Board" of six or more trustees appointed by the county council or the town council as the case may be. The "Separate School Section" (that is, the sections separately organized by Roman Catholic, Protestant or coloured minorities) within this district appoints one representative to this High School Board. Ontario as well as Quebec has separate schools and while in Quebec the separate school is not necessarily Protestant, so in Ontario it is not necessarily Catholic, although it is usually so. The regular or main school in Ontario (not counting the secondary schools), is called the "Public School." A "public school" may exist in a Roman Catholic community, in which case a Protestant or coloured minority on petition by five heads of families are allowed to form a separate school section, or the public school may be in a Protestant community, in which case the Roman Catholic or coloured minority may form a separate school section. These separate schools have usually a board of three trustees and have an organization similar to that of the public schools.

Urban School
Section.

High School
Districts.

Separate
Schools.

Public School.

Manitoba has the unorganized territory district and the usual rural school "district," with a board of three trustees, which may be formed within a twenty square mile area, or in a community where there are at least ten children between the ages of 5 and 16. It has also the "union school district," organized similarly to that in Ontario. The consolidated school district has a board of five trustees. These, besides their ordinary function, have power to expend money on roads, if the municipality has neglected to do so. Manitoba carries centralization a step further, in having what is known as a municipal school district, formed on petition of 25 per cent of the ratepayers in a municipality. Such a district may be

made up of several school districts in which the schools may go on independently as before, but the trustee boards of these districts are abolished and one central municipal school board is formed, consisting of two members from each ward of the municipality. If the municipal school district includes an incorporated village, this village is represented by three trustees in addition to the ward trustees. The members of this school board are paid a sessional indemnity of \$3 a day. They have power to consolidate or amalgamate two or more schools within the municipality without any further formality. The incorporated village district has a board of between three and seven trustees. The town and city districts have boards of two trustees from each ward. There is also a high school district formed within a certain "territory." This territory is usually made up of an existing school district together with contiguous areas. The High School Board is made up of the existing board of the original district and three trustees from the new parts of the territory. The high school board has no separate identity from the elementary school board as it has in Ontario.

In Saskatchewan, a rural school district may be formed within an area of 20 square miles, with no dimension over five miles, having 10 children between the ages of 5 and 16. If an area containing 6,000 acres of assessable land, and 10 ratepayers has 20 children between 5 and 16, the Minister of Education may order a district to be created if the ratepayers have failed to establish one. A rural school district in Saskatchewan is wholly outside the limits of a city, town or village. A consolidated district is a large district which may have an area of 50 or more square miles. The rural and village school boards consist of three trustees, the town of five, while the city is represented by wards. The High School Board of Trustees has a separate identity as in Ontario. Saskatchewan uses the same terminology as Ontario and with the same meaning in the case of "public" and "separate" schools, high schools and collegiate institutes.

In Alberta a district may be formed within areas four miles square containing four ratepayers and eight children from 5 to 16 years of age. The subdivision into rural, village, town and city school areas has the same significance as in Saskatchewan. The high school board in Alberta has no separate identity.

In British Columbia the rural districts outside the municipalities are called "assisted schools" and have boards of three trustees. The remaining schools are divided as follows:—

- (a) High schools.
- (b) City school districts of the first class. These must have an average attendance of 1,000 or over. They have a board of seven trustees.
- (c) City school districts of the second class—average attendance of 250-999. Board—five trustees.
- (d) City school districts of the third class—average attendance under 250. Board—three trustees.
- (e) Rural municipality districts with the same meaning as in Manitoba. Board—five trustees. Nearly all of (e) are graded schools and a large number of even the assisted schools are graded so that centralization and consolidation (though not so called) prevail in British Columbia to a greater extent than in any other province. Out of the 72,000 pupils enrolled in 1919, only about 10,000 attended ungraded schools.

In any province, except Nova Scotia, where the term municipal district is used it applies to a centralized school district composed of the school units within a municipality, with one central board of trustees. The different school units are not necessarily amalgamated when the municipal district is formed. In Nova Scotia, this term has a special meaning. Here it is a district roughly one third of an inspectorate, and formed for the purpose of controlling and supervising the activities of the different school sections within the district. The province is at present divided into thirty three such districts. The Board of District Commissioners (not to be confused with the Board of School Commissioners, as the trustee boards of towns and cities in Nova Scotia are called) consists of not less than seven members appointed by the council of the district and meets annually. The inspector is ex-officio clerk of this board.

Municipal
District.

The inspectorate, called in Prince Edward Island, New Brunswick and British Columbia "Inspectorial district," in Nova Scotia, "Inspectorial division," and in Manitoba "Inspector's territory," is, as its name implies, the domain of an inspector. In all provinces except Ontario inspectors are appointed and paid by the Lieutenant-Governor in Council of the province; in Ontario they are appointed and paid half their salary by the municipality, the province paying the remainder. In British Columbia there may be also a municipal inspector in addition to the Government inspector.

Inspectorate.

Department of Education.

The chief educational authority in each province is the Department of Education, called in Quebec the Department of Public Instruction. In all provinces, except Quebec, the chief officer (or officers) of the department is either a member of the Executive Council or the Council as a whole. In Quebec the Department of Public Instruction is completely separated from the sphere of politics. The organization of the department of education in each province may be summarized as follows:—

Prince Edward Island.

- (1) Board of Education, consisting of the members of the Executive Council, the principal of Prince of Wales College and the chief superintendent as secretary.
- (2) Chief Superintendent.

Nova Scotia.

- (1) Council of Public Instruction—the members of the Executive Council with the Superintendent of Education as secretary.
- (2) The Superintendent of Education who is ex-officio secretary of the Council of Public Instruction, administrator of the educational statutes, except in doubtful cases, general supervisor of education and inspector of the county academies.
- (3) Advisory Board of Education—seven members, of whom 5 are appointed by the Lieutenant Governor-in-Council, and 2 are elected by the teachers' association. The tenure of office of this board is two years. The members are paid a sessional indemnity.

New Brunswick.

- (1) Board of Education—the Lieutenant-Governor, the Executive Council and the Chancellor of the University of New Brunswick, with the Chief Superintendent of Education as secretary. A quorum is constituted by the Lieutenant-Governor or the Premier and three members of the Executive Council with the Chief Superintendent as secretary.
- (2) Chief Superintendent of Education, supervisor and administrator under board and president of the Senate of the University of New Brunswick.

Quebec.

- (1) Superintendent of Public Instruction, appointed by the Crown, who is ex-officio President of Council of Public Instruction. The link between the Department of Public Instruction and the Government is the Provincial Secretary.
 - (2) Two Deputy Heads, called the French and English secretaries of the department.
 - (3) Council of Public Instruction comprising—
 - (1) All Roman Catholic Bishops or Vicars Apostolic in Quebec.
 - (2) An equal number of Roman Catholic laymen.
 - (3) An equal number of Protestants.
 - (4) Two Inspectors-General—a Roman Catholic and a Protestant.
- (The department has no powers in regard to the creation or closing of schools, nor the appointment or dismissal of teachers).

Ontario.

- (1) Minister of Education—a member of the Executive Council.
- (2) Deputy Minister of Education—permanent representative of the minister in his administrative capacity.
- (3) Superintendent of Education, appointed by Lieutenant-Governor in Council, permanent representative of the minister in his supervisory capacity.
- (4) Advisory Council of Education, consisting of twenty members as follows:—
 - (1) President of the University of Toronto.
 - (2) Superintendent of Education (no vote).
 - (3) Three additional representatives of the University of Toronto.
 - (4) Four representatives of other Ontario universities.
 - (5) Two members elected by high school teachers.
 - (6) Four elected by public school teachers.
 - (7) One elected by separate school teachers.
 - (8) Two representatives of public school inspectors.
 - (9) Two representatives of school trustees.

Manitoba.

- (1) Minister, (2) Deputy Minister, (3) Superintendent.
- (4) Advisory Board appointed for two years and consisting of—
 - (1) Eight members appointed by Lieutenant-Governor in Council, two of whom are trustees of rural schools.
 - (2) Two elected by the elementary and intermediate school teachers.
 - (3) One elected by the high school and collegiate institute teachers.
 - (4) One elected by the inspectors.

Saskatchewan.

- (1) Minister, Deputy Minister, Superintendent, Registrar.
- (2) Council of Education, of which the Minister is president, consisting of five members of whom two must be Roman Catholic.
- (3) Advisory Board, constituted as in Manitoba.

Alberta.

- (1) Minister, Deputy Minister, Assistant Deputy Minister, Supervisor of Schools.
- (2) Education Council, constituted as in Saskatchewan and Manitoba.

British Columbia.

- (1) Council of Public Instruction, consisting of a Minister of Education and the members of the Executive Council.
- (2) Deputy Minister.
- (3) Superintendent.

It will be gathered from the above that the superintendent in Prince Edward Island, Nova Scotia and New Brunswick combines the functions of the deputy minister and superintendent in Ontario, Manitoba, Saskatchewan and British Columbia. Besides the officials mentioned and the education office staffs there is in most provinces an official inspector whose function is to deal with special cases. In some provinces this office is permanent, in others the official inspector is appointed temporarily as circumstances demand.

Types of Schools.

The term "ungraded school" will mean the same thing in every province, except perhaps New Brunswick; that is, a one-room school. In New Brunswick, as has been mentioned, a school may have a small classroom attached, in charge of a classroom assistant and still be an ungraded school. When a second "teacher" is employed the school will be "graded," with two departments instead of a "school room" plus a "classroom." The term graded school will, in like manner, be universally understood. To be erected into a graded school, that is to draw a Government grant for a second teacher, a district must have a minimum number of pupils enrolled with a minimum average daily attendance. This minimum varies in different provinces. Perhaps it will be well to call once more to mind that the term "school" itself is liable to misinterpretation. In Nova Scotia, New Brunswick and Saskatchewan it applies to only one classroom; that is, a graded institution with eight departments or classrooms would have eight "schools," while a one-room school building with its grounds and equipment is also a school. This use of the term is not strictly adhered to in Saskatchewan; the name "Alexandra School," for instance, means a large graded institution, not a single room. In consequence of this it is not always possible to know from the reports whether one department or a whole institution is meant. In all the other provinces the term "school" applies to the whole institution.

Two general types of schools will be mentioned constantly in this report: (1) Elementary, (2) Secondary. By elementary school will be understood a classroom in which the work of elementary grades is taught (that is, work below that of grade IX) with or without work of secondary grades (above grade VIII.) By secondary schools will be meant a classroom in which work of secondary grade only is taught. Since a great diversity exists in the nomenclature of the provinces when referring to these two types, it will be well to define the usage of each province separately.

In Prince Edward Island there are four types of schools (school=school institution, not classroom).

- (1) The "primary" or one room school. In this school all the grades up to IX, X or Prince of Wales College entrance may be taught.
- (2) The "advanced graded" school. This is a school of more than one department, or classroom in charge of a teacher, and is to be usually found in small villages and may be found in any community where the average attendance is 35 or over.
- (3) The "first class" school. This is a school with two or more classrooms or teachers, and is classified by its equipment, building and grounds rather than its size. It must provide facilities for teaching High School work in its upper classrooms. In Charlottetown, Summerside and Montague are to be found first class schools with one or more classrooms devoted exclusively to secondary work, carrying the pupils as far as Entrance into Prince of Wales. These classrooms are secondary schools proper.
- (4) Prince of Wales College, an institution doing Secondary, Normal School and some University work.

In Nova Scotia the elementary institutions are called "common schools" and the secondary schools are called either "high schools" or "county academies." The county academy is usually situated in the county town and is free to all the pupils in that county, while the high school is situated in any community large or wealthy enough to support one, and is free to all the pupils of that community. The county academy is inspected by the Superintendent of Education; all the other schools by the divisional inspector. In Nova Scotia there is another type of school called the "superior school," which must have a successful class "A" teacher. If this school passes inspection on the score of its teacher, grounds and equipment, it receives a special superior Government grant of \$150. This, however, is a classification by merit, not by type, and must not be confused with the school of the same name in New Brunswick.

In New Brunswick there are four types of schools: (1) the primary (one-room school), (2) advanced (a graded school), (3) superior school (graded and with at least one room teaching work above grade VII), and (4) grammar or high school (graded and with at least one room teaching work above grade VIII). The superior school may be situated in, supported by, and free to all pupils in the municipal subdivision of a county called in New Brunswick a "parish," if that parish contains 6,000 inhabitants. The grammar school is usually situated in the county town and supported by and free to all the pupils of the county. If there is no grammar school in a county a superior school must be established in lieu thereof. A superior and grammar school cannot co-exist in the same parish. In a graded institution the upper room teaching work above grade V, not the whole institution, is called the "superior school." This superior school would resemble the intermediate school in Manitoba, while the grammar school would correspond to the county academy in Nova Scotia. These two types of schools require teachers with at least "superior" license and "grammar school" license respectively. They receive special Government grants.

In Quebec there are in both Protestant and Catholic institutions three types of school: (1) the elementary, (2) the model, and (3) the academy. The elementary school is a school which has facilities for teaching work up to the end of the fourth year in the Catholic schools, or the seventh year in the Protestant; the model school, work up to the end of the sixth year in Catholic and tenth year in Protestant; the academy, work up to the end of the eighth year in Catholic and the eleventh year in Protestant. The model school in the Protestant institutions, may have two purely secondary departments. The Protestant academies are included among the secondary schools in the provincial reports, while the term secondary is confined to the classical colleges in the case of the Catholic schools, the other institutions being designated as "primary" although their academies may have as many as one or more purely secondary departments or classrooms. It must be borne in mind that the academy in Quebec, which may teach all the grades, has no resemblance to the academy in Nova Scotia, which is a purely secondary institution.

In Ontario, the elementary schools are called public and separate schools, and the secondary schools are called continuation schools, high schools and collegiate institutes. The continuation school is a secondary institution in a community not sufficiently developed to support a high school. The term collegiate institute in the sense in which it is used in Ontario would be misunderstood in Nova Scotia, where it means a private or affiliated college or a degree conferring institution.

In Manitoba, the elementary schools are so called, and the secondary schools are called high schools, and collegiate institutes. If there is a collegiate department in a school it is called a collegiate department, not a school. In Manitoba as well as the other Prairie Provinces, most of the village and town schools teach secondary work and a number of them have purely secondary departments. These schools may be performing all the functions of secondary

schools, but have not yet been brought under high school organization. In Manitoba these are called intermediate schools. These schools are not encouraged to teach work above grade IX or X.

In Saskatchewan the elementary schools are called public and separate schools as in Ontario. These include such schools as are called intermediate in Manitoba. The secondary schools are called high schools and collegiate institutes, with the same meaning as in Ontario. A high school may not attempt to teach work above grade XI, if the institution has not a complement of three teachers. "School" in Saskatchewan means the same as in Nova Scotia, viz., classroom.

In Alberta there is no separate legislative organization for elementary and secondary institutions, but they are none the less a reality, and receive special grants. In Alberta a school receives a special grant if it provides facilities for teaching work above grade VII, if the attendance above this grade is at least 15. Such facilities are really provided in all towns and most villages as in Saskatchewan and Manitoba, so that Alberta has intermediate schools. A large number of the towns and all the cities have high schools as separate institutions.

In British Columbia, the elementary schools are: (1) the assisted schools, (2) the rural municipality schools, and (3) the city graded schools. The high school in British Columbia is emphatically the secondary institution, that is, it is here that nearly all of the secondary work is done. In 1919 all the pupils in the province doing work of secondary grade, except 252, were taught in the high schools, while in the other provinces a large proportion of the pupils in secondary grades were taught in institutions which were not technically known as high schools. The comparative numbers taking secondary work in secondary schools and in elementary (including intermediate) schools will be found on page 18.

Normal Schools.

The term normal school is understood everywhere as an institution for the training of teachers. Attached to these institutions are model schools, which term has the same meaning in every province except Quebec, where the term model school is used to designate what would be termed an intermediate school in some other province. The model school in the other provinces is used for practice teaching for the pupil teachers or students in normal schools. In Ontario there is a type of model school which is really a normal school for students training for third class teachers' certificates. It was not always possible to know from the reports which of those attending model schools were teachers in training and which practice pupils. In this report these teachers in training are all included among the normal school students and no distinction is made between the model or practice pupils and the pupils of the public schools. Normal training in Prince Edward Island is given in Prince of Wales College and the work is taken along with the academic work. In the other provinces the normal school is an institution separate from the secondary school and requires a minimum academic standing from students who wish to be admitted to its classes. This academic standing and the time requirements will be given in the definitions of the classification of teachers.

Special Schools.

In all the provinces there are provisions made and special Government grants offered to encourage technical training and night schools. The night school is a rapidly growing institution, but the regulations governing it are so uniform in the different provinces and the grants paid by the Government so subject to change that there will be no great value in giving these for each province. Generally these schools are for children or adults over the compulsory age or who are unable to attend the day schools. A small fee is usually charged,

but the fee is usually refunded as a reward for regular attendance. In Nova Scotia provision is made forbidding the teacher of the day school under certain circumstances to take charge of the night school. In all the provinces the night-school teacher must be qualified. Academic or cultural studies are taken up as well as commercial or technical subjects. By technical school is here meant any institution, not a university, which teaches subjects other than academic. These subjects include commercial subjects, agriculture, handicrafts, etc. In all the provinces the teaching of commercial subjects, agriculture (at least in the form of school gardening), manual training, etc., in the day school, is encouraged by special grants to schools showing efficiency in the work, and to teachers who have taken special training in these subjects. Some provinces have full commercial courses on their programme of studies in collegiate institutes. The work of these courses is usually considered as belonging to the same grade as the first two years of secondary work. In Manitoba and Saskatchewan, especially, the regular collegiate institutes are often called "technical institutes," because of their technical as well as academic courses. At the present stage it is impossible to give definite statistics of the activities of the different provinces in technical work. In some provinces, notably the Prairie Provinces, the technical work is so interwoven with the regular school work that any figures given for the technical schools would be already included in the statistics of the regular day schools; in Nova Scotia the technical work might mean the elementary work done in the day schools throughout the country or might mean the high order of work done in the technical schools at Halifax and Sydney, where students qualify as mining engineers, etc. In Ontario are to be found distinctly technical schools. These are separately classified and their statistics are not included with those of ordinary elementary or secondary schools. In Quebec the technical work is more or less interwoven with university work. This is also true of all the secondary activities in Quebec. It is almost impossible to avoid duplication in giving the figures for Quebec universities, technical schools and Roman Catholic secondary schools (the classical colleges). It should, therefore, be understood that whenever figures for technical schools are given in this report, they are given to illustrate technical activities, not to show the number of persons taking technical training as distinct from those taking other forms of training. Before this latter information can be given, schedules will have to be devised which among other things will provide for information on the following points:—

- (1) The number of pupils or students following any course of technical work in a day technical institution.
- (2) The number of these who are not already enrolled in the regular day schools.
- (3) The academic standing of this second group at entering the technical institution.

Ages of Free Admission Into Schools.

- (1) *Prince Edward Island*.—Resident children between the ages of 5 and 16; older children if there is accommodation.
- (2) *Nova Scotia*.—Trustees must provide accommodation for all residents over 5 years of age who wish to attend.
- (3) *New Brunswick*.—Trustees must provide accommodation for residents between 6 and 20; others may attend if there is accommodation.
- (4) *Quebec*.—Usually 7 to 16 in elementary schools, but there is nearly always a fee charged and children 7 to 14 have to pay this fee whether they attend school or not.
- (5) *Ontario*.—The public schools are free to all residents (except separate school supporters) between the ages of 5 and 21.

(6) *Manitoba*.—Accommodation must be provided for all residents between the ages of 5 and 21 in rural communities, and 6 and 21 in urban.

(7) *Saskatchewan*.—In rural and village districts between 5 and 21; in towns and cities, between 6 and 21.

(8) *British Columbia*.—Accommodation must be provided between the ages of 5 and 16 years.

Ages of Compulsory Attendance.

(1) *Prince Edward Island*.—Ages 7 to 13, inclusive; yearly attendance must be thirty weeks in Charlottetown and Summerside and twenty weeks elsewhere, six weeks of which must be consecutive.

(2) *Nova Scotia* (at option of ratepayers).—Ages 7 to 12, but board in towns, may forbid employment of children from 6 to 16. Within the age limits, children in town schools must attend at least 120 days in the school year.

(3) *New Brunswick* (on resolution of trustees, but the question must be brought up at every annual meeting until adopted).—Ages 7 to 12 or grade VII standing; in St. John, Chatham and Newcastle, 6 to 14; period eighty full days. Employment of children under 16 may be forbidden by board.

(4) *Quebec*.—No compulsory regulations.

(5) *Ontario*.—

(a) Children 8 to 14 must attend full time; children from 5 to 8, if they attend at all, must attend full time.

(b) Adolescents 14 to 16 who have not attained a university matriculation standing must attend full time; those exempted on the plea of circumstances compelling them to go to work must attend part time for 400 hours a year. This law comes into effect in September 1921.

(c) Adolescents 16 to 18 (who have not come under (b)) must attend part time during 320 hours a year. This law has not yet come into effect.

Manitoba.—All children between 7 and 14 (who have not matriculation standing) must attend full time. Any pupil over 14 if enrolled must attend regularly. A child over 13 may be exempted for employment, but only six weeks in the year. Employment under 14 (except as mentioned) is forbidden. The board of any district having an attendance officer may compel children to attend up to the age of 15.

Saskatchewan.—All children 7 to 14 who have not passed grade VIII standing must attend full time. Employment of children under 14 forbidden. Deaf-mutes between the ages of 8 and 15 must attend an institution seven months in each year.

Alberta.—All children 7 to 15 who have not passed grade VIII must attend full time. If they have reached the age of 14 and are usefully employed they may be exempted.

British Columbia.—All children 7 to 14 inclusive must attend full time during the school year.

School Year.

Prince Edward Island.—July 1 to June 30; in Charlottetown and Summerside, calendar year.

Nova Scotia.—August 1 to July 31.

New Brunswick, Quebec, Manitoba and British Columbia.—July 1 to June 30. (In Ontario the secondary school year is from July 1 to June 30).

Ontario, Saskatchewan and Alberta.—Calendar year.

Vacations.

Prince Edward Island.—In Charlottetown and Summerside (and in other incorporated towns if desired), eight weeks in summer and one week in December; elsewhere there is a summer vacation of six weeks beginning July 1, a fall vacation of one week in October, and a winter vacation of one week in December.

Nova Scotia.—Summer vacation of eight weeks in July and August (but with the consent of the inspector trustees may fix these for January and February) and two weeks beginning Saturday before Christmas.

New Brunswick.—Summer vacation of 8 weeks commencing July 1, winter of two weeks commencing the Saturday before Christmas.

Ontario.—July 1 to August 31; December 23 to January 2; one week following Easter.

Saskatchewan.—In rural and village districts at least seven weeks in the year, of which one to six weeks must be in summer. The summer vacation comes between July 1 and October 1, and the winter between December 23 and February 15. In towns and cities at least seven weeks, six weeks commencing July 2 and nine days commencing December 23.

Alberta.—In rural districts, seven to ten weeks; summer between June 15 and September 1; winter December 24 to January 2. In towns and cities eight to 10 weeks.

British Columbia.—Summer, last Friday in June up to the fourth Sunday in August; winter, two weeks preceding first Monday in January. Easter, four days following Easter Monday.

The foregoing definitions and summary of legislation and practice will demonstrate the impossibility of giving strictly comparable statistics for all the provinces. Table I, which contains a summary statement of the most important statistical items connected with education in the various provinces in the Dominion, is placed at the beginning of the report as a table of reference. It must, however, be used as a reference, subject to the limitations already indicated. The figures, taken from the annual reports of the several Departments of Education, are compiled from the sworn statements of the teachers and trustees or inspectors throughout the provinces, but at the same time it must be borne in mind that they do not always mean exactly the same thing in each province. There are also some items given which are only partial, where complete figures were not available. Whenever a partial item is given, attention will be called to the fact in a foot note. Partial figures are useful in indicating proportions, and have the value attached by scientists to information collected by the sample method. They are better than approximations or estimates, in that they are not so misleading or so subject to error as estimates, and they enable the student of education to form his own estimates. The terms here as elsewhere, unless definitely stated otherwise, are used in the generally accepted English meaning of these terms, and not in the technical sense in which they may be used by any province.

PART II.—SUMMARY OF EDUCATION STATISTICS FOR YEAR 1918-19.

Schools Represented.

The summary table and the general historical tables which follow represent Elementary and Secondary Schools under public control, that is, under the control of the Department of Education of each province. In other words, they represent the public education extended to children and adolescents. They also include universities, professional colleges, technical and agricultural public institutions where it is possible to include these; they also include private business colleges. The statistics available for private institutions are very meagre but efforts are now being made to collect such figures, and it is to be hoped that before very long it may be possible to give these statistics on a comparative basis with the statistics of publicly controlled schools, and that the sum total will be available to compare with a table of population of school age.

School Attendance.

Tables 1, 2, 3 and 4 will help to give a conception of the proportion of the population taking advantage of public educational opportunities. The figures for illiteracy have been included in table 4 for two reasons; (1) for convenience in making calculations if actual numbers instead of percentages are required, and (2) for the reason that the number of illiterates, that is, the number unable to read or to write any language, represents roughly the number of those who are not and never have been at school. It will at once be clear that such figures under the age of ten have very little value and show up to the disadvantage of provinces in which the children are late in commencing school. In the Census of 1916 of the Prairie Provinces, and hereafter in all the provinces, illiteracy will be ascertained in the case of the population over the age of 10 instead of 5 as heretofore.

1.—Statistical Summary of Education in Canada

NUMBER OF PUPILS

| Type of Institution. | | P.E.I. | N.S. |
|----------------------|---|---------------|------------------|
| 1 | Elementary and Secondary Grades in Publicly Controlled Schools..... | 17,587 | 106,982 |
| 2 | Technical and Vocational Publicly Controlled Schools—Day Courses ³ | - | - |
| 3 | Technical and Vocational Publicly Controlled Schools—Evening Courses ³ | - | 2,830 |
| 4 | Normal Schools..... | - | 255 |
| 5 | Classical Colleges (Quebec)..... | - | - |
| 6 | Affiliated and Professional Colleges..... | 522 | 738 |
| 7 | Universities..... | - | 1,348 |
| 8 | Schools for the Blind and Deaf-Mutes..... | - | 231 ⁴ |
| 9 | Other Publicly Controlled Institutions..... | - | - |
| 10 | Private Business Colleges—Day Courses ⁵ | 78 | 967 |
| 11 | Private Business Colleges—Night Courses ⁵ | 22 | 59 |
| 12 | Private Elementary and Secondary Schools ³ | - | 2,242 |
| 13 | All (Day) Institutions..... | 18,187 | 112,763 |
| 14 | All (Night) Institutions..... | 22 | 2,889 |
| | Grand Total (excluding duplicates)..... | 18,209 | 115,652 |
| | Population in 1911..... | 93,728 | 492,338 |
| 17 | Population of Prairie Provinces in 1916..... | - | - |

DISTRIBUTION OF THE PUPILS IN ELEMENTARY

| | | P.E.I. | N.S. |
|----|---|--------|--------|
| 1 | Number of boys enrolled..... | 8,882 | 52,491 |
| 2 | Number of Girls enrolled..... | 8,705 | 54,491 |
| 3 | Total in Elementary Grades..... | 16,787 | 97,844 |
| 4 | Boys in Elementary Grades..... | - | 49,467 |
| 5 | Girls in Elementary Grades..... | - | 48,377 |
| 6 | Total in Secondary Grades..... | 800 | 9,138 |
| 7 | Boys in Secondary Grades..... | - | 3,024 |
| 8 | Girls in Secondary Grades..... | - | 6,114 |
| 9 | Total in Secondary Grades in Secondary Schools..... | - | - |
| 10 | Boys in Secondary Grades in Secondary Schools..... | - | - |
| 11 | Girls in Secondary Grades in Secondary Schools..... | - | - |
| 12 | Number of Pupils in Graded Schools..... | 6,463 | 64,891 |
| 13 | Number of Pupils in Ungraded Schools..... | 11,350 | 42,091 |
| 14 | Number of Pupils in Rural Schools..... | 11,350 | - |
| 15 | Number of Pupils in Village, Town and City Schools..... | 6,463 | - |

ATTENDANCE OF THE PUPILS IN ELEMENTARY AND

| | | P.E.I. | N.S. |
|---|--|-----------|------------|
| 1 | Aggregate number of days attended during the year..... | 1,742,007 | 11,631,150 |
| 2 | Average number attending each day..... | 10,908 | 65,906 |
| 3 | Average number of days Schools were open during year..... | 159.70 | 176.48 |
| 4 | Average number of days pupils attended during year..... | 99.05 | 108.72 |
| 5 | Average number of days lost by pupils during year..... | 100.95 | 91.28 |
| 6 | Percentage of total attendance in average attendance..... | 62.10 | 61.60 |
| 7 | Percentage proportion of Secondary to Elementary Grades..... | 4.77 | 9.34 |

TEACHERS AND ACCOMMODATION IN

| | | P.E.I. | N.S. |
|----|---|--------|-------|
| 1 | Teachers in Publicly Controlled Schools..... | 594 | 3,012 |
| 2 | Male Teachers..... | 102 | 163 |
| 3 | Female Teachers..... | 492 | 2,849 |
| 4 | Number of School districts having Schools in operation..... | 466 | 1,673 |
| 5 | Number of Schools districts without Schools in operation..... | 9 | 124 |
| 6 | Number of School-houses..... | 467 | 1,772 |
| 7 | Number of class-rooms in operation..... | 601 | 2,812 |
| 8 | Number of graded Class-rooms in operation..... | 195 | 1,433 |
| 9 | Number of ungraded one-room Schools..... | 406 | 1,379 |
| 10 | Average number of pupils to a class-room..... | 29.73 | 38.10 |
| 11 | Average number of pupils to a class-room in graded Schools..... | 33.41 | 45.28 |
| 12 | Average number of pupils to a class-room in ungraded schools..... | 27.95 | 30.45 |

EXPENDITURE IN PUBLICLY

| | | P.E.I. | N.S. |
|----|--|---------|-----------|
| 1 | Total Expenditure on Education..... | 285,960 | 2,097,593 |
| 2 | Total Expenditure on Education by Governments..... | 187,488 | 432,496 |
| 3 | Total Expenditure on Education by Ratepayers, etc..... | 98,472 | 1,665,097 |
| 4 | Expenditure on Secondary Schools..... | - | - |
| 5 | Expenditure on Elementary Schools..... | - | - |
| 6 | Expenditure on Teachers' Salaries..... | - | - |
| 7 | Expenditure on Teachers' Salary in Secondary Schools..... | - | - |
| 8 | Expenditure on Teachers' Salary in Elementary Schools..... | - | - |
| 9 | Average Annual Cost per pupil enrolled..... | 16.26 | 19.61 |
| 10 | Average Annual Cost per pupil in Average Attendance..... | 26.18 | 31.83 |

(¹For the whole year. ²1918 figures. ³Incomplete. ⁴45 of these are from New Brunswick, 10 from P.E.I. and 5 from work in Elementary Schools and of these latter the sex is not given. The number given by sex are attending Secondary of whom are in Secondary Grades. ⁵Including Maternal Schools, 5,888; Elementary Schools, 263,391; Model Schools, 93,895 of these are included in the Statistics of the Universities and Classical Colleges. ¹¹Including Draft and Confection Schools, 4,428. ¹²Included in Private Schools, etc. ¹³In Quebec most of these are called Independent Schools and include Elem-

SURVEY OF EDUCATION IN CANADA

19

by Provinces, 1919, or latest year reported.

ATTENDING EDUCATIONAL INSTITUTIONS.

| N.B. ¹ | Quebec. | Ontario. ² | Manitoba. | Sask. | Alberta. | B.C. | 9 Provinces. | |
|-------------------|-----------------------|-----------------------|----------------|----------------|----------------|----------------|------------------|----|
| 71,029 | 448,093 | 564,655 | 123,452 | 164,219 | 121,567 | 72,006 | 1,689,590 | 1 |
| 54 | 425 | 4,505 | 115 | 55 | 1,099 | 990 | 7,093 | 2 |
| 800 | 3,027 ⁹ | 37,370 | 1,888 | 411 | 1,557 | 2,448 | 50,331 | 3 |
| 263 | 1,223 | 1,329 | 593 | 1,058 | 488 | 692 | 5,901 | 4 |
| - | 7,711 | - | - | - | - | - | 7,711 | 5 |
| - | - | 5,291 ¹⁰ | 1,841 | 60 | 634 | 55 | 9,141 | 6 |
| 812 | 3,849 | 9,892 | 2,013 | 1,637 | 1,106 | 1,530 | 22,187 | 7 |
| - | 549 | 405 | 159 | - | - | - | 1,344 | 8 |
| - | 8,095 ¹¹ | - | - | - | - | - | 8,095 | 9 |
| 494 | (2,244) ¹² | 8,117 | 2,552 | 627 | 878 | 141 | 16,098 | 10 |
| 164 | (792) ¹² | 3,762 | 1,555 | 390 | 703 | 104 | 7,551 | 11 |
| - | 43,996 ¹³ | - | - | 2,873 | 2,632 | - | 51,743 | 12 |
| 72,652 | 509,513 | 594,194 | 130,725 | 170,529 | 128,404 | 75,414 | 1,812,381 | 13 |
| 964 | 7,455 | 41,132 | 3,443 | 801 | 2,260 | 2,552 | 61,518 | 14 |
| 73,616 | 576,968 | 635,326 | 134,168 | 171,330 | 130,664 | 77,966 | 1,873,899 | 15 |
| 351,889 | 2,003,232 | 2,523,274 | 455,614 | 492,432 | 374,663 | 392,480 | 7,179,658 | 16 |
| - | - | 553,860 | 647,835 | 496,525 | - | - | - | 17 |

AND SECONDARY PUBLICLY CONTROLLED SCHOOLS.

| N.B. ⁵ | Quebec. ⁷ | Ontario. ² | Manitoba. | Sask. | Alberta. | B.C. | 9 Provinces. | |
|-------------------|----------------------|-----------------------|-----------|---------|----------|--------------------|--------------|----|
| 31,784 | 236,933 | 281,462 | - | 83,916 | 61,206 | 35,954 | 792,628 | 1 |
| 33,136 | 255,156 | 283,193 | - | 80,303 | 60,361 | 36,052 | 811,404 | 2 |
| 62,895 | 481,669 | 523,236 | 115,456 | 155,219 | 113,635 | 65,928 | 1,632,669 | 3 |
| - | - | 266,367 | - | - | - | 33,562 | - | 4 |
| - | - | 262,550 | - | - | - | 32,638 | - | 5 |
| 2,025 | 10,420 | 41,419 | 7,996 | 9,000 | 7,932 | 6,078 | 94,808 | 6 |
| - | - | 15,095 ⁶ | - | - | - | 2,392 ⁸ | - | 7 |
| - | - | 20,643 ⁶ | - | - | - | 3,414 ⁶ | - | - |
| 1,213 | - | 40,477 | 6,809 | 4,751 | - | 5,806 | - | 9 |
| - | - | 15,095 | - | 1,910 | - | 2,392 | - | 10 |
| - | - | 20,643 | - | 2,841 | - | 3,414 | - | 11 |
| 32,004 | - | - | 80,563 | - | 68,329 | 61,639 | - | 12 |
| 32,916 | - | - | 42,889 | - | 53,238 | 10,367 | - | 13 |
| 46,194 | - | 217,129 | - | 93,943 | 53,238 | 31,110 | - | 14 |
| 18,722 | - | 347,526 | - | 70,276 | 68,329 | 40,896 | - | 15 |

SECONDARY PUBLICLY CONTROLLED SCHOOLS.

| N.B. | Quebec. | Ontario. ² | Manitoba. | Sask. | Alberta. | B.C. | 9 Provinces. | |
|------------------------|---------|-----------------------|-----------|------------|------------|-----------|--------------|---|
| 8,697,828 ¹ | - | - | - | 18,490,031 | 13,478,701 | 8,960,593 | - | 1 |
| 45,797 ¹ | 365,803 | 328,197 | 83,564 | 98,791 | 74,776 | 56,692 | 1,130,434 | 2 |
| 189,92 ¹ | 185 | - | - | 157-15 | 180-26 | 157-88 | - | 3 |
| 122-45 ¹ | 146-26 | - | - | 94-51 | 111-00 | 124-30 | - | 4 |
| 77-55 ¹ | 53-74 | - | - | 105-49 | 89-00 | 75-70 | - | 5 |
| 64-48 ¹ | 75-23 | 58-16 | 67-68 | 62-16 | 61-51 | 78-73 | 64-73 | 6 |
| 3-22 ⁵ | - | 8-03 | 6-92 | 5-80 | 6-99 | 9-23 | 5-81 | 7 |

PUBLICLY CONTROLLED SCHOOLS.

| N.B. ⁵ | Quebec. ¹ | Ontario. ² | Manitoba. | Sask. | Alberta. | B.C. | 9 Provinces. | |
|-------------------|----------------------|-----------------------|-----------|-------|----------|-------|--------------|----|
| 2,107 | 16,213 | 14,267 | 3,479 | 6,550 | 4,902 | 2,332 | 53,456 | 1 |
| 136 | 2,473 | 1,663 | 669 | 1,269 | 1,082 | 486 | 8,043 | 2 |
| 1,971 | 13,740 | 12,604 | 2,810 | 5,117 | 3,820 | 1,846 | 45,249 | 3 |
| 1,299 | - | - | 2,040 | 3,941 | 2,796 | 582 | - | 4 |
| - | - | - | - | 204 | 250 | 15 | - | 5 |
| - | 7,589 | 6,995 | 1,838 | - | - | 873 | - | 6 |
| 1,950 | 12,824 | 14,267 | 3,479 | 5,005 | 4,128 | 2,261 | 47,327 | 7 |
| 782 | - | - | 1,849 | - | 1,552 | 1,697 | - | 8 |
| 1,168 | - | 5,000 | 1,630 | - | 2,576 | 564 | - | 9 |
| 33-28 | 35-63 | 39-58 | 35-48 | 30-23 | 29-45 | 31-85 | 35-70 | 10 |
| 40-92 | - | - | 43-58 | - | 44-04 | 36-32 | - | 11 |
| 28-19 | - | - | 26-31 | - | 20-70 | 18-38 | - | 12 |

CONTROLLED SCHOOLS.

| N.B. ¹ | Quebec. | Ontario. ² | Manitoba. | Sask. | Alberta. | B.C. | 9 Provinces. | |
|-------------------|------------|-----------------------|-----------|------------|-----------|-----------|--------------|----|
| 1,530,256 | 16,844,684 | 18,588,890 | 8,827,092 | 11,783,943 | 8,805,529 | 4,228,720 | 72,992,667 | 1 |
| 277,996 | 2,145,976 | 1,315,918 | 691,981 | 1,339,019 | 713,083 | 1,791,154 | 8,895,111 | 2 |
| 1,252,260 | 14,698,708 | 17,272,972 | 8,135,111 | 10,444,924 | 8,092,446 | 2,437,566 | 64,100,556 | 3 |
| - | - | 3,412,167 | - | 350,681 | - | - | - | 4 |
| - | - | 15,176,723 | - | 11,433,258 | - | - | - | 5 |
| - | - | 11,145,680 | 3,296,035 | 5,048,460 | 3,560,318 | 2,710,554 | - | 6 |
| - | - | 2,118,529 | - | 235,460 | - | 384,265 | - | 7 |
| - | - | 9,027,151 | - | 483,000 | - | 2,326,289 | - | 8 |
| 21-54 | 29-38 | 31-43 | 46-34 | 60-79 | 52-89 | 58-73 | 35-06 | 9 |
| 33,41 | 37-10 | 52-98 | 73-72 | 97-79 | 85-99 | 74-59 | 54-16 | 10 |

B.C. ⁵For the six months ended June 30th. ⁶The true totals for Secondary Grades are given. Many of these take the Schools. ⁷Inclusive of Independent Schools but exclusive of Classical Colleges which have 7,711 students, a large number and Academies, 84,919. ⁸Including technical and vocational Schools, 1,061; Arts and Trades, 1,966. ⁹In Quebec most 2,719; Schools of Agriculture, 497; School for Higher Commercial Studies, 126; Dairy School, 325, and "Night Schools," entary Schools, 5,952; Model Schools, 10,382, and Academies, 27,662.

2.—Historical Summary of Enrolment in Publicly Controlled Elementary and Secondary Schools in Canada by Provinces, 1901-1919.

| Year. | TOTAL NUMBER ENROLLED. | | | | | | | | | |
|-----------|------------------------|---------|-------------------|---------|----------------------|---------|---------------------|---------------------|--------|-----------------|
| | P.E.I. | N.S. | N.B. ¹ | Que. | Ont. | Man. | Sask. | Alta. | B.C. | Nine Provinces. |
| 1901..... | 20,779 | 98,410 | 66,689 | 314,881 | 492,534 | 51,888 | — | — | 23,615 | 1,068,796 |
| 1902..... | 20,803 | 99,059 | 67,425 | 321,288 | 490,860 | 54,056 | — | — | 23,901 | 1,077,394 |
| 1903..... | 19,956 | 98,768 | 65,951 | 326,183 | 487,880 | 57,409 | 33,191 ¹ | — | 24,499 | 1,113,837 |
| 1904..... | 19,031 | 96,886 | 65,278 | 329,666 | 484,351 | 58,574 | 41,033 ¹ | — | 25,787 | 1,120,606 |
| 1905..... | 19,272 | 100,252 | 66,897 | 335,768 | 487,635 | 63,287 | 25,191 | 24,254 | 27,354 | 1,149,909 |
| 1906..... | 18,986 | 100,332 | 66,635 | 341,808 | 492,544 | 64,123 | 31,275 | 28,784 | 28,522 | 1,173,009 |
| 1907..... | 19,036 | 100,007 | 66,422 | 347,614 | 493,791 | 67,144 | 37,622 | 34,338 | 30,039 | 1,196,013 |
| 1908..... | 18,012 | 100,105 | 66,383 | 352,944 | 501,641 | 71,031 | 47,086 | 39,653 | 33,223 | 1,230,169 |
| 1909..... | 18,073 | 101,680 | 67,785 | 367,012 | 507,219 | 73,044 | 55,116 | 46,048 | 36,227 | 1,272,204 |
| 1910..... | 17,932 | 102,035 | 68,154 | 374,547 | 510,700 | 76,247 | 65,392 | 55,307 | 39,670 | 1,310,117 |
| 1911..... | 17,397 | 102,910 | 68,951 | 389,123 | 518,605 | 80,848 | 72,260 | 61,660 | 49,451 | 1,356,879 |
| 1912..... | 17,078 | 103,984 | 69,199 | 400,036 | 526,951 | — | 81,896 | 70,414 ³ | 50,170 | 1,319,728 |
| 1913..... | 17,555 | 105,269 | 69,663 | 411,784 | 542,822 | 83,679 | 101,463 | 79,909 | 57,384 | 1,469,752 |
| 1914..... | 18,069 | 106,351 | 70,622 | 435,895 | 561,927 | 93,954 | 113,985 | 89,910 | 61,957 | 1,552,976 |
| 1915..... | 18,402 | 107,768 | 72,013 | 448,087 | 569,030 | 100,963 | 122,862 | 97,286 | 64,264 | 1,601,035 |
| 1916..... | 18,362 | 109,189 | 73,007 | 464,447 | 560,340 ² | 103,796 | 129,439 | 99,201 | 64,570 | 1,622,351 |
| 1917..... | 18,190 | 109,032 | 71,981 | 463,390 | 561,865 | 106,588 | 142,617 | 107,727 | 65,118 | 1,646,508 |
| 1918..... | 17,861 | 108,097 | 71,782 | 467,508 | 564,655 | 109,925 | 151,326 | 111,109 | 67,516 | 1,669,977 |
| 1919..... | 17,587 | 106,982 | 71,029 | 486,201 | 584,724 | 114,662 | 164,219 | 121,567 | 72,006 | 1,738,976 |

¹These figures include both Saskatchewan and Alberta. ²This figure does not include secondary schools. ³The total given in the report for this year was 71,044, but the aggregate of the number of pupils by grade was 70,414.

Boys.

| Year. | P.E.I. | N.S. | N.B. ¹ | Que. | Ont. | Man. | Sask. | Alta. | B.C. | Nine Provinces. |
|-----------|--------|--------|-------------------|---------|---------|--------|--------|--------|--------|-----------------|
| 1901..... | 11,319 | 49,768 | 30,870 | 153,801 | 247,351 | — | — | — | 12,069 | 505,178 |
| 1902..... | 11,271 | 50,247 | 30,767 | 156,304 | 244,509 | — | — | — | 12,254 | 505,352 |
| 1903..... | 10,845 | 49,789 | 30,172 | 158,987 | 242,618 | — | — | — | 12,559 | 504,970 |
| 1904..... | 10,259 | 48,536 | 29,892 | 160,014 | 240,674 | — | — | — | 13,330 | 502,705 |
| 1905..... | 10,427 | 50,465 | 30,854 | 162,982 | 242,061 | — | — | — | 14,104 | 510,893 |
| 1906..... | 10,196 | 50,198 | 30,913 | 166,967 | 243,572 | — | 16,376 | 14,701 | 14,524 | 547,447 |
| 1907..... | 10,213 | 49,849 | 30,289 | 170,193 | 243,593 | — | 19,454 | 17,707 | 15,247 | 556,545 |
| 1908..... | 9,449 | 49,906 | 30,600 | 171,471 | 243,032 | — | 24,773 | 19,516 | 17,111 | 570,858 |
| 1909..... | 9,578 | 50,758 | 31,489 | 179,146 | 250,652 | — | 28,930 | 23,701 | 18,659 | 592,913 |
| 1910..... | 9,573 | 50,918 | 31,933 | 182,431 | 250,327 | — | 34,084 | 28,406 | 20,351 | 608,023 |
| 1911..... | 9,152 | 50,985 | 31,871 | 189,116 | 253,220 | — | 37,692 | 31,753 | 23,162 | 626,951 |
| 1912..... | 8,995 | 51,498 | 32,062 | 193,263 | 256,532 | — | 42,380 | 36,717 | 25,734 | 647,181 |
| 1913..... | 9,186 | 52,105 | 31,924 | 198,492 | 263,154 | — | 52,679 | 41,449 | 29,544 | 693,284 |
| 1914..... | 9,514 | 52,656 | 32,244 | 210,937 | 271,677 | — | 59,340 | 46,769 | 31,890 | 715,027 |
| 1915..... | 9,714 | 53,649 | 33,437 | 217,660 | 278,508 | — | 63,710 | 50,140 | 33,059 | 739,877 |
| 1916..... | 9,565 | 53,944 | 33,089 | 225,425 | 273,676 | — | 66,497 | 50,375 | 32,874 | 745,445 |
| 1917..... | 9,291 | 53,560 | 32,025 | 223,362 | 280,597 | — | 72,691 | 54,446 | 32,480 | 758,457 |
| 1918..... | 9,101 | 52,731 | 31,858 | 224,248 | 281,462 | — | 76,896 | 56,011 | 33,540 | 765,842 |
| 1919..... | 8,882 | 52,491 | 31,784 | 233,834 | 292,310 | 56,884 | 83,916 | 61,206 | 35,954 | 857,261 |

GIRLS.

| Year. | P.E.I. | N.S. | N.B. ¹ | Que. | Ont. | Man. | Sask. | Alta. | B.C. | Nine Provinces. |
|-----------|--------|--------|-------------------|---------|---------|--------|--------|--------|--------|-----------------|
| 1901..... | 9,460 | 48,642 | 29,550 | 161,080 | 233,778 | — | — | — | 11,546 | 494,056 |
| 1902..... | 9,532 | 48,812 | 29,710 | 164,984 | 234,151 | — | — | — | 11,647 | 498,836 |
| 1903..... | 9,111 | 48,979 | 29,141 | 167,206 | 233,382 | — | — | — | 11,940 | 499,759 |
| 1904..... | 8,772 | 48,350 | 28,867 | 169,652 | 232,016 | — | — | — | 12,457 | 500,114 |
| 1905..... | 8,845 | 49,787 | 29,546 | 172,786 | 233,094 | — | — | — | 13,250 | 507,308 |
| 1906..... | 8,790 | 50,134 | 29,768 | 174,841 | 234,812 | — | 14,899 | 14,083 | 13,998 | 541,325 |
| 1907..... | 8,823 | 50,158 | 29,262 | 177,421 | 234,956 | — | 18,168 | 16,631 | 14,692 | 549,111 |
| 1908..... | 8,563 | 50,199 | 29,795 | 181,473 | 237,101 | — | 22,313 | 20,137 | 16,132 | 565,693 |
| 1909..... | 8,495 | 50,922 | 30,448 | 187,866 | 238,751 | — | 26,186 | 22,347 | 17,568 | 582,583 |
| 1910..... | 8,359 | 51,117 | 31,061 | 192,116 | 241,430 | — | 31,308 | 26,901 | 19,319 | 601,611 |
| 1911..... | 8,245 | 51,925 | 31,202 | 200,007 | 244,708 | — | 34,568 | 29,907 | 21,783 | 622,345 |
| 1912..... | 8,083 | 52,486 | 31,502 | 206,773 | 258,857 | — | 39,516 | 34,327 | 24,234 | 655,778 |
| 1913..... | 8,369 | 53,164 | 31,656 | 213,292 | 256,379 | — | 48,784 | 38,460 | 27,840 | 663,197 |
| 1914..... | 8,555 | 53,695 | 32,066 | 224,958 | 264,696 | — | 54,645 | 43,141 | 30,067 | 711,823 |
| 1915..... | 8,688 | 54,119 | 33,068 | 230,427 | 271,792 | — | 59,152 | 47,146 | 31,205 | 735,617 |
| 1916..... | 8,797 | 55,245 | 33,459 | 239,032 | 269,214 | — | 62,942 | 48,826 | 31,696 | 749,211 |
| 1917..... | 8,899 | 55,472 | 32,751 | 240,028 | 281,268 | — | 69,926 | 53,281 | 32,638 | 774,263 |
| 1918..... | 8,760 | 55,361 | 32,990 | 243,260 | 283,193 | — | 74,430 | 55,098 | 33,976 | 787,068 |
| 1919..... | 8,705 | 54,491 | 33,136 | 252,367 | 292,414 | 57,778 | 80,303 | 60,361 | 36,052 | 875,607 |

3.—Average Daily Attendance In Publicly Controlled Elementary and Secondary Schools in Canada by Provinces, 1901-1919.

| Year. | AVERAGE DAILY ATTENDANCE. | | | | | | | | | |
|-----------|---------------------------|--------|-------------------|---------|----------------------|--------|--------|--------|--------|-----------------|
| | P.E.I. | N.S. | N.B. ¹ | Que. | Ont. | Man. | Sask. | Alta. | B.C. | Nine Provinces. |
| 1901..... | 12,330 | 53,643 | 37,473 | 232,255 | 275,234 | 27,550 | - | - | 15,335 | 653,960 |
| 1902..... | 12,884 | 55,438 | 38,657 | 236,924 | 275,910 | 28,306 | - | - | 15,808 | - |
| 1903..... | 12,112 | 55,213 | 38,032 | 243,123 | 275,385 | 36,479 | 16,321 | - | 16,627 | - |
| 1904..... | 11,722 | 54,000 | 37,567 | 246,319 | 273,815 | 31,326 | 20,918 | - | 17,071 | 692,916 |
| 1905..... | 11,627 | 56,342 | 39,402 | 255,420 | 281,674 | 33,794 | 13,493 | 13,375 | 18,871 | 724,171 |
| 1906..... | 11,903 | 59,165 | 38,482 | 263,111 | 285,330 | 34,947 | 15,770 | 14,782 | 19,809 | 743,496 |
| 1907..... | 11,543 | 57,173 | 38,790 | 266,510 | 284,998 | 37,279 | 19,841 | 17,310 | 20,459 | 754,060 |
| 1908..... | 11,647 | 58,343 | 40,202 | 271,019 | 292,052 | 40,691 | 26,081 | 18,923 | 23,473 | 782,584 |
| 1909..... | 11,543 | 61,787 | 42,501 | 285,729 | 295,352 | 41,405 | 28,998 | 22,225 | 25,662 | 815,449 |
| 1910..... | 11,632 | 65,630 | 42,596 | 293,035 | 299,747 | 43,885 | 34,517 | 29,611 | 28,423 | 849,344 |
| 1911..... | 10,511 | 61,250 | 42,791 | 301,678 | 305,648 | 45,303 | 38,278 | 32,556 | 32,517 | 870,801 |
| 1912..... | 10,916 | 63,640 | 43,685 | 314,520 | 315,255 | - | 49,329 | 39,226 | 37,384 | 874,239 |
| 1913..... | 11,003 | 65,686 | 44,375 | 324,447 | 330,474 | 48,163 | 56,005 | 45,888 | 43,072 | 969,380 |
| 1914..... | 11,170 | 66,599 | 44,534 | 344,547 | 346,509 | 58,778 | 65,009 | 54,582 | 49,090 | 1,041,108 |
| 1915..... | 11,694 | 70,361 | 47,889 | 360,897 | 365,959 | 68,250 | 72,113 | 61,112 | 52,494 | 1,111,075 |
| 1916..... | 11,347 | 69,227 | 48,069 | 373,364 | 355,364 ² | 66,561 | 71,522 | 60,271 | 50,880 | 1,106,878 |
| 1917..... | 11,319 | 70,118 | 46,860 | 367,468 | 369,081 | 69,209 | 88,758 | 65,374 | 52,577 | 1,141,065 |
| 1918..... | 11,334 | 67,923 | 46,515 | 369,057 | 328,197 | 69,968 | 91,010 | 68,489 | 54,748 | 1,107,467 |
| 1919..... | 10,908 | 65,906 | 45,797 | 365,803 | 388,768 | 72,072 | 98,791 | 74,776 | 56,692 | 1,179,513 |

¹The total enrolment and average attendance for N.B. have been calculated on a yearly basis, and the enrolments of boys and girls are given for half yearly terms; the annual reports of this province give the average attendance by half yearly terms only, but as they give the aggregate attendance it has been possible to calculate the data for the whole year as above. ²Change in the year for secondary schools; these figures include elementary schools only.

4.—Total Population of Nine Provinces in Canada according to the Census of 1901 and 1911, and of the Prairie Provinces in 1916; also Population at School Ages 5-19 Inclusive and 7-14 Inclusive for the same years.

| Province. | Total Population. | | | Population 5-19 years inclusive. | | | Population 7-14 years inclusive. | | | Percentage of Illiterates of 5 years and over. | | |
|------------|-------------------|-----------|-----------|----------------------------------|-----------|---------|----------------------------------|-----------|---------|--|-------|-------|
| | 1901. | 1911. | 1916. | 1901. | 1911. | 1916. | 1901. | 1911. | 1916. | 1901. | 1911. | 1916. |
| P.E.I..... | 103,259 | 93,728 | ..... | 37,306 | 31,263 | ..... | 20,133 | 16,616 | ..... | 10.77 | 7.61 | ..... |
| N.S..... | 459,574 | 492,338 | ..... | 153,534 | 157,540 | ..... | 80,828 | 84,367 | ..... | 14.25 | 10.34 | ..... |
| N.B..... | 331,120 | 351,889 | ..... | 114,242 | 116,040 | ..... | 61,066 | 62,588 | ..... | 16.20 | 14.05 | ..... |
| Que..... | 1,648,898 | 2,003,236 | ..... | 508,838 | 679,905 | ..... | 311,151 | 372,235 | ..... | 17.70 | 12.66 | ..... |
| Ont..... | 2,182,947 | 2,523,274 | ..... | 689,070 | 715,888 | ..... | 364,064 | 376,970 | ..... | 8.75 | 6.51 | ..... |
| Man..... | 255,211 | 455,614 | 553,860 | 87,927 | 136,317 | 169,824 | 47,329 | 71,579 | 93,547 | 14.55 | 14.10 | 12.9 |
| Sask..... | 158,940 | 492,436 | 647,835 | 52,888 | 136,554 | 192,938 | 28,783 | 72,426 | 107,395 | 31.29 | 13.70 | 12.3 |
| Alta..... | 158,940 | 374,663 | 496,525 | 52,888 | 102,936 | 143,313 | ..... | 54,988 | 79,511 | ..... | 12.72 | 10.4 |
| B.C..... | 178,657 | 392,480 | ..... | 38,757 | 89,500 | ..... | 20,889 | 42,538 | ..... | 24.80 | 11.61 | ..... |
| Total... | 5,318,606 | 7,179,658 | 1,698,220 | 1,754,562 | 2,165,943 | 506,075 | 934,243 | 1,154,307 | 280,453 | 14.40 | 10.50 | ..... |

¹The population at 7-14 was not given by these ages in 1901. Instead of this the population at 5-9 and 10-14 years inclusive was given. The figures at 7-14 years inclusive in above table have been estimated on the assumption that five and six year olds constituted the same proportion of the 5 to 9 year group in 1901 as in 1911.

In table 5 is to be found a summary of the population by separate ages in school for the year 1910 as published in Bulletin XIX of the Census of 1911.

5.—Percentage by Ages of the Population between 5 and 24 years of age at School in 1910 according to the Census of 1911.

| — | P.E.I. | N.S. | N.B. | Que. | Ont. | Man. | Sask. | Alta. | B.C. | Canada. |
|--------------|--------|-------|-------|-------|-------|-------|-------|-------|-------|---------|
| 5..... | 10.69 | 15.76 | 6.73 | 18.79 | 15.03 | 7.48 | 8.35 | 6.64 | 5.01 | 13.99 |
| 6..... | 39.65 | 48.54 | 35.66 | 49.55 | 49.94 | 34.42 | 31.30 | 26.91 | 32.45 | 44.50 |
| 7..... | 70.90 | 74.78 | 65.99 | 76.37 | 78.62 | 63.17 | 53.92 | 51.43 | 66.39 | 72.16 |
| 8..... | 83.41 | 83.91 | 80.10 | 86.66 | 86.89 | 74.12 | 65.65 | 61.02 | 75.45 | 82.05 |
| 9..... | 88.75 | 87.46 | 84.88 | 90.10 | 89.48 | 79.21 | 71.45 | 65.22 | 78.86 | 85.75 |
| 10..... | 90.94 | 88.64 | 87.01 | 90.24 | 89.83 | 78.57 | 71.69 | 67.52 | 78.72 | 86.13 |
| 11..... | 92.29 | 89.43 | 87.51 | 89.66 | 90.12 | 81.64 | 74.96 | 69.14 | 79.54 | 86.87 |
| 12..... | 89.77 | 86.82 | 85.58 | 84.60 | 88.36 | 79.27 | 72.33 | 67.92 | 77.74 | 83.83 |
| 13..... | 86.47 | 82.11 | 81.39 | 73.59 | 83.61 | 76.67 | 68.66 | 65.77 | 75.46 | 77.75 |
| 14..... | 74.69 | 70.78 | 69.27 | 54.55 | 68.42 | 66.53 | 57.73 | 57.10 | 71.45 | 63.26 |
| 15-17..... | 33.92 | 33.17 | 34.07 | 19.96 | 29.10 | 32.51 | 25.16 | 30.31 | 32.27 | 27.12 |
| 18-20..... | 4.12 | 5.90 | 5.62 | 3.55 | 5.97 | 5.82 | 3.16 | 4.66 | 4.71 | 4.91 |
| 21-24..... | 1.06 | 1.07 | 1.01 | 1.04 | 1.34 | 0.81 | 0.46 | 0.63 | 0.71 | 1.03 |
| 5-20..... | 53.07 | 53.36 | 50.78 | 51.05 | 52.27 | 46.37 | 40.40 | 39.47 | 44.81 | 49.76 |
| 7 to 14..... | 84.60 | 82.86 | 80.05 | 80.96 | 84.27 | 74.64 | 66.71 | 62.83 | 75.33 | 79.83 |
| 7-14 (Rural) | 84.24 | 82.16 | 77.90 | 81.27 | 82.89 | 71.06 | 64.99 | 57.98 | 70.03 | 77.90 |
| 7-14 (Urban) | 87.24 | 84.31 | 87.68 | 80.43 | 86.14 | 82.93 | 79.87 | 81.09 | 80.49 | 83.38 |

6.—Percentage of Total Enrolment in Attendance in Publicly Controlled Schools in Canada by Provinces, 1901-1919

| Year. | P.E.I. | N.S. | N.B. | Que. | Ont. | Man. | Sask. | Alta. | B.C. | Nine Provinces. |
|-----------|--------|-------|-------|-------|-------|-------|-------|-------|-------|-----------------|
| 1901..... | 59.34 | 54.50 | 56.19 | 73.76 | 55.81 | 52.90 | | | 64.94 | 61.74 |
| 1902..... | 61.93 | 55.90 | 57.34 | 73.74 | 56.21 | 52.36 | | | 66.13 | |
| 1903..... | 60.69 | 55.90 | 57.65 | 74.53 | 56.44 | 63.54 | | | 67.87 | |
| 1904..... | 61.59 | 55.80 | 57.55 | 75.03 | 56.53 | 53.40 | | | 66.16 | 61.83 |
| 1905..... | 60.33 | 56.30 | 58.88 | 76.07 | 57.56 | 53.40 | | | 68.94 | 62.98 |
| 1906..... | 62.69 | 58.90 | 57.76 | 76.97 | 57.81 | 54.50 | 50.31 | 51.00 | 68.39 | 63.39 |
| 1907..... | 60.63 | 57.10 | 58.39 | 79.54 | 57.69 | 55.52 | 52.48 | 54.00 | 66.63 | 63.05 |
| 1908..... | 64.66 | 58.20 | 60.56 | 76.79 | 58.22 | 57.28 | 55.00 | 48.00 | 69.62 | 63.62 |
| 1909..... | 63.86 | 60.70 | 62.70 | 77.85 | 58.43 | 56.68 | 52.25 | 48.24 | 69.97 | 64.19 |
| 1910..... | 64.86 | 64.30 | 62.48 | 78.25 | 58.69 | 57.50 | 52.80 | 53.54 | 70.54 | 64.83 |
| 1911..... | 60.40 | 59.50 | 62.06 | 77.52 | 58.94 | 56.30 | 53.00 | 52.08 | 71.27 | 64.18 |
| 1912..... | 63.91 | 61.20 | 63.13 | 78.62 | 59.82 | | 60.31 | 55.21 | 74.88 | 66.24 |
| 1913..... | 62.67 | 62.40 | 63.71 | 79.77 | 60.88 | 57.56 | 55.10 | 57.41 | 75.12 | 65.95 |
| 1914..... | 61.81 | 62.60 | 63.06 | 79.44 | 61.66 | 62.56 | 57.02 | 60.71 | 79.30 | 66.92 |
| 1915..... | 63.54 | 65.30 | 66.49 | 80.54 | 64.31 | 67.50 | 58.70 | 62.81 | 81.73 | 69.33 |
| 1916..... | 61.79 | 63.40 | 65.84 | 80.39 | 65.44 | 64.10 | 55.30 | 60.75 | 78.78 | 68.23 |
| 1917..... | 62.20 | 64.30 | 65.09 | 79.29 | 65.69 | 64.93 | 62.24 | 60.68 | 80.74 | 69.31 |
| 1918..... | 63.46 | 62.80 | 64.78 | 78.94 | 58.16 | 63.65 | 60.14 | 61.64 | 81.08 | 66.32 |
| 1919..... | 62.00 | 61.60 | 64.48 | 75.23 | 66.49 | 62.86 | 62.16 | 61.51 | 78.73 | 67.83 |

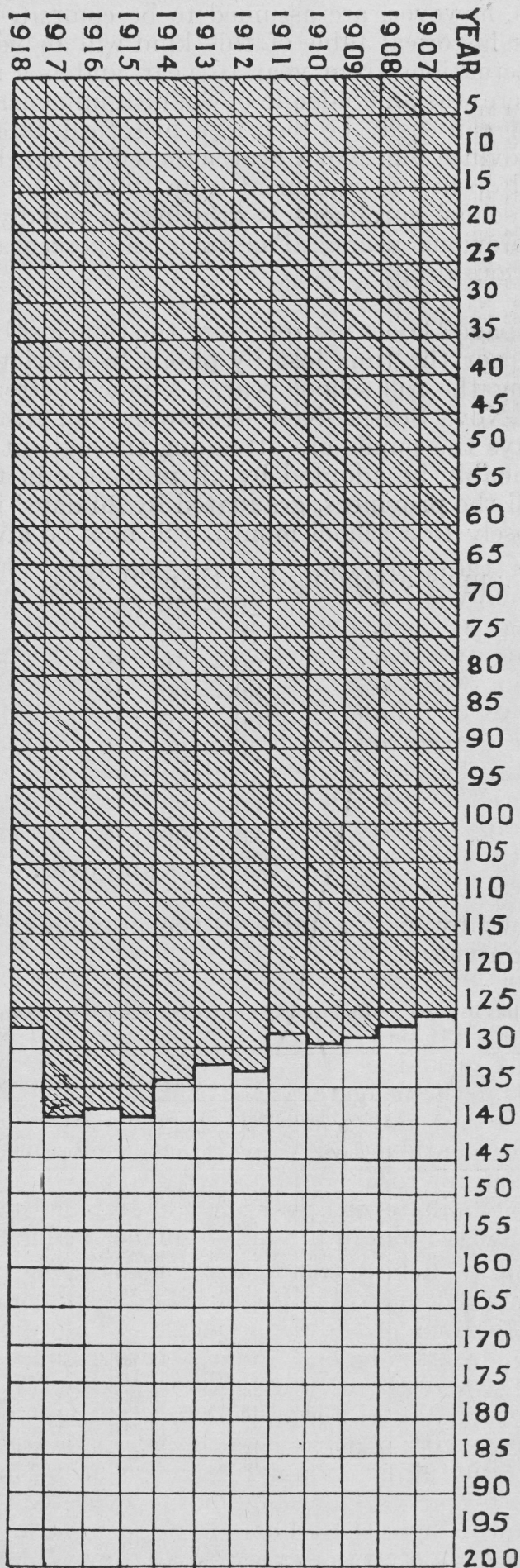
Percentage of Attendance.

Table 6 shows the percentage of the enrolment of publicly-controlled schools in average daily attendance for the years 1901-19. The methods by which this percentage is computed should be explained. If 20 pupils attend 150 days each during the year, their aggregate daily attendance is said to be 3,000. If the school was open 200 days, the average daily attendance of that school is said to be 15 pupils (3000 divided by 200) and the percentage of attendance is the percentage which this 15 is of the total enrolment of 20; that is, 75 per cent. The average daily attendance of a whole province is the sum of the averages for each school and the percentage of attendance is the percentage this average bears to the total enrolment of the province. Whether this method is strictly adhered to is uncertain. It is clear that such a percentage is open to several criticisms, one of which may be mentioned:—

As it is almost impossible to ascertain how many pupils are counted twice in the total enrolment—that is, the number of pupils who are enrolled in one school for a part of the year and in another for another part—it gives an underestimate of the actual time spent by the pupils in school. For example: if 100 pupils attended 100 days in one school and then 100 days in another, their real attendance would be 100 per cent, but they would appear in the reports as 200 pupils with an aggregate attendance of 20,000 days, an average attendance of 100 a day and a percentage attendance of 50. It is possible that the duplication mentioned prevails to a considerable extent, especially in these days of influx from rural communities into urban. Hereafter, great care will be exercised to eliminate one possibility of duplication—the case of pupils transferred from one classroom or grade to a higher being counted twice.

There is reason to believe that most departments provide against this form of duplication; the question is whether inexperienced teachers strictly conform to the instructions of the departments. The importance of ascertaining a true percentage of attendance is great. If a province showed a percentage of attendance of 60, where the average number of days schools were open was 150, it would mean that the children in that province were present on an average only 90 days out of the 200 or more days the schools were expected to be open. In eight such years the pupils would receive on an average but 720 days of instruction, that is 3.6 years. They could not be expected to be as well advanced as pupils in a province where the schools were open on an average of 190 days and where the percentage of attendance was 80, or 152 days a year attendance for each child, or 6 years attendance out of the eight. The low percentages in

Diagram showing, on the Basis of a 200-day School Year, the Proportion of the Time Attended (shaded) and the Proportion of the Time Lost (white) in Twelve Years by Pupils Actually Enrolled in Publicly Controlled Schools in Canada.



the western provinces are possibly due in a large measure to the duplication mentioned. They are also due to the severe winter climate and other causes. As these percentages, however, are assumed to be computed on the same basis from year to year, a historical table of this kind will be valuable as indicating improvements or fluctuations from year to year, and as a record of the times. In 1918 and 1919 there was an epidemic of Spanish influenza. The effects upon attendance at school can easily be seen in a historical table of this kind. In the case of an old province like Nova Scotia the effect can be seen in an enrolment table in the drop in the enrolment from 109,000 to 106,000, but in new provinces where the school enrolment is growing so rapidly there was a larger enrolment than in previous years. The table of percentages of attendance, however, shows a serious drop.

The diagram on page 23 does not represent the time lost by those who did not attend school at all nor the time lost by pupils in districts where the schools were not open during the full school year. A much better table to show this wastage is given by Nova Scotia, New Brunswick and Alberta. It shows the actual number of days the pupils are attending throughout the year. A table of this kind will probably be adopted by all provinces in the near future. A table proposed for all the provinces, graduated by 20 days' intervals, as 20 days correspond fairly closely to a school month, will now be given:—

| | | |
|---|---|--------------------|
| Number of pupils attending less than 20 days. | | |
| “ | “ | 20— 39 days. |
| “ | “ | 40— 59 “ |
| “ | “ | 60— 79 “ |
| “ | “ | 80— 99 “ |
| “ | “ | 100—119 “ |
| “ | “ | 120—139 “ |
| “ | “ | 140—159 “ |
| “ | “ | 160—179 “ |
| “ | “ | 180—199 “ |
| “ | “ | 200 days and over. |

The results shown by such a table in the provinces of Nova Scotia and Alberta will now be given.

7.—Attendance of Pupils in Nova Scotia Publicly Controlled Schools by groups of days, 1904-1919.

| Year. | Number of Pupils Attending. | | | | | | Total. |
|-----------|-----------------------------|----------------------|----------------------|------------------------|------------------------|--------------------------|---------|
| | Less than 20 days. | 20 to 49 days. | 50 to 99 days. | 100 to 149 days. | 150 to 199 days. | 200 days and over. | |
| 1904..... | 7,778 | 14,197 | 18,983 | 22,256 | 30,107 | 3,565 | 96,866 |
| 1905..... | 7,547 | 13,725 | 18,780 | 22,263 | 33,741 | 4,196 | 100,252 |
| 1906..... | 7,117 | 12,968 | 17,588 | 21,218 | 36,821 | 4,620 | 100,332 |
| 1907..... | 7,667 | 13,961 | 19,225 | 23,481 | 33,061 | 2,612 | 100,007 |
| 1908..... | 7,064 | 13,168 | 17,569 | 20,951 | 34,930 | 6,423 | 100,105 |
| 1909..... | 6,676 | 12,612 | 18,306 | 23,531 | 39,141 | 1,414 | 101,680 |
| 1910..... | 6,583 | 12,253 | 18,417 | 23,141 | 40,136 | 1,505 | 102,035 |
| 1911..... | 7,188 | 13,617 | 19,256 | 23,777 | 37,194 | 1,878 | 102,910 |
| 1912..... | 6,804 | 12,351 | 18,043 | 23,065 | 41,102 | 2,619 | 103,984 |
| 1913..... | 6,421 | 12,006 | 17,569 | 23,460 | 43,418 | 2,405 | 105,269 |
| 1914..... | 6,724 | 12,012 | 17,147 | 22,909 | 45,504 | 2,055 | 106,351 |
| 1915..... | 5,892 | 10,679 | 15,672 | 21,655 | 48,881 | 4,989 | 107,768 |
| 1916..... | 6,170 | 11,777 | 18,121 | 24,572 | 45,897 | 2,652 | 109,189 |
| 1917..... | 5,941 | 11,577 | 16,323 | 23,546 | 48,435 | 3,210 | 109,032 |
| 1918..... | 6,397 | 12,135 | 19,717 | 26,272 | 42,127 | 1,449 | 109,097 |
| 1919..... | 7,545 | 13,646 | 20,745 | 36,168 | 27,675 | 203 | 106,982 |

8.—Attendance of Pupils in Alberta Publicly Controlled Schools by groups of days, 1910-1919.

| Year. | Number of Pupils Attending. | | | | | | Total. |
|-----------|-----------------------------|----------------|-----------------|------------------|------------------|----------------|---------|
| | Less than 20 days. | 20 to 50 days. | 51 to 100 days. | 101 to 150 days. | 151 to 200 days. | Over 200 days. | |
| 1910..... | 5,385 | 10,818 | 15,536 | 10,989 | 11,938 | 641 | 55,307 |
| 1911..... | 5,986 | 11,474 | 17,595 | 12,637 | 13,253 | 715 | 61,660 |
| 1912..... | 6,002 | 12,060 | 20,456 | 15,238 | 16,578 | 710 | 71,044 |
| 1913..... | 6,018 | 12,814 | 21,383 | 17,503 | 21,358 | 833 | 79,909 |
| 1914..... | 5,884 | 12,489 | 22,711 | 19,500 | 28,201 | 1,125 | 89,910 |
| 1915..... | 5,394 | 12,594 | 23,325 | 21,038 | 32,635 | 2,300 | 97,286 |
| 1916..... | 6,679 | 13,403 | 25,502 | 22,034 | 30,747 | 836 | 99,201 |
| 1917..... | 7,094 | 14,860 | 26,973 | 24,581 | 33,765 | 454 | 107,727 |
| 1918..... | 9,253 | 21,641 | 29,427 | 42,746 | 8,000 | 42 | 111,109 |
| 1919..... | 7,008 | 16,392 | 31,343 | 28,550 | 37,711 | 563 | 121,567 |

School Accommodation.

The significance of the period of attendance discussed above can be judged fairly only when the facilities provided for regular and full attendance are known. These consist mainly of three items:—

- (1) The length of the school year.
- (2) The number of school departments or classrooms in operation during the year.
- (3) The period during which these classrooms were open.

The length of the school year.—A full school year in most provinces has about 200 teaching days, or slightly more, over and above holidays. It will be well known, however, that such causes as the influenza epidemic may considerably shorten this period. Sickness on the part of a teacher will have the same effect in the country but not in the city, where a substitute is usually provided in such cases.

The number of school departments or classrooms in operation.—A table of the number of classrooms in operation will of course imply that there is a teacher in charge of each. This table in conjunction with one of school enrolment will help to form a conception of the number of pupils to a teacher and a classroom. If this is too large it will be clear that accommodation is deficient. It will not, however, take into account the number of children without accommodation in districts not in operation or in outlying districts where a school has not yet been provided. A better estimate of this can be formed by taking the number of classrooms in operation in conjunction with the number of people between 5 and 20 in a province. It will be seen by reference to page 14 that free admission is extended in most provinces to children and adults of these ages. Indication of growth in such accommodation, as shown in a historical table, will mean far more than the actual existing number of pupils to classrooms in operation. Table 9 shows this growth for a period of years for each province. In the cases of Quebec and Ontario the number of classrooms is approximate and corresponds to the number of teachers because the reports of these provinces give only the number of "schools," that is, school houses, or in the case of rural one-room schools, the number of school districts in operation. This is very unfortunate for our purpose, as large graded schools may have as many as 20 or 30 or more classrooms.

9.—Number of School Departments or Classrooms in operation in each province during the years 1901-1918.

| Year. | Number of Classrooms in Operation. | | | | | | | | | |
|-----------|------------------------------------|-------|-------|-------------------|-------------------|-------|-------|-------|-------|---------|
| | P.E.I. | N.S. | N.B. | Que. ¹ | Ont. ¹ | Man. | Sask. | Alta. | B.C. | Canada. |
| 1894..... | 556 | 2,292 | 1,653 | | | | | | | |
| 1895..... | 561 | 2,305 | 1,695 | | | 982 | | | | |
| 1896..... | 569 | 2,312 | 1,720 | | | | | | | |
| 1897..... | 579 | 2,346 | 1,737 | | | | | | | |
| 1898..... | 581 | 2,385 | 1,778 | | | | | | | |
| 1899..... | 582 | 2,390 | 1,806 | | | | | | | |
| 1900..... | 586 | 2,417 | 1,771 | | 10,192 | 1,352 | | | | |
| 1901..... | 589 | 2,387 | 1,741 | 10,192 | 10,324 | 1,416 | | | 543 | 27,192 |
| 1902..... | 588 | 2,394 | 1,736 | 10,319 | 10,207 | 1,488 | | | 570 | 27,302 |
| 1903..... | 572 | 2,395 | 1,726 | 10,753 | 10,325 | 1,584 | 916 | | 607 | 28,878 |
| 1904..... | 562 | 2,353 | 1,722 | 10,777 | 10,470 | 1,669 | 1,129 | | 624 | 29,306 |
| 1905..... | 570 | 2,429 | 1,751 | 10,948 | 10,598 | 1,761 | 821 | 628 | 663 | 29,169 |
| 1906..... | 573 | 2,446 | 1,753 | 11,024 | 10,754 | 1,847 | 1,017 | 760 | 690 | 31,044 |
| 1907..... | 572 | 2,465 | 1,766 | 11,570 | 10,920 | 1,943 | 1,272 | 943 | 735 | 32,186 |
| 1908..... | 580 | 2,516 | 1,767 | 11,774 | 11,168 | 2,014 | 1,639 | 1,139 | 816 | 33,413 |
| 1909..... | 595 | 2,577 | 1,854 | 12,131 | 11,591 | 2,105 | 1,982 | 1,323 | 911 | 35,069 |
| 1910..... | 591 | 2,579 | 1,859 | 12,370 | 11,920 | 2,227 | 2,261 | 1,610 | 1,012 | 36,429 |
| 1911..... | 591 | 2,639 | 1,885 | 12,892 | 12,016 | 2,341 | 2,538 | 1,902 | 1,152 | 37,956 |
| 1912..... | 590 | 2,662 | 1,900 | 13,210 | 12,271 | 2,430 | 3,114 | 2,229 | 1,345 | 39,751 |
| 1913..... | 583 | 2,692 | 1,907 | 13,601 | 12,749 | 2,430 | 3,451 | 2,511 | 1,584 | 39,078 |
| 1914..... | 587 | 2,724 | 1,917 | 14,319 | 13,202 | 2,688 | 3,886 | 2,898 | 1,785 | 44,006 |
| 1915..... | 586 | 2,795 | 1,959 | 14,796 | 13,504 | 2,727 | 4,135 | 3,082 | 1,897 | 45,481 |
| 1916..... | 594 | 2,837 | 1,990 | 15,346 | 13,737 | 2,888 | 4,417 | 3,153 | 1,987 | 46,939 |
| 1917..... | 600 | 2,856 | 1,993 | 15,638 | 14,054 | 3,043 | 4,713 | 3,497 | 2,035 | 48,429 |
| 1918..... | 596 | 2,859 | 1,986 | 16,194 | 14,267 | 3,089 | 5,005 | 3,933 | 2,134 | 50,063 |
| 1919..... | 593 | 2,812 | 1,950 | 16,213 | 14,801 | 3,256 | 5,296 | 4,128 | 2,220 | 51,269 |

¹The figures for Quebec and Ontario are the number of teachers for the years mentioned and consequently an over-estimate of the actual number of class rooms.

10.—Proportion of Classrooms to Population by Provinces, 1901, 1911, 1916.

| Province. | Classrooms per 1,000. | | | | | | | | | | | |
|------------|-----------------------------|-------|-------|------------------------------|-------|-------|---------------|-------|-------|------------------------|-------|-------|
| | of population at ages 5-19. | | | of population at ages, 7-14. | | | of enrolment. | | | of average attendance. | | |
| | 1901. | 1911. | 1916. | 1901. | 1911. | 1916. | 1901. | 1911. | 1916. | 1901. | 1911. | 1916. |
| P.E.I..... | 16 | 19 | | 29 | 36 | | 28 | 33 | 32 | 47 | 55 | 51 |
| N. S..... | 15 | 17 | | 30 | 31 | | 24 | 26 | 26 | 45 | 43 | 41 |
| N. B..... | 15 | 16 | | 29 | 30 | | 26 | 27 | 27 | 47 | 44 | 41 |
| Que..... | 18 | 19 | | 33 | 35 | | 35 | 33 | 33 | 44 | 43 | 41 |
| Ont..... | 15 | 17 | | 29 | 32 | | 21 | 23 | 24 | 37 | 40 | 37 |
| Man..... | 16 | 17 | 18 | 29 | 33 | 31 | 27 | 29 | 28 | 41 | 52 | 43 |
| Sask..... | 17 | 19 | 23 | 32 | 35 | 41 | 28 | 35 | 34 | 56 | 63 | 62 |
| Alta..... | | 18 | 22 | | 35 | 40 | | 31 | 32 | | 59 | 52 |
| B. C..... | 14 | 13 | | 26 | 27 | | 23 | 26 | 31 | 35 | 36 | 39 |

Time during which classrooms were open.—A great many of the classrooms in the above table were open only a part of the year; some commenced operation late in the year. This is especially true of two of the Prairie Provinces, where the school year corresponds to the calendar year and where new schools usually open in the spring and fall and where in rural districts, especially in communities inhabited by foreigners, a large number of these schools are summer schools, that is, schools opening in the spring and closing as soon as the weather becomes severe. Table 80 for Alberta on page 78 will help to show the situation in this respect more clearly. Table 11 will show the actual number of days each classroom was in operation, on the basis of 20-day or monthly periods and the number of pupils affected by each period in British Columbia and Prince Edward Island in 1919. There are prospects of such a table being compiled for each province in the near future. This table, together with a table of attendance, shows exactly how far irregular or short time attendance is due to a fault of the pupil or his parents and how far to lack of accommodation.

11.—Number of days classrooms in publicly controlled schools were open by groups of days, with the number of pupils enrolled in each group in British Columbia and Prince Edward Island, 1918-19.

| Days open. | British Columbia. | | | | | | | | | Prince Edward Island. | | |
|-------------------|-------------------|------------------------------|-------------------|------------------------------|---------------------|------------------------------|---------------------|------------------------------|-------------------|------------------------------|-------------------|------------------------------|
| | High Schools. | | City graded. | | Rural Municipality. | | Rural and assisted. | | Total. | | Total P.E.I. | |
| | Class-rooms open. | Pupils in these class-rooms. | Class-rooms open. | Pupils in these Class-rooms. | Class-rooms open. | Pupils in these class-rooms. | Class-rooms open. | Pupils in these class-rooms. | Class-rooms open. | Pupils in these class-rooms. | Class-rooms open. | Pupils in these class-rooms. |
| Less than 20..... | | | 1 | 32 | 1 | 14 | 1 | 16 | 3 | 62 | 1 | 25 |
| 20-39..... | | | 1 | 26 | 1 | 25 | | | 2 | 51 | | 33 |
| 40-59..... | | | 4 | 119 | 3 | 56 | 2 | 27 | 9 | 202 | 2 | 70 |
| 60-79..... | | | 4 | 139 | 2 | 39 | 5 | 78 | 11 | 256 | 8 | 180 |
| 80-99..... | 1 | 18 | 21 | 751 | 14 | 478 | 6 | 96 | 44 | 1,343 | 12 | 291 |
| 100-119..... | 1 | 25 | 7 | 262 | 2 | 62 | 17 | 271 | 27 | 620 | 17 | 215 |
| 120-139..... | 8 | 159 | 74 | 3,046 | 37 | 1,174 | 31 | 724 | 150 | 5,103 | 17 | 435 |
| 140-159..... | 91 | 2,748 | 282 | 10,756 | 120 | 4,008 | 123 | 2,799 | 616 | 20,311 | 67 | 2,154 |
| 160-179..... | 94 | 2,812 | 480 | 19,681 | 328 | 11,706 | 260 | 6,145 | 1,162 | 40,344 | 267 | 8,286 |
| 180-199..... | 2 | 44 | 7 | 278 | 14 | 307 | 175 | 3,085 | 198 | 3,714 | 197 | 5,630 |
| 200 and over..... | | | | | | | | | | | 14 | 370 |
| | 197 | 5,806 | 881 | 35,090 | 522 | 17,869 | 620 | 13,241 | 2,220 | 72,006 | 594 | 17,689 |

A table corresponding somewhat to table 11 has been collected for Nova Scotia, New Brunswick, Prince Edward Island, and Alberta for a number of years. The historical table given below for Alberta (table 14) should be interesting in view of what has already been said of short time or summer schools and new school districts. This should be borne in mind when comparing the school accommodation of the rapidly growing Prairie Provinces with those of the eastern provinces. In fact all educational figures for these provinces should be considered in connection with table 4, which shows the rapid growth in population. Consideration should also be given to the severe winter climate and the fact that in Saskatchewan and Alberta the school year corresponds to the calendar year.

12.—Periods during which Classrooms were open in Nova Scotia, 1904-1919.

| Year. | Number of Classrooms open. | | | | | | | Total. | Average days open. |
|-----------|----------------------------|----------------|------------------|------------------|------------------|--------------------|-------|--------|--------------------|
| | Less than 50 days. | 50 to 99 days. | 100 to 149 days. | 150 to 199 days. | 200 to 204 days. | 205 days and over. | | | |
| 1904..... | 13 | 42 | 118 | 333 | 1,178 | 647 | 2,331 | 197.9 | |
| 1905..... | 12 | 43 | 120 | 379 | 1,273 | 602 | 2,429 | 197.7 | |
| 1906..... | 10 | 33 | 115 | 387 | 1,142 | 759 | 2,446 | 197.4 | |
| 1907..... | 18 | 38 | 99 | 592 | 964 | 754 | 2,465 | 193.3 | |
| 1908..... | 18 | 47 | 116 | 334 | 1,199 | 802 | 2,516 | 199.5 | |
| 1909..... | 28 | 39 | 89 | 1,133 | 517 | 772 | 2,577 | 189.6 | |
| 1910..... | 11 | 46 | 127 | 1,125 | 383 | 887 | 2,579 | 187.6 | |
| 1911..... | 24 | 59 | 128 | 1,053 | 585 | 790 | 2,639 | 189.9 | |
| 1912..... | 12 | 58 | 109 | 850 | 672 | 961 | 2,662 | 190.7 | |
| 1913..... | 10 | 48 | 79 | 884 | 848 | 823 | 2,692 | 197.1 | |
| 1914..... | 9 | 46 | 82 | 977 | 805 | 805 | 2,724 | 190.4 | |
| 1915..... | 5 | 28 | 64 | 645 | 1,066 | 987 | 2,795 | 196.2 | |
| 1916..... | 6 | 47 | 47 | 810 | 1,207 | 720 | 2,837 | 195.3 | |
| 1917..... | 7 | 23 | 65 | 784 | 1,195 | 782 | 2,856 | 195.8 | |
| 1918..... | 13 | 49 | 124 | 1,213 | 755 | 705 | 2,859 | 189.9 | |
| 1919..... | 11 | 60 | 160 | 1,899 | 357 | 325 | 2,812 | 181 | |

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13.—Periods during which Schools were open in Saskatchewan, 1904-12.

| Year. | Number of School Districts in operation. | | | | | | Total. |
|--------------------|--|----------------|-----------------|------------------|------------------|----------------|--------|
| | Less than 20 days. | 20 to 50 days. | 51 to 100 days. | 101 to 150 days. | 151 to 200 days. | Over 200 days. | |
| 1904 and 1905..... | | 27 | 98 | 239 | 220 | 340 | 924 |
| 1906..... | | 29 | 98 | 275 | 190 | 281 | 873 |
| 1907..... | 4 | 28 | 152 | 348 | 281 | 288 | 1,101 |
| 1908..... | 3 | 29 | 167 | 427 | 360 | 424 | 1,410 |
| 1909..... | 5 | 25 | 178 | 483 | 463 | 537 | 1,691 |
| 1910..... | 5 | 33 | 179 | 566 | 576 | 553 | 1,912 |
| 1911..... | 5 | 36 | 195 | 673 | 635 | 566 | 2,110 |
| 1912..... | 7 | 41 | 193 | 691 | 839 | 565 | 2,336 |

14.—Periods during which schools (not classrooms) were open in Alberta, 1905-1919.

| Year. | Number of Schools open. | | | | | | | Average days schools open. |
|-----------|-------------------------|----------------|-----------------|------------------|------------------|--------------|--------|----------------------------|
| | Less than 20 days. | 20 to 50 days. | 51 to 100 days. | 101 to 150 days. | 151 to 200 days. | 200 and over | Total. | |
| 1905..... | | 12 | 56 | 90 | 125 | 193 | 476 | 174.38 |
| 1906..... | | 16 | 66 | 125 | 144 | 219 | 570 | 183.20 |
| 1907..... | | 18 | 80 | 182 | 186 | 228 | 694 | 159.60 |
| 1908..... | | 25 | 89 | 190 | 242 | 273 | 819 | 160.03 |
| 1909..... | | 18 | 137 | 235 | 280 | 300 | 970 | 163.23 |
| 1910..... | 6 | 35 | 151 | 277 | 313 | 413 | 1,195 | 158.28 |
| 1911..... | 4 | 38 | 161 | 350 | 431 | 408 | 1,392 | 157.05 |
| 1912..... | 10 | 56 | 202 | 396 | 543 | 393 | 1,600 | 156.51 |
| 1913..... | 6 | 46 | 208 | 404 | 633 | 408 | 1,705 | 158.59 |
| 1914..... | 5 | 41 | 224 | 472 | 753 | 532 | 2,027 | 167.65 |
| 1915..... | 1 | 46 | 202 | 441 | 884 | 564 | 2,138 | 172.68 |
| 1916..... | 6 | | 213 | 401 | 976 | 574 | 2,170 | 167.11 |
| 1917..... | 2 | 185 | 177 | 425 | 1,211 | 471 | 2,471 | 167.55 |
| 1918..... | | | | | | | 2,766 | 154.18 |

PART III.—DISTRIBUTION OF PUPILS BY GRADES.

The "grade" in which a pupil is enrolled is the ordinary statistical unit of measurement of the degree of advancement a pupil has reached. Now the term "grade" is not used in all the provinces and does not mean exactly the same in the provinces in which it is used. The city schools of Prince Edward Island and some of the city schools of Ontario and the whole provinces of New Brunswick, Manitoba, Saskatchewan and Alberta have the elementary school work divided into eight grades, called grade I, grade II, and so on up to grade VIII. Some pupils at the age of 5 or under begin school in the kindergarten class. This class does not strictly belong to any grade, but most of the provinces fail to give separate figures for the kindergarten classes and include them with those of grade I which is the first grade of school life. This helps to swell up the already abnormal proportions in this grade. After a year of successful work the pupil is supposed to pass into grade II, after another successful year into grade III and so on.

The task of grading for the first eight years falls to the teacher or principal of the school, subject to the sanction of the inspector. It is usually done after the first or second grade by means of written examinations. These examinations are supplemented by the teacher's impressions based on personal knowledge of the work, attainments and capacity of the child.

In graded schools there is a tendency to hold the child in the same grade throughout the year, while in rural ungraded schools the tendency is to allow the child to advance as rapidly as his capabilities permit.

After completion of the elementary school work in grades I—VIII the pupil proceeds to grade IX which is the first year of secondary or high school work. In the Prairie Provinces a Government examination is given to the pupils who have completed the work of grade VIII and only those who pass this examination are allowed to proceed to the work of grade IX. In these provinces there is a tendency to consider grade VII as the real landmark or end of elementary work, grade VIII being a transitional or intermediate stage which may be considered elementary or secondary according to the institution in which it is taken up. Thus in Saskatchewan, grade VIII work is done in the collegiate institutes and when done there, secondary school subjects such as Algebra and Latin are studied in this grade. When the work of grade VIII is done in smaller institutions it is an elementary grade proper. The same is true in New Brunswick where a pupil above grade VII may be considered a "superior school" pupil and where Latin, French and Algebra are taken in grade VIII. Special grants are given in Alberta for schools teaching work above grade VII, thus marking this grade as a terminal one for elementary school work.

In Nova Scotia where Latin and Algebra may be taken in grade VIII, there is no break between the elementary and secondary school grades, and there is no compulsory government examination for admission to grade IX or secondary work. But even in this province, there are voluntary examinations, especially for admission to county academies, and it is usually considered desirable by the parents that their children write and pass these examinations.

In all the provinces except Quebec, the pupils, after they have entered on their high school studies, write government examinations at the end of each year for admission to the next higher grade. In Nova Scotia these examinations also are voluntary; that is, it is within the power of the principal to promote the pupils in the high school grades as well as in the elementary grades, and a pupil who has failed in grade IX, say, is not thus prevented from writing on grade X. At the same time even the pupils themselves as well as their parents consider it desirable to know how they rank with the other pupils of the province and write on these examinations. In 1919 over 6,000 of the 9,000

high school pupils wrote on these voluntary examinations. In the other provinces there is a growing tendency to allow the principal and staff of a secondary school of accredited standing to promote the pupils without writing the government examination. In these provinces such pupils are promoted in reality; that is, a pupil who is promoted from grade IX to X upon the recommendation of his principal is considered as having passed in grade IX, while in Nova Scotia there is no official recognition of his having passed in any grade until he has done so through the medium of the Government examination. For example, a pupil who has not written and passed the grade X examination is not permitted to teach or to enter normal school on his academic standing. He has to show a Government certificate that he has passed grade X. The great merit of this system is that it does not retard promotion while it keeps up a uniform standard. A boy or girl who is desirous of a good general education can go right on, if he shows satisfactory progress in general subjects, even if he is weak in one or two subjects, until he comes to the end of high school work, but if he wishes to be given official recognition of his standing he must pass an official examination. In other provinces if he is weak in one or two subjects and passes sufficiently high in the rest he is conditioned, that is, allowed to go on with the next higher grade, but he must pass supplementary examinations before writing on this higher examination.

In the provinces other than those mentioned, the steps in school work are not called grades. In Quebec the Roman Catholic schools divide the work into three stages, elementary, model and academy. Each of these is subdivided into "years" which strangely enough do not correspond to the ordinary meaning of the word nor do they indicate any actual average period of time. The elementary division is subdivided into four "years," the model into two "years," and the academy into two "years." The four "years" of elementary work as may be seen by consulting the summary of the course of studies facing page 46 would cover the work of about six grades in the other provinces and would require about six actual years. The two model "years" would correspond to grades VII and VIII and take roughly two years to complete, while the academy years correspond to either grades IX and X or IX to XI and take from two to three years to complete.

In the Protestant schools of Quebec the work is also divided into three stages, elementary, model and academy. These stages are also subdivided into "years," but the years correspond very closely to the grades already described. The elementary course covers "years" 1 to 7; the model "years" 8 to 10, and the academy "year" 11. Years 9 to 11 correspond very closely to grades IX to XI; how closely, may be gathered from the fact that a pass in the work of the eleventh year will admit a pupil to full matriculation standing in McGill University, providing he has taken the necessary ancient and modern languages, while a pass in grade XI in the five provinces mentioned ("third year high school" in Saskatchewan) would entitle a student to the same privileges, provided he had taken the necessary foreign and ancient languages.

In Ontario the elementary school work is divided into "forms" which in graded schools are subdivided into parts which correspond to the grades. If they have not attended kindergarten or kindergarten primary, children begin school work in form I, the subdivisions of which into "primer and first book" correspond to grades I and II respectively; then form II or "second book," the sub-divisions of which into junior and senior correspond to grades III and IV; form III or "third book" in like manner to grades V and VI, and form IV or "fourth book" to grades VII and VIII. This marks the completion of the elementary (or "public school" as they call it) school work. On passing the senior fourth book work at a public examination they enter the "lower school" of the secondary schools or if they choose to do this work in the common schools they enter the fifth book. The junior and senior divisions of the lower school correspond to grades IX and X respectively, the middle school to grade XI and the

upper school to grade XII. It must be mentioned that these three "schools" are rarely completed in four years, but neither are the four years or grades of secondary work in the collegiate institutes of Saskatchewan or the other Prairie Provinces and for this reason: together with the ordinary work of these grades in the larger institutions, the pupils often take commercial work or matriculation, languages, etc., as well. Many students take grade IX and first year commercial, grade X and second commercial, grade XI, "teachers'" subjects and junior matriculation, grade XII, "teachers'" subjects and senior matriculation (which admits them to the second year of most universities). This amount of work requires exceptional ability to complete in four years. In rural schools and ordinary village graded schools, on the other hand, the bare compulsory subjects of the grade are usually taken and the work can be completed in four years.

In British Columbia the elementary school work is divided into three stages—junior, intermediate, and senior, and the high school work in like manner. The elementary work in British Columbia is not, however, so definitely divided into eight steps as in Ontario. The junior grade is divided into first primer, corresponding to grade I and second primer and first reader, corresponding to grade II, and the second reader, corresponding to grade III. The intermediate grade is the third reader and the senior grade is the fourth reader. These two are subdivided into four parts which cover the same ground as grades IV-VIII. The senior grade is supposed to be covered in two years, but it probably takes more time; while grades VI-VIII in the other provinces which are supposed to be covered in three years, are often covered in two. This is especially true in rural and village schools.

There is a great similarity (as will be seen in consulting the summary of the courses of study facing page 46) between grades VII and VIII in some provinces and in a large village school, where the principal teaches all the grades from, say, VII to XI, the pupils of VII and VIII are taught in one class. The good grade VII pupil at the end of the year is ready for the "entrance" examinations, so that while he was called grade VI during the previous year, he is now called grade VIII, the following year. This partly accounts for a larger number being found in grade VIII than in grade VII in the tables for Manitoba, Saskatchewan and Alberta (see p. 46).

The secondary grades in British Columbia are also divided into junior, intermediate and senior grades, the preliminary and advanced subdivisions of the junior grade corresponding to grades IX and X and the other two to grades XI and XII respectively.

What is meant by "grades" of school work ought to be clearly understood by this time, but as already mentioned, they do not necessarily mean exactly the same thing in each province, although their work takes approximately the same time to complete. Their contents differ in proportion to the diversity of aims in the different provinces. To enable the reader to compare these contents a summary of the courses of study is given in the folder facing page 46. It was deemed advisable not to include all the subjects of each grade, but to select what are the usual test subjects of the grade. The teacher who finds a pupil in grade I or II well up in reading, spelling and arithmetic will not hold him back from entering a higher grade if, for instance, he is weak in nature study. When he comes to grade V or VI greater emphasis is placed upon such subjects as History and Geography and so on up. In grade VIII special subjects such as Latin and Algebra are taught in some provinces. These, as already mentioned, are usually confined to pupils who are taking grade VIII in large or secondary institutions. These test subjects alone are given in the summary of studies. They should enable the reader to examine and compare the contents of the grades in each province after which examination the tables of distribution by grades can be more easily analyzed.

There can be little doubt that a table of distribution by grades is the best indicator available to statisticians of the progress of the pupils in a whole province, since, of course, it is out of the question to ascertain this by individual personal observation. The pupil who has passed through grade VIII has, in the opinion of his teacher, who should know him intimately, sufficient capability and energy to have progressed successfully through the elementary course of studies. The contents of that course will not show the full amount of his attainments—it will not adequately reveal the amount of training he has received and the benefits he has derived from the personal influence of his teacher, but it should approximately indicate the minimum amount of matter he is capable of absorbing or mastering. Such a table of distribution should be studied separately by elementary and secondary grades.

The secondary grades used to be the property or privilege of a class and not the privilege of the masses. The historical tables on pages 48 to 53 will indicate the extent to which this secondary work is passing from the control of the few and becoming common property. By consulting page 19 it will be seen that the highest proportion of pupils doing secondary work in Canada is about 9 per cent of the total enrolment. Great care must be exercised in analyzing this percentage. It does not mean that only 9 per cent of those who begin school go on to high school work. In the first place it must be remembered that the secondary grades occupy only four years out of the twelve years of school life. It would be nearer the mark to take the proportion between the average number in elementary grades and the average number in secondary grades. If the secondary grades are 9 per cent of the elementary grades the proportion who go on to high school work would seem to be 18 per cent. This estimate is somewhat better than the other, but it is far from adequate, and less adequate in provinces where the school enrolment is rapidly increasing. At the time the present secondary grades were in elementary grades (roughly four years before) the school enrolment was smaller than it is at present. Again a large number of the secondary pupils fail on examinations and repeat their grade. A much better criterion of the proportion that should be in secondary grades will be suggested by the proportion that the actual population between 15 and 18 bears to that between 7 and 14. This reasoning has also its imperfections, as will be discussed presently. It is not far from the truth to say that where the number in secondary grades is 40 to 45 per cent of those in elementary grades, every survivor of those who entered grade I is doing secondary work. In other words, if a table of distribution by grades showed that 27 or 28 per cent of the total enrolment were in secondary grades, it would mean that the maximum possible number were enrolled in these grades; if the province showed over 9 per cent of the enrolment as in secondary grades it would mean that one-third or $33\frac{1}{3}$ per cent of the possible number were receiving some secondary training. In Nova Scotia (see page 61) it will be seen that about 12 per cent of the enrolment of girls are in secondary grades. This would mean that roughly 43 per cent of the possible number of girls in Nova Scotia go on to high school. These figures are illustrative rather than accurate. To arrive at the exact proportion is one of the very things we want and it would be absurd to assume our desideratum at the very beginning. This, however, is a rough estimate which should be of assistance in studying a table of distribution by grades. This proportion in Nova Scotia indicates clearly that secondary education is fast becoming the property of the average person. It will be seen more clearly if we study the historical tables on pages 48 to 64 and observe the growth of the proportion in secondary grades. Another point of interest in studying the statistics of secondary education is the fact that it is the education of adolescents who are no longer under compulsory regulations and whose attendance is voluntary and prompted rather by the eagerness of individuals to take advantage of opportunities than by the will of the State.

The distribution of elementary grades is a different matter . Here we find the enrolment of children who in every province save one are under compulsion to attend. The distribution in these grades (I-VIII) under perfect condition should correspond to the distribution of the children between 7 and 14 in the province, if we assume 7 (the usual commencing age) as the age of beginning school. A table of the distribution of the population of each province in Canada between the ages of 7 and 18 according to the Dominion Census of 1911 is given below.—

15.—Population between the ages of 7 and 18 by provinces (census of 1911).

| Ages. | Canada. | Alberta | B.C. | Man. | N.B. | N.S. | Ont. | P.E.I. | Que. | Sask. | Yukon | N.W. T. |
|--------|-----------|---------|--------|---------|--------|---------|---------|--------|---------|---------|-------|------------|
| 7.... | 158,708 | 8,055 | 5,888 | 10,238 | 8,377 | 11,328 | 49,327 | 2,041 | 52,121 | 10,862 | 76 | 395 |
| 8.... | 154,554 | 7,627 | 5,931 | 9,661 | 8,301 | 10,961 | 48,721 | 2,074 | 50,512 | 10,220 | 81 | 465 |
| 9.... | 144,082 | 6,944 | 5,363 | 8,865 | 7,761 | 10,332 | 45,904 | 1,983 | 47,430 | 9,194 | 55 | 341 |
| 10.... | 148,422 | 7,232 | 5,527 | 9,247 | 7,986 | 10,765 | 47,929 | 2,142 | 47,490 | 9,563 | 66 | 475 |
| 11.... | 135,233 | 6,296 | 5,040 | 8,225 | 7,485 | 9,904 | 44,540 | 2,048 | 43,140 | 8,262 | 44 | 249 |
| 12.... | 141,169 | 6,614 | 5,089 | 8,664 | 7,643 | 10,445 | 46,642 | 2,083 | 44,931 | 8,591 | 64 | 403 |
| 13.... | 134,585 | 5,966 | 4,642 | 8,194 | 7,379 | 9,963 | 45,142 | 2,048 | 43,335 | 7,636 | 51 | 229 |
| 14.... | 140,903 | 6,254 | 5,058 | 8,485 | 7,746 | 10,669 | 48,765 | 2,197 | 43,276 | 8,098 | 51 | 304 |
| 15.... | 135,357 | 5,817 | 4,866 | 8,306 | 7,417 | 10,114 | 46,911 | 2,126 | 42,032 | 7,362 | 77 | 329 |
| 16.... | 137,245 | 5,980 | 5,025 | 8,385 | 7,583 | 10,492 | 48,125 | 2,272 | 41,432 | 7,591 | 52 | 308 |
| 17.... | 134,039 | 5,751 | 5,277 | 8,406 | 7,322 | 10,010 | 47,373 | 2,192 | 39,846 | 7,565 | 66 | 231 |
| 18.... | 141,453 | 6,900 | 6,018 | 9,266 | 7,527 | 10,127 | 49,609 | 2,111 | 40,219 | 9,218 | 92 | 366 |
| | 1,705,750 | 79,436 | 63,724 | 105,942 | 92,437 | 125,110 | 468,998 | 25,317 | 535,764 | 104,162 | 775 | 4,095 |

If this table is examined it will be seen that the distribution at these ages in any one province does not differ very greatly from the average distribution in Canada as a whole. Taking the age of 11 for example, it is seen that at this age the children form almost 8 per cent of the total between 7 and 14 in Canada as a whole. It will be noted that in each of the provinces the variation from this proportion is never as great as 1 per cent either way. It is different, of course, in the case of the district and territory where the population is mainly adult. Now if a similar table were given for each census year back to 1871, it would be seen that the variation from this distribution has not varied very greatly—not more for any one age than 2 per cent of the total, so that it is safe to say that this is very close to the distribution at present. Now under perfectly enforced compulsory regulations this should be the distribution of pupils by ages between 7 and 14 in school at present. If the regulations had been long enough in force and there were no immigration of illiterate foreigners who begin school later than the compulsory age—that is, if every child were compelled to begin school at 7 and compelled to attend regularly until he was 14, this would be the present distribution or very near the distribution by grade, between I and VIII, with the following four disturbing factors only:—

- (1) Some would begin school at the age of 5 or 6 and—in the case of the secondary grades—others would continue at school over the age of 18. If those who begin school at 5 or 6 were compelled to attend regularly, the proportions in the grades would not be greatly changed.
- (2) A small proportion of the pupils would be mentally or physically incapable of keeping up with the work of the grade.
- (3) A considerable number would have passed into the high school grades before the age of 14.
- (4) The fourth disturbing element is a very peculiar phenomenon. If the table is examined it will be noticed that after the age of 9 there are more at the even ages than at the odd. This has already been remarked in Bulletin XVIII of the census of 1911. It seems that parents or the children themselves give their ages to the census enumerator in round numbers. On the other hand the teacher is likely to ascertain the exact age, so that there would be a difference between the distribution of the enrolment by grade and that of the above age table even under perfect school conditions. There would likely be more instead of less at 9 than at 10, and a slight decrease at each successive age.




17
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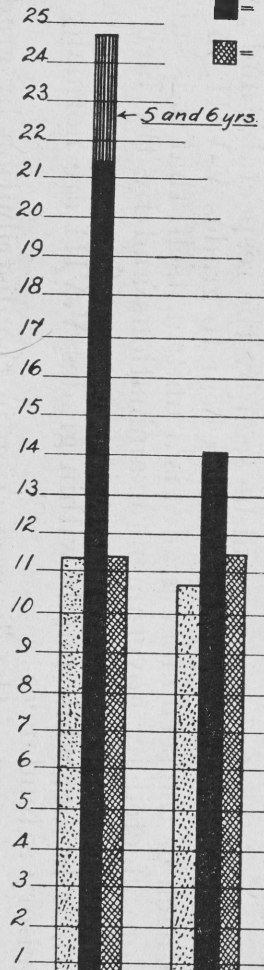
Another method of estimating an ideal distribution would be as follows. Supposing the province of Manitoba, for instance, had started out in 1907 with a school population of 1,000 at the age of 7 and none over or under and supposing no immigrants over the age of 7 were admitted into the schools. In this province the population at the age of 7 increased 31 per cent between 1911 and 1916 or at the compound rate of 5.6 per cent per annum. Let us assume the death rate of children between 7 and 18 to be 0.5 per cent a year (which is not far off the mark). Now in 1908 this 1,000 would be decreased to 995 and would form grade II, always supposing no one had to repeat the grade, while the new Grade I of 1909 would be 1,056. If we continue this process until 1918, we should find the pupils in the grades distributed as follows: Grade I, 1,929; II, 1,818; III, 1,712; IV, 1,613; V, 1,520; VI, 1,431; VII, 1,348; VIII, 1,270; IX, 1,196; X, 1,127; XI, 1,061; XII, 996, with a total enrolment of 17,023. The percentage of the total in each grade would be: Grade I, 11.20 per cent; II, 10.65; III, 10.06; IV, 9.40; V, 8.90; VI, 8.40; VII, 7.90; VIII, 7.45; IX, 7.00; X, 6.60; XI, 6.20; XII, 5.84. Now we know that such a distribution is impossible for one reason only, that immigrants between the ages of 7 and 18 come into our schools at all stages of training. Those from the British Isles, United States and other provinces in Canada are generally ready for the grade corresponding to their age, but those from the more illiterate parts of Europe come into the earlier grades. The illiterate foreigners would have a tendency to make the earlier grades larger than they should be, while the more advanced immigrants would have a tendency to swell out the later grades. The ideal is, however, mentioned to facilitate a study of the causes of departure from this ideal. The curve of this ideal distribution is given below together with the curve of the actual distribution of school enrolment in Manitoba in 1918 and also the distribution by ages actually at school in 1918. Manitoba is here selected as being the only province giving the enrolment by separate ages in 1918. In this diagram it is more than likely that where the column of actual ages is greater than that of the ideal grade, the difference between the two represents immigration plus a certain amount of retardation, and that the difference between the column of actual ages and actual grades represents pure retardation, while the difference between the column of actual ages in the later grades and the ideal grades represents retardation plus dropping out of school.

A table of distribution by grades is, therefore, a very complex one. In studying it, let us remember what actually happens in the history of a school. In a new province especially, when a new district is formed, a considerable number of the children have been a few years without school advantages and begin in grade I at all ages from 5 to 11 or over, while the other grades also have several pupils over age. Grade I will naturally be far the largest. In such a school there is a disproportion between the actual distribution of ages and grades corresponding to these ages which should gradually correct itself as the school becomes older and because older children are likely to advance more rapidly than the younger ones. At the same time, new schools are always opening, and this fact disturbs the appearance of any table of distribution that is given for any province, until that province is fully settled. For this reason a table of distribution in a very old province with a good school system of 40 years' standing should come much closer to the ideal than that in a new province. In the next place, as already mentioned, immigrants come in from year to year; those from less developed countries being in grade I or grade II; others in decreasing numbers, being in a grade more closely corresponding to their age. This again helps to swell up the earlier grades. In the next place children of 5 and 6 begin as soon as winter breaks up and two or three months before the close of the school year. These learn but little before the summer vacation, and the average child retains very little of what he has learned until the beginning of the school year in the fall. Then he comes back into grade I together with a new crop of beginners. When winter comes these young children are

IDEAL AND ACTUAL DISTRIBUTION OF PUPILS IN MANITOBA SCHOOLS

Per cent. of total enrolment in each grade and at each age.

-  Ideal distribution by grades under Manitoba conditions of 1911-16 allowing only for yearly increase at 7 years of age of 5.6 p.c. and mortality at school age of 0.5 p.c. per annum.
-  Actual distribution by grades.
-  Distribution by ages, 7-18.



Distribution of Pupils by Grades and Ages in Manitoba for the year 1919.

| Grade | Ideal P.C. | Actual P.C. | Age years |
|-------|------------|-------------|-----------|
| I. | 11.30 | 24.75 | 7 |
| II. | 10.65 | 14.01 | 8 |
| III. | 10.06 | 13.87 | 9 |
| IV. | 9.40 | 13.16 | 10 |
| V. | 8.90 | 10.98 | 11 |
| VI. | 8.40 | 7.60 | 12 |
| VII. | 7.90 | 4.78 | 13 |
| VIII. | 7.45 | 4.81 | 14 |
| IX. | 7.00 | 3.71 | 15 |
| X. | 6.60 | 1.86 | 16 |
| XI. | 6.20 | 1.25 | 17 |
| XII. | 5.84 | .085 | 18 |

Grade Age I 7yrs. II 8yrs. III 9yrs. IV 10yrs. V 11yrs. VI 12yrs. VII 13yrs. VIII 14yrs. IX 15yrs. X 16yrs. XI 17yrs. XII 18yrs.

likely to drop out until the spring and then they come back again into grade I together with another new crop. In this way we have three crops in Grade I and the chances are strong that the young children who commenced in the previous spring have not been long enough in school to complete the work of the Grade by the end of the year and are again enrolled in Grade I at the beginning of next year. We have thus from two to three years represented in this Grade I, although it is really the work of only one year. If the average child of 7 were compelled to begin in the fall and continue through the winter the chances are that he would spend only one year in the grade. It is to be expected, then, that Grade I should be much larger than any other Grade.

In the next place a number of children who have actually passed into grade II or III are irregular in their attendance, either through illness or carelessness on the part of the parents, while some drop out for a year or more and come back into the same grade a year older than they should be. This feature of irregular attendance may be seen by reference to page 24 and by the fact that in a certain province in the course of 12 years the average pupil attended less than 5 school years in rural schools and less than 6 in the whole province. Now it is very difficult to do 12 years' work in less than five years. When this irregular child comes to the end of the school year he finds he is unable to proceed to the next higher grade at the beginning of the next year. This partly explains why sometimes grade III for instance is larger than grade II. Those of grade III are repeating their year and with the new crop swell up this grade to more than its proper proportion. In consequence of this irregular attendance and repetition, when the pupils come to the end of grade IV a great many of them have probably spent parts of six years at school. If they were 7 or 8 or over when they began school they would be 13 or 14 or over before they reached grade IV or V. They are now able to go to work and their progress in school has not been such as to induce them to stay. Accordingly they drop out and go to work. We thus see why in tables 18 to 36 the great majority of the school enrolment are in grades I-IV.

On again consulting the courses of studies facing page 46 it will be seen how far these pupils in grades I-IV have advanced in this time. They have no more than a mere smattering of any subject. Any one who has taught a class of adults in arithmetic, say, will bear witness to the small amount retained by those who in their school days had gone no farther than grade IV. They just covered the four simple rules and a smattering of fractions, but had not time to apply their knowledge to practical problems, thus being deprived of the practice by which alone knowledge of the fundamental rules is retained. A large proportion of school children drop out at a stage very little better than total illiteracy. The rest who have passed beyond this dead line are very likely to go on. That this is so, will be seen by the respectable and ever increasing proportion the four secondary grades bear to grades V-VIII, in spite of the fact that each of the secondary grades is a unit in itself, that it is subject to the elimination affected by government examinations and by the fact that pupils in these grades are at an age when it is necessary for a large number to begin earning their living, while pupils within grades V-VIII are normally of the age of compulsory attendance.

The main causes of the disproportion in the distribution by grades may be summarized as follows:—

- (1) The number of pupils who are late in beginning school.
- (2) The number of small children who commence before 6 or 7 and discontinue during the winter.
- (3) The number of pupils of foreign birth who come in to the lower grades at an advanced age.
- (4) The irregularity in attendance through which pupils are not able to do the work of a grade in one year.
- (5) Repetition in the grade through the last cause and other causes.
- (6) The overcrowding of classrooms, especially in the lower grades.

These are the main causes. Five other causes will now be given which will be more obvious to the casual observer of the following tables than any other, but which, there is reason to believe, are the least important disturbing factors. It is necessary to discuss these in full, or at least to analyze them and examine them in order to correct erroneous impressions.

- (7) Inefficiency (including inexperience) on the part of the teacher.
- (8) A different interpretation of what constitutes a "grade" by different teachers; in other words inequalities in the grading.
- (9) Defects in the grading system and courses of studies, including variability in the time really necessary to complete the work of a grade.
- (10) The mentality of the pupil, including the question as to whether there is a large proportion of pupils who through mental or physical backwardness can not keep up with the work of the class.
- (11) Early school leaving age.

These five points will now be considered in detail in the order given.

(1) *Inefficiency on the part of the teacher.*—There is no doubt that inefficiency on the part of the teacher will have more than anything else to do with want of real progress on the part of the pupil, but it is a question whether this want of progress will be in a form that will lend itself to statistical measurement or that it will be revealed in statistical tables. A grossly inefficient teacher, no doubt, will be unable to handle the situation at all and will not bring the pupils along to the point at which they will pass a grade, but there are not many such teachers. If the inefficiency of the teachers were a very important factor in disturbing the distribution of the pupils throughout the grades it ought to be clearly revealed in comparative tables for the same provinces, that is, under exactly the same grading system. It ought, for example, to be revealed in a table for a part of the province where there was a large proportion of third class or permit teachers of short experience as compared with a part having a large proportion of graded schools which would necessarily have teachers with better training and longer experience. But the difference in the distribution would have to be very strong to prove the case against the teacher, for the fact of regular attendance is working strongly in favour of graded schools. In Alberta (see page 64) we find that in twelve years the graded school pupils attended on an average 3 years more than the ungraded. By consulting tables for graded and ungraded schools we find the distribution in the graded schools much better, but in the western provinces we cannot say that the teacher in the graded school is much better qualified than in the ungraded. That this is so can be seen by consulting the tables for teachers on pages 75 and 78. It will be seen that there is a comparatively small proportion of low class teachers in either, and any small superiority of the graded schools in respect to teachers would be balanced by the fact that the schools in the country are smaller and the pupils are not held a whole year in one grade. On the other hand the percentage of attendance or the number of days attended during the year would easily explain the superiority on point of distribution. Take for example two portions of Nova Scotia, Halifax city and Annapolis County. In Halifax city the schools are all graded, the percentage of teachers over third class (class C) is 71.5 and all except 27 per cent of the teachers have more than 5 years experience. In Annapolis County the percentage of pupils in graded schools is 41.8, the percentage of third class teachers is 63 and only 26 per cent of the teachers have more than 5 years experience while 37 per cent have one year or less. Now compare the distribution of pupils from the actual numbers and from the percentage in each grade.

| — | Grade 1 | II | III | IV | V | VI | VII | VIII | IX | X | XI | XII |
|---------------------|---------|-------|-------|-------|-------|-----|-----|------|-----|-----|-----|-----|
| Numbers— | | | | | | | | | | | | |
| Halifax city... | 2,635 | 1,115 | 1,143 | 1,130 | 1,216 | 890 | 661 | 521 | 346 | 197 | 136 | 50 |
| Annapolis county | 895 | 382 | 387 | 340 | 429 | 328 | 283 | 245 | 285 | 167 | 109 | 4 |
| Percentages— | | | | | | | | | | | | |
| Halifax city... | 25.9 | 10.9 | 11.1 | 11.0 | 11.8 | 8.6 | 6.4 | 5.1 | 3.4 | 1.9 | 1.2 | 0.5 |
| Annapolis county | 23.2 | 9.9 | 10.0 | 8.9 | 11.1 | 8.5 | 7.4 | 6.1 | 7.4 | 4.3 | 2.8 | 0.1 |

The above distribution is fairly typical of the distribution in the city and county from year to year. It is to be noticed that the distribution in Annapolis instead of being worse is better than that of Halifax; true, the percentages in the grades in the city are somewhat more smooth and regular than in county and thus probably show the earmarks of the graded schools. The sudden rise in grade V in the county is probably due to changes in teachers and especially to the increase in graded schools and the consequent regrading of pupils. It would seem, however, that the proportion in the higher grades as compared with the lower is a better index of progress than the smoothness or regularity of the distribution. It will be seen that in grades I-IV Halifax has 59 per cent and Annapolis 52.0 while in grades V-VIII, the city has 31.9 and the county 33.1 and in grades IX-XII the city has only 7 per cent to the county's 14.6 per cent. This smaller proportion in the upper grades cannot surely be attributed to an inferiority in the teaching in the city schools. Again it must be pointed out that there is no intention here to underestimate the importance of good teaching; what is meant is that the results of good teaching are subtle and fundamental and consequently are masked by coarser and more superficial factors in such statistical tables as have been hitherto available. To measure the more subtle factors, finer tables will have to be devised. If one were to examine personally the classes of excellent teachers and those of poor teachers, one would readily see the difference—the former would be of a higher standard and in addition they would show the results of a training that cannot be laid out in a course of studies. But so far as the distribution into grades was concerned, the excellent teacher might have a higher standard of promotion while the poor teacher, content with merely getting the pupils over the course, might be able to pass each pupil into a higher grade at the end of the year. In common phraseology, the excellent teacher would have "honour" pupils, the poor teachers "pass" pupils, but their distribution into grades would have very nearly the same appearance on a statistical table. No doubt "honour" pupils would show better statistical results the next year, and still better the year after, but it is a question whether any great difference would be clearly manifest until the entrance examination at the end of grade VIII and then it would be too late to trace them back to their cause. Where the excellent teacher will have a direct and immediate influence on statistical tables is in his or her ability to handle mentally backward pupils; but they, as we shall see later, do not exist in sufficient numbers to bulk largely in the statistics of a whole province.

(2) *A different interpretation by different teachers as to what constitutes a grade.*—By this is meant that teachers in rural districts, especially if they are inexperienced, will not clearly understand the course of studies and will place a wrong interpretation on the work of a grade, so that a grade in one school will not be comparable with the corresponding grade in another. Again, in the lower grades especially, teachers in rural schools promote pupils on their standing in test subjects. One teacher will emphasize reading, another arithmetic, another both. That is, at the end of a year a pupil will be promoted from grade I into grade II on the strength of his reading even if he is weak in arithmetic. Another teacher will cover the arithmetic (or a smattering of it) of two or three years and still place the pupil in grade I because he is not up in

his reading. This is of very common occurrence in rural schools and is intensified by the fact that two or more grades are combined in one class in these rural miscellaneous schools, to make it possible for the teacher to give each pupil the necessary amount of time. Now if this affects the distribution of pupils by grades very seriously it ought to be revealed very clearly in comparative tables for rural and graded schools, but it would be revealed in a characteristic manner. It would not be shown by a sudden drop in the higher grades, but in irregular distribution throughout the lower grades. Thus grade III might be larger than grade II, grade V than grade IV and so on. Whether such symptoms are shown can be seen on consulting tables 47 to 52 for Saskatchewan and, Alberta, where we have separate statistics given for rural and graded schools. It is a question, however, whether any irregularity shown is due to the cause mentioned, or to retardation or actual repetition of the grade by backward or irregular pupils.

(3) *Defects in the grading system.*—The ordinary observer will say that the reason a pupil will not pass a grade in a year is that it is too difficult, or that one grade requires more than one year's work and another less. Now these are points that are very difficult to settle. A consistent piling up in one particular grade from year to year and a drop on either side of it ought to be a sign that that grade is more difficult than the others. The tables of grades may be studied for such symptoms, with this caution: indefiniteness in grading as already explained and other factors may contribute to this piling up. The best way to settle the point is to see whether there is any county or part of any province where the distribution of the pupils comes near to the ideal—that is, where the pupils manifestly pass regularly through the grade from year to year without interruption. If such can be found for whole counties it will be a certain sign that the pupils are not a selection mentally; that is, it will be clear that the pupils of a whole county are not all geniuses while the pupils of another county are all dunces. If the pupils of one county pass from grade to grade regularly, it is a certain indication that there can be very little wrong with the grading system of the province, even though the distribution in the whole province may be far from ideal. We are fortunate in being able to find such in the counties of Colchester, Hants, Kings and Pictou in Nova Scotia. The distribution in 1919 of the girls in these four counties in actual numbers and also in percentages of the total of grades I-VIII are given side by side with the distribution, in the same grades and under identically the same system, of the boys in Richmond, the county in Nova Scotia which shows the poorest distribution. Grades IX-XII have not been included because in these grades there are many pupils from other counties attending the county academies. This would be especially true of Pictou Academy.

16.—Distribution of Girls in Grades I-VIII in Colchester, Hants, Kings and Pictou Counties, N.S., 1919, compared with the distribution of Boys in Richmond County, N.S., 1919.

| — | I. | II. | III. | IV. | V. | VI. | VII. | VIII. | Total. |
|-------------------------------|-------|-------|-------|-------|-------|-----|------|-------|--------|
| Girls in Colchester, etc..... | 2,366 | 1,070 | 1,054 | 1,057 | 1,053 | 946 | 889 | 841 | 9,276 |
| Boys in Richmond..... | 539 | 167 | 120 | 119 | 93 | 101 | 65 | 51 | 1,255 |

THE SAME FIGURES EXPRESSED AS PERCENTAGES OF THE TOTAL IN I-VIII.

| | | | | | | | | | |
|-------------------------------|------|------|------|------|------|------|-----|-----|-----|
| Girls in Colchester, etc..... | 25.5 | 11.5 | 11.4 | 11.4 | 11.4 | 10.2 | 9.6 | 9.1 | 100 |
| Boys in Richmond..... | 42.9 | 13.3 | 9.6 | 9.5 | 7.4 | 8.01 | 5.2 | 4.0 | 100 |

This distribution of the girls in the four best counties of Nova Scotia is really remarkable. The regularity should be noted and also the small differences between the percentage proportions in Grade VIII and II. Now grade VIII

of 1919 contain the survivors of the 1,115 girls in grade II of 1913. As the school enrolment has increased since 1913, and as grade VIII of 1919 would naturally be decreased by a mortality of about 0.5 per cent per year, it is clear that grade VIII of 1919 has about 84 p.c. of the possible number of girls, which is as nearly perfect as human traits admit when spread over the period of seven years. This is certain proof that the grading in Nova Scotia is not too difficult. To compare with the distribution of the girls in the four best counties we have given the figures of the worst county distribution of boys in the province. No one will think of contending that there is any selection of mentality in either distribution. True, the distribution of the girls is usually better than that of the boys. There are many reasons for this, and one may be that girls develop earlier than boys; that is, a girl of 10 is probably older mentally than a boy of 10. When both come to the age of 14, however, the boys are more likely to drop out than the girls, so that the girls have the double advantage of earlier development and a longer period at school. At the same time this has nothing to do with native mentality nor is it any argument in favour of the contention that some grades are too difficult. The distribution of the boys in the four counties, Colchester, etc., will now be given side by side with that of the girls in Richmond county.

17.—Distribution of Boys in Grades I-VIII in Colchester, Hants, Kings and Pictou Counties, N.S., compared with distribution of Girls in Richmond County, N.S., 1919.

| | I. | II. | III. | IV. | V. | VI. | VII. | VIII. | Total. |
|----------------------------|-------|-------|-------|-------|-------|------|------|-------|--------|
| Numbers— | | | | | | | | | |
| Boys, Colchester, etc..... | 2,695 | 1,209 | 1,232 | 1,131 | 1,161 | 999 | 730 | 619 | 9,756 |
| Girls, Richmond..... | 468 | 128 | 123 | 97 | 129 | 82 | 73 | 56 | 1,156 |
| Percentages— | | | | | | | | | |
| Boys, Colchester, etc..... | 27.6 | 12.4 | 12.6 | 11.6 | 11.9 | 10.2 | 7.6 | 6.3 | 100 |
| Girls, Richmond..... | 40.5 | 11.1 | 10.8 | 8.4 | 11.1 | 7.1 | 6.3 | 4.9 | 100 |

It is to be noticed that the divergency between the two groups is not so strongly marked as in the other case, but still sufficiently strongly marked to suggest that it is not sex or mentality or unfairness in the grading system, but opportunity that is the chief cause of poor distribution. It is suggested here that a study of the distribution in the whole province from year to year under the same grading systems (with slight changes in 1904 and 1912) as given on pages 49, 50, 54 and 60 would prove interesting.

(4) *Early school leaving.*—It is quite true, of course, that early school leaving is a strong reason why the numbers in the upper grades are comparatively small. Below are given the percentages in grades VI-VIII for eight years in two counties in Nova Scotia. The age of school enrolment in this province is not given by individual years, but by three groups, "under 5 years," "from 5 to 15," and "over 15 years." Pupils over 15 years should have passed beyond grade VIII, but there is no doubt that the county which has the larger proportion at school over 15 has also a larger proportion at 13 and 14 (the ages at which the serious dropping out usually begins). It will be noticed that in every year except one the county with the older children has the greater proportion in the upper grades.

| Year. | Annapolis. | | Richmond. | |
|-----------|---------------|---------------|---------------|---------------|
| | p.c. VI-VIII. | p.c. over 15. | p.c. VI-VIII. | p.c. over 15. |
| 1912..... | 23.82 | 11.74 | 15.90 | 8.35 |
| 1913..... | 22.78 | 5.81 | 16.80 | 6.48 |
| 1914..... | 23.10 | 11.67 | 16.66 | 6.25 |
| 1915..... | 23.38 | 10.83 | 17.84 | 5.81 |
| 1916..... | 23.17 | 11.03 | 17.47 | 7.04 |
| 1917..... | 23.93 | 9.71 | 17.46 | 6.24 |
| 1918..... | 22.53 | 10.19 | 17.21 | 5.41 |
| 1919..... | 22.21 | 10.91 | 17.50 | 5.17 |

The question is, however—a very important question—which is cause and which effect in this case. Does the county make a poorer showing because its pupils drop out early, or do they drop out early because when they come to the age of 13 or 14 they are in low grades? In either case, this is not at all a necessary factor in disturbing a table of distribution of enrolment. By consulting diagram it will be seen that there are enough and more than enough up to the age of 13 to fulfil the conditions of ideal grading. If all the pupils in school at the age of 14 plus the number at 12 and 13 who began school at 5 and 6 were up to grade, there would be sufficient in grade VIII to meet ideal requirements. Where dropping out of school has a bearing on grade distribution, it is due to the fact that the pupils who drop out at 13 and 14 were either late in commencing school, or irregular in attendance while at school and by the time they have come to this age they are still in grade IV or V (See the proportions in grades I-IV over the age of 12 in tables 37 to 39). The younger pupils in these grades will probably keep on, but the older-pupils are very likely to drop out.

At the foot of table 23 is given the average age of each grade. It will be noticed that between grades II and V there is a greater interval of time than between VI and IX. At first sight it would appear that this is because the latter group of grades requires a shorter time, but a close study of the three tables of age and grade will point to the suggestion that it is due, at least in part, to the dropping out of older pupils in grades IV and V, leaving the younger ones or the pupils who have commenced at a normal age and made normal progress to go on with the higher grades. To illustrate by an extreme but possible case, suppose there were 1,000 at an average age of 11 in grade V and 1,000 at the age of 14 also in grade V. The average age in grade V would thus be $12\frac{1}{2}$ years. Suppose the 1,000 at the age of 14 dropped out at this grade and the 1,000 at the age of 11 went on a year later to grade VI, the average age of grade VI would be 12—a half year younger than that of grade V. All the known facts, therefore, seem to point out that dropping out of pupils does not occur at a sufficiently early age to prevent them from completing the elementary grades supposing they had begun school on time and attended regularly while there. The serious fact is, not that they drop out of school at 13, but that they have spent only two or three actual school years there before coming to this age.

(5) *The mentality of the pupil.*—The general impression is that the reason a pupil is retarded is because he is mentally backward; that if a pupil has to repeat a grade it is because he lacks ability to do the work of that grade in one year. No one doubts that there are mentally backward pupils, but that the proportion of these to the total is great enough to affect the appearance of a table of distribution by grade is open to question. The other factors that enter into the retardation of pupils have already been enumerated and they are so numerous and so powerful that it is to be expected that mental backwardness will prove but a very small factor and will affect but a small proportion of school children. The consideration of the attainments of girls and boys, of pupils in graded schools and ungraded schools, of communities showing regular attendance and irregular attendance, and other factors does not, at the same time admit of a separate analysis according to mental or physical defects or the absence of such. The mentally or physically defective pupil receives more and more attention through medical and dental inspection of schools and statistics of the results of each inspection would be very useful. It is to be regretted that such statistics as can be obtained are very meagre. Such as they are, are given on pages 105-110, and represent sample cases rather than whole provinces. They will, however, indicate probable proportions.

The proportion of pupils who are too backward mentally to take advantage of ordinary class work has not been ascertained as yet, but approximations and tendencies can be discussed. It is well known to scientists that human traits are distributed according to certain well-defined types of distribution. If for instance, a thousand trained persons were shooting at the same mark, the

majority of shots would range themselves around a certain point in the vicinity of the bull's-eye, while an ever decreasing number would be arranged farther and farther away from the bull's-eye, but—and this is the important point—about the same number on one side of it as on the other. It is acknowledged that it is the same with mental traits. Under the same conditions the same number will be above the attainments of the "average person" as below them; that is, curves of such traits would take the form of what is known as the probability curve or the normal curve of errors. The chances are that if a class or group of say 2,250 in the same grade had begun together and attended with the same regularity for one year, there would be found 3 mentally deficient who could make no progress at all; 45 who were decidedly too weak to keep pace with the work of the grade and who without doubt would have to remain in the grade for another year or longer; 375 who were doubtful cases; that is, the teacher would have difficulty in deciding whether to promote them at the end of the year or require them to repeat the grade for another year, and his or her action would be decided by the adequacy of accommodation in the classrooms; 1,300 would without doubt pass on to the next grade at the end of the year; 375 would be doubtful on the other side; the teacher would have had difficulty during the school year in deciding whether or not to hold them back the whole year in the same grade and his or her action would depend upon circumstances; 45 would without doubt have covered two grades in the year while 3 would be "geniuses" as far ahead of the average as the mentally deficient were behind it and probably as little benefited by the ordinary school curriculum. These figures must not be considered as definite—they are used merely to show relative tendencies. The fact itself has been made a subject of close study by great educationists among whom may be mentioned Professor Sargent of London University, one time Educational Advisor to Lord Milner.

It may be interesting to give two illustrations of this tendency from actual conditions in Canada, one from the distribution of examination credits in composition and Rhetoric in grade IX in Manitoba in 1905; the others from an analysis of retardation in Alberta in 1915.

(1) *Distribution of high school examination marks in Composition and Rhetoric, grade IX, Manitoba, 1905.*—From some hundred different tables and curves of examination results compiled, this one on Composition and Rhetoric has been selected, not because it shows the best distribution—several others show as good—but because the nature of the subject admits of better examination results than any other. That is, it is a subject that admits of all degrees of perfection. It has not the fault of many papers in being too difficult to be attempted by some and too easy to show the real standing of others. Composition, one would expect, is a subject on which the largest proportion of candidates would make the average mark and a decreasing number would vary above or below this mark. The same high school examination papers are set for all the pupils in the province who are in that grade; they are examined or "read" by high school teachers and intermediate school principals of accredited standing, who meet in Winnipeg for this purpose in July. A paper on composition, for example, is read by a group selected by the presiding examiner for this purpose, a chairman being placed at the head of each group. The group first of all discuss the paper set, decide upon what constitutes a satisfactory answer to a set question and the value to be attached to a perfect answer to each question. After this discussion which may take two days, the chairman takes at random a candidate's paper and reads it aloud, one answer at a time. Each examiner evaluates it independently in terms of the percentage of a perfectly satisfactory answer. After the first paper is thus finished, the examiners compare their results and often average them. A typical actual case may be here cited. At a centre in another province than Manitoba the first paper was thus read and evaluated by the group, on averaging the different values attached to the answer the average came to 70 per cent, the highest value given was 72, the lowest

68---a range of 4 in a group of about 20. In spite of this satisfactory result another and another paper was read and compared and the range was thus reduced and a larger majority of the group was ranged around the average. This would seem to be an excellent system and the values given to such examination papers seem worth analyzing. The examination on Composition and Rhetoric in question was written by 510 candidates—a rather low number to show results favourable to the point which we are trying to illustrate (exception would come out more prominently in a few cases than in a very large number); 1,000 would be better and 10,000 would be still better. The results as given below are therefore all the more satisfactory.

| | |
|-----------------------|--------------|
| 15 papers were marked | 20 or under. |
| 10 “ “ | 25 |
| 26 “ “ | 30 |
| 30 “ “ | 35 |
| 40 “ “ | 40 |
| 55 “ “ | 45 |
| 92 “ “ | 50 |
| 64 “ “ | 55 |
| 51 “ “ | 60 |
| 41 “ “ | 65 |
| 31 “ “ | 70 |
| 24 “ “ | 75 |
| 18 “ “ | 80 |
| 13 “ “ | 85 and over. |

510

On closer analysis of the figures it was found that—

| | |
|---|-------------|
| The lowest 5 per cent of the candidates received on the average | 20.5 marks. |
| “ next 20 “ “ “ “ | 36.2 “ |
| “ next 50 “ “ “ “ | 52.2 “ |
| “ next 20 “ “ “ “ | 68.5 “ |
| “ highest 5 “ “ “ “ | about 84.0 |

Now 20 marks would be considered absolute failure; that is there would be no hope that the candidate who received only 20 marks on one subject would be able to pass grade IX.

Around 35 would be considered a “conditioned” standing; that is, a candidate receiving 35 marks on this paper would be allowed to pass if he made an average of 50 on all the papers written for grade IX.

A candidate receiving 50 marks would be a “pass” candidate. The important point to be observed in these results is the fact that the candidates are arranged at almost equal intervals in the same proportions on either side of the average 52.2: 121 are below 45, 127 are above 60, while 262 are, or about half the whole, between 45 and 60. If a curve is drawn of this distribution it will be found to conform very closely with the curve of probability. If the number of candidates had been greater the conformity would have been closer.

(2) *Analysis of retardation in Alberta in 1915.*—On page 56 is given a table of age, sex and grade taken from the Annual Report of Alberta for 1915. The teachers when making up this table were required to give the reason for retardation and these reasons were classified. There is no doubt that the results obtained are open to a great many objections. In that year there were 4,218 teachers (although only 444 of these were third class, the rest above) and the results would be vitiated by the difference in standpoint represented by this large number of teachers, to say nothing of defects in judgment. This standpoint would be subject to the same law as the mentality of the pupils. If 4,000 persons were to judge the same average child, the chances are that the majority would class him as average while a portion would class him slightly

below or above and a small number would be found to class him as defective or "bright." This law is, however, counteracted here by the tendency to consider the pupil who, because of irregularity in attendance or other reasons, is behind with his work, mentally backward and the one who is well up in his work unusually bright. One would expect therefore to find in the returns a very large percentage of mentally backward children. As a matter of fact only 4.81 per cent of a total of 81,768 are returned as mentally backward, although 35.48 per cent of the same total are returned as retarded. This is remarkable and would seem to bear the stamp of trustworthiness. Only 9.09 per cent of the total are returned as retarded through defects in the pupils, half of which defect are stated to be due to physical defects or "indifference." The same returns gave 27.9 per cent as accelerated, that is in a grade above the age, taking 7 as the standard for grade I, 8 for grade II and so on up. Now a pupil who began school at 5 or 6 was returned as accelerated although he was only in grade I and had really taken no step ahead. There were 10,993 (or 12.77 per cent of the total) of such pupils in grades I and II alone. If a pupil had commenced at the age of 6 in grade I and had gone on at the normal rate he should be in grade IV at the age of 9 and would be returned as accelerated because the normal age for grade IV was 10 years. The indications are that if proper deductions are made, the percentage really accelerated, that is, those who were able to do the work of a grade in less than one year, would correspond very closely to the percentage retarded through defects in themselves, not want o opportunity. The table given below is a summary of the results discussed. It will be interesting to see how the proportions vary in different types of schools.

CLASSIFICATION OF RETARDED PUPILS IN ALBERTA PUBLICLY CONTROLLED SCHOOLS, IN 1915.

| Type of Schools. | Number of pupils represented. | | | Number retarded. | | | Percentage of retarded. | | | Remarks. |
|------------------|-------------------------------|--------|--------|------------------|--------|--------|-------------------------|--------|--------|--|
| | Boys. | Girls. | Total. | Boys. | Girls. | Total. | Boys. | Girls. | Total. | |
| Rural..... | 15,038 | 13,694 | 28,732 | 7,999 | 6,735 | 14,734 | 53.19 | 49.18 | 50.98 | Retardations here means over normal age in grade: 7 years of age is taken as normal age for Grade 1 and a year is allowed for each succeeding grade. |
| Village..... | 3,196 | 2,949 | 6,145 | 1,411 | 1,187 | 2,598 | 44.14 | 40.59 | 46.33 | |
| Town..... | 13,927 | 13,861 | 27,788 | 5,292 | 4,754 | 10,046 | 38.00 | 34.30 | 27.31 | |
| City..... | 9,546 | 9,557 | 19,103 | 3,391 | 3,096 | 6,487 | 35.52 | 32.40 | 20.52 | |
| Total..... | 41,707 | 40,061 | 81,768 | 18,093 | 15,772 | 33,865 | 43.38 | 39.40 | 41.42 | |

ALLEGED REASONS FOR RETARDATION, AS REPORTED BY TEACHERS.

| Type of School. | Percentages of total number of pupils sampled in each type of school. | | | | | | | | | | | | | | |
|-----------------|---|----------------|------------------|------------------------|---------------|--------|----------------------|-----------------------|---------------------|---------------------------|-----------------------------|----------------------|----------|-----------------------|----------------|
| | Defects in Pupils. | | | | | | Want of opportunity. | | | | | | Special. | | |
| | Mentally weak. | Mentally dull. | Physically weak. | Occasional ill health. | Indifference. | Total. | Changes in Teachers. | Changes in Residence. | Short time Schools. | Schools not in operation. | Lack of qualified teachers. | Want of opportunity. | Total. | Irregular attendance. | Foreign birth. |
| Rural..... | 0.56 | 3.27 | 0.52 | 1.57 | 3.03 | 8.95 | 1.88 | 4.24 | 0.63 | 1.86 | 0.64 | 14.76 | 24.01 | 10.18 | 7.84 |
| Village..... | 0.79 | 3.52 | 0.88 | 2.19 | 3.43 | 10.81 | 0.63 | 7.42 | 0.11 | 0.15 | 0.00 | 10.09 | 18.40 | 8.22 | 8.90 |
| Town..... | 0.46 | 5.09 | 0.67 | 2.55 | 1.72 | 10.49 | 0.00 | 3.84 | 0.00 | 0.00 | 0.00 | 5.78 | 9.62 | 2.91 | 4.29 |
| City..... | 0.46 | 4.89 | 0.56 | 1.83 | 1.28 | 9.02 | 0.00 | 3.24 | 0.00 | 0.00 | 0.00 | 4.17 | 7.41 | 1.67 | 3.13 |
| Total..... | 0.52 | 4.29 | 0.67 | 1.84 | 2.21 | 9.09 | 0.71 | 4.11 | 0.23 | 0.66 | 0.23 | 8.88 | 14.82 | 5.57 | 5.62 |

Note.—Causes not stated 6.32 p.c.

These considerations suggest, to say the least, that a table of distribution of pupils by grade will not reveal or be disturbed by the mentality of the pupil, because there are probably as many above the average mentality as below it and both are in decreasing numbers. To these considerations may be added the very obvious one that if the proportions of defectives, or "geniuses" in a

province were sufficiently large to disturb the distribution into grades it would be shown by an unduly large number in the lowest and highest grades and a depression in the intermediate grades. As already stated, no one doubts the existence of these mentally backward pupils, and it is interesting to know that the problem of handling them is receiving greater and greater attention. The extent to which this is being done in Canada is partially surveyed on page 105 in the section on medical inspection and education of defectives.

The study of the problem of mentality of school children has occupied a large part of the life work of such men as Binet, whose written works give a good account of what is being done in France towards its solution. At the same time it must never be forgotten that there is probably an equal number who are as far above the normal as these are below it, and that from the point of view of their value to the country these claim at least as much special attention as their unfortunate complements. Their outlook may be blighted through being held down to the regular course of study and to the pace of the average pupils. Suppose, for example, two boys entered a graded school at the age of nine, the one three years below the average intelligence and the other three years above it. Under ordinary conditions the bright boy would be held down to a grade a year and by the time he reached 14 years of age he would be in grade VI, the other boy would be still in grade III. Supposing both of them left school at 14, the bright boy would be little better equipped for life educationally than the dull one. Now the best that a special class for the dull boy could do would be to advance him a year or two, while the bright boy under favourable conditions would have finished his first year in high school and thus laid a foundation on which, with sufficient ambition and determination he could go on of his own accord towards higher education.

19.—Comparative Table of the Distribution by Grades of Pupils in Publicly Controlled Schools in the Different Provinces during the year 1919, or the latest year reported.

NOTE.—No attempt has been made to correlate the years in Quebec Roman Catholic schools with the grades of other Provinces.

| Province. | Elementary Grades. | | | | | | | | | | Secondary Grades. | | | | Total. | | | |
|---------------------------|----------------------|--------------------|----------------|--------------------------------|----------------|---------------------|-------------|-----------|---------------|-----------|--------------------------------|--------------------|-------------------|-----------------------------|------------------|-----------------|---------------------|----------------------|
| | Year. | Kinder- garten. | I | II | III | IV | V | VI | VII | VIII | IX | X | XI | XII | Elem- entary. | Second- ary. | Grand total. | |
| Nova Scotia..... | 1919 2nd term, | 1,290 | 29,413 | 12,111 | 11,663 | 10,893 | 10,967 | 8,648 | 7,052 | 5,807 | 5,035 | 2,519 | 1,342 | 2-42 | 97,844 | 9,138 | 106,982 | |
| New Brunswick..... | 1919 | | 15,587 | 10,239 | 10,923 | 10,399 | 8,380 | 3,051 | 2,438 | 1,872 | 1,092 | 572 | 350 | 11 | 62,889 | 2,025 | 64,914 ² | |
| Quebec (Protestant)..... | 1919 | | 13,811 | 8,325 | 8,049 | 7,746 | 6,838 | 5,316 | 3,947 | 1,890 | 1,149 | 690 | 405 | | 55,922 | 2,244 | 58,166 | |
| Manitoba..... | 1919 | | 30,260 | 15,879 | 15,334 | 14,302 | 12,120 | 9,038 | 5,416 | 5,500 | 3,490 | 2,023 | 1,212 | 78 | 107,859 | 6,803 | 114,662 | |
| Saskatchewan..... | 1919 | | 49,456 | 20,020 | 22,012 | 21,323 | 15,371 | 11,331 | 7,197 | 8,509 | 6,334 | | 2,017 | 649 | 155,219 | 9,000 | 164,219 | |
| Alberta..... | 1919 | | 31,672 | 14,035 | 14,247 | 13,887 | 12,118 | 10,815 | 8,374 | 8,487 | 3,826 | 2,151 | 1,445 | 510 | 113,635 | 7,932 | 121,567 | |
| | | | Primer. | First Book. | Second Book. | | Third Book. | | Fourth Book. | | Fifth Book or Lower School. | | Middle School. | Upper School. | | | | |
| Ontario..... | 1918 | 20,727 | 123,677 | 72,377 | 104,935 | | | 109,364 | | 92,156 | | 31,340 | | 8,591 | 1,488 | 523,236 | 41,419 | 564,655 |
| | | | Junior Grade. | | | Intermediate Grade. | | | Senior Grade. | | | Junior Grade. | | Inter- mediate Grade. | Senior Grade. | | | |
| | | | 1st Primer. | 2nd Primer 1st Reader | 2nd Reader. | Third Reader. | | | Fourth Book. | | | | | | | | | |
| British Columbia..... | 1919 | | 12,936 | 11,412 | 10,853 | 17,727 | | | 12,953 | | | | | | | 65,881 | 6,074 | 71,955 ³ |
| | | | Form I. | | Form II. | | | Form III. | | Form IV. | | 1st year P.W.C. | 2nd P.W.C. | 3rd P.W.C. | | | | |
| Prince Edward Island..... | 1919 | | 5,986 | | 5,430 | | | 3,904 | | 1,538 | | 176 | 40 | 10 | | | | 17,084 |
| Quebec. | 1919 | Elementary. | | | | | Model. | | | | Academy. | | | | | | | |
| R. C. | | 1st year. | | 2nd year. | | 3rd year. | | 4th year. | | 5th year. | | 6th year. | | 7th year. | | 8th year. | | |
| | | 157,068 | | 97,054 | | 76,499 | | 44,650 | | 19,121 | | 9,845 | | 4,113 | | 2,173 | | 410,523 ⁴ |

¹In addition to these there were in P.E.I., 729 reported as "ungraded," bringing total up to 17,813. ²Total given for N.B. is 64,920—added by grades, 64,914. ³Total given in report, 72,006—added by grades, 71,955. ⁴This classification does not include the whole of the enrolment (486,201). See Report on Education Statistics for 1919-20, page 37.

COMPARATIVE COURSES OF STUDY IN REPRESENTATIVE SUBJECTS IN THE PROVINCES OF CANADA AS IN 1920.

| Provinces. | ARITHMETIC | | | | HISTORY | | GEOGRAPHY. | | READING AND SPELLING. | COMPOSITION AND SPELLING. | COMPOSITION. | SPECIAL. |
|-------------------------------|--|--|---|---|---|--|--|---|--|--|--|--|
| | GRADES I AND II. | GRADES III AND IV. | GRADES V AND VI. | GRADES VII AND VIII. | GRADES V AND VI. | GRADES VII AND VIII. | GRADES V AND VI. | GRADES VII AND VIII. | GRADES I AND II. | GRADES III AND IV. | GRADES V AND VI. | GRADES VII AND VIII. |
| PRINCE EDWARD ISLAND | Study of numbers to 100 and all their combinations. Addition and Subtraction. Multiplication tables to 8 times. | Multiplication tables finished. Drill on four primary rules. (City) Same, also Reduction and Compound rules. | Reduction and Compound rules. Fractions, Vulgar and Decimal. (City) Vulgar and Decimal fractions. | Percentage in its various applications. Easy mensuration, practical problems. (City) Same. | British History to end of Norman Period. Canadian History to 1763. (City) British History to 1603. Canadian History to 1763. | General outline of British and Canadian History. (City) British and Canadian History to present day. | General Geography of world, of Canada and maritime provinces minutely. (City) Canada minutely. North and South America and Europe orally. | British Empire and United States minutely. (City) Asia, Africa and Oceania. | Primer First Reader Supplementary reading. Spelling. Words and sentences from reader and other sources. (City) First Reader 1st half. | Simple exercises in word-building and sentence-making. Transcription and reproduction of short stories read or told. (City) Same. Elementary Formal Grammar. | Formal Grammar. Spelling words from Reader with meanings. Speller. (City) Writing of letters and short essays. Speller. | (City) Latin: "Collar and Daniell" pages 1 to 134 inclusive. French—"Fraser and Squair" pages 1 to 61 inclusive. Experimental and practical Geometry completed. Algebra—Exercises 1 to 45. |
| NOVA SCOTIA | Processes of numbers up to 1,000. Addition and Multiplication tables to 7. | Numbers to 100,000. Multiplication tables completed and applied. Division. Measures and weights. Easy factoring. Small fractions. | Fractions.—Vulgar and decimal. Can. money. Conception of per cent. weights, measures, etc. Cubical contents. Rectilinear and curvilinear surfaces. | Square Root. Percentage in all its applications, including discount, notes, stocks and debentures. Book-keeping entries. Metric System. Algebraical notation and application. | History of Canada orally. | History of Canada in detail. Federal and Provincial governments. Responsible government. English History to present time. | North America with Dominion of Canada in detail. Our trade relations with other countries. Our resources, industries, routes of travel, seaports, etc. | Countries of commercial importance in North and South America and Europe, especially British Isles, France, Germany, Asia and Africa. | Phonic practice. Word analysis. Spelling of easy and phonic words. | Sentence practice. Short stories reproduced orally and in writing. Punctuation Capitals, Abbreviations. | Oral and written exercises narrative and descriptive. | Algebraic notation and evaluation of formulas. Book-keeping—Bills—Day-books cash and Ledger entries. Both Algebra and Book-keeping taken in connection with Arithmetic. |
| NEW BRUNSWICK | (City and Town Schools) Study of numbers to 100 Multiplication tables to 10 times. (Country Schools) Standard II. Same. | All fundamental operations on numbers up to 1,000 with application. Standard III Same. | Factors, multiples, fractions denote numbers, Metric System Tables of weights and measures, operations involving these. English money. Compound numbers. Decimal fractions. Standard IV. Same—also percentage with all its ordinary applications. | Percentage in all its applications including taxes, commission insurance. Simple and compound interest, discount. Square root, measurements of areas, circles, lumber and solidity. Specific gravity. Standard V. Same—cube root. | Early studies of England and Canada from the text book. | History of England and Canada completed. | Geography of Dominion of Canada and New Foundland completed. General Geography of North America with special attention to United States. | Europe and the British Empire. General Geography of Asia, Africa and South America. | Phonics, Second Primer, word-building reproducing of stories, description of picture, familiar objects and incidents. Oral spelling. | Oral composition and recitation. Weekly exercise in written composition with special attention to capital letters and punctuation marks. Letter-writing, spelling and dictation. | Oral composition and recitation. Written short essays once each month. Spelling from text-book. Study of words continued. | Book-keeping by single entry. Algebra—3 chap. Crawford's. Latin in 25 lessons (Robinson and Carruthers). |
| QUEBEC PROTESTANT SCHOOLS | Study of numbers. Addition and Subtraction with objects and numbers. Notation and Numeration. Multiplication tables to 10 times. Mental arithmetic. | Four fundamental operations H.C.F., L.C.M. Simple exercises in common use. Commercial tables in common use. Simple exercises in reduction. Mental arithmetic. | Fundamental operations. Common Fractions. Denominate numbers. Application of these. Decimal Fractions. Practical measurements up to rectilinear surfaces. Industrial problems. | Solids, board measurement, carpeting, etc. Percentages and their application. Industrial applications of Arithmetic. | History of Canada to 1763. | History of Canada to date. British History to 1603. | North and South America. Europe with special study of British Isles. | All the continents. British Empire in particular. | Phonic, word and sentence method Primers I and II, Class Reader Book I. | Readers II and III. Tales from Grimm. Memory work. Reading and class discussion. Andersen's Tales. | Formal Grammar and Composition. Robinson Crusoe. Golding's Story of Livingstone. Tom Brown's School Days. Memory work. | Book-keeping—Day-Book and Personal Ledger. Algebra—Four simple rules. Latin French. |
| ONTARIO | Study of numbers to 20. Addition and Subtraction begun. Objective development of pint, quart, foot, yard, etc. Easy problems with not more than one step. | Numbers to 100,000. Multiplication and Division. Relation of minute, hour, day, etc. Easy problems not involving more than two steps. | Vulgar fractions. Tables of money, time, etc. Reduction and compound rules. Factors, measures and multiples. Addition and Subtraction of easy fractions. Simple percentage. | Decimals. Percentage with all its ordinary applications. Simple cash and bank accounts, showing deposits and withdrawals. Cheques. Notes. | Stories of famous people. Important events in British and Canadian History. Great events of current world history. Elementary lessons in local, municipal, government and duties of citizenship. | A concise sketch of Canadian History to present day. Great events in current history. Civil government of Canada. British History to present time with more attention given to periods since 1855. | The earth, etc. North America and Canada minutely. Ontario in particular. Important local commerce, trade routes, etc. | Latitude, Longitude, Seasons, Winds, etc. The great Mountain and River Systems. Coast lines, etc. All the continents. North America and Europe minutely. Their natural resources, routes, centres of population. British Empire in Canada minutely. | Phonic, word and sentence methods. First Book. Supplementary reading. Distinct enunciation, etc. Spelling of easy phonic words, also from Primer, First Book and other sources. | Oral and written reproduction of stories. Study of capitals, abbreviations, etc. Original written work begun. Simple letter-writing. Sentence forms. | Original narrative and description. Simple business and friendly letters. Planning of composition and study of paragraph begun. | Book-keeping Single entry Bills Day and Cash books and Ledger entries. |
| MANITOBA | Study of numbers to 50. Drill in Addition, Subtraction, Multiplication and Division. Addition of a single column of figures. | Numeration and notation to 1,000. Multiplication by use of factors. Division. Use of terms Addend, Minuend, etc. Compound Addition and Subtraction. Simple problems with written solution. | Reduction, Compound multiplication and division. H.C.F., L.C.M. Fractions. Square and solid measures. Decimals. Simple work in percentage. Problems, mental arithmetic. | Right-angled triangles and parallelograms, cylinders, etc. Percentage with all its applications. Simple and compound interest. Partnership and proportion. Longitude and time. Mental arithmetic. | British History to 1760. Canadian History to 1763. The idea of government, local and provincial. | British and Canadian History to present time. Government, Federal and Imperial. | Study of the Continents. Special study of Manitoba, Canada, British Empire and the United Kingdom in detail. | Review. Special emphasis on British Empire. | Manitoba Readers, Books I and II. Supplementary reading. Spelling from Reader and Dictation from Speller. | Stories re-told by pupils. Subjects from old Testament. Canadian life and Indian tribes. Inventions and discovery etc. Simple written composition and letter-writing. Dictation from Speller and Reader. | Special attention to securing sustained and connected expression on a given topic. Written composition relating to ordinary schoolwork. Letter-writing, simple business and social forms. Spelling from Speller. | Book-keeping. Simple debits and credits and business forms. Geometry. Ability to construct figures accurately. Problems in constructions and measurements. |
| SASKATCHEWAN | Study of numbers to 20. Recognition of units such as yard, foot, gallon, etc. Easy problems on these numbers. Numeration, Arabic and Roman notation. | Four fundamental operations. Units of measurement. Easy linear measurements and areas. Easy fractions and cancellation. Oral and written solution of practical problems in simple business transactions. | Exercises in fundamental operations with Areas, compound quantities. Fractions, multiples, G.C.M. and L.C.M. Fractions. Simple work in percentage. Problems, mental arithmetic. | Papering and carpeting. Cubical contents. Percentage in all its applications. Square of numbers. Fractions, decimals. Easy problems in sharing and partnership. Mensuration. Metric System. | Stories of persons connected with early history of Canada. Outlines of history of Canada to 1760 and of England to Tudor period. Stories of the Great War and current events. | Outlines of History of Canada up to present time and of England from accession of Tudors. Current events with special attention to British Empire, main facts of the Great War, great military leaders, engagements and results. | The earth, etc. North America, South America and Europe. Special study of Canada and Saskatchewan. Physical features, industries, railways, etc. Latitude, Longitude, Tides, Eclipses. | The continents. Careful study of British Empire. Importance of possessions to Empire. World's commercial highways. Commercial relation of Canada with Great Britain, United States and other countries. Forms of government, different races, etc. | Word recognition by phonic or other approved method. Alexandra 1st Reader. Reading stories. Reading of easy words from Reader and Dictation from Speller. Oral and written spelling of easy words. Easy dictation from Reader. | Oral and written reproduction of stories and of pictures studied in class. Letter writing and business forms. Oral and written spelling. Dictation from selected paragraphs. Use of dictionary. | Written exercises on objects, pictures and familiar topics. Letter writing, business and social forms. Preparation of outlines for written composition. | Book-keeping—Bills and simple accounts and business letters. Agriculture. Geometry (constructive). Algebra, Latin and French in Collegiate Institutes. |
| ALBERTA | Counting and recognition of number symbols to 1,000. Manipulation of numbers to 25. Study of units and ten digits. Addition to 50. | Numbers to 9 digits. A thorough mastery of four fundamental operations. Problems oral and written. | Tables of weights and measures. Reduction, fractions, percentage problems. | Fractions. Percentage in all its ordinary applications. Square root. Elementary mensuration. Metric System. | Community history, its institutions, occupations, etc. History of French Canada and Canadian West. Discussion of family as social unit, the school, order of business at public meetings. | Story of British Canada. (Civics) Board of Trustees, Municipal Government, Provincial Government of Alberta, Federal Government, Canadian History to date. Extensive study from 1763. British History to date. | Outline of North America, Alberta, minutely. Divisions of British Empire, South America, Europe, British Isles. | All the continents. General astronomical geography. Geography of the world complete. | Phonics, The Primer, First Reader. Training in expression. Language Spelling from Reader and other sources of easy words, oral and written. | Descriptions oral and written. Sentences grouped under one topic. Friendly letters. Idea of paragraph. Dialogue stories, punctuation, etc. | Oral. Emphasis on clear fluent and correct narration and description. Written.—Attempt to cultivate a desire to interest others. Letter and business forms. | Practical Geometry. |
| BRITISH COLUMBIA | First Reader. | Second Reader. | Third Reader. | Fourth Reader. | Third Reader. | Fourth Reader. | Third Reader. | Fourth Reader. | First Reader. | Second Reader. | Third Reader. | Fourth Reader. |
| BRITISH COLUMBIA | Study of numbers and combinations to 20. Study of ten-unit and ten series to 90. Multiplication tables to 6. Oral exercises implying Multiplication and Division. Easy fractions and familiar measures. | Numbers to 10,000. Multiplication tables continued. Division. Easy fractions and familiar measures. | Understanding of integers, decimals and common fractions. | Indian Tribes, Explorers, Stories of great men in British Columbia, Europe, Africa, Asia and Australia. | Tudor, Stuart and Hanoverian Periods. History of Canada. | North America and British Columbia in detail. Other continents in general. | General geography of the world. Geography of British Columbia and Canada more particularly. | First Primer, Second Primer and First Reader. | Written reproduction of one paragraph. Capitals and punctuation marks. | Division into paragraph applied in both oral and written work. Oral and written reproduction of reading Geography and History lessons. | | |
| QUEBEC ROMAN CATHOLIC SCHOOLS | Development and combinations of numbers. Notation to 10,000. Simple rules combined. Multiplication tables. Elementary ideas of money, feet, inches, etc. Easy problems not involving more than one step. | Numeration and notation, whole numbers and decimals. Easy fractions. Compound Rules. Elementary percentage. | Fractions, vulgar and decimal. Compound rules. Percentage and all its ordinary applications. Rectilinear and curvilinear surfaces. Square root. | Civics: ecclesiastical and administrative organizations of Quebec. History of Canada. Judicial institutions of Canada. | (Civics) School and general organization. Political and administrative organization of Canada. History of Canada, France and England. Ancient History. Elementary knowledge of Egyptians, Greek, Romans, etc. | Study of all the continents; of trade and commerce of countries of Europe and Asia, especially with Canada. Outlines of physical and political Geography with study of principal centres of trade and commerce. | Canada and United States. General review of five great divisions comprising geographical sets of like nature, physical, economical and political, compared together. | Reproduction in pupils' own language of selections read and stories read or told. Simple letter-writing. Special exercises in phraseology. Short easy compositions on simple subjects. | Exercise in phraseology, transformation and decomposition of sentences from the classics. Different kinds of letters. Style used must be unaffected, natural and concise. | Commercial forms and Book-keeping by double entry. Latin reading. | | |

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Table 19 attempts to bring together the distribution by grade in the publicly controlled institutions in all the provinces except the Roman Catholic schools in Quebec, of which the grading cannot be set down on a comparative basis, as it is up to the present impossible to ascertain how many pupils of secondary grades attend the classical colleges, or how many of the pupils of the different grades attend public or private institutions, or how the grades themselves compare with the grades in other provinces. The comparison so far as indicated is fairly accurate, except possibly in the case of British Columbia.

Enough has been said to point out that the above table conceals more than it reveals. In such provinces as have the same system of grading it shows how they compare in the tendencies to which the table points especially in:—

- (1) The large number in the earlier grades as compared with the later grades.
- (2) The crowding in grade I.

To enable a better analysis of these figures to be made a summary of the course of study in each province is now given.

Historical Analysis of Distribution by Grades.

A historical analysis of distribution by grades is a better means of forming an estimate of the work done by schools than analysis of any one year. This will be realized when the distribution of 1918 or 1919 is considered in view of the influenza epidemic, and, in the case of secondary grades especially, when any of the years during the war is taken. Again it would be unfair to place a table of distribution in a new province side by side with that of an old province for the sake of estimating the comparative merits of the work in these two provinces. In the case of historical tables, it is clear that if one province shows a better distribution than another, but if the latter shows a more rapid and steady growth than the former, a basis of comparison is thus given. The tables which follow use the nomenclature of the province concerned. Table 21 gives the distribution by grades in the five provinces which use the twelve grade system (Nova Scotia, New Brunswick, Manitoba, Saskatchewan, Alberta) during eight years. A longer period is not admissible because Alberta did not introduce the twelve grade system until 1912. Eight years, again, is the natural elementary school life. Again eight years carry us back almost as far as the census year 1911. The table makes a sharp division between elementary and secondary grades for this reason. For the sake of convenience in analyzing this distribution, table 21 gives the same facts in percentages of the total in the elementary grades and separately of the total in secondary grades. This has the advantage of showing both the growth of secondary work and the comparative elimination from year to year in the elementary grades and in the secondary grades. Tables 23-32 give such historical statistics of distribution as are available for each province. The statistics of Quebec are given separately for the Roman Catholic and Protestant schools, as their grading systems are not the same.

21.—Distribution of Pupils in Publicly Controlled Schools by Grades, totalled for five provinces (N.S., N.B., Man., Sask., Alta.), for eight years, 1912-1919.

NUMBERS.

| Year. | Number of Pupils in Elementary Grades. | | | | | | | | | Number in Secondary Grades. | | | | Grand Total in Elementary and Secondary Grades |
|---------|--|--------|--------|--------|--------|--------|--------|--------|---------|-----------------------------|-------|-------|--------|--|
| | I. | II. | III. | IV. | V. | VI. | VII. | VIII. | Total. | IX and X. | XI. | XII. | Total. | |
| 1912... | 92,835 | 42,554 | 44,293 | 40,807 | 32,023 | 20,595 | 14,943 | 15,143 | 302,643 | 13,355 | 2,815 | 734 | 16,904 | 319,547 |
| 1913... | 129,349 | 58,248 | 58,989 | 55,044 | 43,399 | 27,663 | 19,256 | 19,882 | 410,651 | ..... | ..... | ..... | 23,316 | 433,967 |
| 1914... | 137,011 | 63,591 | 63,560 | 58,780 | 45,992 | 30,408 | 21,097 | 21,958 | 442,397 | ..... | ..... | ..... | 26,054 | 468,451 |
| 1915... | 136,552 | 68,465 | 67,730 | 62,121 | 49,383 | 33,512 | 22,956 | 24,767 | 465,990 | ..... | ..... | ..... | 29,917 | 495,907 |
| 1916... | 137,244 | 69,236 | 70,035 | 65,776 | 48,399 | 35,624 | 24,448 | 24,860 | 476,959 | ..... | ..... | ..... | 31,443 | 508,402 |
| 1917... | 144,210 | 69,736 | 72,943 | 67,101 | 55,451 | 37,615 | 26,534 | 26,730 | 500,220 | 23,653 | 5,758 | 1,504 | 30,915 | 531,135 |
| 1918... | 148,292 | 70,309 | 72,867 | 69,480 | 56,467 | 40,129 | 28,738 | 28,077 | 513,734 | 24,596 | 6,082 | 1,383 | 32,261 | 545,995 |
| 1919... | 157,678 | 72,284 | 74,199 | 70,804 | 58,712 | 42,883 | 30,477 | 30,175 | 537,446 | 27,042 | 6,366 | 1,490 | 34,898 | 572,344 |

PERCENTAGES.

| | | | | | | | | | | | | | | |
|---------|-------|-------|-------|-------|-------|------|------|------|-------|-------|-------|-------|------|-------|
| 1912... | 29.50 | 13.30 | 13.90 | 12.77 | 10.02 | 6.45 | 4.67 | 4.74 | 94.71 | 4.18 | 0.88 | 0.23 | 5.29 | 100.0 |
| 1913... | 29.88 | 13.45 | 13.62 | 12.71 | 10.02 | 6.39 | 4.45 | 4.59 | 94.85 | ..... | ..... | ..... | 5.15 | 100.0 |
| 1914... | 29.07 | 13.49 | 13.49 | 12.47 | 9.76 | 6.45 | 4.48 | 4.66 | 93.87 | ..... | ..... | ..... | 6.13 | 100.0 |
| 1915... | 27.54 | 13.81 | 13.66 | 12.53 | 9.96 | 6.76 | 4.63 | 4.99 | 93.90 | ..... | ..... | ..... | 6.10 | 100.0 |
| 1916... | 27.00 | 13.62 | 13.78 | 12.94 | 9.52 | 7.01 | 4.81 | 4.89 | 93.82 | ..... | ..... | ..... | 6.18 | 100.0 |
| 1917... | 27.15 | 13.13 | 13.73 | 12.63 | 10.44 | 7.82 | 5.00 | 5.03 | 94.18 | 4.45 | 1.08 | 0.28 | 5.82 | 100.0 |
| 1918... | 27.16 | 12.88 | 13.35 | 12.73 | 10.34 | 7.35 | 5.26 | 5.14 | 94.09 | 4.50 | 1.11 | 0.25 | 5.91 | 100.0 |
| 1919... | 27.55 | 12.63 | 12.96 | 12.37 | 10.26 | 7.49 | 5.32 | 5.27 | 93.90 | 4.72 | 1.11 | 0.26 | 6.10 | 100.0 |

22.—Prince Edward Island Publicly Controlled Schools—Distribution of Pupils by Grades, 1904- 1919.

NOTE.—The grand totals up to 1914 are the sum of the Grades and do not correspond to the totals for the province as given in Table 2, since Prince of Wales College is here included.

| Year. | Elementary Grades. | | | | Secondary. | | Total. | | | Grand Total. |
|-----------|--------------------|------------------|----------------|-------------|--------------|--------------------------|-------------|-----------|----------|--------------|
| | Primer Book I. | Books II & III. | Book IV. | Book V. | Book VI. | Prince of Wales College. | Elementary. | Secondary | Ungraded | |
| 1904..... | 4,698 | 6,239 | 3,520 | 2,777 | 1,695 | 200 | | | 102 | 19,231 |
| 1905..... | 4,679 | 6,151 | 3,643 | 2,850 | 1,794 | 197 | | | 155 | 19,469 |
| 1906..... | 4,519 | 5,690 | 3,388 | 2,916 | 1,735 | 220 | | | 738 | 19,206 |
| 1907..... | 4,798 | 6,016 | 3,540 | 4,195 | 277 | | | | 210 | 19,036 |
| 1908..... | 4,709 | 5,062 | 3,614 | 4,491 | 136 | 240 | | | | 18,252 |
| 1909..... | 5,131 | 5,240 | 3,677 | 3,977 | 48 | 285 | | | | 18,358 |
| 1910..... | 5,643 | 5,103 | 3,282 | 3,895 | 9 | 239 | | | | 18,171 |
| 1911..... | 5,790 | 6,563 | 5,044 | | | 278 | | | | 17,675 |
| 1912..... | 5,601 | 6,666 | 4,511 | | | 287 | | | 300 | 17,365 |
| 1913..... | 5,991 | 6,805 | 4,351 | | | 271 | | | 408 | 17,826 |
| | Grades I & II. | Grades III & IV. | Grades V & VI. | Grades VII. | Grades VIII. | | | | | |
| 1914..... | 6,015 | 3,069 | 3,929 | 2,113 | 2,113 | 299 | 15,956 | 2,412 | 830 | 18,368 |
| 1915..... | 6,149 | 3,309 | 4,179 | 2,190 | 2,193 | 309 | 15,827 | 2,502 | 382 | 18,711 |
| 1916..... | 6,368 | 6,133 | 4,018 | 725 | 725 | 281 | 17,244 | 1,006 | 393 | 18,643 |
| 1917..... | 6,460 | 5,955 | 4,002 | 706 | 707 | 306 | 17,123 | 1,013 | 360 | 18,496 |
| 1918..... | 5,827 | 5,474 | 4,424 | 915 | 915 | 227 | 16,640 | 1,142 | 306 | 18,088 |
| 1919..... | 5,986 | 5,430 | 3,904 | 769 | 769 | 278 | 16,089 | 1,047 | 729 | 17,865 |

23.—Nova Scotia Publicly Controlled Schools—Distribution of Pupils by Grades, 1894-1919.

| Year. | Number Enrolled. | | | | | | | | | | | | | | |
|--------|--------------------|--------|--------|--------|--------|-------|-------|-------|-------------------|-------|-------|------|-------------|------------|---------|
| | Elementary Grades. | | | | | | | | Secondary Grades. | | | | Total. | | |
| | I. | II. | III. | IV. | V. | VI. | VII. | VIII. | IX. | X. | XI. | XII. | Elementary. | Secondary. | Grand. |
| 1894.. | 18,908 | 13,498 | 12,184 | 12,672 | 11,158 | 9,202 | 9,409 | 6,489 | 2,922 | 1,186 | 460 | 82 | 93,520 | 4,650 | 98,170 |
| 1895.. | 19,470 | 13,042 | 12,361 | 13,011 | 10,833 | 9,711 | 9,854 | 6,745 | 3,553 | 1,331 | 576 | 68 | 95,027 | 5,528 | 100,555 |
| 1896.. | 18,893 | 13,384 | 12,385 | 13,195 | 10,893 | 9,138 | 9,913 | 7,115 | 4,008 | 1,482 | 536 | 90 | 94,916 | 6,116 | 101,032 |
| 1897.. | 19,116 | 13,232 | 12,541 | 13,007 | 11,136 | 9,193 | 9,305 | 7,064 | 4,202 | 1,692 | 590 | 72 | 94,594 | 6,556 | 101,150 |
| 1898.. | 18,929 | 13,128 | 12,532 | 13,275 | 11,007 | 9,015 | 9,344 | 6,850 | 4,530 | 1,885 | 608 | 100 | 94,080 | 7,123 | 101,203 |
| 1899.. | 18,709 | 12,970 | 12,347 | 13,087 | 10,876 | 8,814 | 9,089 | 7,151 | 4,709 | 2,018 | 736 | 11 | 93,043 | 7,574 | 100,617 |
| 1900.. | 18,798 | 13,257 | 12,256 | 12,816 | 10,666 | 9,014 | 8,825 | 7,248 | 4,391 | 1,894 | 865 | 99 | 92,880 | 7,249 | 100,129 |
| 1901.. | 19,185 | 13,089 | 11,975 | 12,655 | 10,590 | 8,700 | 8,292 | 6,628 | 4,461 | 1,850 | 878 | 107 | 91,114 | 7,296 | 98,410 |
| 1902.. | 20,497 | 13,688 | 12,252 | 12,449 | 10,332 | 8,658 | 7,735 | 6,308 | 4,364 | 1,804 | 874 | 98 | 91,919 | 7,140 | 99,059 |
| 1903.. | 20,553 | 13,817 | 12,825 | 12,424 | 10,271 | 8,280 | 7,801 | 5,716 | 4,306 | 1,841 | 822 | 112 | 91,687 | 7,081 | 98,768 |
| 1904.. | 20,799 | 13,014 | 12,635 | 12,297 | 9,962 | 8,024 | 7,418 | 5,742 | 4,017 | 1,972 | 911 | 95 | 89,891 | 6,995 | 96,886 |
| 1905.. | 21,056 | 13,891 | 12,862 | 12,830 | 10,606 | 8,411 | 7,465 | 5,845 | 4,387 | 1,859 | 925 | 115 | 92,966 | 7,286 | 100,252 |
| 1906.. | 23,401 | 12,567 | 12,794 | 12,636 | 10,537 | 8,007 | 7,116 | 5,635 | 4,480 | 2,071 | 978 | 110 | 92,693 | 7,639 | 100,332 |
| 1907.. | 24,539 | 11,783 | 12,272 | 12,686 | 11,020 | 8,690 | 6,158 | 5,193 | 4,378 | 2,117 | 1,038 | 113 | 92,361 | 7,646 | 100,007 |
| 1908.. | 24,953 | 11,791 | 11,645 | 12,190 | 11,424 | 8,902 | 6,287 | 5,000 | 4,668 | 2,021 | 1,089 | 135 | 92,192 | 7,913 | 100,105 |
| 1909.. | 25,500 | 11,997 | 11,864 | 11,961 | 11,246 | 9,368 | 6,364 | 5,256 | 4,392 | 2,463 | 1,104 | 165 | 93,556 | 8,124 | 101,680 |
| 1910.. | 26,315 | 11,665 | 11,636 | 11,962 | 10,787 | 9,191 | 6,643 | 5,179 | 4,761 | 2,566 | 1,155 | 175 | 93,378 | 8,657 | 102,035 |
| 1911.. | 27,143 | 11,767 | 11,774 | 11,746 | 10,660 | 8,936 | 6,913 | 5,295 | 4,717 | 2,550 | 1,223 | 186 | 94,234 | 8,676 | 102,910 |
| 1912.. | 28,183 | 11,877 | 11,987 | 11,800 | 10,724 | 8,634 | 6,630 | 5,481 | 4,647 | 2,669 | 1,144 | 208 | 95,316 | 8,668 | 103,984 |
| 1913.. | 28,675 | 12,121 | 12,028 | 12,472 | 10,786 | 8,676 | 6,561 | 5,314 | 4,664 | 2,552 | 1,214 | 206 | 96,633 | 8,636 | 105,269 |
| 1914.. | 29,180 | 11,983 | 12,132 | 12,249 | 11,088 | 8,700 | 6,789 | 5,327 | 4,684 | 2,767 | 1,229 | 223 | 97,448 | 8,903 | 106,351 |
| 1915.. | 28,742 | 12,481 | 12,275 | 11,958 | 11,493 | 9,262 | 6,647 | 5,433 | 5,134 | 2,698 | 1,414 | 231 | 98,291 | 9,477 | 107,768 |
| 1916.. | 30,074 | 12,988 | 12,008 | 12,074 | 10,938 | 9,335 | 6,736 | 5,310 | 5,123 | 2,941 | 1,434 | 228 | 99,463 | 9,726 | 109,189 |
| 1917.. | 30,609 | 12,600 | 12,398 | 11,147 | 11,557 | 9,127 | 6,983 | 5,523 | 4,704 | 2,842 | 1,349 | 193 | 99,944 | 9,088 | 109,032 |
| 1918.. | 30,077 | 12,489 | 12,249 | 10,954 | 11,108 | 9,211 | 7,075 | 5,732 | 4,881 | 2,689 | 1,401 | 231 | 98,895 | 9,205 | 108,097 |
| 1919.. | 30,703 | 12,111 | 11,663 | 10,893 | 10,967 | 8,648 | 7,052 | 5,807 | 5,035 | 2,519 | 1,342 | 242 | 97,844 | 9,138 | 106,982 |

Average Age of each Grade in 1919 in years and months.

| | | | | | | | | | | |
|-----|-----|-----|------|-------|------|------|--------|-----|-----|-------------------------------|
| 6-8 | 8-2 | 9-3 | 10-1 | 10-10 | 11-8 | 12-6 | 13-10½ | 14+ | 15+ | Ages given only to "over 16." |
|-----|-----|-----|------|-------|------|------|--------|-----|-----|-------------------------------|

24.—Nova Scotia Publicly Controlled Schools—Percentage Distribution of Pupils by Grades, 1894-1919.

| Year. | Elementary Grades. | | | | | | | | Secondary Grades | | | | Total. | | |
|-----------|--------------------|-------|-------|-------|-------|------|------|-------|------------------|------|------|------|------------|------------|---|
| | Grade I. | II. | III. | IV. | V. | VI. | VII. | VIII. | IX. | X. | XI. | XII. | Elementary | Secondary. | Percentage of Elementary in Secondary Grades. |
| 1894..... | 19.26 | 13.75 | 12.04 | 12.91 | 11.37 | 9.37 | 9.59 | 6.61 | 2.98 | 1.21 | 0.47 | 0.08 | 95.26 | 4.74 | 4.97 |
| 1895..... | 19.36 | 12.97 | 12.29 | 12.94 | 10.77 | 9.65 | 9.80 | 6.71 | 3.53 | 1.32 | 0.57 | 0.07 | 94.50 | 5.50 | 5.82 |
| 1896..... | 18.70 | 13.25 | 12.26 | 13.06 | 10.78 | 9.04 | 9.81 | 7.04 | 3.97 | 1.47 | 0.53 | 0.09 | 93.95 | 6.05 | 6.44 |
| 1897..... | 18.90 | 13.08 | 12.40 | 12.86 | 11.01 | 9.09 | 9.20 | 6.98 | 4.15 | 1.67 | 0.58 | 0.07 | 93.52 | 6.48 | 6.93 |
| 1898..... | 18.70 | 12.97 | 12.38 | 13.12 | 10.87 | 8.91 | 9.23 | 6.77 | 4.48 | 1.86 | 0.60 | 0.10 | 92.96 | 7.04 | 7.57 |
| 1899..... | 18.59 | 12.89 | 12.27 | 13.01 | 10.81 | 8.76 | 9.03 | 7.11 | 4.68 | 2.01 | 0.73 | 0.11 | 92.47 | 7.53 | 8.14 |
| 1900..... | 18.77 | 13.24 | 12.24 | 12.80 | 10.65 | 9.00 | 8.81 | 7.24 | 4.39 | 1.89 | 0.86 | 0.10 | 92.76 | 7.24 | 7.80 |
| 1901..... | 19.49 | 13.30 | 12.17 | 12.86 | 10.76 | 8.84 | 8.43 | 6.74 | 4.53 | 1.88 | 0.89 | 0.11 | 92.59 | 7.41 | 8.00 |
| 1902..... | 20.69 | 13.82 | 12.37 | 12.57 | 10.43 | 8.70 | 7.81 | 6.37 | 4.41 | 1.82 | 0.88 | 0.10 | 92.79 | 7.21 | 7.76 |
| 1903..... | 20.81 | 13.99 | 12.98 | 12.58 | 10.40 | 8.38 | 7.90 | 5.79 | 4.36 | 1.86 | 0.83 | 0.11 | 92.83 | 7.17 | 7.72 |
| 1904..... | 21.45 | 13.44 | 13.04 | 12.69 | 10.28 | 8.28 | 7.66 | 5.93 | 4.15 | 2.04 | 0.94 | 0.10 | 92.77 | 7.23 | 7.78 |
| 1905..... | 21.00 | 13.86 | 12.83 | 12.80 | 10.56 | 8.39 | 7.45 | 5.83 | 4.38 | 1.85 | 0.92 | 0.11 | 92.38 | 7.62 | 7.82 |
| 1906..... | 23.32 | 12.53 | 12.75 | 12.59 | 10.50 | 7.98 | 7.09 | 5.62 | 4.47 | 2.06 | 0.97 | 0.11 | 92.39 | 7.61 | 8.24 |
| 1907..... | 24.55 | 11.78 | 12.27 | 12.68 | 11.02 | 8.69 | 6.15 | 5.19 | 4.37 | 2.11 | 1.03 | 0.11 | 92.36 | 7.64 | 8.28 |
| 1908..... | 24.92 | 11.78 | 11.63 | 12.18 | 11.41 | 8.89 | 6.28 | 4.99 | 4.66 | 2.02 | 1.09 | 0.14 | 92.10 | 7.90 | 8.58 |
| 1909..... | 25.08 | 11.80 | 11.67 | 11.76 | 11.06 | 9.21 | 6.26 | 5.17 | 4.32 | 2.42 | 1.09 | 0.16 | 92.01 | 7.99 | 8.54 |
| 1910..... | 25.79 | 11.43 | 11.40 | 11.72 | 10.57 | 9.01 | 6.51 | 5.08 | 4.67 | 2.51 | 1.13 | 0.17 | 91.52 | 8.48 | 9.29 |
| 1911..... | 26.38 | 11.43 | 11.44 | 11.41 | 10.36 | 8.68 | 6.72 | 5.15 | 4.58 | 2.48 | 1.19 | 0.18 | 91.58 | 8.42 | 9.20 |
| 1912..... | 27.10 | 11.42 | 11.53 | 11.35 | 10.31 | 8.30 | 6.38 | 5.27 | 4.47 | 2.57 | 1.10 | 0.20 | 91.66 | 8.34 | 9.09 |
| 1913..... | 27.24 | 11.51 | 11.43 | 11.85 | 10.25 | 8.24 | 6.23 | 5.05 | 4.43 | 2.42 | 1.15 | 0.20 | 91.80 | 8.20 | 8.93 |
| 1914..... | 27.44 | 11.27 | 11.41 | 11.52 | 10.43 | 8.18 | 6.38 | 5.01 | 4.40 | 2.60 | 1.16 | 0.21 | 91.63 | 8.37 | 9.13 |
| 1915..... | 26.67 | 11.58 | 11.39 | 11.10 | 10.66 | 8.59 | 6.17 | 5.04 | 4.76 | 2.50 | 1.31 | 0.21 | 91.22 | 8.78 | 9.64 |
| 1916..... | 27.54 | 11.90 | 11.00 | 10.97 | 10.02 | 8.55 | 6.17 | 4.86 | 4.70 | 2.69 | 1.31 | 0.21 | 91.09 | 8.91 | 9.78 |
| 1917..... | 28.07 | 11.59 | 11.37 | 10.22 | 10.59 | 8.37 | 6.40 | 5.07 | 4.31 | 2.61 | 1.24 | 0.18 | 91.46 | 8.54 | 9.09 |
| 1918..... | 27.82 | 11.56 | 11.33 | 10.13 | 10.27 | 8.52 | 6.54 | 5.30 | 4.51 | 2.50 | 1.30 | 0.21 | 91.49 | 8.51 | 9.30 |
| 1919..... | 28.70 | 11.32 | 10.90 | 10.18 | 10.25 | 8.08 | 6.60 | 5.43 | 4.71 | 2.35 | 1.25 | 0.23 | 91.46 | 8.54 | 9.23 |

25.—New Brunswick Publicly Controlled Schools—Distribution of Pupils by Grades, 1890-1919.

| Year | Elementary Grades. | | | | | | | | Secondary Grades. | | | | Total. | | |
|--------|--------------------|--------|--------|--------|-------|-------|-------|-------|-------------------|-------|-------|-------|-------------|------------|--------|
| | I. | II. | III. | IV. | V. | VI. | VII. | VIII. | IX. | X. | XI. | XII. | Elementary. | Secondary. | Grand. |
| 1890.. | 14,653 | 10,756 | 10,520 | 9,851 | 6,714 | 2,282 | 1,747 | 1,190 | ..... | ..... | ..... | ..... | 58,250 | 320 | 68,523 |
| 1895.. | 14,280 | 10,993 | 10,845 | 10,363 | 8,771 | 2,478 | 1,939 | 1,583 | ..... | ..... | ..... | ..... | 61,955 | 563 | 62,518 |
| 1896.. | 14,159 | 10,610 | 10,803 | 10,143 | 8,735 | 2,645 | 1,876 | 1,616 | ..... | ..... | ..... | ..... | 61,510 | 408 | 61,918 |
| 1897.. | 13,664 | 10,471 | 10,626 | 10,271 | 8,937 | 2,550 | 1,918 | 1,744 | 760 | 324 | 139 | 3 | 60,682 | 1,226 | 61,908 |
| 1898.. | 14,658 | 10,632 | 10,579 | 10,598 | 8,850 | 2,522 | 2,037 | 1,778 | 866 | 382 | 180 | 1 | 61,904 | 1,429 | 63,333 |
| 1899.. | 14,468 | 10,917 | 10,504 | 10,778 | 9,071 | 2,482 | 2,069 | 1,776 | 804 | 461 | 212 | 10 | 62,049 | 1,487 | 63,536 |
| 1900.. | 14,392 | 9,658 | 10,191 | 10,380 | 8,680 | 2,592 | 1,976 | 1,718 | 906 | 429 | 209 | 14 | 59,886 | 1,558 | 67,129 |
| 1901.. | 14,936 | 9,321 | 10,049 | 9,795 | 8,494 | 2,521 | 1,894 | 1,721 | 893 | 454 | 246 | 18 | 58,892 | 1,528 | 66,689 |
| 1902.. | 14,113 | 9,349 | 10,212 | 10,054 | 8,524 | 2,507 | 1,920 | 1,690 | 996 | 505 | 239 | 11 | 58,707 | 1,770 | 67,425 |
| 1903.. | 13,408 | 9,247 | 10,136 | 10,028 | 8,247 | 2,677 | 1,947 | 1,715 | 1,010 | 453 | 265 | 25 | 57,562 | 1,751 | 65,951 |
| 1904.. | 13,357 | 9,062 | 10,065 | 9,870 | 8,311 | 2,727 | 1,912 | 1,633 | 950 | 562 | 226 | 13 | 57,008 | 1,751 | 65,278 |
| 1905.. | 13,558 | 9,466 | 10,473 | 9,863 | 8,418 | 2,692 | 2,089 | 1,647 | 970 | 571 | 247 | 17 | 58,595 | 1,805 | 66,897 |
| 1906.. | 13,717 | 9,374 | 10,692 | 10,091 | 8,342 | 2,493 | 2,001 | 1,701 | 1,058 | 557 | 254 | 18 | 58,520 | 1,887 | 66,635 |
| 1907.. | 13,037 | 9,028 | 10,549 | 10,096 | 8,192 | 2,681 | 2,013 | 1,895 | 991 | 555 | 247 | 12 | 57,491 | 1,805 | 66,422 |
| 1908.. | 13,881 | 9,142 | 10,312 | 9,060 | 7,120 | 2,517 | 2,132 | 1,847 | 1,028 | 554 | 315 | 14 | 58,166 | 1,874 | 66,383 |
| 1909.. | 13,892 | 9,594 | 10,882 | 10,215 | 8,355 | 2,862 | 2,113 | 1,958 | 1,141 | 600 | 295 | 11 | 59,871 | 2,047 | 67,785 |
| 1910.. | 14,592 | 9,452 | 10,897 | 10,537 | 8,630 | 2,751 | 2,283 | 1,802 | 990 | 629 | 301 | 15 | 60,944 | 1,935 | 68,154 |
| 1911.. | 14,730 | 9,980 | 10,667 | 10,470 | 8,805 | 2,733 | 1,989 | 1,896 | 1,011 | 570 | 281 | 14 | 61,270 | 1,876 | 68,951 |
| 1912.. | 14,675 | 9,948 | 10,969 | 10,510 | 8,838 | 2,734 | 2,004 | 1,764 | 994 | 556 | 289 | 11 | 61,422 | 1,850 | 69,199 |
| 1913.. | 15,232 | 10,153 | 10,705 | 10,426 | 8,702 | 2,678 | 2,111 | 1,575 | 1,100 | 546 | 319 | 7 | 61,582 | 1,972 | 69,663 |
| 1914.. | 15,341 | 10,255 | 10,969 | 10,498 | 8,723 | 2,659 | 2,214 | 1,703 | 962 | 625 | 292 | 11 | 62,362 | 1,890 | 70,622 |
| 1915.. | 15,570 | 10,799 | 11,684 | 10,961 | 8,679 | 2,819 | 2,194 | 1,768 | 1,069 | 611 | 336 | 14 | 64,998 | 2,030 | 72,013 |
| 1916.. | 15,494 | 10,803 | 11,437 | 10,948 | 8,852 | 2,880 | 2,143 | 1,722 | 1,201 | 617 | 331 | 12 | 64,616 | 2,161 | 73,007 |
| 1917.. | 14,646 | 10,399 | 11,293 | 10,657 | 8,720 | 2,853 | 2,336 | 1,763 | 1,103 | 651 | 343 | 7 | 63,067 | 2,104 | 71,981 |
| 1918.. | 14,720 | 10,538 | 11,286 | 10,634 | 8,433 | 2,952 | 2,404 | 1,827 | 1,047 | 627 | 358 | 11 | 63,495 | 2,043 | 71,782 |
| 1919.. | 15,587 | 10,239 | 10,923 | 10,399 | 8,380 | 3,051 | 2,438 | 1,872 | 1,092 | 572 | 350 | 11 | 63,277 | 2,025 | 71,029 |

Elementary and Secondary Totals are for Second Term ending June 30. Grand Totals are for full year, except 1895-1899, which are for Second Term.

26.—Quebec Publicly Controlled Schools: Distribution of Pupils by Years.

| Year. | Number of Pupils in Catholic Schools. | | | | | | | | Total. |
|-------------------------|---------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|---------|
| | Elementary. | | | | Model. | | Academy. | | |
| | 1st year. | 2nd year. | 3rd year. | 4th year. | 5th year. | 6th year. | 7th year. | 8th year. | |
| 1915..... | 152,105 | 95,938 | 71,890 | 41,639 | 17,143 | 8,366 | 3,888 | 2,016 | 392,985 |
| 1916..... | 155,378 | 97,947 | 75,241 | 44,045 | 17,468 | 8,972 | 4,180 | 2,117 | 405,348 |
| 1917..... | 154,414 | 96,517 | 75,369 | 45,164 | 17,789 | 9,091 | 4,333 | 2,237 | 404,914 |
| 1918..... | 159,600 | 98,706 | 75,348 | 45,640 | 17,967 | 9,414 | 4,143 | 2,323 | 412,961 |
| 1919 ¹ | 157,068 | 97,054 | 76,499 | 44,650 | 19,121 | 9,845 | 4,113 | 2,173 | 410,523 |

| Year. | Number of Pupils in Protestant Schools. | | | | | | | | | | | Total. |
|-----------|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|---------------------|------------|------------|--------|
| | Elementary. | | | | | | | Model. | | | Academy | |
| | 1st year. | 2nd year. | 3rd year. | 4th year. | 5th year. | 6th year. | 7th year. | 8th year. | 9th year. | 10th year. | 11th year. | |
| 1915..... | 12,352 | 7,188 | 6,958 | 6,407 | 3,310 | 5,196 | 1,770 | 339 | 10,462 ² | 669 | 451 | 55,102 |
| 1916..... | 14,756 | 8,843 | 8,377 | 8,142 | 6,464 | 4,610 | 3,756 | 1,711 | 1,293 | 731 | 416 | 59,099 |
| 1917..... | 14,367 | 8,194 | 8,219 | 8,005 | 6,712 | 4,900 | 3,874 | 1,691 | 1,179 | 840 | 495 | 58,476 |
| 1918..... | 13,196 | 7,691 | 7,790 | 7,409 | 6,430 | 4,881 | 3,459 | 1,631 | 1,090 | 585 | 385 | 54,547 |
| 1919..... | 13,811 | 8,325 | 8,049 | 7,746 | 6,838 | 5,316 | 3,947 | 1,890 | 1,149 | 690 | 405 | 58,166 |

¹The totals shown in this classification do not correspond to the totals for Quebec given elsewhere as the latter include enrolment in "independent" schools. (sic.)

27.—Ontario Publicly Controlled Schools—Distribution of Pupils by Grades, 1897-1919

| Year. | Elementary Grades. | | | | | | Total. | | | Night Public School. | Night High School. | Total. |
|-----------|--------------------|---------|-------------|--------------|-------------|--------------|-------------|------------|---------|----------------------|--------------------|---------|
| | Kinder-garten. | Primer. | First Book. | Second Book. | Third Book. | Fourth Book. | Elementary. | Secondary. | Grand. | | | |
| 1897..... | | | 181,375 | 91,330 | 99,682 | 89,314 | | | | | | |
| 1898..... | | | 179,360 | 90,624 | 97,693 | 89,670 | | | | | | |
| 1899..... | 11,262 | | 174,442 | 93,076 | 97,702 | 86,500 | 462,982 | 41,763 | 504,745 | 1,026 | | 505,771 |
| 1900..... | 11,234 | | 177,614 | 88,836 | 94,069 | 84,507 | 456,260 | 39,191 | 495,451 | 795 | | 496,246 |
| 1901..... | 11,405 | | 178,077 | 86,982 | 92,203 | 84,106 | 452,773 | 39,861 | 492,634 | 800 | | 493,434 |
| 1902..... | 11,300 | | 176,503 | 85,732 | 90,630 | 83,738 | 447,903 | 42,957 | 490,860 | 670 | | 491,530 |
| 1903..... | 11,880 | | 173,309 | 86,582 | 90,065 | 83,981 | 445,817 | 42,063 | 487,880 | 701 | | 488,581 |
| 1904..... | 12,021 | | 169,981 | 85,229 | 90,111 | 83,104 | 440,446 | 43,905 | 484,351 | 702 | | 485,053 |
| 1905..... | 12,480 | | 170,253 | 84,289 | 90,170 | 85,469 | 458,974 | 44,974 | 487,635 | 620 | | 488,255 |
| 1906..... | 14,160 | | 172,464 | 84,231 | 90,013 | 86,469 | 447,337 | 45,207 | 492,544 | 898 | | 493,442 |
| 1907..... | 15,242 | | 172,746 | 84,622 | 89,381 | 85,752 | 447,733 | 46,058 | 493,791 | 1,552 | | 495,343 |
| 1908..... | 16,477 | | 175,566 | 84,072 | 91,039 | 86,412 | 453,566 | 48,075 | 501,641 | 889 | | 502,530 |
| 1909..... | 17,816 | 116,287 | 62,005 | 84,036 | 90,267 | 87,690 | 458,101 | 49,118 | 507,219 | 1,344 | | 508,563 |
| 1910..... | 18,943 | 120,010 | 62,742 | 86,937 | 88,387 | 87,023 | 464,042 | 46,658 | 510,700 | 1,645 | | 512,345 |
| 1911..... | 20,677 | 122,258 | 65,962 | 89,630 | 88,886 | 85,940 | 473,353 | 45,252 | 518,605 | 1,573 | | 520,255 |
| 1912..... | 21,562 | 126,100 | 67,368 | 92,728 | 88,811 | 85,213 | 481,782 | 45,169 | 526,951 | 1,743 | 335 | 529,029 |
| 1913..... | 23,289 | 129,759 | 69,992 | 97,418 | 91,867 | 84,678 | 497,003 | 45,819 | 542,822 | 1,749 | 1,459 | 546,030 |
| 1914..... | 25,554 | 131,306 | 72,650 | 100,798 | 96,330 | 85,867 | 512,505 | 49,422 | 561,927 | 2,155 | 2,374 | 566,456 |
| 1915..... | 18,730 | 131,844 | 72,898 | 102,972 | 100,023 | 90,050 | 516,517 | 52,513 | 569,030 | 1,794 | 2,354 | 573,178 |
| 1916..... | 17,450 | 128,748 | 73,208 | 106,201 | 102,270 | 91,824 | 519,701 | 40,639 | 560,340 | 1,185 | 3,467 | 564,992 |
| 1917..... | 19,308 | 125,321 | 73,996 | 106,034 | 105,062 | 91,989 | 521,710 | 40,155 | 561,865 | 820 | 3,927 | 566,612 |
| 1918..... | 20,727 | 123,677 | 72,377 | 104,935 | 109,364 | 92,156 | 523,236 | 41,419 | 564,655 | 671 | 4,485 | 569,811 |
| 1919..... | 23,946 | 128,826 | 75,171 | 106,107 | 100,115 | 97,069 | 541,234 | 43,490 | 584,724 | 843 | 5,042 | 590,609 |

NOTE.—Figures for individual Secondary Grades are given only from 1916 to 1919, as follows:—

| | Lower School. | Middle School. | Upper School. |
|-----------|---------------|----------------|---------------|
| 1916..... | 30,886 | 8,591 | 1,543 |
| 1917..... | 30,002 | 8,582 | 1,571 |
| 1918..... | 31,340 | 8,591 | 1,488 |
| 1919..... | 32,667 | 9,301 | 1,522 |

28.—Manitoba Publicly Controlled Schools—Distribution of Pupils by Grades, 1902-1919.

| Year. | Elementary Grades. | | | | | | | | Total. | | |
|---------|--------------------|--------|--------|--------|--------|-------|-------|-------|-------------|------------|---------|
| | I. | II. | III. | IV. | V. | VI. | VII. | VIII. | Elementary. | Secondary. | Grand. |
| 1902... | 14,086 | 6,893 | 8,407 | 7,335 | 6,184 | 3,809 | 2,215 | 2,580 | 51,509 | 2,647 | 54,156 |
| 1903... | 15,771 | 7,006 | 8,482 | 7,796 | 5,958 | 3,950 | 2,731 | 2,800 | 54,294 | 2,915 | 57,409 |
| 1904... | 16,180 | 7,414 | 7,487 | 7,728 | 5,988 | 4,092 | 3,079 | 3,482 | 55,450 | 3,070 | 58,520 |
| 1905... | 18,086 | 7,878 | 8,058 | 8,143 | 6,325 | 4,140 | 3,358 | 4,061 | 60,049 | 3,238 | 63,287 |
| 1906... | 18,470 | 8,132 | 8,143 | 8,281 | 6,287 | 4,264 | 2,961 | 4,006 | 60,544 | 3,579 | 64,123 |
| 1907... | 19,539 | 8,597 | 8,326 | 8,397 | 6,585 | 4,306 | 3,280 | 4,045 | 63,075 | 4,069 | 67,144 |
| 1908... | 19,325 | 9,242 | 8,825 | 8,974 | 6,822 | 5,004 | 3,426 | 4,838 | 66,456 | 4,575 | 71,031 |
| 1909... | 19,713 | 9,137 | 9,158 | 9,097 | 7,191 | 5,167 | 3,617 | 4,864 | 68,344 | 5,100 | 73,044 |
| 1910... | 21,100 | 9,710 | 9,099 | 9,396 | 7,263 | 5,402 | 3,625 | 4,999 | 70,594 | 5,653 | 76,247 |
| 1911... | 22,828 | 10,594 | 10,053 | 9,477 | 7,254 | 5,740 | 3,660 | 4,886 | 74,492 | 6,336 | 80,828 |
| 1912-3. | 24,839 | 11,699 | 11,454 | 9,934 | 7,983 | 5,495 | 3,298 | 3,981 | 78,683 | 4,996 | 83,679 |
| 1914... | 27,127 | 14,293 | 12,687 | 11,459 | 8,649 | 6,121 | 3,743 | 4,357 | 88,435 | 5,518 | 93,954 |
| 1915... | 27,399 | 15,394 | 13,696 | 12,264 | 9,779 | 6,660 | 4,278 | 5,106 | 94,576 | 6,387 | 100,963 |
| 1916... | 26,084 | 15,741 | 14,691 | 13,214 | 10,142 | 7,339 | 4,684 | 5,205 | 97,100 | 6,696 | 103,796 |
| 1917... | 26,968 | 15,353 | 15,101 | 14,077 | 10,977 | 7,678 | 4,825 | 5,315 | 100,294 | 6,294 | 106,588 |
| 1918... | 27,311 | 15,405 | 15,249 | 14,466 | 12,072 | 8,301 | 5,249 | 5,293 | 103,346 | 6,579 | 109,925 |
| 1919... | 30,260 | 15,879 | 15,334 | 14,302 | 12,120 | 9,038 | 5,416 | 5,500 | 107,849 | 6,803 | 114,662 |

NOTE.—Figures for individual Secondary Grades are given only for 1917-1919, as follows:—

| | IX. | X. | XI. | XII. |
|-----------|-------|-------|-------|------|
| 1917..... | 3,067 | 1,939 | 1,209 | 79 |
| 1918..... | 3,086 | 2,045 | 1,355 | 93 |
| 1919..... | 3,490 | 2,023 | 1,212 | 78 |

29.—Saskatchewan Publicly Controlled Schools—Distribution of Pupils by Grades, 1903-1919.

| Year | Elementary Grades | | | | | | | | Secondary Grades | | | Total | | Grand |
|------|-------------------|--------|--------|--------|--------|--------|-------|-------|------------------|-------|-----|---------|--------|---------|
| | I | II | III | IV | V | VI | VII | VIII | Jr. | Mid. | Sr. | El't'y. | S'd'y. | |
| 1903 | 9,470 | 5,493 | 6,372 | 5,851 | 3,575 | | 1,724 | | 441 | 213 | 52 | 32,485 | 706 | 33,191 |
| 1904 | 11,650 | 6,981 | 7,654 | 7,144 | 4,398 | | 2,273 | | 616 | 259 | 58 | 40,100 | 933 | 41,033 |
| 1905 | 7,156 | 4,131 | 4,657 | 4,320 | 2,789 | | 1,518 | | 410 | 184 | 26 | 24,571 | 620 | 25,191 |
| 1906 | 8,762 | 5,239 | 5,773 | 5,455 | 3,365 | | 1,872 | | 573 | 180 | 56 | 30,466 | 809 | 31,275 |
| 1907 | 10,770 | 6,359 | 6,573 | 6,492 | 4,194 | | 2,406 | | 561 | 205 | 62 | 36,794 | 828 | 37,622 |
| 1908 | 15,200 | 7,020 | 7,701 | 6,942 | 3,990 | 1,965 | 1,485 | 1,940 | 625 | 191 | 27 | 46,243 | 843 | 47,086 |
| 1909 | 18,553 | 7,823 | 8,502 | 6,922 | 4,547 | 2,736 | 1,737 | 2,269 | 1,329 | 557 | 141 | 53,089 | 2,027 | 55,116 |
| 1910 | 21,775 | 8,815 | 9,683 | 9,199 | 5,377 | 3,152 | 2,199 | 2,567 | 1,840 | 547 | 238 | 62,767 | 2,625 | 65,392 |
| 1911 | 24,085 | 9,587 | 10,446 | 9,760 | 6,101 | 3,605 | 2,535 | 3,062 | 2,122 | 718 | 239 | 69,181 | 3,079 | 72,260 |
| 1912 | 27,166 | 11,021 | 11,601 | 10,660 | 6,940 | 4,268 | 2,950 | 3,628 | 2,625 | 795 | 242 | 78,234 | 3,662 | 81,896 |
| 1913 | 34,973 | 13,489 | 13,943 | 13,107 | 8,279 | 5,231 | 3,355 | 4,630 | 3,216 | 950 | 290 | 97,007 | 4,456 | 101,463 |
| 1914 | 38,518 | 14,867 | 15,468 | 14,307 | 9,707 | 6,061 | 3,772 | 5,516 | 4,169 | 1,169 | 431 | 108,216 | 5,769 | 113,985 |
| 1915 | 39,016 | 16,421 | 16,859 | 15,353 | 10,533 | 7,032 | 4,284 | 6,524 | 5,069 | 1,333 | 338 | 116,072 | 6,790 | 122,862 |
| 1916 | 40,653 | 16,869 | 18,005 | 16,721 | 10,934 | 7,795 | 4,873 | 6,484 | 4,979 | 1,729 | 397 | 122,334 | 7,105 | 129,439 |
| 1917 | 45,199 | 17,878 | 19,214 | 18,192 | 13,565 | 8,592 | 5,599 | 7,099 | 5,144 | 1,674 | 461 | 135,338 | 7,279 | 142,617 |
| 1918 | 47,321 | 18,768 | 20,133 | 19,942 | 13,899 | 9,903 | 6,182 | 7,689 | 5,268 | 1,682 | 539 | 143,837 | 7,489 | 151,326 |
| 1919 | 49,456 | 20,020 | 22,012 | 21,323 | 15,371 | 11,331 | 7,197 | 8,509 | 6,334 | 2,017 | 649 | 155,219 | 9,000 | 164,219 |

30.—Alberta Publicly Controlled Schools: Distribution of Pupils by Grades, 1905-1919.

ENROLLED.

| Year. | Number. | | | | | | | | | | | | Total.. | | |
|-----------|----------------------|-----------------------|--------------|---------------|--------------|-----------|-------------------|----------------|-----------------|--------|-------|--------|---------|-------|---------|
| | Elementary Grades. | | | | | | Secondary Grades. | | | | | | Elem. | Sec. | Grand. |
| | Stand-ard I. Part I. | Stand-ard I. Part II. | Standard II. | Standard III. | Standard IV. | Stand. V. | Standard VI. | Stand-ard VII. | Stand-ard VIII. | | | | | | |
| 1905..... | 6,544 | 4,042 | 4,719 | 4,519 | 2,529 | 1,316 | 381 | 154 | 50 | 23,669 | 585 | 24,254 | | | |
| 1906..... | 7,659 | 4,758 | 5,480 | 5,352 | 3,099 | 1,675 | 506 | 184 | 71 | 28,023 | 761 | 28,784 | | | |
| 1907..... | 9,163 | 5,524 | 6,226 | 6,649 | 3,777 | 2,115 | 582 | 216 | 86 | 33,456 | 882 | 34,338 | | | |
| 1908..... | 11,565 | 5,823 | 6,929 | 7,032 | 4,613 | 2,519 | 748 | 316 | 108 | 34,481 | 1,172 | 39,653 | | | |
| 1909..... | 13,929 | 6,509 | 7,619 | 7,778 | 5,298 | 3,168 | 1,006 | 512 | 229 | 44,301 | 1,747 | 46,048 | | | |
| 1910..... | 17,276 | 7,689 | 8,976 | 9,392 | 6,180 | 3,706 | 1,252 | 636 | 200 | 53,219 | 2,088 | 55,307 | | | |
| 1911..... | 18,886 | 8,864 | 10,291 | 10,338 | 6,744 | 4,123 | 1,563 | 607 | 264 | 59,226 | 2,434 | 61,660 | | | |
| | Grade I | II. | III. | IV. | V. | VI. | VII. | VIII. | IX. | X. | XI. | XII. | | | |
| 1912..... | 22,911 | 9,708 | 9,736 | 7,837 | 5,521 | 4,959 | 3,359 | 4,270 | 1,254 | 600 | 615 | 274 | 67,671 | 2,743 | 70,414 |
| 1913..... | 25,630 | 10,786 | 10,860 | 9,105 | 6,649 | 5,583 | 3,931 | 4,382 | 1,642 | 710 | 523 | 288 | 76,746 | 3,163 | 79,900 |
| 1914..... | 26,845 | 12,194 | 12,304 | 10,267 | 7,825 | 6,867 | 4,579 | 5,055 | 1,939 | 1,133 | 623 | 279 | 85,936 | 3,974 | 89,910 |
| 1915..... | 25,825 | 13,370 | 13,216 | 11,585 | 8,849 | 7,739 | 5,553 | 5,936 | 2,236 | 1,474 | 984 | 439 | 92,053 | 5,233 | 97,286 |
| 1917..... | 26,788 | 13,506 | 14,937 | 13,028 | 10,632 | 9,365 | 6,791 | 7,030 | 2,701 | 1,502 | 1,183 | 764 | 101,577 | 6,150 | 107,727 |
| 1918..... | 28,237 | 13,109 | 13,950 | 13,484 | 10,955 | 9,762 | 7,128 | 7,536 | 3,041 | 1,912 | 1,286 | 709 | 104,161 | 6,948 | 111,109 |
| 1919..... | 31,672 | 14,035 | 14,247 | 13,887 | 12,118 | 10,815 | 8,374 | 8,487 | 3,826 | 2,151 | 1,445 | 510 | 113,635 | 7,932 | 121,567 |

31.—Alberta Publicly Controlled Schools: Percentage Distribution of Pupils by Grades, 1905-1919.

| Year. | Elementary Grades. | | | | | | Secondary Grades. | | | | | | Total. | |
|-----------|----------------------|------------------------|--------------|----------------|---------------|--------------|-------------------|----------------|-----------------|--------------|-------------|-----|--------|------|
| | Stand-ard I, Part I. | Stand-ard II, Part II. | Standard II. | Stand-ard III. | Stand-ard IV. | Stand-ard V. | Standard VI. | Stand-ard VII. | Stand-ard VIII. | Ele-mentary. | Second-ary. | | | |
| 1905..... | 26.98 | 16.66 | 19.46 | 18.63 | 10.43 | 5.43 | 1.57 | .63 | .21 | 97.59 | 2.41 | | | |
| 1906..... | 26.61 | 16.53 | 19.04 | 18.59 | 10.77 | 5.82 | 1.76 | .64 | .24 | 97.36 | 2.64 | | | |
| 1907..... | 26.69 | 16.09 | 18.13 | 19.36 | 10.99 | 6.16 | 1.70 | .63 | .25 | 97.72 | 2.28 | | | |
| 1908..... | 29.17 | 14.68 | 17.47 | 17.73 | 11.64 | 6.35 | 1.89 | .80 | .27 | 97.04 | 2.96 | | | |
| 1909..... | 30.25 | 14.14 | 16.52 | 16.90 | 11.50 | 6.89 | 2.19 | 1.12 | .49 | 96.21 | 3.79 | | | |
| 1910..... | 31.24 | 13.90 | 16.23 | 16.98 | 11.18 | 6.70 | 2.26 | 1.15 | .36 | 96.23 | 3.77 | | | |
| 1911..... | 30.60 | 14.37 | 16.70 | 16.76 | 10.93 | 6.69 | 2.53 | .98 | .44 | 96.05 | 3.95 | | | |
| Grade I. | II. | III. | IV. | V. | VI. | VII. | VIII. | IX. | X. | XI. | XII. | | | |
| 1912..... | 32.24 | 13.66 | 13.70 | 11.03 | 7.77 | 6.98 | 4.72 | 6.01 | 1.76 | .84 | .86 | .38 | 96.08 | 3.92 |
| 1913..... | 32.08 | 13.49 | 13.59 | 11.39 | 8.09 | 6.99 | 4.92 | 5.49 | 2.06 | .88 | .66 | .36 | 95.91 | 4.09 |
| 1914..... | 29.86 | 13.56 | 13.68 | 11.42 | 8.73 | 7.63 | 5.09 | 5.62 | 2.15 | 1.26 | .69 | .31 | 95.56 | 4.44 |
| 1915..... | 25.54 | 13.74 | 13.59 | 11.89 | 9.09 | 7.96 | 5.71 | 6.10 | 2.40 | 1.52 | 1.01 | .45 | 94.62 | 5.38 |
| 1916..... | 25.14 | 12.94 | 14.00 | 11.92 | 9.61 | 8.34 | 6.06 | 6.19 | 2.60 | 1.56 | 1.09 | .55 | 94.19 | 5.81 |
| 1917..... | 24.87 | 12.55 | 13.40 | 12.09 | 9.88 | 8.69 | 6.30 | 6.53 | 2.50 | 1.39 | 1.09 | .71 | 94.38 | 5.62 |
| 1918..... | 25.41 | 11.79 | 12.56 | 12.14 | 9.86 | 8.78 | 6.41 | 6.79 | 2.74 | 1.72 | 1.16 | .64 | 93.75 | 6.22 |
| 1919..... | 26.05 | 11.55 | 11.71 | 11.42 | 9.97 | 8.90 | 6.89 | 6.98 | 3.15 | 1.77 | 1.19 | .42 | 93.48 | 6.52 |

32.—British Columbia Publicly Controlled Schools: Distribution of Pupils by Grades, 1901-1919.

| Year. | Elementary Grades. | | | | | | | Totals. | | | |
|-----------|--------------------|----------------|---------------|----------------|---------------|----------------|---------------|--------------|-------------|------------|--------------|
| | First Primer. | Second Primer. | First Reader. | Second Reader. | Third Reader. | Fourth Reader. | Fifth Reader. | Elem-entary. | Second-ary. | Col-leges. | Grand Total. |
| 1901..... | 5,598 | 2,928 | 2,139 | 3,427 | 3,838 | 2,748 | ..... | 20,678 | 584 | ..... | 123,615 |
| 1902..... | 5,481 | 2,197 | 2,741 | 3,577 | 4,019 | 3,596 | ..... | 23,117 | 784 | ..... | 23,901 |
| 1903..... | 5,304 | 2,337 | 2,557 | 3,579 | 4,399 | 4,515 | ..... | 23,643 | 856 | ..... | 24,499 |
| 1904..... | 5,581 | 2,425 | 3,017 | 3,441 | 4,515 | 5,277 | ..... | 24,806 | 981 | ..... | 25,787 |
| 1905..... | 5,780 | 2,597 | 3,391 | 3,812 | 4,358 | 5,825 | ..... | 26,264 | 1,090 | ..... | 27,354 |
| 1906..... | 5,896 | 2,808 | 3,416 | 3,779 | 4,718 | 6,669 | ..... | 27,286 | 1,236 | ..... | 28,522 |
| 1907..... | 6,035 | 2,837 | 3,608 | 4,226 | 5,122 | 6,856 | ..... | 28,684 | 1,355 | ..... | 30,039 |
| 1908..... | 6,846 | 3,336 | 4,055 | 4,678 | 5,469 | 7,369 | ..... | 31,753 | 1,470 | 91 | 33,314 |
| 1909..... | 7,295 | 3,486 | 4,254 | 4,773 | 6,646 | 7,835 | ..... | 34,289 | 1,809 | 129 | 36,227 |
| 1910..... | 8,316 | 3,960 | 4,530 | 5,359 | 6,997 | 8,467 | ..... | 37,629 | 2,041 | 152 | 39,822 |
| 1911..... | 9,635 | 4,567 | 5,592 | 5,946 | 8,083 | 9,134 | ..... | 42,957 | 1,988 | 180 | 45,125 |
| 1912..... | 10,003 | 5,137 | 6,469 | 7,045 | 8,978 | 10,009 | 176 | 47,641 | 2,327 | 202 | 50,170 |
| 1913..... | 11,495 | 6,856 | 7,068 | 8,461 | 11,099 | 10,619 | 106 | 54,598 | 2,786 | 224 | 57,608 |
| 1914..... | 12,276 | 5,881 | 7,072 | 9,428 | 13,023 | 11,160 | 141 | 58,809 | 3,418 | 306 | 62,263 |
| 1915..... | 11,507 | 5,764 | 7,414 | 9,739 | 14,145 | 11,679 | 104 | 60,248 | 4,016 | 360 | 64,624 |
| 1916..... | 10,439 | 5,173 | 6,685 | 10,093 | 15,243 | 11,964 | 203 | 59,597 | 4,973 | ..... | 64,570 |
| 1917..... | 10,735 | 4,764 | 6,016 | 10,497 | 15,732 | 12,234 | 249 | 60,028 | 5,090 | ..... | 65,118 |
| 1918..... | 11,012 | 4,941 | 5,873 | 10,233 | 17,343 | 12,757 | 207 | 62,159 | 5,357 | ..... | 67,516 |
| 1919..... | 12,936 | 5,215 | 6,197 | 10,853 | 17,727 | 12,953 | 272 | 65,881 | 6,078 | ..... | 72,006 |

¹Including 2,353 of whom the classification was not given. ²Including 47 of whom the classification was not given.

Elimination in School Grades

As already hinted at in the introduction to the tables of distribution by grades and elsewhere these historical tables indicate growth and symptoms, but they should not be used as a basis for any definite calculations. It is unfortunate that no statistics are available to show the actual elimination in the grades. By this is meant that we cannot say how many of those who begin school arrive at grade VIII or do any work of secondary grade before permanently leaving school. It is next to impossible to devise a table which would give this information, and if it were devised it is a question whether the 50,000 odd teachers throughout the Dominion could ever be induced to fill it in. To procure an accurate record it would be necessary to know the life history of each pupil, which of course would be impossible. Large samples from each province used in connection with an age, sex and grade table such as is given on page 56 might help to form a very close estimate, but conditions differ so widely in different communities within the same province that even this might be futile. If the exact number of beginners and repeaters in each grade and at each age were known, then a very close approximation could be made of the number who reach a certain grade before leaving school; but the work of compiling such a table would be enormous. The United States Bureau of Education makes an estimate of this by very intricate calculation, but it is based on

so many assumptions that it is a question whether the results are sufficiently reliable to justify the labour expended.

A table of age, sex and grade submitted by the Dominion Bureau of Statistics has been approved by most of the provincial Departments of Education. This table is almost identical in form with tables 39, 40 and 41, collected by Nova Scotia, Saskatchewan and Alberta in 1919, 1916 and 1915, respectively, except that the ages are from 5 and under to 21 and over, that sex is included and that for each age is asked the question, "Number beginning and repeating grade I within the year." This question should give approximately the annual crop of children beginning school each year. It is possible that in time the number beginning and repeating each grade may be ascertained, when from a knowledge of the number entering school each year and of the repetition in each grade, a fairly close approximation will be obtained of the number who arrive at a certain grade.

The above tables give but very vague indications of this elimination or survival. Thus, to say that there are 1,000 in grade I in 1912 and 60 in grade VIII in 1919, does not mean that only 60 of the 1,000 have reached grade VIII. They are not necessarily the same pupils. A large proportion of grade VIII may have been in grade VIII in 1918, and a similar repetition may have taken place in the other grades. It would be still less true to say that only 6 per cent of those who begin school arrive at grade VIII; for one thing, grade I seems to take more than one year. However, if grades I-IV take the same number of years as grade V-VIII, and if from year to year there is a much smaller number in the latter than in the former, it must mean that a serious elimination is taking place. Tables 35 to 38 show the proportions in each of the three groups in Nova Scotia and the Prairie Provinces and the percentage of the total in each group of four grades into which school life is divided, namely, grades I-IV, grades V-VIII and grades IX-XII. The groups are separated for the reason that in most provinces grade IV (grade V in Nova Scotia) seems to be a sort of a dead line, and grades IX to XII are secondary grades. There is no doubt that the proportions these groups bear to one another are symptomatic and still more so the changes taking place in these proportions from year to year. It must be borne in mind, however, that only about half or less of grade I are beginners.

33.—Nova Scotia Publicly Controlled Schools: Distribution by numbers and percentages of Pupils, exclusive of Kindergarten Pupils, by Groups of Four Grades, 1894-1919.

| Year. | Number in Grades. | | | | Percentage of Total Enrolment in Grades. | | |
|-----------|-------------------|---------|---------|---------|--|---------|---------|
| | I-IV. | V-VIII. | IX-XII. | Total. | I-IV. | V-VIII. | IX-XII. |
| 1894..... | 56,648 | 36,258 | 4,326 | 97,232 | 58.26 | 37.29 | 4.45 |
| 1895..... | 57,220 | 37,143 | 5,259 | 99,622 | 57.44 | 37.28 | 5.28 |
| 1896..... | 57,200 | 37,059 | 6,116 | 100,375 | 56.99 | 36.92 | 6.09 |
| 1897..... | 57,309 | 36,698 | 6,556 | 100,563 | 56.99 | 36.49 | 6.52 |
| 1898..... | 57,138 | 36,216 | 7,123 | 100,477 | 56.87 | 36.04 | 7.09 |
| 1899..... | 56,662 | 35,930 | 7,574 | 100,166 | 56.57 | 35.87 | 7.56 |
| 1900..... | 56,572 | 35,753 | 7,249 | 99,574 | 56.81 | 35.91 | 7.28 |
| 1901..... | 56,241 | 34,210 | 7,296 | 97,747 | 57.54 | 34.99 | 7.47 |
| 1902..... | 58,264 | 33,033 | 7,140 | 98,437 | 59.19 | 33.56 | 7.25 |
| 1903..... | 58,806 | 32,068 | 7,081 | 97,955 | 60.03 | 32.74 | 7.23 |
| 1904..... | 57,924 | 31,146 | 6,995 | 96,065 | 60.30 | 32.42 | 7.28 |
| 1905..... | 59,810 | 32,327 | 7,286 | 99,423 | 60.16 | 32.51 | 7.33 |
| 1906..... | 60,665 | 31,295 | 7,639 | 99,599 | 60.91 | 31.42 | 7.67 |
| 1907..... | 60,389 | 31,061 | 7,646 | 99,096 | 60.99 | 31.35 | 7.71 |
| 1908..... | 59,547 | 31,612 | 7,913 | 99,072 | 60.14 | 31.90 | 7.96 |
| 1909..... | 60,657 | 32,234 | 8,124 | 101,015 | 60.05 | 31.91 | 8.04 |
| 1910..... | 60,894 | 31,800 | 8,657 | 101,351 | 60.08 | 31.38 | 8.54 |
| 1911..... | 61,454 | 31,804 | 8,676 | 101,934 | 60.29 | 31.20 | 8.51 |
| 1912..... | 62,166 | 31,469 | 8,668 | 102,303 | 60.77 | 30.76 | 8.47 |
| 1913..... | 64,200 | 31,337 | 8,636 | 104,173 | 61.63 | 30.08 | 8.29 |
| 1914..... | 64,490 | 31,904 | 8,903 | 105,297 | 61.25 | 30.39 | 8.45 |
| 1915..... | 64,237 | 32,835 | 9,477 | 106,549 | 60.29 | 30.82 | 8.89 |
| 1916..... | 65,927 | 32,319 | 9,726 | 107,972 | 61.06 | 29.93 | 9.01 |
| 1917..... | 65,553 | 33,190 | 9,088 | 107,831 | 60.79 | 30.78 | 8.43 |
| 1918..... | 64,405 | 33,126 | 9,197 | 106,728 | 60.34 | 31.04 | 8.62 |
| 1919..... | 64,080 | 32,474 | 9,138 | 105,692 | 60.63 | 30.73 | 8.64 |

34.—Manitoba Publicly Controlled Schools: Distribution by numbers and Percentages of Pupils, exclusive of Kindergarten Pupils, by Groups of Four Grades, 1902-1919.

| Year. | Number in Grades. | | | | Percentage of Total Enrolment in Grades. | | |
|-------------|-------------------|---------|---------|---------|--|---------|---------|
| | I-IV. | V-VIII. | IX-XII. | Total. | I-IV. | V-VIII. | IX-XII. |
| 1902..... | 36,721 | 14,788 | 2,647 | 54,156 | 67.81 | 27.30 | 4.89 |
| 1903..... | 37,807 | 16,487 | 2,915 | 57,209 | 66.08 | 28.82 | 5.10 |
| 1904..... | 38,810 | 16,641 | 3,070 | 58,521 | 66.31 | 28.44 | 5.25 |
| 1905..... | 42,165 | 17,884 | 3,238 | 63,287 | 66.62 | 28.26 | 5.12 |
| 1906..... | 43,026 | 17,518 | 3,579 | 64,123 | 67.10 | 27.32 | 5.58 |
| 1907..... | 44,859 | 18,176 | 4,069 | 67,104 | 66.85 | 27.08 | 6.07 |
| 1908..... | 46,366 | 20,090 | 4,575 | 71,031 | 65.28 | 28.26 | 6.44 |
| 1909..... | 47,105 | 21,239 | 5,100 | 73,444 | 64.14 | 28.92 | 6.94 |
| 1910..... | 49,305 | 21,289 | 5,653 | 76,247 | 64.66 | 27.92 | 7.42 |
| 1911..... | 52,952 | 21,540 | 6,336 | 80,828 | 65.51 | 26.65 | 7.84 |
| 1912-3..... | 57,925 | 20,757 | 4,996 | 83,678 | 69.22 | 24.81 | 5.97 |
| 1914..... | 65,565 | 22,870 | 5,518 | 93,953 | 69.78 | 24.34 | 5.88 |
| 1915..... | 68,753 | 25,823 | 6,387 | 100,963 | 68.10 | 25.58 | 6.32 |
| 1916..... | 69,730 | 27,370 | 6,696 | 103,796 | 67.18 | 26.37 | 6.45 |
| 1917..... | 71,499 | 28,795 | 6,294 | 106,588 | 67.08 | 27.02 | 5.90 |
| 1918..... | 72,431 | 30,915 | 6,579 | 109,925 | 65.89 | 28.12 | 5.99 |
| 1919..... | 75,775 | 32,074 | 6,803 | 114,652 | 66.09 | 27.98 | 5.93 |

35.—Saskatchewan Publicly Controlled Schools: Distribution by numbers and percentages of Pupils exclusive of Kindergarten Pupils, by Groups of Four Grades, 1903-1919.

| Year | Number in Grades | | | | Percentage of total enrolment in grades | | |
|-----------|------------------|--------|--------|---------|---|--------|--------|
| | I-IV | V-VIII | IX-XII | Total | I-IV | V-VIII | IX-XII |
| 1903..... | 27,186 | 5,299 | 706 | 33,191 | 81.91 | 15.97 | 2.12 |
| 1904..... | 33,429 | 6,671 | 933 | 41,033 | 81.47 | 16.26 | 2.27 |
| 1905..... | 20,264 | 4,307 | 620 | 25,191 | 80.44 | 17.10 | 2.46 |
| 1906..... | 25,229 | 5,237 | 809 | 31,275 | 80.67 | 16.74 | 2.59 |
| 1907..... | 30,194 | 6,600 | 828 | 37,622 | 80.26 | 17.54 | 2.20 |
| 1908..... | 36,863 | 9,330 | 843 | 47,036 | 78.29 | 19.92 | 1.79 |
| 1909..... | 41,800 | 11,289 | 2,027 | 55,116 | 75.83 | 20.49 | 3.68 |
| 1910..... | 49,472 | 13,295 | 2,606 | 65,373 | 75.68 | 20.34 | 3.98 |
| 1911..... | 53,878 | 15,303 | 3,042 | 72,223 | 74.60 | 21.19 | 4.21 |
| 1912..... | 60,448 | 17,786 | 3,643 | 81,877 | 73.83 | 21.72 | 4.45 |
| 1913..... | 75,512 | 21,495 | 4,549 | 101,556 | 74.36 | 21.16 | 4.48 |
| 1914..... | 8,3160 | 25,056 | 5,769 | 113,985 | 72.96 | 21.98 | 5.06 |
| 1915..... | 87,649 | 28,423 | 6,790 | 122,862 | 71.34 | 23.13 | 5.53 |
| 1916..... | 92,248 | 30,086 | 7,105 | 129,439 | 71.27 | 23.24 | 5.49 |
| 1917..... | 100,483 | 34,855 | 7,279 | 142,617 | 70.46 | 24.44 | 5.10 |
| 1918..... | 106,164 | 37,673 | 7,489 | 151,326 | 70.16 | 24.90 | 4.94 |
| 1919..... | 112,811 | 42,408 | 9,000 | 164,219 | 68.70 | 25.82 | 5.48 |

36.—Alberta Publicly Controlled Schools: Distribution by numbers and percentages of Pupils, including Kindergarten Pupils, by Groups of Four Grades, 1903-1919.

| Year | Number in Grades | | | | Percentage of total enrolment in grades | | |
|-----------|------------------|--------|--------|---------|---|--------|--------|
| | I-IV | V-VIII | IX-XII | Total | I-IV | V-VIII | IX-XII |
| 1905..... | | | 585 | 24,254 | | | 2.41 |
| 1906..... | | | 761 | 28,784 | | | 2.64 |
| 1907..... | | | 882 | 34,338 | | | 2.28 |
| 1908..... | | | 1,172 | 39,653 | | | 2.96 |
| 1909..... | | | 1,747 | 46,048 | | | 3.79 |
| 1910..... | | | 2,088 | 55,307 | | | 3.77 |
| 1911..... | | | 2,434 | 61,660 | | | 3.95 |
| 1912..... | 49,562 | 18,109 | 2,743 | 70,414 | 70.38 | 25.70 | 3.92 |
| 1913..... | 56,381 | 20,365 | 3,163 | 79,909 | 70.43 | 35.48 | 4.09 |
| 1914..... | 61,610 | 24,326 | 3,974 | 89,910 | 68.52 | 27.04 | 4.44 |
| 1915..... | 63,976 | 28,077 | 5,233 | 97,286 | 65.76 | 28.86 | 5.38 |
| 1916..... | 63,487 | 29,959 | 5,755 | 99,201 | 63.99 | 30.20 | 5.81 |
| 1917..... | 67,759 | 33,818 | 6,150 | 107,727 | 62.99 | 31.39 | 5.62 |
| 1918..... | 68,780 | 35,331 | 6,948 | 111,109 | 61.91 | 31.84 | 6.25 |
| 1919..... | 73,841 | 39,794 | 7,932 | 121,567 | 60.74 | 32.73 | 6.52 |

Elimination by Ages and Grades.

A better study of elimination may be made by means of the three following tables representing three different provinces, Nova Scotia for the year 1919, Saskatchewan rural schools for the year 1916 and Alberta for the year 1915. These are the only tables of the kind available in Canada and may be useful as samples to indicate tendencies.

37.—Nova Scotia Publicly Controlled Schools: Distribution of Enrolment by Age and Grade, 1919.

| Grade. | Under 5 years. | Over 5 years. | Over 6 years. | Over 7 years. | Over 8 years. | Over 9 years. | Over 10 years. | Over 11 years. | Over 12 years. | Over 13 years. | Over 14 years. | Over 15 years. | Over 16 years. | Total. |
|-----------------|----------------|---------------|---------------|---------------|---------------|---------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|---------|
| Kindergarten.. | 366 | 522 | 367 | 172 | 64 | 31 | 20 | 6 | 3 | 2 | | | | 1,553 |
| Grade— | | | | | | | | | | | | | | |
| I..... | 1,021 | 6,665 | 8,071 | 6,174 | 3,676 | 1,801 | 857 | 483 | 220 | 120 | 49 | 16 | 13 | 29,166 |
| II..... | | 103 | 1,361 | 3,039 | 3,033 | 2,135 | 1,197 | 663 | 356 | 161 | 63 | 17 | 5 | 12,133 |
| III..... | | 6 | 154 | 1,384 | 2,870 | 2,672 | 2,001 | 1,197 | 682 | 332 | 164 | 41 | 20 | 11,523 |
| IV..... | | | 13 | 229 | 1,466 | 2,724 | 2,536 | 1,793 | 1,170 | 603 | 283 | 52 | 23 | 10,892 |
| V..... | | 1 | 1 | 65 | 393 | 1,714 | 2,864 | 2,409 | 1,702 | 1,052 | 486 | 135 | 44 | 10,866 |
| VI..... | | | 1 | 3 | 47 | 336 | 1,530 | 2,304 | 2,041 | 1,431 | 666 | 209 | 63 | 8,631 |
| VII..... | | | | 2 | 2 | 66 | 365 | 1,386 | 1,982 | 1,698 | 1,029 | 441 | 101 | 7,072 |
| VIII..... | | | | | 2 | 4 | 73 | 431 | 1,272 | 1,736 | 1,382 | 638 | 204 | 5,742 |
| IX..... | | | | | | | 7 | 84 | 405 | 1,287 | 1,602 | 1,122 | 637 | 5,144 |
| X..... | | | | | | | | 1 | 34 | 187 | 641 | 805 | 830 | 2,498 |
| XI..... | | | | | | | | | 1 | 14 | 123 | 360 | 840 | 1,338 |
| XII..... | | | | | | | | | | 1 | 4 | 29 | 210 | 244 |
| All grades..... | 1,387 | 7,297 | 9,968 | 11,068 | 11,553 | 11,483 | 11,450 | 10,757 | 9,868 | 8,624 | 6,492 | 3,865 | 2,990 | 106,802 |

38.—Saskatchewan Publicly Controlled Rural Schools:—Distribution of Enrolment, exclusive of Kindergarten Pupils, by Age and Grade, 1916.

| Grades. | Under 6 years. | 6 to 7 | 7 to 8 | 8 to 9 | 9 to 10 | 10 to 11 | 11 to 12 | 12 to 13 | 13 to 14 | 14 to 15 | 15 to 16 | 16 to 17 | 17 to 18 | 18 to 19 | 19 to 20 | Over 20 yrs. | Total by grades |
|--------------------|----------------|--------|--------|--------|---------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|--------------|-----------------|
| I..... | 1,618 | 4,733 | 4,112 | 2,700 | 1,494 | 842 | 450 | 301 | 142 | 50 | 20 | 3 | 1 | | | | 16,466 |
| II..... | 11 | 311 | 1,048 | 1,361 | 1,201 | 806 | 497 | 300 | 149 | 54 | 25 | 9 | 6 | | | | 5,755 |
| III..... | 3 | 50 | 398 | 1,127 | 1,420 | 1,213 | 915 | 547 | 317 | 135 | 57 | 16 | 3 | 2 | 1 | 4 | 6,208 |
| IV..... | | 2 | 58 | 358 | 976 | 1,301 | 1,154 | 922 | 599 | 305 | 103 | 33 | 10 | 4 | | | 5,826 |
| V..... | | | 3 | 53 | 221 | 624 | 835 | 868 | 606 | 342 | 132 | 42 | 14 | 2 | | | 3,742 |
| VI..... | | 3 | 1 | 7 | 41 | 192 | 400 | 503 | 478 | 313 | 151 | 48 | 20 | 6 | 2 | | 2,165 |
| VII..... | | | | | 8 | 50 | 159 | 312 | 376 | 272 | 158 | 50 | 12 | 6 | 2 | 2 | 1,404 |
| VIII..... | | | | | | 16 | 71 | 216 | 324 | 303 | 185 | 96 | 21 | 7 | 3 | 2 | 1,247 |
| Junior Form..... | | | | | | | | | 2 | 2 | 2 | 3 | 3 | 2 | | 1 | 15 |
| Middle Form..... | | | | | | | | | | | 1 | | | | | | 1 |
| Senior Form..... | | | | | | | | | | | | | | | | | |
| Total by ages..... | 1,632 | 5,099 | 5,620 | 5,606 | 5,361 | 5,044 | 4,481 | 3,969 | 2,993 | 1,776 | 834 | 300 | 90 | 29 | 8 | 10 | 42,852 |

39.—Alberta Publicly Controlled Schools:—Distribution of Enrolment, exclusive of Kindergarten Pupils, 1915.

| Age. | Elementary Grades. | | | | | | | | Secondary Grades. | | | | Total. | | |
|--------------|--------------------|--------|--------|--------|-------|-------|-------|-------|-------------------|-------|-----|-----|------------|-----------|--------------|
| | I | II | III | IV | V | VI | VII | VIII | IX | X | XI | XII | Elementary | Secondary | Grand Total. |
| 5.... | 703 | 7 | - | - | - | - | - | - | - | - | - | - | 710 | - | 710 |
| 6.... | 7,104 | 224 | 13 | - | - | - | - | - | - | - | - | - | 7,341 | - | 7,341 |
| 7.... | 6,937 | 2,955 | 349 | 20 | 1 | - | - | - | - | - | - | - | 10,262 | - | 10,262 |
| 8.... | 3,347 | 4,335 | 2,112 | 321 | 21 | 1 | 1 | - | - | - | - | - | 10,138 | - | 10,138 |
| 9.... | 1,383 | 2,610 | 3,590 | 1,753 | 309 | 38 | 2 | - | - | - | - | - | 9,685 | - | 9,685 |
| 10.... | 669 | 1,288 | 2,836 | 2,954 | 1,384 | 437 | 64 | 9 | - | - | - | - | 9,605 | - | 9,605 |
| 11.... | 301 | 677 | 1,556 | 2,435 | 2,323 | 1,235 | 376 | 100 | 8 | - | - | - | 9,003 | 8 | 9,011 |
| 12.... | 206 | 333 | 848 | 1,695 | 2,054 | 1,913 | 985 | 324 | 51 | 1 | - | - | 8,358 | 52 | 8,410 |
| 13.... | 115 | 172 | 451 | 856 | 1,347 | 1,784 | 1,471 | 1,109 | 280 | 22 | 3 | 1 | 7,305 | 306 | 7,611 |
| 14.... | 38 | 81 | 188 | 341 | 584 | 920 | 1,124 | 1,394 | 614 | 204 | 34 | 3 | 4,672 | 855 | 5,527 |
| 15.... | 13 | 31 | 54 | 146 | 232 | 386 | 548 | 1,004 | 752 | 455 | 117 | 13 | 2,413 | 1,337 | 3,750 |
| 16.... | 8 | 7 | 16 | 36 | 53 | 87 | 168 | 425 | 526 | 475 | 248 | 54 | 799 | 1,303 | 2,102 |
| 17.... | 5 | 3 | 2 | 6 | 23 | 24 | 53 | 121 | 233 | 302 | 232 | 91 | 237 | 858 | 1,095 |
| 18.... | 1 | 0 | 1 | 2 | 3 | 8 | 14 | 38 | 50 | 146 | 171 | 76 | 66 | 443 | 509 |
| 19.... | 0 | 0 | 2 | 0 | 0 | 1 | 3 | 4 | 18 | 35 | 66 | 27 | 10 | 146 | 156 |
| 20.... | 0 | 1 | 2 | 1 | 2 | 0 | 0 | 7 | 4 | 15 | 28 | 18 | 13 | 65 | 78 |
| 21 and over. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 8 | 14 | 14 | 24 | 1 | 60 | 61 |
| Totals | 20,830 | 12,724 | 12,020 | 10,565 | 8,300 | 6,834 | 4,809 | 4,536 | 2,544 | 1,669 | 913 | 307 | 80,618 | 5,433 | 86,051 |

40.—Alberta Publicly Controlled Schools:—Percentage Distribution of Ages by Grades, exclusive of Kindergarten Pupils, 1915.

| Ages. | Elementary Grades. | | | | | | | | Secondary Grades. | | | | Total. | |
|---------------|--------------------|-------|-------|-------|-------|-------|-------|-------|-------------------|-------|-------|-------|------------|------------|
| | I | II | III | IV | V | VI | VII | VIII | IX | X | XI | XII | Elementary | Secondary. |
| 5.... | 99.01 | 0.99 | - | - | - | - | - | - | - | - | - | - | 100 | 0 |
| 6.... | 96.77 | 3.05 | 0.18 | - | - | - | - | - | - | - | - | - | 100 | 0 |
| 7.... | 67.60 | 28.83 | 3.40 | 0.16 | 0.01 | - | - | - | - | - | - | - | 100 | 0 |
| 8.... | 33.01 | 42.76 | 20.83 | 3.10 | 0.20 | 0.01 | 0.01 | - | - | - | - | - | 100 | 0 |
| 9.... | 14.28 | 26.95 | 37.07 | 18.10 | 3.19 | 0.39 | 0.02 | - | - | - | - | - | 100 | 0 |
| 10.... | 6.97 | 13.36 | 29.53 | 30.75 | 14.41 | 4.55 | 0.67 | 0.09 | - | - | - | - | 100 | 0 |
| 11.... | 3.22 | 7.52 | 17.28 | 27.05 | 25.80 | 13.72 | 4.18 | 1.11 | 0.09 | - | - | - | 99.91 | 0.09 |
| 12.... | 2.45 | 3.96 | 10.09 | 20.15 | 24.43 | 22.75 | 11.71 | 3.85 | 0.61 | 0.01 | - | - | 99.38 | 0.62 |
| 13.... | 1.51 | 2.26 | 5.93 | 11.25 | 17.69 | 23.44 | 19.31 | 14.57 | 3.68 | 0.29 | 0.04 | - | 95.99 | 4.01 |
| 14.... | 0.69 | 1.47 | 3.40 | 6.17 | 10.57 | 16.64 | 20.34 | 25.22 | 11.11 | 3.69 | 0.61 | 0.06 | 84.53 | 15.47 |
| 15.... | 0.35 | 0.83 | 1.44 | 3.90 | 6.19 | 10.29 | 14.61 | 26.90 | 20.06 | 12.13 | 3.12 | 0.35 | 64.34 | 35.66 |
| 16.... | 0.38 | 0.33 | 0.76 | 1.71 | 2.52 | 4.14 | 8.00 | 20.22 | 25.02 | 22.59 | 11.79 | 2.57 | 38.03 | 61.97 |
| 17.... | 0.46 | 0.28 | 0.19 | 0.55 | 2.10 | 1.28 | 4.84 | 11.05 | 21.28 | 27.58 | 21.19 | 8.31 | 21.64 | 78.36 |
| 18.... | 0.20 | 0.00 | 0.20 | 0.40 | 0.60 | 1.6 | 2.75 | 7.46 | 9.82 | 28.68 | 33.60 | 14.73 | 12.97 | 87.03 |
| 19.... | 0.00 | 0.00 | 1.28 | 0.00 | 0.00 | 0.64 | 1.92 | 2.56 | 11.55 | 22.43 | 42.31 | 17.31 | 6.42 | 93.58 |
| 20.... | 0.00 | 1.28 | 2.56 | 1.28 | 2.56 | 0.00 | 0.00 | 8.96 | 5.12 | 19.23 | 35.89 | 23.08 | 16.68 | 83.32 |
| 21 and over.. | - | - | - | - | - | - | - | 1.64 | 13.12 | 22.95 | 22.95 | 39.34 | 1.64 | 98.36 |

41.—Alberta Publicly Controlled Schools:—Percentage Distribution of Grades by Ages, exclusive of Kindergarten Pupils, 1915.

| Age. | Elementary Grades. | | | | | | | | Secondary Grades. | | | |
|---------------------------|--------------------|-------|-------|-------|-------|-------|-------|-------|-------------------|-------|-------|-------|
| | I | II | III | IV | V | VI | VII | VIII | IX | X | XI | XII |
| 5..... | 3.38 | 0.05 | - | - | - | - | - | - | - | - | - | - |
| 6..... | 34.10 | 1.76 | 0.01 | - | - | - | - | - | - | - | - | - |
| 7..... | 33.30 | 23.22 | 2.90 | 0.19 | 0.01 | - | - | - | - | - | - | - |
| 8..... | 16.07 | 34.07 | 17.57 | 3.04 | 0.25 | 0.01 | 0.02 | - | - | - | - | - |
| 9..... | 3.21 | 20.51 | 29.87 | 16.59 | 3.72 | 0.56 | 0.04 | - | - | - | - | - |
| 10..... | 1.45 | 10.12 | 23.59 | 27.96 | 16.67 | 6.39 | 1.33 | 0.20 | - | - | - | - |
| 11..... | 0.99 | 5.32 | 12.95 | 23.05 | 27.99 | 18.07 | 7.82 | 2.20 | 0.31 | - | - | - |
| 12..... | 0.55 | 2.62 | 7.05 | 16.04 | 24.75 | 27.99 | 20.48 | 7.14 | 2.00 | 0.06 | - | - |
| 13..... | 0.18 | 1.35 | 3.75 | 8.10 | 16.23 | 26.10 | 30.59 | 24.45 | 11.01 | 1.32 | 0.33 | 0.32 |
| 14..... | 0.06 | 0.63 | 1.56 | 3.22 | 7.04 | 13.46 | 23.37 | 30.73 | 24.13 | 12.22 | 3.72 | 0.96 |
| 15..... | 0.04 | 0.24 | 0.45 | 1.38 | 2.80 | 5.65 | 11.40 | 22.13 | 29.59 | 27.26 | 12.81 | 4.23 |
| 16..... | 0.02 | 0.06 | 0.13 | 0.34 | 0.64 | 1.27 | 3.49 | 9.37 | 20.68 | 28.46 | 27.16 | 17.59 |
| 17..... | 0.004 | - | - | - | 1.28 | 0.35 | 1.10 | 2.67 | 9.16 | 18.09 | 25.41 | 29.64 |
| 18..... | - | - | - | - | 0.03 | 0.12 | 0.29 | 0.84 | 2.00 | 8.75 | 18.73 | 24.76 |
| 19..... | - | - | - | - | - | - | 0.06 | 0.09 | 0.66 | 2.10 | 7.23 | 8.79 |
| 20..... | - | - | - | - | - | - | - | 0.16 | 0.16 | 0.89 | 3.07 | 5.80 |
| 21 and over..... | - | - | - | - | - | - | - | 0.02 | 0.32 | 0.84 | 1.51 | 7.81 |
| Average age of Grade..... | 6.94 | 8.54 | 9.84 | 10.78 | 11.86 | 12.45 | 13.42 | 14.07 | 14.95 | 15.91 | 16.87 | 17.68 |

Ages at School.

Tables 37 to 41 are clear on one point at least—the ages at which children drop out of school. They also show that the age distribution is not nearly so bad as the grade distribution; that is, if it were not for retardation, a very respectable number would arrive at the upper grades before leaving school. It will be worth while calculating the proportion at the age of 12 and 13 (the usual age of leaving school) in grades I–IV. The chances are strong that a much larger proportion of these drop out than of those of the same age in the upper grades. Using the same proportion, however, it will be easy to estimate the minimum proportion of children leaving school at this low stage of advancement. With this and several other points in view it may be well to study what age distributions are given from year to year even by a few provinces. The provinces not included in tables 42 to 45 do not state the age of their school enrolment. Nova Scotia gives three groups—the number attending under 5 years, from 5 to 15, and over 15. Table 42, giving these groups for a long period of years, will serve the purpose of indicating (1) whether the tendency is for children to drop out at an earlier age at present than in the past and (2) whether the age of beginning school is earlier or later than in former years. The first enquiry should have special interest when compared with table 33 and the grade distribution for each year; the second should serve to indicate that the increasing proportions in grade I are not due to the fact that children begin school at an earlier age than heretofore.

42.—Nova Scotia Publicly Controlled Schools: Ages of Pupils enrolled, 1894-1919.

| Year. | Number enrolled | | | | Percentages | | |
|-----------|-----------------|-----------------|---------|---------|--------------|-----------------|---------|
| | Number under 5 | Over 5 under 15 | Over 15 | Total | Under 5 yrs. | Over 5 under 15 | Over 15 |
| 1894..... | 1,631 | 89,719 | 7,360 | 98,710 | 1.65 | 90.89 | 7.46 |
| 1895..... | 1,741 | 90,371 | 8,443 | 100,555 | 1.73 | 89.87 | 8.40 |
| 1896..... | 1,943 | 90,322 | 8,767 | 101,032 | 1.92 | 89.40 | 8.68 |
| 1897..... | 1,995 | 90,199 | 8,651 | 100,845 | 1.98 | 89.44 | 8.58 |
| 1898..... | 2,202 | 90,103 | 8,898 | 101,203 | 2.18 | 89.03 | 8.79 |
| 1899..... | 2,100 | 89,709 | 8,808 | 100,617 | 2.09 | 89.16 | 8.75 |
| 1900..... | 2,129 | 89,949 | 8,051 | 100,129 | 2.13 | 89.93 | 8.04 |
| 1901..... | 2,135 | 88,430 | 7,845 | 98,410 | 2.17 | 89.86 | 7.97 |
| 1902..... | 2,320 | 88,823 | 7,916 | 99,059 | 2.34 | 89.67 | 7.99 |
| 1903..... | 2,031 | 89,136 | 7,601 | 98,768 | 2.06 | 90.25 | 7.69 |
| 1904..... | 1,894 | 87,803 | 7,189 | 98,866 | 1.94 | 90.64 | 7.42 |
| 1905..... | 2,060 | 90,637 | 7,555 | 100,252 | 2.05 | 90.41 | 7.54 |
| 1906..... | 1,815 | 90,774 | 7,743 | 100,332 | 1.81 | 90.47 | 7.72 |
| 1907..... | 1,737 | 90,774 | 7,496 | 100,007 | 1.74 | 90.77 | 7.49 |
| 1908..... | 1,569 | 90,984 | 7,552 | 100,105 | 1.57 | 90.89 | 7.54 |
| 1909..... | 1,878 | 91,706 | 8,096 | 101,680 | 1.85 | 90.19 | 7.96 |
| 1910..... | 1,659 | 92,380 | 7,996 | 102,035 | 1.63 | 90.52 | 7.85 |
| 1911..... | 1,544 | 93,239 | 8,127 | 102,910 | 1.50 | 90.60 | 7.90 |
| 1912..... | 1,815 | 94,001 | 8,168 | 103,984 | 1.74 | 90.40 | 7.86 |
| 1913..... | 1,643 | 95,931 | 7,695 | 105,269 | 1.56 | 91.13 | 7.31 |
| 1914..... | 1,787 | 96,612 | 7,952 | 106,351 | 1.68 | 90.84 | 7.48 |
| 1915..... | 1,585 | 97,815 | 8,368 | 107,768 | 1.47 | 90.76 | 7.77 |
| 1916..... | 1,612 | 99,330 | 8,247 | 109,189 | 1.48 | 90.97 | 7.55 |
| 1917..... | 1,472 | 100,226 | 7,334 | 109,032 | 1.35 | 91.91 | 4.74 |
| 1918..... | 1,275 | 99,273 | 7,549 | 108,097 | 1.18 | 91.83 | 6.99 |
| 1919..... | 1,320 | 98,557 | 7,105 | 106,982 | 1.23 | 92.12 | 6.65 |

43.—New Brunswick Publicly Controlled Schools: Ages of Pupils enrolled, 1902-1919.

| Year. | Under 6 yrs | Between 6 and 15 | Over 15 | Total |
|-----------|-------------|------------------|---------|--------|
| 1902..... | 1,522 | 55,350 | 3,605 | 60,477 |
| 1903..... | | | | 59,313 |
| 1904..... | 1,128 | 54,272 | 3,359 | 58,759 |
| 1905..... | 1,117 | 55,619 | 3,664 | 60,400 |
| 1906..... | 1,000 | 55,941 | 3,740 | 60,681 |
| 1907..... | 850 | 55,271 | 3,430 | 59,551 |
| 1908..... | 889 | 56,247 | 3,262 | 60,395 |
| 1909..... | 969 | 57,478 | 3,490 | 61,937 |
| 1910..... | 1,097 | 58,121 | 3,776 | 62,994 |
| 1911..... | 986 | 58,598 | 3,489 | 63,073 |
| 1912..... | 956 | 59,048 | 3,560 | 63,564 |
| 1913..... | 1,008 | 59,306 | 3,266 | 63,580 |
| 1914..... | 938 | 59,988 | 3,384 | 64,310 |
| 1915..... | 906 | 62,232 | 3,367 | 66,505 |
| 1916..... | 799 | 62,581 | 3,168 | 66,548 |
| 1917..... | 698 | 60,925 | 3,153 | 64,776 |
| 1918..... | 669 | 61,417 | 2,762 | 64,848 |
| 1919..... | 658 | 61,661 | 2,601 | 64,920 |

44.—Quebec Publicly Controlled Schools: Ages of Pupils enrolled, 1901-1918.

| Year. | 5 to 6 years | 7 to 13 years | 14 to 15 yrs. | 16 to 17 yrs. | Total |
|-----------|--------------|---------------|---------------|---------------|---------|
| 1901..... | 56,640 | 231,434 | 19,796 | 6,011 | 314,881 |
| 1902..... | 57,396 | 236,821 | 20,977 | 6,094 | 321,288 |
| 1903..... | 58,799 | 240,226 | 20,889 | 6,269 | 326,183 |
| 1904..... | 58,155 | 242,949 | 21,919 | 6,643 | 329,666 |
| 1905..... | 58,467 | 249,870 | 22,113 | 6,318 | 335,768 |
| 1906..... | 58,179 | 255,122 | 21,989 | 6,518 | 341,808 |
| 1907..... | 59,496 | 257,981 | 23,124 | 7,013 | 347,614 |
| 1908..... | 60,901 | 262,221 | 23,382 | 6,440 | 352,944 |
| 1909..... | 62,744 | 273,051 | 24,379 | 6,838 | 367,012 |
| 1910..... | 66,773 | 274,285 | 26,151 | 7,338 | 374,547 |
| 1911..... | 72,320 | 280,879 | 28,375 | 7,549 | 389,123 |
| 1912..... | 76,830 | 288,984 | 27,424 | 6,798 | 400,036 |
| 1913..... | 79,594 | 297,347 | 27,708 | 7,135 | 411,784 |
| 1914..... | 83,498 | 313,367 | 30,830 | 8,200 | 435,895 |
| 1915..... | 84,410 | 323,070 | 32,634 | 7,973 | 448,087 |
| 1916..... | 89,100 | 330,852 | 35,077 | 9,418 | 464,447 |
| 1917..... | 89,732 | 330,981 | 33,182 | 9,495 | 463,390 |
| 1918..... | 91,269 | 335,320 | 31,618 | 8,575 | 467,508 |
| 1919..... | | | | | 486,201 |

45.—Manitoba Publicly Controlled Schools; Registration of Pupils according to Age and School Population, 1902-1920.

| | School ¹ Population. 5-18 years. | Pupils under 5 years. | 5 to 11 years. | | | | | 12 to 16 years. | | | | | 17 to 21 years. | | | | | over 21 years. | Total Number of Registered Pupils. | |
|-------------|---|-----------------------------|----------------|--------|---------|--------|--------|-----------------|--------|--------|----------|-------|-----------------|-------|---------|-----|-----|----------------------|---|---------|
| | | | 5 to 6 | | 7 to 13 | | | 14 to 18 | | | 19 to 21 | | | | | | | | | |
| 1902..... | 64,629 | 102 | 33,086 | | | | | 18,704 | | | | | 2,059 | | | | | 105 | 54,056 | |
| 1903..... | 66,603 | 92 | 35,268 | | | | | 19,856 | | | | | 2,106 | | | | | 87 | 57,409 | |
| 1904..... | 68,157 | 71 | 34,969 | | | | | 20,980 | | | | | 2,381 | | | | | 146 | 58,574 | |
| 1905..... | 73,512 | 115 | 38,812 | | | | | 22,196 | | | | | 2,078 | | | | | 86 | 63,287 | |
| 1906..... | 77,044 | 95 | 39,508 | | | | | 22,296 | | | | | 2,110 | | | | | 114 | 64,123 | |
| 1907..... | 81,013 | 94 | 41,337 | | | | | 23,484 | | | | | 2,140 | | | | | 89 | 67,144 | |
| 1908..... | 87,677 | 78 | 42,626 | | | | | 25,783 | | | | | 2,430 | | | | | 114 | 71,031 | |
| 1909..... | 89,778 | 249 | 43,060 | | | | | 26,685 | | | | | 2,958 | | | | | 92 | 73,044 | |
| 1910..... | 93,206 | 95 | 46,155 | | | | | 27,241 | | | | | 2,699 | | | | | 57 | 76,247 | |
| 1911..... | 98,812 | 107 | 50,027 | | | | | 28,164 | | | | | 2,465 | | | | | 85 | 80,848 | |
| 1912-3..... | 99,750 | 132 | 54,525 | | | | | 26,539 | | | | | 2,399 | | | | | 84 | 83,679 | |
| 1914..... | 107,019 | 87 | 60,407 | | | | | 30,373 | | | | | 2,928 | | | | | 158 | 93,954 | |
| 1915..... | 115,928 | 136 | 64,254 | | | | | 33,079 | | | | | 3,260 | | | | | 234 | 100,963 | |
| 1916..... | 118,703 | | 5 to 6 | | 7 to 13 | | | 14 to 18 | | | 19 to 21 | | | 10 | 103,796 | | | | | |
| | | | 6,392 | | 69,162 | | | 27,028 | | | 1,204 | | | | | | | | | |
| 1917..... | 130,725 | | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 106,588 |
| 1918..... | 134,829 | | 1,839 | 9,577 | 12,224 | 12,471 | 12,142 | 11,562 | 10,414 | 10,296 | 9,304 | 7,456 | 4,560 | 2,538 | 1,248 | 580 | 195 | 182 | ..... |  |
| 1919..... | 138,352 | | 1,532 | 9,813 | 12,166 | 12,576 | 12,429 | 12,236 | 11,080 | 10,713 | 9,775 | 8,024 | 4,616 | 2,594 | 1,302 | 679 | 213 | 177 | ..... |  |
| 1920..... | 141,266 | | 1,565 | 10,276 | 13,058 | 13,083 | 13,156 | 12,900 | 11,585 | 11,293 | 10,012 | 8,036 | 4,978 | 2,681 | 1,212 | 519 | 184 | 124 | ..... |  |
| | | | 1,517 | 10,778 | 13,899 | 14,334 | 13,752 | 13,383 | 12,713 | 12,456 | 11,111 | 9,005 | 5,275 | 2,964 | 1,362 | 582 | 184 | 137 | | 123,452 |

¹ According to a census taken by the school authorities. Compare the figures of 1911 and 1916 with pages 21 and 33

31

Distribution by Sex.

The following seven historical tables will reveal the remarkable and alarming differentiation between the two sexes in the distribution by grades. They are given for Nova Scotia and Alberta as the only provinces which supply information of this kind.

46.—Nova Scotia Publicly Controlled Schools, Enrolment of Boys by Grade, exclusive of Kindergarten Pupils, 1904 to 1919.

| Year. | Elementary Grades. | | | | | | | | Secondary Grades. | | | | Total. | | |
|-----------|--------------------|-------|-------|-------|-------|-------|-------|-------|-------------------|-----|-----|------|--------------|--------------|--------------|
| | I. | II. | III. | IV. | V. | VI. | VII. | VIII. | IX. | X. | XI. | XII. | Elem-entary. | Sec-on-dary. | Grand Total. |
| 1904..... | 10,727 | 7,022 | 6,557 | 6,317 | 5,052 | 3,975 | 3,625 | 2,612 | 1,476 | 641 | 305 | 74 | 45,887 | 2,496 | 48,383 |
| 1905..... | 10,748 | 7,381 | 6,810 | 6,667 | 5,409 | 4,204 | 3,562 | 2,724 | 1,696 | 643 | 313 | 80 | 47,505 | 2,732 | 50,237 |
| 1906..... | 12,141 | 6,576 | 6,729 | 6,609 | 5,225 | 3,899 | 3,321 | 2,488 | 1,733 | 668 | 303 | 71 | 46,988 | 2,775 | 49,763 |
| 1907..... | 12,450 | 6,243 | 6,388 | 6,648 | 5,549 | 4,279 | 2,821 | 2,265 | 1,673 | 722 | 333 | 64 | 46,643 | 2,792 | 49,435 |
| 1908..... | 12,723 | 6,064 | 6,119 | 6,353 | 5,854 | 4,356 | 2,857 | 2,171 | 1,809 | 698 | 405 | 73 | 46,470 | 2,985 | 49,455 |
| 1909..... | 13,146 | 6,286 | 6,099 | 6,099 | 5,695 | 4,683 | 2,975 | 2,383 | 1,709 | 881 | 397 | 89 | 47,366 | 3,076 | 50,442 |
| 1910..... | 13,529 | 6,151 | 5,999 | 6,061 | 5,591 | 4,500 | 3,156 | 2,388 | 1,806 | 862 | 423 | 90 | 47,375 | 3,181 | 50,556 |
| 1911..... | 13,768 | 6,125 | 6,056 | 5,893 | 5,385 | 4,485 | 3,220 | 2,456 | 1,825 | 867 | 424 | 95 | 47,388 | 3,211 | 50,599 |
| 1912..... | 14,085 | 6,179 | 6,225 | 5,969 | 5,419 | 4,150 | 3,068 | 2,370 | 1,826 | 844 | 375 | 87 | 47,465 | 3,132 | 50,597 |
| 1913..... | 14,536 | 6,245 | 6,235 | 6,280 | 5,408 | 4,149 | 3,002 | 2,263 | 1,808 | 855 | 414 | 98 | 48,118 | 3,175 | 51,293 |
| 1914..... | 15,064 | 6,256 | 6,132 | 6,315 | 5,612 | 4,140 | 3,139 | 2,245 | 1,734 | 966 | 396 | 120 | 48,903 | 3,216 | 52,119 |
| 1915..... | 14,692 | 6,594 | 6,272 | 6,173 | 5,922 | 4,506 | 3,052 | 2,393 | 1,868 | 953 | 504 | 111 | 49,604 | 3,436 | 53,040 |
| 1916..... | 15,472 | 6,764 | 6,223 | 6,066 | 5,515 | 4,540 | 3,017 | 2,252 | 1,946 | 952 | 465 | 103 | 49,849 | 3,466 | 53,315 |
| 1917..... | 15,606 | 6,608 | 6,392 | 5,724 | 5,790 | 4,430 | 3,069 | 2,313 | 1,690 | 849 | 431 | 81 | 49,932 | 3,051 | 52,983 |
| 1918..... | 15,112 | 6,393 | 6,355 | 5,656 | 5,573 | 4,381 | 3,160 | 2,351 | 1,738 | 822 | 413 | 109 | 48,981 | 3,082 | 52,063 |
| 1919..... | 15,657 | 2,270 | 5,999 | 5,600 | 5,553 | 4,167 | 3,112 | 2,385 | 1,699 | 794 | 431 | 100 | 48,743 | 3,024 | 51,767 |

47.—Nova Scotia Publicly Controlled Schools: Enrolment of Girls by Grades, exclusive of Kindergarten Pupils, 1904-1919.

| Year. | Elementary Grades | | | | | | | | Secondary Grades. | | | | Total. | | |
|-----------|-------------------|-------|-------|-------|-------|-------|-------|-------|-------------------|-------|-----|------|--------------|------------|--------------|
| | I. | II. | III. | IV. | V. | VI. | VII. | VIII. | IX. | X. | XI. | XII. | Elem-entary. | Sec-on-day | Grand Total. |
| 1904..... | 9,251 | 5,992 | 6,078 | 5,980 | 4,910 | 4,049 | 3,793 | 3,130 | 2,541 | 1,331 | 606 | 21 | 43,183 | 4,499 | 47,682 |
| 1905..... | 9,479 | 6,510 | 6,052 | 6,163 | 5,197 | 4,207 | 3,903 | 3,121 | 2,691 | 1,216 | 612 | 35 | 44,632 | 4,554 | 49,186 |
| 1906..... | 10,527 | 5,991 | 6,065 | 6,027 | 5,312 | 4,108 | 3,795 | 3,147 | 2,747 | 1,403 | 675 | 39 | 44,972 | 4,804 | 49,836 |
| 1907..... | 11,198 | 5,540 | 5,884 | 6,038 | 5,471 | 4,411 | 3,337 | 2,928 | 2,705 | 1,395 | 705 | 49 | 44,807 | 4,854 | 49,661 |
| 1908..... | 11,198 | 5,727 | 5,526 | 5,837 | 5,570 | 4,545 | 3,430 | 2,829 | 2,859 | 1,323 | 684 | 62 | 44,662 | 4,928 | 49,590 |
| 1909..... | 11,689 | 5,711 | 5,765 | 5,862 | 5,551 | 4,685 | 3,389 | 2,873 | 2,683 | 1,582 | 707 | 76 | 45,525 | 5,048 | 50,573 |
| 1910..... | 12,102 | 5,514 | 5,637 | 5,901 | 5,196 | 4,691 | 3,487 | 2,791 | 2,955 | 1,704 | 732 | 85 | 45,319 | 5,476 | 50,795 |
| 1911..... | 12,399 | 5,642 | 5,718 | 5,853 | 5,275 | 4,451 | 3,693 | 2,839 | 2,892 | 1,683 | 799 | 91 | 45,870 | 5,463 | 51,335 |
| 1912..... | 12,435 | 5,680 | 5,762 | 5,831 | 5,305 | 4,484 | 3,562 | 3,111 | 2,821 | 1,825 | 769 | 121 | 46,170 | 5,536 | 51,706 |
| 1913..... | 13,043 | 5,876 | 5,793 | 6,192 | 5,378 | 4,527 | 3,559 | 3,051 | 2,856 | 1,697 | 800 | 108 | 47,419 | 5,461 | 52,880 |
| 1914..... | 13,062 | 5,727 | 6,000 | 5,934 | 5,476 | 4,560 | 3,650 | 3,082 | 2,950 | 1,801 | 833 | 103 | 47,419 | 5,687 | 53,178 |
| 1915..... | 12,831 | 5,887 | 6,003 | 5,785 | 5,571 | 4,756 | 3,595 | 3,040 | 3,266 | 1,745 | 910 | 120 | 47,468 | 6,041 | 53,509 |
| 1916..... | 13,385 | 6,224 | 5,785 | 6,008 | 5,423 | 4,795 | 3,719 | 3,058 | 3,177 | 1,989 | 969 | 125 | 48,397 | 6,260 | 54,657 |
| 1917..... | 13,801 | 5,992 | 6,007 | 5,423 | 5,767 | 4,697 | 3,914 | 3,210 | 3,014 | 1,993 | 918 | 112 | 48,811 | 6,037 | 54,848 |
| 1918..... | 13,601 | 6,096 | 5,894 | 5,298 | 5,535 | 4,830 | 3,915 | 3,381 | 3,143 | 1,862 | 988 | 122 | 48,550 | 6,115 | 54,665 |
| 1919..... | 13,756 | 5,841 | 5,664 | 5,293 | 5,414 | 4,481 | 3,940 | 3,422 | 3,336 | 1,725 | 911 | 142 | 47,811 | 6,114 | 53,925 |

48.—Nova Scotia Publicly Controlled Schools: Percentage in each Grade of total Enrolment of Boys, 1904-1919.

| Year. | Elementary Grades. | | | | | | | | Secondary Grades. | | | |
|-----------|--------------------|-------|-------|-------|-------|------|------|-------|-------------------|------|------|------|
| | I. | II. | III. | IV. | V. | VI. | VII. | VIII. | IX. | X. | XI. | XII. |
| 1904..... | 22.17 | 14.51 | 13.55 | 13.06 | 10.44 | 8.22 | 7.49 | 5.40 | 3.05 | 1.32 | 0.63 | 0.15 |
| 1905..... | 21.89 | 14.69 | 13.56 | 13.27 | 10.77 | 8.37 | 7.09 | 5.42 | 3.38 | 1.28 | 0.62 | 0.16 |
| 1906..... | 24.40 | 13.21 | 13.52 | 13.28 | 10.50 | 7.84 | 6.67 | 5.00 | 3.48 | 1.34 | 0.61 | 0.14 |
| 1907..... | 25.18 | 12.63 | 12.92 | 13.45 | 11.22 | 8.66 | 5.71 | 4.58 | 3.38 | 1.46 | 0.67 | 0.13 |
| 1908..... | 25.71 | 12.25 | 12.37 | 12.84 | 11.83 | 8.80 | 5.77 | 4.39 | 3.66 | 1.41 | 0.82 | 1.15 |
| 1909..... | 26.06 | 12.46 | 12.09 | 12.09 | 11.29 | 9.28 | 5.90 | 4.72 | 3.39 | 1.75 | 0.79 | 0.17 |
| 1910..... | 26.76 | 12.16 | 11.87 | 11.99 | 11.06 | 8.90 | 6.24 | 4.72 | 3.57 | 1.71 | 0.84 | 0.18 |
| 1911..... | 27.21 | 12.10 | 11.97 | 11.65 | 10.64 | 8.86 | 6.36 | 4.85 | 3.61 | 1.71 | 0.84 | 0.19 |
| 1912..... | 27.84 | 12.21 | 12.30 | 11.80 | 10.71 | 8.20 | 6.06 | 4.68 | 3.61 | 1.67 | 0.74 | 0.17 |
| 1913..... | 28.34 | 12.18 | 12.16 | 12.24 | 10.54 | 8.09 | 5.85 | 4.41 | 3.52 | 1.67 | 0.81 | 0.19 |
| 1914..... | 28.90 | 12.00 | 11.71 | 12.12 | 10.77 | 7.94 | 6.02 | 4.31 | 3.33 | 1.85 | 0.76 | 0.23 |
| 1915..... | 27.70 | 12.43 | 11.82 | 11.64 | 11.17 | 8.50 | 5.75 | 4.51 | 3.52 | 1.80 | 0.95 | 0.21 |
| 1916..... | 29.02 | 12.69 | 11.67 | 11.38 | 10.34 | 8.52 | 5.66 | 4.22 | 3.65 | 1.79 | 0.87 | 0.19 |
| 1917..... | 29.45 | 12.47 | 12.06 | 10.80 | 10.93 | 8.36 | 5.79 | 4.37 | 3.19 | 1.60 | 0.81 | 0.15 |
| 1918..... | 29.03 | 12.28 | 12.21 | 10.86 | 10.70 | 8.41 | 6.07 | 4.52 | 3.34 | 1.58 | 0.79 | 0.21 |
| 1919..... | 30.25 | 12.11 | 11.59 | 10.82 | 10.73 | 8.05 | 6.01 | 4.61 | 3.28 | 1.53 | 0.83 | 0.19 |

49.—Nova Scotia Publicly Controlled Schools: Percentage in each Grade of total Enrolment of Girls, during the Years 1904-1919.

| Year. | Elementary Grades. | | | | | | | | Secondary Grades. | | | |
|-------|--------------------|-------|-------|-------|-------|------|------|-------|-------------------|------|------|------|
| | I. | II. | III. | IV. | V. | VI. | VII. | VIII. | IX. | X. | XI. | XII. |
| 1904 | 19.40 | 12.57 | 12.75 | 12.54 | 10.30 | 8.49 | 7.95 | 6.56 | 5.33 | 2.79 | 1.27 | 0.04 |
| 1905 | 19.27 | 13.24 | 12.30 | 12.53 | 10.57 | 8.55 | 7.94 | 6.35 | 5.47 | 2.47 | 1.24 | 0.07 |
| 1906 | 21.12 | 12.02 | 12.17 | 12.09 | 10.66 | 8.24 | 7.61 | 6.31 | 5.51 | 2.82 | 1.35 | 0.08 |
| 1907 | 22.55 | 11.16 | 11.84 | 12.16 | 11.02 | 8.88 | 6.72 | 5.90 | 5.45 | 2.81 | 1.41 | 0.10 |
| 1908 | 22.58 | 11.55 | 11.14 | 11.77 | 11.23 | 9.17 | 6.92 | 5.70 | 5.77 | 2.67 | 1.38 | 0.12 |
| 1909 | 23.11 | 11.29 | 11.40 | 11.59 | 10.98 | 9.26 | 6.70 | 5.68 | 5.31 | 3.13 | 1.40 | 0.15 |
| 1910 | 23.83 | 10.86 | 11.10 | 11.61 | 10.23 | 9.24 | 6.86 | 5.49 | 5.82 | 3.35 | 1.44 | 0.16 |
| 1911 | 24.15 | 11.00 | 11.14 | 11.40 | 10.27 | 8.67 | 7.19 | 5.53 | 5.63 | 3.28 | 1.55 | 0.17 |
| 1912 | 24.05 | 10.98 | 11.14 | 11.28 | 10.26 | 8.67 | 6.89 | 6.02 | 5.46 | 3.53 | 1.48 | 0.23 |
| 1913 | 24.66 | 11.11 | 10.95 | 11.71 | 10.17 | 8.56 | 6.73 | 5.77 | 5.40 | 3.21 | 1.51 | 0.20 |
| 1914 | 24.56 | 10.77 | 11.28 | 11.16 | 10.30 | 8.57 | 6.86 | 5.79 | 5.54 | 3.38 | 1.57 | 0.19 |
| 1915 | 23.98 | 11.00 | 11.22 | 10.81 | 10.41 | 8.89 | 6.72 | 5.68 | 6.10 | 3.26 | 1.70 | 0.22 |
| 1916 | 24.49 | 11.38 | 10.58 | 10.99 | 9.92 | 8.77 | 6.80 | 5.59 | 5.81 | 3.64 | 1.77 | 0.23 |
| 1917 | 25.16 | 10.92 | 10.95 | 9.88 | 10.51 | 8.56 | 7.13 | 5.85 | 5.49 | 3.63 | 1.67 | 0.20 |
| 1918 | 24.88 | 11.15 | 10.78 | 9.69 | 10.12 | 8.84 | 7.16 | 6.18 | 5.75 | 3.41 | 1.81 | 0.22 |
| 1919 | 25.51 | 10.83 | 10.50 | 9.81 | 10.04 | 8.31 | 7.31 | 6.35 | 6.19 | 3.20 | 1.69 | 0.26 |

50.—Nova Scotia Publicly Controlled Schools: Distribution by Numbers and Percentages of Boys and Girls, exclusive of Kindergarten Pupils, by Groups of Four Grades, 1902-1919.

| Year. | Number in Grades. | | | | | | | | Percentage of each sex in each Group. | | | | | |
|-------|-------------------|---------|---------|--------|--------|---------|---------|--------|---------------------------------------|---------|---------|--------|---------|---------|
| | Boys. | | | | Girls. | | | | Boys. | | | Girls. | | |
| | I-IV. | V-VIII. | IX-XII. | Total. | I-IV. | V-VIII. | IX-XII. | Total. | I-IV. | V-VIII. | IX-XII. | I-IV. | V-VIII. | IX-XII. |
| 1902 | 30,900 | 16,419 | 2,614 | 50,013 | 27,364 | 16,614 | 4,446 | 48,424 | 61.78 | 32.83 | 5.39 | 56.51 | 34.31 | 9.18 |
| 1903 | 31,008 | 15,825 | 2,616 | 49,449 | 27,798 | 16,243 | 4,465 | 48,506 | 62.71 | 32.00 | 5.28 | 57.31 | 33.49 | 9.20 |
| 1904 | 30,643 | 15,264 | 2,496 | 48,403 | 27,301 | 15,882 | 4,499 | 47,682 | 63.31 | 31.53 | 5.16 | 57.26 | 33.31 | 9.43 |
| 1905 | 31,606 | 15,899 | 2,732 | 50,237 | 28,204 | 16,428 | 4,554 | 49,186 | 62.92 | 31.63 | 5.44 | 57.34 | 33.40 | 9.26 |
| 1906 | 32,055 | 14,933 | 2,775 | 49,763 | 28,610 | 16,362 | 4,864 | 49,835 | 64.41 | 30.00 | 5.58 | 57.41 | 32.83 | 9.76 |
| 1907 | 31,729 | 14,914 | 2,794 | 49,437 | 28,660 | 16,147 | 4,854 | 49,661 | 64.18 | 30.16 | 5.66 | 57.71 | 32.51 | 9.77 |
| 1908 | 31,259 | 15,238 | 2,985 | 49,482 | 28,288 | 16,375 | 4,928 | 49,591 | 63.17 | 30.80 | 6.03 | 57.05 | 33.01 | 9.94 |
| 1909 | 31,630 | 15,736 | 3,076 | 50,442 | 29,027 | 16,498 | 5,048 | 50,573 | 62.70 | 31.20 | 6.10 | 57.41 | 32.62 | 9.98 |
| 1910 | 31,740 | 15,635 | 3,183 | 50,558 | 29,154 | 16,165 | 5,476 | 50,795 | 62.78 | 30.92 | 6.30 | 57.39 | 31.82 | 10.78 |
| 1911 | 31,842 | 15,546 | 3,211 | 50,599 | 29,612 | 16,258 | 5,465 | 51,335 | 62.93 | 30.72 | 6.35 | 57.68 | 31.67 | 10.65 |
| 1912 | 32,476 | 15,007 | 3,132 | 50,615 | 29,708 | 16,462 | 5,536 | 51,706 | 64.18 | 29.64 | 6.18 | 57.45 | 31.84 | 10.71 |
| 1913 | 33,296 | 14,822 | 3,175 | 51,293 | 30,904 | 16,516 | 5,461 | 52,881 | 64.91 | 28.90 | 6.19 | 58.44 | 31.23 | 10.33 |
| 1914 | 33,767 | 15,136 | 3,216 | 52,119 | 30,723 | 16,768 | 5,687 | 53,178 | 64.78 | 29.04 | 6.17 | 57.77 | 31.53 | 10.69 |
| 1915 | 33,761 | 15,873 | 3,436 | 53,040 | 30,506 | 16,962 | 6,041 | 53,509 | 63.59 | 29.92 | 6.48 | 57.00 | 31.71 | 11.29 |
| 1916 | 34,525 | 15,324 | 3,466 | 53,315 | 31,402 | 16,995 | 6,260 | 54,657 | 64.75 | 28.75 | 6.50 | 57.45 | 31.09 | 11.46 |
| 1917 | 34,330 | 15,602 | 3,051 | 52,983 | 31,223 | 17,588 | 6,037 | 54,848 | 64.79 | 29.45 | 5.76 | 56.91 | 32.05 | 11.04 |
| 1918 | 33,516 | 15,465 | 3,082 | 52,063 | 30,889 | 17,661 | 6,115 | 54,665 | 64.37 | 29.73 | 5.90 | 56.50 | 32.30 | 11.19 |
| 1919 | 33,526 | 15,217 | 3,024 | 51,767 | 30,554 | 17,257 | 6,114 | 53,925 | 64.77 | 29.39 | 5.84 | 56.66 | 32.00 | 11.34 |

51.—Alberta Publicly Controlled Schools: Distribution by Ages and Grades of Boys enrolled, 1915.

| Age. | Number Enrolled. | | | | | | | | | | | | Elem-entary. | Second-ary. | Grand Total. |
|-----------------|--------------------|-------|-------|-------|-------|-------|-------|-------|-------------------|-----|-----|------|--------------|-------------|--------------|
| | Elementary Grades. | | | | | | | | Secondary Grades. | | | | | | |
| | I. | II. | III. | IV. | V. | VI. | VII. | VIII. | IX. | X. | XI. | XII. | | | |
| 5 | 337 | 1 | - | - | - | - | - | - | - | - | - | - | 338 | - | 338 |
| 6 | 3,620 | 113 | 5 | - | - | - | - | - | - | - | - | - | 3,728 | - | 3,728 |
| 7 | 3,705 | 1,393 | 169 | 14 | 1 | - | - | - | - | - | - | - | 5,282 | - | 5,282 |
| 8 | 1,839 | 2,151 | 1,078 | 167 | 12 | - | - | - | - | - | - | - | 5,248 | - | 5,248 |
| 9 | 785 | 1,418 | 1,830 | 803 | 137 | 12 | 1 | - | - | - | - | - | 4,986 | - | 4,986 |
| 10 | 378 | 719 | 1,539 | 1,394 | 644 | 208 | 21 | 5 | - | - | - | - | 4,908 | - | 4,908 |
| 11 | 164 | 382 | 824 | 1,240 | 1,144 | 594 | 171 | 37 | 6 | - | - | - | 4,556 | 6 | 4,562 |
| 12 | 111 | 199 | 515 | 908 | 1,045 | 902 | 466 | 157 | 23 | 1 | - | - | 4,303 | 24 | 4,327 |
| 13 | 63 | 105 | 283 | 475 | 703 | 906 | 715 | 522 | 134 | 12 | - | - | 3,772 | 146 | 3,918 |
| 14 | 31 | 47 | 128 | 200 | 344 | 458 | 533 | 608 | 238 | 83 | 19 | 1 | 2,349 | 341 | 2,690 |
| 15 | 8 | 25 | 37 | 80 | 131 | 198 | 279 | 436 | 288 | 159 | 52 | 6 | 1,194 | 505 | 1,699 |
| 16 | 3 | 6 | 11 | 22 | 34 | 49 | 78 | 168 | 183 | 167 | 116 | 31 | 371 | 497 | 868 |
| 17 | 2 | 2 | 2 | 2 | 9 | 18 | 22 | 44 | 89 | 96 | 83 | 49 | 101 | 317 | 418 |
| 18 | 1 | - | 1 | - | 2 | 5 | 5 | 9 | 25 | 46 | 68 | 24 | 23 | 163 | 186 |
| 19 | - | - | - | - | - | - | - | - | 7 | 7 | 27 | 10 | 4 | 51 | 55 |
| 20 | - | 1 | 1 | - | 1 | - | - | 4 | 6 | 6 | 11 | 9 | 8 | 30 | 38 |
| 21 | - | - | - | - | - | - | - | 1 | 7 | 4 | 4 | 13 | 1 | 28 | 29 |
| 22 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 23 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 24 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 25 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 26 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 27 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 28 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 29 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 30 | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Total in Grades | 11,047 | 6,562 | 6,423 | 5,305 | 4,207 | 3,351 | 2,191 | 1,996 | 1,004 | 581 | 380 | 143 | 41,172 | 2,108 | 43,28 |

DOMINION BUREAU OF STATISTICS

52.—Alberta Publicly Controlled Schools: Distribution by Ages and Grades of Girls enrolled, 1915.

| Age. | Elementary Grades. | | | | | | | | Secondary Grades. | | | | Totals by Ages. | | |
|-----------------|--------------------|-------|-------|-------|-------|-------|-------|-------|-------------------|-------|-----|------|-----------------|------------|--------------|
| | I. | II. | III. | IV. | V. | VI. | VII. | VIII. | IX. | X. | XI. | XII. | Elementary. | Secondary. | Grand Total. |
| Years. | | | | | | | | | | | | | | | |
| 5..... | 366 | 6 | - | - | - | - | - | - | - | - | - | - | 372 | - | 372 |
| 6..... | 3,484 | 111 | 8 | - | - | - | - | - | - | - | - | - | 3,603 | - | 3,603 |
| 7..... | 3,232 | 1,562 | 180 | 6 | - | - | - | - | - | - | - | - | 4,980 | - | 4,980 |
| 8..... | 1,508 | 2,184 | 1,034 | 154 | 9 | - | - | - | - | - | - | - | 4,890 | - | 4,890 |
| 9..... | 598 | 1,192 | 1,760 | 950 | 172 | 26 | 1 | - | - | - | - | - | 4,689 | - | 4,689 |
| 10..... | 291 | 569 | 1,297 | 1,560 | 704 | 229 | 43 | 4 | - | - | - | - | 4,697 | - | 4,697 |
| 11..... | 137 | 295 | 732 | 1,195 | 1,179 | 641 | 205 | 63 | - | - | - | - | 4,447 | - | 4,447 |
| 12..... | 95 | 134 | 333 | 787 | 1,009 | 1,011 | 519 | 167 | 28 | - | - | - | 4,055 | 2 | 4,057 |
| 13..... | 52 | 67 | 168 | 381 | 644 | 878 | 756 | 587 | 146 | 10 | 3 | 1 | 3,533 | 160 | 3,693 |
| 14..... | 7 | 34 | 60 | 141 | 240 | 462 | 591 | 786 | 376 | 121 | 15 | 2 | 2,321 | 514 | 2,835 |
| 15..... | 5 | 6 | 17 | 66 | 101 | 186 | 269 | 568 | 464 | 296 | 65 | 7 | 1,218 | 832 | 2,050 |
| 16..... | 5 | 1 | 5 | 14 | 19 | 38 | 90 | 257 | 343 | 308 | 132 | 23 | 429 | 806 | 1,235 |
| 17..... | 3 | 1 | - | 4 | 14 | 6 | 31 | 77 | 144 | 206 | 149 | 42 | 136 | 541 | 677 |
| 18..... | - | - | - | 1 | 1 | 3 | 9 | 29 | 25 | 100 | 103 | 52 | 43 | 280 | 323 |
| 19..... | - | - | 2 | - | - | 1 | 3 | - | 11 | 28 | 39 | 17 | 6 | 95 | 101 |
| 20..... | - | - | 1 | 1 | 1 | - | - | 2 | - | 9 | 17 | 9 | 5 | 35 | 40 |
| 21 and over | - | - | - | - | - | - | - | - | 3 | 8 | 10 | 11 | - | 32 | 32 |
| Total in Grades | 9,783 | 6,162 | 5,597 | 5,260 | 4,093 | 3,481 | 2,518 | 2,540 | 1,542 | 1,086 | 533 | 164 | 39,434 | 3,325 | 42,759 |

Distribution by Grades According to the Type of School Attended

How far the distribution of pupils is affected according as they attend graded or ungraded schools may be seen by consulting tables 53 and 54 for Saskatchewan and tables 55 and 56 for Alberta. Particular attention is drawn to tables 57 to 59 which show the growth of graded and ungraded schools in Nova Scotia, Saskatchewan and Alberta in respect to class-rooms, pupils and attendance.

53.—Saskatchewan Publicly Controlled Schools: Distribution of Pupils by Grades in Village, Town and City Schools, 1904-1919.

| Year. | Grade I. | II. | III. | IV. | V. | VI. | VII. | VIII. | Junior. | Middle. | Senior. | Elem. Total. | Sec. Total. | Grand Total. |
|-------------------------|----------|-------|-------|-------|-------|-------|-------|-------|---------|---------|---------|--------------|-------------|--------------|
| 1904..... | 15,126 | 2,817 | 3,117 | 2,951 | 1,749 | | 1,191 | | 541 | 253 | 55 | 16,924 | 849 | 17,773 |
| 1905 ¹ | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 1906..... | 3,350 | 1,828 | 2,056 | 1,940 | 1,279 | | 905 | | 454 | 177 | 56 | 11,358 | 687 | 12,045 |
| 1907..... | 4,369 | 2,428 | 2,408 | 2,382 | 1,754 | | 1,299 | | 491 | 203 | 62 | 14,640 | 756 | 15,396 |
| 1908..... | 5,461 | 2,545 | 2,718 | 2,325 | 1,466 | 868 | 741 | 1,096 | 457 | 182 | 24 | 17,220 | 663 | 17,883 |
| 1909..... | 5,625 | 2,534 | 2,717 | 2,439 | 1,530 | 1,193 | 820 | 1,216 | 1,199 | 526 | 139 | 18,074 | 1,864 | 19,938 |
| 1910..... | 8,219 | 3,219 | 3,513 | 3,166 | 2,094 | 1,414 | 1,093 | 1,331 | 1,549 | 526 | 222 | 24,049 | 2,297 | 26,346 |
| 1911..... | 9,209 | 3,596 | 3,855 | 3,495 | 2,398 | 1,601 | 1,258 | 1,576 | 1,809 | 695 | 220 | 26,988 | 2,724 | 29,712 |
| 1912..... | 10,408 | 4,233 | 4,289 | 3,894 | 2,787 | 2,007 | 1,506 | 2,001 | 2,203 | 752 | 238 | 31,125 | 3,193 | 34,318 |
| 1913..... | 14,751 | 5,741 | 5,658 | 5,162 | 3,640 | 2,510 | 1,661 | 2,562 | 2,675 | 921 | 288 | 41,685 | 3,884 | 45,569 |
| 1914..... | 15,869 | 6,209 | 6,262 | 5,756 | 4,315 | 2,826 | 1,987 | 3,097 | 3,564 | 1,133 | 420 | 46,321 | 5,117 | 51,438 |
| 1915..... | 14,901 | 6,567 | 6,546 | 5,887 | 4,498 | 3,356 | 2,155 | 3,646 | 4,334 | 1,340 | 330 | 47,556 | 6,004 | 53,560 |
| 1916..... | 14,275 | 6,742 | 6,899 | 6,295 | 4,735 | 3,581 | 2,539 | 3,544 | 4,369 | 1,681 | 392 | 48,610 | 6,442 | 55,052 |
| 1917..... | 15,397 | 7,049 | 7,431 | 6,829 | 6,074 | 3,964 | 2,905 | 3,957 | 4,536 | 1,545 | 461 | 54,246 | 6,542 | 60,788 |
| 1918..... | 16,536 | 7,156 | 7,292 | 7,779 | 6,093 | 4,544 | 3,173 | 4,158 | 4,697 | 1,623 | 536 | 56,731 | 6,856 | 63,587 |
| 1919..... | 18,565 | 7,663 | 8,196 | 7,841 | 6,441 | 5,255 | 3,596 | 4,443 | 5,651 | 1,978 | 647 | 60,600 | 8,276 | 70,276 |

¹1905 figures not given for villages and towns.

54.—Saskatchewan Publicly Controlled Schools: Distribution of Pupils by Grades in Rural Schools, 1904-1919.

| Year. | Grade I. | II. | III. | IV. | V. | VI. | VII. | VIII. | Junior Form. | Middle Form. | Senior Form. | Elementary Total. | Secondary Total. | Grand Total. |
|-------------------------|----------|--------|--------|--------|-------|-------|-------|-------|--------------|--------------|--------------|-------------------|------------------|--------------|
| 1904..... | 6,524 | 4,164 | 4,537 | 4,193 | 2,649 | | 1,082 | | 102 | 6 | 3 | 23,149 | 111 | 23,260 |
| 1905 ¹ | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 1906..... | 5,412 | 3,411 | 3,717 | 3,515 | 2,086 | | 967 | | 119 | 3 | - | 19,108 | 122 | 19,230 |
| 1907..... | 6,401 | 3,931 | 4,165 | 4,110 | 2,440 | | 1,107 | | 70 | 2 | - | 22,154 | 72 | 22,226 |
| 1908..... | 9,739 | 4,475 | 4,983 | 4,617 | 2,524 | 1,097 | 744 | 844 | 168 | 9 | 3 | 29,023 | 180 | 29,203 |
| 1909..... | 12,928 | 5,289 | 5,785 | 4,483 | 3,017 | 1,543 | 917 | 1,053 | 130 | 31 | 2 | 35,015 | 163 | 35,178 |
| 1910..... | 13,556 | 5,596 | 6,170 | 6,033 | 3,283 | 1,738 | 1,106 | 1,236 | 291 | 21 | 16 | 38,718 | 328 | 39,046 |
| 1911..... | 14,876 | 5,991 | 6,591 | 6,265 | 3,703 | 2,004 | 1,277 | 1,486 | 313 | 23 | 19 | 42,193 | 355 | 42,548 |
| 1912..... | 16,758 | 6,788 | 7,312 | 6,766 | 4,153 | 2,261 | 1,444 | 1,627 | 422 | 43 | 4 | 47,109 | 469 | 47,578 |
| 1913..... | 20,222 | 7,748 | 8,285 | 7,945 | 4,639 | 2,721 | 1,694 | 2,068 | 541 | 29 | 2 | 55,322 | 572 | 55,894 |
| 1914..... | 22,649 | 8,658 | 9,206 | 8,551 | 5,392 | 3,235 | 1,785 | 2,419 | 605 | 36 | 11 | 61,895 | 652 | 62,547 |
| 1915..... | 24,115 | 9,854 | 10,313 | 9,466 | 6,085 | 3,676 | 2,129 | 2,878 | 735 | 43 | 8 | 68,516 | 786 | 69,302 |
| 1916..... | 26,378 | 10,127 | 11,106 | 10,426 | 6,199 | 4,214 | 2,334 | 2,940 | 610 | 48 | 5 | 73,724 | 663 | 74,387 |
| 1917..... | 29,262 | 10,829 | 11,783 | 11,363 | 7,491 | 4,628 | 2,694 | 3,142 | 608 | 29 | - | 81,192 | 637 | 81,829 |
| 1918..... | 30,785 | 11,612 | 12,841 | 12,163 | 7,806 | 5,359 | 3,009 | 3,531 | 571 | 59 | 3 | 87,106 | 633 | 87,739 |
| 1919..... | 30,891 | 12,357 | 13,816 | 13,482 | 8,930 | 6,076 | 3,601 | 4,066 | 683 | 39 | 2 | 93,219 | 724 | 93,943 |

(1) 1905 figures not given for villages and towns.

55.—Publicly Controlled Schools of Alberta: Distribution of Enrolment by Grades in Graded Schools, 1905-1918.

| Year. | Elementary Grades. | | | | | | | | Secondary Grades. | | | | Total. | | |
|-----------|--------------------|-------|-------|-------|-------|-------|-------|-------|-------------------|-------|-------|------|--------|-------|--------------|
| | I. | II. | III. | IV. | V. | VI. | VII. | VIII. | IX. | X. | XI. | XII. | Elem. | Sec. | Grand Total. |
| 1905..... | 2,856 | 1,820 | 1,976 | 1,830 | | 965 | | 668 | | 320 | 150 | 50 | 10,115 | 520 | 10,635 |
| 1906..... | 3,897 | 2,343 | 2,497 | 2,512 | | 1,335 | | 929 | | 444 | 180 | 71 | 13,513 | 695 | 14,208 |
| 1907..... | 5,104 | 3,012 | 3,034 | 3,060 | | 1,820 | | 1,151 | | 515 | 210 | 86 | 17,183 | 811 | 17,994 |
| 1908..... | 5,836 | 2,901 | 3,422 | 3,318 | | 2,202 | | 1,294 | | 663 | 310 | 108 | 18,973 | 1,081 | 20,054 |
| 1909..... | 6,904 | 3,141 | 3,645 | 3,583 | | 2,492 | | 1,565 | | 824 | 500 | 229 | 21,330 | 1,553 | 22,883 |
| 1910..... | 7,915 | 3,328 | 3,907 | 4,023 | | 2,711 | | 1,687 | | 1,084 | 619 | 198 | 23,571 | 1,901 | 25,472 |
| 1911..... | 9,015 | 3,990 | 4,727 | 4,737 | | 2,957 | | 1,930 | | 1,360 | 592 | 254 | 27,356 | 2,206 | 29,562 |
| 1912..... | 10,079 | 4,602 | 4,218 | 3,431 | 2,774 | 2,354 | 1,780 | 2,262 | 1,090 | 547 | 608 | 270 | 31,500 | 2,515 | 34,015 |
| 1913..... | 12,603 | 5,482 | 5,081 | 4,153 | 3,429 | 2,628 | 2,077 | 2,242 | 1,447 | 683 | 516 | 281 | 37,695 | 2,927 | 40,622 |
| 1914..... | 12,161 | 5,869 | 5,450 | 4,426 | 3,855 | 3,133 | 2,384 | 2,508 | 1,611 | 1,069 | 615 | 279 | 39,786 | 3,574 | 43,360 |
| 1915..... | 10,977 | 6,369 | 5,784 | 5,002 | 4,175 | 3,449 | 2,764 | 2,839 | 1,962 | 1,352 | 969 | 437 | 41,359 | 4,720 | 46,079 |
| 1916..... | 11,589 | 6,564 | 6,660 | 5,696 | 4,810 | 4,097 | 3,219 | 3,259 | 2,263 | 1,456 | 1,072 | 538 | 45,894 | 5,329 | 51,223 |
| 1917..... | 11,462 | 6,658 | 6,645 | 6,064 | 5,233 | 4,537 | 3,411 | 3,525 | 2,307 | 1,423 | 1,157 | 761 | 47,535 | 5,648 | 53,183 |
| 1918..... | 13,646 | 7,161 | 7,427 | 7,219 | 6,258 | 5,441 | 4,198 | 4,338 | 2,717 | 1,844 | 1,273 | 707 | 55,688 | 6,541 | 62,229 |
| 1919..... | 15,931 | 7,625 | 7,412 | 7,414 | 6,779 | 6,055 | 5,071 | 4,748 | 3,292 | 2,063 | 1,430 | 509 | 61,035 | 7,294 | 68,329 |

56.—Publicly Controlled Schools of Alberta:—Distribution of Enrolment by Grades in Ungraded Schools, 1905-1918

| Year. | Elementary Grades. | | | | | | | | Secondary Grades. | | | | Total. | | |
|-----------|--------------------|-------|-------|-------|-------|-------|-------|-------|-------------------|-----|-----|------|--------|------|--------------|
| | I. | II. | III. | IV. | V. | VI. | VII. | VIII. | IX. | X. | XI. | XII. | Elem. | Sec. | Grand Total. |
| 1905..... | 3,688 | 2,222 | 2,743 | 2,689 | | 1,564 | | 648 | | 61 | 4 | 0 | 13,554 | 65 | 13,619 |
| 1906..... | 3,762 | 2,415 | 2,983 | 1,764 | | 2,840 | | 746 | | 62 | 4 | 0 | 14,510 | 66 | 14,576 |
| 1907..... | 4,059 | 2,512 | 3,192 | 3,589 | | 1,957 | | 964 | | 67 | 4 | 0 | 16,273 | 71 | 16,344 |
| 1908..... | 5,729 | 2,922 | 3,507 | 3,714 | | 2,411 | | 1,225 | | 85 | 6 | 0 | 19,501 | 91 | 19,599 |
| 1909..... | 7,025 | 3,368 | 3,974 | 4,195 | | 2,806 | | 1,603 | | 182 | 12 | - | 22,971 | 194 | 23,165 |
| 1910..... | 9,361 | 4,361 | 5,069 | 5,369 | | 3,469 | | 2,019 | | 168 | 17 | 2 | 29,648 | 187 | 29,835 |
| 1911..... | 9,851 | 4,874 | 5,564 | 5,601 | | 3,787 | | 2,193 | | 203 | 15 | 10 | 31,870 | 228 | 32,098 |
| 1912..... | 12,202 | 5,106 | 5,518 | 4,406 | 2,747 | 2,605 | 1,579 | 2,008 | 164 | 53 | 7 | 4 | 36,171 | 228 | 36,399 |
| 1913..... | 13,027 | 5,304 | 5,779 | 4,952 | 3,040 | 2,955 | 1,854 | 2,140 | 195 | 27 | 7 | 7 | 37,051 | 236 | 39,287 |
| 1914..... | 14,684 | 6,325 | 6,854 | 5,841 | 3,970 | 3,734 | 2,195 | 2,547 | 328 | 64 | 8 | - | 46,150 | 400 | 46,550 |
| 1915..... | 14,848 | 7,001 | 7,432 | 6,563 | 4,674 | 4,290 | 2,789 | 3,097 | 374 | 122 | 15 | 2 | 50,694 | 513 | 51,207 |
| 1916..... | 13,350 | 6,271 | 7,234 | 6,123 | 4,723 | 4,178 | 2,793 | 2,880 | 320 | 90 | 13 | 3 | 47,552 | 426 | 47,978 |
| 1917..... | 15,326 | 6,848 | 7,792 | 6,964 | 5,399 | 4,828 | 3,380 | 3,505 | 394 | 79 | 26 | 3 | 54,042 | 502 | 54,544 |
| 1918..... | 14,591 | 5,948 | 6,523 | 6,265 | 4,697 | 4,321 | 2,930 | 3,198 | 324 | 68 | 13 | 2 | 48,473 | 407 | 48,880 |
| 1919..... | 15,745 | 6,410 | 6,835 | 6,473 | 5,339 | 4,760 | 3,303 | 3,739 | 534 | 88 | 15 | 1 | 52,600 | 638 | 53,238 |

57.—Nova Scotia Publicly Controlled Schools:—Comparison of Graded and Ungraded Schools in Number of Class rooms in operation and Number of Pupils in these Classrooms, 1903-1919.

| Year. | Number of Classrooms in Operation. | | | Number of Pupils in these Classrooms. | | | Percentage Graded. | |
|-----------|------------------------------------|---------|--------|---------------------------------------|---------|---------|--------------------|---------|
| | Ungraded. | Graded. | Total. | Ungraded. | Graded. | Total. | Departments. | Pupils. |
| 1903..... | 1,474 | 921 | 2,395 | 51,306 | 47,462 | 98,768 | 38.50 | 48.08 |
| 1904..... | 1,386 | 967 | 2,353 | 45,222 | 51,664 | 96,886 | 41.10 | 52.29 |
| 1905..... | 1,429 | 1,000 | 2,429 | 49,956 | 50,296 | 100,252 | 41.20 | 50.17 |
| 1906..... | 1,426 | 1,020 | 2,446 | 48,888 | 51,449 | 100,332 | 41.70 | 51.32 |
| 1907..... | 1,436 | 1,029 | 2,465 | 48,653 | 51,354 | 100,007 | 41.30 | 51.35 |
| 1908..... | 1,454 | 1,062 | 2,516 | 47,507 | 52,598 | 100,105 | 42.20 | 52.59 |
| 1909..... | 1,495 | 1,082 | 2,577 | 46,354 | 54,226 | 101,680 | 42.00 | 53.33 |
| 1910..... | 1,467 | 1,112 | 2,579 | 48,096 | 53,939 | 102,035 | 43.10 | 52.86 |
| 1911..... | 1,467 | 1,172 | 2,639 | 46,239 | 56,671 | 102,910 | 44.40 | 55.07 |
| 1912..... | 1,454 | 1,208 | 2,662 | 45,290 | 58,694 | 103,984 | 45.40 | 56.44 |
| 1913..... | 1,467 | 1,225 | 2,692 | 45,407 | 59,862 | 105,269 | 45.50 | 56.87 |
| 1914..... | 1,470 | 1,254 | 2,724 | 44,821 | 61,530 | 106,351 | 46.00 | 57.85 |
| 1915..... | 1,470 | 1,325 | 2,795 | 44,277 | 63,491 | 107,768 | 47.00 | 58.84 |
| 1916..... | 1,477 | 1,360 | 2,837 | 42,771 | 66,418 | 109,189 | 47.90 | 60.83 |
| 1917..... | 1,465 | 1,391 | 2,856 | 42,157 | 66,875 | 109,032 | 48.70 | 61.34 |
| 1918..... | 1,457 | 1,402 | 2,859 | 41,625 | 66,472 | 108,097 | 49.00 | 61.40 |
| 1919..... | 1,379 | 1,433 | 2,812 | 42,091 | 64,891 | 106,982 | 51.00 | 60.76 |

58—Saskatchewan Publicly Controlled Schools:—Comparison of Graded and Ungraded Schools in Number of Classrooms in operation and number of Pupils in these classrooms, 1903-1919.

| Year. | Classrooms in operation. | | | Pupils in these classrooms. | | | Percentage graded. | | Average days classrooms open. | | Average days pupils attended | |
|-----------|--------------------------|---------|--------|-----------------------------|---------|---------|--------------------|---------|-------------------------------|---------|------------------------------|---------|
| | Un-graded. | Graded. | Total. | Un-graded. | Graded. | Total. | Class-room. | Pupils. | Un-graded. | Graded. | Un-graded. | Graded. |
| 1903..... | 374 | 103 | 477 | - | - | 33,191 | 21.60 | - | - | - | - | - |
| 1904..... | 511 | 122 | 633 | - | - | 41,033 | 19.30 | - | - | - | - | - |
| 1905..... | 679 | 142 | 821 | 15,743 | 9,448 | 25,191 | 17.00 | 37.50 | 160 | 204.8 | 80.28 | 106.02 |
| 1906..... | 823 | 194 | 1,017 | 19,230 | 12,045 | 31,275 | 19.10 | 38.50 | 154 | 203.7 | 78.53 | 101.55 |
| 1907..... | 1,043 | 229 | 1,272 | 22,226 | 15,396 | 37,622 | 18.00 | 40.90 | 148 | 205.4 | 80.01 | 104.88 |
| 1908..... | 1,271 | 341 | 1,612 | 29,203 | 17,883 | 47,086 | 21.20 | 37.90 | 146 | 209 | 82.89 | 111.69 |
| 1909..... | 1,552 | 439 | 1,991 | 35,178 | 19,938 | 55,116 | 22.00 | 36.20 | 158 | 205 | 81.25 | 112.44 |
| 1910..... | 1,701 | 560 | 2,261 | 39,046 | 26,327 | 65,392 | 24.80 | 40.30 | 158 | 201.7 | 83.78 | 105.68 |
| 1911..... | 1,857 | 683 | 2,540 | 42,585 | 29,675 | 72,260 | 26.90 | 41.10 | 158 | 202 | 86.14 | 104.62 |
| 1912..... | 2,163 | 851 | 3,014 | 47,597 | 34,299 | 81,896 | 28.20 | 41.90 | 151 | 193 | 81.70 | 103.18 |
| 1913..... | 2,430 | 1,021 | 3,451 | 55,894 | 45,569 | 101,463 | 30.00 | 44.90 | 157 | 191 | 84.92 | 108.28 |
| 1914..... | 2,709 | 1,177 | 3,886 | 62,547 | 51,438 | 113,985 | 30.30 | 46.50 | 159 | 177 | 88.51 | 116.16 |
| 1915..... | 2,870 | 1,265 | 4,135 | 69,302 | 53,560 | 122,862 | 30.60 | 43.60 | 170 | 202 | 96.31 | 124.45 |
| 1916..... | 2,975 | 1,414 | 4,389 | 74,378 | 55,061 | 129,439 | 32.20 | 42.50 | 163 | 202.8 | 87.17 | 117.54 |
| 1917..... | 3,273 | 1,439 | 4,712 | 81,829 | 60,788 | 142,617 | 30.60 | 42.60 | 163 | 200 | 98.53 | 120.50 |
| 1918..... | 3,510 | 1,495 | 5,005 | 87,739 | 64,587 | 151,326 | 29.80 | 42.70 | 150 | 177 | 89.53 | 101.19 |
| 1919..... | 3,613 | 1,683 | 5,296 | 93,943 | 70,276 | 164,219 | 31.80 | 42.80 | 169 | 200 | 106.00 | 122.26 |

59—Alberta Publicly Controlled Schools:—Comparison of Graded and Ungraded Schools in Number of Classrooms in Operation each year, and Number of Pupils in these Classrooms, 1905-1919.

| Year. | Classrooms in operation. | | | Pupils in these Classrooms. | | | Percentage graded. | | Average days Classrooms open. | | Average days pupils attended. | |
|-----------|--------------------------|---------|--------|-----------------------------|---------|---------|--------------------|---------|-------------------------------|---------|-------------------------------|---------|
| | Un-graded. | Graded. | Total. | Un-graded. | Graded. | Total. | Depts. | Pupils. | Un-graded. | Graded. | Un-graded. | Graded. |
| 1905..... | 444 | 184 | 628 | 13,619 | 10,635 | 24,254 | 29.30 | 43.85 | 162.51 | 203.00 | 86.83 | 116.58 |
| 1906..... | 532 | 228 | 760 | 14,576 | 14,208 | 28,784 | 30.00 | 49.36 | 164.01 | 202.41 | 83.20 | 105.23 |
| 1907..... | 644 | 299 | 943 | 16,344 | 17,994 | 34,338 | 31.70 | 52.37 | 154.28 | 198.27 | 76.55 | 101.38 |
| 1908..... | 798 | 341 | 1,139 | 19,599 | 20,544 | 39,653 | 29.93 | 51.81 | 154.55 | 202.76 | 67.96 | 104.52 |
| 1909..... | 910 | 413 | 1,313 | 23,163 | 22,883 | 46,048 | 31.45 | 47.52 | 159.56 | 189.91 | 68.52 | 102.48 |
| 1910..... | 1,121 | 489 | 1,610 | 29,835 | 25,472 | 55,307 | 30.37 | 46.05 | 154.02 | 183.71 | 80.41 | 101.21 |
| 1911..... | 1,301 | 601 | 1,902 | 32,098 | 29,562 | 61,660 | 31.60 | 47.94 | 153.88 | 202.34 | 77.91 | 111.59 |
| 1912..... | 1,504 | 725 | 2,229 | 36,399 | 34,015 | 70,414 | 32.57 | 48.31 | 153.63 | 201.50 | 82.53 | 114.63 |
| 1913..... | 1,604 | 907 | 2,511 | 39,287 | 40,622 | 79,909 | 36.12 | 50.83 | 156.48 | 190.98 | 85.05 | 115.35 |
| 1914..... | 1,925 | 973 | 2,898 | 46,550 | 43,360 | 89,910 | 33.56 | 48.23 | 153.19 | 195.36 | 85.65 | 128.64 |
| 1915..... | 2,023 | 1,059 | 3,082 | 51,207 | 46,079 | 97,286 | 34.36 | 47.36 | 162.25 | 192.63 | 95.50 | 129.47 |
| 1916..... | 2,026 | 1,117 | 3,143 | 47,978 | 51,223 | 99,201 | 35.54 | 51.64 | 164.56 | 193.89 | 92.88 | 125.52 |
| 1917..... | 2,322 | 1,175 | 3,497 | 54,544 | 53,183 | 107,727 | 33.60 | 49.37 | 165.15 | 189.07 | 94.68 | 122.44 |
| 1918..... | 2,580 | 1,353 | 3,933 | 48,880 | 62,229 | 111,109 | 34.65 | 56.00 | 148.36 | 155.91 | 87.90 | 99.03 |
| 1919..... | - | - | - | - | - | 121,567 | - | - | - | - | - | - |

PART IV.—TEACHERS.

Table 60 gives the number of teachers irrespective of qualifications or sex engaged in the publicly controlled elementary and secondary schools of the different provinces for a period of years. This is the only table of teachers that can be given on a comparative basis, and even this table is imperfect in the case of the figures of Quebec, which include a large number teaching in independent schools. It was judged better to include in this table the teachers in these schools and indicate their number elsewhere, as these schools are supported to a certain extent by the province. The teachers of Quebec included here are teaching in the Elementary and Model Schools and Academies and include both the lay teachers and the teachers in religious orders. The table does not include the classical colleges. Table 61 which should be compared with Table 9 showing the number of classrooms in operation rather than with Table 60, shows how far the demand is being filled by qualified teachers.

It must be borne in mind that the number of teachers given for any year does not mean the number teaching at one time. (A truer estimate of these is shown in table 9 giving the number of classrooms in operation). Some teachers leave the school before the end of the year and are replaced by new teachers. They may teach in one part of the province during one part of the year and in another at another; thus the same teacher may be counted more than once. For this reason the statistics of the number of teachers in a province where the staff is more or less permanent are nearer to the true number than those of a province where the teachers are continually changing. A province which has a large proportion of graded schools will probably have a more permanent staff than a province which has not; the same holds true of higher and lower salaries and of provinces with a slowly growing urban population and one with a rapid. Samples of these changes in teaching positions will be given in tables 78 and 80, but it is impossible to give these figures for all the provinces.

60.—Publicly Controlled Elementary and Secondary Schools in Canada: Number of Teachers, by Provinces, 1901-1919.

| Year. | P.E.I. | N.S. | N.B. | Que. | Ont. | Man. | Sask. ¹ | Alta. | B.C. | Total. |
|-----------|--------|-------|-------|--------|--------|-------|--------------------|-------|-------|--------|
| 1901..... | 589 | 2,492 | 1,841 | 10,192 | 9,800 | 1,669 | - | - | 543 | 27,126 |
| 1902..... | 588 | 2,492 | 1,825 | 10,319 | 10,207 | 1,849 | - | - | 570 | 27,580 |
| 1903..... | 572 | 2,494 | 1,815 | 10,553 | 10,325 | 2,094 | - | - | 607 | 28,460 |
| 1904..... | 562 | 2,441 | 1,816 | 10,737 | 10,470 | 2,218 | - | - | 624 | 28,868 |
| 1905..... | 570 | 2,566 | 1,866 | 10,943 | 10,598 | 2,272 | - | 729 | 663 | 30,207 |
| 1906..... | 573 | 2,578 | 1,879 | 11,201 | 10,744 | 2,365 | 1,296 | 924 | 690 | 32,250 |
| 1907..... | 572 | 2,626 | 1,874 | 11,577 | 10,920 | 2,480 | 1,470 | 1,210 | 735 | 33,464 |
| 1908..... | 580 | 2,664 | 1,861 | 11,771 | 11,168 | 2,526 | 2,180 | 1,468 | 806 | 35,024 |
| 1909..... | 595 | 2,694 | 1,942 | 12,126 | 11,406 | 2,662 | 2,335 | 1,815 | 900 | 36,485 |
| 1910..... | 591 | 2,723 | 1,974 | 12,381 | 11,705 | 2,774 | 2,726 | 2,217 | 1,037 | 38,128 |
| 1911..... | 591 | 2,799 | 1,975 | 12,890 | 12,016 | 2,868 | 3,547 | 2,651 | 1,179 | 40,516 |
| 1912..... | 590 | 2,804 | 2,012 | 13,209 | 12,271 | - | 3,434 | 3,054 | 1,353 | 38,727 |
| 1913..... | 583 | 2,861 | 2,002 | 13,601 | 12,749 | 2,964 | 4,236 | 3,294 | 1,597 | 43,887 |
| 1914..... | 588 | 2,892 | 2,032 | 14,344 | 13,202 | 2,864 | 4,600 | 3,978 | 1,859 | 46,359 |
| 1915..... | 586 | 2,945 | 2,106 | 14,796 | 13,504 | 2,976 | 5,078 | 4,218 | 1,966 | 48,175 |
| 1916..... | 595 | 3,019 | 2,161 | 15,346 | 13,737 | 2,991 | 5,787 | 4,607 | 2,064 | 50,307 |
| 1917..... | 601 | 3,045 | 2,129 | 15,638 | 14,054 | 3,024 | 5,853 | 5,133 | 2,124 | 51,601 |
| 1918..... | 597 | 3,037 | 2,122 | 16,194 | 14,267 | 3,097 | 6,233 | 5,655 | 2,246 | 53,448 |
| 1919..... | 594 | 3,012 | 2,107 | 16,213 | 14,801 | 3,479 | 6,550 | 4,902 | 2,332 | 53,990 |

¹These totals for Saskatchewan include the Secondary teachers whose sex was not given in reports.

61.—Publicly Controlled Schools in Canada: Number of Male Teachers in Elementary and Secondary Schools by Provinces, 1901-1919.

| Year. | P.E.I. | N.S. | N.B. | Que. | Ont. | Man. | Sask. | Alta. | B.C. | Nine Provinces |
|-----------|--------|------|------|-------|-------|------|-------|-------|------|----------------|
| 1901..... | 299 | 540 | 353 | 1,268 | 2,666 | 618 | - | - | 185 | 5,929 |
| 1902..... | 293 | 485 | 348 | 1,236 | 2,777 | 629 | - | - | 194 | 5,962 |
| 1903..... | 274 | 441 | 341 | 1,327 | 2,648 | 628 | - | - | 189 | 5,848 |
| 1904..... | 268 | 388 | 313 | 1,304 | 2,584 | 682 | - | - | 182 | 5,721 |
| 1905..... | 246 | 386 | 304 | 1,336 | 2,461 | 597 | - | - | 177 | 5,507 |
| 1906..... | 246 | 366 | 302 | 1,422 | 2,376 | 596 | 563 | 280 | 176 | 6,327 |
| 1907..... | 227 | 354 | 253 | 1,527 | 2,304 | 595 | - | 318 | 163 | 5,741 |
| 1908..... | 205 | 355 | 259 | 1,579 | 2,379 | 598 | - | 435 | 181 | 5,991 |
| 1909..... | 200 | 352 | 251 | 1,600 | 2,279 | 637 | 959 | 570 | 213 | 7,061 |
| 1910..... | 188 | 339 | 233 | 1,704 | 2,233 | 621 | 1,074 | 716 | 288 | 7,396 |
| 1911..... | 178 | 331 | 221 | 1,786 | 2,145 | 651 | 1,316 | 867 | 323 | 7,818 |
| 1912..... | 162 | 293 | 201 | 1,877 | 2,144 | - | 1,245 | 956 | 351 | 7,229 |
| 1913..... | 161 | 278 | 193 | 1,952 | 2,244 | 500 | 1,413 | 980 | 406 | 8,127 |
| 1914..... | 162 | 272 | 201 | 2,052 | 2,288 | 474 | 1,552 | 1,375 | 485 | 8,851 |
| 1915..... | 152 | 256 | 184 | 2,184 | 2,322 | 598 | 1,609 | 1,418 | 521 | 9,244 |
| 1916..... | 138 | 246 | 196 | 2,263 | 2,007 | 491 | 1,490 | 1,355 | 523 | 8,709 |
| 1917..... | 110 | 198 | 167 | 2,265 | 1,913 | 530 | 1,304 | 1,267 | 468 | 8,222 |
| 1918..... | 100 | 185 | 149 | 2,394 | 1,663 | 524 | 1,015 | 1,090 | 436 | 7,556 |
| 1919..... | 102 | 163 | 136 | 2,473 | 1,965 | 669 | 1,269 | 1,082 | 486 | 8,345 |

62.—Publicly Controlled Schools in Canada: Number of Female Teachers in Elementary and Secondary Schools by Provinces, 1901-1919.

| Year. | P.E.I. | N.S. | N.B. | Que. | Ont. | Man. | Sask. | Alta. | B.C. | Nine Provinces. |
|-----------|--------|-------|-------|--------|--------|-------|-------|-------|-------|-----------------|
| 1901..... | 290 | 1,952 | 1,488 | 8,924 | 7,134 | 1,051 | - | - | 343 | 21,182 |
| 1902..... | 295 | 2,007 | 1,477 | 9,083 | 7,430 | 1,220 | - | - | 355 | 21,867 |
| 1903..... | 298 | 2,053 | 1,474 | 9,226 | 7,677 | 1,466 | - | - | 391 | 22,585 |
| 1904..... | 294 | 2,053 | 1,503 | 9,433 | 7,886 | 1,536 | - | - | 413 | 23,118 |
| 1905..... | 324 | 2,180 | 1,562 | 9,607 | 8,137 | 1,675 | - | - | 452 | 23,937 |
| 1906..... | 327 | 2,212 | 1,577 | 9,779 | 8,368 | 1,769 | 733 | 644 | 477 | 25,886 |
| 1907..... | 345 | 2,272 | 1,621 | 10,050 | 8,616 | 1,885 | - | 892 | 530 | 26,211 |
| 1908..... | 375 | 2,309 | 1,602 | 10,192 | 8,789 | 1,928 | - | 1,033 | 576 | 26,804 |
| 1909..... | 395 | 2,342 | 1,691 | 10,526 | 9,127 | 2,025 | 1,335 | 1,245 | 628 | 29,314 |
| 1910..... | 403 | 2,384 | 1,741 | 10,677 | 9,472 | 2,153 | 1,598 | 1,501 | 749 | 30,678 |
| 1911..... | 413 | 2,468 | 1,754 | 11,104 | 9,871 | 2,217 | 2,175 | 1,784 | 856 | 33,642 |
| 1912..... | 428 | 2,511 | 1,811 | 11,332 | 10,127 | - | 2,122 | 2,098 | 1,002 | 31,431 |
| 1913..... | 422 | 2,583 | 1,809 | 11,649 | 10,505 | 2,464 | 2,739 | 2,314 | 1,191 | 35,676 |
| 1914..... | 426 | 2,620 | 1,831 | 12,292 | 10,914 | 2,390 | 2,949 | 2,603 | 1,374 | 37,399 |
| 1915..... | 434 | 2,689 | 1,922 | 12,612 | 11,182 | 2,378 | 3,340 | 2,800 | 1,445 | 38,802 |
| 1916..... | 457 | 2,773 | 1,965 | 13,083 | 11,730 | 2,500 | 4,187 | 3,252 | 1,541 | 41,488 |
| 1917..... | 491 | 2,847 | 1,962 | 13,373 | 12,141 | 2,494 | 4,430 | 3,866 | 1,656 | 43,260 |
| 1918..... | 497 | 2,852 | 1,973 | 13,800 | 12,604 | 2,573 | 5,047 | 4,565 | 1,810 | 45,721 |
| 1919..... | 492 | 2,849 | 1,971 | 13,740 | 12,836 | 2,810 | 5,117 | 3,820 | 1,846 | 45,481 |

63.—Publicly Controlled Schools in Canada: Number of Teachers in Training in Normal Schools and Colleges by Provinces, 1901-1919.

| Year. | P.E.I. | N.S. | N.B. | Que. | Ont. | Man. | Sask. | Alta. | B.C. | Total. |
|---------------|--------|-------|-------|--------|--------|-------|-------|-------|-------|--------|
| 1901..... | - | 240 | 196 | 353 | - | 251 | - | - | - | - |
| 1902..... | - | 182 | 269 | 420 | 1,922 | 320 | - | - | - | 3,113 |
| 1903..... | - | 145 | 224 | 460 | 1,861 | 319 | - | - | - | 3,009 |
| 1904..... | - | 191 | 288 | 392 | 1,592 | 390 | - | - | - | 2,853 |
| 1905..... | - | 148 | 285 | 416 | 1,685 | 491 | - | - | - | 3,025 |
| 1906..... | - | 154 | 307 | 423 | 2,286 | 476 | 188 | 102 | - | 3,936 |
| 1907..... | - | 142 | 360 | 467 | 1,788 | 400 | 132 | 97 | - | 3,386 |
| 1908..... | - | 161 | 334 | 526 | 1,410 | 410 | 229 | 140 | - | 3,210 |
| 1909..... | - | 215 | 343 | 715 | 1,510 | 448 | 411 | 182 | - | 3,824 |
| 1910..... | - | 260 | 358 | 787 | 1,474 | 503 | 447 | 218 | - | 4,047 |
| 1911..... | - | 268 | 370 | 840 | 1,513 | 628 | 241 | 248 | - | 4,108 |
| 1912..... | - | 293 | 376 | 836 | 1,436 | - | 580 | 278 | - | 3,799 |
| 1913..... | - | 302 | 358 | 1,088 | 1,563 | 529 | 643 | 292 | - | 3,775 |
| 1914..... | - | 318 | 357 | 1,270 | 1,425 | 581 | 886 | 364 | - | 5,201 |
| 1915..... | - | 355 | 351 | 1,312 | 1,819 | 672 | 1,222 | 601 | - | 6,332 |
| 1916..... | - | 388 | 372 | 1,357 | 1,438 | 737 | 911 | 438 | - | 5,641 |
| 1917..... | - | 263 | 372 | 1,361 | 1,676 | 599 | 1,081 | 358 | 335 | 6,045 |
| 1918..... | - | 260 | 287 | 1,339 | 1,659 | 513 | 620 | 488 | 365 | 5,531 |
| 1919..... | - | 255 | 263 | 1,223 | 1,888 | 554 | 1,058 | 598 | 425 | 6,264 |
| 1920..... | 220 | 228 | 263 | - | - | 593 | - | - | - | 404 |
| Total 1902-19 | - | 4,300 | 5,874 | 15,232 | 29,945 | 8,570 | 8,649 | 4,404 | 1,125 | 78,099 |

Classification of Teachers

Tables of teachers classified by professional qualifications by provinces are of very little value and very misleading unless the academic standing required of each class as well as some general information on the other conditions attached to a class of certificate is given.

The professional certificates of teachers in the different provinces cannot be arranged in a table, as this would show a correspondence that might be misleading. An attempt will be made, however, to show their equivalence in the minimum academic requirements or non-professional scholarship on which admission to professional training for such certificate is based. This equivalence is usually accepted by one province as a basis for granting teachers or students from other provinces temporary certificates or normal school admission.

In Prince Edward Island there are three professional certificates, Third Class, Second Class, and First Class. The Third or lowest requires scholarship equivalent to matriculation into Prince of Wales College or somewhat better than grade IX. The normal training (taken simultaneously with the academic work of Prince of Wales) required for this class is about five months.

The scholarship for Second Class is equivalent to a year of successful work at Prince of Wales, or somewhat better than grade X, and the normal training taken during the academic year.

The scholarship for First Class is equivalent to two successful years at Prince of Wales or somewhat better than grade XI and the normal training taken during those years.

In Nova Scotia there are six classes arranged in ascending order as classes "D Temporary", "D", "C", "B", "A" and "Academic." The lowest class, "D Temporary", requires a scholarship equivalent to a pass in grade IX and third rank on professional examinations which are usually written at the same time as the ordinary provincial high school examinations and called "M.P.Q.", or "Minimum Professional Qualification" examinations. No attendance at normal is required for this certificate and it is granted only in case of a scarcity of teachers and on the recommendation of an inspector.

Class "D" requires a scholarship equivalent to grade IX and five months normal training. The candidate must be 17 years of age.

Class "C" requires grade X scholarship and five months normal training, or three months if the candidate holds a "D" certificate and has taught successfully for one year. The candidate must be 18 years of age.

Class "B," or First Class, requires a grade XI scholarship and a full year at normal school, or if the candidate already holds a "C" certificate, attendance from March to June. He must obtain first rank on his standing at normal school, and must be 19 years of age.

Class "A," or Superior First, requires a grade XII scholarship and one year at normal on the work of which he must obtain superior first rank. If he already holds a First Class, no further attendance at normal is required, but a supplementary examination is set on which he must obtain superior first rank. The candidate must be 20 years of age.

Academic Class requires a scholarship equivalent to a degree from a recognized university and the passing of a post-graduate examination set by the provincial authorities. The normal school attendance required is one year, abridgement of which time may be allowed on the basis of the professional certificates he has already obtained or of his proved ability. The candidate must be 22 years of age. A course in physical training must be taken along with normal school training in all cases.

New Brunswick.—Here also are six classes of certificates—Third Class English, Third Class French, Second Class, First Class, Superior First, and Grammar School. The scholarship requirements for admission to training for these are grades IX, IX, X, XI, XI with Latin and trigonometry, and XII

or University Degree, respectively. The normal schools teach academic as well as professional work, so that by the time the final examination is written for each class the additional scholarship acquired during the time attended may be counted in. The third class (English) requires six months, attendance at normal school and is a temporary certificate granted for three or four years. The Third Class (French) requires the same normal training and is permanent. The Second Class and each of the subsequent classes requires one year of normal training, but a higher rank must be obtained for each higher grade of certificate.

In Quebec the teachers in religious orders are not required to attend normal schools. The lay teachers obtain their professional certificate from two sources—normal schools and board of examiners. The names of the certificates in the cases of both Roman Catholic and Protestant schools are Infant School, Elementary, Model School, and Academy. It is impossible here to give even an approximate equivalence between the academic standing required for these certificates and those of other provinces. The candidate for a teacher's diploma must be 17 years of age.

In Ontario public and separate schools there are five classes of certificates—Limited Third Class, District Third Class, Third Class, Second Class, and First Class. All the Third Class certificates require a scholarship equivalent to grade X. The student must be 18 years of age before the close of his normal session. The professional training for these Third Class certificates is taken at summer and autumn "model" schools, model being used in a different sense from the ordinary. The training during the summer session of six weeks qualifies the student for a district Third Class tenable for one year; a short course at the autumn model school qualifies for limited Third Class tenable for two years and a four months' course or the full course at the same school qualifies for the regular Third Class certificate tenable for five years. The second and first class teachers are trained at normal schools so called. The Second Class permanent certificate requires a minimum scholarship equivalent to grade XI, one year of successful work at normal and two years of successful teaching experience; the first class requires a grade XII scholarship or a university degree, one year at normal school and two years successful teaching experience. During the two years of probation for Second or First Class permanent certificates the teacher holds what is called an Interim certificate. The secondary teachers are nearly all university graduates. After August, 1920, a teacher in a high school or a collegiate institute must be a graduate of a British university who has taken a course approved by the minister. He obtains his principal or assistant High School or Collegiate Institute certificate after two years of successful secondary teaching, during which time he can teach on an Interim High School certificate.

In Manitoba there are five classes of certificates—Third Class, Second Class, First B, and First A. The requirements for Third Class are a scholarship equivalent to grade XI and 15 weeks of normal training; those for Second Class are grade XI and one year of normal; for First B, grade XII and one year of normal; and for First A, a university degree.

In Saskatchewan the regulations governing teachers' certificates have recently undergone a change which is not yet in full operation. Up to 1919 there were besides the temporary Third Class certificate, granted on the basis of scholarship alone or a normal training in other provinces, a Third Class, Second Class, First Class, High School, and Collegiate certificates, requiring respectively grade X, XI, XII and university graduation scholarship. The requirements for the last two mentioned were based on the number of years of successful teaching in grades IX to XI and grades IX to XII respectively and the certificates were granted only to a teacher who already held a First Class permanent certificate. The Third Class required attendance at normal school for a period of ten weeks and was valid for two years; the Second Class, and the First Class

required attendance at normal school for four months, but the normal courses given to the first class students were more advanced than those given to second class. On the completion of the term at normal the student was given an Interim certificate which would be converted into a permanent Second or First Class certificate on the completion of two successful years of teaching. The normal course has recently been extended from four months to thirty-three weeks, divided into two sessions. It is optional with the student to attend one session, go out and teach on an Interim certificate, and come back within two years to complete his course, or to take the full course at once.

In Alberta there are five classes—Permit, Third Class, Second Class, First Class, and Academic. The Permit, tenable for 6 months, is extended to persons who have grade XI scholarship and no normal training, upon recommendation on the score of scarcity of teachers; the Third Class is temporary and requires a grade X scholarship or higher; no professional training for this class is provided by Alberta, but the recipients must have had training in some other province; the Second Class requires a scholarship equivalent to grade XI and one year of normal training; the First Class a scholarship of grade XII and one year of normal, while the Academic requires a university degree and a normal training of four months.

In British Columbia there are five classes, viz.:—Third Temporary, Third Class, Second Class, First Class, and Academic. The Third Temporary, tenable for three years, requires a standing equivalent to two years of high school or grade X and a training during one of the two sessions into which the normal school year is divided; the Second Class requires junior matriculation or (grade XI and languages) scholarship and a full year (or both sessions) at normal school; the First Class requires senior matriculation (grade XII and languages) scholarship and one year at normal school, while the Academic class requires a university degree and one session at normal school. All except the Third Class are permanent.

64.—Prince Edward Island Publicly Controlled Schools: Teachers Employed by Sex and Class of Certificate, 1901-1919.

| Year. | First Class. | | | Second Class. | | | Third Class. | | | Permit. | | | Total. | | |
|-----------|--------------|----------|--------|---------------|----------|--------|--------------|----------|--------|---------|----------|--------|--------|----------|--------|
| | Male. | Fe-male. | Total. | Male. | Fe-male. | Total. | Male. | Fe-male. | Total. | Male. | Fe-male. | Total. | Male. | Fe-male. | Total. |
| 1901..... | 96 | 60 | 156 | 158 | 159 | 317 | 44 | 72 | 116 | - | - | - | 298 | 291 | 589 |
| 1904..... | 68 | 75 | 143 | 132 | 142 | 274 | 67 | 77 | 144 | - | - | - | 268 | 294 | 562 |
| 1905..... | 51 | 73 | 124 | 131 | 151 | 292 | 64 | 90 | 154 | - | - | - | 246 | 324 | 570 |
| 1906..... | 56 | 74 | 130 | 130 | 162 | 292 | 60 | 91 | 151 | - | - | - | 246 | 327 | 573 |
| 1907..... | 45 | 72 | 117 | 115 | 180 | 295 | 67 | 93 | 160 | - | - | - | 227 | 345 | 572 |
| 1908..... | 38 | 80 | 118 | 100 | 188 | 288 | 66 | 98 | 164 | 1 | 9 | 10 | 205 | 375 | 580 |
| 1909..... | 36 | 75 | 111 | 104 | 200 | 304 | 60 | 109 | 169 | 0 | 11 | 11 | 200 | 395 | 595 |
| 1910..... | 47 | 69 | 116 | 108 | 201 | 309 | 54 | 107 | 161 | 1 | 4 | 5 | 210 | 381 | 591 |
| 1911..... | 32 | 65 | 97 | 96 | 208 | 304 | 45 | 133 | 178 | 5 | 7 | 12 | 178 | 413 | 591 |
| 1912..... | 25 | 60 | 85 | 95 | 237 | 332 | 38 | 121 | 159 | 4 | 10 | 14 | 162 | 428 | 590 |
| 1913..... | 34 | 55 | 89 | 85 | 257 | 342 | 42 | 108 | 150 | 0 | 2 | 2 | 161 | 422 | 583 |
| 1914..... | 47 | 52 | 99 | 76 | 249 | 325 | 39 | 124 | 163 | 0 | 1 | 1 | 162 | 426 | 588 |
| 1915..... | 46 | 59 | 105 | 70 | 272 | 342 | 36 | 103 | 139 | - | - | - | 152 | 434 | 586 |
| 1916..... | 46 | 68 | 114 | 59 | 297 | 356 | 33 | 92 | 125 | - | - | - | 138 | 457 | 595 |
| 1917..... | 33 | 74 | 107 | 53 | 321 | 374 | 24 | 96 | 120 | - | - | - | 110 | 491 | 601 |
| 1918..... | 26 | 72 | 98 | 48 | 327 | 375 | 26 | 96 | 122 | - | 2 | 2 | 100 | 497 | 597 |
| 1919..... | 24 | 69 | 93 | 50 | 306 | 356 | 26 | 109 | 135 | 2 | 8 | 10 | 102 | 492 | 594 |

DOMINION BUREAU OF STATISTICS

65.—Nova Scotia Publicly Controlled Schools: Teachers Employed by Sex and Class of Certificate, 1894-1919.

| | Academic. | | | Class "A" or Superior First. | | | Class "B" or First. | | | Class "C" or Second. | | |
|-----------|-----------|---------|--------|------------------------------|---------|--------|---------------------|---------|--------|----------------------|---------|--------|
| | Male. | Female. | Total. | Male. | Female. | Total. | Male. | Female. | Total. | Male. | Female. | Total. |
| 1894..... | 44 | 4 | 48 | - | - | - | 149 | 162 | 311 | 199 | 888 | 1,087 |
| 1895..... | 49 | 6 | 55 | - | - | - | 142 | 183 | 325 | 178 | 900 | 1,078 |
| 1896..... | 50 | 10 | 60 | - | - | - | 157 | 199 | 356 | 181 | 840 | 1,021 |
| 1897..... | 53 | 8 | 61 | - | - | - | 141 | 225 | 366 | 186 | 838 | 1,024 |
| 1898..... | 58 | 12 | 70 | - | - | - | 150 | 250 | 400 | 194 | 795 | 989 |
| 1899..... | 62 | 17 | 79 | - | - | - | 135 | 253 | 388 | 193 | 761 | 954 |
| 1900..... | 70 | 19 | 89 | - | - | - | 143 | 270 | 413 | 184 | 761 | 945 |
| 1901..... | 79 | 25 | 104 | - | - | - | 122 | 300 | 422 | 166 | 739 | 903 |
| 1902..... | 78 | 26 | 104 | - | - | - | 116 | 360 | 476 | 154 | 794 | 948 |
| 1903..... | 71 | 24 | 95 | - | - | - | 115 | 391 | 506 | 139 | 792 | 931 |
| 1904..... | 61 | 25 | 86 | - | - | - | 101 | 398 | 499 | 119 | 775 | 894 |
| 1905..... | 64 | 22 | 86 | - | - | - | 98 | 420 | 518 | 121 | 851 | 972 |
| 1906..... | 58 | 24 | 82 | - | - | - | 99 | 419 | 518 | 127 | 943 | 1,070 |
| 1907..... | 61 | 26 | 87 | - | - | - | 101 | 439 | 540 | 105 | 969 | 1,074 |
| 1908..... | 64 | 25 | 89 | - | - | - | 96 | 434 | 530 | 107 | 1,023 | 1,130 |
| 1909..... | 60 | 31 | 91 | - | - | - | 89 | 418 | 507 | 92 | 941 | 1,033 |
| 1910..... | 58 | 39 | 97 | - | - | - | 79 | 488 | 567 | 77 | 863 | 940 |
| 1911..... | 57 | 39 | 96 | - | - | - | 88 | 558 | 646 | 69 | 816 | 885 |
| 1912..... | 54 | 30 | 84 | 8 | 19 | 27 | 70 | 569 | 639 | 52 | 809 | 852 |
| 1913..... | 58 | 25 | 83 | 8 | 22 | 30 | 70 | 593 | 663 | 55 | 789 | 844 |
| 1914..... | 51 | 27 | 78 | 17 | 45 | 62 | 68 | 604 | 672 | 49 | 811 | 860 |
| 1915..... | 49 | 24 | 73 | 18 | 69 | 87 | 62 | 620 | 682 | 36 | 831 | 867 |
| 1916..... | 50 | 23 | 73 | 22 | 98 | 120 | 68 | 662 | 730 | 29 | 890 | 919 |
| 1917..... | 45 | 19 | 64 | 25 | 123 | 148 | 48 | 737 | 785 | 28 | 890 | 918 |
| 1918..... | 47 | 21 | 68 | 19 | 127 | 146 | 43 | 737 | 780 | 29 | 835 | 864 |
| 1919..... | 41 | 23 | 64 | 22 | 133 | 155 | 40 | 717 | 757 | 15 | 793 | 808 |

66.—New Brunswick Publicly Controlled Schools: Teachers Employed by Sex and Class of Certificate, 1886-1919.

| Year. | Grammar School. | | Superior School. | | Males. Class. | | | Females. Class. | | |
|-----------|-----------------|---------|------------------|---------|---------------|-----|-----|-----------------|-----|-----|
| | Male. | Female. | Male. | Female. | I | II | III | I | II | III |
| 1886..... | 14 | - | - | - | 117 | 174 | 126 | 125 | 599 | 399 |
| 1887..... | 14 | - | - | - | 116 | 182 | 128 | 133 | 597 | 397 |
| 1888..... | 14 | - | - | - | 107 | 176 | 111 | 134 | 603 | 411 |
| 1889..... | 14 | - | - | - | 119 | 159 | 114 | 145 | 638 | 377 |
| 1890..... | 12 | - | - | - | 110 | 163 | 109 | 152 | 634 | 393 |
| 1891..... | 14 | - | - | - | 110 | 146 | 102 | 164 | 619 | 435 |
| 1892..... | 14 | - | - | - | 121 | 132 | 104 | 183 | 651 | 426 |
| 1894..... | 14 | - | - | - | 127 | 124 | 104 | 233 | 662 | 440 |
| 1895..... | 13 | - | - | - | 133 | 125 | 102 | 249 | 702 | 422 |
| 1896..... | 13 | - | - | - | 147 | 125 | 107 | 276 | 714 | 414 |
| 1897..... | 17 | - | - | - | 160 | 112 | 95 | 280 | 728 | 409 |
| 1898..... | 20 | - | - | - | 153 | 118 | 108 | 274 | 786 | 377 |
| 1899..... | 23 | 2 | - | - | 160 | 119 | 103 | 304 | 775 | 393 |
| 1900..... | 23 | 2 | - | - | 144 | 112 | 91 | 308 | 769 | 381 |
| 1901..... | 20 | 3 | - | - | 124 | 122 | 85 | 305 | 789 | 363 |
| 1902..... | 19 | 3 | - | - | 127 | 111 | 89 | 296 | 778 | 373 |
| 1903..... | 21 | 2 | - | - | 125 | 112 | 80 | 310 | 766 | 371 |
| 1904..... | 22 | 2 | - | - | 121 | 101 | 66 | 312 | 750 | 415 |
| 1905..... | 24 | 1 | 48 | 7 | 68 | 85 | 77 | 305 | 807 | 410 |
| 1906..... | 22 | 3 | 40 | 7 | 64 | 97 | 78 | 299 | 796 | 431 |
| 1907..... | 20 | 4 | 39 | 8 | 57 | 81 | 55 | 332 | 808 | 433 |
| 1908..... | 20 | 4 | 40 | 7 | 57 | 83 | 57 | 336 | 797 | 429 |
| 1909..... | 19 | 6 | 38 | 10 | 62 | 77 | 54 | 377 | 848 | 418 |
| 1910..... | 19 | 8 | 37 | 11 | 59 | 65 | 51 | 404 | 904 | 380 |
| 1911..... | 17 | 8 | 36 | 13 | 61 | 55 | 51 | 436 | 862 | 396 |
| 1912..... | 17 | 7 | 39 | 13 | 57 | 49 | 38 | 459 | 888 | 411 |
| 1913..... | 15 | 10 | 30 | 19 | 47 | 53 | 47 | 450 | 871 | 424 |
| 1914..... | 16 | 10 | 34 | 14 | 45 | 55 | 50 | 456 | 876 | 436 |
| 1915..... | 15 | 10 | 34 | 14 | 43 | 47 | 41 | 464 | 960 | 421 |
| 1916..... | 16 | 9 | 32 | 20 | 42 | 53 | 50 | 502 | 982 | 383 |
| 1917..... | 16 | 10 | 36 | 20 | 34 | 47 | 32 | 492 | 962 | 411 |
| 1918..... | 17 | 10 | 31 | 26 | 39 | 32 | 30 | 502 | 959 | 401 |
| 1919..... | 16 | 10 | 20 | 31 | 41 | 31 | 25 | 485 | 955 | 420 |

65.—Nova Scotia Publicly Controlled Schools: Teachers Employed by Sex and Class of Certificate, 1894-1919.

| Class "D" or Third. | | | Class "D" Temporary. | | | Permissive. | | | Total. | | | Year. |
|---------------------|---------|--------|----------------------|---------|--------|-------------|---------|--------|--------|---------|--------|-------|
| Male. | Female. | Total. | Male. | Female. | Total. | Male. | Female. | Total. | Male. | Female. | Total. | |
| 131 | 658 | 789 | 18 | 98 | 16 | - | - | - | 541 | 1,810 | 2,351 | 1894 |
| 133 | 669 | 802 | 38 | 101 | 139 | - | - | - | 540 | 1,859 | 2,399 | 1895 |
| 153 | 585 | 738 | 41 | 122 | 163 | - | - | - | 532 | 1,856 | 2,438 | 1896 |
| 145 | 716 | 861 | 51 | 122 | 173 | - | - | - | 576 | 1,909 | 2,485 | 1897 |
| 149 | 678 | 727 | 63 | 161 | 194 | - | - | - | 614 | 1,896 | 2,510 | 1898 |
| 167 | 748 | 915 | 37 | 121 | 158 | - | - | - | 594 | 1,900 | 2,494 | 1899 |
| 174 | 749 | 923 | 45 | 142 | 187 | - | - | - | 616 | 1,941 | 2,557 | 1900 |
| 126 | 750 | 876 | 47 | 140 | 187 | - | - | - | 540 | 1,952 | 2,492 | 1901 |
| 116 | 739 | 855 | 21 | 88 | 109 | - | - | - | 485 | 2,007 | 2,492 | 1902 |
| 94 | 774 | 868 | 22 | 72 | 94 | - | - | - | 441 | 2,053 | 2,494 | 1903 |
| 93 | 805 | 898 | 14 | 50 | 64 | - | - | - | 388 | 2,053 | 2,441 | 1904 |
| 88 | 829 | 917 | 15 | 58 | 73 | - | - | - | 386 | 2,180 | 2,566 | 1905 |
| 75 | 753 | 828 | 7 | 73 | 80 | - | - | - | 366 | 2,212 | 2,578 | 1906 |
| 74 | 743 | 817 | 13 | 95 | 108 | - | - | - | 354 | 2,272 | 2,626 | 1907 |
| 61 | 721 | 782 | 27 | 106 | 133 | - | - | - | 355 | 2,309 | 2,664 | 1908 |
| 83 | 775 | 858 | 28 | 177 | 205 | - | - | - | 352 | 2,342 | 2,694 | 1909 |
| 71 | 782 | 853 | 54 | 214 | 268 | - | - | - | 339 | 2,384 | 2,723 | 1910 |
| 57 | 746 | 803 | 60 | 309 | 369 | - | - | - | 331 | 2,468 | 2,799 | 1911 |
| 65 | 793 | 858 | 44 | 300 | 344 | - | - | - | 293 | 2,511 | 2,804 | 1912 |
| 38 | 763 | 801 | 15 | 129 | 144 | 34 | 262 | 296 | 278 | 2,583 | 2,861 | 1913 |
| 48 | 799 | 847 | 11 | 161 | 172 | 28 | 173 | 201 | 272 | 2,620 | 2,892 | 1914 |
| 51 | 859 | 910 | 10 | 126 | 136 | 30 | 160 | 190 | 256 | 2,689 | 2,945 | 1915 |
| 52 | 862 | 914 | 12 | 114 | 126 | 13 | 124 | 137 | 246 | 2,773 | 3,019 | 1916 |
| 30 | 830 | 860 | 19 | 23 | 42 | 3 | 225 | 228 | 198 | 2,847 | 3,045 | 1917 |
| 25 | 861 | 886 | 7 | 106 | 113 | 15 | 165 | 180 | 185 | 2,852 | 3,037 | 1918 |
| 28 | 799 | 827 | 3 | 127 | 130 | 14 | 257 | 271 | 163 | 2,849 | 3,012 | 1919 |

66.—New Brunswick Publicly Controlled Schools: Teachers Employed by Sex and Class of Certificate, 1886-1919.

| Total. | | | Trained. | Untrained. | Class-room Assistants. | | Total number, employed 2nd term. | Year. |
|--------|---------|--------|----------|------------|------------------------|---------|----------------------------------|-------|
| Male. | Female. | Total. | | | Male. | Female. | | |
| 431 | 1,123 | 1,554 | 1,467 | 87 | 7 | 29 | 1,590 | 1886 |
| 440 | 1,127 | 1,567 | 1,520 | 47 | 8 | 23 | 1,598 | 1887 |
| 408 | 1,148 | 1,556 | 1,513 | 43 | 7 | 24 | 1,587 | 1888 |
| 406 | 1,160 | 1,566 | 1,521 | 45 | 3 | 28 | 1,597 | 1889 |
| 394 | 1,179 | 1,573 | 1,526 | 47 | 4 | 40 | 1,617 | 1890 |
| 372 | 1,218 | 1,590 | 1,521 | 69 | 7 | 35 | 1,632 | 1891 |
| 370 | 1,261 | 1,631 | 1,542 | 89 | 4 | 34 | 1,669 | 1892 |
| 367 | 1,337 | 1,704 | 1,669 | 35 | 5 | 40 | 1,749 | 1894 |
| 373 | 1,373 | 1,746 | 1,719 | 27 | 4 | 40 | 1,790 | 1895 |
| 392 | 1,404 | 1,796 | 1,778 | 18 | 2 | 31 | 1,829 | 1896 |
| 384 | 1,417 | 1,800 | 1,790 | 11 | - | 31 | 1,831 | 1897 |
| 397 | 1,439 | 1,836 | 1,820 | 16 | 3 | 25 | 1,864 | 1898 |
| 405 | 1,474 | 1,879 | 1,868 | 11 | - | 33 | 1,912 | 1899 |
| 370 | 1,460 | 1,830 | 1,809 | 21 | 1 | 25 | 1,856 | 1900 |
| 351 | 1,460 | 1,811 | 1,781 | 30 | 2 | 28 | 1,841 | 1901 |
| 346 | 1,450 | 1,796 | 1,744 | 50 | 2 | 27 | 1,825 | 1902 |
| 338 | 1,449 | 1,787 | 1,730 | 57 | 3 | 25 | 1,815 | 1903 |
| 310 | 1,479 | 1,789 | 1,727 | 62 | 3 | 24 | 1,816 | 1904 |
| 302 | 1,530 | 1,832 | 1,771 | 61 | 2 | 32 | 1,866 | 1905 |
| 301 | 1,536 | 1,837 | 1,769 | 68 | 1 | 41 | 1,879 | 1906 |
| 252 | 1,585 | 1,837 | 1,764 | 73 | 1 | 36 | 1,874 | 1907 |
| 257 | 1,573 | 1,830 | 1,756 | 74 | 2 | 29 | 1,861 | 1908 |
| 250 | 1,659 | 1,909 | 1,843 | 66 | 1 | 32 | 1,942 | 1909 |
| 231 | 1,707 | 1,938 | 1,903 | 35 | 2 | 34 | 1,974 | 1910 |
| 220 | 1,715 | 1,935 | 1,898 | 37 | 1 | 39 | 1,975 | 1911 |
| 200 | 1,778 | 1,978 | 1,902 | 76 | 1 | 33 | 2,012 | 1912 |
| 192 | 1,774 | 1,966 | 1,925 | 41 | 1 | 35 | 2,002 | 1913 |
| 200 | 1,792 | 1,992 | 1,917 | 75 | 1 | 39 | 2,032 | 1914 |
| 180 | 1,869 | 2,049 | 2,003 | 46 | 4 | 53 | 2,106 | 1915 |
| 193 | 1,896 | 2,089 | 2,057 | 32 | 3 | 69 | 2,161 | 1916 |
| 165 | 1,895 | 2,060 | 2,017 | 43 | 2 | 67 | 2,129 | 1917 |
| 149 | 1,898 | 2,047 | 2,011 | 36 | - | 75 | 2,122 | 1918 |
| 133 | 1,901 | 2,034 | 1,948 | 86 | 3 | 70 | 2,107 | 1919 |

67.—Quebec Schools: Religious and Lay Teachers by Sex in Elementary, Model Schools and Academies of Quebec 1901-1919.

| Year. | Religious. | | | Lay. | | | | | | | | | Total Religious and Lay. | | |
|---------|------------|---------|--------|----------------------------|---------|--------|------------------------|---------|--------|------------|---------|--------|--------------------------|---------|--------|
| | | | | In Roman Catholic Schools. | | | In Protestant Schools. | | | Total Lay. | | | | | |
| | Male. | Female. | Total. | Male. | Female. | Total. | Male. | Female. | Total. | Male. | Female. | Total. | Male. | Female. | Total. |
| 1901... | 889 | 2,656 | 3,545 | 275 | 4,941 | 5,216 | 101 | 1,326 | 1,427 | 376 | 5,267 | 6,643 | 1,265 | 8,927 | 10,192 |
| 1902... | 878 | 2,792 | 3,670 | 258 | 4,957 | 5,215 | 95 | 1,334 | 1,429 | 353 | 6,296 | 6,649 | 1,231 | 9,088 | 10,319 |
| 1903... | 972 | 2,832 | 3,804 | 247 | 5,051 | 5,298 | 100 | 1,343 | 1,443 | 347 | 6,394 | 6,741 | 1,319 | 9,226 | 10,553 |
| 1904... | 984 | 2,908 | 3,892 | 232 | 5,114 | 5,346 | 85 | 1,411 | 1,496 | 317 | 6,525 | 6,842 | 1,301 | 9,433 | 10,737 |
| 1905... | 1,036 | 3,014 | 4,050 | 215 | 5,199 | 5,414 | 87 | 1,394 | 1,481 | 302 | 6,593 | 6,895 | 1,336 | 9,607 | 10,943 |
| 1906... | 1,119 | 3,120 | 4,239 | 219 | 5,232 | 5,451 | 83 | 1,427 | 1,510 | 302 | 6,659 | 6,961 | 1,422 | 9,779 | 11,201 |
| 1907... | 1,193 | 3,269 | 4,462 | 240 | 5,329 | 5,569 | 94 | 1,452 | 1,546 | 334 | 6,781 | 7,115 | 1,527 | 10,050 | 11,577 |
| 1908... | 1,233 | 3,366 | 4,599 | 238 | 5,369 | 5,607 | 108 | 1,457 | 1,565 | 346 | 6,826 | 7,172 | 1,579 | 10,192 | 11,771 |
| 1909... | 1,223 | 3,533 | 4,756 | 279 | 5,473 | 5,752 | 98 | 1,520 | 1,618 | 377 | 6,993 | 7,370 | 1,600 | 10,526 | 12,126 |
| 1910... | 1,328 | 3,548 | 4,876 | 284 | 5,583 | 5,867 | 92 | 1,541 | 1,633 | 376 | 7,124 | 7,500 | 1,704 | 10,677 | 12,381 |
| 1911... | 1,367 | 3,736 | 5,103 | 280 | 5,682 | 5,962 | 139 | 1,686 | 1,825 | 419 | 7,368 | 7,787 | 1,786 | 11,104 | 12,890 |
| 1912... | 1,463 | 3,856 | 5,349 | 297 | 5,782 | 6,079 | 117 | 1,664 | 1,781 | 414 | 7,446 | 7,860 | 1,877 | 11,332 | 13,209 |
| 1913... | 1,517 | 4,132 | 5,649 | 307 | 5,863 | 6,170 | 128 | 1,654 | 1,782 | 435 | 7,517 | 7,952 | 1,952 | 11,649 | 13,601 |
| 1914... | 1,555 | 4,333 | 5,888 | 366 | 6,154 | 6,520 | 131 | 1,780 | 1,911 | 497 | 7,934 | 8,431 | 2,052 | 12,292 | 14,344 |
| 1915... | 1,580 | 4,446 | 6,026 | 413 | 6,375 | 6,788 | 191 | 1,791 | 1,982 | 604 | 8,166 | 8,770 | 2,184 | 12,612 | 14,796 |
| 1916... | 1,623 | 4,666 | 6,289 | 455 | 6,528 | 6,983 | 185 | 1,889 | 2,074 | 640 | 8,417 | 9,057 | 2,263 | 13,083 | 15,346 |
| 1917... | 1,638 | 4,778 | 6,416 | 474 | 6,664 | 7,138 | 153 | 1,931 | 2,084 | 627 | 8,595 | 9,222 | 2,265 | 13,373 | 15,638 |
| 1918... | 1,774 | 5,163 | 6,937 | 483 | 6,716 | 7,199 | 137 | 1,921 | 2,058 | 620 | 8,637 | 9,257 | 2,394 | 13,800 | 16,194 |
| 1919... | 1,929 | 5,341 | 7,270 | 455 | 6,786 | 7,241 | 135 | 1,927 | 2,062 | 590 | 8,713 | 9,303 | 2,473 | 13,740 | 16,213 |

68.—Quebec Schools: Lay Male Teachers in Roman Catholic and Protestant Elementary, Model Schools and Academies by Class of Diploma, 1901-1919.

| Year. | Roman Catholic. | | | | | Protestant. | | | | | Total. | | | | |
|--------|-----------------|-------|-----------------------|------------------------------------|--------|---------------|-------|-----------------------|------------------------------------|--------|---------------|-------|-----------------------|------------------------------------|--------|
| | Aca- demy. | Model | Ele- men- tary. | With- out Dip- lo- ma. | Total. | Aca- demy. | Model | Ele- men- tary. | With- out Dip- lo- ma. | Total. | Aca- demy. | Model | Ele- men- tary. | With- out Dip- lo- ma. | Total. |
| 1901.. | 58 | 118 | 61 | 38 | 275 | 58 | 23 | 7 | 13 | 101 | 116 | 141 | 68 | 51 | 376 |
| 1902.. | 56 | 128 | 49 | 25 | 258 | 61 | 17 | 4 | 13 | 95 | 117 | 145 | 53 | 38 | 353 |
| 1903.. | 69 | 113 | 47 | 18 | 247 | 57 | 23 | 3 | 17 | 100 | 128 | 136 | 50 | 35 | 347 |
| 1904.. | 66 | 109 | 37 | 20 | 232 | 55 | 15 | 2 | 13 | 85 | 121 | 124 | 39 | 33 | 317 |
| 1905.. | 66 | 98 | 35 | 16 | 215 | 49 | 19 | — | 19 | 87 | 115 | 117 | 35 | 35 | 302 |
| 1906.. | 73 | 91 | 38 | 17 | 219 | 51 | 18 | — | 14 | 83 | 124 | 109 | 38 | 31 | 302 |
| 1907.. | 71 | 101 | 35 | 33 | 240 | 54 | 19 | 2 | 19 | 94 | 125 | 120 | 37 | 52 | 334 |
| 1908.. | 76 | 100 | 34 | 28 | 238 | 62 | 16 | 3 | 27 | 108 | 138 | 116 | 37 | 55 | 346 |
| 1909.. | 85 | 109 | 39 | 46 | 279 | 59 | 15 | 4 | 20 | 98 | 144 | 124 | 43 | 66 | 377 |
| 1910.. | 88 | 108 | 40 | 48 | 284 | 55 | 18 | 3 | 16 | 92 | 143 | 126 | 43 | 64 | 376 |
| 1911.. | 86 | 106 | 35 | 53 | 280 | 68 | 47 | 14 | 10 | 139 | 154 | 153 | 49 | 63 | 419 |
| 1912.. | 94 | 109 | 42 | 52 | 297 | 71 | 27 | 6 | 13 | 117 | 165 | 136 | 48 | 65 | 414 |
| 1913.. | 113 | 108 | 39 | 47 | 307 | 79 | 32 | 6 | 11 | 128 | 192 | 140 | 45 | 58 | 435 |
| 1914.. | 142 | 109 | 46 | 69 | 366 | 83 | 26 | 8 | 14 | 131 | 225 | 135 | 54 | 83 | 497 |
| 1915.. | 147 | 117 | 69 | 76 | 409 | 101 | 24 | 4 | 62 | 191 | 248 | 141 | 73 | 138 | 600 |
| 1916.. | 186 | 142 | 72 | 55 | 455 | 82 | 49 | 5 | 49 | 185 | 268 | 191 | 77 | 104 | 640 |
| 1917.. | 221 | 133 | 70 | 50 | 474 | 91 | 29 | 4 | 29 | 153 | 312 | 162 | 74 | 79 | 627 |
| 1918.. | 259 | 142 | 58 | 24 | 483 | 86 | 25 | 2 | 24 | 137 | 345 | 167 | 60 | 48 | 620 |
| 1919.. | 232 | 130 | 62 | 31 | 455 | 88 | 18 | 3 | 26 | 135 | 320 | 148 | 65 | 57 | 590 |

69.—Quebec Schools: Lay Female Teachers in Roman Catholic and Protestant Elementary, Model Schools and Academies, by Class of Diploma, 1901-1919.

| Year. | Roman Catholic. | | | | | Protestant. | | | | | Total. | | | | |
|--------|-----------------|-------|-----------------------|------------------------------------|--------|---------------|-------|-----------------------|------------------------------------|--------|---------------|-------|-----------------------|------------------------------------|--------|
| | Aca- demy. | Model | Ele- men- tary. | With- out Dip- lo- ma. | Total. | Aca- demy. | Model | Ele- men- tary. | With- out Dip- lo- ma. | Total. | Aca- demy. | Model | Ele- men- tary. | With- out Dip- lo- ma. | Total. |
| 1901.. | 9 | 1,183 | 3,053 | 696 | 4,946 | 64 | 436 | 702 | 124 | 1,326 | 73 | 1,619 | 3,755 | 820 | 6,272 |
| 1902.. | 9 | 1,155 | 3,069 | 724 | 4,957 | 70 | 409 | 697 | 158 | 1,334 | 79 | 1,564 | 3,766 | 882 | 6,291 |
| 1903.. | 11 | 1,173 | 3,134 | 733 | 5,051 | 59 | 430 | 684 | 170 | 1,343 | 70 | 1,603 | 3,818 | 910 | 6,394 |
| 1904.. | 10 | 1,167 | 3,125 | 812 | 5,114 | 51 | 421 | 698 | 241 | 1,411 | 61 | 1,588 | 3,823 | 1,053 | 6,525 |
| 1905.. | 12 | 1,221 | 3,136 | 830 | 5,199 | 51 | 392 | 665 | 286 | 1,394 | 63 | 1,623 | 3,801 | 1,116 | 6,593 |
| 1906.. | 16 | 1,279 | 3,142 | 795 | 5,232 | 54 | 412 | 623 | 338 | 1,427 | 70 | 1,691 | 3,765 | 1,133 | 6,759 |
| 1907.. | 24 | 1,273 | 3,173 | 859 | 5,329 | 57 | 420 | 581 | 374 | 6,452 | 81 | 1,693 | 3,754 | 1,233 | 11,781 |
| 1908.. | 25 | 1,284 | 3,194 | 866 | 5,386 | 66 | 435 | 524 | 432 | 1,457 | 91 | 1,719 | 3,718 | 1,298 | 6,843 |
| 1909.. | 33 | 1,364 | 3,121 | 955 | 5,473 | 67 | 459 | 512 | 482 | 1,520 | 100 | 1,823 | 3,633 | 1,437 | 6,993 |
| 1910.. | 40 | 1,419 | 3,242 | 882 | 5,583 | 66 | 473 | 495 | 507 | 1,541 | 106 | 1,892 | 3,737 | 1,389 | 7,124 |
| 1911.. | 58 | 1,531 | 3,250 | 843 | 5,682 | 75 | 530 | 625 | 456 | 1,686 | 133 | 2,061 | 3,875 | 1,299 | 7,368 |
| 1912.. | 74 | 1,579 | 3,279 | 850 | 5,782 | 103 | 627 | 508 | 426 | 1,664 | 177 | 2,206 | 3,787 | 1,276 | 7,446 |
| 1913.. | 91 | 1,580 | 3,304 | 888 | 5,863 | 66 | 646 | 508 | 434 | 1,654 | 157 | 2,226 | 3,812 | 1,322 | 7,517 |
| 1914.. | 100 | 1,731 | 3,457 | 866 | 6,154 | 83 | 654 | 631 | 412 | 1,780 | 183 | 2,385 | 4,088 | 1,278 | 7,934 |
| 1915.. | 142 | 1,935 | 3,548 | 750 | 6,375 | 72 | 664 | 647 | 414 | 1,791 | 214 | 2,599 | 4,195 | 1,164 | 8,166 |
| 1916.. | 178 | 2,153 | 3,700 | 497 | 6,528 | 106 | 832 | 626 | 325 | 1,889 | 284 | 2,985 | 4,326 | 822 | 8,417 |
| 1917.. | 228 | 2,203 | 3,803 | 430 | 6,664 | 128 | 850 | 697 | 256 | 1,931 | 356 | 3,053 | 4,500 | 686 | 8,595 |
| 1918.. | 264 | 2,199 | 3,890 | 363 | 6,716 | 100 | 904 | 656 | 261 | 1,921 | 364 | 3,103 | 4,546 | 624 | 8,637 |
| 1919.. | 321 | 2,213 | 3,883 | 369 | 6,786 | 85 | 925 | 606 | 311 | 1,927 | 406 | 3,138 | 4,489 | 680 | 8,713 |

70.—Quebec Schools: Lay Teachers of both Sexes in Roman Catholic and Protestant Elementary, Model Schools and Academies, by Class of Diploma, 1901-1919.

| Year. | Roman Catholic. | | | | | Protestant. | | | | | Total. | | | | |
|--------|-----------------|-------|--------------|-------------------|--------|-------------|-------|--------------|-------------------|--------|-----------|-------|--------------|-------------------|--------|
| | Aca-demy. | Model | Ele-mentary. | With-out Dip-oma. | Total. | Aca-demy. | Model | Ele-mentary. | With-out Dip-oma. | Total. | Aca-demy. | Model | Ele-mentary. | With-out Dip-oma. | Total. |
| 1901.. | 67 | 1,301 | 3,114 | 734 | 5,216 | 125 | 453 | 706 | 137 | 1,427 | 190 | 1,764 | 3,808 | 858 | 6,625 |
| 1902.. | 65 | 1,283 | 3,118 | 749 | 5,215 | - | - | - | - | 1,434 | - | - | - | - | 6,649 |
| 1903.. | 80 | 1,286 | 3,181 | 751 | 5,298 | 116 | 453 | 687 | 187 | 1,443 | 198 | 1,739 | 3,868 | 945 | 6,741 |
| 1904.. | 76 | 276 | 3,162 | 832 | 5,346 | 106 | 436 | 700 | 254 | 1,496 | 182 | 1,712 | 3,862 | 1,086 | 6,842 |
| 1905.. | 78 | 1,319 | 3,171 | 846 | 5,414 | 100 | 411 | 665 | 305 | 1,481 | 178 | 1,740 | 3,836 | 1,151 | 6,895 |
| 1906.. | 89 | 1,370 | 3,180 | 812 | 5,451 | 105 | 430 | 623 | 352 | 1,510 | 194 | 1,800 | 3,803 | 1,164 | 7,061 |
| 1907.. | 95 | 1,374 | 3,208 | 892 | 5,569 | 111 | 439 | 583 | 393 | 1,546 | 206 | 1,813 | 3,791 | 1,285 | 7,115 |
| 1908.. | 101 | 1,384 | 3,228 | 894 | 5,607 | 128 | 451 | 527 | 459 | 1,565 | 229 | 1,835 | 3,755 | 1,353 | 7,189 |
| 1909.. | 118 | 1,473 | 3,160 | 1,001 | 5,752 | 126 | 474 | 516 | 502 | 1,618 | 244 | 1,947 | 3,676 | 1,503 | 7,370 |
| 1910.. | 128 | 1,527 | 3,282 | 930 | 5,867 | 121 | 491 | 498 | 523 | 1,633 | 249 | 2,018 | 3,780 | 1,453 | 7,500 |
| 1911.. | 144 | 1,637 | 3,285 | 896 | 5,962 | 143 | 577 | 639 | 466 | 1,825 | 287 | 2,214 | 3,924 | 1,362 | 7,787 |
| 1912.. | 168 | 1,688 | 3,321 | 902 | 6,079 | 174 | 654 | 514 | 439 | 1,781 | 342 | 2,342 | 3,835 | 1,341 | 7,860 |
| 1913.. | 204 | 1,688 | 3,343 | 935 | 6,170 | 145 | 678 | 514 | 445 | 1,782 | 349 | 2,366 | 3,857 | 1,380 | 7,952 |
| 1914.. | 242 | 1,840 | 3,503 | 935 | 6,520 | 166 | 680 | 639 | 426 | 1,911 | 408 | 2,520 | 4,142 | 1,361 | 8,431 |
| 1915.. | 289 | 2,052 | 3,617 | 826 | 6,784 | 173 | 688 | 651 | 476 | 1,982 | 462 | 2,740 | 4,268 | 1,302 | 8,766 |
| 1916.. | 364 | 2,295 | 3,772 | 552 | 6,983 | 188 | 881 | 631 | 374 | 2,074 | 552 | 3,176 | 4,403 | 926 | 9,057 |
| 1917.. | 449 | 2,336 | 3,873 | 480 | 7,138 | 219 | 879 | 701 | 285 | 2,084 | 668 | 3,215 | 4,574 | 765 | 9,222 |
| 1918.. | 523 | 2,341 | 3,948 | 387 | 7,199 | 186 | 929 | 658 | 285 | 2,058 | 709 | 3,270 | 4,606 | 672 | 9,257 |
| 1919.. | 553 | 2,343 | 3,945 | 400 | 7,241 | 173 | 943 | 609 | 337 | 2,062 | 726 | 3,286 | 4,554 | 737 | 9,303 |

71.—Quebec Schools: Qualified Lay Teachers in Elementary, Model Schools and Academies, classified according to Source of Diplomas, 1901-1919.

| Year. | Roman Catholic | | | | | | Protestant. | | | | | | Total. | | | | | |
|----------|-----------------|-------|--------|---------------------|-------|--------|-----------------|-------|--------|---------------------|-----|--------|-----------------|-------|--------|---------------------|-------|--------|
| | Normal Schools. | | | Board of Examiners. | | | Normal Schools. | | | Board of Examiners. | | | Normal Schools. | | | Board of Examiners. | | |
| | M. | F. | Total. | M. | F. | Total. | M. | F. | Total. | M. | F. | Total. | M. | F. | Total. | M. | F. | Total. |
| 1901.... | 122 | 214 | 336 | 115 | 4,031 | 4,146 | 50 | 64 | 114 | 38 | 577 | 615 | 172 | 278 | 450 | 153 | 4,608 | 4,761 |
| 1902.... | 115 | 224 | 339 | 118 | 4,009 | 4,127 | 95 | 0 | 95 | 37 | - | - | 120 | - | - | - | - | - |
| 1903.... | 119 | 238 | 357 | 110 | 4,080 | 4,190 | 100 | 700 | 800 | 36 | 473 | 509 | 219 | 938 | 1,157 | 146 | 4,553 | 4,699 |
| 1904.... | 100 | 268 | 368 | 112 | 4,034 | 4,146 | 85 | 710 | 795 | 26 | 460 | 486 | 185 | 978 | 1,163 | 136 | 4,494 | 4,630 |
| 1905.... | 100 | 291 | 391 | 99 | 4,078 | 4,177 | 87 | 704 | 791 | 29 | 404 | 433 | 187 | 995 | 1,182 | 128 | 4,482 | 4,610 |
| 1906.... | 104 | 289 | 393 | 98 | 4,148 | 4,246 | 83 | 730 | 813 | 27 | 359 | 386 | 187 | 1,019 | 1,260 | 125 | 4,507 | 4,632 |
| 1907.... | 108 | 288 | 396 | 99 | 4,182 | 4,281 | 94 | 751 | 845 | 25 | 307 | 332 | 202 | 1,039 | 1,241 | 124 | 4,489 | 4,613 |
| 1908.... | 110 | 305 | 415 | 100 | 4,198 | 4,298 | 108 | 447 | 855 | 33 | 278 | 311 | 218 | 1,042 | 1,260 | 133 | 4,476 | 4,607 |
| 1909.... | 130 | 355 | 485 | 103 | 4,163 | 4,266 | 98 | 761 | 859 | 24 | 277 | 301 | 228 | 1,116 | 1,344 | 127 | 4,440 | 4,567 |
| 1910.... | 128 | 439 | 567 | 108 | 4,262 | 4,370 | 92 | 755 | 847 | 30 | 279 | 309 | 220 | 1,194 | 1,414 | 138 | 4,541 | 4,679 |
| 1911.... | 126 | 522 | 648 | 101 | 4,317 | 4,418 | 139 | 800 | 939 | 60 | 430 | 490 | 265 | 1,322 | 1,587 | 161 | 4,747 | 4,908 |
| 1912.... | 140 | 642 | 782 | 105 | 4,290 | 4,395 | 117 | 793 | 910 | 40 | 445 | 485 | 257 | 1,435 | 1,692 | 145 | 4,735 | 4,880 |
| 1913.... | 157 | 687 | 844 | 103 | 4,288 | 4,391 | 128 | 769 | 897 | 24 | 451 | 475 | 285 | 1,456 | 1,741 | 127 | 4,736 | 4,863 |
| 1914.... | 188 | 808 | 996 | 109 | 4,480 | 4,589 | 131 | 955 | 1,086 | 45 | 413 | 458 | 319 | 1,763 | 2,082 | 154 | 4,893 | 5,047 |
| 1915.... | 198 | 953 | 1,151 | 135 | 4,672 | 4,807 | 191 | 975 | 1,166 | 61 | 402 | 463 | 389 | 1,928 | 2,317 | 196 | 5,074 | 5,270 |
| 1916.... | 228 | 1,114 | 1,342 | 172 | 4,917 | 5,089 | 185 | 1,102 | 1,287 | 66 | 462 | 528 | 413 | 2,216 | 2,629 | 238 | 5,379 | 5,617 |
| 1917.... | 248 | 1,237 | 1,485 | 176 | 4,997 | 5,173 | 153 | 1,140 | 1,293 | 84 | 535 | 619 | 401 | 2,377 | 2,778 | 260 | 5,532 | 5,792 |
| 1918.... | 252 | 1,301 | 1,553 | 207 | 5,052 | 5,259 | 137 | 1,137 | 1,274 | 73 | 523 | 596 | 389 | 2,438 | 2,827 | 280 | 5,575 | 5,855 |
| 1919.... | 227 | 1,346 | 1,573 | 197 | 5,071 | 5,268 | 42 | 1,137 | 1,179 | 67 | 479 | 546 | 269 | 2,483 | 2,752 | 264 | 5,550 | 5,814 |

M.—Male. F.—Female.

72.—Quebec Schools: Lay Teachers in Publicly Controlled and Independent Schools, 1915-1919.

| Year. | Public. | | | | | | Independent. ¹ | | | | | | Grand Total. | |
|----------|-----------------|---------|--------|-------------|---------|--------|---------------------------|---------|--------|-------------|---------|--------|--------------|-------|
| | Roman Catholic. | | | Protestant. | | | Roman Catholic. | | | Protestant. | | | | |
| | Male. | Female. | Total. | Male. | Female. | Total. | Male. | Female. | Total. | Male. | Female. | Total. | | |
| 1915.... | 391 | 6,224 | 6,615 | 191 | 1,786 | 1,977 | 22 | 151 | 173 | - | - | 5 | 5 | 8,770 |
| 1916.... | 432 | 6,390 | 6,822 | 185 | 1,888 | 2,073 | 23 | 138 | 161 | - | - | - | - | 9,056 |
| 1917.... | 446 | 6,527 | 6,973 | 153 | 1,931 | 2,084 | 28 | 137 | 165 | - | - | 1 | 1 | 9,223 |
| 1918.... | 456 | 6,575 | 7,031 | 137 | 1,919 | 2,056 | 27 | 141 | 168 | - | - | 2 | 2 | 9,257 |
| 1919.... | 430 | 6,632 | 7,062 | 135 | 1,925 | 2,060 | 25 | 154 | 179 | - | - | 2 | 2 | 9,303 |

¹Already included in the tables for Elementary, Model Schools and Academies.

DOMINION BUREAU OF STATISTICS

73.—Ontario Publicly Controlled Schools: Teachers in the Elementary and Secondary Schools, by Qualifications and Sex, 1867-1918.

| Year. | Elementary Schools. | | | | | | | Secondary Schools. | | | Total. | | | |
|------------|---------------------|------------|------------|----------|---------|-------|---------|--------------------|-------|---------|--------|--------|---------|--------|
| | 1st Class. | 2nd Class. | 3rd Class. | Special. | Others. | Male. | Female. | Total. | Male. | Female. | Total. | Male. | Female. | Total. |
| 1867..... | 1,899 | 2,454 | 386 | — | 151 | 2,849 | 2,041 | 4,890 | — | — | 159 | — | — | 5,049 |
| 1872..... | 1,337 | 1,477 | 2,084 | — | 578 | 2,626 | 2,850 | 5,476 | — | — | 239 | — | — | 5,715 |
| 1877..... | 250 | 1,304 | 3,926 | — | 988 | 3,020 | 3,448 | 6,468 | — | — | 280 | — | — | 6,748 |
| 1882..... | 246 | 2,169 | 3,471 | — | 971 | 3,062 | 3,795 | 6,857 | — | — | 332 | — | — | 7,189 |
| 1887..... | 252 | 2,553 | 3,865 | ..... | 924 | 2,718 | 4,876 | 7,954 | — | — | 398 | — | — | 7,992 |
| 1892..... | 261 | 3,047 | 4,299 | — | 873 | 2,770 | 5,710 | 8,480 | — | — | 522 | — | — | 9,002 |
| 1897..... | 343 | 3,386 | 4,465 | — | 934 | 2,784 | 6,344 | 9,128 | — | — | 579 | — | — | 9,707 |
| 1900..... | 581 | 3,851 | 3,927 | — | 1,081 | 2,630 | 6,810 | 9,440 | — | — | 593 | — | — | 10,033 |
| 1901..... | 611 | 4,125 | 3,571 | 251 | 914 | 2,459 | 7,035 | 9,221 | — | — | 579 | — | — | 9,800 |
| 1902..... | 608 | 4,296 | 3,432 | 247 | 1,031 | 2,294 | 7,320 | 9,614 | 483 | 110 | 593 | 2,777 | 7,430 | 10,207 |
| 1903..... | 610 | 4,451 | 3,250 | 250 | 1,145 | 2,160 | 7,546 | 9,706 | 488 | 131 | 619 | 2,648 | 7,677 | 10,325 |
| 1904..... | 635 | 4,192 | 3,396 | 255 | 1,331 | 2,075 | 7,734 | 9,809 | 509 | 152 | 661 | 2,584 | 7,886 | 10,470 |
| 1905..... | 661 | 4,018 | 3,248 | 260 | 1,722 | 1,950 | 7,959 | 9,909 | 511 | 178 | 689 | 2,461 | 8,137 | 10,598 |
| 1906..... | 689 | 4,007 | 3,254 | 273 | 1,812 | 1,863 | 8,162 | 10,025 | 513 | 206 | 719 | 2,376 | 8,368 | 10,744 |
| 1907..... | 715 | 3,887 | 3,452 | 277 | 1,839 | 1,783 | 8,387 | 10,170 | 521 | 229 | 750 | 2,304 | 8,616 | 10,920 |
| 1908..... | 767 | 3,979 | 3,565 | 288 | 1,774 | 1,842 | 8,531 | 10,373 | 537 | 258 | 795 | 2,379 | 8,789 | 11,168 |
| 1909..... | 793 | 4,732 | 2,971 | 312 | 1,778 | 1,747 | 8,839 | 10,586 | 532 | 288 | 820 | 2,279 | 9,127 | 11,406 |
| 1910..... | 834 | 5,511 | 2,370 | 334 | 1,803 | 1,696 | 9,156 | 10,852 | 537 | 316 | 853 | 2,233 | 9,472 | 11,705 |
| 1911*..... | 647 | 6,076 | 1,695 | 358 | 2,124 | 1,499 | 9,401 | 10,900 | 646 | 470 | 1,116 | *2,145 | 9,871 | 12,016 |
| 1912..... | 674 | 6,419 | 1,804 | 371 | 1,860 | 1,511 | 9,617 | 11,128 | 633 | 510 | 1,143 | 2,144 | 10,127 | 12,271 |
| 1913..... | 795 | 6,828 | 1,878 | 386 | 1,674 | 1,600 | 9,961 | 11,561 | 644 | 544 | 1,188 | 2,244 | 10,505 | 12,749 |
| 1914..... | 878 | 7,387 | 1,771 | 396 | 1,510 | 1,628 | 10,314 | 11,942 | 660 | 600 | 1,260 | 2,288 | 10,914 | 13,202 |
| 1915..... | 1,051 | 8,025 | 1,520 | 396 | 1,254 | 1,685 | 10,561 | 12,246 | 637 | 621 | 1,258 | 2,322 | 11,182 | 13,504 |
| 1916..... | 1,084 | 8,559 | 1,346 | 371 | 1,105 | 1,386 | 11,079 | 12,465 | 621 | 651 | 1,272 | 2,007 | 11,730 | 13,737 |
| 1917..... | 1,106 | 8,784 | 1,317 | 376 | 1,108 | 1,317 | 11,445 | 12,762 | 596 | 696 | 1,292 | 1,913 | 12,141 | 14,054 |
| 1918..... | 1,099 | 9,018 | 1,247 | 455 | 1,126 | 1,068 | 11,877 | 12,945 | 595 | 727 | 1,322 | 1,663 | 12,604 | 14,267 |
| 1919..... | 1,246 | 9,193 | 1,159 | 534 | 1,257 | 1,328 | 12,061 | 13,389 | 637 | 775 | 1,412 | 1,965 | 12,836 | 14,801 |

NOTE.—From 1911 to the present, the Continuation School teachers are included with the secondary teachers: previously they were included with the elementary.

74.—Manitoba Publicly Controlled Schools: Teachers Employed, by Sex and Class of Certificate, 1883-1918.

| Year. | Number Teachers. | Male. | Female. | Collegiate | 1st Class. | 2nd Class. | 3rd Class. | Interim Certificates. | Specialists. |
|--------------|------------------|-------|---------|------------|------------|------------|------------|-----------------------|--------------|
| 1883..... | 246 | 123 | 123 | 9 | 37 | 77 | 88 | 35 | — |
| 1885..... | 476 | 231 | 245 | 6 | 47 | 148 | 200 | 75 | — |
| 1890..... | 840 | 451 | 389 | 5 | 68 | 279 | 369 | 124 | — |
| 1895..... | 1,093 | 570 | 523 | 18 | 121 | 525 | 395 | 34 | — |
| 1900..... | 1,596 | 592 | 1,004 | 42 | 243 | 767 | 497 | 47 | — |
| 1901..... | 1,669 | 618 | 1,051 | 46 | 267 | 725 | 541 | 90 | — |
| 1902..... | 1,849 | 629 | 1,220 | 44 | 269 | 903 | 444 | 189 | — |
| 1903..... | 2,094 | 628 | 1,466 | 50 | 261 | 853 | 591 | 339 | — |
| 1904..... | 2,218 | 682 | 1,536 | 53 | 268 | 981 | 583 | 333 | — |
| 1905..... | 2,272 | 597 | 1,675 | 59 | 240 | 1,092 | 602 | 279 | — |
| 1906..... | 2,365 | 596 | 1,769 | 66 | 256 | 1,104 | 626 | 214 | — |
| 1907..... | 2,480 | 595 | 1,885 | 58 | 261 | 1,368 | 567 | 226 | — |
| 1908..... | 2,526 | 598 | 1,928 | 56 | 240 | 1,350 | 642 | 238 | — |
| 1909..... | 2,662 | 637 | 2,025 | 59 | 286 | 1,331 | 799 | 187 | — |
| 1910..... | 2,774 | 621 | 2,153 | 80 | 273 | 1,452 | 718 | 251 | — |
| 1911..... | 2,868 | 651 | 2,217 | 85 | 305 | 1,283 | 938 | 257 | — |
| 1912-13..... | 2,964 | 500 | 2,464 | 99 | 254 | 1,278 | 1,153 | 180 | — |
| 1914..... | 2,864 | 474 | 2,390 | 70 | 264 | 1,243 | 1,134 | 153 | — |
| 1915..... | 2,976 | 598 | 2,378 | 93 | 298 | 1,359 | 1,130 | 96 | — |
| 1916..... | 2,991 | 491 | 2,500 | 104 | 260 | 1,611 | 889 | 82 | 45 |
| 1917..... | 3,024 | 530 | 2,494 | 121 | 244 | 1,439 | 1,028 | 140 | 52 |
| 1918..... | 3,097 | 524 | 2,573 | 81 | 351 | 1,603 | 849 | 160 | 53 |

75.—Saskatchewan Publicly Controlled Schools: Teachers in Urban, Elementary and Secondary Schools by Sex and Class of Certificate, 1909-19.

| | Elementary Schools. | | | | | | | | | | | | | | | Secondary Schools. | Total. |
|-------------------|---------------------|-----|-----|---------------|-------|-------|--------------|-----|-----|---------|-----|-----|--------|-------|-------|--------------------|--------|
| | First Class. | | | Second Class. | | | Third Class. | | | Permit. | | | Total. | | | | |
| | M. | F. | T. | M. | F. | T. | M. | F. | T. | M. | F. | T. | M. | F. | T. | | |
| 1909. | 65 | 51 | 116 | 64 | 240 | 304 | 12 | 34 | 46 | 8 | 6 | 14 | 149 | 331 | 480 | 41 | 521 |
| 1910. | 66 | 56 | 122 | 98 | 295 | 393 | 23 | 54 | 73 | 5 | 16 | 21 | 192 | 407 | 606 | 54 | 660 |
| 1911. | 70 | 92 | 162 | 229 | 430 | 659 | 179 | 254 | 433 | 142 | 171 | 313 | 620 | 947 | 1,567 | 56 | 1,623 |
| 1912 ¹ | 89 | 84 | 173 | 115 | 425 | 540 | 37 | 63 | 100 | 14 | 21 | 37 | 255 | 593 | 848 | 67 | 915 |
| 1913. | 103 | 128 | 231 | 125 | 609 | 734 | 46 | 151 | 197 | 17 | 43 | 60 | 291 | 931 | 1,222 | 84 | 1,306 |
| 1914. | 143 | 164 | 307 | 127 | 614 | 741 | 45 | 185 | 230 | 6 | 14 | 20 | 321 | 977 | 1,298 | 99 | 1,397 |
| 1915. | 190 | 203 | 393 | 136 | 642 | 778 | 38 | 193 | 231 | 2 | 10 | 12 | 366 | 1,048 | 1,414 | 129 | 1,543 |
| 1916. | 220 | 284 | 504 | 155 | 733 | 888 | 36 | 208 | 244 | 2 | 15 | 17 | 413 | 1,240 | 1,653 | 110 | 1,763 |
| 1917. | 159 | 255 | 414 | 158 | 792 | 950 | 30 | 163 | 193 | 2 | 11 | 13 | 349 | 1,221 | 1,570 | 119 | 1,689 |
| 1918. | 162 | 284 | 446 | 119 | 903 | 1,022 | 33 | 217 | 250 | 4 | 22 | 26 | 318 | 1,426 | 1,744 | 161 | 1,905 |
| 1919. | 181 | 304 | 485 | 127 | 1,085 | 1,212 | 20 | 183 | 203 | 1 | 5 | 6 | 329 | 1,577 | 1,906 | 164 | 2,070 |

¹Incomplete. Note also the peculiar figures of 1911.

76.—Saskatchewan Publicly Controlled Schools: Teachers in Rural Elementary Schools by Sex and Class of Certificate, 1909-1919.

| Year. | First Class. | | | Second Class. | | | Third Class. | | | Permit. | | | Total. | | |
|-----------|--------------|-----|--------|---------------|-------|--------|--------------|-------|--------|---------|-----|--------|--------|-------|--------|
| | M. | F. | Total. | M. | F. | Total. | M. | F. | Total. | M. | F. | Total. | M. | F. | Total. |
| 1909..... | 56 | 40 | 96 | 248 | 423 | 671 | 306 | 348 | 654 | 200 | 193 | 393 | 810 | 1,004 | 1,814 |
| 1910..... | 48 | 42 | 90 | 247 | 442 | 689 | 335 | 432 | 767 | 252 | 268 | 520 | 882 | 1,184 | 2,066 |
| 1911..... | 65 | 83 | 148 | 259 | 478 | 737 | 184 | 389 | 573 | 188 | 278 | 466 | 696 | 1,228 | 1,924 |
| 1912..... | 24 | 46 | 70 | 249 | 453 | 702 | 304 | 537 | 841 | 413 | 489 | 902 | 994 | 1,525 | 2,519 |
| 1913..... | 44 | 59 | 103 | 255 | 448 | 703 | 363 | 789 | 1,152 | 460 | 512 | 972 | 1,122 | 1,808 | 2,930 |
| 1914..... | 49 | 67 | 116 | 287 | 495 | 782 | 503 | 1,058 | 1,561 | 392 | 352 | 744 | 1,231 | 1,972 | 3,203 |
| 1915..... | 76 | 109 | 185 | 309 | 628 | 937 | 601 | 1,356 | 1,957 | 257 | 199 | 456 | 1,243 | 2,292 | 3,535 |
| 1916..... | 76 | 160 | 236 | 272 | 758 | 1,030 | 506 | 1,546 | 2,052 | 223 | 483 | 706 | 1,077 | 2,947 | 4,024 |
| 1917..... | 72 | 179 | 251 | 251 | 898 | 1,149 | 388 | 1,547 | 1,935 | 244 | 585 | 829 | 955 | 3,209 | 4,164 |
| 1918..... | 55 | 197 | 252 | 206 | 1,111 | 1,317 | 250 | 1,613 | 1,863 | 186 | 710 | 996 | 697 | 3,631 | 4,328 |
| 1919..... | 119 | 276 | 395 | 330 | 1,463 | 1,793 | 308 | 1,486 | 1,794 | 183 | 315 | 498 | 940 | 3,540 | 4,480 |

M.—Male. F.—Female.

77.—Saskatchewan Publicly Controlled Schools: Teachers in all Elementary and Secondary Schools by Sex and Class of Certificate, 1909-1919.

| Year. | Elementary Schools. | | | | | | | | | | | | | | | Secondary Schools. | Grand Total. |
|-----------|---------------------|-----|--------|---------------|-------|--------|--------------|-------|--------|---------|-----|--------|--------|-------|-----|--------------------|--------------|
| | First Class. | | | Second Class. | | | Third Class. | | | Permit. | | | Total. | | | | |
| | M. | F. | Total. | M. | F. | Total. | M. | F. | Total. | M. | F. | Total. | M. | F. | | | |
| 1909..... | 121 | 91 | 212 | 312 | 663 | 975 | 318 | 382 | 700 | 208 | 199 | 407 | 959 | 1,335 | 41 | 2,335 | |
| 1910..... | 114 | 98 | 212 | 345 | 737 | 1,082 | 358 | 479 | 837 | 257 | 284 | 541 | 1,074 | 1,598 | 54 | 2,726 | |
| 1911..... | 135 | 175 | 310 | 488 | 908 | 1,396 | 363 | 643 | 1,006 | 330 | 449 | 779 | 1,316 | 2,175 | 56 | 3,547 | |
| 1912..... | 113 | 130 | 243 | 364 | 878 | 1,242 | 341 | 604 | 945 | 427 | 510 | 937 | 1,245 | 2,122 | 67 | 3,434 | |
| 1913..... | 147 | 187 | 334 | 380 | 1,057 | 1,437 | 409 | 935 | 1,344 | 482 | 555 | 1,037 | 1,418 | 2,734 | 84 | 4,236 | |
| 1914..... | 192 | 231 | 423 | 414 | 1,109 | 1,523 | 548 | 1,243 | 1,791 | 398 | 366 | 764 | 1,552 | 2,949 | 99 | 4,600 | |
| 1915..... | 266 | 312 | 578 | 445 | 1,270 | 1,715 | 639 | 1,549 | 2,188 | 259 | 209 | 468 | 1,609 | 3,340 | 129 | 5,078 | |
| 1916..... | 296 | 444 | 740 | 427 | 1,491 | 1,918 | 542 | 1,754 | 2,296 | 225 | 498 | 723 | 1,490 | 4,187 | 110 | 5,787 | |
| 1917..... | 231 | 434 | 665 | 409 | 1,690 | 2,099 | 418 | 1,710 | 2,128 | 246 | 596 | 842 | 1,304 | 4,430 | 119 | 5,853 | |
| 1918..... | 217 | 481 | 698 | 325 | 2,014 | 2,339 | 283 | 1,830 | 2,113 | 190 | 732 | 922 | 1,015 | 5,057 | 161 | 6,233 | |
| 1919..... | 300 | 580 | 880 | 457 | 2,548 | 3,005 | 328 | 1,669 | 1,997 | 184 | 320 | 504 | 1,269 | 5,117 | 164 | 6,550 | |

M.—Male. F.—Female.

78.—Alberta Publicly Controlled Schools: Teachers in all Elementary and

| Year. | First Class. | | | Second Class. | | | Third Class. | | |
|---------------------------|--------------|-------|--------|---------------|--------|--------|--------------|-------|--------|
| | M. | F. | Total. | M. | F. | Total. | M. | F. | Total. |
| 1905..... | 74 | 76 | 150 | 127 | 402 | 529 | 1 | 8 | 9 |
| 1906..... | 86 | 90 | 176 | 157 | 500 | 657 | - | 4 | 4 |
| 1907..... | 101 | 113 | 214 | 176 | 654 | 830 | - | 4 | 4 |
| 1908..... | 116 | 125 | 241 | 222 | 701 | 923 | - | 3 | 3 |
| 1909..... | 135 | 150 | 285 | 273 | 794 | 1,072 | 27 | 31 | 58 |
| 1910 ¹ | 158 | 174 | 332 | 332 | 919 | 1,251 | 113 | 155 | 268 |
| 1911..... | 200 | 260 | 460 | 402 | 1,122 | 1,524 | 176 | 210 | 386 |
| 1912..... | 230 | 305 | 535 | 434 | 1,271 | 1,705 | 144 | 249 | 393 |
| 1913..... | 248 | 304 | 552 | 397 | 1,407 | 1,804 | 138 | 252 | 390 |
| 1914..... | 286 | 376 | 662 | 598 | 1,607 | 2,205 | 191 | 257 | 448 |
| 1915..... | 418 | 478 | 905 | 654 | 1,832 | 2,486 | 202 | 242 | 444 |
| 1916..... | 431 | 637 | 1,068 | 588 | 1,995 | 2,583 | 105 | 224 | 329 |
| 1917..... | 386 | 596 | 982 | 505 | 2,226 | 2,731 | 102 | 348 | 450 |
| 1918..... | 374 | 729 | 1,103 | 423 | 2,384 | 2,807 | 93 | 566 | 659 |
| Aggregate..... | 3,243 | 4,422 | 7,665 | 5,288 | 17,816 | 23,104 | 1,292 | 2,553 | 3,845 |
| P.c. of total aggregate.. | - | - | 18.72 | - | - | 56.41 | - | - | 6.21 |

M.—Male.—F.—Female.

¹The totals of these years for all schools show a discrepancy when compared with the totals obtained by adding the of these years.

Secondary Schools by Sex and Class of Certificate, 1905-1918.

| Permit. | | | Special. | | | Total. | | | Employed at one time. | Number or changes during year. | Year. |
|---------|-------|--------|----------|----|--------|--------|--------|--------|-----------------------|--------------------------------|-----------|
| M. | F. | Total. | M. | F. | Total. | M. | F. | Total. | | | |
| 16 | 25 | 41 | - | - | - | 218 | 511 | 729 | 628 | 101 |1905 |
| 37 | 50 | 87 | - | - | - | 280 | 644 | 924 | 815 | 159 |1906 |
| 41 | 121 | 162 | - | 2 | 2 | 318 | 892 | 1,210 | 943 | 267 |1907 |
| 97 | 204 | 301 | - | 4 | 4 | 435 | 1,038 | 1,468 | 1,192 | 276 |1908 |
| 135 | 265 | 400 | - | - | - | 570 | 1,245 | 1,815 | 1,321 | 494 |1909 |
| 113 | 253 | 366 | - | - | - | 716 | 1,501 | 2,217 | 1,610 | 607 |1910 |
| 89 | 192 | 281 | - | - | - | 867 | 1,784 | 2,651 | 1,902 | 749 |1911 |
| 148 | 273 | 421 | - | - | - | 956 | 2,068 | 3,054 | 2,229 | 825 |1912 |
| 197 | 351 | 548 | - | - | - | 980 | 2,314 | 3,294 | 2,511 | 787 |1913 |
| 300 | 363 | 663 | - | - | - | 1,375 | 2,603 | 3,978 | 2,898 | 1,080 |1914 |
| 117 | 212 | 329 | 27 | 27 | 54 | 1,418 | 2,800 | 4,218 | 3,640 | 578 |1915 |
| 199 | 378 | 577 | 32 | 18 | 50 | 1,355 | 3,252 | 4,607 | 3,963 | 644 |1916 |
| 249 | 666 | 915 | 25 | 30 | 55 | 1,267 | 3,866 | 5,133 | 4,265 | 868 |1917 |
| 171 | 852 | 1,023 | 29 | 34 | 63 | 1,090 | 4,565 | 5,655 | - | - |1918 |
| 1,909 | 4,205 | 6,114 | - | - | 228 | 11,845 | 29,079 | 40,954 | - | - | |
| - | - | 14,93 | - | - | - | 28,92 | 71,08 | 100 | - | - | |

eachers in the different types of schools in Tables 81-82 and 83. This is probably due to typographical errors in the report

DOMINION BUREAU OF STATISTICS

79.—Alberta Publicly Controlled Schools: Teachers in Graded Town, Village and Consolidated Schools, by Sex and Class of Certificate, 1905-1918.

| Year. | First Class. | | | Second Class. | | | Third Class. | | | Permit. | | | Special. | | | Total. | | |
|-------------------|--------------|-------|--------|---------------|-------|--------|--------------|-----|--------|---------|-----|--------|----------|-----|--------|--------|--------|--------|
| | M. | F. | Total. | M. | F. | Total. | M. | F. | Total. | M. | F. | Total. | M. | F. | Total. | M. | F. | Grand. |
| 1905..... | 35 | 43 | 78 | 38 | 129 | 167 | - | 2 | 2 | 0 | 2 | 2 | - | - | - | 73 | 176 | 249 |
| 1906..... | 41 | 54 | 95 | 27 | 141 | 168 | - | - | - | 1 | 2 | 3 | - | - | - | 69 | 197 | 266 |
| 1907..... | 58 | 72 | 130 | 42 | 261 | 303 | - | 1 | 1 | 2 | 6 | 8 | - | - | - | 102 | 340 | 442 |
| 1908..... | 64 | 75 | 139 | 39 | 269 | 308 | - | - | - | 4 | 5 | 9 | - | - | - | 107 | 351 | 458 |
| 1909..... | 84 | 98 | 182 | 57 | 320 | 377 | 3 | 5 | 8 | 3 | 8 | 11 | - | 4 | 4 | 147 | 435 | 582 |
| 1910..... | 98 | 119 | 217 | 68 | 427 | 495 | 10 | 21 | 31 | 2 | 8 | 10 | - | - | - | 178 | 575 | 753 |
| 1911..... | 139 | 169 | 308 | 77 | 499 | 576 | 10 | 23 | 33 | 3 | 3 | 6 | - | - | - | 229 | 694 | 923 |
| 1912..... | 146 | 189 | 335 | 81 | 583 | 664 | 9 | 28 | 37 | 1 | 12 | 13 | - | - | - | 237 | 812 | 1,049 |
| 1913..... | 159 | 211 | 370 | 97 | 712 | 809 | 9 | 35 | 44 | 2 | 5 | 7 | - | - | - | 267 | 963 | 1,230 |
| 1914..... | 178 | 227 | 405 | 122 | 749 | 871 | 9 | 27 | 36 | - | 3 | 3 | - | - | - | 309 | 1,006 | 1,315 |
| 1915..... | 230 | 263 | 493 | 121 | 713 | 834 | 8 | 35 | 43 | 1 | 1 | 2 | 27 | 27 | 54 | 387 | 1,039 | 1,426 |
| 1916..... | 265 | 313 | 578 | 138 | 749 | 887 | 9 | 31 | 40 | 1 | 6 | 7 | 32 | 18 | 50 | 445 | 1,117 | 1,562 |
| 1917..... | 235 | 359 | 594 | 128 | 875 | 1,003 | 12 | 53 | 65 | 4 | 21 | 25 | 25 | 30 | 55 | 404 | 1,338 | 1,742 |
| 1918..... | 244 | 442 | 686 | 132 | 960 | 1,092 | 16 | 77 | 93 | 6 | 30 | 36 | 29 | 34 | 63 | 427 | 1,543 | 1,970 |
| Aggregate | 1,976 | 2,634 | 4,610 | 1,167 | 7,387 | 8,554 | 95 | 338 | 433 | 30 | 112 | 142 | 113 | 115 | 228 | 3,381 | 10,586 | 13,967 |
| P.C. of aggregate | - | - | 33.74 | - | - | 61.29 | - | - | 3.10 | - | - | 1.01 | - | - | 1.63 | 24.21 | 75.79 | 100 |

M.—Male. F. Female.

80.—Alberta Publicly Controlled Schools: Teachers in Ungraded or Rural Schools, 1905-1918.

IN SCHOOLS OPEN THROUGHOUT THE YEAR.

| Year. | First Class. | | | Second Class. | | | Third Class. | | | Permit. | | | Total. | | |
|------------------------|--------------|-------|--------|---------------|-------|--------|--------------|-------|--------|---------|-------|--------|--------|--------|--------|
| | M. | F. | Total. | M. | F. | Total. | M. | F. | Total. | M. | F. | Total. | M. | F. | Grand. |
| 1905..... | 34 | 30 | 64 | 89 | 250 | 339 | - | 2 | 2 | 12 | 19 | 31 | 135 | 301 | 436 |
| 1906..... | 37 | 35 | 72 | 111 | 307 | 418 | - | 3 | 3 | 28 | 38 | 66 | 176 | 383 | 559 |
| 1907..... | 23 | 29 | 52 | 63 | 205 | 268 | - | 1 | 1 | 10 | 20 | 30 | 97 | 254 | 351 |
| 1908..... | 26 | 34 | 60 | 81 | 253 | 334 | - | 1 | 1 | 21 | 59 | 80 | 128 | 347 | 475 |
| 1909..... | 17 | 26 | 43 | 107 | 275 | 382 | 12 | 10 | 22 | 34 | 73 | 107 | 170 | 384 | 554 |
| 1910..... | 25 | 49 | 74 | 127 | 339 | 466 | 42 | 61 | 103 | 29 | 68 | 97 | 223 | 517 | 740 |
| 1911..... | 24 | 53 | 77 | 165 | 361 | 526 | 75 | 85 | 160 | 14 | 70 | 84 | 278 | 569 | 847 |
| 1912..... | 36 | 72 | 108 | 170 | 377 | 547 | 49 | 92 | 141 | 47 | 20 | 67 | 302 | 561 | 863 |
| 1913..... | 49 | 49 | 98 | 144 | 404 | 548 | 65 | 118 | 183 | 72 | 161 | 233 | 330 | 732 | 1,062 |
| 1914..... | 61 | 107 | 168 | 323 | 560 | 883 | 103 | 148 | 251 | 85 | 107 | 192 | 574 | 920 | 1,494 |
| 1915..... | 138 | 180 | 318 | 384 | 860 | 1,244 | 130 | 145 | 275 | 88 | 113 | 201 | 740 | 1,198 | 1,938 |
| 1916..... | 115 | 156 | 271 | 301 | 850 | 1,151 | 38 | 75 | 113 | 46 | 104 | 150 | 500 | 1,192 | 1,685 |
| 1917..... | 116 | 188 | 304 | 297 | 1,108 | 1,407 | 70 | 204 | 274 | 103 | 347 | 450 | 586 | 1,851 | 2,435 |
| 1918..... | 130 | 287 | 417 | 291 | 1,424 | 1,715 | 77 | 489 | 566 | 165 | 822 | 987 | 663 | 3,019 | 3,685 |
| Aggregate..... | 831 | 1,295 | 2,126 | 2,653 | 7,574 | 10,227 | 661 | 1,434 | 2,095 | 754 | 2,030 | 2,784 | 4,902 | 12,232 | 17,134 |
| P.C. of total agg..... | - | - | 11.82 | - | - | 59.70 | - | - | 12.23 | - | - | 16.25 | 28.61 | 71.39 | 100 |

IN SCHOOLS OPEN ONLY A PART OF THE YEAR.

| Year. | First Class. | | | Second Class. | | | Third Class. | | | Permit. | | | Total. | | |
|------------------|--------------|-----|--------|---------------|-------|--------|--------------|-----|--------|---------|-------|--------|--------|-------|--------|
| | M. | F. | Total. | M. | F. | Total. | M. | F. | Total. | M. | F. | Total. | M. | F. | Grand. |
| 1905..... | 5 | 3 | 8 | 10 | 23 | 33 | 1 | 4 | 5 | 4 | 4 | 8 | 20 | 34 | 54 |
| 1906..... | 8 | 1 | 9 | 19 | 52 | 71 | - | 1 | 1 | 8 | 10 | 18 | 35 | 64 | 99 |
| 1907..... | 20 | 12 | 32 | 71 | 196 | 267 | - | 2 | 2 | 20 | 96 | 116 | 111 | 306 | 417 |
| 1908..... | 26 | 16 | 42 | 102 | 179 | 281 | - | 2 | 2 | 70 | 140 | 210 | 200 | 337 | 535 |
| 1909..... | 34 | 26 | 60 | 109 | 200 | 309 | 12 | 16 | 28 | 98 | 184 | 282 | 253 | 426 | 679 |
| 1910..... | 41 | 28 | 61 | 139 | 209 | 348 | 65 | 75 | 140 | 80 | 166 | 246 | 325 | 478 | 803 |
| 1911..... | 37 | 38 | 75 | 160 | 262 | 422 | 91 | 102 | 193 | 72 | 119 | 191 | 360 | 521 | 881 |
| 1912..... | 48 | 44 | 92 | 183 | 311 | 494 | 86 | 129 | 215 | 100 | 241 | 341 | 417 | 725 | 1,142 |
| 1913..... | 40 | 44 | 84 | 156 | 291 | 447 | 64 | 99 | 163 | 123 | 185 | 308 | 383 | 619 | 1,002 |
| 1914..... | 47 | 42 | 89 | 153 | 298 | 451 | 79 | 82 | 161 | 215 | 253 | 468 | 494 | 675 | 1,169 |
| 1915..... | 50 | 44 | 94 | 149 | 259 | 408 | 64 | 61 | 125 | 88 | 98 | 186 | 351 | 462 | 813 |
| 1916..... | 66 | 175 | 241 | 157 | 368 | 525 | 58 | 123 | 181 | 152 | 261 | 413 | 433 | 927 | 1,360 |
| 1917..... | 35 | 49 | 84 | 80 | 243 | 323 | 20 | 91 | 111 | 142 | 296 | 438 | 277 | 679 | 956 |
| Aggregate..... | 457 | 522 | 979 | 1,488 | 2,891 | 4,279 | 540 | 787 | 1,327 | 1,183 | 2,055 | 3,236 | 3,668 | 6,253 | 9,921 |
| P.C. of agg..... | - | - | 9.87 | - | - | 44.14 | - | - | 13.37 | - | - | 32.62 | 36.87 | 63.13 | 100 |

81.—British Columbia Publicly Controlled Schools: Teachers by Sex and Class of Certificate, 1901-1919.

| Year. | Certificate. | | | | | Sex. ¹ | | Total. | Special. |
|-----------|----------------|-----------------|------------------|-----------------|-----------------|-------------------|---------|--------|----------|
| | Aca- demic. | First Class. | Second Class. | Third Class. | Tem- porary. | Male. | Female. | | |
| 1901..... | - | - | - | - | - | 185 | 343 | 543 | - |
| 1902..... | - | - | - | - | - | 194 | 355 | 570 | - |
| 1903..... | - | - | - | - | - | 189 | 391 | 607 | - |
| 1904..... | - | - | - | - | - | 182 | 413 | 624 | - |
| 1905..... | - | - | - | - | - | 177 | 452 | 663 | - |
| 1906..... | - | - | - | - | - | 176 | 477 | 690 | - |
| 1907..... | - | - | - | - | - | 163 | 530 | 735 | - |
| 1908..... | - | - | - | - | - | 181 | 576 | 806 | - |
| 1909..... | - | - | - | - | - | 213 | 628 | 900 | - |
| 1910..... | 201 | 234 | 323 | 181 | 98 | 288 | 749 | 1,037 | - |
| 1911..... | 212 | 275 | 347 | 188 | 157 | 323 | 856 | 1,179 | - |
| 1912..... | 260 | 269 | 371 | 218 | 235 | 351 | 1,002 | 1,353 | - |
| 1913..... | 320 | 450 | 422 | 213 | 192 | 406 | 1,191 | 1,597 | - |
| 1914..... | 347 | 634 | 480 | 274 | 124 | 485 | 1,374 | 1,859 | - |
| 1915..... | 416 | 592 | 530 | 322 | 106 | 521 | 1,445 | 1,966 | - |
| 1916..... | 408 | 529 | 624 | 370 | 47 | 523 | 1,541 | 2,064 | 86 |
| 1917..... | 380 | 466 | 740 | 393 | 53 | 468 | 1,656 | 2,124 | 92 |
| 1918..... | 372 | 463 | 796 | 420 | 80 | 436 | 1,810 | 2,246 | 115 |
| 1919..... | 376 | 453 | 873 | 388 | 140 | 486 | 1,846 | 2,332 | 102 |

¹The discrepancy between the number of teachers by sex and the total from 1901-09 is due to the fact that the sex of the high school teachers was not given for these years, the numbers by sex are for elementary schools only.

M.—Male. B.—Female.

Experience of Teachers.

Data on the experience of teachers have hitherto been given by very few provinces. In the following tables, as in the case of many more of the tables, this survey has been compelled to resort to samples as having some value in indicating tendencies.

82.—Nova Scotia Publicly Controlled Schools: Teachers by years of Teaching Experience, 1894-1919.

| Year. | Years of Teaching Experience. | | | | | | | | | | | | Total. | Number Normal Trained. |
|---------|-------------------------------|------------------|----------------------|----------------------|----------------------|----------------------|----------------------|-----------------------|------------------------|------------------------|------------------------|----------------------|--------|------------------------------|
| | New teach- ers. | 1 or less. | 1 and under 2. | 2 and under 3. | 3 and under 4. | 4 and under 5. | 5 and under 7. | 7 and under 10. | 10 and under 15. | 15 and under 20. | 20 and under 30. | Over 30 years. | | |
| 1894... | 255 | 297 | 327 | 309 | 263 | 205 | 270 | 248 | 186 | 121 | 125 | | 2,351 | 499 |
| 1895... | 345 | 389 | 239 | 276 | 281 | 224 | 310 | 255 | 202 | 113 | 110 | | 2,399 | 616 |
| 1896... | 361 | 452 | 246 | 265 | 239 | 224 | 316 | 251 | 197 | 122 | 112 | 14 | 2,438 | 690 |
| 1897... | 449 | 564 | 284 | 212 | 226 | 194 | 316 | 234 | 199 | 133 | 98 | 15 | 2,484 | 752 |
| 1898... | 417 | 563 | 284 | 223 | 195 | 201 | 320 | 248 | 201 | 135 | 118 | 22 | 2,510 | 798 |
| 1899... | 373 | 572 | 306 | 250 | 198 | 160 | 299 | 255 | 202 | 129 | 107 | 25 | 2,503 | 840 |
| 1900... | 463 | 656 | 274 | 238 | 227 | 163 | 258 | 275 | 216 | 114 | 108 | 28 | 2,557 | 887 |
| 1901... | 466 | 658 | 310 | 244 | 198 | 163 | 241 | 235 | 213 | 115 | 84 | 31 | 2,492 | 947 |
| 1902... | 416 | 643 | 324 | 239 | 211 | 165 | 240 | 230 | 204 | 110 | 96 | 30 | 2,492 | 1,044 |
| 1903... | 345 | 600 | 322 | 293 | 209 | 174 | 244 | 220 | 201 | 100 | 101 | 30 | 2,494 | 1,077 |
| 1904... | 344 | 551 | 282 | 304 | 225 | 186 | 253 | 213 | 188 | 107 | 99 | 33 | 2,441 | 1,054 |
| 1905... | 441 | 618 | 273 | 283 | 248 | 200 | 266 | 220 | 197 | 109 | 117 | 35 | 2,566 | 1,068 |
| 1906... | 444 | 660 | 351 | 248 | 217 | 173 | 265 | 212 | 184 | 112 | 118 | 38 | 2,578 | 1,032 |
| 1907... | 481 | 688 | 332 | 282 | 201 | 183 | 283 | 201 | 181 | 112 | 123 | 40 | 2,626 | 1,033 |
| 1908... | 505 | 759 | 346 | 281 | 208 | 170 | 251 | 195 | 179 | 105 | 122 | 48 | 2,664 | 1,013 |
| 1909... | 538 | 736 | 338 | 308 | 238 | 194 | 249 | 199 | 170 | 96 | 116 | 50 | 2,694 | 1,037 |
| 1910... | 533 | 783 | 330 | 292 | 247 | 179 | 236 | 228 | 167 | 97 | 117 | 47 | 2,723 | 1,097 |
| 1911... | 563 | 832 | 326 | 295 | 237 | 210 | 239 | 225 | 176 | 86 | 121 | 52 | 2,799 | 1,215 |
| 1912... | - | - | - | - | - | - | - | - | - | - | - | - | - | 1,236 |
| 1913... | 637 | 861 | | 685 | | 419 | | 461 | | 271 | | 105 | 2,861 | 1,314 |
| 1914... | 557 | 890 | | 690 | | 417 | | 449 | | 267 | | 112 | 2,892 | 1,381 |
| 1915... | 649 | 924 | | 743 | | 404 | | 445 | | 262 | | 108 | 2,945 | 1,476 |
| 1916... | 548 | 890 | 418 | 332 | 264 | 190 | 272 | 184 | 184 | 110 | 115 | 60 | 3,019 | 1,629 |
| 1917... | 575 | 913 | 412 | 330 | 284 | 209 | 242 | 200 | 173 | 103 | 117 | 62 | 3,045 | 1,728 |
| 1918... | 543 | 920 | 378 | 325 | 258 | 207 | 255 | 227 | 178 | 109 | 111 | 69 | 3,037 | 1,673 |
| 1919... | 565 | 942 | 365 | 303 | 251 | 207 | 260 | 214 | 188 | 101 | 118 | 63 | 3,012 | 1,640 |

DOMINION BUREAU OF STATISTICS

83.—New Brunswick Publicly Controlled Schools: Teachers (Second

| Year. | Male. | | | | | | Female. | | |
|-------|---------------|----------------|------------|------------|------------|---------------|---------------|------------|------------|
| | Under 1 year. | 1 and under 2. | 2 under 3. | 3 under 5. | 5 under 7. | Over 7 years. | Under 1 year. | 1 under 2. | 2 under 3. |
| 1886 | 29 | 29 | 18 | 50 | 48 | 131 | 130 | 123 | 191 |
| 1887 | 23 | 28 | 32 | 41 | 60 | 128 | 55 | 117 | 122 |
| 1888 | 8 | 30 | 38 | 34 | 41 | 146 | 35 | 89 | 113 |
| 1889 | 3 | 12 | 37 | 50 | 40 | 100 | 22 | 80 | 108 |
| 1890 | 4 | 26 | 15 | 36 | 35 | 149 | 15 | 76 | 90 |
| 1891 | 4 | 21 | 24 | 41 | 34 | 146 | 48 | 55 | 77 |
| 1892 | 17 | 23 | 28 | 30 | 37 | 131 | 99 | 104 | 89 |
| 1893 | - | - | - | - | - | - | - | - | - |
| 1894 | 33 | 20 | 15 | 36 | 19 | 132 | 99 | 121 | 113 |
| 1895 | 22 | 35 | 18 | 23 | 32 | 141 | 112 | 116 | 109 |
| 1896 | 40 | 38 | 25 | 22 | 31 | 129 | 98 | 116 | 121 |
| 1897 | 39 | 31 | 30 | 43 | 22 | 125 | 98 | 97 | 129 |
| 1898 | 34 | 36 | 37 | 40 | 24 | 118 | 96 | 106 | 113 |
| 1899 | 31 | 24 | 29 | 56 | 36 | 126 | 103 | 97 | 107 |
| 1900 | 37 | 33 | 25 | 47 | 32 | 105 | 112 | 110 | 90 |
| 1901 | 21 | 33 | 32 | 37 | 28 | 115 | 91 | 127 | 104 |
| 1902 | 16 | 23 | 25 | 39 | 36 | 118 | 71 | 88 | 113 |
| 1903 | 36 | 20 | 21 | 34 | 32 | 115 | 113 | 87 | 93 |
| 1904 | 22 | 28 | 15 | 39 | 28 | 112 | 110 | 112 | 89 |
| 1905 | 19 | 23 | 21 | 28 | 26 | 108 | 107 | 112 | 95 |
| 1906 | 29 | 25 | 13 | 27 | 19 | 110 | 94 | 146 | 105 |
| 1907 | 19 | 15 | 20 | 17 | 19 | 107 | 118 | 115 | 134 |
| 1908 | 19 | 25 | 18 | 25 | 11 | 102 | 136 | 120 | 111 |
| 1909 | 19 | 17 | 22 | 23 | 10 | 101 | 152 | 150 | 118 |
| 1910 | 19 | 12 | 17 | 20 | 10 | 92 | 176 | 164 | 158 |
| 1911 | 33 | 13 | 17 | 15 | 9 | 79 | 163 | 187 | 145 |
| 1912 | 19 | 20 | 10 | 19 | 18 | 68 | 183 | 161 | 177 |
| 1913 | 27 | 19 | 10 | 15 | 10 | 59 | 175 | 177 | 148 |
| 1914 | 25 | 24 | 13 | 10 | 10 | 61 | 176 | 199 | 157 |
| 1915 | 22 | 14 | 16 | 14 | 8 | 58 | 187 | 185 | 181 |
| 1916 | 26 | 18 | 8 | 17 | 5 | 64 | 160 | 196 | 177 |
| 1917 | 17 | 21 | 12 | 13 | 13 | 51 | 169 | 168 | 175 |
| 1918 | 18 | 4 | 11 | 15 | 13 | 54 | 193 | 176 | 138 |
| 1919 | 19 | 6 | 5 | 15 | 6 | 56 | 178 | 181 | 174 |

SURVEY OF EDUCATION IN CANADA

class and above) by years of teaching experience, 1886-1919.

| ale. | | | Total. | | | Number of Teachers in same district as previous year. | Number of changes within the year. | Year. |
|------------|------------|---------------|--------|---------|--------|---|------------------------------------|-------|
| 3 under 5. | 5 under 7. | Over 7 years. | Male. | Female. | Total. | | | |
| 88 | 105 | 187 | 305 | 824 | 1,129 | - | - | 1886. |
| 145 | 89 | 202 | 312 | 730 | 1,042 | 1,041 | 506 | 1887. |
| 212 | 90 | 198 | 297 | 737 | 1,034 | 1,003 | 527 | 1888. |
| 215 | 141 | 217 | 242 | 783 | 1,025 | 954 | 538 | 1889. |
| 211 | 162 | 232 | 205 | 786 | 991 | 1,005 | 505 | 1890. |
| 180 | 160 | 263 | 270 | 793 | 1,063 | 976 | 561 | 1891. |
| 150 | 162 | 231 | 146 | 835 | 981 | 1,005 | 578 | 1892. |
| - | - | - | - | - | - | - | - | 1893. |
| 148 | 147 | 269 | 255 | 897 | 1,152 | 1,018 | 631 | 1894. |
| 176 | 122 | 316 | 271 | 951 | 1,222 | 1,109 | 605 | 1895. |
| 197 | 147 | 311 | 285 | 990 | 1,275 | 1,104 | 612 | 1896. |
| 192 | 130 | 372 | 290 | 1,018 | 1,308 | 1,101 | 622 | 1897. |
| 201 | 168 | 378 | 289 | 1,062 | 1,351 | 1,133 | 643 | 1898. |
| 211 | 144 | 389 | 302 | 1,051 | 1,353 | 1,155 | 645 | 1899. |
| 194 | 170 | 403 | 279 | 1,079 | 1,358 | 1,130 | 634 | 1900. |
| 179 | 186 | 410 | 266 | 1,208 | 1,363 | 1,121 | 612 | 1901. |
| 187 | 171 | 447 | 257 | 1,077 | 1,334 | 1,162 | 569 | 1902. |
| 190 | 162 | 433 | 258 | 1,078 | 1,336 | 1,182 | 534 | 1903. |
| 171 | 154 | 428 | 224 | 1,064 | 1,308 | 1,171 | 543 | 1904. |
| 170 | 141 | 438 | 225 | 1,063 | 1,288 | 1,150 | 593 | 1905. |
| 166 | 144 | 450 | 233 | 1,105 | 1,338 | 1,161 | 590 | 1906. |
| 177 | 132 | 476 | 197 | 1,152 | 1,349 | 1,155 | 593 | 1907. |
| 174 | 114 | 529 | 200 | 1,184 | 1,384 | 1,207 | 561 | 1908. |
| 210 | 125 | 437 | 196 | 1,241 | 1,437 | 1,249 | 600 | 1909. |
| 191 | 142 | 430 | 178 | 1,328 | 1,506 | 1,319 | 538 | 1910. |
| 225 | 157 | 406 | 169 | 1,319 | 1,488 | 1,327 | 559 | 1911. |
| 231 | 138 | 445 | 155 | 1,367 | 1,522 | 1,393 | 546 | 1912. |
| 232 | 140 | 423 | 145 | 1,350 | 1,495 | 1,384 | 520 | 1913. |
| 212 | 146 | 408 | 150 | 1,356 | 1,506 | 1,371 | 553 | 1914. |
| 246 | 149 | 427 | 139 | 1,448 | 1,587 | 1,383 | 572 | 1915. |
| 274 | 166 | 463 | 143 | 1,513 | 1,656 | 1,415 | 586 | 1916. |
| 275 | 179 | 457 | 133 | 1,484 | 1,617 | 1,439 | 545 | 1917. |
| 276 | 189 | 474 | 119 | 1,497 | 1,616 | 1,455 | 537 | 1918. |
| 236 | 174 | 483 | 108 | 1,481 | 1,589 | 1,436 | 536 | 1919. |

DOMINION BUREAU OF STATISTICS

84.—Quebec Schools: Qualified Lay Teachers by Years of Teaching Experience, 1915-1919.

ROMAN CATHOLIC.

| Year. | Male. | | | | | | Female. | | | | | | Total Male and Female. ¹ |
|-----------|------------|------------|--------------|--------------|----------------|--------|------------|------------|--------------|--------------|----------------|--------|-------------------------------------|
| | 1-4 years. | 5-9 years. | 10-14 years. | 15-19 years. | Over 20 years. | Total. | 1-4 years. | 5-9 years. | 10-14 years. | 15-19 years. | Over 20 years. | Total. | |
| 1915..... | 113 | 83 | 31 | 37 | 69 | 333 | 3,432 | 1,331 | 380 | 258 | 224 | 5,625 | 5,958 |
| 1916..... | 146 | 98 | 38 | 50 | 66 | 398 | 3,811 | 1,336 | 420 | 255 | 209 | 6,031 | 6,429 |
| 1917..... | 165 | 107 | 46 | 36 | 70 | 424 | 4,019 | 1,348 | 402 | 250 | 215 | 6,234 | 6,658 |
| 1918..... | 200 | 105 | 56 | 37 | 61 | 459 | 4,618 | 1,002 | 322 | 203 | 208 | 6,353 | 6,812 |
| 1919..... | 135 | 121 | 58 | 35 | 75 | 424 | 4,245 | 1,332 | 397 | 234 | 209 | 6,417 | 6,841 |

PROTESTANT.

| | | | | | | | | | | | | | |
|-----------|----|----|----|----|----|-----|-----|-----|-----|-----|-----|-------|-------|
| 1915..... | 66 | 13 | 11 | 14 | 25 | 129 | 765 | 295 | 118 | 100 | 99 | 1,377 | 1,506 |
| 1916..... | 62 | 20 | 14 | 12 | 28 | 136 | 853 | 323 | 131 | 113 | 144 | 1,564 | 1,700 |
| 1917..... | 37 | 31 | 12 | 11 | 33 | 124 | 889 | 356 | 158 | 109 | 163 | 1,675 | 1,799 |
| 1918..... | 36 | 25 | 16 | 13 | 23 | 113 | 890 | 353 | 152 | 107 | 158 | 1,660 | 1,773 |
| 1919..... | 17 | 36 | 19 | 10 | 27 | 109 | 657 | 478 | 176 | 111 | 194 | 1,616 | 1,725 |

¹These totals do not include teachers without diplomas.

85.—Ontario Schools: Teachers in Public Elementary (not including R.C. Separate) Schools by Years of Teaching Experience, 1905-1918.

| Year. | Less than 1 year. | 1 and under 2. | 2 and under 4. | 4 and under 7. | 7 and under 12. | 12 and under 20. | Over 20 years. | Total. | |
|-----------|-------------------|----------------|----------------|----------------|-----------------|------------------|----------------|--------|-------|
| 1905..... | | 458 | 1,326 | 2,062 | 1,711 | 1,405 | 1,016 | 701 | 8,679 |
| 1906..... | | 437 | 1,345 | 2,083 | 1,601 | 1,443 | 1,075 | 769 | 8,753 |
| 1907..... | | 611 | 1,417 | 2,004 | 1,505 | 1,389 | 1,034 | 899 | 8,859 |
| 1908..... | | 596 | 1,368 | 2,119 | 1,546 | 1,365 | 1,057 | 969 | 9,020 |
| 1909..... | | 994 | 849 | 2,290 | 1,501 | 1,392 | 1,129 | 1,030 | 9,185 |
| 1910..... | 1,153 | 1,119 | 1,815 | 1,602 | 1,404 | 1,175 | 1,101 | 9,369 | |
| 1911..... | 1,271 | 1,043 | 1,741 | 1,689 | 1,359 | 1,153 | 1,093 | 9,349 | |
| 1912..... | 1,156 | 1,205 | 1,724 | 1,831 | 1,326 | 1,159 | 1,119 | 9,520 | |
| 1913..... | 1,400 | 1,255 | 1,685 | 1,930 | 1,366 | 1,199 | 1,159 | 9,994 | |
| 1914..... | 1,396 | 1,365 | 1,850 | 1,995 | 1,385 | 1,218 | 1,193 | 10,402 | |
| 1915..... | 1,309 | 1,291 | 2,045 | 1,790 | 1,486 | 1,265 | 1,275 | 10,461 | |
| 1916..... | 1,510 | 1,256 | 2,000 | 1,763 | 1,585 | 1,214 | 1,312 | 10,640 | |
| 1917..... | 1,416 | 1,359 | 2,052 | 1,871 | 1,671 | 1,291 | 1,514 | 11,174 | |
| 1918..... | 1,726 | 1,231 | 2,067 | 1,982 | 1,626 | 1,285 | 1,502 | 11,419 | |

Salaries of Teachers.

It is a question whether tabulating average salaries according to the professional certificate of the teachers has any great value. Teachers with high qualifications are better paid than those with low usually by virtue of holding better positions, not because of their certificates. Where a second class teacher holds a good position he is paid better than a first in a poor position. The tendency is, moreover, to eliminate the low class teachers wherever this is possible. A table of salaries by certificate is only useful, therefore, to indicate ranges of salaries. To give the average salaries of all classes irrespective of classes or sex is still more misleading. A province may show, for instance, an average salary of \$500, for the reason that the few in secondary positions or in good city positions receive the comparatively high salaries of \$1,500 to \$2,500 while the vast majority receive less than \$500. Again, in the province of Quebec, reference to table 71 will show that 7,270 teachers out of a total 16,213 in 1919 belonged to religious orders. These may be excellently trained and fitted for their work, but they receive no salaries. It is unfair to judge a province by the average salaries of its paid teachers when a large number of its very best teachers are receiving no salaries. It would seem that a much better idea could be conveyed of the remuneration of the teaching profession if a table such as Table 89 could be compiled for all provinces. Such a table shows to the prospective teacher the chances of receiving a certain salary.

86.—British Columbia Publicly Controlled Schools: Number of Teachers by Salaries Received, 1919.

| | Under \$1,000. | Over \$1,000 and under \$1,500. | Over \$1,500 and under \$2,000. | Over \$2,000 and under \$2,500. | Over \$2,500 and under \$3,000. | Over \$3,000 and under \$3,500. | Over \$3,500 and under \$4,000. | Over \$4,000. | Total Teachers. |
|---------------------------------|----------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------|-----------------|
| High Schools..... | — | 42 | 70 | 54 | 26 | 3 | 1 | 1 | 197 |
| Graded City Schools.... | 270 | 539 | 86 | 47 | 15 | 4 | — | — | 961 |
| Rural Municipality Schools..... | 314 | 175 | 31 | 16 | 2 | — | — | — | 538 |
| Rural and Assisted Schools..... | 408 | 197 | 7 | — | — | — | — | — | 612 |
| | 992 | 953 | 194 | 117 | 43 | 7 | 1 | 1 | 2,308 |

87.—Nova Scotia Publicly Controlled Schools: Teachers' Average Salaries, by Class of Certificate held, 1894-1919.

| Year. | Academic. | | Class "A" Superior 1st. | | Class "B" or 1st. | | Class "C" or Second. | | Class "D" or Third. | |
|-----------|-----------|---------|-------------------------|---------|-------------------|---------|----------------------|---------|---------------------|---------|
| | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. |
| | \$ cts. | \$ cts. | \$ cts. | \$ cts. | \$ cts. | \$ cts. | \$ cts. | \$ cts. | \$ cts. | \$ cts. |
| 1894..... | 801 89 | 652 05 | — | — | 438 07 | 319 22 | 275 76 | 227 93 | 180 70 | 156 50 |
| 1895..... | 837 99 | 533 66 | — | — | 419 27 | 309 90 | 287 71 | 232 21 | 182 30 | 162 94 |
| 1896..... | 789 36 | 621 87 | — | — | 397 78 | 302 32 | 275 02 | 227 27 | 181 73 | 160 68 |
| 1897..... | 836 30 | 651 39 | — | — | 405 63 | 303 16 | 284 09 | 228 31 | 183 99 | 162 21 |
| 1898..... | 841 03 | 552 86 | — | — | 400 09 | 291 20 | 286 77 | 225 76 | 178 98 | 164 21 |
| 1899..... | 781 13 | 477 28 | — | — | 398 80 | 308 01 | 261 15 | 231 25 | 187 75 | 165 91 |
| 1900..... | 732 55 | 422 62 | — | — | 391 88 | 293 25 | 272 11 | 230 87 | 189 88 | 166 35 |
| 1901..... | 763 41 | 432 87 | — | — | 384 34 | 293 92 | 257 61 | 233 62 | 192 68 | 165 41 |
| 1902..... | 798 16 | 429 42 | — | — | 393 82 | 293 72 | 262 36 | 229 78 | 186 63 | 168 31 |
| 1903..... | 809 04 | 456 77 | — | — | 438 36 | 292 81 | 253 08 | 230 28 | 188 44 | 166 81 |
| 1904..... | 897 79 | 533 56 | — | — | 456 39 | 308 73 | 278 32 | 242 32 | 196 56 | 177 17 |
| 1905..... | 867 22 | 520 22 | — | — | 468 12 | 312 36 | 281 47 | 245 26 | 205 36 | 178 05 |
| 1906..... | 887 45 | 541 08 | — | — | 484 79 | 322 41 | 304 95 | 249 00 | 199 53 | 185 90 |
| 1907..... | 897 72 | 537 07 | — | — | 521 14 | 334 42 | 358 23 | 249 90 | 214 20 | 182 96 |
| 1908..... | 923 97 | 598 48 | — | — | 520 36 | 343 54 | 348 48 | 261 61 | 218 93 | 194 36 |
| 1909..... | 1,007 22 | 629 70 | — | — | 531 47 | 346 44 | 358 47 | 274 20 | 210 46 | 195 96 |
| 1910..... | 969 63 | 636 58 | — | — | 562 45 | 358 42 | 342 15 | 279 09 | 222 15 | 198 85 |
| 1911..... | 1,054 25 | 652 35 | — | — | 569 42 | 360 12 | 335 86 | 285 48 | 235 34 | 207 59 |
| 1912..... | 1,138 77 | 691 15 | 867 00 | 491 89 | 373 49 | 368 89 | 359 59 | 290 39 | 236 18 | 215 18 |
| 1913..... | 1,139 49 | 730 19 | 918 33 | 501 31 | 610 60 | 373 92 | 385 29 | 298 89 | 249 70 | 222 94 |
| 1914..... | 1,165 51 | 697 86 | 800 43 | 513 02 | 626 09 | 385 35 | 402 72 | 309 06 | 261 20 | 230 38 |
| 1915..... | 1,218 08 | 716 13 | 808 78 | 466 75 | 656 70 | 389 60 | 405 55 | 312 44 | 271 65 | 231 82 |
| 1916..... | 1,246 95 | 783 30 | 871 38 | 481 97 | 676 84 | 391 89 | 419 15 | 315 76 | 261 53 | 237 84 |
| 1917..... | 1,319 07 | 866 00 | 853 85 | 547 57 | 718 54 | 400 66 | 445 41 | 317 62 | 260 17 | 238 34 |
| 1918..... | 1,365 55 | 915 23 | 1,034 12 | 550 76 | 830 02 | 432 34 | 456 77 | 337 84 | 279 45 | 251 47 |
| 1919..... | 1,437 65 | 985 98 | 1,096 17 | 604 67 | 919 49 | 478 84 | 589 29 | 378 76 | 325 88 | 275 57 |

88.—New Brunswick Publicly Controlled Schools: Average Salaries of Teachers by Class of Certificate, 1889-1919

| Year. | Common Schools, Average rate per year, to male teachers. | | | Common Schools, Average rate per year to female teachers. | | | Average Supt. Tech. | Grammar School. |
|-----------|--|------------|------------|---|------------|------------|---------------------|-----------------|
| | 1st Class. | 2nd Class. | 3rd Class. | 1st Class. | 2nd class. | 3rd Class. | | |
| | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. |
| 1889..... | 578 98 | 304 69 | 225 35 | 323 21 | 228 12 | 187 14 | — | — |
| 1890..... | 520 06 | 312 15 | 231 15 | 338 15 | 229 73 | 192 84 | — | — |
| 1891..... | 544 17 | 307 27 | 230 12 | 331 25 | 235 93 | 195 92 | — | — |
| 1892..... | 536 75 | 302 94 | 225 34 | 335 81 | 233 54 | 190 79 | — | — |
| 1893..... | — | — | — | — | — | — | — | — |
| 1894..... | 521 78 | 299 13 | 225 09 | 315 99 | 232 43 | 184 79 | — | — |
| 1895..... | 509 75 | 294 64 | 223 36 | 311 56 | 229 28 | 183 21 | — | — |
| 1896..... | 504 59 | 296 09 | 227 77 | 304 31 | 235 45 | 188 97 | 563 84 | 884 61 |
| 1897..... | 498 34 | 293 50 | 234 32 | 319 37 | 232 22 | 188 54 | 567 39 | 943 24 |
| 1898..... | 463 99 | 278 40 | 224 35 | 309 03 | 229 75 | 187 65 | 608 55 | — |
| 1899..... | 439 31 | 276 51 | 223 76 | 306 97 | 230 08 | 184 29 | 575 30 | — |
| 1900..... | 463 33 | 278 30 | 219 62 | 306 81 | 228 32 | 183 81 | 577 80 | — |
| 1901..... | 520 10 | 276 48 | 221 41 | 312 69 | 226 78 | 179 34 | 576 07 | — |
| 1902..... | 510 59 | 286 39 | 220 85 | 315 25 | 232 38 | 180 51 | 569 41 | — |
| 1903..... | 522 86 | 291 22 | 199 77 | 328 21 | 237 34 | 186 30 | 570 96 | — |
| 1904..... | 542 67 | 302 42 | 232 17 | 329 13 | 240 75 | 190 71 | 583 53 | — |
| 1905..... | 577 60 | 316 09 | 234 90 | 339 72 | 248 23 | 194 90 | 587 54 | — |
| 1906..... | 609 90 | 319 84 | 238 91 | 356 05 | 255 85 | 198 12 | 611 17 | — |
| 1907..... | 662 48 | 333 85 | 245 83 | 360 12 | 264 14 | 206 13 | 627 97 | — |
| 1908..... | 663 22 | 350 70 | 266 90 | 396 88 | 286 53 | 217 65 | 675 04 | — |
| 1909..... | 641 31 | 352 00 | 262 19 | 395 25 | 288 66 | 218 69 | 689 20 | — |
| 1910..... | 663 28 | 355 29 | 260 90 | 399 71 | 290 25 | 227 91 | 692 22 | — |
| 1911..... | 677 26 | 349 23 | 270 62 | 402 38 | 294 50 | 228 99 | 692 49 | — |
| 1912..... | 683 54 | 363 40 | 282 60 | 408 79 | 300 26 | 234 16 | 728 46 | 1,099 79 |
| 1913..... | 845 48 | 374 94 | 284 92 | 418 92 | 308 02 | 239 17 | 723 70 | 1,104 20 |
| 1914..... | 883 33 | 403 34 | 296 81 | 464 18 | 318 30 | 248 56 | 759 43 | 1,143 20 |
| 1915..... | 845 30 | 403 72 | 290 17 | 488 74 | 324 80 | 255 86 | 776 35 | 1,194 80 |
| 1916..... | 873 64 | 393 77 | 290 97 | 482 06 | 318 60 | 261 72 | 799 03 | 1,242 60 |
| 1917..... | 921 77 | 429 85 | 316 86 | 500 60 | 344 90 | 271 79 | 823 82 | 1,251 19 |
| 1918..... | 1075 33 | 465 72 | 339 25 | 559 83 | 371 39 | 297 02 | 843 53 | 1,332 44 |
| 1919..... | 1200 49 | 507 39 | 389 72 | 705 63 | 427 29 | 332 39 | 901 86 | 1,523 27 |

89.—Quebec Schools: Average Salaries of Qualified Lay Teachers in Elementary and Model Schools and Academies

| Year. | Roman Catholic Schools. | | | | | | | |
|-----------|-------------------------|----------------------|---------------------|----------------------|---------------------|----------------------|---------------------|----------------------|
| | Male Teachers. | | | | Female Teachers. | | | |
| | In Towns. | | In the Country. | | In Towns. | | In the Country. | |
| | Elementary Schools. | Model and Academies. | Elementary Schools. | Model and Academies. | Elementary Schools. | Model and Academies. | Elementary Schools. | Model and Academies. |
| 1901..... | 563 | 603 | 221 | 336 | 148 | 137 | 112 | 130 |
| 1902..... | 400 | 588 | 213 | 328 | 153 | 160 | 110 | 135 |
| 1903..... | 340 | 602 | 238 | 345 | 158 | 164 | 113 | 138 |
| 1904..... | 394 | 603 | 255 | 363 | 174 | 206 | 118 | 139 |
| 1905..... | 515 | 689 | 263 | 358 | 170 | 178 | 117 | 138 |
| 1906..... | 800 | 715 | 262 | 341 | 170 | 198 | 119 | 142 |
| 1907..... | 800 | 753 | 281 | 350 | 146 | 190 | 121 | 140 |
| 1908..... | 500 | 792 | 275 | 380 | 177 | 197 | 125 | 141 |
| 1909..... | 417 | 756 | 255 | 405 | 186 | 196 | 130 | 151 |
| 1910..... | 500 | 796 | 264 | 419 | 197 | 230 | 133 | 149 |
| 1911..... | 400 | 815 | 301 | 420 | 202 | 257 | 136 | 154 |
| 1912..... | 467 | 781 | 321 | 449 | 217 | 265 | 138 | 159 |
| 1913..... | 547 | 821 | 273 | 500 | 227 | 278 | 154 | 170 |
| 1914..... | 602 | 816 | 405 | 535 | 253 | 299 | 167 | 179 |
| 1915..... | 684 | 869 | 586 | 580 | 265 | 318 | 178 | 198 |
| 1916..... | 746 | 877 | 550 | 580 | 281 | 330 | 183 | 210 |
| 1917..... | 758 | 907 | 540 | 617 | 295 | 353 | 187 | 214 |
| 1918..... | 856 | 965 | 513 | 631 | 313 | 386 | 194 | 269 |

These figures for Protestant Elementary and Model and Academies, male teachers, should probably be transposed

90.—Ontario Publicly Controlled Schools: Salaries of Teachers in Elementary and Secondary Schools, 1867-1918.

| Year. | Public and Roman Catholic Separate Schools. | | | | | | | | | | | | Secondary | | | | |
|-----------|---|----------|-----|-----------------|-----|----------------|-----|------------------|-----|--------------------|-----|-----------------------------|-----------|----------------------|--------------------|---------------------|------------------------------|
| | High-est Paid. | Average. | | Average Cities. | | Average Towns. | | Average Villages | | Average all Urban. | | Average ¹ Rural. | | Continuation School. | | | |
| | | M. | F. | M. | F. | M. | F. | M. | F. | M. | F. | M. | F. | High-est Salary. | Average Principal. | Average Assis-tant. | Average ³ Salary. |
| | | | | | | | | | | | | | | | | | |
| 1867..... | 1,350 | 346 | 226 | 532 | 243 | 464 | 240 | - | - | - | - | 261 | 189 | - | - | - | - |
| 1872..... | 1,000 | 360 | 228 | 628 | 245 | 507 | 216 | - | - | - | - | 305 | 213 | - | - | - | - |
| 1877..... | 1,100 | 398 | 264 | 735 | 307 | 583 | 269 | - | - | - | - | 379 | 251 | - | - | - | - |
| 1882..... | 1,100 | 415 | 269 | 742 | 331 | 576 | 273 | - | - | - | - | 385 | 248 | - | - | - | - |
| 1887..... | 1,450 | 425 | 292 | 832 | 382 | 619 | 289 | - | - | - | - | 398 | 271 | - | - | - | - |
| 1892..... | 1,500 | 421 | 297 | 894 | 402 | 648 | 298 | - | - | - | - | 383 | 269 | - | - | - | - |
| 1897..... | 1,500 | 391 | 294 | 892 | 425 | 621 | 306 | - | - | - | - | 347 | 254 | - | - | - | - |
| 1900..... | 1,500 | 404 | 298 | 892 | 455 | 624 | 309 | - | - | - | - | 349 | 255 | - | - | - | - |
| 1901..... | 1,550 | 421 | 306 | 915 | 470 | 649 | 315 | - | - | - | - | 359 | 262 | - | - | - | - |
| 1902..... | 1,600 | 436 | 313 | 935 | 479 | 667 | 317 | - | - | - | - | 372 | 271 | - | - | - | - |
| 1903..... | 1,600 | 465 | 324 | 951 | 491 | 678 | 327 | - | - | - | - | 387 | 283 | - | - | - | - |
| 1904..... | 1,600 | 485 | 335 | 953 | 498 | 705 | 341 | 564 | 305 | - | - | 385 | 294 | - | - | - | - |
| 1905..... | 1,600 | 514 | 348 | 1,003 | 503 | 746 | 344 | 592 | 316 | - | - | 402 | 311 | - | - | - | - |
| 1906..... | 1,700 | 547 | 369 | 1,039 | 533 | 761 | 382 | 619 | 342 | - | - | 425 | 325 | 597 | 425 | - | - |
| 1907..... | 1,900 | 596 | 420 | 1,157 | 592 | 800 | 406 | 659 | 372 | 907 | 453 | 458 | 379 | - | - | - | - |
| 1908..... | 2,000 | 624 | 432 | 1,305 | 623 | 837 | 423 | 684 | 383 | 995 | 516 | 462 | 382 | 758 | 556 | - | - |
| 1909..... | 2,000 | 660 | 449 | 1,264 | 633 | 872 | 437 | 724 | 409 | 1,009 | 532 | 484 | 399 | 828 | 592 | - | - |
| 1910..... | 2,100 | 711 | 483 | 1,364 | 659 | 933 | 472 | 788 | 451 | 1,089 | 565 | 508 | 431 | 892 | 637 | - | - |
| 1911..... | 2,200 | 767 | 518 | 1,395 | 706 | 963 | 496 | 733 | 463 | 1,153 | 602 | 536 | 464 | 1,600 | 1,000 | 702 | 1,267-682 |
| 1912..... | 2,200 | 788 | 543 | 1,320 | 703 | 977 | 519 | 779 | 492 | 1,141 | 618 | 566 | 493 | 1,600 | 1,041 | 745 | 1,078-719 |
| 1913..... | 2,300 | 838 | 575 | 1,423 | 726 | 1,022 | 553 | 802 | 517 | 1,225 | 647 | 591 | 524 | 1,800 | 1,082 | 744 | 917-732 |
| 1914..... | 2,400 | 875 | 604 | 1,484 | 772 | 1,033 | 577 | 840 | 537 | 1,276 | 686 | 614 | 543 | 2,000 | 1,099 | 745 | 958-733 |
| 1915..... | 2,400 | 902 | 613 | 1,502 | 779 | 1,067 | 586 | 840 | 540 | 1,310 | 696 | 621 | 549 | 2,000 | 1,086 | 740 | 708-742 |
| 1916..... | 2,400 | 957 | 626 | 1,535 | 789 | 1,115 | 603 | 855 | 549 | 1,334 | 710 | 654 | 561 | 2,000 | 1,093 | 757 | 755-758 |
| 1917..... | 2,500 | 1,038 | 650 | 1,637 | 795 | 1,166 | 628 | 908 | 573 | 1,425 | 731 | 686 | 580 | 2,000 | 1,117 | 778 | 812-776 |
| 1918..... | 2,800 | 1,226 | 707 | 1,777 | 915 | 1,261 | 668 | 959 | 612 | 1,553 | 822 | 743 | 609 | 1,800 | 1,171 | 826 | 909-819 |
| 1919..... | - | - | - | - | - | - | - | - | - | - | - | - | - | 2,100 | 1,303 | 929 | 967-927 |

¹Incorporated villages included from 1867 to 1903 inclusive. ²In Technical High School. ³The double figures refer to sexes.

89.—Quebec Schools: Average Salaries of Qualified Lay Teachers in Elementary and Model Schools and Academies
—continued.

| Protestant Schools. | | | | | | | | Year. |
|-------------------------|----------------------|---------------------|----------------------|---------------------|----------------------|---------------------|----------------------|-------|
| Male Teachers. | | | | Female Teachers. | | | | |
| In Towns ¹ . | | In the Country. | | In Towns. | | In the Country. | | |
| Elementary Schools. | Model and Academies. | Elementary Schools. | Model and Academies. | Elementary Schools. | Model and Academies. | Elementary Schools. | Model and Academies. | |
| 1,149 | 1,075 | 205 | 628 | 367 | 410 | 149 | 264 | 1901 |
| 1,202 | 1,137 | 515 | 601 | — | — | — | — | 1902 |
| 1,168 | 1,054 | 414 | 627 | 367 | 396 | 151 | 246 | 1903 |
| 1,285 | 1,060 | 550 | 666 | 369 | 391 | 153 | 255 | 1904 |
| 1,309 | 1,178 | 750 | 656 | 378 | 389 | 161 | 240 | 1905 |
| 1,414 | 1,152 | 460 | 714 | 411 | 394 | 170 | 258 | 1906 |
| 1,333 | 1,191 | 460 | 697 | 400 | 400 | 191 | 275 | 1907 |
| 1,420 | 1,312 | 350 | 851 | 408 | 412 | 196 | 300 | 1908 |
| 1,479 | 1,293 | 340 | 862 | 431 | 476 | 214 | 319 | 1909 |
| 1,506 | 1,554 | 350 | 933 | 441 | 465 | 221 | 334 | 1910 |
| 1,410 | 1,358 | 600 | 968 | 495 | 486 | 230 | 350 | 1911 |
| 1,440 | 1,206 | 700 | 1,013 | 437 | 738 | 281 | 381 | 1912 |
| 1,475 | 1,330 | 430 | 1,135 | 627 | 617 | 262 | 433 | 1913 |
| 1,598 | 1,615 | ? | 1,159 | 669 | 690 | 278 | 444 | 1914 |
| 1,409 | 1,333 | 474 | 1,387 | 491 | 499 | 281 | 433 | 1915 |
| 1,699 | 1,512 | 335 | 966 | 749 | 664 | 285 | 426 | 1916 |
| 1,875 | 1,719 | 240 | 1,121 | 764 | 664 | 287 | 456 | 1917 |
| 1,978 | 1,627 | 470 | 1,077 | 769 | 678 | 304 | 467 | 1918 |

as it does not look likely that Elementary school teachers are receiving salaries than Model and Academy.

90.—Ontario Publicly Controlled Schools: Salaries of Teachers in Elementary and Secondary Schools, 1867-1918
—continued.

| Schools. | | | | | | | | | | | | | Year. | |
|-----------------|--------------------|----------------------------------|-----------------|------------------------|--------------------|----------------------------------|-----------------|--|--------------------|--------------------|-----------------|--------------------|-------|------|
| High Schools. | | | | Collegiate Institutes. | | | | Summary H. S. and Collegiate Institutes. | | | | | | |
| Highest Salary. | Average Principal. | Average ³ Assistants. | Average Salary. | Highest Salary. | Average Principal. | Average ³ Assistants. | Average Salary. | Highest Salary. | Average Principal. | Average Assistant. | Average Salary. | Assistants by Sex, | | |
| | | | | | | | | | | | | M. | | F. |
| — | — | — | — | — | — | — | — | — | — | — | — | — | — | 1867 |
| — | — | — | — | — | — | — | — | — | — | — | — | — | — | 1872 |
| — | — | — | — | — | — | — | — | — | — | — | — | — | — | 1877 |
| — | — | — | — | — | — | — | — | — | — | — | — | — | — | 1882 |
| — | — | — | — | — | — | — | — | — | — | — | — | — | — | 1887 |
| — | — | — | — | — | — | — | — | — | — | — | — | — | — | 1892 |
| — | — | — | — | — | — | — | — | — | — | — | — | — | — | 1897 |
| — | — | — | — | — | — | — | — | — | — | — | — | — | — | 1900 |
| — | — | — | — | — | — | — | — | — | — | — | — | — | — | 1901 |
| 1,400 | 1,034 | 675 | 785 | 2,800 | 1,584 | 1,016 | 1,096 | 2,800 | 1,198 | 857 | 934 | — | — | 1902 |
| 1,500 | 1,053 | 699 | 806 | 2,900 | 1,604 | 1,018 | 1,097 | 2,900 | 1,220 | 875 | 950 | — | — | 1903 |
| 2,400 | 1,088 | 740 | 840 | 3,000 | 1,606 | 1,022 | 1,096 | 3,000 | 1,246 | 894 | 967 | 976 | 692 | 1904 |
| 2,600 | 1,117 | 777 | 872 | 3,000 | 1,620 | 1,055 | 1,125 | 3,000 | 1,270 | 927 | 997 | 1,023 | 723 | 1905 |
| 2,500 | 1,155 | 817 | 910 | 3,500 | 1,655 | 1,108 | 1,176 | 3,500 | 1,303 | 975 | 1,039 | 1,091 | 762 | 1906 |
| 2,600 | 1,225 | 871 | 967 | 3,500 | 1,747 | 1,183 | 1,247 | 3,500 | 1,377 | 1,040 | 1,105 | 1,174 | 815 | 1907 |
| 2,700 | 1,283 | 913 | 1,007 | 3,500 | 1,791 | 1,214 | 1,276 | 3,500 | 1,430 | 1,074 | 1,139 | 1,224 | 841 | 1908 |
| 2,800 | 1,370 | 971 | 1,067 | 3,500 | 1,854 | 1,260 | 1,321 | 3,500 | 1,519 | 1,129 | 1,195 | 1,298 | 894 | 1909 |
| 3,000 | 1,441 | 1,026 | 1,121 | 3,500 | 1,905 | 1,328 | 1,385 | 3,500 | 1,582 | 1,194 | 1,259 | 1,387 | 951 | 1910 |
| 5,000 | 1,541 | 1,317-914 | 1,188 | 3,600 | 1,981 | 1,505-1,120 | 1,436 | 5,000 | 1,670 | 1,241 | 1,312 | 1,440 | 996 | 1911 |
| 5,000 | 1,602 | 1,387-957 | 1,236 | 3,600 | 2,046 | 1,558-1,165 | 1,476 | 5,000 | 1,733 | 1,286 | 1,357 | 1,499 | 1,043 | 1912 |
| 26,000 | 1,611 | 1,429-966 | 1,252 | 3,700 | 2,155 | 1,646-1,227 | 1,555 | 6,000 | 1,771 | 1,338 | 1,409 | 1,579 | 1,074 | 1913 |
| 6,000 | 1,677 | 1,498-987 | 1,284 | 3,400 | 2,207 | 1,694-1,256 | 1,589 | 6,000 | 1,836 | 1,373 | 1,445 | 1,636 | 1,104 | 1914 |
| 3,200 | 1,638 | 1,398-977 | 1,233 | 3,500 | 2,239 | 1,708-1,260 | 1,586 | 3,500 | 1,813 | 1,359 | 1,430 | 1,634 | 1,109 | 1915 |
| 3,200 | 1,653 | 1,448-983 | 1,242 | 3,500 | 2,276 | 1,738-1,308 | 1,617 | 3,500 | 1,839 | 1,376 | 1,448 | 1,667 | 1,133 | 1916 |
| 3,200 | 1,697 | 1,521-1,020 | 1,281 | 3,500 | 2,337 | 1,814-1,333 | 1,656 | 3,500 | 1,884 | 1,412 | 1,484 | 1,740 | 1,167 | 1917 |
| 3,400 | 1,753 | 1,643-1,077 | 1,335 | 3,700 | 2,454 | 1,955-1,410 | 1,760 | 3,700 | 1,954 | 1,496 | 1,565 | 1,882 | 1,231 | 1918 |
| 4,375 | 1,927 | 1,901-1,244 | 1,523 | 4,400 | 2,495 | 2,269-1,713 | 2,079 | 4,400 | 2,213 | 1,763 | 1,828 | 2,181 | 1,465 | 1919 |

M.—Male. F.—Female.

DOMINION BUREAU OF STATISTICS

91.—Manitoba Publicly Controlled Schools: Salaries of Teachers, 1883-1918.

| Year. | Province. | | Cities and Towns. | Rural Schools. | | Year. | Province. | | Cities and Towns. | Rural Schools. | |
|-----------|-----------|---------------|-------------------|----------------|---------------|-----------|---------------|---------------|-------------------|----------------|---------------|
| | High-est. | Aver- age. | Aver- age. | High- est. | Aver- age. | | High- est. | Aver- age. | Aver- age. | High- est. | Aver- age. |
| 1883..... | - | 522 | 670 | - | 457 | 1901..... | 1,800 | 458 | 576 | 700 | 435 |
| 1884..... | - | - | 699 | - | 434 | 1902..... | 1,800 | 475 | 570 | 800 | 442 |
| 1885..... | - | - | 554 | - | 425 | 1903..... | 1,800 | 488 | 598 | 700 | 451 |
| 1886..... | 1,500 | 459 | - | 800 | - | 1904..... | 2,400 | 541 | 630 | 800 | 466 |
| 1887..... | 1,500 | - | - | 800 | - | 1905..... | 2,400 | 514 | 667 | 800 | 460 |
| 1888..... | 1,500 | - | - | 850 | - | 1906..... | 2,400 | 542 | 663 | 850 | 492 |
| 1889..... | 1,500 | 483 | 602 | 900 | 464 | 1907..... | 2,400 | 581 | 701 | 725 | 515 |
| 1890..... | 1,500 | 488 | 741 | 800 | 453 | 1908..... | 2,400 | 588 | 668 | 800 | 521 |
| 1891..... | 1,600 | 474 | 661 | 900 | 427 | 1909..... | 2,700 | 621 | 737 | 800 | 552 |
| 1892..... | 1,600 | 490 | 701 | 900 | 461 | 1910..... | 2,700 | 628 | 749 | 800 | 544 |
| 1893..... | 1,800 | 479 | 643 | 800 | 456 | 1911..... | 2,800 | 669 | 776 | 900 | 587 |
| 1894..... | 1,800 | 480 | 632 | 720 | 410 | 1912..... | - | - | - | - | - |
| 1895..... | 1,800 | 428 | 635 | 720 | 369 | 1913..... | 3,500 | 783 | 852 | 900 | 545 |
| 1896..... | 1,800 | 435 | 605 | 750 | 412 | 1914..... | 3,500 | 722 | 843 | 1,000 | 594 |
| 1897..... | 1,800 | 495 | 534 | 750 | 484 | 1915..... | 3,500 | 758 | 885 | 1,000 | 616 |
| 1898..... | 1,800 | 434 | 563 | 700 | 397 | 1916..... | 3,500 | 768 | 957 | 1,000 | 619 |
| 1899..... | 1,800 | 421 | 588 | 700 | 374 | 1917..... | 3,500 | 751 | 913 | 1,000 | 621 |
| 1900..... | 1,800 | 449 | 584 | 700 | 407 | 1918..... | 3,600 | 794 | 962 | 1,000 | 678 |
| | | | | | | 1919..... | - | - | - | - | - |

92.—Saskatchewan Publicly Controlled Elementary Schools: Teachers' Average Salaries by Class of Certificate, 1909-1919.

| Year. | First Class. | | Second Class. | | Third Class. | | Provisional. | |
|-----------|--------------|---------|---------------|---------|--------------|---------|--------------|---------|
| | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. |
| | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 1909..... | 726 | 686 | 776 | 665 | 688 | 657 | 656 | 645 |
| 1910..... | 747 | 703 | 727 | 696 | 715 | 675 | 695 | 680 |
| 1911..... | 900 | 800 | 720 | 720 | 720 | 660 | 720 | 660 |
| 1912..... | 910 | 797 | 715 | 710 | 715 | 657 | 725 | 685 |
| 1913..... | 882 | 798 | 790 | 763 | 776 | 743 | 760 | 745 |
| 1914..... | 826 | 788 | 805 | 782 | 790 | 757 | 780 | 753 |
| 1915..... | 832 | 797 | 813 | 779 | 785 | 749 | 779 | 742 |
| 1916..... | 876 | 872 | 834 | 801 | 803 | 770 | 819 | 785 |
| 1917..... | 950 | 871 | 894 | 849 | 864 | 818 | 881 | 844 |
| 1918..... | 1,027 | 994 | 1,002 | 951 | 989 | 905 | 1,027 | 940 |
| 1919..... | 1,185 | 1,125 | 1,152 | 1,074 | 1,120 | 1,027 | 1,148 | 1,053 |

3.—Saskatchewan Publicly Controlled Elementary Schools: Teachers' Average Salaries, Cities, Towns and Villages, by Class of Certificate, 1909-1919.

| Year. | First Class. | | Second Class. | | Third Class. | | Provisional. | |
|-----------|--------------|---------|---------------|---------|--------------|---------|--------------|---------|
| | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. |
| | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 1909..... | 1,015 | 715 | 799 | 565 | 738 | 613 | 787 | 638 |
| 1910..... | 1,052 | 730 | 835 | 682 | 761 | 715 | 792 | 651 |
| 1911..... | 1,000 | 400 | 850 | 800 | 750 | 700 | 720 | 660 |
| 1912..... | 1,052 | 900 | 853 | 805 | 750 | 695 | 750 | 680 |
| 1913..... | 1,277 | 938 | 1,110 | 743 | 880 | 728 | 787 | 700 |
| 1914..... | 1,411 | 918 | 1,037 | 820 | 897 | 749 | 928 | 759 |
| 1915..... | 1,298 | 873 | 1,015 | 800 | 849 | 737 | 825 | 764 |
| 1916..... | 1,285 | 872 | 1,025 | 804 | 829 | 755 | 1,000 | 793 |
| 1917..... | 1,353 | 930 | 1,100 | 844 | 887 | 784 | 940 | 785 |
| 1918..... | 1,493 | 1,003 | 1,221 | 912 | 1,113 | 879 | 1,080 | 950 |
| 1919..... | 1,634 | 1,132 | 1,352 | 1,020 | 1,205 | 962 | 900 | 980 |

94.—Alberta Publicly Controlled Rural Schools: Teachers' Average Salaries by Class of Certificate, 1905-1919.

| Year. | First Class. | | Second Class. | | Third Class. | | Permit. | |
|-----------|--------------|---------|---------------|---------|--------------|---------|---------|---------|
| | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. |
| | \$ cts. | \$ cts. | \$ cts. | \$ cts. | \$ cts. | \$ cts. | \$ cts. | \$ cts. |
| 1905..... | 613 97 | 586 00 | 602 69 | 562 36 | - | 570 00 | 580 00 | 506 05 |
| 1906..... | 624 32 | 583 42 | 610 50 | 588 92 | - | 586 66 | 592 25 | 577 76 |
| 1907..... | 616 30 | 603 65 | 598 80 | 596 25 | - | 600 00 | 596 00 | 574 25 |
| 1908..... | 666 53 | 640 58 | 621 81 | 612 45 | - | 600 00 | 655 23 | 608 00 |
| 1909..... | 666 47 | 624 11 | 656 42 | 624 71 | 639 16 | 612 00 | 630 58 | 604 17 |
| 1910..... | 690 20 | 666 83 | 681 13 | 661 12 | 668 71 | 647 24 | 631 72 | 625 19 |
| 1911..... | 749 32 | 718 47 | 709 19 | 684 08 | 700 81 | 654 05 | 602 72 | 635 18 |
| 1912..... | 689 17 | 672 83 | 687 73 | 669 23 | 675 40 | 659 29 | 641 75 | 635 97 |
| 1913..... | 784 40 | 768 53 | 778 16 | 730 90 | 770 09 | 728 45 | 744 83 | 707 60 |
| 1914..... | 795 54 | 752 70 | 765 52 | 743 19 | 734 19 | 741 86 | 746 00 | 708 93 |
| 1915..... | 775 36 | 763 24 | 774 35 | 756 36 | 754 23 | 751 68 | 751 45 | 719 48 |
| 1916..... | 801 65 | 771 40 | 781 64 | 758 27 | 773 31 | 752 55 | 742 77 | 739 36 |
| 1917..... | 836 37 | 805 23 | 833 09 | 784 33 | 809 32 | 838 40 | 784 76 | 707 57 |
| 1918..... | 929 62 | 875 54 | 908 00 | 860 64 | 907 90 | 853 51 | 853 64 | 850 23 |

95.—Alberta Publicly Controlled Schools: Teachers' Average Salaries, All Schools, by Class of Certificate, 1905-1919

| Year. | First Class. | | Second Class. | | Third Class. | | Permit. | | Special. | |
|-----------|--------------|---------|---------------|---------|--------------|---------|---------|---------|----------|----------|
| | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. |
| | \$ cts. | \$ cts. | \$ cts. | \$ cts. | \$ cts. | \$ cts. | \$ cts. | \$ cts. | \$ cts. | \$ cts. |
| 1905..... | 732 09 | 612 67 | 619 18 | 572 48 | 660 00 | 562 50 | 570 00 | 520 60 | - | - |
| 1906..... | 789 23 | 609 90 | 638 25 | 585 05 | - | 590 00 | 596 83 | 550 50 | - | - |
| 1907..... | 854 40 | 649 65 | 656 55 | 591 15 | - | 662 50 | 612 45 | 594 15 | - | - |
| 1908..... | 899 82 | 696 00 | 676 64 | 631 00 | - | 620 00 | 635 00 | 625 85 | - | - |
| 1909..... | 938 91 | 706 53 | 708 94 | 649 23 | 654 07 | 623 87 | 633 18 | 602 38 | - | - |
| 1910..... | 992 31 | 707 84 | 726 15 | 683 35 | 682 92 | 659 98 | 659 72 | 632 02 | - | - |
| 1911..... | 1,028 54 | 738 19 | 747 92 | 697 77 | 704 82 | 673 47 | 675 24 | 657 95 | - | - |
| 1912..... | 1,013 46 | 739 13 | 776 49 | 697 27 | 676 76 | 669 97 | 663 35 | 635 19 | - | - |
| 1913..... | 1,172 66 | 845 79 | 991 06 | 764 87 | 759 10 | 729 84 | 727 29 | 715 06 | - | - |
| 1914..... | 1,211 59 | 844 23 | 818 83 | 774 65 | 756 66 | 745 61 | 749 23 | 726 42 | - | - |
| 1915..... | 1,120 00 | 826 62 | 800 35 | 776 93 | 757 03 | 753 49 | 748 86 | 716 54 | 1,606 55 | 1,032 21 |
| 1916..... | 780 70 | 725 35 | 785 17 | 753 25 | 760 45 | 765 39 | 771 40 | 717 60 | - | - |
| 1917..... | 1,234 81 | 896 74 | 885 72 | 814 49 | 831 59 | 801 12 | 805 59 | 771 22 | 1,750 40 | 1,144 16 |
| 1918..... | 1,235 89 | 939 71 | 984 18 | 879 79 | 929 40 | 868 90 | 858 43 | 848 12 | 1,755 80 | 1,152 76 |

96.—British Columbia Publicly Controlled Schools: Average Salaries of Teachers by Class of Certificate, 1917-1919

| Certificate. | 1917. | | 1918. | | 1919. | |
|-------------------|-------|---------|-------|---------|-------|---------|
| | Male. | Female. | Male. | Female. | Male. | Female. |
| | \$ | \$ | \$ | \$ | \$ | \$ |
| Academic..... | 1,588 | 1,076 | 1,736 | 1,151 | 1,974 | 1,314 |
| First Class..... | 1,454 | 937 | 1,551 | 1,027 | 1,701 | 1,095 |
| Second Class..... | 1,176 | 857 | 1,291 | 902 | 1,363 | 1,001 |
| Third Class..... | 957 | 828 | 941 | 860 | 1,052 | 919 |

PART V.—ADOLESCENT EDUCATION.

Secondary Institutions.

The number of pupils receiving secondary education in publicly controlled schools has already been given by the number of pupils in secondary grades in the different provinces. It should be made clear, however, that a large proportion of these receive their education in schools which are not secondary; some in rural schools, other, especially in the Prairie Provinces, in what may be termed intermediate schools, that is, graded schools in villages and small towns where one or more secondary grades are taught in addition to the elementary grades. In all the provinces except Prince Edward Island and Quebec there are secondary schools or high schools where nothing else but secondary work is done. In Prince Edward Island the only purely secondary institution is Prince of Wales College. This college admits students on examination equivalent to that for grade IX (or somewhat higher) of the other provinces and carries them up to a standing somewhat higher than grade XII. This college is also the provincial normal school. Students who look forward to teaching must make at least 50 per cent in arithmetic and English at the entrance examinations. Students holding High Honour Diplomas from this college are admitted into the Third Year in Arts by Dalhousie, Acadia, Mt. Allison and King's universities; those holding honour diplomas (65 per cent average) to the second year; those holding second year certificates, to the first year. This shows that the second year is considered equivalent to grade XI with the necessary ancient and modern languages. Second year students who make an average of 65 per cent (with no subject below 45 per cent) on the work of the year are granted First Class teachers' licenses providing they have taken the normal training; under like conditions first year students are granted a Second Class license. In 1919 the enrolment of this college was 96 males and 182 females or a total of 278, with about 190 in the first year, 70 in the second year and 20 in the third year. The teaching staff consisted of six male and two female teachers, each holding a university degree. Attached to the college is a model school supported by the city of Charlottetown with a staff in 1919 of six female teachers and an enrolment of 159 children. The model school is, as its name implies, for practice teaching by student teachers.

It will be seen from the above that at least one year of secondary work (grade IX) is done before admission to Prince of Wales College. As a matter of fact the city or town graded schools in Charlottetown, Summerside, and Montague have ten grades. Charlottetown, Summerside, and Montague have schools with one or two rooms doing work of exclusively secondary grade. These are secondary class rooms proper. They are under the same principal as the lower grades, the principal and one of his assistants teaching the secondary grades. In 1920 there were 109 students in grade IX and 56 in grade X in these secondary rooms. The first class schools throughout the province also are required to teach secondary work.

In Nova Scotia there are two types of purely secondary institutions (1) the County Academy and (2) the "Pure High" school. The county academies in 1919 had an enrolment of 2,017, an average attendance of 1,505, or a percentage of attendance of 74.6. Of this enrolment 606 were under 15 years of age, and 1,411 over 15 years; 838 were boys and 1,179 were girls; 699 were in grade IX, 596 in grade X, 501 in grade XI and 221 in grade XII. The staff in these 18 academies in 1919 was 62, nearly all of whom were university graduates, two holding the degree Ph.D. and one LL.D. In addition to these academies there are pure high schools situated wherever the community can afford them, but usually in the larger towns which are not the county towns. In 1919 there were in all 69 classrooms in Nova Scotia devoted exclusively to secondary work. In addition to these, secondary work was taken up in 1,370 common school

classrooms; of these 1,067 were one-room schools of which 600 took the work up to grade IX, 387 to grade X and 80 to grade XI; 206 were two teacher school rooms, 70 of which extended the work to grade IX, 73 to X, 62 to XI and 1 to XII and 97 were three or more teacher schools, 27 extending the work to IX, 26 to X, 41 to XI, and 3 to XII. It is unfortunate that the number of pupils doing this secondary work in common schools is not given, as thus it would be also possible to ascertain the total number doing secondary work in pure high schools. Only this much can be ascertained: in 1919, 9,138 pupils were in secondary grade; of these 2,017 were taught in county academies and the remaining 7,121 either in high schools or in common schools.

In New Brunswick, the purely secondary institutions are the grammar school, corresponding to the county academies in Nova Scotia in that they are situated in the county town and supported by the county. During the half year ending December 31, 1918, there were 15 of these schools with 43 departments and 45 teachers and 1,308 pupils doing work of secondary grade—700 in grade IX, 338 in X, 256 in XI, and 14 in XII. In the second half year ending June 30, 1919, there were 43 departments, 47 teachers and 1,213 pupils. This means that out of the 2,025 pupils in secondary grades in the second term ending June 30, 1919, 1,213 took up the work in grammar schools and 812 in either the superior schools or the ordinary graded or ungraded schools, but most of them in the Superior schools.

In Quebec the Roman Catholic classical colleges do purely secondary work as well as university work. Statistics of these colleges are found in table 101, page 91. The remainder of the secondary work in Catholic schools is done in the academies. The Protestant secondary work is done in model schools and academies and also in high schools and special schools. In 1918 the number of teachers in these high schools was 134, the number of pupils 2,642, of whom 1,996 were under 16 years and 646 over 16 years; 2,531 Protestants and 111 Catholics; 1,079 were in the model course (grades VIII-X) and 902 in the academy (grade XI) the remaining 661 being in lower grades. The Protestant academies in 1918 had 128 teachers and 7,946 pupils of whom 7,344 were under 16 years and 602 over 16 years; 1,802 were in the Model course and 813 in the academy course, the remaining 1,802 being in the elementary course. This makes in all the Protestant high schools and academies, 2,886 in grades VIII-X and 1,715 in grade XI, or a total of 4,601 taking work from the eighth to the eleventh year. It is impossible to state exactly the number of pupils doing secondary work in the Catholic academies.

In Ontario, the secondary work is done in continuation schools, high schools and collegiate institutes. Historical statistics of these are given in tables 98 and 99. The remaining pupils doing Fifth Book (grades IX and X) work are in the elementary schools as in the other provinces.

In Manitoba, of the 6,803 in grades IX-XII in 1919, 1,102 took up the work in high schools, 427 in collegiate departments and 3,449 in collegiate institutes, the remaining 1,825 taking it up in the intermediate schools, or the rural schools. There were in 1919, 24 of these high schools, 6 collegiate departments, 9 collegiate institutes. There were 72 intermediate schools with 319 teachers and 1,362 pupils doing secondary work.

In Saskatchewan, the secondary schools are sharply divided as in Ontario. Statistics of the high schools and collegiate institutes are given in table 104. Of the 9,000 pupils in grades IX-XII in 1919, 4,751 took up the work in these secondary schools. Of these, 1,222 boys and 1,783 girls, or 3,005 in all, were in grades IX and X; 473 boys and 534 girls, or 1,207, were in grade XI, and 215 boys and 324 girls, or 539 in all, were in grade XII. Of the remaining 4,249, 3,525 took up the work in village, town and city graded or intermediate schools, 2,646 being in grades IX and X, 771 in grade XI and 108 in grade XII. The remaining 724 took up the work in rural schools, 683 being in grades IX and X, 39 in grade XI and 2 in grade XII.

In Alberta, although there were 7,932 pupils in grades IX-XII in 1919 and 6,948 in 1918, it is impossible to give the number taking this work in high schools. Of the 6,948 in 1918, 6,541 took up the work in high schools and intermediate graded schools, 2,717 being in grade IX, 1,844 in X, 1,273 in XI, and 707 in XII; 407 took up the work in ungraded schools of whom 324 were in IX, 68 in X, 13 in XI, and 2 in XII.

In British Columbia all but 252 of the pupils doing high school work in 1919 took up the work in the high schools. Statistics of these high schools are given on table 101, page 91.

97.—Roman Catholic Classical Colleges: Professors and Pupils Enrolled, 1901-1919.

| Year. | Number of | | | Average Attendance. | Year. | Number of | | | Average attendance. |
|-----------|-----------|-------------|------------------|---------------------|-----------|-----------|-------------|------------------|---------------------|
| | Colleges. | Professors. | Pupils enrolled. | | | Colleges. | Professors. | Pupils enrolled. | |
| 1901..... | 19 | 549 | 5,915 | 5,468 | 1911..... | 19 | 642 | 7,140 | 6,521 |
| 1902..... | 19 | 562 | 6,096 | 5,698 | 1912..... | 21 | 662 | 7,818 | 7,280 |
| 1903..... | 19 | 559 | 6,174 | 5,694 | 1913..... | 21 | 687 | 8,189 | 7,677 |
| 1904..... | 19 | 590 | 6,265 | 5,758 | 1914..... | 21 | 726 | 8,444 | 7,841 |
| 1905..... | 19 | 621 | 6,269 | 5,772 | 1915..... | 21 | 754 | 8,251 | 7,664 |
| 1906..... | 19 | 621 | 6,318 | 5,895 | 1916..... | 21 | 704 | 7,696 | 6,602 |
| 1907..... | 19 | 624 | 6,268 | 5,796 | 1917..... | 21 | 747 | 8,128 | 6,790 |
| 1908..... | 19 | 624 | 6,274 | 5,709 | 1918..... | 21 | 747 | 7,622 | 6,956 |
| 1909..... | 18 | 609 | 6,397 | 5,872 | 1919..... | 21 | 744 | 7,711 | 6,338 |
| 1910..... | 19 | 642 | 6,599 | 6,053 | | | | | |

98.—Ontario Schools: Number of Teachers and Pupils in Collegiate Institutes and High Schools, 1901-1918.

| Year. | Schools. | Teachers. | Pupils Enrolled. | | | Average attendance. | Per cent. |
|--------------|----------|-----------|------------------|--------|--------|---------------------|-----------|
| | | | Boys. | Girls. | Total. | | |
| 1901..... | 131 | 579 | 10,869 | 11,654 | 22,523 | 13,224 | 58.71 |
| 1902..... | 134 | 593 | 11,629 | 12,843 | 24,472 | 14,430 | 58.97 |
| 1903..... | 135 | 619 | 11,988 | 13,734 | 25,722 | 15,317 | 59.55 |
| 1904..... | 138 | 661 | 12,718 | 14,991 | 27,709 | 16,730 | 60.38 |
| 1905..... | 140 | 689 | 13,035 | 15,626 | 28,661 | 17,567 | 61.29 |
| 1906..... | 142 | 719 | 13,336 | 16,056 | 29,392 | 18,078 | 61.50 |
| 1907..... | 143 | 750 | 13,799 | 16,532 | 30,331 | 18,485 | 60.94 |
| 1908..... | 145 | 795 | 14,731 | 17,181 | 31,912 | 19,862 | 62.23 |
| 1909..... | 145 | 820 | 15,776 | 17,325 | 33,101 | 20,791 | 62.81 |
| 1910..... | 145 | 853 | 15,196 | 17,416 | 32,612 | 20,389 | 62.52 |
| 1911..... | 148 | 898 | 14,679 | 17,548 | 32,227 | 20,177 | 62.60 |
| 1912..... | 148 | 917 | 14,846 | 17,427 | 32,273 | 20,268 | 62.80 |
| 1913..... | 161 | 970 | 15,489 | 18,257 | 33,746 | 21,448 | 63.55 |
| 1914..... | 160 | 1,023 | 17,001 | 19,465 | 36,466 | 23,360 | 64.06 |
| 1915..... | 160 | 1,020 | 17,705 | 20,721 | 38,426 | 24,825 | 64.60 |
| 1916-17..... | 161 | 1,038 | 12,339 | 16,494 | 28,833 | 22,781 | 79.01 |
| 1917-18..... | 162 | 1,051 | 12,353 | 16,744 | 29,097 | 22,740 | 78.15 |
| 1918-19..... | 164 | 1,088 | 13,228 | 17,504 | 30,732 | 24,500 | 79.72 |

99.—Ontario Schools: Number of Teachers and Pupils in Continuation Schools, 1911-1919.

NOTE.—Previously to 1911 the statistics of these Secondary Schools are included with the Elementary Schools.

| Year. | Schools. | Teachers. | Pupils Enrolled. | | | Average attendance. | Per cent. |
|--------------|----------|-----------|------------------|--------|--------|---------------------|-----------|
| | | | Boys. | Girls. | Total. | | |
| 1911..... | 129 | 218 | 2,394 | 3,359 | 5,753 | 3,487 | 60.61 |
| 1912..... | 138 | 226 | 2,499 | 3,595 | 6,094 | 3,777 | 61.97 |
| 1913..... | 125 | 218 | 2,229 | 3,315 | 5,544 | 3,386 | 61.07 |
| 1914..... | 131 | 237 | 2,474 | 3,595 | 6,069 | 3,812 | 62.81 |
| 1915..... | 132 | 238 | 2,803 | 3,997 | 6,800 | 4,274 | 62.85 |
| 1916-17..... | 132 | 234 | 1,979 | 3,103 | 5,082 | 3,729 | 73.37 |
| 1917-18..... | 137 | 241 | 1,989 | 3,115 | 5,104 | 3,734 | 73.15 |
| 1918-19..... | 136 | 234 | 1,867 | 3,139 | 5,006 | 3,773 | 75.36 |

100.—Saskatchewan Schools: Number of Teachers and Pupils in Collegiate Institutes and High Schools, 1908-1919

| Year. | Schools. | Teachers. | Pupils. | | | | | |
|-----------|----------|-----------|---------|--------|--------------------|-----------|-----------|--------|
| | | | Boys. | Girls. | 1st and 2nd years. | 3rd year. | 4th year. | Total. |
| 1908..... | 8 | 23 | 335 | 399 | 487 | 183 | 64 | 734 |
| 1909..... | 13 | 41 | 504 | 643 | 694 | 338 | 115 | 1,147 |
| 1910..... | 13 | 54 | 623 | 805 | 884 | 355 | 189 | 1,428 |
| 1911..... | 13 | 56 | 766 | 927 | 1,003 | 486 | 204 | 1,693 |
| 1912..... | 15 | 67 | 885 | 1,129 | 1,237 | 550 | 227 | 2,014 |
| 1913..... | 16 | 84 | 1,028 | 1,326 | 1,446 | 658 | 250 | 2,354 |
| 1914..... | 18 | 99 | 1,304 | 1,622 | 1,814 | 763 | 349 | 2,926 |
| 1915..... | 21 | 129 | 1,545 | 2,038 | 2,429 | 863 | 291 | 3,583 |
| 1916..... | 21 | 138 | 1,566 | 2,283 | 2,398 | 1,090 | 361 | 3,849 |
| 1917..... | 22 | 119 | 1,445 | 2,441 | 2,507 | 974 | 405 | 3,886 |
| 1918..... | 22 | 161 | 1,533 | 2,561 | 2,533 | 1,065 | 496 | 4,094 |
| 1919..... | 24 | 164 | 1,910 | 2,841 | 3,005 | 1,207 | 539 | 4,751 |

101.—British Columbia Schools: Number of Teachers and Pupils in High Schools in British Columbia, 1901-1919

| Year. | Schools. | Teachers. | Pupils Enrolled. | | | Average attendance. | Per cent. |
|-----------|----------|-----------|------------------|--------|--------|---------------------|-----------|
| | | | Boys. | Girls. | Total. | | |
| 1901..... | 5 | 15 | 215 | 369 | 584 | 373 | 63.87 |
| 1902..... | 7 | 21 | 313 | 471 | 784 | 564 | 71.94 |
| 1903..... | 8 | 27 | 316 | 540 | 856 | 627 | 73.25 |
| 1904..... | 10 | 29 | 381 | 600 | 981 | 685 | 69.83 |
| 1905..... | 12 | 34 | 433 | 657 | 1,090 | 834 | 76.51 |
| 1906..... | 13 | 37 | 473 | 763 | 1,236 | 923 | 74.68 |
| 1907..... | 15 | 42 | 432 | 823 | 1,355 | 976 | 72.03 |
| 1908..... | 16 | 49 | 613 | 857 | 1,470 | 1,124 | 76.46 |
| 1909..... | 18 | 59 | 812 | 997 | 1,809 | 1,441 | 79.66 |
| 1910..... | 21 | 66 | 919 | 1,122 | 2,041 | 1,549 | 75.89 |
| 1911..... | 23 | 71 | 940 | 1,048 | 1,988 | 1,533 | 77.11 |
| 1912..... | 24 | 77 | 973 | 1,178 | 2,151 | 1,645 | 76.48 |
| 1913..... | 30 | 96 | 1,232 | 1,448 | 2,680 | 2,109 | 78.69 |
| 1914..... | 34 | 110 | 1,414 | 1,593 | 3,007 | 2,535 | 84.30 |
| 1915..... | 37 | 132 | 1,844 | 2,068 | 3,912 | 3,332 | 85.17 |
| 1916..... | 40 | 162 | 2,260 | 2,510 | 4,770 | 3,816 | 80.00 |
| 1917..... | 41 | 169 | 2,074 | 2,767 | 4,841 | 3,999 | 82.61 |
| 1918..... | 43 | 184 | 2,151 | 2,999 | 5,150 | 4,201 | 81.57 |
| 1919..... | 45 | 197 | 2,392 | 3,414 | 5,806 | 4,670 | 80.44 |

102.—Publicly Controlled Secondary Schools: Number of Pupils taking Certain Subjects in Five Provinces, 1919.

| Subjects. | Nova Scotia. | New Bruns. | Ontario. | Sask. | British Colum. | Subjects. | Nova Scotia. | New Bruns. | Ont. | Sask. | British Colum. |
|--------------------------------|--------------|------------|----------|-------|----------------|------------------------|--------------|------------|--------|-------|----------------|
| History..... | 4,040 | 1,977 | 532 | - | 1,053 | Book keeping.. | 87 | 759 | 5,661 | - | 866 |
| Geography..... | 4,911 | 1,977 | 25,723 | - | 1,250 | Stenography... | 48 | - | 3,825 | - | 866 |
| Reading..... | - | - | 22,613 | - | 5,806 | Tyepwriting... | - | - | 3,010 | - | 870 |
| Arithmetic and Mensuration. | 7,439 | 1,580 | 25,115 | - | 3,409 | Business Law, etc. | - | - | - | - | 491 |
| Algebra..... | 8,589 | 2,008 | 33,798 | - | 5,251 | Art..... | 4,326 | 628 | 18,465 | - | 2,474 |
| Geometry..... | 4,046 | 1,901 | 19,668 | - | 4,726 | Physical Culture. | 2,759 | - | 35,154 | - | - |
| Trigonometry... | 194 | 32 | 1,136 | - | 96 | Commercial... | - | - | 3,779 | - | - |
| French..... | 4,814 | 1,790 | 28,006 | 3,503 | 4,605 | Agriculture... | 2,688 | - | 1,311 | 1,888 | 219 |
| Spanish..... | - | - | 25 | - | - | Manual Training. | - | - | 3,253 | 566 | 1,115 |
| German..... | 120 | - | 1,686 | 34 | 8 | Household Science. | 354 | - | 3,131 | 797 | 1,290 |
| Latin..... | 3,182 | 1,442 | 26,772 | 3,203 | 3,991 | Art (Model School). | - | - | 617 | - | - |
| Greek..... | 52 | 86 | 4,123 | 3 | 22 | Wood and Metal work. | 294 | - | - | 233 | - |
| Zoology..... | - | - | 19,318 | - | - | Elementary Science | - | - | - | 2,744 | - |
| Botany..... | 3,254 | 1,988 | 19,389 | - | 1,400 | Music..... | 807 | - | - | 1,451 | - |
| Biology..... | - | - | - | 155 | - | Military Drill. | 729 | - | - | - | - |
| Chemistry..... | 897 | 799 | 17,258 | 1,362 | 3,078 | Physiology.... | - | 661 | - | - | - |
| Physics..... | 3,907 | 936 | 29,000 | 1,820 | 2,521 | Practical Mathematics. | 1,189 | - | - | - | - |
| Mineralogy..... | - | - | 432 | - | - | | | | | | |
| Total number of pupils sampled | 9,110 | 2,025 | 35,738 | 4,751 | 5,806 | | 9,110 | 2,025 | 35,738 | 4,751 | 5,806 |

Consolidation.

Consolidation, or the amalgamation of two or more rural school districts with one another or with a village or town district, has been adopted as a system by many of the provinces, but hitherto statistics of consolidation have been meagre. This is unfortunate, for the success of the movement towards consolidation is watched with keen interest by students of education, and provinces which have not tried the system are anxious to see its success in those that have already adopted it before trying the experiment themselves. There is no question that in theory at least the system is a desirable one. The one-room miscellaneous rural school has defects which are manifest to the most casual observer. The greatest of these is, perhaps, the fact that while it requires greater ability and experience on the part of a teacher to handle several different classes at the same time than it does to handle one as in a graded school, the more experienced teachers drift into the graded schools where the salaries are better, so that the rural districts are able to hold only the lowest grade and the most inexperienced, and not even these for more, often for less, than a year at a time. Another disadvantage attached to the miscellaneous school is the fact that only the bare academic subjects can be taken up while graded schools have the incalculable advantages of accommodation and staff to take up such subjects as manual training, agriculture, domestic science, etc. This feature is particularly unfortunate in view of the fact that opportunities for observation and indeed for the practical application of most of these subjects are greater in the country than in the towns.

Another advantage is the fact that the miscellaneous school offers poor prospects to the boy or girl desiring to pursue studies into high school work. True, if the rural one-room school happens to have a good teacher, the one or two high school pupils have the advantage of that teacher's special attention and often of a great deal of help out of school hours; while the fact that such pupils are thrown so much upon their own resources helps them to better habits of study than those of the more or less parasitical pupil in a regular high school. There is a lack, however, that no teacher however good can supply in the one-room school and that is the absence of laboratories and other opportunities for training in practical work at the very best period of the pupil's life for acquiring habits of deftness and skill which are perhaps more important than the acquisition of facts.

Against these and other disadvantages (among which may be mentioned deprivation of the superior social attractiveness of the graded school) the one great advantage of the ungraded school lies in the fact that a pupil is not tied down to the pace of a large class. The bright pupil can complete two or more grades in a year and many valuable years are thus saved for higher work. There is no doubt that this is a great advantage, but there is no reason why provision should not be made for such bright pupils in graded schools.

Consolidation seems to offer a solution to these disadvantages. The conveyancing of children in warm vans seems to obviate the necessity for that greatest of all evils—irregular attendance in the winter. The opportunity a good consolidated school offers to the prospective farmer because of the special attention that may be given to agriculture, manual training and domestic science will, no doubt, prove to be an inducement to the country pupil to remain longer at school; the social opportunities offered by the consolidated school will contribute towards the same end.

The practical difficulties in the way of consolidation are connected with the greater expenditure of conveyancing and of the system in general. The fact, however, that some provinces which have tried out the system are satisfied with the results and are not even sure that it is more expensive than the old system should point to the possibility that the criticism of consolidation on the score of the financial burden it entails, may be due to the theoretic conservative

objections to any innovation rather than to the fact that the superior cost of consolidation has been weighed from every point of view.

It is rather remarkable that so many provinces which are trying out the system are giving no statistics on consolidation. An attempt is made here to bring together such facts as are available for the different provinces.

PRINCE EDWARD ISLAND.—No provision for consolidation is found on the statutes. The necessity for consolidation here is not so marked perhaps as in larger provinces. The island is covered with small villages in each of which is found an advanced graded school with two or more rooms. In the whole island with an area of 2,184 square miles at the present time there are 476 schools with 593 departments, of which 406 are ungraded and 60 with 187 departments are graded. This is one school to every 4.6 square miles and one graded school with an average of over three rooms each to every 36.4 square miles. Now an area of 36.4 square miles is only one township in the Prairie Provinces, an area not at all too great for a consolidated school district; that is, it would not be impossible to convey everyone of the school children in Prince Edward Island to an existing graded school. At the same time it is evident that consolidation is more easily practicable for Prince Edward Island than any other province, since without the expense of forming new consolidated districts the existing graded schools could be equipped and enlarged to accommodate all the pupils of the island who would have in very few cases to be conveyed a longer distance than three or four miles.

NOVA SCOTIA.—Chapter 24 of 1910 of Nova Scotia authorized the Council of Public Instruction to expend not exceeding \$36,000 "for the purpose of assisting in consolidating school sections and the schools therein and in arranging for the conveyance of pupils". What use has been made of this privilege is not ascertained from the reports. It may be interesting to compare the average school accommodation in respect to the area of the province with that of Prince Edward Island. Nova Scotia with an area of 21,428 has 1,917 school sections and 237 graded school sections with 1,433 classrooms. This gives a school (building) to every 11.9 square miles and a graded school with an average of 6.05 rooms to every 90.4 square miles. Clearly consolidation is more necessary here than in Prince Edward Island.

NEW BRUNSWICK.—The statutes of New Brunswick (Sec. 124, Chap. 50, Ed. VIII) provide for an additional grant up to \$1,000 a year (not to exceed \$7,000 a year for the whole province) to three or more contiguous districts amalgamating and providing for school gardens and manual training and conveying children. For each district entering such union there shall be granted \$100 and in addition a sum of \$2 per pupil estimated on the average attendance of pupils during the term ending December 31, no school to receive more than \$1,000 in one year in addition to the ordinary grants.

In the Provincial Report of 1919 there are reports from five consolidated schools with a staff of 24 teachers. Unfortunately these reports do not mention the number enrolled, but from what can be gathered from the Annual Report of 1917 there were in that year enrolled about 1,000 pupils. High school work and manual training, etc., were given prominence in all the reports. New Brunswick with an area of 27,985 square miles has 1,483 schools (districts) with 130 graded school districts. This gives a school to every 18.8 square miles and a graded school with an average of about five rooms to every 215.3 square miles.

QUEBEC.—No consolidation. With an area of 706,834 square miles Quebec has 7,255 ordinary schools, or 7,450 teaching institutions in all. This gives a school to 97.4 square miles.

ONTARIO.—As in many other educational matters in Ontario, activity in promoting consolidation is left to the township council. Section 16, chapter 89, of the Public Schools Act of 9 Edward VII, reads: "In case the ratepayers in each of two or more rural school sections . . . pass a resolution to unite for the purpose of carrying on a consolidated school, the council of the township may pass a by-law to consolidate the sections for that purpose." The consolidation movement in Ontario is as yet at its initial stages. In the one case (the Hudson Consolidated School in Temiskaming) where it has been well tested, it has given satisfaction. Consolidation is being adopted in seven other places, but statistics are not so far available. The arguments in favour of consolidation advanced by Hon. R. H. Grant, Minister of Education, in his report for 1919 are so excellent and so illustrative of what may be true in other provinces that extracts from it are here quoted:—

"One of the causes which will hasten consolidation is the displacement of the rural population. In 1918, Ontario, out of a total of 5,757 rural schools, had 5 schools with an average attendance of 1 pupil, 12 with 2 pupils, 33 with 3 pupils, 46 with 4 pupils, 79 with 5 pupils, 524 with from 6 to 9 pupils, and 1,400 had 10 or less. . . . It has been found in the United States that only half as many complete the elementary grades under the district school system as under the consolidated system. . . . The school life of the pupils in consolidated schools is longer. A comparison has been made of 376 district school children with 451 consolidated school children. The average age for beginning with the first group was 6.6 years and entrance was reached at 15. In the consolidated school group they began at 7.2 years and took entrance at 14.1 years. This is a clear gain of 1½ years. Consolidation has also improved the enrolment and average attendance. In Wellwood, Manitoba, before consolidation, there were enrolled 94 pupils with an average daily attendance of 55. In the first year after the same area had been consolidated, 110 pupils were enrolled and the average daily attendance was 85. This increase in enrolment is usually among the older boys and girls who would otherwise cease to attend school."

MANITOBA.—By 3-4 Edward 7, chapter 47, section 6; 3 George 5, chapter 53, section 8; and 5 George 5, chapter 57, section 11, provisions are made in Manitoba for consolidation of school districts and conveyancing of children who live more than one mile from such schools. With the exception of British Columbia, Manitoba easily leads the movement towards consolidation. The machinery set up for promoting the movement is such that in no case is there a hindrance save in the will of the ratepayers. In a Union School district, the different schools may be consolidated by the trustee board without the delay of applying for permission to the province. Generous grants are given for conveyancing by means of heated vans, but to encourage the movement still more, it is provided that where the parents prefer to convey their children, they shall be paid what it would cost if they were conveyed in vans. The grants allowed by the Department of Education to consolidated schools are:—

- (1) The sum of the several grants which would have been payable to the respective districts merged.
- (2) A sum up to \$500 in addition to all other grants, towards defraying the initial expenses connected with such merger.
- (3) A further sum, not exceeding 50 per cent of the cost of transportation towards defraying the same.
- (4) The board of trustees of any school district shall have power, with approval of the department, to expend money on any road to enable children to attend school.
- (5) If a board of one district (with the approval of the Minister) arranges with that of another to accommodate the children for the first district, the grant will be the same as if a teacher had been employed by such district.

In 1918 there were 83 consolidated schools in operation in the province with 11,514 pupils. The average attendance for the year was 71.4 per cent. The total enrolment in the province in the same year was 109,923, with an average attendance of 64.93 per cent. The report of 1919 stated that more than 100 of these schools had then been organized. These included 9 consolidations approved in 1918 and 9 in 1919, making a total of 101 by the year 1919. When it is remembered that of the 109,923 pupils enrolled in the province in that year, 30,225 were from Winnipeg alone, to say nothing of those from the cities of Brandon, and St. Boniface, Portage la Prairie, Virden, etc., it will be seen that at least one-sixth of the rural school enrolment in 1918 were in consolidated schools. The growth of the movement may be seen from the fact that there were 2 schools in 1906, 26 organized by 1911, and 101 by 1919. This averages over 9 schools a year since 1911, or almost 8 a year since 1906.

Saskatchewan.—What is commonly known as a consolidated school district in Saskatchewan is a large district of at least 36 square miles, where the trustees are required by law to provide for the expense of the conveyance of children of ratepayers residing more than one and one-half miles from the school. A special grant is paid equivalent to one-third of the actual cost of conveyance. To quote further from the Annual Report of 1919:—"Most officials are convinced of the advantages of consolidation and it is worthy of note that the average attendance of all these large districts was about 90 per cent (as compared with 60.35 per cent for all the public and separate schools). The greatest expenditure was made by a school district which has an area of 56 (square) miles and an enrolment of 284 pupils. The cost of conveyance was \$7,730.75, while the teachers were paid \$5,850. The total grants received during the year were \$3,141.22. The total number of large (consolidated) districts in existence on December 31, 1919, was 28". The oldest of these was erected in May, 1913; 6 were erected and 1 disorganized in 1919; 4 in each of the years 1916-1918; 1 in each of 1914 and 1915, and 8 in 1913. The area of each ranges from 39½ to 76½ square miles, aggregating 1,398¾ square miles for the 28 districts. The total cost of operating conveyance was \$90,931, while teachers' salaries aggregated \$64,260. The total expenditure was \$234,913. The average daily wage of the average van driver ranged from \$2.66 to \$6.10. The initial cost of the vans aggregated \$42,155. The Government grants for conveyance was \$28,335, while the total Government grants for consolidated schools were \$42,094. The attendance in 1919 was not given, but in 1918 the average attendance was 1,104, which would make about 1,200 of an enrolment.

Alberta.—According to chapter 29 of the Ordinances of 1901 (amended up to 1919), two or more school districts of any kind either with or without parts of other districts, or parts of any two or more districts, etc., or unorganized territory alone of not less than 30 and not more than 80 square miles, may consolidate. Its debts and liabilities shall continue to be a charge to each individual district as if consolidation had not taken place, unless the consolidated board with consent of the minister take these over. The trustees of the individual districts shall cease to hold office upon consolidation and a consolidated board of one trustee for each district consolidated shall be constituted. The Minister may erect a consolidated school by order without vote or resolution. The board shall supply and operate vans for the conveyance of all resident pupils outside of one and one-half miles from the school; it is not required to provide conveyance for isolated families, but may make arrangement with the parents or guardians for the conveyance of such, provided they are more than two miles distant from the school or more than one mile from the nearest regular conveyance route and shall pay therefor a sum up to 25 cents (but not more than \$1 a day per family) a mile per family per day to the nearest route.

By chapter 15 of 1913, the grants to consolidated districts are:—

- (1) The total amount each district unit in the consolidation would have earned if operating separately.
- (2) Any consolidated district having in its senior room at least 6 pupils above grade VIII and not maintaining a room exclusively for such grades. A grant of \$3 for each day kept open (provided non-residents are not charged fees).
- (3) The sum of \$1.50 a day for each van.
- (4) The special sum of \$1 for each approved motor conveyance supply.
- (5) To each school having its senior room equipped for community uses, a grant of 50 per cent of the cost of the equipment up to \$250.
- (6) A varying amount to such schools as have arranged for the conveyance of isolated families.

Alberta is proving a good second to Manitoba in the consolidation movement. The figures since 1914 are as follows:—

| Year. | Number of consolidations. | Number of district units in these consolidations. | Enrolment. |
|-----------|---------------------------|---|------------|
| 1914..... | 2 | 8 | - |
| 1915..... | 12 | 38 | 563 |
| 1916..... | 28 | 89 | 1,401 |
| 1917..... | 42 | 136 | 2,383 |
| 1918..... | 54 | 182 | - |
| 1919..... | 63 | 209 | - |

NOTE.—The number of teachers in 1915 was 18, in 1918, 208 and in 1919, 206.

In his report for 1918, the deputy minister refers to consolidated schools as follows: "The consolidated school has proven to be a marked improvement on the one-roomed rural school, as it provides graded departments and thus doubles the time which the teacher has for class work and the supervision of the student. It has increased the regularity of attendance and the punctuality of the pupils and ensured more continuous progress in each subject of the curriculum. The position of the teacher in these schools is much more attractive than in the one-roomed school and for this reason trustees have been successful in securing a good type of teacher and retaining his services for a number of years. The work of the higher grades is being taught in these schools and the newer subjects of the curriculum, such as manual training, domestic science, school gardening, music and art are receiving attention. The pupils can be given at least two years in advanced work which is not provided in the rural schools as at present organized. The consolidated school is a success in those localities which are well adapted for the transportation of pupils. The cost of tuition is much less than in the rural schools, as two or three teachers can take charge of the children from four or five schools where the attendance was small. The teachers are in general more experienced and better qualified, and the parents in all cases are beginning to realize that this is a decided advantage for the children." To this testimony of the deputy minister the supervisor of Consolidated Schools has added the following interesting facts:—

- (1) The consolidations hitherto erected are divided into two distinct types: (1) the majority at present providing a graded school offering from two to four years of high school in addition to elementary school work, and (2) represents those cases in which two or three sparsely settled districts are operating jointly a one-room school.

- (2) Amongst the advantages gained from consolidation are: Graded schools with from two to seven departments are operating under experienced teachers. Opportunity for obtaining two to four years of high school work. The possibility of operating a yearly school where otherwise the summer school would persist; therefore, the children can attend for a longer period each year. The percentage of attendance is higher. The longer period of preparation and the better average attendance have led to more rapid advancement. Such necessities as hot lunches, etc., encourage attention to domestic science, etc.
- (3) In organizing consolidations, there has been a tendency to include too great an area, with the result that the outlying portions are too distant from the consolidation centre. This unduly increases the cost of conveyance and is unsatisfactory to those residing too far from the school. The area of a consolidated school should not exceed the area of four average rural districts, unless conditions are exceptional.
- (4) The consolidated schools have been made the centre for many community activities (library, etc.). These activities are encouraged by the Department of Education.
- (5) As consolidation is new in Alberta, many errors have been made which experience will obviate in the future.

It is to be remembered that the statements of these two officials are not generalizations from theory, but based upon the results of actual experiment.

British Columbia.—British Columbia has carried centralization and what is virtually consolidation to a greater degree of perfection than any other province. The rural municipality schools are nearly all graded, as are also a large number of the rural and assisted schools. Provision is made for any existing rural school to unite with an existing consolidation (not so called) or with other rural ungraded schools. To every board of trustees providing conveyance the Government grants a sum not exceeding one-half of the total cost of such conveyance. As in Manitoba, the merging of two or more schools in a rural municipality is left to the board of trustees of such municipality, apparently without formality. In 1919 the rural municipality schools numbered 193 with 522 divisions (departments or class rooms); of these 91 were ungraded and 101 with 441 departments were graded. The number of pupils in the graded schools was 15,697 and in the ungraded 2,172. The rural and assisted schools had 168 graded departments with 2,605 pupils and 473 ungraded with 8,195 pupils; there were 1,677 graded departments with 61,639 pupils in the whole province.

Technical Education.

Activities in technical education in the different provinces are fast increasing. Dominion aid for technical education was extended to the provinces by the Technical Education Act of 1919, of which the following is a summary:—

Technical Education.—Chapter 73 provides for aid to the provinces in promoting and assisting technical education in Canada, by annual grants beginning at \$700,000 and aggregating \$10,000,000 within a period of ten years. Out of the annual grant each province is to receive \$10,000, while the balance is to be divided among the provinces in proportion to their population as shown at the last decennial census. The grants to any province in any year are not to exceed an amount equivalent to that which the Provincial Government shall expend on technical education within such year, and the Dominion Minister of Labour is entitled to an accounting for the federal moneys expended and to a report setting forth the work done in the province in promoting technical education.

By technical education is usually meant training leading directly to a vocation and including such courses as agricultural, mechanical, commercial, etc. The collegiate institutes in the Prairie Provinces are called also technical institutes because they offer commercial courses, manual training, domestic science, etc. in addition to their academic courses, and because they hold night classes in vocational courses. In giving statistics of technical education it is not possible at this date to state whether the enrolment of students include boys and girls who are already enrolled in the ordinary day schools and reported as such, or whether these technical pupils may be added on to the totals given for ordinary day schools. Table 103 below gives the statistics of technical education by provinces for 1920. It is impossible to state whether or not some of these figures are duplicated in table I. Presumably they do not include agricultural courses or technical courses of university grade, as these do not come within the scope of the Act quoted.

103.—Vocational Schools, Teachers and Pupils in Canada (Year ending June 30, 1920).

| Province. | Number of Schools. | | | | Number of Teachers. | | | | Pupils Enrolled. | | | |
|-------------------|--------------------|----------|------------------|--------|---------------------|----------|----------------------|--------|------------------|----------|-----------------|--------|
| | Day. | Evening. | Day and evening. | Total. | Day. | Evening. | Correspondence Dept. | Total. | Day. | Evening. | Correspondence. | Total. |
| P. E. Island..... | - | - | - | - | - | - | - | - | - | - | - | - |
| Nova Scotia..... | - | 26 | - | 26 | - | 117 | - | 117 | - | 2,830 | - | 2,830 |
| New Brunswick... | - | 2 | 1 | 3 | 5 | 23 | - | 28 | 54 | † 800 | - | 854 |
| Quebec..... | 2 | 15 | 4 | 21 | 64 | *85 | - | 149 | 650 | 4,723 | - | 5,373 |
| Ontario..... | 1 | 38 | 13 | 52 | 183 | 931 | - | 1,114 | 4,505 | 37,370 | - | 41,875 |
| Manitoba..... | 3 | - | 4 | 7 | 33 | 85 | - | 118 | 1,159 | 1,888 | - | 3,047 |
| Saskatchewan..... | - | 1 | - | 1 | 2 | 21 | - | 23 | 55 | 411 | - | 466 |
| Alberta..... | 2 | 10 | 3 | 15 | 41 | 62 | 2 | 105 | 1,099 | 1,557 | 124 | 2,580 |
| British Columbia. | 4 | 6 | 4 | 14 | 56 | 99 | 1 | 156 | 990 | 2,448 | 83 | 3,521 |
| Total..... | 12 | 98 | 29 | 139 | 384 | 1,423 | 3 | 1,810 | 8,512 | 51,827 | 207 | 60,546 |

*Approximate. †Returns incomplete.

PART VI.—COST OF EDUCATION.

The expenditure on education for the different provinces for 1919 or 1918 is given in table 1, page 18. It must be remembered here as in the case of other figures that these are not strictly comparable for the different provinces. Different provinces compile their financial statistics by different methods and include different items. It is impossible here to separate the current expenditure of the different provinces from the capital and from short time loans. In the case of Quebec it must again be remembered that a large number of the teachers are in religious orders and receive no salaries. If they did receive salaries the total expenditure would be greatly in excess of what is given here.

104.—Canadian Publicly Controlled Schools: Receipts and Expenditure by Provinces.

PRINCE EDWARD ISLAND—Receipts.

| Year. | Government Grant. | Local Assessment. | Total. | Year. | Government Grant. | Local Assessment. | Total. |
|-------------------------|-------------------|-------------------|---------|-------------------------|-------------------|-------------------|---------|
| | \$ | \$ | \$ | | \$ | \$ | \$ |
| 1901..... | 128,288 | 36,647 | 164,935 | 1910..... | 127,548 | 53,924 | 181,472 |
| 1902..... | 127,495 | 38,827 | 166,322 | 1911..... | 126,438 | 54,738 | 181,176 |
| 1903..... | 123,919 | 42,698 | 166,617 | 1912 ² | 179,956 | 81,685 | 261,641 |
| 1904..... | 121,696 | 47,069 | 168,765 | 1913..... | 150,732 | 56,874 | 207,606 |
| 1905..... | 122,897 | 45,695 | 168,592 | 1914..... | 156,503 | 61,490 | 217,993 |
| 1906 ¹ | 91,946 | 34,763 | 126,709 | 1915..... | 168,413 | 91,258 | 259,671 |
| 1907..... | 123,898 | 46,429 | 170,327 | 1916..... | 173,962 | 70,610 | 244,572 |
| 1908..... | 127,092 | 49,874 | 176,966 | 1917..... | 178,607 | 72,623 | 251,230 |
| 1909..... | 129,179 | 54,027 | 183,206 | 1918..... | 173,579 | 94,968 | 268,547 |
| | | | | 1919..... | 187,488 | 98,472 | 285,960 |

¹Nine months. ²Eighteen months.

NOVA SCOTIA—Receipts.

| Year. | Government Grant. | Municipal Funds. | Local Assessment. | Total. |
|-----------|-------------------|------------------|-------------------|-----------|
| | \$ | \$ | \$ | \$ |
| 1901..... | 254,778 | 119,876 | 470,108 | 844,762 |
| 1902..... | 257,616 | 117,376 | 538,850 | 913,841 |
| 1903..... | 263,092 | 121,016 | 552,350 | 936,458 |
| 1904..... | 268,904 | 146,382 | 569,745 | 985,031 |
| 1905..... | 271,657 | 146,627 | 576,560 | 993,844 |
| 1906..... | 270,925 | 147,089 | 655,705 | 1,073,720 |
| 1907..... | 277,415 | 146,958 | 616,430 | 1,040,805 |
| 1908..... | 335,584 | 147,129 | 666,590 | 1,149,304 |
| 1909..... | 341,058 | 147,400 | 711,428 | 1,199,886 |
| 1910..... | 337,252 | 146,936 | 761,013 | 1,265,233 |
| 1911..... | 378,726 | 146,821 | 804,125 | 1,329,674 |
| 1912..... | 374,810 | 147,170 | 859,284 | 1,381,264 |
| 1913..... | 385,734 | 156,864 | 944,992 | 1,487,590 |
| 1914..... | 388,671 | 164,980 | 1,002,967 | 1,556,618 |
| 1915..... | 407,213 | 168,009 | 1,066,892 | 1,642,114 |
| 1916..... | 414,738 | 168,114 | 1,037,302 | 1,620,154 |
| 1917..... | 432,284 | 163,535 | 1,157,907 | 1,752,726 |
| 1918..... | 427,484 | 163,994 | 1,280,965 | 1,872,444 |
| 1919..... | 432,496 | 204,519 | 1,460,578 | 2,097,593 |

NEW BRUNSWICK—Receipts.

| Year. | Government Grant. | Municipal Funds. | Local Assessment. | Total. |
|-----------|-------------------|------------------|-------------------|-----------|
| | \$ | \$ | \$ | \$ |
| 1901..... | 163,225 | 90,492 | 346,623 | 600,340 |
| 1902..... | 162,227 | 92,095 | 341,475 | 595,797 |
| 1903..... | 160,825 | 94,969 | 374,196 | 629,990 |
| 1904..... | 156,982 | 94,835 | 380,000 | 631,817 |
| 1905..... | 159,741 | 91,947 | 378,200 | 638,888 |
| 1906..... | 160,957 | 91,718 | No record. | |
| 1907..... | 160,553 | 91,429 | No record. | |
| 1908..... | 182,453 | 91,620 | 494,947 | 769,020 |
| 1909..... | 190,854 | 91,235 | 539,002 | 821,091 |
| 1910..... | 195,363 | 90,454 | 580,069 | 865,886 |
| 1911..... | 196,082 | 90,193 | 593,073 | 879,348 |
| 1912..... | 196,958 | 93,783 | 632,384 | 923,125 |
| 1913..... | 196,320 | 97,404 | 648,479 | 942,203 |
| 1914..... | 195,261 | 96,946 | 704,476 | 996,683 |
| 1915..... | 200,635 | 97,423 | 761,753 | 1,059,811 |
| 1916..... | 206,486 | 96,141 | 844,256 | 1,146,883 |
| 1917..... | 204,754 | 97,284 | 843,357 | 1,145,395 |
| 1918..... | 286,949 | 97,230 | 930,567 | 1,314,746 |
| 1919..... | 277,996 | 99,097 | 1,153,163 | 1,530,256 |

DOMINION BUREAU OF STATISTICS

QUEBEC—Expenditure.

| Year. | Government Grant. | Local Assessment and other sources. | Total. | Year. | Government Grant. | Local Assessment and other sources. | Total. |
|-----------|-------------------|-------------------------------------|-----------|-----------|-------------------|-------------------------------------|------------|
| 1901..... | 453,950 | 2,999,804 | 3,453,754 | 1911..... | 1,065,429 | 5,729,104 | 6,794,533 |
| 1902..... | 473,450 | 3,051,109 | 3,524,559 | 1912..... | 1,204,529 | 6,212,440 | 7,416,969 |
| 1903..... | 484,960 | 3,234,074 | 3,718,038 | 1913..... | 1,529,006 | 7,696,765 | 9,225,771 |
| 1904..... | 469,280 | 3,347,115 | 3,816,395 | 1914..... | 1,724,110 | 7,172,879 | 8,896,989 |
| 1905..... | 480,760 | 3,603,758 | 4,084,518 | 1915..... | 1,732,417 | 9,681,206 | 11,463,623 |
| 1906..... | 536,150 | 3,802,402 | 4,338,552 | 1916..... | 1,882,838 | 10,533,769 | 12,416,607 |
| 1907..... | 540,650 | 4,050,741 | 4,591,391 | 1917..... | 2,068,766 | 11,887,454 | 13,956,220 |
| 1908..... | 683,410 | 4,565,537 | 5,148,947 | 1918..... | 2,077,569 | 12,405,301 | 14,482,870 |
| 1909..... | 837,450 | 4,680,416 | 5,517,866 | 1919..... | 2,145,976 | 14,698,708 | 16,844,684 |
| 1910..... | 908,391 | 5,302,139 | 6,210,530 | | | | |

ONTARIO—Receipts.

| Year. | Elementary Schools. | | | | Secondary Schools. | Grand Total. |
|-----------|---------------------|--------------------|--|------------|--------------------|--------------|
| | Government Grants. | Local Assessments. | Clergy Reserve Fund and other sources. | Total. | | |
| | \$ | \$ | \$ | \$ | | |
| 1901..... | 377,308 | 3,784,070 | 1,468,678 | 5,630,056 | 784,626 | 6,414,682 |
| 1902..... | 383,666 | 3,959,912 | 1,422,924 | 5,766,502 | 832,853 | 6,599,355 |
| 1903..... | 390,156 | 4,263,893 | 1,406,957 | 6,061,006 | 876,737 | 6,937,743 |
| 1904..... | 405,362 | 4,464,227 | 1,600,982 | 6,470,571 | 960,867 | 7,431,438 |
| 1905..... | 414,004 | 4,928,790 | 1,886,400 | 7,229,194 | 1,096,266 | 8,325,460 |
| 1906..... | 509,795 | 5,529,496 | 1,883,394 | 7,922,685 | 1,209,782 | 9,132,467 |
| 1907..... | 655,239 | 6,146,825 | 2,455,864 | 9,257,928 | 1,611,553 | 10,869,481 |
| 1908..... | 770,426 | 6,581,232 | 2,620,523 | 9,972,181 | 2,001,307 | 11,973,488 |
| 1909..... | 810,595 | 6,574,372 | 3,013,501 | 10,398,468 | 2,173,533 | 12,572,001 |
| 1910..... | 805,635 | 7,334,458 | 3,573,507 | 11,713,600 | 2,195,322 | 13,908,922 |
| 1911..... | 892,377 | 7,826,083 | 3,778,183 | 12,496,643 | 2,180,026 | 14,676,669 |
| 1912..... | 842,278 | 9,478,887 | 3,936,887 | 14,258,052 | 2,709,389 | 16,967,441 |
| 1913..... | 778,150 | 9,856,380 | 4,025,284 | 14,659,814 | 3,686,267 | 18,146,081 |
| 1914..... | 760,845 | 12,608,865 | 4,069,565 | 17,439,275 | 4,857,434 | 22,296,712 |
| 1915..... | 849,872 | 11,810,023 | 4,089,210 | 16,749,105 | 3,352,731 | 20,101,836 |
| 1916..... | 831,988 | 11,010,356 | 4,237,738 | 16,080,082 | 3,380,927 | 19,461,009 |
| 1917..... | 907,846 | 12,193,439 | 4,168,000 | 17,269,285 | 3,412,115 | 20,681,400 |
| 1918..... | 970,585 | 13,114,725 | 4,278,957 | 18,364,267 | 3,241,478 | 21,605,745 |
| 1919..... | 1,316,529 | 14,364,049 | 6,912,656 | 22,593,234 | 3,605,113 | 26,198,347 |

ONTARIO—Expenditure.

| Year. | Elementary Schools. | | | | | Secondary Schools. | Grand Total. |
|-----------|---------------------|-----------------------------------|-------------------------------|---|------------|--------------------|--------------|
| | Teachers' Salaries. | Sites and building School-houses. | Maps, apparatus, prizes, etc. | Rent, repairs, fuel and other expenses. | Total. | | |
| | \$ | \$ | \$ | \$ | \$ | | |
| 1901..... | 3,055,321 | 531,072 | 81,685 | 1,052,232 | 4,720,310 | 728,132 | 5,448,442 |
| 1902..... | 3,198,132 | 432,753 | 86,723 | 1,107,552 | 4,825,160 | 769,680 | 5,594,840 |
| 1903..... | 3,309,993 | 428,817 | 74,486 | 1,264,573 | 5,077,869 | 816,082 | 5,893,951 |
| 1904..... | 3,473,710 | 578,656 | 87,997 | 1,319,130 | 5,459,493 | 877,087 | 6,336,580 |
| 1905..... | 3,669,230 | 959,137 | 98,209 | 1,434,670 | 6,161,236 | 1,004,498 | 7,165,734 |
| 1906..... | 3,880,548 | 854,452 | 108,547 | 1,559,659 | 6,403,206 | 1,029,294 | 7,432,500 |
| 1907..... | 4,389,524 | 1,220,820 | 213,096 | 1,732,739 | 7,556,179 | 1,213,697 | 8,769,876 |
| 1908..... | 4,643,571 | 1,419,754 | 139,330 | 1,741,171 | 7,943,826 | 1,385,832 | 9,329,658 |
| 1909..... | 5,008,542 | 1,264,989 | 136,627 | 1,731,265 | 8,141,423 | 1,621,637 | 9,763,060 |
| 1910..... | 5,310,039 | 2,140,200 | 131,171 | 1,761,792 | 9,343,202 | 1,636,166 | 10,979,368 |
| 1911..... | 5,610,213 | 2,164,459 | 139,229 | 1,990,383 | 9,904,284 | 2,200,138 | 12,104,422 |
| 1912..... | 6,109,547 | 2,777,960 | 167,755 | 2,218,698 | 11,273,960 | 2,218,148 | 13,492,108 |
| 1913..... | 6,648,255 | 2,869,830 | 149,167 | 2,658,655 | 12,325,907 | 2,942,384 | 15,268,291 |
| 1914..... | 7,203,034 | 4,626,030 | 167,283 | 2,854,621 | 14,850,968 | 3,739,065 | 18,590,533 |
| 1915..... | 7,614,110 | 3,561,951 | 177,038 | 2,914,377 | 14,267,476 | 2,781,768 | 17,049,244 |
| 1916..... | 7,929,490 | 2,232,110 | 192,212 | 2,998,093 | 13,351,905 | 2,794,402 | 16,146,307 |
| 1917..... | 8,398,450 | 1,987,644 | 290,207 | 3,435,534 | 14,111,835 | 2,743,596 | 16,855,431 |
| 1918..... | 9,027,151 | 1,242,642 | 169,136 | 4,737,794 | 15,176,723 | 3,412,167 | 18,588,890 |
| 1919..... | 10,160,399 | 2,870,349 | 302,046 | 5,518,833 | 18,851,627 | 3,795,816 | 22,647,443 |

MANITOBA—Receipts.

| Year. | Legis- lative grant. | Muni- cipal taxes. | Deben- tures. | Prom- issory notes. | Sundries. | Balance from pre- vious years. | Total. |
|-----------|----------------------------|--------------------------|------------------|---------------------------|-----------|--|-----------|
| | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 1907..... | 242,383 | 1,223,336 | 315,271 | 802,574 | 141,452 | 115,677 | 2,840,693 |
| 1908..... | 267,645 | 1,475,473 | 285,091 | 777,417 | 424,666 | 111,741 | 3,342,033 |
| 1909..... | 282,200 | 1,539,047 | 356,962 | 905,747 | 274,803 | 119,970 | 3,478,729 |
| 1910..... | 296,115 | 1,682,238 | 425,320 | 1,336,370 | 281,988 | 162,736 | 4,184,767 |
| 1911..... | 325,410 | 1,847,380 | 1,318,068 | 1,275,239 | 76,172 | 399,539 | 5,241,808 |
| 1913..... | 351,745 | 2,198,459 | 987,457 | 960,215 | 213,283 | 302,407 | 5,013,566 |
| 1914..... | 390,582 | 2,673,449 | 1,545,042 | 396,459 | 150,429 | 518,388 | 5,674,349 |
| 1915..... | 468,335 | 3,047,670 | 1,738,926 | 2,071,397 | 122,974 | 466,837 | 7,916,139 |
| 1916..... | 503,774 | 3,296,667 | 344,673 | 2,080,204 | 239,176 | 609,982 | 7,074,476 |
| 1917..... | 522,293 | 3,445,239 | 321,370 | 947,486 | 108,046 | 376,318 | 5,720,752 |
| 1918..... | 616,977 | 3,736,452 | 240,855 | 1,142,289 | 133,111 | 416,194 | 6,285,878 |
| 1919..... | 589,147 | 4,200,519 | 188,931 | 1,165,751 | 264,710 | 508,348 | 6,917,406 |

MANITOBA—Expenditure..

| Year. | Teachers' Salaries. | Building, etc. | Fuel. | Repairs and caretaking. | Salary of Sec.-Treas. |
|-----------|------------------------|-------------------|---------|-------------------------------|-----------------------------|
| 5 | \$ | \$ | \$ | \$ | \$ |
| 1907..... | 1,009,224 | 460,260 | 79,963 | 126,216 | 23,420 |
| 1908..... | 1,103,990 | 582,034 | 89,756 | 126,952 | 25,656 |
| 1909..... | 1,203,232 | 641,900 | 80,921 | 132,421 | 26,174 |
| 1910..... | 1,237,010 | 830,432 | 87,002 | 148,932 | 26,689 |
| 1911..... | 1,452,630 | 1,199,288 | 109,299 | 167,734 | 29,218 |
| 1913..... | 1,734,854 | 1,420,882 | 99,918 | 132,222 | 32,493 |
| 1914..... | 1,861,809 | 1,426,758 | 146,664 | 242,270 | 37,684 |
| 1915..... | 2,060,440 | 1,358,533 | 110,049 | 379,318 | 65,025 |
| 1916..... | 2,195,226 | 823,266 | 165,697 | 358,315 | 41,530 |
| 1917..... | 2,314,006 | 382,988 | 171,462 | 385,226 | 19,806 |
| 1918..... | 2,382,840 | 440,211 | 197,258 | 418,660 | 46,249 |
| 1919..... | 2,648,320 | 556,072 | 243,155 | 372,323 | 51,553 |

| Year. | Principal of Debentures | Interest on Debentures. | Promissory notes. | Transporta- tion and other expendi- tures. | Total. |
|-----------|-------------------------------|-------------------------------|----------------------|--|-----------|
| | \$ | \$ | \$ | \$ | \$ |
| 1907..... | 81,795 | 80,392 | 667,791 | 200,856 | 2,729,917 |
| 1908..... | 190,893 | 99,246 | 860,334 | 141,905 | 3,229,766 |
| 1909..... | 111,295 | 244,596 | 757,200 | 137,770 | 3,335,500 |
| 1910..... | 269,660 | 127,589 | 1,013,076 | 169,281 | 4,000,671 |
| 1911..... | 131,975 | 144,735 | 1,590,565 | 199,446 | 5,024,890 |
| 1913..... | 249,030 | 96,979 | 838,162 | 387,255 | 5,036,795 |
| 1914..... | 230,523 | 250,392 | 1,412,515 | 471,105 | 6,079,720 |
| 1915..... | 184,910 | 344,476 | 2,260,906 | 347,241 | 7,118,898 |
| 1916..... | 194,257 | 409,193 | 2,132,286 | 338,459 | 6,658,229 |
| 1917..... | 241,223 | 155,619 | 1,196,806 | 466,166 | 5,333,302 |
| 1918..... | 360,134 | 357,409 | 1,055,581 | 651,031 | 5,909,383 |
| 1919..... | 391,332 | 400,754 | 1,305,433 | 649,888 | 6,618,740 |

DOMINION BUREAU OF STATISTICS

SASKATCHEWAN—Receipts.

| Year. | Elementary Schools. | | | | | Secondary Schools. | | Grand Total. |
|-----------|---------------------|--------------------|-------------------------|----------------|------------|--------------------|---------------------|--------------|
| | Government Grants. | Local Assessments. | Proceeds of Debentures. | Other Sources. | Total. | Gov. Grants. | Total. ¹ | |
| | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 1905..... | - | - | - | - | - | - | - | 1,044,470 |
| 1906..... | 174,218 | 602,624 | 360,206 | 328,313 | 1,465,361 | - | - | 1,465,361 |
| 1907..... | 218,385 | 707,835 | 507,006 | 524,246 | 1,957,472 | - | - | 1,957,472 |
| 1908..... | 402,028 | 992,157 | 651,828 | 737,140 | 2,783,153 | - | - | 2,783,153 |
| 1909..... | 513,604 | 1,249,192 | 584,873 | 844,602 | 3,192,271 | - | - | 3,192,271 |
| 1910..... | 557,299 | 1,369,531 | 524,741 | 1,221,011 | 3,672,582 | - | - | 3,672,582 |
| 1911..... | 555,438 | 1,519,528 | 659,270 | 1,295,556 | 4,029,792 | - | - | 4,029,792 |
| 1912..... | 622,088 | 1,929,345 | 1,430,603 | 2,048,577 | 6,030,613 | 36,945 | 242,148 | 6,272,761 |
| 1913..... | 722,002 | 2,913,135 | 2,075,375 | 2,649,910 | 8,360,422 | 42,163 | 461,260 | 8,821,682 |
| 1914..... | 867,590 | 4,451,326 | 1,037,587 | 2,180,074 | 8,536,577 | 53,019 | 483,834 | 9,020,411 |
| 1915..... | 980,296 | 3,997,392 | 1,009,025 | 2,441,780 | 8,428,493 | 70,349 | 512,334 | 8,940,827 |
| 1916..... | 969,709 | 4,694,242 | 649,300 | 2,999,443 | 9,312,694 | 77,158 | 593,144 | 9,905,838 |
| 1917..... | 1,104,156 | 4,954,200 | - | 4,213,371 | 10,271,727 | 83,496 | 704,485 | 10,976,212 |
| 1918..... | 1,162,490 | 5,618,192 | 455,777 | 1,874,459 | 9,110,925 | 90,793 | 276,161 | 9,387,086 |
| 1919..... | 1,255,094 | 7,121,046 | 1,105,602 | 2,012,422 | 11,494,164 | 83,925 | 355,741 | 11,849,905 |

¹This item in 1918 and 1919 does not include money borrowed by note. The total expenditure for secondary schools was included in that of the elementary schools up to 1912.

SASKATCHEWAN—Expenditure.

| Year. | Elementary Schools. | | | | | | | Secondary Schools. | | Grand Total. |
|-----------|---------------------|----------------------|---------------------|--|-------------------------------|-----------------------|--------------------|---------------------|---------|--------------|
| | Teachers' Salaries. | Officials' Salaries. | Paid on Debentures. | Paid on Notes (renewals and interest). | School buildings and repairs. | Care-taking and fuel. | Total Expenditure. | Teachers' Salaries. | Total. | |
| | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 1906..... | 471,736 | 29,076 | 113,958 | 303,739 | 339,933 | 47,251 | 1,448,915 | - | - | 1,448,915 |
| 1907..... | 585,594 | 44,047 | 149,301 | 423,717 | 530,050 | 84,565 | 2,000,675 | - | - | 2,000,675 |
| 1908..... | 831,842 | 59,106 | 207,780 | 608,515 | 577,925 | 95,762 | 2,679,373 | - | - | 2,679,373 |
| 1909..... | 1,044,011 | 73,098 | 317,173 | 700,483 | 519,302 | 130,558 | 3,032,999 | - | - | 3,032,999 |
| 1910..... | 1,208,651 | 83,635 | 379,695 | 877,978 | 627,740 | 144,206 | 3,655,428 | - | - | 3,655,428 |
| 1911..... | 1,298,925 | 84,603 | 399,951 | 1,071,783 | 619,601 | 172,993 | 3,990,036 | - | - | 3,990,036 |
| 1912..... | 1,596,616 | 94,358 | 455,949 | 1,820,705 | 1,149,986 | 202,531 | 5,931,844 | 94,481 | 312,536 | 6,244,380 |
| 1913..... | 2,059,456 | 130,728 | 678,430 | 2,605,280 | 1,898,101 | 294,710 | 8,327,179 | 131,414 | 460,725 | 8,787,904 |
| 1914..... | 2,588,669 | 169,491 | 975,508 | 2,317,158 | 1,429,173 | 369,802 | 8,588,462 | 150,808 | 483,834 | 9,072,296 |
| 1915..... | 2,817,412 | - | - | - | 1,253,187 | - | 8,163,897 | 157,850 | 501,960 | 8,665,857 |
| 1916..... | 2,956,666 | - | - | - | 1,105,765 | - | 9,211,390 | 175,098 | 580,628 | 9,792,018 |
| 1917..... | 3,303,929 | - | - | - | 1,136,599 | - | 10,117,716 | 190,703 | 686,392 | 10,804,108 |
| 1918..... | 3,831,942 | - | 1,020,574 | 1,588,995 | 845,974 | - | 9,183,975 | 209,085 | 293,110 | 9,477,085 |
| 1919..... | 4,813,000 | - | 809,999 | 1,737,892 | 1,369,833 | - | 11,370,083 | 235,460 | 350,685 | 11,720,768 |

¹The secondary schools expenditure was included in that of the elementary schools until 1912. The items for 1918 and 1919 do not include promissory notes.

ALBERTA—Receipts.

| Year. | Government Grants. | Local Assessments. | Proceeds of Debentures. | Borrowed by Note. | Other Sources. | Total. |
|-----------|--------------------|--------------------|-------------------------|-------------------|----------------|-----------|
| | \$ | \$ | \$ | \$ | \$ | \$ |
| 1906..... | 142,836 | 416,344 | 297,158 | 292,786 | 140,797 | 1,289,921 |
| 1907..... | 197,768 | 544,716 | 442,431 | 431,561 | 160,224 | 1,776,700 |
| 1908..... | 220,712 | 917,515 | 764,069 | 539,939 | 106,382 | 2,548,617 |
| 1909..... | 307,186 | 961,959 | 992,516 | 535,896 | 234,440 | 3,031,997 |
| 1910..... | 301,239 | 1,278,013 | 673,333 | 848,625 | 86,155 | 3,187,365 |
| 1911..... | 432,877 | 1,575,412 | 1,481,173 | 1,461,208 | 120,363 | 5,071,033 |
| 1912..... | 414,116 | 1,793,480 | 1,491,498 | 2,665,063 | 262,761 | 6,626,918 |
| 1913..... | 461,289 | 2,901,214 | 3,497,863 | 1,959,495 | 228,650 | 8,048,511 |
| 1914..... | 507,682 | 3,028,776 | 966,350 | 2,771,380 | 279,324 | 7,553,512 |
| 1915..... | 540,325 | 3,733,323 | 951,205 | 2,473,976 | 258,865 | 7,957,604 |
| 1916..... | 553,141 | 3,749,007 | 155,883 | 1,105,538 | 1,203,814 | 6,767,383 |
| 1917..... | 652,557 | 3,657,510 | 268,102 | 1,451,229 | 497,479 | 6,526,878 |
| 1918..... | 625,830 | 5,132,232 | 433,126 | 1,173,546 | 195,990 | 7,560,724 |
| 1919..... | 713,083 | 5,601,713 | 655,960 | 1,388,000 | 410,236 | 8,768,992 |

SURVEY OF EDUCATION IN CANADA

ALBERTA—Expenditure.

| Year. | Teachers' Salaries. | Officials' Salaries. | Paid on Debentures. | Paid on Notes (renewals and interest). | School buildings and repairs. | Other Expenditure. | Total Expenditure. |
|-----------|---------------------|----------------------|---------------------|--|-------------------------------|--------------------|--------------------|
| | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 1906..... | 386,108 | 23,796 | 94,947 | 298,984 | 274,525 | 180,747 | 1,259,107 |
| 1907..... | 497,746 | 36,755 | 131,488 | 295,517 | 486,824 | 345,623 | 1,793,953 |
| 1908..... | 592,223 | 39,974 | 207,775 | 639,459 | 607,635 | 306,616 | 2,393,682 |
| 1909..... | 758,816 | 52,785 | 244,185 | 574,725 | 638,065 | 467,282 | 2,735,858 |
| 1910..... | 908,045 | 64,241 | 347,220 | 653,987 | 862,295 | 526,606 | 3,362,394 |
| 1911..... | 1,144,584 | 87,409 | 408,442 | 1,309,134 | 1,223,142 | 853,062 | 5,025,773 |
| 1912..... | 1,411,201 | 114,382 | 482,906 | 2,021,030 | 1,526,001 | 1,111,762 | 6,667,282 |
| 1913..... | 1,672,526 | 180,165 | 594,051 | 3,160,030 | 1,816,203 | 1,261,211 | 8,684,186 |
| 1914..... | 2,050,697 | 179,453 | 815,062 | 2,350,462 | 1,324,470 | 1,114,747 | 7,834,891 |
| 1915..... | 2,144,964 | 185,616 | 1,065,437 | 2,731,279 | 443,641 | 1,294,533 | 7,965,470 |
| 1916..... | 2,421,404 | 230,931 | 956,563 | 1,266,884 | 325,297 | 920,535 | 6,121,614 |
| 1917..... | 2,620,085 | 193,484 | 1,100,181 | 1,068,058 | 414,105 | 1,199,649 | 6,595,562 |
| 1918..... | 2,860,352 | 198,870 | 1,054,044 | 1,598,757 | 604,891 | 1,179,777 | 7,496,691 |
| 1919..... | 3,560,318 | 225,242 | 1,051,171 | 1,503,944 | 765,934 | 1,698,920 | 8,805,529 |

BRITISH COLUMBIA—Expenditure.

| Year. | Provincial Government. | Cities, Municipalities, Rural and Assisted Schools. | Total. | Year. | Provincial Government. | Cities, Municipalities, Rural and Assisted Schools. | Total. |
|-----------|------------------------|---|-----------|-----------|------------------------|---|-----------|
| | \$ | \$ | \$ | | \$ | \$ | \$ |
| 1901..... | 350,532 | 182,160 | 532,692 | 1911..... | 1,001,808 | 1,639,714 | 2,641,522 |
| 1902..... | 438,086 | 150,482 | 588,568 | 1912..... | 1,151,715 | 2,730,773 | 3,882,488 |
| 1903..... | 472,802 | 130,556 | 604,558 | 1913..... | 1,663,003 | 2,995,892 | 4,658,895 |
| 1904..... | 453,313 | 144,451 | 597,764 | 1914..... | 1,885,654 | 2,749,223 | 4,634,877 |
| 1905..... | 479,158 | 249,891 | 729,049 | 1915..... | 1,607,651 | 2,309,795 | 3,917,446 |
| 1906..... | 444,543 | 244,198 | 688,741 | 1916..... | 1,591,322 | 1,625,028 | 3,216,350 |
| 1907..... | 474,608 | 390,163 | 864,771 | 1917..... | 1,600,125 | 1,637,539 | 3,237,664 |
| 1908..... | 544,672 | 675,838 | 1,220,510 | 1918..... | 1,653,797 | 1,865,218 | 3,519,015 |
| 1909..... | 626,074 | 921,626 | 1,547,700 | 1919..... | 1,791,154 | 2,437,566 | 4,228,720 |
| 1910..... | 818,576 | 1,098,660 | 1,917,236 | | | | |

105.—Canadian Publicly Controlled Schools: Cost per Pupil enrolled, by Provinces, 1910-1919

| | P.E.I. | N.S. | N.B. | Que. | Ont. | Man. ¹ | Sask. ¹ | Alta. ¹ | B.C. |
|-----------|---------|---------|---------|---------|---------|-------------------|--------------------|--------------------|---------|
| | \$ cts. | \$ cts. | \$ cts. | \$ cts. | \$ cts. | \$ cts. | \$ cts. | \$ cts. | \$ cts. |
| 1901..... | 7 93 | 8 58 | 9 00 | 10 96 | - | - | - | - | 22 56 |
| 1902..... | - | 9 21 | 8 83 | 10 95 | 11 40 | - | - | - | 24 63 |
| 1903..... | 8 35 | 9 47 | 9 55 | 10 75 | 12 06 | - | - | - | 24 68 |
| 1904..... | 8 86 | 10 18 | 9 68 | 10 92 | 13 06 | - | - | - | 23 18 |
| 1905..... | 8 74 | 9 93 | 9 55 | 11 49 | 14 68 | - | - | - | 26 65 |
| 1906..... | 6 67 | 10 69 | - | 12 03 | 15 06 | - | 39 79 | - | 24 11 |
| 1907..... | 8 94 | 10 39 | - | 12 57 | 17 70 | 30 71 | 41 94 | - | 28 79 |
| 1908..... | 9 02 | 11 45 | 11 58 | 16 50 | 18 56 | 33 16 | 43 98 | - | 36 80 |
| 1909..... | 9 43 | 11 79 | 12 11 | 14 24 | 19 19 | 35 29 | 42 32 | - | 42 72 |
| 1910..... | 9 42 | 12 40 | 12 70 | 15 72 | 21 43 | 39 18 | 42 47 | - | 48 33 |
| 1911..... | 9 49 | 12 89 | 12 75 | 16 55 | 23 26 | 42 46 | 40 39 | - | 53 42 |
| 1912..... | 13 92 | 13 28 | 13 34 | 17 55 | 25 50 | - | 54 02 | - | 74 39 |
| 1913..... | 11 10 | 14 13 | 13 52 | 21 23 | 27 96 | 50 18 | 60 93 | 40 19 | 81 19 |
| 1914..... | 12 06 | 14 63 | 14 11 | 19 36 | 32 81 | 49 70 | 59 27 | 46 43 | 74 81 |
| 1915..... | 14 11 | 15 24 | 14 71 | 24 35 | 29 74 | 48 11 | - | 44 69 | 60 96 |
| 1916..... | 13 24 | 14 84 | 15 70 | 25 30 | 28 57 | 43 60 | - | 44 09 | 49 81 |
| 1917..... | 13 81 | 16 08 | 15 90 | 28 49 | 29 74 | 38 80 | - | 45 39 | 49 72 |
| 1918..... | 14 43 | 17 29 | 18 50 | 29 38 | 31 43 | 44 16 | 52 12 | 46 81 | 52 12 |
| 1919..... | 16 25 | 19 60 | 21 54 | 34 65 | 38 73 | 46 34 | 60 79 | 52 89 | 58 73 |

¹Money borrowed by note not included in expenditure.

The cost per head of the population during the census year 1911 was as follows:—

| | P.E.I. | N.S. | N.B. | Que. | Ont. | Man. | Sask. | Alta. | B.C. |
|-----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | \$ cts. | \$ cts. | \$ cts. | \$ cts. | \$ cts. | \$ cts. | \$ cts. | \$ cts. | \$ cts. |
| 1911..... | 1 93 | 2 59 | 2 50 | 3 39 | 4 70 | 11 03 | 8 10 | 10 74 | 6 73 |

106.—Canadian Publicly Controlled Schools: Cost per Pupil in Average Attendance, by Provinces, 1901-1919.

| Year. | P.E.I. | N.S. | N.B. | Que. | Ont. | Man. | Sask. | Alta. | B.C. |
|-----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | \$ cts. | \$ cts. | \$ cts. | \$ cts. | \$ cts. | \$ cts. | \$ cts. | \$ cts. | \$ cts. |
| 1901..... | 13 37 | 15 75 | 16 01 | 14 86 | - | - | - | - | 34 74 |
| 1902..... | - | 16 48 | 15 39 | 14 85 | 19 93 | - | - | - | 37 24 |
| 1903..... | 13 75 | 16 94 | 16 42 | 14 42 | 21 01 | - | - | - | 36 36 |
| 1904..... | 14 31 | 18 24 | 16 82 | 14 55 | 22 74 | - | - | - | 35 04 |
| 1905..... | 14 50 | 17 64 | 16 22 | 15 10 | 24 97 | - | - | - | 38 66 |
| 1906..... | 10 64 | 18 15 | - | 15 63 | 25 54 | - | 79 09 | - | 35 25 |
| 1907..... | 14 28 | 18 20 | - | 15 80 | 30 14 | 55 31 | 79 88 | - | 43 21 |
| 1908..... | 13 95 | 19 69 | 19 12 | 21 48 | 31 27 | 58 24 | 78 15 | - | 52 86 |
| 1909..... | 14 78 | 19 42 | 19 31 | 18 29 | 32 29 | 62 26 | 81 00 | - | 61 05 |
| 1910..... | 14 60 | 19 28 | 20 32 | 20 09 | 35 77 | 68 00 | 80 43 | - | 63 51 |
| 1911..... | 16 18 | 21 70 | 20 54 | 21 35 | 38 59 | 75 42 | 76 21 | - | 74 95 |
| 1912..... | 21 69 | 21 70 | 21 13 | 22 32 | 41 60 | - | 89 57 | - | 103 35 |
| 1913..... | 17 71 | 22 64 | 21 22 | 26 61 | 44 85 | 87 18 | 110 58 | 69 90 | 108 08 |
| 1914..... | 19 51 | 23 37 | 22 37 | 24 37 | 52 02 | 79 44 | 103 84 | 76 55 | 94 34 |
| 1915..... | 22 20 | 23 34 | 22 12 | 30 23 | 45 12 | 71 28 | - | 71 16 | 74 59 |
| 1916..... | 21 44 | 23 40 | 23 85 | 31 47 | 44 04 | 68 02 | - | 72 53 | 63 22 |
| 1917..... | 22 19 | 25 01 | 24 43 | 35 93 | 45 61 | 59 75 | - | 74 82 | 61 58 |
| 1918..... | 22 75 | 27 56 | 28 56 | 37 21 | 54 04 | 69 22 | 86 66 | 75 87 | 64 28 |
| 1919..... | 26 21 | 31 82 | 34 97 | 46 06 | 58 25 | 73 72 | 97 79 | 85 99 | 74 59 |

106A.—Alberta Publicly Controlled Schools: Comparison between Ungraded and Graded Schools in cost per pupil, attendance and degree of advancement of pupils.

| Year. | Cost per Pupil enrolled. | | Cost per Pupil in average attendance. | | Number of days attended by Pupils during year. | | P.c. of Pupils above Grade IV. | | Number of Pupils in Secondary Grades. | |
|-----------|--------------------------|-----------------|---------------------------------------|-----------------|--|-----------------|--------------------------------|-----------------|---------------------------------------|-----------------|
| | Ungraded Schools. | Graded Schools. | Ungraded Schools. | Graded Schools. | Ungraded Schools. | Graded Schools. | Ungraded Schools. | Graded Schools. | Ungraded Schools. | Graded Schools. |
| | \$ cts. | \$ cts. | \$ cts. | \$ cts. | | | | | | |
| 1913..... | 35 81 | 44 47 | 65 96 | 73 39 | 84.92 | 108.28 | 26 | 33 | 236 | 2,927 |
| 1914..... | 37 59 | 56 04 | 67 33 | 85 04 | 88.51 | 116.16 | 28 | 36 | 400 | 3,574 |
| 1915..... | 37 88 | 52 56 | 64 50 | 78 12 | 96.31 | 124.45 | 30 | 39 | 513 | 4,720 |
| 1916..... | 40 59 | 47 06 | 71 91 | 72 99 | 87.17 | 117.54 | 31 | 41 | 426 | 5,329 |
| 1917..... | 41 41 | 49 39 | 73 17 | 75 83 | 98.53 | 120.50 | 32 | 42 | 502 | 5,648 |
| 1918..... | 41 96 | 48 87 | 72 93 | 78 81 | 85 93 | 101.19 | 32 | 43 | 407 | 6,541 |
| 1919..... | 46 43 | 57 93 | 78 89 | 91 11 | 106.00 | 122.26 | 33 | 44 | 638 | 7,294 |

PART VII.—MEDICAL INSPECTION OF SCHOOLS AND EDUCATION OF DEFECTIVES.

Medical inspection of schools, which is rapidly becoming general, includes visits to homes, so that it is quite proper to include defectives as the blind, deaf mutes, the mentally weak and others who never attend ordinary public schools in this section. Medical inspection has something to do with these defectives, as well as with the school pupils who need treatment for lesser physical and mental defects. There is no doubt that medical inspection of schools will have a strong bearing upon the problem of retarded pupils. Increasing recognition is given to the fact that a large number are showing slow progress in school work because of physical defects which skilful treatment can easily correct or remove.

In Prince Edward Island the statutes empower the boards of Charlottetown and Summerside to introduce and maintain medical inspection in the schools; the same power to be extended to the boards of other towns provided the town council determines in its favour. This medical inspection, however, seems to have reference to sanitation and the prevention of diseases rather than to curative treatment or the education of defectives. Since 1901 the province has been sending from two to fourteen deaf mutes and from four to six blind persons a year to the Institution for the Deaf and Dumb and the Institution for the Blind at Halifax.

In Nova Scotia separate provision is made for the following different classes of defectives:—(1) deaf mutes; (2) the blind; (3) incorrigibles and (4) retarded pupils. The statistics for the first two are given in table 107. The institutions for the blind and the deaf and dumb at Halifax are partly supported by the province of New Brunswick. Deaf mutes entering the institution under 12 years of age are entitled to remain 10 years and blind between 6 and 10 years of age, are entitled to remain 7 years in addition to their attendance under 10 years of age. These schools are supported from the provincial treasury and by the municipality in which the defective has a settlement; in the case of a defective who has not settlement in a municipality the costs are defrayed from the provincial treasury. The city of Halifax has a special school for pupils defective in sight; there are also two or three school rooms for retarded pupils who are withdrawn from the ordinary schools. In 1917 there were 66 pupils enrolled in these rooms. In the education of such pupils special attention is given to manual operations. In this and other cities, some towns and a portion of rural Colchester provisions are made to ensure medical and dental inspection of schools. The reports for Halifax, 1917, showed that 19 schools and 5 institutions were visited; 4,258 children were medically examined, of whom 1,488 were below par physically and 106 were mentally deficient. Of the 10,000 pupils attending school, 9,000 were found suffering from bad teeth; one third of these could not afford treatment; 350 children were treated. In 1919, the province reported 124 defectives and 71 incorrigibles, while 10,305 medical examinations recommended 3,761 for treatment.

The following table indicates the operations of the Institutions for the
107.—Nova Scotia Institutions for Deaf and Dumb and Blind: Pupils Enrolled, 1901-1919.

| Year. | Deaf and Dumb. | | | | | | | | |
|-----------|----------------|----|----|-----------|-------------|-----------|------------|---------------|-------|
| | Total reg. | M. | F. | From N.S. | From P.E.I. | From N.B. | From Nfld. | Other Places. | Alta. |
| 1901..... | 124 | - | - | 104 | 7 | 1 | 10 | 2 | - |
| 1902..... | 116 | - | - | 97 | 8 | 1 | 9 | 1 | - |
| 1903..... | 111 | - | - | - | - | - | - | - | - |
| 1904..... | 107 | - | - | - | - | - | - | - | - |
| 1905..... | 110 | - | - | 88 | 5 | 7 | 10 | - | - |
| 1906..... | 104 | - | - | 81 | 6 | 8 | 9 | - | - |
| 1907..... | 117 | - | - | 91 | 9 | 6 | 11 | - | - |
| 1908..... | 115 | - | - | 87 | 14 | 5 | 9 | - | - |
| 1909..... | 107 | 58 | 49 | 78 | 12 | 9 | 8 | - | - |
| 1910..... | 104 | 57 | 47 | - | - | - | - | - | - |
| 1911..... | 103 | - | - | 71 | 13 | 9 | 10 | - | - |
| 1912..... | 111 | - | - | 79 | 12 | 7 | 13 | - | - |
| 1913..... | 113 | - | - | 79 | 10 | 6 | 14 | 1 | 3 |
| 1914..... | 96 | - | - | 65 | 9 | 6 | 12 | 1 | 3 |
| 1915..... | 106 | - | - | 64 | 10 | 5 | 11 | 1 | 15 |
| 1916..... | 110 | - | - | 69 | 12 | 4 | 12 | 1 | 12 |
| 1917..... | 92 | - | - | 65 | 9 | 4 | 13 | 1 | - |
| 1918..... | 44 | - | - | 38 | 2 | 3 | - | 1 | - |
| 1919..... | 78 | - | - | 46 | 6 | 20 | 5 | 1 | - |

Blind and the Deaf Mutes at Halifax since 1901:—

107.—Nova Scotia Institutions for Deaf and Dumb and Blind: Pupils Enrolled, 1901-1919.

| Total reg. | Blind. | | | | | | | | Year. |
|------------|--------|----|-------------|-----------|-----------|------------|-----------|---------------|-------|
| | M. | F. | From P.E.I. | From N.S. | From N.B. | From Nfld. | From E.C. | Other places. | |
| 135 | 80 | 55 | 6 | 71 | 32 | 8 | - | - | 1901 |
| 145 | 87 | 58 | 5 | 74 | 32 | 9 | - | - | 1902 |
| 142 | 87 | 55 | 8 | 77 | 28 | 11 | - | - | 1903 |
| 154 | 95 | 59 | 81 | 31 | 9 | 11 | - | 1 | 1904 |
| 154 | 91 | 63 | 9 | 84 | 28 | 13 | - | 2 | 1905 |
| 160 | 97 | 63 | 6 | 85 | 29 | 12 | - | 4 | 1906 |
| 168 | 97 | 71 | 5 | 90 | 28 | 10 | - | 3 | 1907 |
| 168 | 98 | 70 | 6 | 83 | 31 | 13 | - | 3 | 1908 |
| 161 | 86 | 75 | 4 | 83 | 31 | 13 | 1 | 1 | 1909 |
| 161 | 90 | 71 | 4 | 85 | 30 | 14 | 1 | 1 | 1910 |
| 152 | 80 | 72 | 4 | 87 | 25 | 15 | - | 1 | 1911 |
| 162 | 83 | 79 | 3 | 89 | 28 | 15 | - | - | 1912 |
| 169 | 88 | 81 | 4 | 98 | 30 | 16 | - | - | 1913 |
| 173 | 88 | 85 | 4 | 93 | 27 | 17 | - | - | 1914 |
| 167 | 84 | 83 | 6 | 93 | 27 | 16 | - | - | 1915 |
| 173 | 95 | 78 | 5 | 93 | 26 | 17 | 1 | - | 1916 |
| 180 | 101 | 79 | 5 | 98 | 20 | 18 | 1 | - | 1917 |
| 166 | 89 | 79 | 3 | 78 | 18 | 15 | 1 | - | 1918 |
| 153 | 87 | 66 | 4 | 76 | 25 | 18 | - | - | 1919 |

In New Brunswick, the trustee boards are authorized to provide for medical inspection of schools, but the reading of the Act seems to refer to sanitation and prevention rather than treatment. By the Health Act of 1918 a health officer, a chief medical officer and from three to five district medical health officers were appointed. The county of York was divided into ten districts, each under the care of a medical doctor; the duties of these officers include detection of defects as well as prevention and sanitation. Special grants are paid to schools having rooms set apart for retarded pupils. The blind and deaf mutes are provided for as in the case of Nova Scotia, the institutions in common use by the province being those at Halifax. These defectives when sent to the institutions at Halifax or elsewhere are supported from the provincial treasury and municipal funds as in Nova Scotia. It will be seen in table 107 that 20 deaf mutes and 25 blind persons were sent from New Brunswick to Halifax in 1919.

In Quebec, medical inspection of schools is required by statute. No statistics are available of either the results of such inspections or the provisions made for defectives save the following table which gives the statistics for the blind and deaf mutes since 1901:—

108.—Quebec Institutions for Deaf and Dumb and Blind: Teachers and Pupils Enrolled, 1901-1919.

| Year. | Number of Schools. | Number of Teachers. | Pupils. | Boys. | Girls. | Year. | Number of Schools. | Number of Teachers. | Pupils. | Boys. | Girls. |
|-----------|--------------------|---------------------|---------|-------|--------|-----------|--------------------|---------------------|---------|-------|--------|
| 1901..... | 4 | 105 | 528 | 183 | 345 | 1911..... | 4 | 116 | 555 | 229 | 326 |
| 1902..... | 4 | 86 | 524 | 173 | 351 | 1912..... | 4 | 127 | 550 | 172 | 378 |
| 1903..... | 4 | 86 | 517 | 172 | 345 | 1913..... | 4 | 128 | 552 | 178 | 374 |
| 1904..... | 4 | 87 | 532 | 182 | 350 | 1914..... | 4 | 122 | 583 | 176 | 407 |
| 1905..... | 4 | 83 | 515 | 171 | 344 | 1915..... | 4 | 121 | 579 | 181 | 398 |
| 1906..... | 4 | 84 | 514 | 192 | 322 | 1916..... | 4 | 142 | 537 | 246 | 291 |
| 1907..... | 4 | 86 | 537 | 169 | 368 | 1917..... | 4 | 150 | 566 | 256 | 310 |
| 1908..... | 4 | 91 | 507 | 159 | 348 | 1918..... | 5 | 151 | 598 | 268 | 330 |
| 1909..... | 4 | 99 | 558 | 218 | 340 | 1919..... | — | — | 549 | — | — |
| 1910..... | 4 | 113 | 537 | 225 | 312 | | | | | | |

In Ontario, it is the duty of the trustees to provide and pay for dental and medical inspection. The sum of \$20,000 was voted by the legislatures for this work. Three nurses have been appointed to undertake a medical survey of the schools of the province, which is to continue for three years. By 1919, rural medical inspection had been made in nine counties. At the same time a dental inspector was appointed for the province and a dental survey is being carried out for the most part by the voluntary services of local dentists. The results of these surveys will no doubt lead to extensive legislation in connection with preventive and curative measures for the promotion of the health of school children and the treatment of defectives. Industrial schools are provided for criminal, incorrigible and destitute children. The operations of the institutions for the blind and deaf mutes since 1901 are indicated in the following table:—

109.—Ontario Institutions for Deaf and Dumb and Blind: Pupils Enrolled and Cost per Pupil per Week, 1901-1919.

| Year. | Deaf. | | | | Blind. | | | |
|-----------|---------------------|-----|-----|--------------------------|---------------------|----|----|--------------------------|
| | Number of Students. | M. | F. | Cost per pupil per week. | Number of Students. | M. | F. | Cost per pupil per week. |
| 1901..... | 300 | 157 | 143 | - | 138 | 72 | 66 | - |
| 1902..... | 288 | 147 | 141 | - | 138 | 68 | 70 | - |
| 1903..... | 283 | 140 | 143 | - | 131 | 67 | 64 | - |
| 1904..... | 271 | 137 | 134 | 4.13 | 134 | 68 | 66 | 5.93 |
| 1905..... | 268 | 130 | 138 | 4.42 | 141 | 67 | 74 | 5.67 |
| 1906..... | 259 | 116 | 143 | 4.31 | 147 | 71 | 76 | 5.72 |
| 1907..... | 271 | 126 | 145 | 4.20 | 144 | 72 | 72 | - |
| 1908..... | 276 | 133 | 143 | 1.39 | 71 | 69 | 68 | 6.46 |
| 1909..... | 281 | 130 | 151 | 4.98 | 142 | 72 | 70 | 6.48 |
| 1910..... | 292 | 143 | 149 | 4.14 | 144 | 77 | 67 | 6.45 |
| 1911..... | 281 | 138 | 143 | 4.52 | 137 | 76 | 61 | 6.83 |
| 1912..... | 261 | 135 | 126 | 5.04 | 124 | 69 | 55 | 7.21 |
| 1913..... | 268 | 139 | 129 | 4.80 | 124 | 62 | 62 | 8.20 |
| 1914..... | 296 | 152 | 144 | 4.77 | 124 | 65 | 59 | 8.15 |
| 1915..... | 316 | 156 | 160 | 4.79 | 132 | 70 | 62 | 8.11 |
| 1916..... | 310 | 158 | 152 | 5.37 | 143 | 82 | 61 | 8.73 |
| 1917..... | 293 | 145 | 148 | 6.90 | 127 | 74 | 53 | 12.40 |
| 1918..... | 290 | 143 | 147 | 7.55 | 126 | 75 | 51 | - |
| 1919..... | 277 | 137 | 140 | 7.55 | 128 | 77 | 51 | 11.56 |

In Manitoba the following statistics will indicate the extent to which the trustee boards avail themselves of the authority extended to them by statute to expend money for the medical inspection and care of mental or physical defectives. During the year 1919, 43,950 children were examined once and 6,964 twice; 49 nurses, 10 of whom were employed in Winnipeg, gave full time to the work. Dental inspection is established in Winnipeg, and in 1919, 3,291 children were examined; 2,321 were reported as needing treatment and 3,143 treatments were given. There were in all 10,555 dental operations. The departments for medical and dental inspection in Winnipeg alone cost \$21,062 in 1919. The care for the deaf can best be estimated by means of the following small table:—

110.—Manitoba Institution for the Deaf: Pupils Enrolled, 1917-1919.

| | Total enrolled. | M. | F. | From Manitoba. | From Alberta. | From British Columbia. | From Saskatchewan. |
|------------|-----------------|----|----|----------------|---------------|------------------------|--------------------|
| *1917..... | 176 | 93 | 83 | 77 | 22 | 16 | 55 |
| 1918..... | 167 | 97 | 70 | 74 | 26 | 16 | 51 |
| 1919..... | 151 | 80 | 71 | 69 | 23 | 11 | 48 |

*Twenty-ninth Annual Report.

The incorrigibles and degenerates are cared for at the Industrial School at Portage la Prairie. In 1919, there were 89 boys in this institution. In this school manual training and agriculture are specially emphasized, and a farm is attached to the institution.

The following extract from the report for 1919 of the Superintendent of Schools in Winnipeg will be of interest as indicating trends:—

“The census report of May, 1919, shows that there were 24,141 children residing in the school district of Winnipeg No. I, between the ages of 7 and 13 inclusive; of this number, 21,256 were enrolled in the public schools, 2,635 in private schools, and 250 were reported as not attending any school. Of these 250 cases, 14 were found to be mentally deficient, 16 were kept from school because of physical defects, 14 because of general illness, and 3 defective eyesight.” The tracing of such cases as these is a commentary on the thoroughness with which the work of medical inspection and the enforcement of compulsory attendance is being carried on.

In Saskatchewan during the year 1919, 548 schools and 325 homes were visited by school nurses and 14,926 pupils examined. Of these 1,962, or 12 per cent, were found free from defects. The most marked defects were the following:—

| | | | |
|------------------------|-------|-------|-------------------------------|
| Defective vision..... | 2,073 | cases | |
| Decaying teeth..... | 8,705 | “ | or 58% of the whole examined. |
| Defective hearing..... | 538 | “ | |
| Adenoids..... | 2,973 | “ | |
| Diseased tonsils..... | 4,214 | “ | |

It is rather remarkable that only 26 cases of heart lesions and 9 of nervous disorders were discovered. No special institutions for the blind or deaf mutes seem to have been provided as yet, although the statutes require that every deaf child between the ages of 8 and 15 inclusive must attend an institution for at least 7 months in each year. In 1919, 48 deaf mutes from this province attended the institution at Winnipeg.

The statutes of Saskatchewan extend to a board of trustees or a group of boards, as may be mutually agreed upon, the authority to provide for the medical and dental inspection of pupils and employ a school nurse.

In Alberta the board of every district has power to employ a medical doctor, dentist or nurse or all of these to inspect and treat the children, and advise the parents. During the year 1918, Calgary made a careful canvass of the schools and provided special facilities for the treatment of subnormal children. The services of an expert were secured and a class of 20 pupils was formed in one of the schools. The work of medical inspection in this city may be summarized as follows:—

| | |
|---|-------|
| Physical examinations by medical inspector..... | 950 |
| Inspections by school nurses..... | 3,862 |
| Classes visited..... | 969 |
| Homes visited..... | 219 |

The total number of cases treated in the eye-ear, nose and throat clinic was 4,981; of these 392 eye cases, 72 ear cases and 52 nose and throat cases were treated. In one month 522 patients were treated in the dental clinic and 1,041 dental operations were performed.

In Edmonton a home for mentally defective children has been recently instituted and set up in a temporary building until a permanent building has been erected. The institution has not been sufficiently long in operation to furnish statistics.

In British Columbia the boards of every city, town and municipal district are required by statute to appoint school health inspectors and provide them with the proper facilities for the performance of their duties. Institutions for the blind and deaf mutes are established in Vancouver, with a staff of 9 teachers and an enrolment of 123 pupils of whom 63 are boys, 57 girls and 3 are adults. Provision was made early in 1918 for the special training of retarded pupils in the schools of Vancouver. Ten special classes were organized by 1919 and placed under experienced teachers. A great deal of the training of these classes is along manual lines. It is the duty of the principals of all the schools of the city to study the children and watch for cases needing special attention.

PART VIII.—HIGHER EDUCATION.

Universities and Affiliated, Professional and Technical Colleges.

Of the twenty-two Universities in Canada six are State controlled; namely the Universities of New Brunswick, Toronto, Manitoba, Saskatchewan, Alberta and British Columbia. The first of these is closely connected with the Department of Education, the Chief Superintendent of Education being president of the senate of the University; again the President of the University of Toronto is a member of the Council of Education. The Universities of King's College, Bishop's College and Trinity College are controlled by the Church of England; St. Francis Xavier, St. Joseph's, Laval, Montreal and Ottawa by the Roman Catholic Church; Acadia and McMaster by the Baptists; Mt. Allison and Victoria by the Methodists; while Dalhousie, McGill, Western and Queen's are undenominational. The oldest university is that of King's College, the original foundation of which dates back to 1789, while the youngest are those of Saskatchewan and of British Columbia founded in 1907, the others in order of age being New Brunswick (1800), Dalhousie (1818), McGill (1821), Toronto (1827), Victoria (1836), Acadia (1838), Queens (1841), Bishop's (1843), Ottawa (1849), Trinity (1851), Laval (1852), St. Francis Xavier (1855), McMaster (1857), Mt. Allison (1858), St. Joseph's (1864), Manitoba (1877), Montreal (1878), Western (1878) and Alberta (1906). St. Dunstan's College has recently been granted a University Charter and will hereafter confer its own degrees, these being hitherto conferred by Laval.

Table 114 shows the sources of revenue of the different universities so far as these can be ascertained. It will be noticed that the amount received from students' fees is about 27 per cent of the total current expenditure.

There is a distinction drawn here between affiliated, professional and technical colleges, although all three are affiliated in some degree to a university. An affiliated college means here a college which does the work of the same grade as an undergraduate faculty or faculties of a university, but which does not confer its own degrees, they being conferred by some university to which it is affiliated. The professional colleges on the other hand are training men for professions, admission to the study of which may require university degrees. Some of these professional colleges are affiliated to universities; for example the Presbyterian College at Halifax and Dalhousie University are affiliated in the sense that their courses fit into one another so far as possible in order to save time for those entering the ministry, but the college confers its own degrees. The Technical Colleges are colleges doing technical work of university grade and leading to degrees which some of these colleges may themselves confer.

111.—Universities of Canada—Teaching Staff in the Various Faculties, 1919-1920.

| Name and Address of University. | Sex. | Arts and Pure Science. | En- gineer- ing. | Law. | Medi- cine. | Phar- macy. | Theo- logy. | All other. | Total excluding Duplicates. | | |
|---|------|------------------------------|------------------------|------|----------------|----------------|----------------|---------------|--------------------------------|---------|--------|
| | | Total. | | | | | | | Male. | Female. | Total. |
| University of King's College, Wind- sor, N.S. | M. | 12 | - | 7 | - | - | 5 | - | 17 | 1 | 18 |
| | F. | 1 | - | - | - | - | - | - | - | - | - |
| Dalhousie University, Halifax, N.S. | M. | 21 | - | 17 | 31 | - | - | 14 | 83 | 3 | 86 |
| | F. | 1 | - | - | 2 | - | - | - | - | - | - |
| Acadia University, Wolfville, N.S. | M. | 20 | 6 | - | - | - | - | 4 | 21 | 2 | 23 |
| | F. | 2 | - | - | - | - | - | - | - | - | - |
| University of St. Francis Xavier, Antigonish, N.S. | M. | 14 | 7 | - | - | - | - | - | 20 | - | 20 |
| | F. | - | - | - | - | - | - | - | - | - | - |
| University of New Brunswick, Fredericton, N.B. | M. | 18 | 9 | - | - | - | - | 9 | 11 | - | 11 |
| | F. | - | - | - | - | - | - | - | - | - | - |
| University of Mount Allison, Sack- ville, N.B. | M. | 13 | 9 | - | - | - | - | 6 | 28 | - | 28 |
| | F. | - | - | - | - | - | - | - | - | - | - |
| University of St. Joseph's College, St. Joseph, N.B. | M. | 15 | - | - | - | - | - | 25 | 40 | - | 40 |
| | F. | - | - | - | - | - | - | - | - | - | - |
| McGill University, Montreal, Que. | M. | 60 | 62 | 17 | 117 | 7 | - | 87 | 295 | 20 | 315 |
| | F. | 4 | 1 | - | 1 | - | - | 15 | - | - | - |
| University of Bishop's College, Lennoxville, Que. | M. | 7 | - | - | - | - | - | 3 | 8 | - | 8 |
| | F. | - | - | - | - | - | - | - | - | - | - |
| University Laval, Quebec, Que. | M. | 200 | - | 19 | 25 | - | 12 | 27 | 293 | - | 293 |
| | F. | - | - | - | - | - | - | - | - | - | - |
| University of Montreal, Montreal, Que. | M. | 392 | 24 | 14 | 85 | 14 | 11 | 117 | 643 | 178 | 821 |
| | F. | 170 | - | - | - | - | - | 8 | - | - | - |
| University of Toronto, Toronto, Ont. | M. | 212 | 72 | - | 184 | - | - | 44 | 512 | 60 | 572 |
| | F. | 33 | 1 | - | 5 | - | - | 21 | - | - | - |
| Victoria University, Toronto, Ont. | M. | 23 | - | - | - | - | - | 11 | 30 | 2 | 32 |
| | F. | 2 | - | - | - | - | - | - | - | - | - |
| University of Trinity College, Toronto, Ont. | M. | 14 | - | - | - | - | - | 12 | 20 | 3 | 23 |
| | F. | 3 | - | - | - | - | - | - | - | - | - |
| Western University, London, Ont. | M. | 23 | - | - | 44 | - | - | 19 | 58 | 1 | 59 |
| | F. | - | - | - | - | - | - | 1 | - | - | - |
| Queen's University, Kingston, Ont. | M. | 50 | 26 | - | 45 | - | 4 | 63 | 155 | 4 | 159 |
| | F. | 3 | - | - | - | - | - | 8 | - | - | - |
| University of Ottawa, Ottawa, Ont. | M. | 45 | - | - | - | - | - | 10 | 18 | - | 73 |
| | F. | - | - | - | - | - | - | - | - | - | - |
| McMaster University, Toronto, Ont. | M. | 14 | - | - | - | - | - | 8 | 22 | - | 22 |
| | F. | - | - | - | - | - | - | - | - | - | - |
| University of Manitoba, Winnipeg, Man. | M. | 39 | 8 | 21 | 91 | 1 | - | 65 | 178 | 6 | 184 |
| | F. | 6 | - | - | - | - | - | - | - | - | - |
| University of Saskatchewan, Sas- katoon, Sask. | M. | 27 | 2 | 6 | - | 2 | - | 18 | 55 | 8 | 63 |
| | F. | 6 | - | - | - | - | - | 2 | - | - | - |
| University of Alberta, Edmonton, Alta. | M. | 30 | 26 | 20 | 14 | 11 | - | 70 | 76 | 8 | 84 |
| | F. | 6 | - | - | 1 | 1 | - | 6 | - | - | - |
| University of British Columbia, Vancouver, B.C. | M. | - | - | - | - | - | - | - | 58 | 6 | 64 |
| | F. | - | - | - | - | - | - | - | - | - | - |
| Total..... | | 1,486 | 253 | 121 | 645 | 36 | 86 | 637 | 2,696 | 302 | 2,998 |

SURVEY OF EDUCATION IN CANADA

112.—Universities of Canada: Number of Students in various Faculties, 1919-1920.

| Name and Address of University. | Sex. | Arts and Pure Science. | Engineering | Law. | Medicine. | Pharmacy. | Theology. | All other. | Total excluding Duplicates. | | | |
|--|------|------------------------|-------------|------|-----------|-----------|-----------|------------|-----------------------------|---------|------------------|-------|
| | | | | | | | | | Male. | Female. | Total. | |
| University of King's College, Windsor, N.S. | M. | 74 | - | 33 | - | - | 17 | - | 108 | 21 | 129 | |
| | F. | 20 | - | 1 | - | - | - | - | - | - | - | |
| Dalhousie University, Halifax, N.S. | M. | 155 | - | 68 | 130 | 34 | - | 120 | 483 | 139 | 622 | |
| | F. | 113 | - | 5 | 15 | 4 | - | 11 | - | - | - | |
| Acadia University, Wolfville, N.S. | M. | 125 | 86 | - | - | - | - | 14 | - | 225 | 105 | 330 |
| | F. | 105 | - | - | - | - | - | - | - | - | - | |
| University of St. Francis Xavier, Antigonish, N.S. | M. | 137 | 12 | - | - | - | - | 105 | 137 | 25 | 267 ¹ | |
| | F. | 25 | - | - | - | - | - | - | - | - | - | |
| University of New Brunswick, Fredericton, N.B. | M. | 36 | 62 | - | - | - | - | 58 | 156 | 21 | 177 | |
| | F. | 21 | - | - | - | - | - | - | - | - | - | |
| University of Mt. Allison, Sackville, N.B. | M. | 97 | 57 | - | - | - | - | 19 | 173 | 73 | 246 | |
| | F. | 73 | - | - | - | - | - | - | - | - | - | |
| University of St. Joseph's College, St. Joseph, N.B. | M. | 60 | - | - | - | - | - | 329 | 389 | - | 389 | |
| | F. | - | - | - | - | - | - | - | - | - | - | |
| McGill University, Montreal, Que. | M. | 287 | 620 | 131 | 624 | 27 | - | 732 | 2,715 | 604 | 3,319 | |
| | F. | 200 | - | 4 | 10 | 5 | - | 343 | - | - | - | |
| University of Bishop's College, Lennoxville, Que. | M. | 30 | - | - | - | - | - | 11 | 44 | 27 | 71 | |
| | F. | 27 | - | - | - | - | - | - | - | - | - | |
| Université Laval, Quebec, Que. | M. | 837 | - | 75 | 128 | - | - | 167 | 56 | 1,213 | 50 | 1,263 |
| | F. | - | - | - | - | - | - | - | 50 | - | - | - |
| Université de Montreal, Montreal, Que. | M. | 1,072 | 122 | 132 | 308 | 205 | 297 | 1,430 | 3,576 | 1,919 | 5,495 | |
| | F. | 833 | - | - | - | - | - | 1,086 | - | - | - | - |
| University of Toronto, Toronto, Ont. | M. | 1,290 | 815 | - | 1,203 | - | - | 454 | 3,726 | 1,511 | 5,237 | |
| | F. | 870 | 4 | - | 81 | - | - | 564 | - | - | - | - |
| Victoria University, Toronto, Ont. | M. | 294 | - | - | - | - | - | 169 | 364 | 211 | 575 | |
| | F. | 211 | - | - | - | - | - | - | - | - | - | - |
| University of Trinity College, Toronto, Ont. | M. | 85 | - | - | - | - | - | 22 | 107 | 59 | 166 | |
| | F. | 57 | - | - | - | - | - | 2 | - | - | - | - |
| Western University, London, Ont. | M. | 53 | - | - | 120 | - | - | 12 | 185 | 70 | 255 | |
| | F. | 51 | - | - | - | - | - | 17 | - | - | - | - |
| Queen's University, Kingston, Ont. | M. | 237 | 363 | - | 223 | - | - | 14 | 1,152 | 1,973 | 605 | 2,578 |
| | F. | 218 | - | - | - | - | - | 389 | - | - | - | - |
| University of Ottawa, Ottawa, Ont. | M. | 200 | - | - | - | - | - | 50 | 550 | 800 | - | 800 |
| | F. | - | - | - | - | - | - | - | - | - | - | - |
| McMaster University, Toronto, Ont. | M. | 170 | - | - | - | - | - | 31 | 2 | 194 | 87 | 281 |
| | F. | 85 | - | - | - | - | - | 2 | - | - | - | - |
| University of Manitoba. | M. | 580 | 92 | 118 | 193 | 35 | - | 628 | 1,654 | 359 | 2,013 | |
| | F. | 246 | - | 5 | 27 | 1 | - | 112 | - | - | - | - |
| University of Saskatchewan, Saskatoon, Sask. | M. | 216 | 16 | 33 | - | 66 | - | 939 | 1,270 | 367 | 1,637 | |
| | F. | 171 | - | 3 | - | 3 | - | 190 | - | - | - | - |
| University of Alberta, Edmonton, Alta. | M. | 199 | 71 | 82 | 121 | 31 | 6 | 243 | 855 | 251 | 1,106 | |
| | F. | 167 | - | 9 | 12 | 12 | - | 49 | - | - | - | - |
| University of British Columbia, Vancouver, B.C. | M. | 345 | 161 | - | - | - | - | 683 | 1,189 | 341 | 1,530 | |
| | F. | 336 | 1 | - | - | - | - | 2 | - | - | - | - |
| Total..... | | 10,108 | 2,482 | 699 | 3,195 | 423 | 821 | 10,201 | 21,536 | 6,845 | 28,481 | |

¹Including 105 in St. Francis Xavier whose sex was not given.

113—Universities of Canada: Number of Students by Academic Years, 1919-20.

| University | 1st Year | 2nd Year | 3rd Year | 4th Year | Post 4th and Graduate. | All Others | Total | No. of Degrees Conferred | |
|---------------------------|----------|----------|----------|----------|------------------------|------------|---------|--------------------------|----------|
| | | | | | | | | Undergraduate | Graduate |
| King's College..... | 28 | 50 | 20 | 13 | 6 | 12 | 129 | 11 | 7 |
| Dalhousie..... | - | - | - | - | - | - | 622 | 61 | 4 |
| Acadia..... | 127 | 100 | 50 | 35 | 5 | 13 | 330 | 33 | - |
| St. Francis Xavier..... | 65 | 32 | 32 | 19 | 2 | 117 | 267 | 18 | 4 |
| New Brunswick..... | 56 | 40 | 18 | 28 | 3 | 32 | 177 | 31 | 3 |
| Mt. Allison..... | 95 | 51 | 33 | 26 | 3 | 38 | 246 | 39 | 4 |
| St. Joseph's College..... | 14 | 18 | 15 | 13 | - | 329 | 389 | 12 | 1 |
| McGill..... | 1,025 | 544 | 365 | 302 | 95 | 988 | 3,319 | 272 | 17 |
| Bishop's College..... | 21 | 26 | 14 | - | 2 | 8 | 71 | 23 | 1 |
| Laval..... | 540 | 569 | 86 | 68 | - | - | 1,263 | 206 | 37 |
| Montreal..... | 686 | 343 | 256 | 47 | 277 | 3,886 | 5,495 | 463 | 537 |
| Toronto..... | 1,580 | 864 | 685 | 471 | 275 | 1,362 | 5,237 | 712 | 63 |
| Victoria..... | 174 | 96 | 101 | 83 | 5 | 46 | 575 | 4 | - |
| Trinity College..... | 52 | 36 | 20 | 14 | 26 | 18 | 166 | 5 | 7 |
| Western..... | - | - | - | - | 5 | 26 | 255 | 26 | 2 |
| Queen's..... | 649 | 339 | 267 | 267 | 169 | 887 | 2,578 | 201 | 21 |
| Ottawa..... | - | - | - | - | - | - | 800 | 36 | 43 |
| McMaster..... | 60 | 52 | 32 | 39 | 39 | 59 | 281 | 40 | 10 |
| Manitoba..... | 483 | 201 | 207 | 159 | 59 | 904 | 2,013 | 174 | 7 |
| Saskatchewan..... | 757 | 181 | 138 | 43 | 4 | 514 | 1,637 | 97 | 4 |
| Alberta..... | - | - | - | - | - | - | 1,106 | 69 | 18 |
| British Columbia..... | 492 | 178 | 138 | 62 | 20 | 640 | 1,530 | 59 | 10 |
| Total..... | 6,904 | 3,720 | 2,477 | 1,689 | 995 | 9,949 | 128,486 | 2,592 | 800 |

¹Total includes 2,752 not given by years.

114.—Universities of Canada: Financial Statistics, 1919-1920.

| Name and Address | Value of Endowments | Value of Land and Buildings | Total Assets | Sources of Income | | | | | Expenditure | | |
|---|---------------------|-----------------------------|--------------|-------------------|---------------------------------|-----------|---------------|--------------|-------------|---------|------------------------|
| | | | | Investments | Government and Municipal Grants | Fees | Other Sources | Total Income | Current | Capital | Total |
| | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| University of King's College, Windsor, N.S..... | 191,000 | 238,000 | 439,000 | 11,335 | - | 17,282 | 3,100 | 31,707 | 33,510 | - | 33,510 |
| Dalhousie University, Halifax, N.S..... | 646,000 | 875,000 | 1,646,000 | 35,244 | 1,200 | 61,626 | 6,267 | 104,337 | 104,237 | - | 104,237 |
| Acadia University, Wolfville, N.S..... | 678,000 | 400,000 | 1,083,000 | 38,674 | - | 25,161 | 7,040 | 70,875 | 68,471 | 33,851 | 102,322 |
| University of St. Francis-Xavier, Antigonish N.S..... | 104,970 | 294,952 | 429,628 | 5,897 | - | 930 | 66,267 | 73,093 | 71,576 | 8,866 | 80,442 |
| University of New Brunswick, Fredericton, N.B. | - | 300,000 | 425,000 | 2,532 | 25,000 | 12,110 | - | 39,693 | 38,974 | - | 38,974 |
| Mt. Allison University, Saskville, N.B..... | 400,000 | 900,000 | 1,400,000 | 24,683 | - | 16,292 | 46,950 | 87,925 | 83,505 | - | 83,505 |
| University of St. Joseph's College, St. Joseph, N.B..... | - | 324,000 | 365,000 | - | - | 58,150 | 14,240 | 72,391 | 66,935 | 5,177 | 72,112 |
| McGill University, Montreal, Que. ¹ | 12,235,201 | 8,171,168 | 21,506,369 | 697,593 | 101,068 | 342,111 | 208,112 | 1,348,884 | 1,353,147 | 16,413 | 1,369,560 |
| University of Bishop's College, Lennoxville, Que..... | 388,273 | 250,955 | 670,247 | 20,167 | 7,500 | 11,300 | 1,465 | 40,433 | 44,872 | - | 44,872 |
| University Laval, Quebec, Que. | - | 2,000,000 | 2,000,000 | - | 25,000 | 15,525 | 21,280 | 61,805 | - | - | 75,420 |
| University of Montreal, Montreal, Que..... | 68,000 | 710,000 | 953,000 | 4,200 | 26,750 | 159,969 | - | 190,919 | 160,928 | - | 160,928 |
| University of Toronto, Toronto, Ont..... | - | - | 7,536,055 | 62,508 | 527,400 | 382,559 | 83,358 | 1,055,825 | 1,509,311 | 210,787 | 1,720,098 |
| Victoria University, Toronto, Ont..... | 2,175,972 | 1,092,322 | 3,268,294 | 73,500 | - | 19,414 | 51,936 | 1,434,850 | 141,534 | - | 141,534 |
| University of Trinity College, Toronto, Ont..... | - | - | - | - | - | - | - | - | - | - | - |
| Queen's University, Kingston, Ont..... | 1,791,495 | 2,376,285 | 4,346,080 | 77,317 | 125,000 | 145,103 | 12,619 | 360,039 | - | - | 374,841 |
| Western University, London, Ont..... | - | 450,000 | 500,000 | - | 80,000 | 15,000 | - | 95,000 | 95,000 | - | 95,000 |
| University of Ottawa, Ottawa, Ont..... | - | 619,000 | 619,000 | - | - | 79,914 | 75,443 | 153,357 | 137,558 | - | 137,558 |
| McMaster University, Toronto, Ont..... | 900,000 | 400,000 | 1,320,000 | 51,742 | - | 30,631 | - | 82,373 | 83,785 | 7,872 | 91,657 |
| University of Manitoba, Winnipeg, Man..... | 1,105,833 | 1,025,632 | 2,131,465 | 66,800 | 443,284 | 66,294 | 10,000 | 586,378 | 327,616 | 286,977 | 614,593 |
| University of Saskatchewan, Saskatoon, Sask..... | 16,959 | 2,177,806 | 2,319,579 | 1,311 | 322,055 | 22,256 | 8,625 | 354,247 | 378,560 | 256,311 | 634,871 |
| University of Alberta, Edmonton, Alta. ² | - | 3,174,609 | 3,359,147 | - | 266,635 | 12,473 | 92,779 | 371,887 | 196,212 | - | 196,212 |
| University of British Columbia, Vancouver, B.C.. | 10,468 | 306,629 | 513,863 | - | 388,000 | 13,479 | 21,593 | 423,071 | 295,513 | 74,453 | 369,966 |
| Total Universities..... | 20,712,171 | 26,086,358 | 56,830,727 | 1,173,554 | 2,338,892 | 1,507,579 | 731,074 | 7,039,089 | 5,191,244 | 900,707 | 6,542,212 ³ |

DOMINION BUREAU OF STATISTICS

¹ The figures for McGill include Macdonald College.
² 1918-1919 figures.
³ Including \$40,261 not itemized as current and capital expenditure by Laval and Queen's.

Affiliated, Technical and Professional Colleges.

115.—Professional and Affiliated Colleges of Canada: Number of Teaching Staff and Students, 1919-20.

| Name and Address. | Number of Teaching Staff. | | | Number of Students. | | |
|--|---------------------------|---------|--------|---------------------|---------|---------------------|
| | Male. | Female. | Total. | Male. | Female. | Total. |
| Prince of Wales College, Charlottetown, P.E.I. | 7 | 3 | 10 | 74 | 158 | 232 |
| St. Dunstan's College, Charlottetown, P.E.I. | 12 | - | 12 | 290 | - | 290 |
| Presbyterian College, Halifax, N.S. | 4 | - | 4 | 32 | - | 32 |
| College of Ste. Anne, Church Point, N.S. | 13 | - | 13 | 130 | - | 130 |
| Technical College, Halifax, N.S. | - | - | - | - | - | - |
| Agricultural College, Truro, N.S. | 13 | - | 13 | 296 | 96 | 392 |
| Holy Heart, Theological College, Halifax, N.S. | 7 | - | 7 | 54 | - | 54 |
| St. Mary's College, Halifax, N.S. | 7 | - | 7 | 130 | - | 130 |
| Macdonald College, Ste. Anne de Bellevue, Que. | 37 | 20 | 57 | 381 | 341 | 722 |
| Ecole des Hautes Etudes Commerciales, Montreal, Que. | 9 | - | 9 | 340 | - | 340 |
| Stanstead Wesleyan College, Stanstead, Que. | 7 | 15 | 22 | - | - | 410 |
| Presbyterian College, Montreal, Que. | 6 | - | 6 | 42 | 7 | 49 |
| Congregational College of Canada, Montreal, Que. | 2 | - | 2 | 15 | - | 15 |
| Montreal Diocesan Theological College, Montreal, Que. | 4 | - | 4 | 14 | - | 14 |
| Wesleyan Theological College, Montreal, Que. | 4 | - | 4 | 88 | - | 88 |
| Wycliffe College, Toronto, Ont. | 7 | 1 | 8 | 60 | - | 60 |
| Knox College, Toronto, Ont. | 17 | - | 17 | 92 | 22 | 114 |
| St. Michael's College, Toronto, Ont. | 14 | 12 | 26 | 118 | 82 | 200 |
| Ontario Agricultural College, Guelph, Ont. | 48 | 12 | 60 | 1,631 | 436 | 2,067 |
| Ontario College of Arts, Toronto, Ont. | 7 | 5 | 12 | 171 | 266 | 437 |
| Ontario College of Pharmacy, Toronto, Ont. | 6 | - | 6 | 137 | 7 | 144 |
| Ontario Law School "Osgoode Hall," Toronto, Ont. | 7 | - | 7 | 619 | 21 | 640 |
| Toronto Bible College, Toronto, Ont. | 6 | 1 | 7 | 114 | 215 | 329 |
| Royal College of Dental Surgeons, Toronto, Ont. | 61 | 1 | 62 | 789 | 14 | 803 |
| Ontario Veterinary College, Toronto, Ont. | 23 | - | 23 | 95 | - | 95 |
| Waterloo College Lutheran and Theological Seminary, Waterloo, Ont. | 6 | - | 6 | 49 | - | 49 |
| Huron College, London, Ont. | 6 | - | 6 | 23 | - | 23 |
| St. Jerome's College, Kitchener, Ont. | 13 | - | 13 | 165 | - | 165 |
| Royal Military College, Kingston, Ont. | 20 | - | 20 | 165 | - | 165 |
| Brandon College, Brandon, Man. | - | - | - | 69 | 49 | 419 |
| Manitoba Law School, Winnipeg, Man. | 21 | - | 21 | 118 | 5 | 123 |
| Wesley College, Winnipeg, Man. | 11 | 3 | 14 | - | - | 300 |
| Manitoba Agricultural College, Winnipeg, Man. | 29 | 9 | 38 | 758 | 364 | 1,122 |
| St. John's College, Winnipeg, Man. | - | - | - | - | - | - |
| Emmanuel College, Saskatoon, Sask. | 3 | - | 3 | 20 | - | 20 |
| Presbyterian Theological College, Saskatoon, Sask. | 3 | - | 3 | 31 | - | 31 |
| St. Chad's College, Regina, Sask. | 5 | - | 5 | 9 | - | 9 |
| Edmonton Jesuit College, Edmonton, Alta. | 17 | - | 17 | 186 | - | 186 |
| Robertson College, Edmonton (South), Alta. | 3 | - | 3 | 33 | - | 33 |
| Institute of Technology and Art, Calgary, Alta. | 22 | - | 22 | 415 | - | 415 |
| Royal Naval College, Esquimalt, B.C. | 11 | - | 11 | 46 | - | 46 |
| The Anglican Theological College of B.C., Vancouver, B.C. | 4 | - | 4 | 9 | - | 9 |
| Columbia Methodist College, Vancouver, B.C. | - | - | - | - | - | - |
| Total | 502 | 82 | 584 | 7,808 | 2,083 | 10,902 ¹ |

¹Including 1,011 whose sex is not given.

116.—Professional and Affiliated Colleges of Canada: Financial Statistics, 1919-1920.

| Name and Address. | Value of Endowments. | Value of Land and Buildings. | Sources of Income. | | | | | Expenditure. |
|--|----------------------|------------------------------|--------------------|--------------------|----------------|----------------|------------------|------------------|
| | | | Investments. | Government Grants. | Fees. | Other Sources. | Total Income. | |
| | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| Prince of Wales College, Charlottetown, P.E.I.... | — | 175,000 | — | 16,197 | 1,500 | — | 1,500 | 17,697 |
| Presbyterian College, Halifax, N.S..... | 149,042 | 180,000 | 12,379 | — | — | 14,004 | 26,383 | — |
| College of Saint-Anne, Church Point, N.S..... | — | 90,000 | — | — | 25,000 | 10,000 | 35,000 | 32,500 |
| Technical College, Halifax, N.S..... | — | 400,000 | — | — | — | — | 34,413 | 66,179 |
| Agricultural College, Truro, N.S..... | — | 350,000 | — | 75,848 | — | 22,041 | 97,889 | 54,721 |
| Holy Heart Theological College, Halifax, N.S.... | — | 300,000 | — | — | 10,800 | 3,000 | 13,800 | 17,000 |
| St. Mary's College, Halifax, N.S..... | — | 150,000 | 450 | — | 20,000 | 5,000 | 25,450 | 25,000 |
| Macdonald College, St. Anne de Bellevue, Que. | 4,000,000 | 3,500,000 | 207,363 | 11,500 | 14,667 | 135,000 | 368,530 | 368,530 |
| Ecole des Hautes Etudes Commerciales, Mon- treal, Que..... | — | 788,685 | — | 70,000 | 1,696 | 603 | 72,299 | 69,855 |
| Stanstead Wesleyan College, Stanstead, Que. | 154,328 | 210,800 | 4,303 | 800 | 55,597 | 6,863 | 67,562 | 81,608 |
| Presbyterian College, Montreal, Que..... | 368,403 | 170,000 | 22,041 | — | — | 8,277 | 30,318 | 28,467 |
| Congregational College of Canada, Montreal, Que. | — | — | 7,354 | — | — | 4,159 | 11,513 | 10,176 |
| Wesleyan Theological College, Montreal, Que..... | 129,552 | 225,000 | 6,482 | — | 300 | 17,883 | 24,665 | 24,676 |
| Wycliffe College, Toronto, Ont..... | 291,854 | 230,125 | 18,549 | — | 3,295 | 88,809 | 110,653 | 108,055 |
| Knox College, Toronto, Ont..... | 452,653 | 750,000 | 25,890 | — | — | 25,821 | 51,711 | 47,379 |
| St. Michael's College, Toronto, Ont..... | — | 585,000 | — | — | 24,900 | 8,750 | 33,650 | 33,650 |
| Ontario Agricultural College, Guelph, Ont..... | — | 2,000,000 | — | — | 18,416 | — | 158,187 | 471,068 |
| Ontario College of Art, Toronto, Ont..... | — | — | — | 12,000 | 7,345 | 102 | 19,447 | 17,000 |
| Ontario College of Pharmacy, Toronto, Ont..... | 3,615 | 48,535 | 573 | — | 37,593 | 2,466 | 40,632 | 31,130 |
| Royal College of Dental Surgeons of Ontario, Toronto, Ont..... | — | 350,000 | — | 100,000 | 146,940 | 16,468 | 263,408 | 265,408 |
| Ontario Veterinary College, Toronto, Ont..... | — | 300,000 | — | 45,000 | 8,075 | — | 53,075 | 45,000 |
| Waterloo College, Lutheran and Theological Sem- inary, Waterloo, Ont..... | — | 60,000 | — | — | 1,720 | 8,000 | 9,720 | 14,000 |
| Huron College, London, Ont..... | 45,205 | 40,000 | 5,176 | — | 3,539 | 4,650 | 13,365 | 14,539 |
| St. Jerome's College, Kitchener, Ont..... | — | 200,000 | — | — | 25,000 | — | 25,000 | 25,000 |
| Royal Military College, Kingston, Ont..... | — | — | — | — | — | — | — | — |
| Brandon College, Brandon, Man..... | 86,376 | 168,270 | 4,087 | — | 23,213 | 36,329 | 63,629 | 59,319 |
| The Manitoba Law School, Winnipeg, Man..... | — | — | — | — | 3,168 | 4,954 | 8,122 | 7,962 |
| Wesley College, Winnipeg, Man..... | 129,082 | 713,735 | 25,017 | — | 4,602 | 24,783 | 54,402 | 47,532 |
| Manitoba Agricultural College, Winnipeg, Man.... | — | 5,000,000 | — | — | 13,869 | 60,265 | 74,134 | 340,039 |
| St. John's College, Winnipeg, Man..... | 200,000 | 250,000 | 9,000 | — | 2,000 | — | 11,000 | — |
| Emmanuel College, Saskatoon, Sask..... | — | — | — | — | — | — | — | — |
| Presbyterian Theological College, Saskatoon, Sask. | — | 30,000 | — | — | 130 | 10,822 | 10,952 | 10,900 |
| St. Chad's College, Regina, Sask..... | 10,000 | 140,000 | — | — | 958 | — | 958 | 4,437 |
| Edmonton Jesuit College, Edmonton, Alberta.... | — | 140,000 | — | — | 38,300 | 5,000 | 43,300 | 39,600 |
| Robertson College, Edmonton (South) Alberta... | 4,155 | 8,000 | 242 | — | — | 9,990 | 10,233 | 7,327 |
| Royal Naval College, Esquimalt, B.C..... | — | — | — | — | — | — | — | — |
| Anglican Theological College of B.C.—Vancouver B.C..... | — | — | — | — | — | — | — | — |
| Columbia Methodist College, New Westminster, B.C..... | 10,500 | 135,000 | 500 | 1,310 | — | 20,700 | 22,510 | 24,200 |
| Total..... | 6,034,765 | 17,688,150 | 349,406 | 332,655 | 492,623 | 554,739 | 1,887,416 | 2,410,151 |

1 1917-8.

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| Population, percentage of at school, 1911 and 1916 | 21 | Poor in New Brunswick..... | 6 |
| Salaries of teachers in..... | 87 | High school..... | 7 |
| School Units in..... | 8 | Municipal school, N.S., Que., B.C..... | 6, 7, 9 |
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| Cost of education in..... | 103 | and ungraded classrooms: | |
| Department of education in..... | 10 | attendance..... | 63, 64 |
| Distribution of pupils by ages and grades in..... | 53 | distribution by grade..... | 62, 63 |
| Distribution of teachers by sex and class of | | days in session during year..... | 63, 64 |
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| Enrolment of pupils in..... | 18, 20 | High Schools, Definition of..... | 12, 13, 88-91 |
| Illiteracy in..... | 21 | District in Ontario..... | 7 |
| Medical inspection in..... | 110 | Territory in Manitoba..... | 8 |
| Percentage of attendance in..... | 22 | Teachers and pupils in Ontario, Saskatchewan and | 90, 91 |
| Periods during which class-rooms were open in .. | 27 | British Columbia..... | 90, 91 |
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| School units in..... | 8 | | |
| Teachers in..... | 65 | | |
| in training in..... | 66 | | |
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117.—Universities and Professional and Affiliated Colleges of Canada: Students in Attendance by their Provinces of Residence, 1919-20.

| Name of University. | Students by Provinces. | | | | | | | | | | | Canada |
|---------------------|------------------------|-------|-------|--------|--------|-------|-------|-------|-------|------|-----------------|---------------------|
| | P.E.I. | N.S. | N.B. | Que. | Ont. | Man. | Sask. | Alta. | B.C. | Dis. | Outside Canada. | |
| King's College | 11 | 49 | 55 | - | 3 | - | - | - | - | - | 11 | 129 |
| Dalhousie | 26 | 515 | 46 | 1 | 2 | - | 2 | 2 | - | - | 28 | 622 |
| Acadia | 10 | 233 | 76 | 3 | - | - | - | 1 | 1 | - | 6 | 330 |
| St. Francis Xavier | 2 | 228 | 24 | 1 | 8 | 1 | - | - | - | - | 3 | 267 |
| New Brunswick | - | 4 | 167 | 1 | 2 | - | - | - | - | - | 3 | 177 |
| Mount Allison | 8 | 106 | 87 | 3 | 1 | - | - | - | - | - | 41 | 246 |
| St. Joseph's | 3 | 11 | 289 | 62 | 6 | - | - | - | - | - | 18 | 389 |
| McGill | 32 | 107 | 123 | 2,140 | 393 | 29 | 31 | 37 | 83 | - | 344 | 3,319 |
| Bishop's | - | - | 1 | 63 | 7 | - | - | - | - | - | - | 71 |
| Laval | 7 | 2 | 9 | 1,234 | - | 2 | 2 | 1 | - | - | 6 | 1,263 |
| Montreal | - | - | - | 5,457 | 31 | - | - | - | - | - | 7 | 5,495 |
| Toronto | 3 | 31 | 21 | 35 | 4,733 | 42 | 97 | 50 | 86 | 3 | 136 | 5,237 |
| Victoria | - | - | 3 | 2 | 515 | 3 | 21 | 3 | 7 | - | 21 | 575 |
| Trinity | 1 | 1 | - | 1 | 149 | 1 | 1 | 2 | 5 | - | 5 | 166 |
| Western | - | - | - | - | 252 | - | 2 | - | - | - | 1 | 255 |
| Queen's | 2 | 16 | 12 | 47 | 3,265 | 19 | 106 | 40 | 31 | 1 | 39 | 2,578 |
| Ottawa | - | - | 2 | 280 | 500 | 1 | 2 | 1 | - | - | 14 | 800 |
| McMaster | - | - | 1 | 7 | 238 | 6 | 4 | 5 | 8 | - | 12 | 281 |
| Manitoba | - | - | 1 | - | 15 | 1,883 | 87 | 12 | 11 | - | 4 | 2,013 |
| Saskatchewan | 5 | 8 | 1 | 6 | 26 | 23 | 1,528 | 9 | 3 | - | 28 | 1,637 |
| Alberta | - | - | - | - | - | - | - | 1,106 | - | - | - | 1,106 |
| British Columbia | - | 1 | - | - | 7 | 3 | 4 | 3 | 1,492 | 1 | 19 | 1,530 |
| Total Universities | 110 | 1,312 | 918 | 9,343 | 9,153 | 2,013 | 1,887 | 1,272 | 1,727 | 5 | 746 | 28,486 |
| Total Colleges | 551 | 671 | 87 | 895 | 5,015 | 1,725 | 185 | 605 | 67 | 1 | 255 | 10,057 ¹ |
| Grand total | 661 | 1,983 | 1,005 | 10,238 | 14,168 | 3,738 | 2,072 | 1,877 | 1,794 | 6 | 1,001 | 38,543 |

¹Excluding McDonald College (722) and Manitoba Law School (123), which are already included in figures for Universities.

118.—Universities and Professional and Affiliated Colleges of Canada: Students in Attendance in the Various Faculties by Provinces, 1919-20.

| Faculties. | Students by Provinces. | | | | | | | | | | Canada |
|--|------------------------|--------------------|------|--------|--------|-------|-------|-------|-------|--------|--------|
| | P.E.I. | N.S. | N.B. | Que. | Ont. | Man. | Sask. | Alta. | B.C. | | |
| Arts and Pure Science | 232 | 909 | 287 | 3,604 | 4,595 | 1,110 | 387 | 448 | 681 | 12,253 | |
| Agriculture | 220 | 286 | - | 520 | 1,370 | 381 | 246 | 175 | 45 | 3,243 | |
| Architecture | - | - | - | 26 | - | 3 | - | 4 | - | 33 | |
| Commerce | - | - | - | 770 | 275 | - | 31 | 44 | - | 1,120 | |
| Dentistry | - | 54 | - | 246 | 803 | - | - | 25 | - | 1,128 | |
| Education | 220 | - | - | 1,737 | 539 | - | - | - | - | 2,496 | |
| Engineering | - | 169 | 119 | 742 | 1,182 | 92 | 16 | 71 | 162 | 2,553 | |
| Forestry | - | - | 58 | 18 | 48 | - | - | - | - | 124 | |
| Household Science | 109 | - | - | 252 | 176 | 155 | - | 11 | - | 703 | |
| Law | - | 107 | - | 342 | 537 | 123 | 36 | 91 | - | 1,236 | |
| Medicine | - | 135 | - | 1,075 | 1,627 | 220 | - | 163 | - | 3,220 | |
| Music | - | 30 | - | 418 | 20 | 139 | - | - | - | 607 | |
| Pharmacy | - | 38 | - | 252 | 144 | 36 | 69 | 43 | - | 582 | |
| Theology | - | 109 | 19 | 555 | 764 | - | 63 | 23 | 9 | 1,542 | |
| Veterinary Medicine | - | - | - | 23 | 95 | - | - | - | - | 118 | |
| Summer Schools | - | - | - | 84 | 705 | 637 | 157 | 18 | - | 1,601 | |
| Extension Courses | - | 2,740 ¹ | - | 926 | 523 | 739 | 331 | 289 | - | 5,548 | |
| Correspondence Courses | - | - | - | - | 529 | - | - | 180 | - | 709 | |
| Social Service | - | - | - | 7 | 355 | - | - | - | - | 364 | |
| Art | - | - | - | - | 437 | - | - | - | - | 437 | |
| Military and Naval | - | - | - | - | 165 | - | - | - | 46 | 211 | |
| Total (including preparatory and other courses but excluding duplicates) | 522 | 2,086 | 812 | 11,064 | 15,183 | 3,854 | 1,697 | 1,740 | 1,585 | 38,543 | |

¹Nova Scotia Technical College: this item arrived too late to be included in general totals.

²The totals in this table differ from the totals in table 117 because the latter gives the students by provinces of residence of the students, regardless of the location of the institutions, while table 118 gives the students by the province in which the institution is situated. The total for Quebec in table 118 differs from that in table 1 because table 118 includes the Classical Colleges and gives later figures.

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| Leaving, early school | 40 | Ontario, affiliated colleges in | 18 |
| Manitoba, Ages of compulsory attendance in | 15 | Ages of compulsory attendance in | 15 |
| Free admission into schools | 14 | Of free admission to schools in | 14 |
| Average attendance of pupils in | 21 | Average attendance of pupils in | 21 |
| Colleges in | 116, 117 | Collegiate institutes in | 89, 90 |
| Consolidation in | 96 | Consolidation in | 94 |
| Collegiate institutes in | 89 | Continuation schools in | 89, 90 |
| Departments | 89 | Cost of education in | 100, 103, 104 |
| Department of Education in | 10 | Coloured minorities in | 7 |
| Distribution of pupils by grades in | 53 | Department of Education in | 10 |
| Distribution of pupils by ages in | 59 | Distribution of pupils by grades in | 46, 51 |
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| Enrolment of pupils in | 18, 20 | Experience of teachers in | 82 |
| Illiteracy in | 21 | Illiteracy in | 21 |
| Medical inspection of schools in | 109 | Medical inspection of schools in | 105-110 |
| Municipal school districts in | 7 | Percentage of attendance in | 22 |
| Percentage of attendance in | 22 | Population of, 1901 and 1911 | 21, 33 |
| Population of, 1901, 1911 and 1916 | 21, 33 | percentage of at school, 1910 | 21 |
| Percentage of at school, 1910 | 21 | Public schools in | 12 |
| Salaries of teachers in | 86 | Salaries of teachers in | 85 |
| School units in | 7 | School section in | 7 |
| Teachers in | 65 | School units in | 7 |
| in training in | 66 | Separate schools in | 12 |
| Types of schools in | 12 | Teachers in | 65 |
| University of | 112, 114, 117-118 | in training in | 66 |
| | | Types of schools in | 12 |
| | | Union school section in | 6 |
| | | Universities in | 112-114, 117-119 |
| New Brunswick, Ages of compulsory attendance in .. | 115 | Parish in N.B. | 12 |
| Ages of free admission in | 14 | Percentage of attendance, how computed | 22-24 |
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| Classroom assistants in | 5 | Significance of | 22 |
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| Distribution of pupils by grades in | 50 | Poor section | 6 |
| Distribution of teachers by sex and class of certificate in | 65, 66, 70 | Population at school ages in 1901, 1911 and 1916 | 21 |
| Enrolment of pupils in | 18, 20 | Prince Edward Island, advanced graded schools in .. | 11 |
| Grammar Schools in | 12, 89 | Ages of compulsory attendance in | 15 |
| Illiteracy in | 21 | of free admission in | 14 |
| Medical inspection in | 108 | Average attendance of pupils in | 21 |
| Parishes in | 12 | Colleges in | 116-117 |
| Percentage of attendance in | 22 | Cost of Education in | 99, 103, 106 |
| Poor districts in | 6 | Department of Education in | 9 |
| Population of, 1901 and 1911 | 21, 33 | Distribution of pupils by grades in | 46, 49 |
| Population percentage of at school, 1910 | 21 | Enrolment of pupils in | 20 |
| Salaries of teachers in | 8 | First class schools in | 11 |
| School units in | 6 | Illiteracy in | 21 |
| Superior schools in | 12 | Medical inspection of schools in | 105-110 |
| Teachers in | 65 | Minor district in | 6 |
| Teachers in training in | 66 | Percentage of attendance in | 22 |
| experience of | 80 | Population of in 1901 and 1911 | 18, 21, 33 |
| Types of schools in | 12 | Percentage of at school, 1910 | 21 |
| Universities | 112-114 | School units in | 6 |
| Night institutions, pupils in Canada in | 18 | Teachers in | 65 |
| Normal schools | 13, 18, 66 | in training in | 66 |
| Nova Scotia, Affiliated colleges in | 116, 117 | Types of schools in | 11 |
| Ages of compulsory attendance in | 15 | Private schools, pupils in | 18 |
| Free admission in | 14 | Proportion of classrooms to population by provinces .. | 26 |
| Average attendance of pupils in | 21 | Probability curve | 42 |
| Consolidation in | 93 | Public schools in Ontario and Saskatchewan | 7 |
| Nova Scotia, Cost of education in | 99, 103, 104 | Population by provinces, 1901 and 1911 and Prairie Provinces, 1916 | 18, 21, 33 |
| County academies in | 12, 88 | | |
| Days school were open during year in | 27, 63 | Quebec, Affiliated colleges in | 116-117 |
| Days pupils attended during year in | 24, 63 | Ages of free admission into schools in | 14 |
| Department of education in | 9 | at schools in | 21 |
| Distribution of pupils by grade in | 49 | Arts and trades schools in, 1919 | (Note 9) 18 |
| Of pupils by ages in | 58 | Average attendance of pupils | 21 |
| Ages and grade in, 1919 | 56 | Academies in | 18 |
| By grade and sex in | 60 | Blind education of in | 103 |
| In graded and ungraded schools in | 63 | Classical colleges in | 12, 18, 90 |
| District commissioners in | 9 | Cost of education in | 100, 103, 104 |
| Enrolment of pupils in | 18, 20 | Dairy schools in | (Note 11) 18 |
| High Schools in | 12, 88 | Department of public Instruction in | 10 |
| Illiteracy in | 21 | Deaf mutes, education of in | 108 |
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| Municipal districts in | 9 | Draft and confection schools in | (Note 11) 18 |
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| Percentage of attendance in | 22 | Illiteracy in | 21 |
| Percentage of population at school in 1910 | 21 | Independent schools in | (Note 13) 18 |
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| Teachers in | 65, 66, 70 | Percentage of attendance in | 22 |
| in training in | 66 | Population of in 1901 and 1911 | 21, 33 |
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| Separate schools in..... | 18 (Note 11) | District..... | 5 |
| Teachers in..... | 65 | Early leaving..... | 40 |
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